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Yvette Upton
Colleen Petterson

“Creating a Coordinated Campus Approach to Ending Sexual Violence”

Through the efforts of multiple departments and student organizations, the Georgia Institute of Technology has created a coordinated campus response to the issue of sexual violence. National statistics indicate that sexual violence is a leading concern for college women across the nation. Studies find that one in four college-age women will be a victim of attempted or completed sexual assault (Fisher, Cullen, and Turner, 2000). On a predominantly male campus, the challenges for female students may be even greater. Women currently make up 28% percent of the student body and less than 20% of the female faculty (GT FactBook). Since 1995 with the arrival of its first female dean, Georgia Tech has been increasing its efforts to create a more welcoming and safer campus environment for women. A prominent goal in the Institute’s strategic plan is to recruit and retain more female students; more women on campus will improve the environment for women but policies and practices must also be in place to support women students when challenges arise. Most recently, the campus created a coordinated campus effort to end sexual violence through the funding of a Violence Against Women Act grant and the subsequent institutionalization of the projects through the Women’s Resource Center and the Department of Health Promotion.

Women’s Resource Center – historical overview

The Women’s Resource Center was formed in 1998 through the vision and persistence of many Georgia Tech women - students, faculty and staff. Two Georgia Tech students Jennifer Orr and Vicky Pickens pursued the idea of giving Georgia Tech a unified voice for the women on campus. The first invention of this pursuit was the Women's Student Union, an organization that could create a community of, and represent the women at, Georgia Tech. Soon after the

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Union formed, the group decided they wanted to address political issues that might not represent all women on campus.

From their decision came the idea of the Women's Resource Center. In 1997, after several years of discussion with the Tech administration, the idea caught the attention and support of several Student Affairs administrators. The proposal for the Center was approved and funded by Georgia Tech President G. Wayne Clough and the center officially opened Spring Quarter 1998. Since then, the Women's Resource Center has grown. More than 4,000 attended WRC programs in 2006-2007. In addition, the Center which opened with one graduate assistant now includes two full-time professional staff, 4 to 7 student workers, more than 40 student leaders, and a 30-member Advisory Board of students, faculty, staff, and alumnae. In June 2004, the Center moved from a small former meeting room to a suite of offices where students can work, study, plan activities or relax.

The Women's Resource Center continues to actively pursue the goals and aims of its founders and to support and build the community of Georgia Tech women through its mission "to enhance the academic performance and personal development of the women at Georgia Tech by striving to create a more inclusive and supportive campus environment for women, and by promoting understanding among Georgia Tech's diverse community of men and women." Initiatives to address sexual violence on campus clearly play a strong role in the Center's ability to create a supportive campus environment and to improve understanding among women and men on campus.

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Women's Awareness Month

The year prior to the establishment of the Women's Resource Center, Jennifer Orr, the president of the Georgia Tech Women's Student Union, and Dean Stephanie Ray, Associate Dean of Students and Director of Diversity Issues, began Women's Awareness Week, a week of programming to increase awareness of women's issues at the predominantly male Georgia Tech. Women's Awareness Week has since developed into an annual celebration in March that brings female role models to the Georgia Tech campus and develops programs that provoke questioning about and discussion of women's issues and women's roles in society.

Included in the Month is Take Back the Night, a night to raise awareness about sexual assault/ violence and honor survivors. Usually held at the GT Campanile, more than 600 people participated last year. Another annual event in March is *The Vagina Monologues*, part of the V-Day College Campaign to raise money and awareness to stop violence against women and girls. Georgia Tech's production of *The Vagina Monologues* has raised more than \$25,000 in donations to local community organizations in Atlanta including Men Stopping Violence, the Grady Rape Crisis Center, Partnership Against Domestic Violence and Angela's House.

Establishment of the Sexual Violence Task Force

The Sexual Violence Task Force at the Georgia Institute of Technology is committed to preventing sexual assault on campus, increasing awareness of the issue, and increasing the number of students who seek assistance from campus and community resources. The Task Force, originally founded by the Dean of Students Gail DiSabatino in 1995, is now under the leadership of Yvette Upton, director of the Women's Resource Center. Its members are staff and

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students from a variety of campus departments including: Housing, Greek Affairs, Student Health Center, Wellness Center, Women's Resource Center, Dean of Students Office, Police Department, Alumni Association, Athletic Association and the Counseling Center and community organizations.

