

Connecting faculty and student affairs practitioners to improve faculty understanding of and preparation for addressing issues of sexual assault

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Learning Outcomes

1. Articulate 1-2 reasons why it is important for all members of the community (including faculty) to be included in sexual assault education and response.
2. Articulate 1-2 interesting findings regarding faculty perceptions and understanding of policies, procedures, and related to sexual assault.
3. State one new way in which student affairs can provide support to faculty in relation to these areas.



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Agenda

1. Background/context
2. Campus preparedness and training
3. FSSE data overview
4. Findings
 - a. Perceptions
 - b. Policy understanding
 - c. Faculty training
 - d. Support and resources
5. Creating a more supportive environment



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Issue of Sexual Violence

- This issue is not new to college campuses
- Has been studied for decades, most notably beginning with the work of Koss and colleagues
 - Origin of 1 in 4 statistic
- In Spring 2015, the Association of American Universities (AAU) administered the Campus Climate Survey on Sexual Assault and Sexual Misconduct to 27 institutions
- Findings:
 - Roughly 21% of seniors had been victimized while in college
 - Senior women: 33%
 - Transgender or genderqueer students: 39%



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Institutional Responsibility

- Fueled largely by the 2011 *Dear Colleague Letter* this issue has received increased attention
- High profile cases such as those featured in *The Hunting Ground* highlight the prevalence of sexual violence and the challenges faced by institutions
- Over 150 institutions have complaints filed against them to OCR for Title IX violations related to sexual assault
- Institutions are expected to do more to promote a positive campus climate with regard to this issue



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Institutional Responsibility

- OCR provides guidance for responsibilities as they relate to Title IX and sexual assault
- The White House Task Force to Protect Students From Sexual Assault *Not Alone* Report (2014) identifies 4 action steps to address sexual assault more broadly:
 - Identify the problem
 - Prevent sexual assault
 - Effectively respond when a student is sexually assaulted
 - Increase transparency and improve enforcement
- Generally, the responsibility falls on administrators and students



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What about Faculty?

- In a 52 page document from OCR providing guidance for institutions on Title IX and sexual assault, faculty are mentioned *three* times:
 - Page 11: “a school may decide to give its Title IX coordinate additional responsibilities, such as: providing training to students, faculty and staff on Title IX issues...”
 - Page 37: “Additional steps the school has taken to prevent recurrence may include sexual violence training for faculty and staff...”
 - Page 43-44: “Therefore, when a school works to prevent and redress discrimination, it must respect the free-speech rights of students, faculty, and other speakers...”



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What about Faculty?

- Karjane, Fisher, & Cullen (2002) completed a study to understand policies, protocols, and programs at colleges and universities related to sexual assault.
- At the time they found:
 - Half the institutions provided no training for faculty
 - Training was only required in about a third of the schools

“On the whole, few campuses provide sexual assault response and/or sensitivity training to those most likely to hear of sexual assaults on their campus,” which includes faculty members. (p. ix).



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Why Faculty?

- American Association of University Professors (2012):

“As advisers, teachers, and mentors, faculty members may be among the most trusted adults in a student’s life and often are the persons in whom students will confide after their assault. A faculty member may also be the first adult who detects changes in a student’s behavior that stem from a sexual assault and can encourage the student to talk about it”



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Why Faculty?

- Hall and Sandler (1986)- Faculty contribute to the environment through their actions (e.g., ignoring, interrupting, avoiding eye contact)
- Cress (2008)- “Students are more likely than are faculty to be perceived as the culprits of creating a discriminatory learning environment. However, this does not absolve faculty from their responsibility in increasing positive and supportive learning communities” (p. 103)
- Amar, Strout, Simpson, Cardiello, & Beckford (2014)- Having an understanding of policies and procedures related to sexual assault and crisis response are important for ensuring students receive access to resources and needed support



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What are 1-2 way that faculty members are prepared or trained to address sexual assault on your campus?

Why Should SA Partner with Faculty in this Area?

- Partnerships have been encouraged in multiple areas (Bourassa & Kruger, 2001)
- Partnerships promote a more seamless learning environment (Astin, 1993; Kuh et al., 2005; Pacarella & Terenzini, 2005)
- In order to better promote equity, all stakeholders should be involved (Hart & Fellabaum, 2008; Hurtado et al., 2012)



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FSSE

- Faculty Survey of Student Engagement
 - Faculty perceptions, values, and contributions to undergraduate student engagement
 - Companion survey to the National Survey of Student Engagement
- 2015 administration
 - 133 institutions; 19,056 faculty
- Faculty climate experimental item set
 - 16 institutions; 2,224 faculty
- Differences examined by disciplinary area, academic rank, age, gender identity, racial/ethnic identification, and sexual orientation



