

SHIFTING THE PARADIGM

END SEXUAL VIOLENCE ON CAMPUS

all | TITLE
in | IX

PRESIDENT MICHAEL FITTS

END SEXUAL VIOLENCE ON CAMPUS

all in | TITLE IX

2018-19 TULANE SEXUAL MISCONDUCT DATA

END SEXUAL VIOLENCE ON CAMPUS

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WHAT IS TITLE IX?

34 C.F.R. § 106.1 Regulations for Title IX

§ 106.1 Purpose and effective date.

The purpose of this part is to effectuate title IX of the Education Amendments of 1972 which is designed to eliminate discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such program or activity is offered or sponsored by an educational institution as defined in this part.

VICTIMIZATION: PUTTING IT IN CONTEXT

- Data from *Case Management & Victim Support Services (CMVSS)* from 7/1/18 to 6/30/19
- ALL reports of Sexual Misconduct
 - Sexual Assault, Stalking, Domestic Violence, Sexual Harassment
- Reports by a third party that were not corroborated
- Reports of sexual misconduct by a non-Tulane affiliate
- Reports that happened before 7/1/18, including incidents that happened before the student came to Tulane

17-18

July 1 - June 30

269 *cases*



273

allegations

18-19

July 1 - June 30

226 *cases*



238

allegations

17-18

July 1 - June 30

273 Allegations

- **106** *Sexual Assault*
- **82** *Sexual Harassment*
- **36** *Stalking*
- **37** *Intimate Partner Violence*
- **12** *Other Title IX*

18-19

July 1 - June 30

238 Allegations

- **111** *Sexual Assault*
- **49** *Sexual Harassment*
- **23** *Stalking*
- **20** *Intimate Partner Violence*
- **35** *Other Title IX*

17-18

July 1 - June 30

269 Cases

Location

- **123** *On Campus*
- **115** *Off Campus*
- **31** *Unknown*

18-19

July 1 - June 30

226 Cases

Location

- **93** *On Campus*
- **101** *Off Campus*
- **5** *Abroad*
- **7** *Digital*
- **20** *Unknown*

18-19

July 1 - June 30

238 Allegations



111 Sexual Assault

**60% of assaults took place
during the 18-19 academic year**

SEXUAL ASSAULT DATA

<i>Location</i>	
On Campus	29
Off Campus	61
Abroad	3
Unknown	18
<i>Total</i>	<i>111</i>

SEXUAL ASSAULT DATA

<i>Jurisdiction</i>	
Conduct	52
Office of Institutional Equity	2
None	43
Unknown	14
<i>Total</i>	111

SEXUAL ASSAULT DATA

<i>Alleged Assailant Identified?</i>	
Yes	40
No	14
<i>Total</i>	<i>54</i>

CONDUCT: PUTTING IT IN CONTEXT

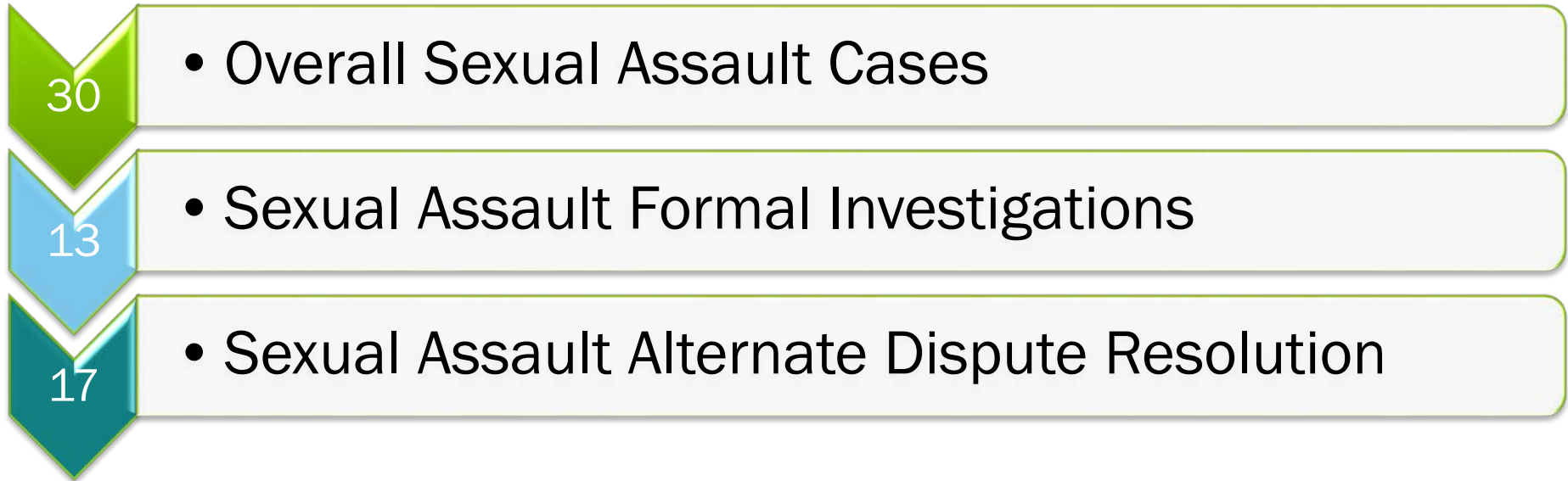
- Data from the Office of Student Conduct from 7/1/18 to 6/30/19
- Formal Investigations with reported victims who agreed to participate in the conduct process
 - In most cases, victim is allowed to determine how a case proceeds
 - In most cases, reported victim is a Tulane student
- Alternative Dispute Resolution (ADR) Cases with victims who did not want to participate in the investigation process but wanted Conduct conversation
- Respondent is a Tulane student
- No statute of limitations for cases
- Burden of proof is Preponderance of Evidence