Initially, the Task Force was charged with drafting and disseminating a consistent campus policy addressing sexual harassment and sexual misconduct on the student level. This policy was completed and implemented ten years ago. Currently, Georgia Tech defines Sexual Misconduct and Harassment as:

“Sexual misconduct is defined as sexual contact without consent by an acquaintance or a stranger and includes but is not limited to: intentional touching without consent, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, groin, thighs, or buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); aggravated assault; aggravated sodomy (sexual penetration with an object without consent); sodomy (oral or anal intercourse without consent); non-consensual kissing; statutory rape; child molestation; aggravated child molestation; voyeurism; and public indecency.

To constitute a lack of consent, the acts must be committed either by threat, force, surprise, intimidation, or as a result of the victim's mental or physical impairment of which the accused was aware or should have been aware. Mental or physical impairment refers to the victim's inability to understand the situation, understand the consequences of his/her choices, or to express his/her desires. This may include, but is not limited to, intoxication, being under the influence of drugs, unconsciousness, or other cognitive impairment, or being under the age of consent in the State of Georgia.”

This academic year the task force will take another look at the policy based on changes that were made to the Student Code of Conduct in January 2008; those changes will be explained later in this paper.

The Task Force also worked collaboratively to offer workshops on sexual violence when there were no professional staff to take on these responsibilities. These workshops trained faculty and staff how to effectively assist students who disclose that they have been sexually assaulted.

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The workshops were designed to inform participants about the nature of sexual assault and rape and to teach techniques they can use to assist assault survivors find the appropriate campus community.

The Sexual Violence Task Force was instrumental in the hiring of a permanent, full-time Program Coordinator at the Women's Resource Center in June 2006. The primary focus is to address sexual violence issues on campus through training allies/advocates and working one-on-one with victims. This position also advises the Women's Awareness Month committee and assist with general WRC programming.

Voice

The Sexual Violence Task Force with the Department of Wellness and Health Promotion and Women's Resource Center submitted a proposal to the Department of Justice to address violence against women. The Department of Health Promotion took the lead on the grant and the federal grant was housed in their department. The initiative included collaboration with many other offices and organizations on the Georgia Tech campus and in the surrounding community. Collectively, they launched the campus initiative called VOICE.

VOICE is a campus-wide initiative founded on the premise that everyone has the right to live and learn at Georgia Tech, free of violence or the threat of violence. This initiative seeks to empower students, faculty, and staff to confront the significant but largely hidden problem of sexual violence on campus.

Through prevention, advocacy, and educational programs, VOICE empowers men and women

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throughout campus, personally and collectively. This initiative includes:

1. A coordinated campus-wide violence prevention program:

- intensive educational programs for men [still in development]
- a general awareness program for all students
- staff and faculty training
- a campus-wide media campaign

2. Response, advocacy, and treatment services for students who have been victims of sexual violence:

- strengthening of the Sexual Violence Task Force
- a peer and staff advocate program
- staff and faculty training
- improving judicial and law enforcement responses

(VOICE, 2007)

Educational Outreach

In collaboration with the VOICE Initiative, the Women's Resource Center works closely with the Sexual Violence Task Force and relevant offices to strengthen existing advocacy and response programs and services for victims of sexual violence. We hope that after participation in WRC programs and services, participants will demonstrate increased knowledge of sexual violence and strategies to assist someone who experiences sexual violence. Individuals who are interested in learning more about sexual violence can sign-up for one of various training opportunities each semester. Each training builds on information covered previously and offers participants additional knowledge and skill-building in this area so that participants can be allies – not bystanders – in their student groups or departments. These trainings include:

--A 50-minute consent/policy overview for classes such as HPS 1040 and GT1000, our first-year introduction class. A similar program has been offered by request to fraternities. Comments on evaluations range from appreciation to better understanding consent to more

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antagonistic responses: “Sexual seminars are always biased against women.” – Comment from Fraternity Consent presentation

--The 4-hour **Ally level** training provides an introduction to the problem of sexual violence, a brief overview of advocacy and response at Georgia Tech, and a foundation of basic information needed to assist survivors with resources/referrals on campus. Through discussions and scenarios, we explore the concepts of power and control, bias and the Georgia Tech Policy on Sexual Harassment and Misconduct. Participants will also learn about options for continuing education and involvement with the VOICE initiatives to address and end sexual violence in the Georgia Tech community.

