

Campus-Based Sexual Violence and LGBTQI



Experiences: In/Visibility in Prevention Programing

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NSAC August 21, 2014



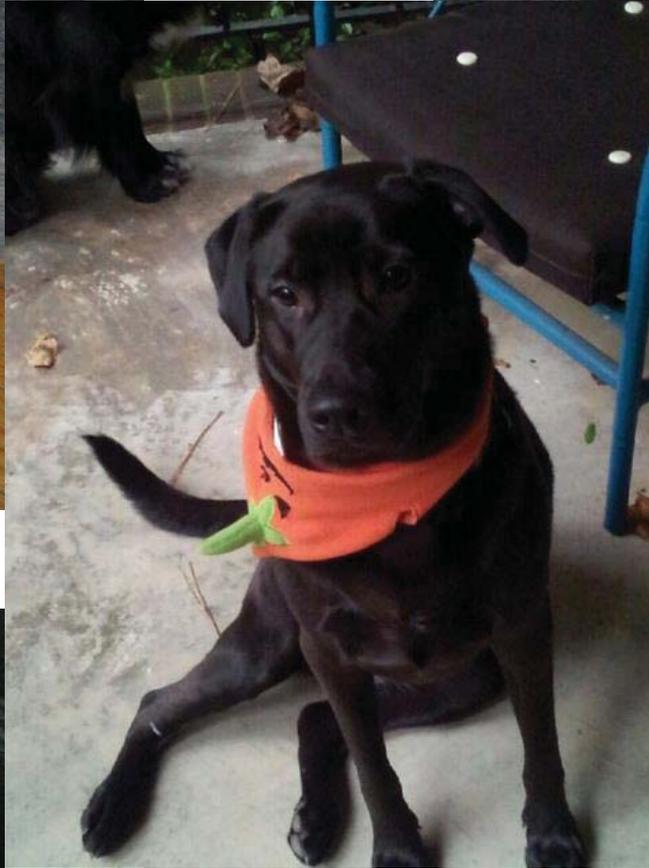
Juliette Grimmatt, Practitioner: Campus & Community

- MPH in Health Behavior and Health Education
- IPV prevention and advocacy since 1995
- Worked at a community RCC for 3 years
- Worked on 3 different campuses
- Founder of Chrysalis Network: Consultant for DHHS, NCCASA, NCCADV, various NC campuses, schools, and community-based agencies.
- Mother to 2 and 5 year old boys, Sky and Harper
- Loves the Boston Red Sox



Jen Przewoznik, Practitioner & Researcher: Non-Profit Agency

- MSW
- Has been working in the areas of LGBTQ and women's health for over 15 years.
- Founder of the Queer Research Consulting Collaborative.
- Coordinates the NC Campus Consortium
- Housemate to 5 rescued animals.



Icebreaker: I'm someone who...

- Couldn't get enough of the World Cup
- Works on a college campus
- Works in a community-based agency
- Has experience working with LGBTQ people
- Loves to cook
- Is from New England
- Has pets
- Creates sexual violence prevention programs
- Enjoyed some beach time this summer (or will soon)

Project Background



NC Sexual Violence Prevention Team

- Statewide interdisciplinary group
- Funded by Centers for Disease Control & Prevention, through the Department of Health & Human Services
- NCCASA provides technical assistance
- 8-year planning process
- Prioritized college and university students, staff, faculty and administrators as one of the major populations

Campus Subcommittee Members

- Carolina Alzuru, NCCADV
- Chimi Boyd-Keyes, NC Central University
- Julie Gooding-Hasty, Department of Health & Human Services
- Juliette Grimmett, NCSU/Chrysalis Network
- Margaret Henderson, UNC-CH
- Monika Johnson-Hostler, NCCASA
- Bob Pleasants, UNC-CH
- Kelli Raker, UNC-CH

Prioritized Areas for Campus SV Prevention Work

- Historically Black Colleges & Universities
- Community Colleges
- **LGBTQI People**
- Intersectionality
- Increased funding opportunities

NCSVPT LGBTQI Goal

By December 2015, IVPB will collaborate with at least 5 universities to determine the needs of LGBTQI-identified students on NC campuses as they relate to sexual violence prevention, and as informed by the data received from a state-wide survey.

