

# Sexual Violence Prevention and Response Guide *for Faculty*

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## How to Use This Guide

Sexual violence impacts all aspects of the Tulane's community, and it is important as faculty that you are equipped with the knowledge and know-how to best support your students in times when they need it most.

This guidebook provides a variety of tactics and resources from which you can pick and choose to best support student success and care. All of these strategies are based on research and expert recommendations from public health professionals and endorsed by Tulane faculty.

## Your Role in Prevention

Faculty share a unique and vital responsibility in cultivating a safe and supportive environment for students as scholars, teachers, experts, mentors, advisers, and concerned adults.

### *Intellectual Empowerment*

You are inextricably connected to student empowerment and development, not only as scholars but as positive, contributing members of the Tulane community and beyond. As a mentor, role model, and educator, you can model the prosocial behaviors and respect that we expect of all members of the Tulane community. Furthermore, you have an opportunity to educate students about the effects of pervasive issues like sexual violence in a way that is most salient to them as scholars and aspiring professionals.

### *Care and Refer*

Faculty members are in a unique position to provide care to our students. You see students on a continual basis, so you are able to see changes in student behavior, such as:

- Increased emotions or anxiety
- Decline in academic performance
- Chronic absenteeism
- Drastic adjustments to appearance or affect

All of these can be signs that a student is experiencing stress or crisis, like a sexual assault. Your care can help connect a student to the resources that they need.

## Scope of the Problem

According to a 2017 sexual misconduct climate survey of Tulane students, 41% of undergraduate women and 18% of undergraduate men reported experiencing sexual assault since enrolling at Tulane. LGBTQI+ students are at highest risk. In most incidents of sexual assault (73%), the perpetrator is someone known to the victim, such as a friend or romantic partner.<sup>1</sup>

## Alcohol and Sexual Violence

Alcohol does not cause sexual violence, and a victim's alcohol or drug use never makes an act of violence their fault. Perpetrators often use alcohol to incapacitate victims, and environments where lots of people are intoxicated, such as bars, can make it harder for bystanders to notice when problematic behavior is occurring.<sup>2</sup> Tulane's climate survey data shows that alcohol is often involved in perpetrating sexual assault. Seventy-four percent (74%) of women and eighty-seven (87%) of men who experienced any form of sexual assault reported they were incapacitated by alcohol at the time of the incident and thus unable to give consent. Fifty-seven percent (57%) of undergraduate students who reported experiencing dating/domestic violence said that their abuser had used alcohol, drugs, or both at the time of their worst incident, compared to thirty-six (36%) of graduate/professional students.

To learn more about the climate survey results, visit [allin.tulane.edu/climate-assessment](https://allin.tulane.edu/climate-assessment).

## Key Terms

The first step in stopping sexual violence is increasing awareness and knowledge of sexual violence as a public health issue. All Tulane community members must be equipped with shared language to identify and talk about sexual violence.

Begin by familiarizing yourself with these common terms, definitions, and policies:

**Consent** is an agreement between people to engage in sexual activity. This agreement is:

- Freely and actively given using mutually understandable words and actions.
- Free of threats and coercion.
- Ongoing and can be withdrawn at any time.
- Students who are incapacitated, including from alcohol and/or other drugs, cannot give consent.

**Incapacitation** differs from intoxication; someone who is intoxicated may not be incapacitated. A person who is incapacitated is unable, temporarily or permanently, to give affirmative consent because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is

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<sup>1</sup> Tulane University Campus Climate Survey on Sexual Misconduct (2018). Retrieved from <https://allin.tulane.edu/climate-assessment>

<sup>2</sup>Klein, L. B., Rizzo, A. J., Cherry, L. H., & Woofter, R. C. (2018). Addressing alcohol's role in campus sexual assault: A toolkit by and for prevention specialists. Chapel Hill, NC: Campus Advocacy and Prevention Professionals Association and Prevention Innovations Research Center. Retrieved from <https://cola.unh.edu/sites/cola.unh.edu/files/media/SAAlcToolkit>

taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

**Sexual Violence** refers collectively to sexual assault, stalking, sexual harassment, and intimate partner violence.

**Sexual Misconduct** is how the [Code of Student Conduct](#) refers to acts of sexual harassment and/or violence when they are committed by students against any person, whether the conduct occurs on-campus or off-campus.

**Sexual Assault** is sexual contact or sexual intercourse without affirmative consent. Sexual contact is intentional sexual touching with any object or body part by a person on another person.

**Intimate Partner Violence**, including dating violence and domestic violence, is any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.