“I would be better able to help victims, and I feel prepared to at least give good information about what happened throughout the process.” Comment from Ally Training

--The **Safe Sister** training is designed for sorority women on campus. The training provides an introduction to the problem of sexual violence, a brief overview of advocacy and response at Georgia Tech, the evolution of the sorority image and a foundation of basic information needed to assist a sorority sister in need of support. This 4-hour training offered during the semester allows women to attend this training in place of a weekly chapter meeting.

*“I will make sure the victim has more control instead of taking control myself.”
Comment from Safe Sister Training*

--The 8-hour **Advocate** training is the advanced phase of the Advocacy training series. Advocate trainees become familiar with a wide range of agencies and organizations that provide support to victim-survivors of sexual assault and violence, and they practice the skills to work with survivors through scenarios and role plays.

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“I will educate my friends to help them understand their options should something happen to them. Comment from Advocate Training”

More than 350 were trained at the Ally, Safe Sister and Advocate level during 2006-2007.

Men’s program

We will continue to build our men’s education programs with particular emphasis on leadership, consent, bystander mentality and on reducing victim-blaming actions. The new Violence Prevention Coordinator in the Department of Health Promotion will take the lead on developing this program with the input of colleagues and students across campus.

Training highlights

In 2006-2007 more than 2,200 students and GT community members were reached through WRC presentations and trainings to address sexual violence at Georgia Tech (1,720 through Take Back the Night, HPS, and fraternity presentations, 134 TAs on sexual harassment and 353 trained on basic information about how to assist a sexual violence survivor).

Student Code of Conduct

As of January 8, 2007 a new Student Code of Conduct was adopted. Specifically, the Code of Conduct addresses three levels of sexual misconduct, those charges are as follows:

“(20) Sexual misconduct including but not limited to (a) non-consensual sexual contact including but not limited, to intentional and/or forcible touching, (b) non-consensual sexual intercourse including, but not limited to, anal, oral, or vaginal penetration, however slight, (c)sexually related offenses including, but not limited to, obscene, indecent behavior and/or exposure.”

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Sexual misconduct cases are considered high level cases. The Student Conduct Administrator decides High level cases only when the Accused elects of resolution. The Student Conduct Panel is convened for High level cases only and only when The Student Conduct Administrator or Accused elects this form of resolution. The typical sanctions for high level cases when the Accused is found responsible by either The Student Conduct Administrator or The Student Conduct Panel will be either Disciplinary Probation, Suspension Held in Abeyance or Expulsion. The Accused, after being notified of the decision, may submit an appeal, in non-academic cases, to the Vice President for Student Affairs, according to appeal procedures described in detail in the Student Code of Conduct.

Theoretical framework

There has been an explosion in campus efforts to address sexual violence on their campuses; certainly the opportunity for funding through the Department of Justice has placed sexual violence on the radar of many campus administrators. It is especially important to have external funding to jumpstart initiatives on campus. As Georgia Tech VAWA grant ended and the proposal for additional funding was not approved, the university was at a cross roads. We had built up awareness on campus, motivated student leaders in place, created numerous trainings to be offered and now did not have anyone to implement these great plans and build – or maintain – the momentum. The Department of Health Promotion had secured a full-time permanent position for the Violence Prevention Coordinator, but it was vacant and efforts to fill it had been difficult; this work is a very niche field and we needed the right person for our campus culture who also understood sexual violence and how to work with male students on the issue. The Advocate

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position was not funded and the Women's Resource Center's only staff member took on responsibility to maintain the Ally/Safe Sister trainings and a few general class/fraternity presentations for the year while we regrouped to determine next steps. In January of that year, the Vice President of Student Affairs approved a new position for the Women's Resource Center, whose job description included primarily sexual violence advocacy and training. (This decision came mid-year because a senior staff member left and her salary was utilized to create several entry-level positions in the department.) In June 2006, Colleen Petterson began as Women's Resource Center Program Coordinator and in May 2007, Ricky Livingston was hired as the Violence Prevention Coordinator in the Department of Health Promotion. We now have full staff to review our previous goals and set next steps to continue our efforts to end sexual violence at Georgia Tech.

Toolkit to End Violence Against Women

In 2005, as we prepared a report on campus judicial systems at Georgia Tech, peer institutions and promising practices, we came across a wealth of resources that had not existed when we first began our efforts on this work. One extremely useful paper was the *Toolkit to End Violence Against Women* (2001). We did not utilize the toolkit initially in our planning efforts at Georgia Tech, but these strategies echoed what we found was needed.

