

**Student Voices United Against
Sexual Assault:**

CALCASA Student Summit Report 2014



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AGAINST SEXUAL ASSAULT

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Presenters

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1 IN 5

women will be sexually
assaulted while in college



Source: Rape and Sexual Assault: A Renewed Call to Action, White House Council on Women and Girls, January 2014, http://iaclea.org/visitors/about/documents/WhiteHouseCouncil_sexual_assault_report_1-21-14.pdf.



A 2010 study calculated tangible and intangible losses and concluded that each rape costs \$240,000 (based on US context).

Source: McCollister, K. E., French, M. T., & Fang, H. (2010).
The cost of crime to society: New crime-specific estimates
for policy and program evaluation. *Drug and Alcohol
Dependence*, 108(1-2), 98-109.



of college rape survivors told someone

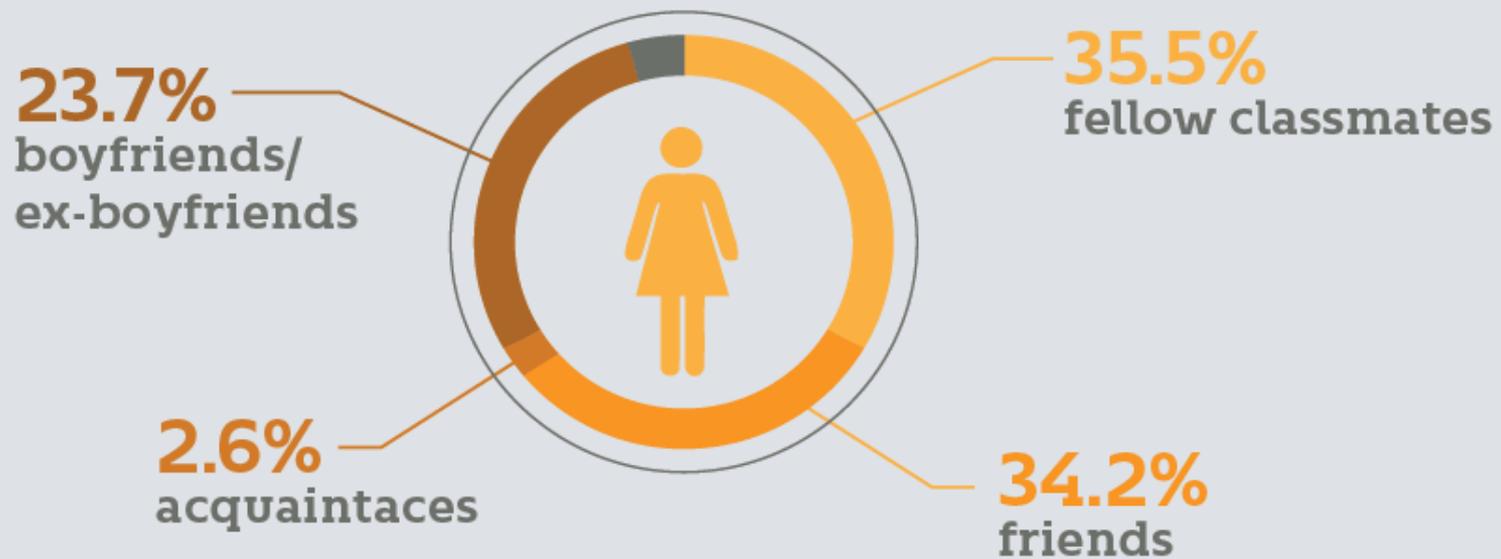
“

It's critical to have spaces where we can learn about sexual assault resources and procedures at different campuses and discuss what works and doesn't work.

”

– Student participant

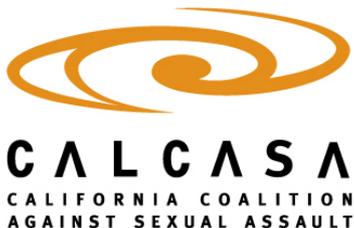
Survivors of rape knew their attackers as



Source: Statistics from 2010 National Intimate Partner & Sexual Violence Survey, Centers for Disease Control.

Evolving Landscape

- Student survivors using institutions like media and courts
- Advocates working with governmental institutions and universities to collaborate
- Changing landscape of regulation
- White House Task Force
- DOE investigations-55 schools (and more)
- Everyone's in now! Sort of...



How has the evolving landscape impacted your work?