**Sexual Harassment** is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, or physical.

**Stalking** occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

**Sexual Exploitation** is an umbrella term for specific forms of sexual misconduct that involve the non-consensual use of another individual's sexuality or nudity, excluding behavior that constitutes one of the other forms of sexual misconduct. Examples of sexual exploitation include voyeurism and recording private sexual activity without consent.

**Bystander Intervention** is a strategy for prevention, interruption, and de-escalation of violence.

- A bystander is anyone who witnesses violence.
- An active bystander chooses to do something to stop violence from happening or continuing.

**Confidential Resources** will not share a victim's disclosure of sexual violence unless the victim gives permission (for example, therapists and medical professionals). These resources will only break confidentiality in extreme circumstances involving imminent danger to one's self or others.

**Private Resources** will only share the victim's disclosure of sexual assault with other Tulane staff to ensure that the victim receives the support they need and to ensure the immediate safety of the campus community (for example, a Resident Assistant).

**Title IX** refers to Title IX of the Educational Amendments Act of 1972, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The purpose of Title IX is to eliminate sexual and gender-based discrimination in our

educational settings, addressing ten key areas of sex discrimination, including sexual harassment and sexual violence.

**Clery Act** refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information. To comply with the Clery Act, among other efforts, Tulane annually publishes statistics about crimes that occurred on campus each year.

**Care Connections** ensure that student disclosures of sexual misconduct are met with support from the university. Tulane University requires all employees, with the exception of the confidential resources of the Counseling Center and the Health Center, to make a Care Connection when they learn of a potential instance of sexual harassment or violence. Care Connections are made via the Tulane Concerns Form ([tulane.edu/concerns](http://tulane.edu/concerns)) and result in supportive outreach for students from the Office of Case Management & Victim Support Services (CMVSS). The University Sexual Misconduct/Title IX Coordinator is copied on Care Connections and will determine whether the incident falls within Title IX or not so that CMVSS may fully discuss which (if any) University resolution and grievance processes are available to the affected student. Students can decline to meet with CMVSS about the incident in the Care Connection. If student declines to meet, they will receive an email outlining options for support if the student would need assistance in the future.

## How to Incorporate Sexual Violence Prevention and Education in Class

By clearly, frequently, and explicitly condemning sexual violence, we make clear that such behavior interferes with learning, widens gender inequalities, and violates our shared norms. Doing so helps students, many of whom may be living away from home for the first time, find where they can get help and is one part of prevention. Talking about sexual violence, when appropriate to the curriculum, challenges students to think critically about the pervasive impact of sexual violence. Moreover, raising such a difficult and often taboo issue provides faculty an opportunity to present themselves to students as safe and supportive allies.

Acknowledging that some fields of study lend to conversations about sexual violence more easily than others, we offer this guide to provide you some examples of how you might integrate sexual violence prevention curricula into your classroom.

## Title IX Syllabus Language

At the very least, the Provost requires all faculty to include the following Title IX syllabus language in your syllabi, and in addition, we ask that you read it aloud with students on the first day of class. Prevention staff frequently receive feedback from students about the importance and significance of faculty reading aloud and/or elaborating on this syllabi language.

“Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including

sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu). Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me the University requires me to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns)."

Confidential	Private
<b>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</b>	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
<b>the Counseling Center   (504) 314-2277</b>	Case Management & Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a>
<b>the Health Center   (504) 865-5255</b>	Tulane University Police (TUPD)   Uptown - (504) 865-5911   Downtown (504) 988-5531
<b>Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</b>	Title IX Coordinator   (504) 865-5611 or <a href="mailto:titleix@tulane.edu">titleix@tulane.edu</a>
<b>The Line (24/7)   (504) 264-6074</b>	Student Affairs Professional On-Call (24/7)   (504) 920-9900

## Resources and Support for Survivors cards

After reading through the syllabus language, distribute Resources and Support for Survivors cards from The Well for Health Promotion to your class. Remind students that there is support available to them should they need it.

The front of the card provides information about confidential and private resources that exist on campus and in the New Orleans community. This card explains the difference between the two categories of resources and explains what services each entity provides. On the back of the card, students are given a step-by-step guide for supporting a friend or peer in the event that they share an experience of sexual violence.

To request cards and other educational materials, visit <https://campushealth.tulane.edu/well/requests-workshops-materials>

## Guest Lectures

When a scheduling conflict comes up, instead of cancelling class, request a workshop by The Well for Health Promotion, Title IX, or another organization on campus that addresses sexual violence.

