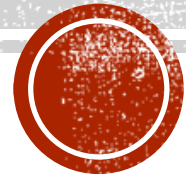
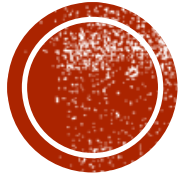


**BUILDING INCLUSIVE SEXUAL VIOLENCE PROGRAMS
AND SERVICES: FROM AWARENESS TO INCLUSION TO
TRANSFORMATIVE SOCIAL CHANGE**

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INTRODUCTION TO THIS SESSION

- Explore the dominance of particular understandings/narratives in campus efforts to prevent and respond to sexual violence
- Reconsider these, in light of *new and emerging data* on who is most impacted by IPV on campus, and *how educators think about the work of gender inclusion*
- Conceptualizing a new model: moving from *awareness to inclusion to transformation*

WHAT ARE THE DOMINANT IMAGES/NARRATIVES ASSOCIATED WITH SEXUAL VIOLENCE ON OUR CAMPUSES?

- Gender (sex) of victim-survivor
- Gender (sex) of perpetrator
- Location of incident
- Precipitating factors
- Common behaviors of survivors – during and after
- Common behaviors of perpetrators – during and after
- Other social identities?



WHAT'S WRONG WITH THIS NARRATIVE?

- Leaves out people of non-dominant social identities
- Rendering them less/in/visible in prevention and response efforts, and
- **Does not capture** the complex reality of sexual violence on campus



WHAT DO WE KNOW ABOUT SEXUAL VIOLENCE AS IT AFFECTS LGBTQ AND TRANS* INDIVIDUALS?

- Lifetime prevalence of sexual violence among LGB individuals (Rothman, Exner and Baughman, 2011):
 - 15.6-85% of lesbian and bi women have experienced IPV
 - 11.8-54% for gay and bisexual men have experienced IPV
 - **As many as 85% of lesbian and bi women have experienced sexual violence as children or adults**
- While no single comprehensive national study; **14 to 58% of trans* individuals have experienced some kind of forced sexual contact**, ranging from sexual touch to rape, in the course of their adult lives (Heintz & Melendez, 2006; Kenagy, 2005; Lombardi, Wilchins, Priesing & Malouf , 2001)

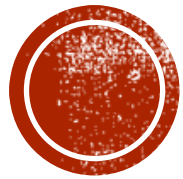


AAU REPORT ON CAMPUS SEXUAL VIOLENCE

Comprehensive survey of
students at 27 IHEs
 $n=150,000$ students

- Rates of sexual assault and misconduct are highest among undergraduate females and those identifying as transgender, genderqueer, non-conforming, questioning, and as something not listed on the survey (TGQN).
- Acts involving penetration by force or incapacitation are considered the most serious types of sexual assault and misconduct. **Those identifying as TGQN had the highest rates:** undergraduates (12.4%), followed by undergraduate females (10.8%), and TGQN graduate/professional students (8.3%).





**HOW ARE WE ATTENDING TO
THIS? HOW *SHOULD* WE BE?**

The current question for sexual violence prevention educators

GOALS OF THE 2015 MARINE & NICOLAZZO STUDY.....

To better understand:

- 1) How do SVPEs think about gender as a social identity category?
- 2) How do the ways that SVPEs think about gender influence their work? and,
- 3) What are the *possibilities* and/or *limitations* for diverse understandings of gender as they relate to sexual violence prevention?



SEXUAL VIOLENCE PREVENTION EDUCATOR GENDER INCLUSION CONTINUUM

Context: Compliance Culture

<== *Gender Unawareness* ===== *Gender Defensive* ===== *Gender Aware* ===== *Gender Inclusive* ===== *Gender Transformative* ==>

Characterized by:

- An unawareness of people with diverse genders;
- An unawareness of how an analysis of gender is central to sexual violence prevention education.

Characterized by:

- Defensive of current practices that reinforce reductive, binary notions of gender;
- Inability to pinpoint/share examples of gender-inclusive praxis.

Characterized by:

- Aware of people with diverse genders;
- Gender inclusive implementation stops at pronouns, language, and/or discussing violence within LGBTQ relationships.

Characterized by:

- Implementing inclusive practices in programming;
- Inclusive practices moves beyond language and pronoun usage;
- Lack of awareness and/or working toward substantive, gender-based cultural change.