Principles for Addressing Sexual Assault on Campus

- **Survivor Centeredness**
 - pay attention to the varying needs of survivors
 - develop strong policies regarding confidential resources
- **Community Collaboration and Engagement**
 - Systematic climate checks and partnerships between various campus programs and departments and community based resources
- **Comprehensive Prevention**
 - Prevention efforts must occur at various levels
 - Comprehensive prevention efforts saturate the campus

Identified Gaps in addressing SA on college campuses

- Top down policy development
- Diverse student voices underrepresented
 - Lack of diversity in school types
 - Lack of cultural diversity among students
 - Lack of diverse student experiences
- Lack of advocacy representation



20% 

of undergraduate women reported attempted or completed sexual assault since entering college

Source: C. P. Krebs, Lindquist, Warner, Fisher, & Martin, 2009a.

2014 CALCASA Student Summit



Organization of the Summit

- Intentionality
- Worked with RCC' s around the state to identify students who were diverse in make up
- Identified 4 key themes in our campus sexual assault work
 - Response
 - Resources
 - Policies
 - Prevention
- Students spent a full day identifying gaps, challenges and promising practices from their own schools
- Came up with tangible recommendations for stakeholders and legislators

2014 CALCASA Student Summit: Response

What we mean...

- “Response” includes protocols and procedures related to providing services and support to victims/survivors of sexual violence, including sexual assault, dating violence, and stalking.
- “Response” can include resources.
- Response also includes informal norms that may not be written but that are regular practices on a given campus.

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The Problem:

- Lack of awareness of the response process and where to get help
- Lack of safe and confidential services
- Lack of coordination and skills among campus and off-campus systems
- Discrimination and fear
- Lack of paid staff to support survivors
- Alcohol use and sexual assault are often conflated



2014 CALCASA Student Summit: Response

Recommendations:

- Campuses should ensure that safe, confidential services are available.
- Survivor-centered campus response systems should be clearly articulated in writing and communicated to all students and faculty in ways that are highly visible, accessible, and frequent.
- Campus response systems should be crafted in ways that consider the experiences of marginalized groups and prevent further harm to survivors.
- Regular capacity building that includes sensitivity and supportive communication skills should be required for all individuals who are likely to come into contact with sexual assault survivors.
- There needs to be stronger coordination among the various campus and community response systems.
- Response systems that include collaboration with a community-based rape crisis center and/or other outside groups are often more effective.



Opportunities for Collaboration: Response

- Create partnerships via MOU's with universities regarding confidential services
- Participate in the development of the writing of response policies
- Become partners in response on campus
- Create a position for an advocate to be on campus for a portion of their time
- Other ideas?



19.3%
women during their freshman year reported
at least one sexual victimization experience.

Source: Moulso, E. R., Fischer, S., & Calhoun, K. S. (2012).

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Resources

What we mean...

- “Resources” include programs, services, individuals, hotlines, written or audio materials, and other assistance that support victims/survivors and ensure implementation of policies and procedures.
- Resources help survivors know their rights and options and inform students about programs and services.
- Resources provide immediate and accessible information about sexual assault policies, response mechanisms, support services, and prevention.

2014 CALCASA Student Summit: Resources

The Problem

- Lack of confidential services and/or lack of understanding of who is required to report
- Students and campus stakeholders are not aware of available resources and services
- Inadequate staff and funding for training and support services
- Lack of culturally sensitive resources for non-traditional student populations
- Limited relationships with community based services.
- Written resources are not accessible
- Need for practical assistance



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Resources

Recommendations:

- College/University administrations should be responsible for sharing and publicizing clear, accessible, easily found written resources (online and hard copy) about available sexual assault services and response at orientation and throughout a student's academic career.
- There should be mandatory training for students, faculty and staff every year to ensure knowledge of student rights and campus policies and resources.
- There should be specific survivor-centered services for LGBT students, immigrant students, students with disabilities, and other marginalized communities.
- Campuses should have 24-hour access to survivor advocates by establishing a memorandum of understanding with community-based rape crisis centers as well as employing full-time, campus-based staff.
- Campuses should have ways to provide a wide array of tangible resources such as housing assistance, no-questions asked transportation, and childcare for survivors who seek services and redress.

Opportunities for Collaboration: Resources

- Participate in the writing of resource lists and be included on them.
- Become a partner with your schools in providing information about your services during mandatory training.
- Address issues of survivor diversity and be a specialized resource for specific communities of survivors.
- Include 24-hour hotlines in any MOU' s.
- Include information for college students on your website.
- Support universities in identifying resources for survivors (ie child care, housing, etc.)
- Other Ideas?





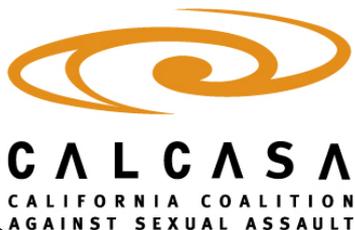
Campus sexual assault advocates in one study described both positive collaborations with law enforcement (e.g. advocates regularly invited to train officers) and strained relationships stemming from their different obligations. Campus advocates also described some of the challenges of getting faculty and staff to understand what the policies require

2014 CALCASA Student Summit: Policies

What we mean...