For a complete list of organizations, workshop topics, and contact information, visit <https://allin.tulane.edu/request-workshops-materials>

### Extra Credit Assignments

If your curriculum has little space for guest speakers or lectures, encourage your students to take advantage of ongoing educational programming outside of class that is hosted by The Well for Health Promotion, Title IX, the Newcomb Institute, or other student or departmental organizations. Such programs link students to resources outside the classroom. Graduate students may also participate in the Graduate and Professional Students Sexual Violence Prevention Coalition which leads prevention initiatives on the downtown campus. *Consider rewarding their attendance with extra credit.*

For a complete list of programs and events, visit <https://allin.tulane.edu/events>

### Integrate the Topic in the Curriculum, As Relevant

The topic of sexual violence crosses many fields of study and disciplines. Integrating the topic in your courses as relevant provides a much-needed context that reaches more widely than students' own experiences. Even if you are unable to integrate the topic directly through lectures or readings, you may wish to provide examples of how students could explore the issue through their course assignments and research papers.

Refer to [Appendix A](#) for a list of suggested prompts, readings, and resources.

### Sexual Violence Prevention in First-Year TIDES Seminars and Honors Colloquia

Data show that first-year students are among the most vulnerable to sexual violence particularly during the first few weeks on campus known as "The Red Zone."<sup>3</sup>

Recognizing the heightened risk for those students who are just beginning the transition to college, it is imperative that first-year students receive multiple educational messages about sexual violence prior to and after their arrival on campus. Because all students enroll in TIDES or Honors Colloquia, we have the opportunity to share Tulane's values and expectations of respect and equality.

Whether you have 10 minutes or an hour available, we have strategies for you to infuse sexual violence prevention and education into your class. Reference the ***TIDES or Honors Colloquia Anchor for Sexual Violence Prevention*** in [Appendix B](#) or contact The Well for Health Promotion at [whp@tulane.edu](mailto:whp@tulane.edu) for more information.

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<sup>3</sup> Matthew Kimble PhD, Andrada D. Neacsiu BA, William F. Flack PhD & Jessica Horner BA (2008). Risk of Unwanted Sex for College Women: Evidence for a Red Zone, *Journal of American College Health*, 57:3, 331-338, DOI: 10.3200/JACH.57.3.331-338

## Research

### The Newcomb Institute

The Executive Director of the Institute, Professor Sally J. Kenney, teaches an honors colloquium on *Dismantling Rape Culture* and an advanced undergraduate course on *The Politics of Rape*. Sociology Professor Lisa Wade, author of *American Hook-up*, heads a team of student researchers studying Tulane's hook-up culture under COVID. She also offers a large introductory class on sexuality SOCI 2100 Sociology of Sexualities. Gender and Sexuality Studies also offers GESS 1900 Sex, Power, and Culture geared toward first-year students. The School of Liberal Arts now offers a certificate program in Gender-Based Violence that include many relevant courses. Many faculty members who are Newcomb Fellows conduct research on sexual violence and the Institute offers faculty grants to develop modules for their courses or to develop new courses altogether. The Newcomb Institute also offers a session for high school students each summer on *Dismantling Rape Culture*.

Newcomb Institute has sponsored three conferences for student activists on sexual assault. It offers grants to students to attend events such as the [Dartmouth Summit on Sexual Assault](#). Newcomb Institute has brought many leading researchers and activists to campus to speak on their scholarship on sexual assault and purchases for the library and screens many films such as [The Invisible War](#) and [The Hunting Ground](#).

Newcomb Institute hosted An Interdisciplinary Symposium on Sexual Violence on February 7, 2020 and posted the podcasts of the presentations here <https://newcomb.tulane.edu/2020-interdisciplinary-symposium-sexual-violence>. It will host a Symposium on Survivor Narratives on February 4, 2022 and has applied to host a National Endowment for the Humanities summer symposium in 2022.

### Violence Prevention Institute

Researchers at Tulane have worked to find the causes of violence and understand its devastating impact. With the creation of the Violence Prevention Institute (VPI), Tulane brings together the top minds in our community to focus on how we can solve this enormously complicated and cross-cutting problem. The VPI focuses its research on violence in our city and across the world. It also helps us to solve the problem of violence in our own community at Tulane by addressing the prevalence of sexual assault and domestic violence revealed by our 2017 campus climate survey. Learn more at <https://violenceprevention.tulane.edu>

### Coalition to Stop Sexual Violence

Comprised of student, faculty, and staff from various disciplines, this coalition of Tulane campus leaders meets regularly throughout the year to engage in and promote community initiatives that prevent and respond to sexual violence. For questions about the coalition, contact the Title IX office at [titleix@tulane.edu](mailto:titleix@tulane.edu) and 504-865-5611.

