Changing the stories we tell, to reduce sexual assault & gender violence on campus

CAMPUS SAGA (SEXUAL ASSAULT AND GENDER AGGRESSION) TOOLKIT

ACKNOWLEDGEMENTS:

I would like to thank all of the women and men who have been brave enough to speak out about their experiences of dealing with sexual violence on college campuses, particularly the ones who have had the strength to fight the system and say, "the way you are treating me is wrong." This toolkit is dedicated to them, but it is also dedicated to everyone who has not been able to speak up about sexual and gender violence because they are afraid that the systems in place will devalue their experiences, their lives, and their pain. Their fears are real, but they are something that we can change.
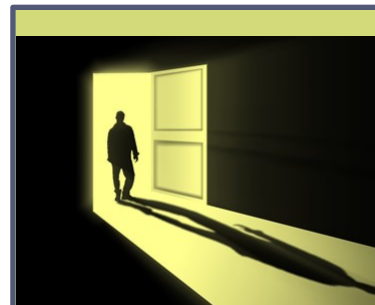
Prepared by:
Elizabeth Boskey, Ph.D.
Certified Sexuality Educator
Certified Health Education Specialist

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In recent years, there has been a growing recognition of the extent of the problem of sexual and gender violence on college campuses as well a growing awareness of the inability of current systems to respond to these problems appropriately. Several cases reported by the national media have become rallying cries for improvement to sexual assault prevention and reporting structures on campus. This has included a highly publicized series of rape allegations at Amherst College(Pérez-peña, 2012) as well as the now questionable Rolling Stone coverage of a supposed gang rape at the University of Virginia (Peralta & Calamur, 2015). The first drew attention to the failure of campus officers to effectively investigate assault cases and punish perpetrators. The second brought attention to the role that alcohol often plays in campus sexual assault.

Due to reluctance to report sexual assaults to campus, or other, authorities, the extent of the problem of sexual and gender violence on college campuses cannot be fully determined(Fisher, Daigle, Cullen, & Turner, 2003). However, what is known about the problem suggests that these forms of violence are endemic at university systems around the country. That's one reason why, in 2011, the federal government issued new guidelines clarifying that colleges and universities that fail to respond appropriately to on-campus sexual assault may face the loss of federal funds under Title IX(United States Department of Education, Office of Civil Rights, 2011).

As colleges have accepted that they do not have systems in place to effectively prevent or respond to campus sexual and gender violence they have reached out to other institutions for support. In 2014, the groundbreaking Dartmouth Summit on Sexual Assault brought together representatives from several hundred colleges and universities from around the country to discuss what could be done to improve safety on college campuses. At the time, 67 colleges and universities had pending Title IX suits related to on campus sexual assaults(Pryal, 2015), and ways to both prevent and investigate sexual assault were major themes of the summit.

As a result of both the government's clarification on Title IX's role in addressing sexual violence, and the Dartmouth summit, a number of universities have increased the number of Title IX and related support staff responsible for addressing sexual and gender issues on campus. However, while well intentioned, such changes fail to address several critical failures in the sexual assault reporting and adjudication systems that must be dealt with before lasting improvements can be made. For example, colleges need to inform students that any report to a Title IX officer, and certain other categories of faculty and staff, must be investigated *by law*, whether or not the survivor wants an investigation(New, 2014a). Such warnings must take place by the staff person in question before any report can take place, in order to protect the survivor. Professional counseling staff, and all staff who refer to counseling centers, must also be aware that due to problematic clauses in FERPA, under certain circumstances college counseling records and student health records are not protected by the Health Insurance Privacy and Portability Act (HIPPA) and therefore may not be kept confidential (Pryal, 2015). Student health personnel and campus counselors should be proactive about discussing this with all students, particularly those who see them after an assault.

Finally, it is important to note that even those campuses that do a reasonably good job of addressing sexual violence against female students often fail to have formal policies in place to deal with sexual violence addressed at men or sexual and gender minorities, even though research confirms that these populations are at risk(Banyard et al., 2007; Edwards & Sylaska, 2013; Palmer, McMahon, Rounsaville, & Ball, 2010). In fact, campus policies can perpetuate gender-based microaggressions as a matter of course, through a failure to consistently recognize the gender identity of transgender, genderqueer, and other gender non-conforming students (trans* students) in formal and appropriate way across administrative systems(Tetreault, Fette, Meidlinger, & Hope, 2013).

HOW TO USE THIS TOOLKIT

This toolkit is organized so that it is easy for various types of users to access the materials that they most need, whether they are part of the general public, college administrators, or professional counseling staff. As such, the sections are color coded

- **Plain** – These pages contain information for activists and the general public who are interested in learning more about sexual and gender violence on college campuses. Resources in this section include definitions, statistics, and links to organizations working on related topics and concerns. These pages are also suitable for use by administrative and counseling staff.
- **Brown** – These resources are for college administrators. They contain sample policies for improving the campus response to sexual and gender violence as well as information about how to create resources on campus that are safe, open, and welcoming for all survivors of sexual and gender violence.
- **Green** – These pages contain information about evidence-based interventions for working with survivors of sexual and gender violence on college campuses. They also include information about how to make college counseling services safer and more affirmative for individuals of diverse sexual orientations and gender identities who have experienced sexual and gender based violence on campus

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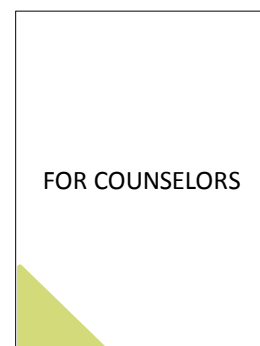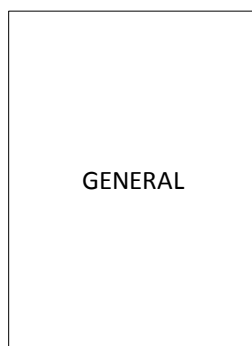
PURPOSE OF THIS TOOLKIT

This toolkit is not a solution to the epidemic of sexual and gender violence on college campuses, nor should it be taken as the only way to address these problems. Instead, the purpose of this toolkit is to educate college administrators and counseling staff about the problems of sexual and gender violence on campus and provide them with the resources they need to create a safer and more affirming campus environment for all who live and work there. An environment that:

- **Refuses to support social structures and expectations that encourage what is colloquially known as "rape culture"**
- **Openly expresses a commitment to reducing sexual and gender violence**
- **Enacts that commitment by providing services to survivors of sexual and gender violence that respect survivor's autonomy and allow them to express their own needs for healing**
- **Creates educational and empowerment programs that teach the campus community about the importance of consent and respect for everyone's bodies and sexuality**

TOOLKIT GOALS & OBJECTIVES

The goal of this toolkit is to serve as an informational resource for college and university staff who desire to create a campus environment that actively works to prevent sexual and gender violence, while also providing resources about how to work with students in the aftermath of harassment or assault.