Characterized by:

- Focus on transforming campus cultures and programming;
- Expansive and evolving understanding of gender;
- Deep awareness of intersectional perspectives of gender and sexual violence prevention praxis.

GENDER DEFENSIVE SOUNDS LIKE...

“We invite all of our students. So we try to be inclusive in our language without singling out any particular population, keeping in mind, we only have a short period of time to cover a lot of ground.”

“I don’t have standard ways those different [gender] identities are included, but we include them.”

~Annie
(White, cisgender woman, 30+ years of
experience)



**GENDER AWARE
SOUNDS LIKE...**

“I will say, when it comes to gender, there is this continuum. I just say, men and women--I need to work on that--and then I say, there [are] gender identities that have fluidity all throughout. There are people that identify one way one day and they might feel a different way the next day ... and it's not our place to ask those questions outright. It's not the [definition] of a person. Then I kind of look at them and if they are getting me, then I will move on. That's really what it comes down to. A couple times I will have people who have really questioning looks on their face and then I will go into--so there is men, there is women and there are people who identify as transgender. I say, everything is a choice. Then they are like, okay.”

~Lisa

(White, cisgender woman,
new professional)



**GENDER INCLUSIVE
SOUNDS LIKE...**

“For us, it’s how can we keep creating those spaces where students are going to feel safe? Where students are going to feel connected and they are going to feel part of a community, whether it’s a smaller community [or] a broader community ...How can [students] utilize this intervention and relate it back to [their] identit[ies]? Specifically with gender, it’s directly, inherently tied to the work that we are doing and so how can we keep creating those spaces of a more inclusive [community] and integrate it into the training and the programming that we do.”

~Laura

(Hispanic, Latina, Cisgender woman, 5
years of experience)



GENDER TRANSFORMATIVE *SOUNDS LIKE...*

- *“I have spent a couple of years trying to sort of build a conversation on campus around the ways that especially women, queer and trans, people of color, who are themselves the victims of interpersonal violence are silenced and isolated...[help them to] see and make those connections in those different ways... its hard, but I think that that’s part of the work of doing real actual prevention education, right? Intersectionally.”*

~Jane
(Black, Haitian, queer, cisgender woman, 5 years
of experience)



GENDER TRANSFORMATIVE PREVENTION AND RESPONSE WORK SOUNDS LIKE...

- “We work really hard to hold in both hands that especially when we are talking about sexual violence, but when we look at crimes of interpersonal violence, people who are gendered male tend to be reflective more on the quote unquote “perpetrator” side and that people that are gendered female, tend to fall on the quote unquote “victim” side, right? **And we try to complicate that without giving sexism a pass.** So we talk a lot about how we don’t believe that all male gendered people are destined to be perpetrators and all female gendered people are destined to be survivors or victims, right? But we also talk about the ways in which people are socialized and how that is sort of constructed for them and then we talk through, how interpersonal violence is used **across the spectrum of gender** as a tool to **reinforce the violent binary of gender**” (Jane)



COMPONENTS OF TRANSFORMATIVE ACTION

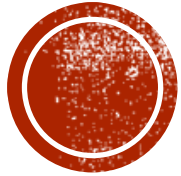
- Naming the reality that not everyone identifies on the binary or as cisgender
- Naming the *complexities* of gender as it relates to sexual violence:
 - Not all people of one gender are always victims or perpetrators
 - People of all genders can be victims and perpetrators
 - **Current, normative socialization of people of different genders contributes to these outcomes**
 - **Socialization is different for people of different classes, races, abilities, nationalities and other identity markers**
- Naming that and deconstructing that is central to the work of ending violence (along with attending to issues of teaching/receiving consent, alcohol use, masculinist social environments, entitlement, etc)
- Engaging students in building awareness and social/culture change



STRATEGIES AND TOOLS FOR CHANGE: OUR PROPOSITION

Given the rates of sexual violence among trans* and genderqueer students....
And in order to *advance full participation of trans* students* on college campuses, we need to attend to transforming sexual violence prevention and response efforts to *center* their needs
Our sense is that to do this, sexual violence prevention educators should be practicing using a *gender transformative approach*.