PUTTING IT IN CONTEXT

Reasons students choose to not go through the Formal Investigation process

- Not personally ready to engage in any process in this way
- Worried about peer reactions
- Do not want to get the perpetrator in trouble
- Do not want family involvement or awareness
- Blame themselves for actions that they believe contributed to the assault
- Believe the respondents have learned their lesson by being put on notice

OFFICE OF STUDENT CONDUCT SEXUAL MISCONDUCT CASE BREAKDOWN 2018-19



OFFICE OF STUDENT CONDUCT FORMAL INVESTIGATIONS 2018-19

28 cases of sexual misconduct
13 sexual assault cases this year

Sanction	Total
Responsible	15
<i>Expulsion or Suspension</i>	<i>10</i>
Not Responsible	5
Continuing into 2019-20	8

all in

Tulane's commitment to
stop all sexual violence.

all in | **TITLE IX**

**DR. DAN TILLAPAUGH
CALIFORNIA LUTHERAN
UNIVERSITY**

END SEXUAL VIOLENCE ON CAMPUS

all in | TITLE IX

QUEERING SEXUAL
VIOLENCE:
ERASURE,
(IN)VISIBILITY, &

~~IDENTITY POLITICS~~

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LAND ACKNOWLEDGEMENT



CHECK IN

- With a show of hands...
 - How many of you had a sexual health education course that you took in middle or high school?
 - How many of you had a sexual health education course that included conversations around LGBTQ+ sexual health in middle or high school?
 - How many of you know someone in your life who has experienced sexual violence?
 - How many of you know someone here on campus at Tulane who has experienced sexual violence during their college experience?

LANGUAGE & TERMINOLOGY

- SEXUAL VIOLENCE
- QUEER
- LGBTQ+

SEXUAL VIOLENCE IN HIGHER EDUCATION

- One in five women survive sexual violence during college (Adams-Curtis & Forbes, 2004; Black et al., 2011); this rate of sexual violence has remained consistent for the past 60 years (Harris & Linder, 2016).
- College students typically underreport their experiences with sexual violence (Fisher et al., 2003).
- A critique of current sexual violence work on many colleges and universities is that it is done so through an “identity-neutral and power-evasive perspective” (Harris & Linder, 2017, p. 10).
- Perpetrators of sexual violence target women of color, LGBTQ+ individuals, and people with disabilities at higher rates than their white, straight, cisgender, and nondisabled peers (Porter & McQuiller Williams, 2011)

SEXUAL VIOLENCE IN HIGHER EDUCATION

- Power-conscious framework of sexual violence (Linder, 2019)
- Ahistoricism of sexual violence (Harris, 2016)
- “[W]hen addressing sexual violence at the roots, people must interrogate, name, and challenge oppression, including racism, sexism, homophobia, transphobia, ableism, and others” (Linder, 2019, pp. 20-21).
- Tenets of the power-conscious framework:
 1. engage in critical consciousness and self-awareness
 2. consider history and context examining issues of oppression
 3. change behaviors based on reflection and awareness
 4. name and call attention to dominant group members’ investment in and benefit from systems of domination and divest in privilege
 5. name and interrogate the role of power in individual interactions, policy development, and implementation of practice; and
 6. work in solidarity to address oppression.