- Policies include written, university-wide standards, protocols or state/federal laws related to sexual assault response and prevention.

- Policies help students understand their rights and understand the school's approach to addressing and preventing sexual assault.



2014 CALCASA Student Summit: Policies

The Problem:

- Students and staff are unaware of policies.
- Schools only address the issue of sexual assault in their sexual misconduct policies.
- Schools often conflate alcohol and sexual assault policies, with disastrous effect.
- Institutions are often not being held accountable.
- There are no consistently applied standards within and across institutions of higher learning, leading to huge discrepancies in how sexual assault is addressed.

2014 CALCASA Student Summit: Policies

Recommendations:

- All campuses should have written, transparent, explicit, and accessible policies that prioritize offender accountability and survivor and campus safety including, for example, amnesty policies in cases where alcohol was present.
- Campus policies should include mandatory sensitivity and resource training related to sexual assault for all students, staff and faculty.
- Policies should evolve over time and ensure mechanisms for student representatives and campus administrators to collaboratively monitor and improve policies, including accurate reporting.
- Campuses should have at least one paid staff person working on sexual assault and formal partnerships with community based organizations to keep momentum going and provide continuity given high student turnover.

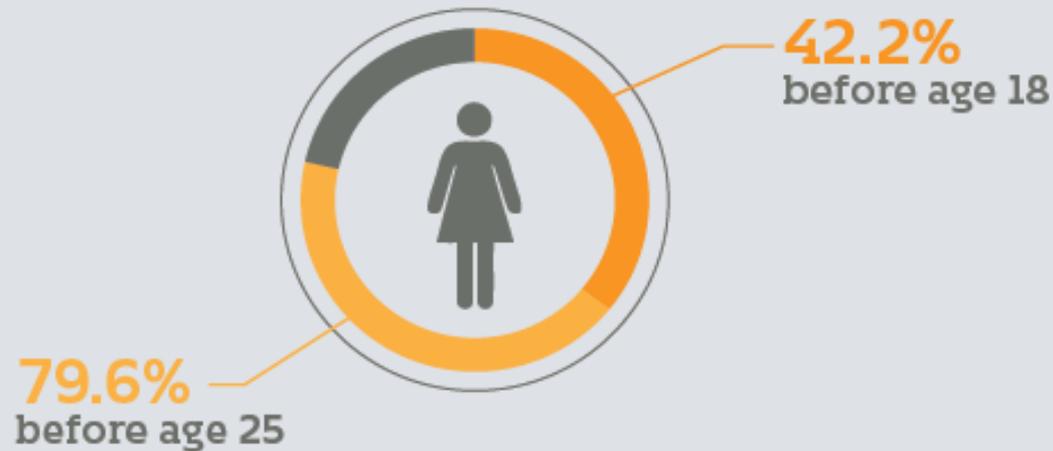
Opportunities for Collaboration: **Policies**

- Participate in the writing, review and revision of policies – share your expertise!
- Learn about confidentiality on campuses.
- Create MOU's for co-location and advocacy role on campus.
- Advocate for student participation in Policy review.
- Participate in the training of faculty, staff and campus law enforcement.
- Bring Prevention into the policy realm.
- Other Ideas?



**48.8% of college women
who were victims of
attacks that met the
study's definition of rape
did not consider what
happened to them rape.**

Victims of sexual violence experienced their first rape



Sources: Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., . . . Stevens, M. R. (2011). Statistics from 2010 National Intimate Partner & Sexual Violence Survey, Centers for Disease Control.

2014 CALCASA Student Summit:

Prevention

What we mean...

- Prevention includes a range of activities and strategies to create a campus culture and environment that promotes health and safety and prevents violence and exploitation.
- Effective prevention programs seek to alter the conditions that facilitate sexual assault, domestic violence, and stalking, including social inequality, oppression, cultural norms and practices that normalize, excuse or tolerate sexual violence
- Prevention is not one model but various approaches that ensure individuals understand the systemic dynamics of interpersonal violence and the tools they need to mitigate, intervene, and/or abolish those systemic dynamics

2014 CALCASA Student Summit:

Prevention

The Problem:

- A “program in a box” approach – including “one-size-fits-all” online programs – is insufficient and ineffective.
- Students at community colleges or less-funded schools report a severe lack of security.
- Prevention programs on campus often feel like university administrations are trying to avoid liability, rather than truly support students.
- Prevention of sexual assault is often conflated with prevention of alcohol abuse.
- Colleges and universities often conduct prevention programming in isolation from the larger community context.