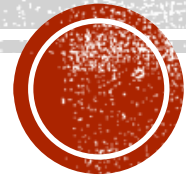


**WHAT DOES THIS LOOK
LIKE?**

Let's imagine this reality together

**WHAT WOULD TRANSFORMATIVE PRACTICE/POLICY
LOOK LIKE TO YOU ?**

Talk with four-five nearest you about this; share back after



RESPONSE: PREVENTION/EDUCATION

Current practice

- Defaulting to use of male/female pairings when describing training scenarios
- Skipping pronouns when doing introductions, or assuming students' pronouns based on the context (e.g., all fraternity members are men)
- Extending gender 'diversity' to mean ONLY same sex perpetration, and conflating it with trans* identities

Trans*formed practice

- Including examples of people with gender-neutral names in training scenarios
- Asking participants to state their pronouns when doing introductions in a workshop setting
- Providing training for peer counselors and educators on the continuum of gender identities and assuring participation of L:GBT*Q students in leadership roles



RESPONSE: MEDICAL ADVOCACY

Current practice

- Requiring trans* students to openly discuss their bodies/morphology with multiple caregivers so that 'appropriate care' can be determined
- Accompanying students to medical care facilities and hoping that they/we encounter an LGBT*Q competent care provider
- Trusting that the DA and other criminal justice personnel will also be LGBT*Q competent in using medical evidence to build a case (if survivor wishes)

Trans*formed practice

- Contracting only with medical care facilities that can assure/guarantee LGBT*Q-competent medical care to all survivors, at all times
- Referring students to those facilities only; advocating for change at other facilities
- Organizing with others to ensure that DAs and other criminal justice personnel are LGBT*Q competent in their work with survivors



RESPONSE: CULTURALLY COMPETENT COUNSELING

Current practice

- Identifying one or two providers at campus and local community crisis counseling centers who are LGBT*Q competent in their clinical work, and referring all students to them
- Referring students to generalized LGBTQ organizations that may or may provide specific, effective counseling for survivors of violence

Trans*formed practice

- Advocating for all care providers at on-campus centers to be LGBT*Q competent; ensuring that all have completed training with FORGE, The Network or similar community organization
- Conducting follow-up data collection with survivors to ensure that counseling services provided were supportive and empowering
- Advocating for LGBT*Q competent standards of care at the local, regional, state and federal level (JCAHO, ACHA, etc)



RESPONSE: ADJUDICATION AND ACCOUNTABILITY

Current practice

- Current systems are often predicated upon criminal justice model; long understood to be inherently LGBT*Q oppressive, and reliant on discourses of 'fairness and equality' (also marked by historically-bound racism, classism, trans*phobia etc)
- Thus, remedy is to reconceptualize the systems used for accountability, and to reframe their operative principles

Trans*formed practice

- Creating and sustaining conduct policies and community standards that address trans*phobic oppression and genderism
- Encourage LGBT*Q survivor/victim/sufferer outreach for feedback efforts
- Comprehensive LGBT*Q inclusive trainings for all conduct officers, advocates, hearing board members, civility coordinators, etc.
- Actively seek an aspirational approach



GENDER-INCLUSIVE SEXUAL VIOLENCE PREVENTION EFFORTS: CHALLENGES AND OPPORTUNITIES CONSIDERED

- LGBT*Q students may not see their experiences in binary-infused narratives – this can create barriers for survivors/victims/suffers seeking support services and resources
- Acknowledging, trusting, and believing the stories and narratives of LGBT*Q students is of paramount importance
- Institutional services that do not take into account the needs of LGBT*Q survivors risk deeply hindering the progress of establishing and sustaining a competent approach
- Creating and sustaining an inventory of inclusive practices and policies signifies an ethic of care that is constantly evolving with the needs of LGBT*Q students



TRAUMA AND AFTEREFFECTS IN LGBT*Q SURVIVORS

- Depression, anxiety, isolation, hyper-vigilance, and adoption of maladaptive coping mechanisms (self-harm and substance abuse or dependency)
- These symptoms are often magnified in LGBT*Q survivors due to the effects of societal oppression, including lack of culturally competent support resources
- While 41% of trans* survivors have attempted suicide, 64% of trans* survivors of sexual abuse have done so (Munson and Cook-Daniels, 2015).



QUESTIONS, COMMENTS, CLOSING THOUGHTS?

Thank you for coming today: Please contact me if you'd like to work together on trans*forming our campuses!
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