The *Toolkit to End Violence Against Women* developed by the National Advisory Council on Violence Against Women, provides "concrete guidance to communities, policy leaders, and individuals engaged in activities to end violence against women" (*Toolkit*, 2001, ¶1). It discusses a number of ways colleges and universities can promote safety on campus, develop effective

campus adjudication processes and expand services. Chapter 7 of the *Toolkit* suggests several ways to enhance women's safety and well-being on campus:

- Establish a task force to develop policies and oversee antiviolence efforts;
- Develop and distribute “clear, concise, and comprehensive policies and procedures regarding appropriate behavior by students with respect to violence against women,” (p.2)
 - Include behavioral definitions and clear definitions of sexual assault and that mirror state definitions;
- Educate students, faculty and staff on issues of sexual assault
 - Prevalence and situations that facilitate nonconsensual sexual conduct, warning signs and behaviors that constitute sexual misconduct, role of bystanders, men's responsibility (especially in men's programs), reduce victim blaming, role of alcohol/drugs, information on the power imbalance created by faculty-student dating,
- Utilize a variety of outreach efforts;
- Provide adequate risk-reduction measures on campus
 - Escort services, emergency alert system on campus, adequate lighting, secure entry into resident hall, computer labs, late night patrol, publicize emergency numbers, support gathering accurate statistics for annual crime reporting;
- Mandate “training and education for all campus police and security officers on sexual assault, dating and domestic violence, and stalking as well as related policies and protocols,” (p.4);
- Involve housing and residence life staff
 - Yearly training, programming, posting emergency numbers in halls;
- “Urge national associations of higher learning to prioritize violence against women as a key administrative and academic issue” (p.4).

Georgia Tech's Sexual Violence Task Force and VOICE initiative had implemented many of these recommendations as noted earlier in the paper. For campuses in the beginning stages of creating a coordinated response to sexual violence, this is a strong roadmap to begin planning on campus. Additionally, creating and/or reviewing the campus judicial policy and practice is also critical; for survivors to come forward they must know they will be supported and their concerns will be taken seriously.

The *Toolkit to End Violence Against Women* (2001) suggests five major interventions for the development of effective campus adjudication processes. The first suggestion is facilitating students' access to both on- and off-campus adjudication processes and off-campus criminal justice agencies. This is achieved by ensuring campus processes do not inhibit criminal prosecution; creating statutes of limitation "that are not less than those in the state criminal and civil justice systems" (p. 5); providing clear information to students, enabling every student to pursue to campus judicial processes, civil actions, and criminal charges without concern that one outcome will affect the others," (p. 5); and fostering working relationships between the campus and local community.

The authors also promote ensuring "a fair, victim-centered campus adjudication process through training and representative composition of the campus adjudication board" (p. 5). Georgia Tech now includes sexual violence as part of its annual training for student judicial boards. Involving violence against women experts is necessary to "provide adjudicators with information on appropriate and inappropriate questions for victims and alleged perpetrators and the range of victim behavior patterns, including the delayed response of some sexual assault victims and its impact on victim reporting and testimony," (p. 5) and ensuring that board membership is representative of the campus community. A counselor on the staff of the Georgia Tech Counseling Center remarked, "I like the way [the judicial administrator] solicited my input in terms of what questions are appropriate for a student who was about to engage in a judicial hearing. The student, a client of mine, was the complainant in a sexual assault case. [The judicial administrator] was very respectful and concerned about the nature of the questions and wanted to

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be sure my client was not unnecessarily revictimized by the experience” (personal communication, 17 February 2006).

The *Toolkit to End Violence Against Women* also recommends ensuring campus processes “minimize victim trauma and maintain victims’ rights without violating the rights of the accused” (p. 5). This issue arises often in cases of sexual assault because some victims feel that “due process” often ascribes more rights for the accused student. Specifically, the victim is not allowed to appeal a case when the accused student can appeal on multiple levels. To work towards a fair process, the authors suggest, “assuring the victim of confidentiality, applying the principles of rape shield laws to testimony, employing a clearly defined standard of proof and allowing the victim to have an advocate throughout the process” (p. 5). In addition, “inform the victim of the time and location of all hearings and proceedings related to the case and provide the option of being present during the entire hearing if the accused has that right,” (p. 5) allow the victim to testify at any hearings to recommend sanctions, remedial actions, or outcomes,” include the option of an expedited hearing for issues such as housing or class schedules, inform the victim of final outcomes and conditions, and ensure victims’ rights in the campus judicial process mirror rights in the criminal justice system (p. 5).