After reading this toolkit, staff members should be able to:

- Describe the various types of sexual and gender violence that are common on college campuses
- Explain how campus policies may contribute to an environment of "rape culture"
- Design educational and intervention campaigns to reduce the likelihood of sexual and gender violence on campus
- Refer survivors of sexual and gender violence to appropriate providers and organizations on- or off-campus, with an awareness of issues around confidentiality and reporting that have the potential to be problematic when survivors are referred to college or university services

IMPORTANT TERMS

Bisexual – someone who is attracted to people of both sexes

Cisgender – someone whose gender identity matches the sex they were assigned at birth

Gay – a person attracted to those of the same sex, sometimes specifically men who are attracted to men

Gender Affirmation Surgery – any surgery used to affirm a person's gender identity. Also referred to as gender confirmation surgery or sex reassignment surgery

Gender Identity – the internal experience people have of themselves as male, female, or belonging to neither gender

Gender Nonconforming – a person whose behavior or appearance does not conform to gender expectations

Gender Neutral Pronouns – pronouns that do not impose a gender on the person they are referring to; include they/their, zie/zir/zis, and other options

Genderqueer - someone whose gender identity does not fully fit into the categories of male or female

SEXUAL AND GENDER VIOLENCE ON COLLEGE CAMPUSES

Sexual and gender violence on college campuses is an enormous problem. Although President Obama frequently cites the statistic that one in five college students have been the victim of sexual assault, the true prevalence of sexual violence on campus is difficult to determine(Kessler, 2015). Both male and female survivors of sexual violence are often reluctant to report, or access services, out of fear that they may be shamed or disbelieved (Walsh, Banyard, Moynihan, Ward, & Cohn, 2010). Survey responses that ask about sexual violence may also not be fully accurate, both because of such fears and because many people may not choose to participate in studies asking about sex. In addition, how sexual violence and sexual assault are defined vary from survey to survey, which can make data interpretation difficult(Cantalupo, 2014; Krebs, 2014).

Even though the true extent of sexual violence on campuses is unknown, there is no doubt that it is common. One of the largest surveys on the subject found that more than 15 percent of surveyed women reported experiencing sexual victimization on campus, with almost half of the experiences involving physical force(Cullen, Fisher, & Turner, 2000). A recent national study found that almost 20 percent of female college students had experienced an attempted or completed sexual assault while on campus(Krebs, Lindquist, Warner, Fisher, & Martin, 2009a). A smaller study, of students at a college in Connecticut, found that 31 percent of men and 34 percent of women had experienced unwanted sexual contact and 13 and 6 percent, respectively, reported engaging in sexually coercive behavior(Palmer et al., 2010). Another single university study found a much bigger gender disparity in unwanted sexual contact, finding it reported by 20 percent of women but only 8 percent of men. They also found some interesting differences in the circumstances under which such unwanted contact occurred. All unwanted male contacts occurred in party settings, whereas 5 percent of women experienced unwanted contact on dates and 21 percent in other settings. Alcohol and drug use was a common factor for unwanted contact for both genders, but substantially more so for men. In contrast, women were three times more likely to have been verbally coerced or forced into a sexual situation(Banyard et al., 2007).

Gender violence and related microaggressions against transgender and gender nonconforming individuals are also distressingly common on college campuses. Almost one out of every five respondents to the National Transgender Discrimination Survey reported being denied access to gender appropriate campus housing, and five percent were denied campus housing altogether. Eleven percent lost financial aid or were denied scholarships because of their gender identity. There were also high rates of abuse with more than a third of participants reporting that they were harassed or bullied on campus, five percent reporting physical assaults, and three percent reporting sexual assaults(Grant et al., 2011).

Incapacitated assault occurs when the victim of a sexual assault is incapacitated due to alcohol or other drug use and is therefore unable to consent. It is often distinguished from **forced assault** and/or **coercive assault.** However, it is important to remember a person who has been sexually victimized while under the influence of drugs or alcohol has still been sexually victimized. Their choice to use drugs or alcohol is not an invitation to assault.

TYPES OF SEXUAL AND GENDER VIOLENCE

Types of Sexual Violence

- Sexual Harassment
- Unwanted/Forced Sexual Contact
- Unwanted/Forced Intercourse
- Intimate Partner Violence/Domestic Violence
- Hate Crimes

Types of Gender Violence/Aggression

- Gender-Based Microaggressions
- Denial of Access to Gender-Appropriate Spaces (bathrooms, etc.)
- Verbal Harassment/Bullying
- Physical Assault
- Sexual Assault

Note: The specific definitions of *rape* and *sexual assault* vary by state. There is no uniform meaning for these terms, although one common distinction is that rape requires anal, vaginal, or oral penetration with a body part or object.

Microaggressions are "are brief and commonplace daily verbal, behavioral, or environmental indignities, that communicate hostile, derogatory, or negative […] slights and insults"

Source: Sue, D.W., Capodilupo, C., Torino, G, Bucceri, J., Holder, A., Nadal, K., & Equin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. The American Psychologist , 62 (4) 271-286

MISCONCEPTIONS ABOUT VICTIMS AND PERPETRATORS

The fact that the vast majority of conversations about sexual assault focus on female victims of male perpetrators perpetuates an injustice against both male victims of sexual violence and women who are victimized sexually in other ways. While it is true that the vast majority of reported assaults are committed by men against women, men can be victims of rape as well – by both male and female perpetrators(Bullock & Beckson, 2011). Unfortunately, men are even less willing to report being sexually assaulted than women, because sexual

IMPORTANT TERMS

GLBTQ – gay, lesbian, bisexual, transgender, queer/questioning. The letters are often seen in a different order and may include A (asexual) as well.

Lesbian – a woman who is sexually attracted to other women

Non-binary – a person whose gender identity is neither male or female, i.e. whose identity is off the gender binary

Pansexual – someone whose sexual attraction spans all genders

Queer – an umbrella term encompassing all non-heterosexual sexual orientations

Sexual Orientation – a person's sexual orientation describes who they are sexually attracted to, or whether they experience sexual attraction at all (asexual).

Trans* - someone with a gender identity on the transgender continuum.