## DISCLOSURES AND CARE CONNECTIONS

### Faculty Reporting Obligations

Employees at Tulane, including faculty and instructors, are required to make a Care Connection when they receive a disclosure of any potential incident of sexual harassment, sexual assault, intimate partner violence, or stalking, regardless of whether the incident occurred during the student's time at Tulane. Title IX guidance from the Office of Civil Rights creates an exception for disclosures that occur in the context of a relevant classroom discussion or assignment.

For example, if a sociology class is discussing violence against women, and a student discloses that they are a survivor of sexual assault, that disclosure would not fall under the Care Connection requirement because the disclosure is relevant to the academic topic being discussed. A student who emails a professor to say that they missed class on Monday because they were assaulted over the weekend would require that the professor make a Care Connection.

If you are ever in doubt about whether a situation requires a Care Connection, please do not hesitate to consult with the Title IX office by contacting Tulane's Title IX office at 504-865-5611 or by email at [titleix@tulane.edu](mailto:titleix@tulane.edu). You can talk through the scenario without sharing the student's name, and the Title IX office can provide guidance on whether or not the disclosure needs to be shared.

Even if a disclosure does not require you to make a Care Connection, we still encourage you to check in with any students making disclosures to see if they would like to be connected with campus support services and to make sure they are aware of the resources on campus. The student making the disclosure may appreciate being connected with a victim advocate or counselor on campus, regardless of how recent the assault is.

### How to Make a Care Connection

Tulane has an online reporting form for sharing concerns like sexual assault disclosures. This system immediately routes concerns to the appropriate office, so students can be connected with resources and support. To report a concern of any kind and to make a Care Connection, visit <http://tulane.edu/concerns>. These reports are received in real time by the Title IX Coordinator and support staff at Tulane. Once the report is received, support staff from Student Affairs will reach out to the student within 24 hours—though usually within a few hours—to offer assistance. The student will be connected with a professional in Case Management and Victim Support Services who will offer to connect them with resources and accommodations and will talk with them about their options for reporting to the university and law enforcement. Students can decline to meet with CMVSS about the incident reported in the Care Connection. If the student declines to meet, they will receive an email outlining options for support if the student would need assistance in the future.

If the student needs immediate assistance, there are several ways you can connect the student with support, in addition to filing a report at <http://tulane.edu/concerns>. During business hours, the student can call (504-314-2160) or walk in (Lavin-Bernick Center G02) to Case Management and Victim Support Services for support, or the student can call (504-314-2277) the Counseling Center for a same-day

emergency appointment. Student Affairs also has a professional staff member on-call 24/7 who can be reached at 504-920-9900.

## How to Discuss Confidentiality

As a faculty member, you can promise privacy, but you **cannot** promise absolute confidentiality.

- 1. Remind them of your Care Connection obligations**

If a student or other person who informs you of an incident asks to speak with you and requests confidentiality beforehand, you should advise that if she or he discloses information regarding an incident of sexual violence, you will need to share the disclosure with the Title IX Coordinator and support services at Tulane to ensure that the student is offered assistance and that the university is ensuring the safety of that student and the larger campus community. You can assure the student that what you share forward will not be spread around campus—in other words, you are sharing up, not out—and they can decide whether they want to speak to someone other than you.

- 2. Report what you know**

When you become aware of an incident of sexual violence, you are obligated to promptly inform the university by filing a report at <http://tulane.edu/concerns>. In the report, you should provide whatever information has been shared with you, including the person's name and the name of the alleged perpetrator (if known).

- 3. Share Confidential Resources on Campus**

Advise the person that although you cannot promise confidentiality, others at Tulane can. There are confidential resources listed at the end of this toolkit that are available to Tulane students and other members of the Tulane community. They can choose to not speak to you and instead speak to one of these resources. You can request a small Resources and Support for Survivors card from the Well for Health Promotion to keep on hand in your office by emailing Jennifer Hunt at [jhunt4@tulane.edu](mailto:jhunt4@tulane.edu).