The Toolkit also suggests establishing a referral system with law enforcement, providing victims with updates about sanctions against a perpetrator, and granting “students the administrative equivalent of a restraining/protection order against an offender, when appropriate that accommodates the victim’s academic schedule, needs, and preferences” (p. 6). Georgia Tech offers victims the option of a non-contact order through the Office of the Dean of Students. Lastly, the authors promote administering sanctions “in a manner that ensures offender

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accountability and victim and community safety” (p. 6). This is achieved by offering a range of formal and informal options to recommend for sexual assault, avoiding mediation or counseling between the survivor and the perpetrator “to keep from re-victimizing and endangering the victim,” (p. 6) and ensuring that no bias influences the hearing board’s decision. The counselor above also shared, “it is my hope, with sexual assault cases, that sanctions are given serious consideration and that the accused, if found guilty, is given a sanction that reflects the gravity of the offense...and if a sanction is overturned or lessened----that the complainant be informed/warned of the change” (personal communication, 17 February 2006).

The Toolkit offers similar suggestions to the 1992 Victims Bill of Rights, unofficially titled “Campus Sexual Assault Victims’ Bill of Rights”:

- Accuser and accused must have the same opportunity to have others present;
- Both parties shall be informed of the outcome of any disciplinary proceeding;
- Survivors shall be informed of their options to notify law enforcement;
- Survivors shall be notified of counseling services;
- Survivors shall be notified of options for changing academic and living situations (Security on Campus, 2004).

Karjane, Fisher, and Cullen (2002) assert that a school’s sexual assault policy should be reader-friendly, easily accessible, and a widely distributed statement of the school’s definitions and expectations regarding sexual conduct. Their research suggests the following:

- The policy should clearly define all forms of misconduct, including operational and behavioral definitions of what acts constitute consent and what acts constitute sexual assault;
- Discuss the prevalence of non-stranger sexual assault;
- Describe circumstances in which sexual assault most commonly occurs; advise what to do if the student or someone she/he knows is sexually assaulted
- List resources available on campus and in the local community;
- Identify a specific person or office to contact when a sexual assault occurs (preferably 24/7) and when and where to file a complaint;

- Strongly encourage victims to report the incident to campus authorities and to the local criminal justice system;
- Provide for and list available reporting options, including a confidential option and preferably including an anonymous option;
- State the school's sanctions for violating the sexual misconduct policy;
- Provide an official statement prohibiting retaliation against individuals who report rape or sexual assault and specifying the school's disciplinary actions for retaliation attempts;
- Provide an official statement noting the separate actions available to the victim, i.e., reporting, investigating the report, informal administrative actions, such as issuing a no-contact order, formal adjudication on campus and criminal prosecution (Karjane, Fisher & Cullen, 2002, pp.12-13).

These recommendations are all similar but have nuanced differences that are important to consider when reviewing an institution's policy. Having the clearest policy possible on definitions, charges and sanctions is critical as these cases move into hearings and appeals on our campuses. Being clear in writing and in person with survivors about what, how and when they will be communicated with is imperative to allow the survivor to maintain any sense of control in these stressful proceedings.

Creating a Comprehensive Campus Plan

Establish buy-in from key constituents:

Sexual violence cannot be addressed by one office on campus, even if there is a victim advocate or a health education position. To be effective, many constituents need to be involved in planning and developing the strategies for a campus. Key constituents include: Housing, Greek Affairs, Student Health Center, Health Promotion, Women's Center, Dean of Students Office, Police Department, Judicial Affairs, Athletic Association, Office of International Education, Alumni Association, the Counseling Center, and community rape crisis centers.

With these constituents determine a coordinated vision for your campus. Recognize that everything cannot be done at once and this plan should include a realistic timeline – with resources (especially staff time). Beginning with a group of volunteers, however dedicated, will take longer to achieve the goals. This is an obvious statement but easy to forget in this work. For

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several years, until we secured the VAWA grant, there was little progress and a lot of guilt and heartache from members who were passionate but swamped with our own job responsibilities and family commitments. This work takes a great deal of commitment – and time – and often, emotional stress. We must give ourselves permission to do this at a realistic pace for our resources.