Transgender – a person whose gender identity is different from their assigned sex at birth, usually someone with a cross sex identity (Male to Female, Female to male) , but not always

Transition – the process of starting to present as another gender, may involve social and/or medical changes.

victimization is associated with even more stigma and shame for them than it is for women. Unfortunately, many officials do not believe that it is possible for men to be raped, and only a minority of the organizations that provide services to rape survivors are willing to see men.

HOMOPHOBIA, MANDATORY SEXUALITY, AND THE MALE SURVIVOR

When a man has raped by another man, he may fear that he will be accused of being gay by anyone who finds out. Even if he is gay, and gay and bisexual men are at greater risk of assault than heterosexual men, such homophobic responses to the reporting of an attack can be traumatizing. In addition, gay and bisexual men who try to seek out justice are not infrequently told that they were asking for it, or must have liked it, just because they have chosen to have consensual sex with other men in the past(Bullock & Beckson, 2011).

For men who have raped by a woman, the types of stigma and shame are different, but no less profound. Depending on the nature of the sexual assault, men may fear that they'll be perceived as weak for being victimized by "the weaker sex." Another concern, particularly for young men whose first sexual experiences with a woman are coercive, is that if they disclose what happened, their friends might consider the event a triumph rather than an assault. This is a reflection of the problematic, but common, notions that men are supposed to want to have sex all the time and that losing one's virginity is a triumph. These ideas, when combined, mean that a male rape survivor's friends may think he has achieved something great, rather than understanding that he is a survivor of trauma

ASSAULT, AROUSAL, & SELF DOUBT

Men who experience erections during a sexual assault, and women who experience lubrication, may sometimes question if their physical arousal means they, in some way, secretly wanted the assault. It does not. Arousal is a reflex response to certain types of stimuli, and becoming aroused – even to the point of orgasm – does not make an assault any more consensual.

Being raped by a woman isn't cool and you aren't "lucky"

-anonymous male victim of sexual assault, posting on reddit

WHAT IS THE ROLE OF RACE?

There is very little published data about how race affects risk of campus sexual assault. In fact, there is very little research on minority survivors of campus sexual assault, although there has been one groundbreaking study of sexual victimization on the campuses of Historically Black Colleges and Universities (HBCUs). In the study, approximately one in 10 women on HBCU campuses reported being the victim of a completed sexual assault, with slightly more than half of those assaults being associated with incapacitation due to drugs or alcohol (Krebs, Lindquist, & Barrick, 2010). Interestingly, when this data was compared to a study of other college women that used similar methodology, it found that women at HCBUs were somewhat less likely to have been assaulted than women on other campuses. Furthermore, the difference was primarily because of a decreased frequency of incapacitated assaults. Although most assaults on HBCU campuses were still associated with drug or alcohol use, substance use remains less common on HBCU campuses than on college campuses in general, and therefore so were assaults (Krebs et al., 2010).

It is unclear how racial differences in risk play out on more diverse college campuses. Interestingly, the HBCU study was one of the few large research studies to address the question directly, finding that Hispanic women were more likely to be at risk of assault on HBCU campuses than non-Hispanic women(Krebs et al., 2010); however, that does not say anything about the risk of Hispanic or African American women on campuses dominated by White women. Limited data suggests that the risk may vary depending on the type of sexual assault, with White women being more likely to experience incapacitated assaults while women of color are more likely to experience assaults that include violence or force(Krebs, Lindquist, Warner, Fisher, & Martin, 2009b). However, a study looking, in depth, at a single college in the Northeast found that racial and ethnic minority students were substantially more likely to experience intimate violence than White students(Porter & Williams, 2011).
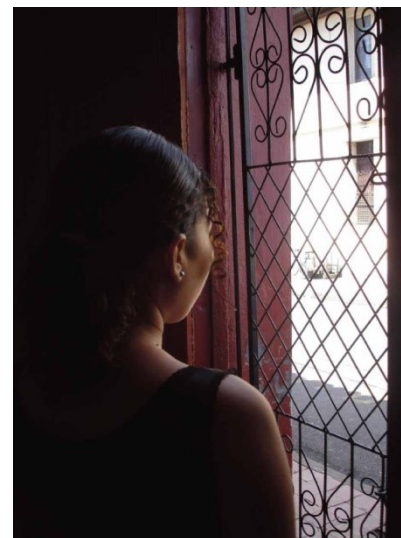
SEXUAL AND GENDER MINORITY STUDENTS

Race and sex are not the only factors that affect a person's risk of experiencing sexual or gender violence. So does their status as a sexual or gender minority. Several studies suggest that sexual and gender minorities feel less safe on campus than their cisgender, heterosexual counterparts, and that that feeling is justified(Porter & Williams, 2011; Reed, Prado, Matsumoto, & Amaro, 2010). Although few studies have directly examined how sexual or gender minority status affects the risk of sexual assault, one large study of students attending a university in Boston found that GLBTQ students were more than twice as likely as other students to have experienced physical or sexual violence. It also found that these students were more likely to use alcohol and other drugs – something that may be perceived as helpful for dealing with minority stress but is heavily associated with the risk of assault(Reed et al., 2010). Another study, at a university in upstate New York found that the gay, lesbian, and other sexual minority students were more than four times as likely as heterosexual students to be the victim of rape (Porter & Williams, 2011). It is possible, although unclear, that risk may be compounded for students who are both racial and sexual or gender minorities, but some research suggests that racial identity may be more salient when they are seeking support(Goode-Cross & Tager, 2011). Unfortunately, as with male victims, sexual assault support services often lack the capacity or willingness to provide compassionate support to GLBTQ students who have experienced sexual violence(Todahl, Linville, Bustin, Wheeler, & Gau, 2009).

MICROAGRESSIONS AND VIOLENCE AGAINST TRANSGENDER & NONCONFORMING STUDENTS

In addition to sexual violence concerns, transgender and gender nonconforming college students are at high risk of experiencing other forms of violence as well as gender-related microaggressions, particularly those students who are also racial minorities. The National Transgender Discrimination Survey found that more than a third of transgender students attending college and graduate school had experienced harassment and bullying, five percent had experienced physical assault, and three percent had experienced sexual assault. In addition, two percent reported being *expelled from school* because of their gender expression, 11 percent were denied financial assistance or scholarships, 5 percent were denied campus housing, and 20 percent were denied access to gender appropriate housing or bathroom facilities(Grant et al., 2011).

WHAT IS RAPE CULTURE?