The Title IX Office believes that trauma-informed, trained advocates can help victims on their recovery journey by providing emotional support, information about resources and options, and connections with supportive services. Advocates can also assist victims in navigating reporting and adjudication processes. Research has shown that survivors benefit when they make a voluntary connection with a trained advocate, like the advocates at Case Management and Victim Support Services (CMVSS.) One study<sup>4</sup> found that rape survivors who worked with advocates reported less secondary victimization from legal and medical system personnel, among other benefits. The study concluded that “rape victim advocates appear to provide numerous benefits and can prevent serious negative consequences for rape survivors.” Another study<sup>5</sup> found that many victims of sexual violence chose not to seek university

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<sup>4</sup> Campbell, R. (2006). Rape Survivors' Experiences With the Legal and Medical Systems: Do Rape Victim Advocates Make a Difference? *Violence against Women*, 12(1), 30-45.

<sup>5</sup> Walsh, W., Banyard, V., Moynihan, M., Ward, S., & Cohn, E. (2010). Disclosure and Service Use on a College Campus After an Unwanted Sexual Experience. *Journal of Trauma & Dissociation*, 11(2), 134-151.

services because they did not think their experience was serious enough to warrant resources. We want our students to know that any incident of sexual harassment or violence is worthy of support. Care Connections ensure that students receive that support without any questions asked or institutional obstacles. Our advocates at CMVSS offer trauma-informed, victim-centered services that empower students to make informed decisions in their recovery process. Their goal is always to promote a student's safety and well-being.

## Helping Students

### Academic Accommodations for Survivors

Students who experience sexual violence may need accommodations in their classes, including, but not limited to, accommodations on assignments and exams, such as extending the deadline for an assignment or rescheduling an exam; consideration for absences, such as when the victim needs to access time-sensitive medical care or meet with law enforcement; and adjustments to their seating arrangement or class schedule to assist with safety concerns. Some students may also end up needing to withdraw from one or two classes or from an entire semester in order to focus on their healing. Either your student, their academic advisor, or staff from Case Management & Victim Support Services will contact you about these needs. Title IX obliges faculty to provide reasonable accommodations to help remedy the effects of sexual violence. If you ever have questions about providing accommodations, please do not hesitate to contact our Title IX Coordinator or Case Management and Victim Support Services.

**Sexual violence should not stand in the way of a student's success. Your support can ensure that does not happen.**

### Conversation Tips

The most important actions you can take to help your student is to believe them, offer support, and report. Your reaction can influence whether they choose to share information with others, including advocates or mental and physical health services.

- **Remind them of your Care Connection obligation but do so with care.** A student has decided to disclose something very personal to you which means they see you as a trustworthy, supportive resource. Other campus professionals are equipped to provide ongoing support and guidance to survivors of sexual violence. Let them know that you have to share their disclosure with a small group of trained professionals so that they can be offered the full range of resources and options available to them.
- **Believe** them and let them know that you are glad they felt comfortable sharing this with you.
- **Assure** and reassure them that what happened was not their fault. Self-blame and self-doubt are common reactions of victims of sexual violence.

- **Listen and don't judge.** Let them decide what and how much information they want to share with you. Don't prod them for more details or try to investigate what happened.
- **Refrain from touching or hugging without invitation and permission.** Now is not the time for them to comfort you about the distress of hearing their news.
- **Be informed.** Use this guide and other resources on campus to learn about the services available at Tulane.

## Resources for Students

The Tulane and New Orleans communities have many student resources and support services.

### *CONFIDENTIAL RESOURCES*

#### Health Center for Student Care

504-865-5255

The Health Center for Student Care can assist students with access to information about legal and medical options, evaluate for injury or illness, provide STI prophylaxis, screening, and treatment, provide pregnancy screening and emergency contraception, and give referrals to counseling, medical care, and forensic examinations. TEMS also offers free transportation to forensic medical examinations at local medical facilities.

#### The Counseling Center

504-314-2277

The Counseling Center offers free mental health services for students. It provides both individual and group therapy, including group therapy tailored toward survivors of sexual violence, as well as medication consultation and management. Same-day emergency appointments are available on the Uptown Campus by calling the above number.

#### The Line

504-264-6074

The Line is a confidential 24-hour crisis hotline that offers immediate support for Tulane students over call or text.

#### Sexual Aggression Peer Hotline and Education (SAPHE)

504-654-9543

SAPHE operates a 24/7 student-run confidential hotline during the fall and spring semesters. The hotline provides support and information to members of the Tulane community regarding all issues that surround sexual aggression. To request a SAPHE workshop for your org, use this form: <https://campushealth.tulane.edu/well/requests-workshops-materials>.

## ***PRIVATE RESOURCES***

### Case Management and Victim Support Services

504-314-2160

[srss@tulane.edu](mailto:srss@tulane.edu)

CMVSS offers assistance with a variety of supportive measures, including academic adjustments and support, health & counseling referrals, housing adjustments, reporting (to university and/or law enforcement), no contact orders, and support through the recovery process.