Push for the resources you need.

If you have not yet secured an external grant to jumpstart your work, negotiate for other options. Utilize graduate students to pull together statistics, literature reviews. Consider a partnership with a faculty member on your campus who has expertise or background in this area. Is there an option for a sabbatical or reduced workload for you to become more educated on the topic or spend more time on assessment or planning? Is there a possibility of reassignment of some duties to work on this initiative or maybe other office functions or events that could be postponed for a semester or year? Several women centers on other campuses have intentionally stopped their programming for one school year to focus on assessment and planning. This happened organically at the Department of Health Promotion at Georgia Tech because of the demands on staff during the VAWA grant. The entire staff of the Department of Health Promotion became well-educated on sexual violence because it took the entire team to complete the expectations listed in the VAWA grant (their basic requirements beyond what we had proposed to implement). The grant work was completed, but at great cost to the other commitments of Health Promotion and the Women's Resource Center.

Establish a baseline of the issue on your campus.

Sexual violence is an underreported crime. Clery Act numbers may be extremely low but

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may not represent the actual problem on your campus. Campuses who implement surveys with specific questions about sexual violence will be best equipped to address trainings and policies that fit the needs of your campus and will give you a baseline to determine if your campus efforts are working. Increasing the number of reports on campus should indicate that students are aware of the policies and resources on campus and believe they will be supported if they come forward officially or confidentially. It does not indicate that the number of assaults is increasing and having this baseline will help determine if the numbers are increasing or decreasing. Obtaining institute and IRB approval may be the most difficult part of your initiative because decision-makers may be concerned about how this data will be used or shared. Your campus allies can best help you prepare for these questions and concerns and other campuses may be able to share their research tools to be revised to fit the needs or demographics of your campus.

Prepare a Violence Against Women Act (VAWA) grant.

The VAWA grant process has become extremely competitive over the past several years. Even if you do not receive the grant, you will have established important connections with relevant entities on campus and in the community. For example, the ideas generated through the VAWA grant significantly strengthened relationships with Panhellenic Council and the Athletic Association, in particular at Georgia Tech. Of course, receiving funding through the high-profile grant brings recognition to the topic and the prevention and response efforts on campus. Funding may also secure positions who can focus on the issue more than dedicated colleagues with limited time. Collaboration with stakeholders is critical, but most offices committed to the issue can find some time to work on the issue – or provide insight or feedback – if there are specific staff members working on this topic.

Find allies in the decision-making realm.

Find a few committed allies in the upper administration. Educate them on the issues and utilize their advice on your campus culture. Many campus administrators are concerned about safety (and the perception of safety) on campus and how efforts to address sexual violence may make the university seem unsafe. For those working directly with survivors, this can be a challenging viewpoint, but to be effective on our campuses, we must also understand the concerns of decision-makers who don't work one-on-one with victims and think more broadly about the campus. Utilize your ally to help you determine what questions may come up on your campus and recognize that this is an educational – and strategic – moment.

Avoid finger-pointing

Build alliances instead. Work from the viewpoint that no one is intentionally victimizing or re-victimizing students who have experienced sexual violence. As you build alliances and awareness on campus, victim-blaming or revictimization should decrease. If not, you will have established relationships where you can have one-on-one discussions about your concerns.

Strengthen prevention efforts – and response efforts.

Don't focus only on the victim – teaching women how to avoid sexual violence will not only not work, it won't change the root issues either. Working with men to change their behavior, “specifically highlighting language, the ability and confidence to intervene in appropriate situations, and the importance of activism” was emphasized in a recent report addressing the need for engaging men (Barone, Wolgemuth, & Linder, p 592). Research indicates the importance and need for education. Gender specific and co-ed programming through peer education has proven to be effective on various college campuses. By including

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multiple constituents into the conversation about sexual violence, we broaden our strength to prevent and end sexual violence.

Reach out to students in leadership roles.

Students can be your biggest allies and motivators. Work with your stakeholders to approach students who are good role models on campus, i.e. Fraternity/sorority presidents, fraternity/sorority risk management officers, Housing student staff, student judicial boards, and orientation leaders.

Meet regularly and share data/concerns to collaborators to ensure a coordinated approach and encourage accountability at the institutional level.

Addressing sexual violence is a complicated, challenging task. These beliefs and attitudes are ingrained in our society and our individual campus cultures, but we must continue to step up to end violence against women.

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