Rape culture is a colloquialism used to describe the collection of social structures, stereotypes, and expectations around gender and sexuality that contribute to sexual assault(Herman, 1988). Gender norms contributing to rape culture are indoctrinated in people from a very young age through language, media, and even formal instruction, and include the following problematic beliefs:

Belief: All men want sex, and they want it all the time

Belief: In a heterosexual relationship, men always have the higher sex drive

Belief: It's not safe to be alone in a room with a man who is attracted to you. Something will happen.

Truth: Both men and women can want sex, and both men and women can be uninterested. Either way doesn't make someone normal or abnormal, good or bad.

Truth: When you're alone with someone you like, you get to choose whether or not you want to be sexual.

Belief: Men can't be raped

Belief: Once you have sex with someone, you have to either keep having sex with them or avoid them entirely

Truth: Those who perepetrate sexual violence are not defined by gender or sexual orientation, but by failure to seek consent.

Belief: If a woman says "no" to sex, it's just because she wants you to push her so she doesn't have to feel guilty.

Belief: Being a victim of a sexual assault says something about you.

Belief: A woman can never be a rapist

Belief: To really "score" you have to go "all the way".

Truth: Sadly, sometimes this is the truth, but it should never be assumed to be the truth. Always take a "no" as a "no". If someone wants to sleep with you, it's their responsibility to give you a clear yes. Furthermore, it's that clear "yes" that establishes consent. Sometimes people are afraid to say "no", or don't know how.

Belief: Anything other than vaginal intercourse "doesn't count" or isn't "real sex".

Truth: People have sex in a lot of different ways. They're all "real". They all have risks and pleasures. They all can be consensual or coerced

Belief: If someone hasn't clearly said "no" to sex, that means they want to keep going. You don't need to check in and ask.

Belief: Lesbians can't really have sex

Belief: All gay men like anal sex

10 CAMPUS POLICIES THAT POTENTIALLY SUPPORT OR PERPETUATE RAPE CULTURE

There are a number of college and university policies that may directly or indirectly contribute to perpetuating rape culture in the campus environment. These include:

- Lack of clear policies and education about the need for affirmative consent for engaging in sexual activity
- Lack of clear policies and education about the fact that a person cannot consent to sexual behavior while under the influence of drugs and/or alcohol, thus making any sexual activity engaged in during such times classifiable as assault
- Lack of clear information about the ways that victims and bystanders can report sexual violence, provided in a context where information about the limits of confidentiality are clear(Pryal, 2015) and survivors are assured of support
- Failure to investigate and address reports in a timely manner
- Failure to conduct surveys about the sexual climate on campus, as suggested by the White House(Bidwell, 2014)
- Tolerance for slut-shaming and other forms of sexual and gender bullying
- Tolerance for rape-promoting or accepting attitudes on campus
- Largely unmonitored support for all-male fraternities(Menning, 2009), particularly where they are
  - ✓ Known sources of alcohol for underage drinkers
  - ✓ Frequent participants in sexuality based hazing rituals
- Failure to monitor Sorority policies, such as mandated attendance at Fraternity parties, which can increase the risk of sexual victimization of Greek women.
- Failure to crack down on heavy alcohol use in the Greek system more generally, since on-campus alcohol use has been tightly linked to the risk of sexual victimization(Cullen et al., 2000; Krebs et al., 2010)

SEXUAL TRAUMA AND THE COLLEGE EXPERIENCE

Sexual trauma has numerous long-term effects on both physical and mental health, including an increased risk of Post-Traumatic Stress Disorder, depression, reproductive and sexual health dysfunctions, and general health complaints(Campbell, Woods, Chouaf, & Parker, 2000; Conoscenti & McNally, 2006; Lindquist et al., 2013). However, experiencing sexual violence on campus can also affect a survivor's education. Survivors of sexual violence often change their lives to do everything they can to reduce the chance of seeing their attacker, and they are at significant risk of dropping or missing classes, changing universities, or leaving school entirely (Lindquist et al., 2013). Sexual violence is also associated with increased alcohol and drug use and, among GLBTQ students, suicide risk (Banyard et al., 2007; Palmer et al., 2010; Reed et al., 2010). Therefore, in order to best serve students experiencing the aftermath of sexual violence, schools need to focus on not only mental and physical health issues but providing appropriate academic support. Where necessary, this may include switching course sections so that survivor and accused are not in the same class, changing housing assignments, facilitating leaves of absence, etc. Ideally these changes should not be burdensome on the survivor, but they should also avoid excessively burdening the accused before guilt has been established. Maintaining such a balance requires the development of efficient systems so that reported incidents can be investigated in a timely manner(Cantalupo, 2014; Karjane, Fisher, & Cullen, 2005; McMahon, 2008; Sabina & Ho, 2014).

POLICY ISSUES

The White House Task Force to Protect Students from Sexual Assault has created a checklist to help schools put together comprehensive and user friendly sexual assault prevention and response policies. The full document is available **online**, but key points include (White House Task Force to Protect Students from Sexual Assault, 2014):

- Encouraging stakeholders from key communities (counseling staff, women's groups, LGBTQ students, etc.) to take part in the policy development process
- Having clear provisions that enable emergency/crisis response workers to be available to victimized students 24 hours a day
- Clearly identifying on- and off-campus health options that are available for students, including ones where a Sexual Assault Nurse Examiner or rape kit is available
- Providing information about on- and off-campus counseling services that are available, including clear designation of what options are confidential and what options are not
- Making reporting procedures straightforward and easy to access
    - Being clear about how and when schools must report disclosures under the Clery Act and when there is a duty to investigate under Title IX
    - Specifically designating which staff and providers can accept anonymous or confidential disclosures without a need to investigate
- Having clear procedures in place that describe what the school can do to protect a survivor after an allegation has been made and before investigation is complete, such as altering class schedules, changing housing, modifying work schedules, and/or creating a no contact order
- Developing procedures that will allow for efficient, timely investigation of sexual violence allegations, while doing as much as possible to protect the needs of both survivor and accused. This should also include the development of formal grievance and adjudication policies.
- Putting a regular series of prevention and educational programs in place to reduce sexual violence on campus
- Training faculty and staff on reporting requirements

There are other policies that universities can put in place to address sexual violence on college campuses. In addition to addressing the issues mentioned on Page 11, they can:

- Develop a **Memorandum of Understanding** with one or more local Rape Crisis centers, so that students have easy access to confidential, trained support in times of crisis .
- Schedule and complete regular **climate surveys,** in order to identify issues on campus that may be promoting sexual assault, interfering with prevention efforts, and/or inhibiting reporting.
- Create a Title IX office with designated staff who are easily available to students and staff.
- Assure survivors that if they report an incapacitated assault, the administration will not discipline them for any substance use at the time of the incident (McMahon, 2008).
- Educate counseling and medical staff on the **limitations of HIPAA based privacy protections due to FERPA** .