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Climate Items

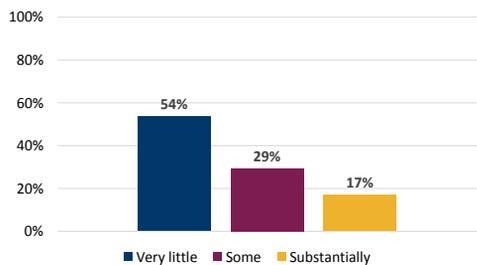
- To what extent do you agree with the following statements about sexual assault
 - Very much(4), Quite a bit(3), Some(2), Very little(1)*
 - *Very much + Quite a bit = Substantial*
- I think my institution deals poorly with sexual assault.
 - Lower scores are better!
- I understand my institution's policies and procedures regarding incidents of sexual assault.
- My institution has provided training for faculty regarding incidents of sexual assault.
- My institution has adequate support and resources for individuals who have experienced sexual assault.



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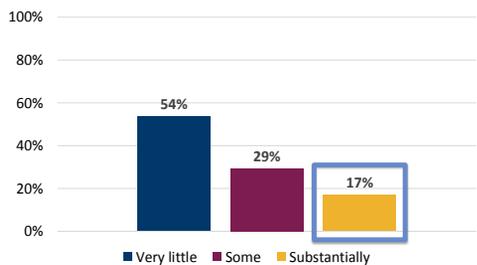
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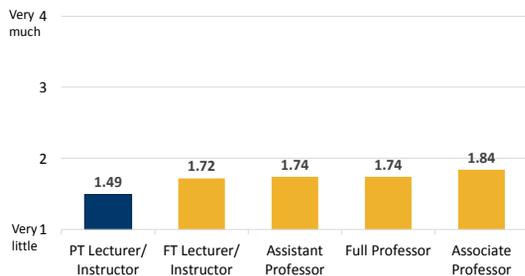
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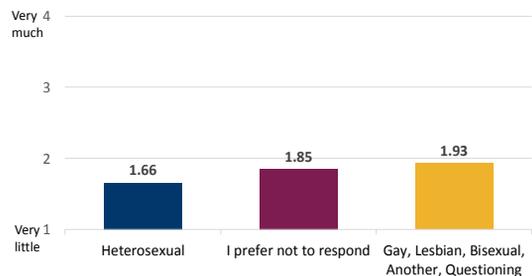
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I think my institution deals poorly with sexual assault



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We found differences by academic rank and sexual orientation on perceptions of institutions dealing with sexual assault.

Surprises or disappointments?

What can be done to address these perceptions?



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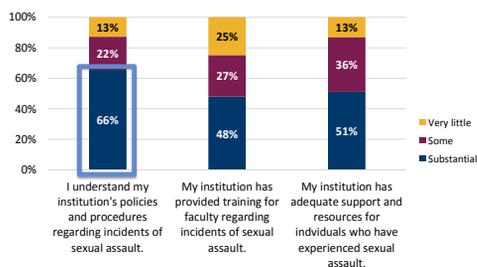
Policies, Training, & Support