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Prevention

Recommendations:

- Responsible prevention programs are comprehensive, hold perpetrators accountable and are sensitive to various survivor experiences.
- Prevention activities need to be responsive, relevant, engaging for students, and effective.
- Prevention messages need to be integrated into a wide variety of campus events and curricula on a regular basis, offering multiple opportunities to receive and reinforce prevention messages (not just during orientation or sexual assault awareness month).
- Colleges and universities should partner with community-based RCCs to integrate their prevention programming and messages throughout the larger community context.

Opportunities for Collaboration: Prevention

- Be partners in prevention!
- Work with schools to develop comprehensive prevention programs.
- Identify prevention resources to leverage.
- Partner on campus and community events (sponsoring speakers, SAAM events, etc.)
- Find specific opportunities for prevention (self-defense classes, bystander programs, campus based prevention)
- Other Ideas?



FOUNDATIONS OF PREVENTION¹³



Community-centered

Program should be relevant, appropriate, and respectful to the community in which it is implemented.



Comprehensive

Program should include activities on multiple levels of the social ecology.¹⁴



Informed by evidence

Program should be supported by sound theory and research, experiential, and contextual evidence.



Well implemented

Program should be competently implemented to meaningfully effect change.

REFERENCES

13 - Information in this image was adapted from Nattoci, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003).

14 - <http://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

Changing the Culture on Your Campus

- Reach out and explore existing campus and community programs that can support students in your community who have experienced sexual assault.
- Work with your university on conducting a climate survey on the culture on campus and in the community related to sexual assault.
- Call your local university and discuss establishing or strengthening your relationships.
- Discuss how you can create more formal resources and make them available to students and survivors
- Review your campus policies regarding sexual assault for a student/survivor focused tone.
- Become a partner with your university in creating more effective responses.
- Bring students in to volunteer and participate in policy and response review.
- Reach out to faculty to facilitate discussions in classrooms and help them to incorporate elements in curricula that promote safety, support, and gender equity
- Know where students can go for help...be aware about any obligations to report to inform students

Conclusion

Students consistently highlighted five overarching ideas:

1. Students want and need to be involved in policy discussions about sexual assault on college campuses.
2. Survivor safety and support and perpetrator accountability must be at the center of all campus response, resources, policies and prevention efforts.
3. Colleges must ensure that approaches and policies are community-specific and accessible to all student populations.
4. There is a need for stronger collaboration between community partners (such as local rape crisis centers and other services) and colleges to more effectively address sexual assault on and off campus.
5. Colleges need comprehensive prevention programs that employ various strategies.



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Next Steps...



What are your
next steps?



Students Represented

- Alana Rotti, UC Irvine
- Alejandro Preciado, Long Beach Community College
- Amber Akemi Piatt, UC Berkeley
- Bailey Hamblin, CSU San Luis Obispo
- Christian Cacho, UC Irvine
- Christian J. Murrillo, CSU Pomona
- Christian Marylee Arteaga, Fresno State University
- Christina Keenan, UC Los Angeles
- Daniel La, UC Irvine
- Dora Lilia Ortega, CSU Sacramento
- ElizaBeth Ocampo, Long Beach Community College
- Erica West, UC Santa Cruz
- Hassan Abdullah, CSU Northridge
- Jane Pomeroy, UC Berkeley
- Jazmine L. Hucks, UC Irvine
- Jennifer Hicks, Long Beach Community College
- Jennifer Jenkins, CSU Long Beach
- Jeremy Labertew, San Jose State University
- Jerusha Beebe, CSU San Luis Obispo
- Kathleen Palmer, CSU San Luis Obispo
- Kausar Mohammed, UC Los Angeles
- Kaya Masler, University of Southern California
- Lucy Le, CSU Northridge
- Marcia Koehn, CSU Chico
- Martha Rojas, CSU Pomona
- Mary Woldegiorgis, UC Los Angeles
- Melisa Realegeno, CSU Northridge
- Nayla Hull, Long Beach Community College
- Nicollette Maristela, San Francisco State University
- Priyam Das, San Francisco State University
- Rachael Mondino, Samuel Merritt College
- ReBecca Ewert, UC Davis
- Riley Hasche, CSU San Luis Obispo
- Savannah Badalich, UC Los Angeles
- Savannah Evans, CSU San Luis Obispo
- Stephanie Colorado, San Francisco State University
- Stephanie Terrassa, Sierra College
- Tori Williams, UC Irvine
- Winston Wight, CSU San Luis Obispo
- Yee Xiong, UC Davis
- Angelica Perez
- Monica Ordonez, CSUN
- Jennifer Guerra, CSU Los Angeles



Survivors' voices, needs, concerns
and decisions drive this work, and
we support their healing, access to
justice and right to safety.



- For information and technical assistance contact:

campus@calcasa.org



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