INTERVENTIONS FOR THE CAMPUS AT LARGE

There are essentially three different types of programs that have been developed to address sexual violence on college campuses. The first type is directed at reducing beliefs and cultural norms that promote or accept sexual violence. These programs include those designed to address problematic rape beliefs, to address the links between substance use and sexual violence, and to increase the likelihood of reporting, and they are generally aimed at the entire campus population. The second type of program is designed to promote bystander intervention at times when a sexual violence incident may be imminent. These programs are also provided to the campus-at-large but may be additionally targeted to high risk populations on campus. Finally, there are programs directed at survivors of sexual violence, designed to help them heal from the traumatic experience and find a healthy way to move forward. To supplement this third group, some campuses offer related programs designed to teach other campus populations how to help survivors recover after a sexual assault.

TEACHING ABOUT CONSENT

When immediately before the start of the 2014-15 school year, California governor Jerry Brown signed a law making affirmative consent the standard on college and university campuses throughout the state(New, 2014b), conversations about how consent is discussed on college campuses suddenly got taken to a new level. Affirmative consent makes a change from "no means no" to "yes means yes" as the standard of consent. In other words, assault isn't defined by a failure to stop when a potential partner says no, but instead by a failure to determine whether or not they want to be intimate to begin with. It is a much more stringent standard for consent, but it's also a far more empowering one, and numerous colleges are adopting it as the standard on campus.

In order to make affirmative consent the rule, it is critical to provide students with the skills and information they need to attain it. That requires educational programing, and potentially skills building workshops, that address a variety of topics around consent. These include discussions of how (Borges, Banyard, & Moynihan, 2008) :

- alcohol and substance use impair a person's ability to consent, including explicit statements about the fact that someone *cannot consent when drunk or impaired*
- conversations about what people want to do are very important to establish consent, because while men often think that a lack of conversation means "yes", women often think that the same lack of conversation means "no"
- getting consent doesn't necessarily mean asking "Is this okay?" or "Do you want to X?" for every activity, but that doing so is the clearest way to establish consent… and it doesn't have to derail the mood

Unfortunately, to date there has been only limited research about how to effectively teach about consent on college campus. However, one thing is quite clear. When teaching about consent, it's important to not just clarify policies but to model positive changes in behavior instead of simply lecturing students about things not to do(Borges et al., 2008).

BYSTANDER EDUCATION TRAINING

Bystander education programs are the most commonly researched programs for the prevention of campus sexual assault. A 2013 meta-analysis suggests that these programs can be moderately effective at increasing bystander efficacy and intention to intervene when someone is at risk. They also have smaller, but still significant, impacts on reducing rape-supportive attitudes and increasing actual bystander helping behaviors(Katz & Moore, 2013).

WHAT IS A BYSTANDER?

A bystander is someone who is a witness to an event, neither victim nor perpetrator. They are third-party witnesses who are not inherently involved in the assault or harassing behavior, but can *choose to intervene*.

A number of formal bystander intervention programs are available for use, providing administrators with a broad variety of choices for what would be most appropriate in any given campus setting. In general, however, they have several common characteristics. They are usually(Katz & Moore, 2013):

- **awareness focused**, providing statistics about the prevalence of sexual violence and information about high risk settings
- **empowerment focused**, to help people not just interrupt potentially violent situations but also speak up against harassment and bullying, things that contribute to a culture of sexual violence
- **support focused**, to help people respond to survivors of sexual violence
- designed to **reduce rape-supporting attitudes** and **improve pro-social, helping behaviors**
- designed to **help people remain safe** as well as **help improve the safety of others**
- provided to single-sex groups by a trained peer facilitator

Some Bystander Intervention Programs

Bringing in the Bystander (Banyard, Plante, & Moynihan, 2004)

The Green Dot Bystander Intervention (Coker et al., 2014)

InterACT (Rich, 2010)

SCREAM peer education (McMahon, Postmus, Warrener, & Koenick, 2014)

Mentors in Violence Prevention (MVP)(Katz, Heisterkamp, & Fleming, 2011)

As with consent training, information suggests that bystander programs that focus on building student's capacity to come up with positive solutions are likely to be more effective than those focused on stopping individuals from engaging in negative behaviors, such as harassment or sexual assault. This may be, at least in part, because it's easier to engage with material describing things one can do to improve one's life rather than things one needs to stop doing, particularly when the negative actions do not feel personally relevant (Katz & Moore, 2013).

Alternative Program Structures

For schools and universities that do not have the resources available to create in-person bystander education programs for their student bodies, there are alternatives. Some schools have seen success with poster-based social media campaigns for bystander education, particularly when the images and scenarios depicted in the posters are targeted to the specific populations present on campus(Potter, Moynihan, & Stapleton, 2011). Web-based bystander intervention programs have also been implemented with some success(Salazar, Vivolo-Kantor, Hardin, & Berkowitz, 2014). Furthermore, bystander interventions can be adapted for use in specific, sub-populations such as a campus GLBT community(Potter, Fountain, & Stapleton, 2012).
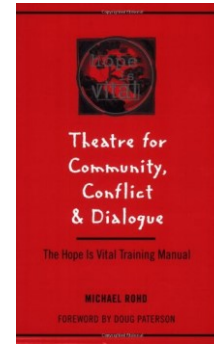
THEATER OF THE OPPRESSED

Theater of the Oppressed is another technique used to address sexual assault on campus. The process is based on the notion that public theater can affect social change, and there are specific techniques and practices used to help individuals creatively rewrite the scripts they have around the topic of sexual violence. The basic procedure for putting together a Theater of the Oppressed intervention on campus is as follows (Christensen, 2013)

Recommended Reading: Rohd, M. (1998). *Theatre for community conflict and dialogue: The hope is vital training manual.* Portsmouth, NH: Heinemann Drama

This manual can be used for developing Theater of the Oppressed performances.

1. Locate a facilitator, experienced in the technique, who can work with campus stakeholders (survivors, administrators, staff, women's and LGBT groups) in order to determine topics to be addressed
2. Give the facilitator an opportunity to work with those stakeholders and other interested participants, using Theater of the Oppressed techniques, to develop a series of performances in which problematic real-life scenarios are portrayed
3. Schedule a campus-wide performance where the campus community will be invited to "freeze" the scenarios and suggest alternative solutions and outcomes. The performers will then adapt their performances to include those suggestions, and continue doing so until the community feels that a successful/acceptable outcome to the scenario has been achieved.