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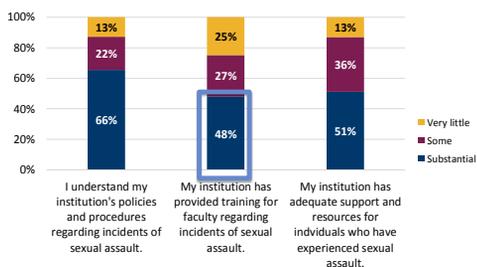
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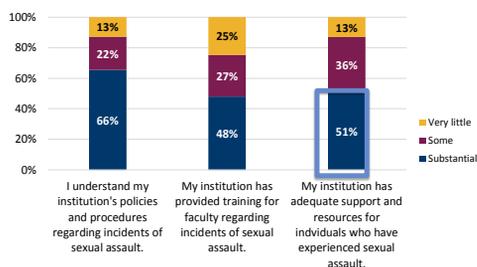
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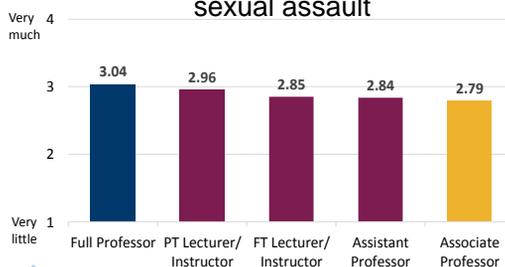
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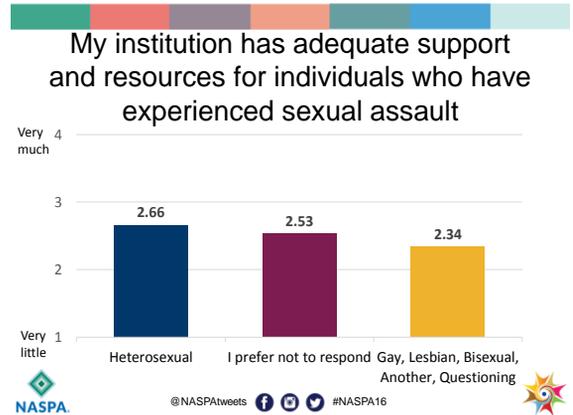
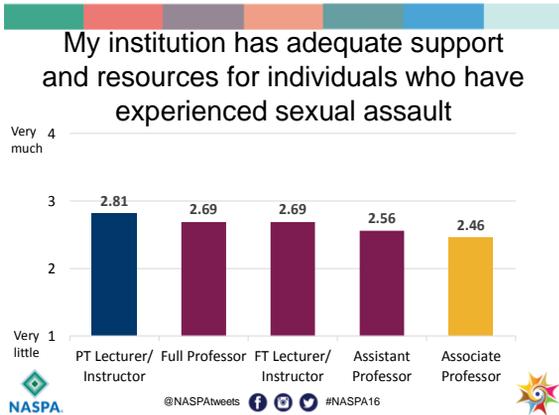
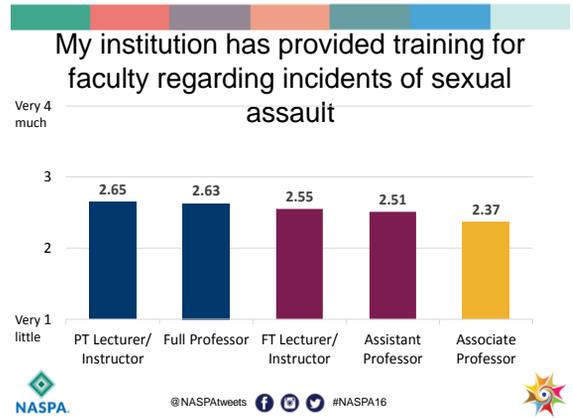
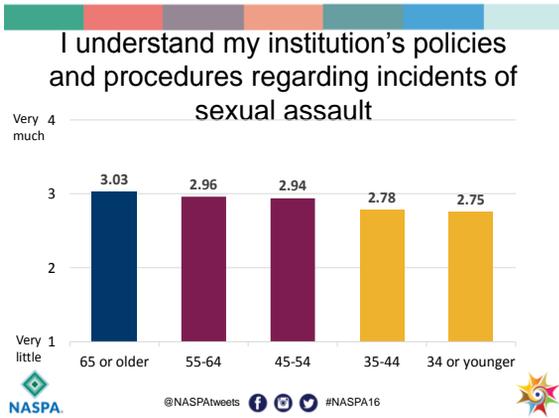


I understand my institution's policies and procedures regarding incidents of sexual assault



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Largely, we found differences by academic rank and sexual orientation.

Surprises or disappointments?

What can be done to address these differences?

How do these findings compare to your perception of your institution?

What could faculty on your campus do to make the environment at your institution more supportive?

- "The judicial board needs help dealing with sexual assault properly."
- "Build better relationships with Student Life and other support staff and collaborate more with them. For example, the way that the campus deals with sexual assault seems almost completely disconnected from both the school's [heritage]...and from the ways that faculty might address the issue in their classes or otherwise engage with the rest of life on campus (around issues of hookup culture, binge drinking, etc.)"

What could faculty on your campus do to make the environment at your institution more supportive?

- "I like the idea of training us to deal with students who have experienced sexual assault. I recently had a student divulge to me that she had been sexually assaulted. She was in treatment. I referred her to [a] student assistance program and followed up, but I do not think we have been trained on a protocol for this."
- "I think that the administration could provide more supportive services to students who might be survivors of any form of harassment, assault or discrimination along with creating prevention programs for our students."



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Based on your experiences or information in this presentation how would you answer this question:

What could faculty on your campus do to make the environment at your institution more supportive?



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AAUP & AAUW Recommendations

American Association of University Professors (2012) and American Association of University Women (2014) have both offered recommendations for faculty including:

- Listening to students, referring them to resources, and offering to accompany them
- Encouraging and participating in education and prevention programming
- Bringing outside experts to campus
- Serving on disciplinary panels
- Promoting research in this area
- Work with students to urge the institution to more effectively address this issue



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How can faculty and student affairs professionals partner to support these efforts?



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Final comments or questions?

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