### Student Affairs Professional On-Call

504-920-9900 (24/7)

The SAPOC is a professional staff member from Case Management and Victim Support Services or Housing and Residence Life who is available 24/7 to provide immediate support and assistance for urgent student concerns.

### Tulane University Police Department

504- 865-5911 (Uptown)

504- 988-5555 (Downtown)

A TUPD officer can assist in reporting to NOPD and help address safety concerns.

### Title IX Coordinator

504-865-5611

[titleix@tulane.edu](mailto:titleix@tulane.edu)

The Title IX Coordinator ensures that all reports of sexual misconduct receive the appropriate response from the institution.

## **Faculty who Experience Sexual Violence**

Support is available for faculty who experience sexual violence. The Employee Assistance Program by New Directions provides confidential support for Tulane employees. You can call 1-800-624-5544 (24 hours a day, 7 days a week) or visit [ndhb.com](http://ndhb.com) (access code: Tulane).

Faculty can also report concerns or allegations of discrimination, harassment, and/or retaliation covered under the University's [Equal Opportunity/Anti-Discrimination Policies](#) to the Office of Institutional Equity (OIE). Contact OIE at 504-862-8083 or visit [hr.tulane.edu/institutional-equity](http://hr.tulane.edu/institutional-equity). OIE and Human Resources can also work with Tulane University Police to assist with safety concerns that an employee who has experienced sexual violence may have. Faculty can also report an issue of violence or harassment at <http://tulane.edu/concerns>. This report will be shared with the Title IX Coordinator and the Office of Institutional Equity.

# Appendix A

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## Curricular Suggestions

Tulane has many faculty and staff who are very knowledgeable about research on sexual violence in their disciplines. Interested faculty might wish to begin with the Newcomb Institute's list of faculty who are teaching in the [Gender-Based Violence Certificate program](#) or with the [Violence Prevention Institute's list of affiliated faculty and staff](#). Sally J. Kenney is willing to meet with interested faculty to share ideas and offer connections to scholars teaching relevant courses outside of Tulane - [skenney@tulane.edu](mailto:skenney@tulane.edu). For other ideas on how to infuse sexual violence prevention education into your course, please contact The Well for Health Promotion at [whp@tulane.edu](mailto:whp@tulane.edu).

### **Gender and Sexuality Studies**

The interdisciplinary community of gender and sexuality scholars has led the way in teaching and research about sexual violence and how gender, race, sexuality, and other intersecting axes of oppression create vulnerability to violence.

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Henry, Nicola, and Anastasia Powell. *Preventing Sexual Violence: Interdisciplinary Approaches to Overcoming a Rape Culture*. Palgrave Macmillan, 2014.

### **Psychology, Public Health, and the Neuroscience of Trauma**

Examine individual factors that predispose an individual for victimization and perpetration, as well as the physiological response to trauma.

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Herman, Judith Lewis. *Trauma and Recovery: The Aftermath of Violence; from Domestic Abuse to Political Terror*. New York: Basic Books, 2015.

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### **Sociology and Anthropology**

Investigate the disproportionate rates of sexual violence on marginalized groups. Examine perceived and actual norms to dispel myths about sexism and sex/sexual violence.

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Wade, Lisa. *American Hookup: The New Culture of Sex on Campus*. New York: W.W. Norton & Company, 2018.

### **Communications and Film**

Language and media have a powerful role in shaping people's attitudes and beliefs about sexual violence and survivors of sexual violence. Address the ways in which marketing campaigns and mass media perpetuate rape culture and gender-based violence and discrimination.

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### **English**

Discuss the depiction of sexual violence in literature and memoir.

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Miller, Chanel. *Know My Name: A Memoir*. Penguin Books, 2020.

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Moriarty, Liane. *Big Little Lies*. Read How You Want, 2019.

Morrison, Toni. *Beloved*. London: Vintage Classics, 2020.

Morrison, Toni. *The Bluest Eye*. London: Chatto & Windus, 1979.

Naughton, Lara. *The Jaguar Man*. Central Recovery Press, 2016.

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Steiner, Leslie Morgan. *Crazy Love: A Memoir*. Corgi Books, 2021.

Tanner, Laura E. *Intimate Violence: Reading Rape and Torture in Twentieth-Century Fiction*. Bloomington: Indiana University Press, 1994.

Walker, Alice. *The Color Purple*. Penguin Books, 2022.

Williams, Tennessee. *A Streetcar Named Desire*. Stuttgart: Reclam, 2012.