Bringing the project together



Violence Against LGBTQI People

- Overall rates of reports of anti-LGBTQ violence remain constant with 2,001 incidents reported in 2013, but the severity of the incidents increased (NCAVP, 2014)
- Transgender women, people of color and gay men face the greatest risk of homicide (NCAVP, 2014)
- Transgender women, undocumented LGBT people and HIV-affected people, LGBT and HIV-affected people of color, and gay men have the greatest risk of experiencing severe violence (NCAVP, 2014)
- From 2012 to 2013 fewer survivors are reporting violence to the police (only 45%, down from 56% in 2012) and those who chose to report often face hostility (32% of those who reported the violence experienced police hostility during reporting) (NCAVP, 2014)
- 18 homicides of LGBTQ people reported in 2013, down from 25 in 2012. (NCAVP, 2014). – however these deaths disproportionately involved victims who identified as transgender people, people of color, transgender people of color and gay men (NCAVP, 2014).
- 90% of LGBT murder victims in 2013 were people of color, compared to 70% in 2011 (NCAVP, 2014, NCAVP, 2011).
- LGBTQ people report substantial police misconduct when engaging with the police (NCAVP, 2012).
- 1 in 8 lesbian women, 1 in 2 bisexual women have been raped at some point in their lives. 4 in 10 gay men and 1 in 2 bisexual men have experienced SV other than rape at some point in their lives (NISVS, 2011).

Violence Against LGBTQI People

- 22-38% of trans* people have been harassed by police, with upwards of 15% experiencing physical abuse and 7% being sexually assaulted by law enforcement (Forge, 2012).
- LGBTQ respondents of the National Campus Pride Climate Survey (2010) were significantly more likely to experience harassment (23%) than their heterosexual counterparts (12%). Those who ID'ed as Queer were the most likely to experience harassment (33%).
- 39% of transmasculine respondents, 38% of transfeminine respondents, and 31% of gender non-conforming (GNC) respondents reported experiencing harassment compared with 25% of men and 19% of women.
- Respondents of color experience higher rates of racial profiling, race-based harassment. Transmasculine, transfeminine and GNC students of color report the highest rates of harassment of all groups surveyed.

Planning Challenges and Lessons Learned

- Envisioned a variety of different approaches – took several phases to work through best approach
 - Lots of honest discussion
 - Committed to doing it right over doing it quickly
 - Committed to the project being informed by the community and not by the coordinators

Safe and Healthy Campuses for LGBTQI-Identified College Students in North Carolina

Project Goals:

1. Conduct a statewide survey of LGBTQI-identified NC college students
2. Develop effective and realistic strategies that NC campuses can implement to improve sexual assault prevention and response for LGBTQI-identified students.

- Partnership: UNCG, NCCASA, DHHS, Chrysalis Network
- Develop the *NC College Campus Advisory Team (NCCCAT)* on LGBTQI and Sexual Violence:
 - 2 Meetings sponsored by UNCG (January and Fall 2014)
- Innovations in Domestic and Sexual Violence Research and Practice Conference: Promising Practices for a Peaceful North Carolina February 6 & 7, 2014 Greensboro, NC

NCCCAT

- To create a safe space, members were *INVITED* or *REFERRED*
- 36 wanted to participate
- January 10, 2014 @ UNCG, 9am-4pm
- 28 attended + organizers
 - Many came during the first week of the semester, some driving several hours.
 - 9 Sexual Violence Staff
 - 12 LGBTQI Staff/Graduate Students
 - 7 Students (6 undergraduate, 1 graduate)



January 2014 NCCCAT Meeting

- Background, purpose, and shared language
- Determining barriers
- Population-specific challenges
- Campus-specific challenges
- What does prevention look like?
- Campus Successes
- Making campuses safe for all
- Question brainstorm



Meeting results



Identifying Barriers

What are the facilitating factors on a campus that perpetuate violence and discrimination against LGBTQ communities?

- Allowed for an honest discussion about being frustrated with students who keep hitting walls/barriers. Helped remind us that it is not their fault.
 - communication is challenging
 - trust is difficult
 - helpers have a lot of responsibility
 - tried to find shared language
 - barriers affect providers
 - desire (and action) to remove all barriers

Identified Barriers

- Ignorance
- -isms
- Stigmas
- Religiosity
- Tokenism
- Lack of education/training
- Lack of visible policies/enforcement
- Inclusive language not reflected in written/print materials
- Lack of community dialogue
- Homophobic/close-minded student body
- Lack of gender neutral bathrooms
- Support for Chick-fil-a on campus
- Prejudice among sports and Greeks
- Fear of being outed
- Belief that the conversation doesn't need to happen – Denial
- Housing assignments
- Lack of dedicated resources (staff, center, safe space, training, etc.)

Identified Barriers, cont'd

- Corrupt/bias university officials
- Role models are silenced
- Silence around violence of LGBTQ
- Representational hiring practices
- Not enough LGBTQ-identified or ally faculty / staff visible to the student population
- STEM fields seen as objective or technical, perpetuates the silencing of queer voices in those programs.
- More resources devoted to educating straight allies than LGBTQ-focused programming for students
- Lack of appropriate response/sanctions for perpetrators of discrimination or harassment

Identifying Population-Specific Challenges in reporting SV

- LGBTQ communities
- Men
- International students
- African American
- People who are differently abled
- Students from families with traditional, non-accepting faith



In addition to these barriers, they also have the “normal” barriers of a survivor of sexual violence.

GO-GO Activity

Imagine it's the year 2030, and all LGBTQ students feel safe and healthy on campus. What had to happen for this to occur?