Research suggests that Theater of the Oppressed can be an effective way of changing problematic beliefs associated with sexual assault, particular when addressing acceptance of rape myths and attitudes about date rape. It has been, and is currently being, used on a number of campuses (Christensen, 2013).

Rape Accepting Myths are common beliefs and misconceptions that contribute to rape culture. (Talbot, Neill, & Rankin, 2010)

A woman who dresses like that is clearly looking for sex

Rapists are provoked by their victim's behavior or because they think their victim is really hot

Most rape victims are promiscuous or have a bad reputation

Men are entitled to intercourse once their partner agrees to it, even if (s)he later changes her/his mind

If a woman lets a man pay for the date, she owes him sex

Once a man becomes aroused, he can't control himself

Women often lie about rape to get revenge

INTEGRATING SUBSTANCE USE EDUCATION

Incorporating substance use education into sexual violence programs is critical, because of the high prevalence of on-campus sexual assaults that involve victim incapacitation(Belknap & Sharma, 2014; Krebs et al., 2009a; Krebs et al., 2010). However, it can be difficult to incorporate substance use education into sexual violence prevention programs in a way that does not increase victim-blaming attitudes or imply that only people who uses substances are at risk of assault(Garcia, Lechner, Frerich, Lust, & Eisenberg, 2012). Doing so requires very careful message construction, where individuals are educated about the fact that drinking and using drugs increases the likelihood that they will be in a situation they can't control but that assaults that happen in situations involving intoxication are still the responsibility of the perpetrator not the victim.

In addition to addressing the overall risks associated with substance use, it's also important for educators to address problematic alcohol expectancies, such as those assessed by the Comprehensive Effects of Alcohol scale(Fromme, Stroot, & Kaplan, 1993). Such expectancies have been shown to be linked to risk of unwanted sexual contact for both men and women (Palmer et al., 2010), and include beliefs such as:

I'll enjoy sex more after I've had a few drinks

Alcohol makes me a better lover

Drinking could give me the courage I need to act out some of my fantasies

A few beers might make me feel sexier

Maybe beer will make me a little braver

It will be easier to talk to people if I drink

Sexual assault is a form of complex trauma that can affect all areas of a survivor's life(Christensen, 2013). Although responding to and treating the sequelae of such a trauma, not to mention the mood disorders associated with the experience(Vazquez, Torres, & Otero, 2012), is beyond the scope of this toolkit, there are several concerns particular to college campuses that providers need to be aware of.

First and foremost, **all counseling professionals based on college campuses should be aware that FERPA compromises the privacy protections normally in place under HIPAA** (U.S. Department of Health and Human Services & U.S. Department of Education, 2008). They should be able to describe the potential limitations of confidentiality to students and be willing to refer as necessary to appropriately protect student interests(Pryal, 2015). Early referrals may also be advisable because many college counseling services put limitations on the number of therapeutic sessions students can receive on campus. Thus, referring to a provider who is capable of providing longer term therapy not only improves confidentiality for students but can help maintain continuity of care.

Individuals providing first-line support to survivors may wish to consider using the **LIVES** framework for addressing the early consequences of sexual violence(WHO, 2014).

Listen	Be empathetic, but not judgmental. Listen closely to what the survivor is saying, not for what you expect to hear. Do not try and solve their problems. Just listen.
Inquire	Ask about what the survivor needs from you and any concerns (health/practical/etc.) that they may have. Do they need you to contact a professor? Their parents? Take them to the hospital? Take them home?
Validate	Assure the survivor that you believe them when they tell you about their experience. Make certain the survivor knows that, no matter what the surrounding circumstances, you do not believe they are to blame.
Enhance Safety	Work with the survivor to develop a safety plan so that they know what to do in the event of another violent occurrence. If the survivor is able to have the discussion, help them to determine whether it is safe to go back to their dormitory or other living situation, their job, and their classes.
Support	Support the survivor by providing connections to resources. That could be information about local rape crisis centers, referrals for counseling, and/or information about the Title IX coordinator. It could also involve contacting friends or family.

Remember that sometimes such early support is the only support a survivor will receive. Not all survivors will choose to report and even those who do may not feel capable of seeking out further healthcare or counseling. Therefore, the role of first-line supporters is critical, and the work that they do can be incredibly helpful for women and men who have survived sexual violence. However, *it is not the job of first line supporters to force survivors to report, go to counseling, or seek out any additional assistance*. It is their role to listen non-judgmentally, provide information, and support survivors in the choices they wish to make.

OTHER RESOURCES

COLLEGE SPECIFIC

Not Alone – notalone.gov

A government website where students, administrators, and others can go to learn more about preventing sexual assault on campus. The site includes information on student rights and local resource centers, as well as government reports and rulings on sexual violence on campus. It also provides guidance on developing policies, prevention efforts, and maintaining confidentiality on campus.

Know Your IX – knowyourix.org

Know your IX is "a national survivor-run, student-driven campaign to end campus sexual violence." It provides students with information about their rights under Title IX and the Clery Act as well as information for activists.

End Rape on Campus – endrapeoncampus.org

This organization provides survivor resources and also helps students file federal lawsuits against their schools, if they feel their rights have been violated under Title IX or the Clery Act.

HOTLINES

Rape Abuse and Incest National Network (RAINN) – www.rainn.org – 800.656.HOPE

RAINN runs the *National Sexual Assault Hotline* as well as an online hotline. These hotlines provide linkages to local rape crisis centers as well as free, anonymous advice and support. RAINN also maintains a comprehensive resource list of survivor services and counseling centers around the United States, as well as a state by state resource list.

DoD Safe Helpline – safehelpline.org – 877.995.5247

This organization provides online, phone, and SMS based support services for members of the Department of Defense and their families stationed around the world. Information about Text and SMS based services is available here.

National Coalition of Anti-Violence Programs – avp.org – 212-714-1141

AVP "empowers lesbian, gay, bisexual, transgender, queer, and HIV-affected communities and allies to end all forms of violence through organizing and education, and supports survivors through counseling and advocacy."

GLBT National Help Center – glbtnationalhelpcenter.org – 888-843-4564 – Youth: 1-800-246-PRIDE

The help center provides peer-counseling, support, and resources as well as linkages to organizations around the country that support LGBTQ individuals. This is NOT specifically a sexual violence resource.