### **Economics**

Investigate the fiscal consequences of sexual assault, analyzing the economic and human capital losses suffered by both victims and society.

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Shoener, Sara Jane. *The Price of Safety: Hidden Costs and Unintended Consequences for Women in the Domestic Violence Service System*. Nashville, TN: Vanderbilt University Press, 2016.

*Why Society Can't Afford Campus Sexual Assault*. TEDxTalks. YouTube, 2018.

<https://www.youtube.com/watch?v=JFgYreDQ25o&list=PLldXMsXhDSPIdgxMzmcaoLeqQqnDbC4W-&index=11>.

### **History**

Examine how societies throughout history have defined and responded to sexual violence

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Block, Sharon. *Rape and Sexual Power in Early America*. University of North Carolina Press, 2012.

Douglas, R.M. "The US Army and Male Rape during the Second World War." *Journal of Contemporary History* 56, no. 2 (2020): 268–93. <https://doi.org/10.1177/0022009420925874>.

Feimster, Crystal Nicole. *Southern Horrors: Women and the Politics of Rape and Lynching*. Harvard University Press, 2011.

Freedman, Estelle B. *Redefining Rape Sexual Violence in the Era of Suffrage and Segregation*. Harvard Univ. Press, 2015.

Garceau-Hagen, Dee, and Rosemarie Stremmlau. "Rape Narratives on the Northern Paiute Frontier: Sarah Winnemucca, Sexual Sovereignty, and Economic Autonomy, 1844–1891." Essay. In *Portraits of Women in the American West*. New York: Routledge, 2005.

Jacquet, Catherine O. *The Injustices of Rape: How Activists Responded to Sexual Violence, 1950-1980*. Chapel Hill: The University of North Carolina Press, 2019.

McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance- a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. Alfred A. Knopf, 2011.

### **Classics and Philosophy**

Examine the depiction of sexual violence in classical literature and ancient societies. Discuss philosophical examinations of sexual violence.

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Schulhofer, Stephen J. *Unwanted Sex: The Culture of Intimidation and the Failure of Law*. Cambridge, Massachusetts: Harvard University Press, 1998.

### **Political Science**

Examine how policies can impact sexual assault recovery and how survivors and advocates in turn can influence politics.

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Matthews, Nancy A. *Confronting Rape: The Feminist Anti-Rape Movement and the State*. London: Routledge, 1994.

## Law

Analyze laws and legal theories on sexual violence and the impact of these policies

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Anderson, Michelle J. "Campus Sexual Assault Adjudication and Resistance to Reform." *Yale Law Journal* 125 (2016): 1940–2005.

Cantalupo, Nancy Chi, and William C. Kidder. "A Systematic Look at a Serial Problem: Sexual Harassment of Students by University Faculty." *Utah Law Review* 2018, no. 3 (2018): 671–786.

———. "Dog Whistles and Beachheads: The Trump Administration, Sexual Violence, and Student Discipline in Education." *Wake Forest Law Review* 54, no. 2 (2019): 303–62.

———. "Symposium: College Culture, Sexual Violence and Due Process: Address." *Regent University Law Review* 28 no 2: 185–96.

Coker, Ann L. et al. "Evaluation of the Green Dot Bystander Intervention to Reduce Interpersonal Violence Among College Students Across Three Campuses." *Violence Against Women* 21, no. 12 (2015): 1507–27.

Coker, Donna. "Crime Logic, Campus Sexual Assault, and Restorative Justice." *Texas Tech Law Review* 146 (2017).

Coker, Donna. "Restorative Responses to Campus Sexual Harm: Promising Practices and Challenges." *International Journal of Restorative Justice* 1 (2018) 385.

Estrich, Susan. *Real Rape*. Cambridge, Mass: Harvard University Press: 1988.

Mackinnon, Catharine A. "Feminism, Marxism, Method, and the State: An Agenda for Theory." *Signs* 7, no. 3 (1982): 515–44.

———. "Rape Redefined." *Harvard Law & Policy Review* 10, no. 2 (2016): 431–77.

Rhode, Deborah L. "#MeToo: Why Now: What Next 2019 Currie-Kenan Distinguished Lecture." *Duke Law Journal* 69, no. 2 (2019): 377–428.

Tuerkheimer, Deborah. "Affirmative Consent Symposium: Rape Law Revisited." *Ohio State Journal of Criminal Law* 13, no. 2 (2015): 441–68.