GO-GOs

- Decrease influence of religion when making laws
- Recognition of all types of families
- All people can control their own reproductive health choices
- LGBTQ education begins in pre-K and is privately and publicly funded, required
- National policy recognizes gay marriages/unions
- Respect by police administration: non discriminatory practice
- Gender-neutral bathrooms
- Reduce hegemonic masculinity
- Comprehensive health-care for all gender identities
- All violence is not tolerated
- LGBTQ identified person is president of college
- Racism eradication
- Resources are more reliable
- Elimination of gender-bias
- Gender diversity in all levels of university
- Funding for LGBTQI programs
- Supportive upper administration
- Equality among entire community
- Hiring professionals of the LGBTQI community
- Pride in groups: opposite of internalized oppression
- Person's gender and sexuality is notable but not that important

GO-Gos Cont'd

- LGBTQ and transgender friendly insurance
- LGBTQ centers on all campuses
- LGBTQ history to be included in academic discourse
- Open communication dialogue
- Sexual orientation are expressed in admissions process: within demographics section
- Gender and heterosexual eliminated from college forms and websites
- Greek life becomes gender-neutral in membership requirements
- Federal anti-discrimination acts
- Violence against LGBTQ eliminated
- Change of cultural norms regarding gender
- Increase awareness and empathy for others
- Student health centers have inclusive forms
- All faculty, staff, students receive comprehensive training on LGBTQ community/issues
- Equal and visible representation of LGBTQ community
- Consistent enforcement and penalties for incidents of administration

Campus Successes

- LGBTQIA Centers – 5, 1 HBCU
- Rewritten SA Policy to be more inclusive
- Increase in AIDS Awareness programs
- SGA put forth legislation to include LGBTQI community members
- More trans-inclusive healthcare
- Gender-neutral housing, some in first-year buildings
- Gender-neutral bathrooms in student center
- LGBTQIA campus climate survey
- LGBTQIA task force
- Increased number of campus allies – including new hires
- Safe-Zone Training Programs
- Increased programming & awareness
- Overall change in student culture
- LGBTQI communities included in bystander training programs
- Changed blackboard and school ID program to student's preferred name
- One campus rated the second most LGBTQ-friendly campus in the country

GO-Go's in Action: Making Campuses Safe

Make Health Center's Forms Inclusive

- hire staff that are culturally competent
- gain administrative support and invest in idea
- make all programs inclusive

Eliminate Gendered Language

- evaluation of website and marketing materials
- standards for language with documents to guide material creation
- active campaign to raise awareness and educate campus community on inclusive language

Gender Equality

- tenure and promotion processes have equalize representation
- men's programming focused on raising awareness
- recruit and retain women in STEM and male dominated fields and men in female dominated fields
- paid paternity leave and maternity leave



Question Brainstorm – 62 Total

What questions should we ask LGBTQ people to understand their needs related to health, well-being and safety on college campuses?

- Do you feel comfortable speaking to a representative on campus?
- What would need to change to make you feel safer on your campus?
- Has your identity been a barrier in classroom discussions?
- Do you utilize student health center / other services? If not, why?
- What are your preferred pronouns?
- How is information presented to you? What is/isn't gender-neutral or LGBTQ oriented?
- What are we doing right?
- What are the elements of a safe area on campus?



Survey Tool



Understanding the Challenges with LGBTQI Data Collection

- Measures that seek to collect information about the lives of LGBTQI people are often unreliable and methodologically unsound.
 - Do not consider the impact and consequences of information-sharing (the role of social stigma)
 - Conflate sexual orientation and gender identity
 - Do not understand or take into account the nuances and complexities of LGBTQI communities/lives.
 - Do not ask questions that are relevant and, therefore, do not often reflect an understanding of LGBTQI experiences.

Creating the Survey

- Did not want to reify historical measurement issues.
- Used many of the suggested questions from NCCCAT.
- Reviewed a variety of measures and survey tools.
- Created some brand new questions based on the committee's experience.
- Had to be "OK" with survey and results being challenging from a data analysis perspective.

Launching the Survey

- Vetted by NCCCAT
- IRB Approval
- Advertised through facebook, twitter, and email
- Link to survey housed on North Carolina Coalition Against Sexual Assault (NCCASA) home page.

Respondents

➤ Data about respondents

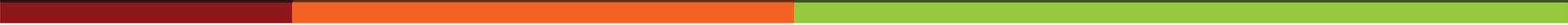
Results

- Summary of themes from the survey

Fall 2014 NCCCAT Meeting

- To review data from the survey and develop strategies to disseminate to NC colleges

Discussion of Possible Strategies



Dissemination & Evaluation

- NCSVPT Campus Subcommittee will disseminate strategies to all NC campuses
- NCSVPT Campus Subcommittee will conduct a follow-up evaluation for strategy implementation

Final Thoughts & Questions



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