OTHER SURVIVOR RESOURCES

National Sexual Violence Resource Center – nsvrc.org - 717.909.0710

A collection of information about sexual violence, including legal resources.

National Organization for Victim Assistance – trynova.org – 800-879-6682 (800-TRY-NOVA)

The oldest national victim assistance organization.

Male Survivor – malesurvivor.org

Provides resources for male survivors of sexual violence, including an online chatroom.

FORGE – forge-forward.org - 414.559.2123 – askFORGE@forge-forward.org

FORGE (For Ourselves: Reworking Gender Expression) provides resources for both transgender survivors and providers who are working with trans survivors.

ADDRESSING GENDER AGGRESSION

Gender violence is often used as shorthand for violence against women; however, for the purposes of this toolkit, the terms gender aggression and gender violence are being used to describe behavior directed at transgender and gender nonconforming students. Discussion of gender aggression is an important part of dealing with sexual and gender issues on campus because, like women, trans* students have an elevated risk of experiencing harassment, assault, and other forms of violence both on and off college campuses(Grant et al., 2011). Unlike women, who have the protection of Title IX, they are also at risk of being denied equality of access and opportunity, which can lead to ongoing experiences of microaggression and emotional trauma.

POLICY ISSUES

Lesbian, gay, bisexual, and transgender students often feel unsafe on college campuses, because they **are** often unsafe on college campuses. They are at risk of discrimination and harassment not just by their fellow students but also by faculty, staff, and administration. This can lead to, among other things, a lack of trust for campus staff and a decreased willingness to seek out help and support when problems occur(Potter et al., 2012).

As it is difficult or impossible to systemically eradicate homophobia and transphobia on college campuses, one option that can help provide safe, supportive environments for GLBT students is the creation of ally organizations where GLBTQ supportive staff can self-identify as resources to the sexual and gender minority student community. These ally organizations also frequently help in the training of staff and the creation of campus safe zones, identified places where GLBTQ students can feel comfortable seeking out support(Ryan, Broad, Walsh, & Nutter, 2013). While clearly less ideal than creating campus environments where GLBTQ students feel safe seeking support anywhere, the creation of safe zones can be an important intermediate step. The Safe Zone project (**theSafeZoneproject.com**) is one easily accessible source of training.

The Consortium for Higher Education LGBT Resource Professionals has put together a **15 page guide** for how to best support trans* students on campus (2014). It includes policy recommendations on everything from how preferred name and gender should be indicated in administrative systems to recommendations for developing recreational sports policies and management of trans* issues in counseling centers. In general, the guide focuses on the simultaneous need for both **safety** and **affirmation.**

- ❖ **Safety-Focused Policies** provide student with access alternatives based on what is safest for them, allowing them to access facilities according to either their sex or their gender identity, depending on need. For example, a transgender man may not always feel safe using the men's locker room but may still generally prefer to access single-sex spaces designated for men than those designated for women
- ❖ **Affirmation-Focused Policies** affirm that students have the right to access services, such as campus housing, based on their gender identity rather than their sex. For example, a transgender female freshman should be housed, on her preference, in a women's dorm rather than a men's – or, ideally, in gender inclusive housing

Colleges and universities should also work to include gender identity in their non-discrimination policies. They should then implement these by policies in part by allowing students to *specify their gender identity, preferred name, and preferred pronouns across all campus records systems*. Doing so not only decreases the likelihood that trans*students will be misgendered by faculty and staff but also the likelihood that they will be inadvertently outed as transgender if and when employers and graduate schools request access to their records in the future.

IMPROVING ACCESS

Access to gender appropriate housing, locker rooms, restrooms, and other spaces that are usually designated for individuals of a particular sex is a major concern for trans*students, both on-campus and off. One of the ways that universities can support their trans*students is to designate at least one gender neutral bathroom in all academic buildings and to provide a publicly available map of their locations in a highly-visible location on the school website. Doing so not only provides a safe place for trans*students to visit the restroom while on campus, it also shows that the school supports these students in their gender identity. One effective way to implement such a plan is to re-designate all single-stall and family bathrooms as inclusive bathrooms. This is a low-cost measure that can have a direct and significant positive impact on trans*student lives.

Schools should also consider developing a gender-inclusive housing policy that allows students access to living arrangements based on their gender identity rather than their sex. This may not necessarily be possible for all housing options, but many schools have been able to implement such policies successfully – and not only for transgender students(Beemyn, 2005). Some students prefer to live in gender inclusive environments regardless of their gender identity.

In general, improving access for trans*students requires college and university administrators to look at all areas of campus life that are divided along the lines of binary gender in order to determine whether and how trans*students can be included. This includes, among other areas:

- ✓ Housing
- ✓ Greek-Life
- ✓ Intramural Sports Teams
- ✓ Locker Rooms
- ✓ Athletic Facilities & Activities
- ✓ Restrooms
- ✓ Student Clubs & Organizations

Wherever possible trans*students should have access to the same opportunities as cisgender students, and have access to those opportunities based on their gender identity rather than their sex. There are some places, such as intercollegiate athletics and fraternity membership, where situations are more complex, but guidance is available. For example, the National College Athletic Association has created **guidelines for dealing with transgender athletes** that are available at its website and Campus Pride has a **resource page on Greek Life**.

Access is only one of the issues affecting the quality of trans*students' lives on campus. Another major concern is the frequency of harassment, bullying, and other forms of intolerance. There are some bystander education programs (see Page 14) that address LGBTQ bullying and harassment alongside other forms of gender and sexual violence, but most do not (Potter et al., 2012). Therefore, schools working to improve LGBTQ tolerance on campus will likely need to incorporate additional programs into orientation as well as into faculty and staff training programs.

Teaching students about gender diversity and acceptance is usually done as a component of any LGBTQ programming offered during orientation week, and few if any formal education curricula have been established. Often, such programming is developed and initiated by LGBTQ stakeholders on campus – students, allies, and staff – who are likely the individuals best suited to addressing any access and discrimination issues specific to a particular university. However, at minimum, schools should discuss with students the importance of accepting a person's gender identity when it comes to their presence in single-sex spaces, according to whatever policies have been established to allow for fair access.

Training faculty and staff, across departments, is another critical element of improving the safety and emotional wellbeing of trans*students on campus, because heterosexual and cisgender students look to campus professional staff to set an example of appropriate behavior, while sexual and gender minority students look to them as a potential source of safety and support. Unfortunately, such support is often lacking, which is why faculty and staff training is an important part of creating a trans*inclusive campus(Tetreault et al., 2013). Successful faculty and staff training can build on the idea that being supportive of LGBTQ identified students has less to do with personal identity or connection to the LGBTQ community than a belief that part of being a campus professional is being responsible for the wellbeing all students, regardless of identity(Ryan et al., 2013).