### Sexual Violence Research Guides Provided by Howard-Tilton Memorial Library

For an extensive list of peer reviewed journals, white papers, and other literature addressing topics of sexual violence, reference the [Sexual Violence Prevention Research Guide](#) curated by our Howard-Tilton Memorial Library.

# Appendix B

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## TIDES and Honors Colloquia Anchor—Sexual Violence Prevention in First-Year Student Seminars

Young adults are receiving varying degrees of sexual health education before they come to college. Sex education may include contraception and barrier methods, STI/HIV prevention, and sometimes conversations about pleasure; however, abstinence-only education is still a prevalent standard in some areas of the United States and globally. As sexual health educational standards and policies vary from state to state, and public to private institutions, many of our first-year students lack consistent, accurate, and inclusive sexual health knowledge prior to enrolling at Tulane.

**Comprehensive sexual health education, including consent communication skill development, prevents sexual violence.** For this reason, The Well for Health Promotion has created two 90-minute modules that all incoming students will receive as part of their summer pre-matriculation learning curriculum. *Sexual Health for Students* and *Sexual Literacy for Students* offers an opportunity for Tulane students to develop their own concept of healthy sexuality. The curriculum achieves this by providing medically-accurate, queer-inclusive, and sex-positive comprehensive sexual health education. Topics covered in the modules include: consent and healthy relationships; adolescent development; sexual and reproductive anatomy and physiology; gender identity and expression; sexual identity and orientation; interpersonal and sexual violence; contraception, pregnancy, and reproduction; and HIV and other STDs/STIs. Rather than focusing exclusively on preventing negative health outcomes, this curriculum approaches sexual health from a holistic perspective that understands healthy sexuality and sexual behavior as a tool for violence prevention and a foundational element of our overall well-being and health.

In order to cultivate these messages past pre-matriculation learning, the following guide provides several key strategies to improve and infuse sexual health and consent education into the first-year student experience. Whether you have 10 minutes or an hour, you have options.

## How to Integrate Sexual Respect into the TIDES experience

### In-Class

#### Facilitate an in-class activity or ice-breaker

*Duration: 10-15 minutes*

Watch [Sex Needs a New Metaphor](#), a TED Talk that analyzes how metaphors are used to talk about sex and how some of these metaphors, like “scoring” or “bases” in baseball, perpetuates harmful notions about sex, consent, and power. Instead, challenge students to think of sex through a different lens...pizza. After watching the video, reflect and discuss over pizza!

Share **Resources and Support for Survivors cards** from The Well for Health Promotion with your students as a conversation starter. The card provides information how to support those who are impacted by sexual violence. It offers step-by-step guidance on providing an empathetic and empowering response to survivors and outline campus and community-based support services for survivors of sexual violence. To request cards and other educational materials, visit <https://campushealth.tulane.edu/well/requests-workshops-materials>

Invite educators from The well for Health Promotion to your class

*Duration: 60 minutes*

Dedicate an entire class to sexual health and sexual violence prevention, and The Well will take care of the rest. Professional staff members or peer educators can conduct a workshop or presentation specifically for your class. Curated for first-year students, our 60-minute TIDES curriculum includes barrier methods, consent education, and campus resources.

Learning Objectives

- Participants will be able to define and distinguish between consent and non-consent
- Participants will be able to practice consent communication strategies
- Participants will be able to explain components of a healthy relationship

## Outside of Class

Attend a workshop or event for extra credit

If your curriculum has minimal space for guest speakers or lectures, encourage your students to take advantage of ongoing educational programming hosted by The Well for Health Promotion, Title IX, the Newcomb Institute, and other student or departmental organizations. Events and workshops are critical mechanisms through which the university reminds and educates students on the resources available.

**Reward their attendance with extra credit.**

Throughout the semester, Tulane Peer Health Educators (TUPHEs) and SAPHEs conduct a series of workshops on topics of sexual health and sexual violence prevention:

### *Sexual Health Jeopardy*

Think you're a sexpert? Students will test their knowledge with this interactive sexual health quiz modeled after everyone's favorite game show. Safer sex supplies and where they're available on campus are also discussed.

### *The Consent Conversation*

It is not always easy talking about sex, what we like (or do not like), what they like (what they do not like). This workshop addresses the very important, but too often overlooked, element of sex—communication.

### *One Wave—Bystander Intervention*

Each of us can help keep our peers and communities safe from sexual violence. After this

training students will be able to recognize potential moments of harm, acknowledge barriers that stop us from acting, and identify realistic ways to intervene.

For a complete list of workshops and events, visit <https://allin.tulane.edu/prevention/education-interventions>