For colleges and universities interested in incorporating media into trans*acceptance programming, some book and film options are listed below.

Books
Non-Fiction
Transparent, by Cris Beam
Gender Outlaw, by Kate Bornstein
She's Not There: A Life in Two Genders – Jennifer Finney Boylan
Whipping Girl, by Julia Serano
Fiction
I am J, by Cris Beam
Stone Butch Blues, by Leslie Feinberg
Almost Perfect, by Brian Katcher
Luna, by Julie Anne Peters

Films and Television Shows
Documentary
Trans (2012)
I Am Jazz (YouTube)
Becoming Chaz (2011)
Transgeneration(2005)
Fiction
Transparent(2014-)
Transamerica (2006)
Boys Don't Cry (1999)
Normal (2003)

When working with transgender victims of trauma, there are a number of things that counseling and professional staff need to keep in mind. The first thing is that creating an accepting environment starts at the front desk. Ideally, all student service staff on campus, particularly in the student health center, will see student records indexed by preferred name and pronoun, so that those can be used. Similarly, all intake and other forms that require a gender to be specified should clearly allow students to specify a gender other than their legal sex – and preferably also specify preferred pronouns. Using correct gender markers and pronouns for students represents the most basic level of affirmative practice, as does providing gender neutral restroom options in health centers(Beemyn, Domingue, Pettitt, & Smith, 2005).

After those basics are accomplished, things become more difficult. A series of guidelines for professionals working with transgender victims of trauma suggest that it is important to (Mascis, 2011):

1. Respect the patient's gender identity and address it at the patient's pace
2. Understand that the patient's gender identity may be, in some ways, intertwined with the trauma
3. Communicate that any link between gender identity and the trauma doesn't mean that the identity caused the trauma, or vice versa, but rather that people who are perceived as different are often victimized
4. Recognize that even those transgender patients who do not have a history of trauma often feel unsafe in their bodies, and that this is a feeling that sexual victimization only magnifies. Because of this, there may be little motivation to care for a body by which the patient feels alienated, and this may increase the frequency and severity of self-injurious behaviors.

For counseling professionals who do not feel competent working with transgender students about questions of gender identity, it is a reasonable choice to refer – particularly when those students have been victimized by trauma. However, at minimum all counseling staff should work towards developing a reasonable level of cultural competence for dealing with all LGBTQ students on campus. Trans*students should no more be automatically referred out by cisgender clinicians than Black students should be by White clinicians. Resources and training materials for working with trans*individuals are available from many professional organizations as well as from the **Center of Excellence for Transgender Health**, the **National LGBT Health Education Center**, and the **World Professional Association of Transgender Health** (WPATH).

OTHER RESOURCES

CAMPUS SPECIFIC RESOURCES

Campus Pride – www.campuspride.org
This organization helps student leaders and campus groups work to make campuses safer for LGBTQ students. Provides resources for group formation and policy development as well as for individuals.

Consortium of Higher Education LGBT Resource Professionals – http://www.lgbtcampus.org
Organization for campus faculty and staff who serve as LGBT resources on campus. Provides policy and practice guidelines alongside other resources for professionals.

HOTLINES & SUPPORT

Trans Lifeline – www.translifeline.org – 877-565-8860
Crisis and suicide prevention hotline specifically for trans* identified folks, staffed exclusively by transgender people.

The Trevor Project – thetrevorproject.org - 866-4-U-TREVOR (866-488-7386)
The Trevor Project provides crisis intervention and suicide prevention services to GLBTQ individuals ages 13-24. They also provide an online chat service at Trevor Chat

FORGE – forge-forward.org - 414.559.2123 – askFORGE@forge-forward.org
FORGE (For Ourselves: Reworking Gender Expression) provides resources for both transgender survivors and for providers who are working with trans survivors.

GLBT National Help Center – glbtnationalhelpcenter.org – 888-843-4564 – Youth: 1-800-246-PRIDE
Provides peer-counseling, support, and resources as well as linkages to organizations around the country that support LGBTQ individuals. This is NOT specifically a sexual violence resource.

OTHER RESOURCES

National Center for Transgender Equality – transequality.org
Information about rights and equality for transgender individuals, including resources for name changes and legal gender changes. Home to the National Transgender Discrimination Survey.

Transgender Law and Policy Institute – transgenderlaw.org
Legal information and resources for transgender individuals who have been victims of discrimination. Includes draft language for local and national anti-discrimination legislation.

Human Rights Campaign (HRC) Transgender Resource Page – www.hrc.org/topics/transgender
Provides information and resources about transgender rights.

Gay & Lesbian Advocates & Defenders (GLAAD) Transgender Page – glaad.org/transgender/resources
Provides links to a variety of transgender organizations and resources.

Sylvia River Law Project – srlp.org
The Sylvia Rivera Law Project "works to guarantee that all people are free to self-determine gender identity and expression, regardless of income or race, and without facing harassment, discrimination or violence."

THE CHALLENGING ROAD AHEAD

Developing effective policies and programs to address sexual and gender violence on campus can be quite difficult. It requires changes across a number of university domains, everything from registration systems to educational programming and healthcare staff. In some ways, student-facing programing is the easiest thing to implement, as these programs can generally be incorporated relatively easily into existing orientation frameworks. Administrative and organizational changes, such as including gender identity and preferred pronouns consistently across record systems, are far more difficult to implement, as are professional development programs for faculty and staff.

Some universities may discover that one of the biggest organizational challenges in addressing sexual violence on a large campus is finding ways to be certain *all* employees are appropriately trained, including having an accurate understanding of reporting procedures and limits to confidentiality. Although many universities attempt to accomplish this through mass e-mails or web training procedures, these are not always effective and may leave faculty members with questions that are difficult to answer expeditiously at the time of a student report. A lack of accurate information and sufficient knowledge to engage correctly with reporting system has the potential to cause problems for both students, who may end up trapped in a process they didn't desire, and staff, who may expose themselves to legal and professional liability. Having appropriate systems in place for dispute resolution and adjudication does no good if the individuals who students are most likely to speak too do not know how to access them.

There are certainly other challenges, some of which can be not just difficult but costly, such as renovating facilities to contain gender neutral restrooms. Fortunately, there are resources out there. Administrators, counseling staff, and community stakeholders just need to choose to use them.

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