QUEERING SEXUAL VIOLENCE IN HIGHER EDUCATION: HOW I COME TO THIS WORK

- Serving and center students in my professional work
- Consent looks different in queer relationships
- The insidiousness of sexual violence
- Fear, shame, and self-blame
- Hegemonic masculinity as violence

ERASURE OF SEXUAL VIOLENCE SURVIVORS IN HIGHER EDUCATION

- Erasure of survivors through language
- Erasure of survivors through minimization of experiences
- Erasure of survivors through institutional policies and resources
- Erasure of survivors through prevention efforts and programming
- Erasure of survivors through inadequate response

THE (IN)VISIBILITY OF SURVIVORS

- For many LGBTQ+ survivors, there is a tension between visible and invisible around their multiple identities.
- Gay, bisexual, and queer men are three times as likely as being assaulted as their straight peers (National Coalition of Anti-Violence Programs, 2011).
- 44% of lesbians and 61% of bisexual women experience rape, physical violence, or stalking by an intimate partner (National Intimate Partner and Sexual Violence Survey, 2010).
- 50% of transgender individuals experience sexual violence over the lifespan (Stotzer, 2009).
- Yet, often in schools and college campuses there is a lack of inclusive sexual education programming that discusses LGBTQ+ sex and consent. The message there: invisibility and erasure.

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Tulane University Climate Study:
 - 40% of female-identified undergraduate students
 - 18% of male-identified undergraduate students
 - 16% of female-identified graduate students
 - 8% of male-identified graduate students
 - 33% of LGBTQ+ students reported being a victim of an attempted rape
 - 31% of LGBTQ+ students reported being raped by a sexual violent perpetrator
- 5 days of data collection in December 2018 & March 2019
- Interviews with 4 grad students and 13 undergraduate students and observed meetings with an additional 10 undergraduate students
- Conversations with 10 faculty and staff members as well as the sexual violence task force at Tulane

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Different perceptions of LGBTQ+ community at Tulane: “small,” “insular,” “splintered,” “spunky,” “resilient,” “hopeful”
- “When you have such a small community, you feel like you have to get along with everyone because it is so small.”
- Call out culture: “There’s an immediate taking of sides: there’s a labeling of someone did a bad thing, there’s a rejection rather than understanding that they did something wrong and need to make amends *or* the rejection of the survivor who is not believed. Typically, it’s the community plus the person plus or minus friends at the end.”
- Perception of a large group of students who are closeted or questioning on campus.

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- (In)visibility of the LGBTQ+ community at Tulane
 - Queer women or students of color often discussed feeling “invisible” or visible in a “cookie cutter queer” way
 - “But because students of color make up such a large percentage of queer students in that space [The O], they have to make a decision to be in three factions – the mainstream group, the queer student of color group, or the race group salient over queer identity. Everyone has to make their calculations around where they find their belonging. Do I mitigate my identity to fit in?”
 - “The faces of the queer community are all men even though the campus population is 60% women. People will not recognize that women are queer because the whole social culture around campus is about men.”
 - “I’m tired of being the only one”: transgender and gender non-conforming students’ experiences of systemic transphobia and genderism

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Interpersonal violence within LGBTQ+ relationships
 - “There is silence on relationship violence. There are high numbers around drunk freshmen – so and so goes home with a stranger they met that night is the narrative, but you’re not seeing the couples and the control or power dynamics there.”
- Questions about consent and consent education
 - “What’s defined as consent isn’t the same for same-sex relationships. If it’s your first time expressing interest and intimacy to other same-sex individuals, it’s often confusing about what counts as sexual assault. The discussions at Orientation don’t land very clearly based upon our experiences.”
 - “Tulane especially on the administration side does a lot about bystander intervention. But the ways they frame it are problematic because if you see two girls leaving the bar together, and one’s stumbling, not everyone will note that’s a potential problem about sexual assault.”
- Lack of inclusive sexual education & issues of unclear sexual boundaries
 - “People, in general, don’t know what to do with ambiguity. So it’s hard to deal with situations where sex is involved because it is ambiguous.”
 - “The comprehensive sex ed that I’ve gotten has been on Twitter at college.”

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Queer men on campus
 - Sexual harassment from peers: “You are on my summer ‘to do’ list”
 - Intimate partner violence among queer men
 - Sexual coercion on and off campus
 - Strong sense of not wanting to report

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Queer women on campus
 - Fetishization and objectification on campus: “Being queer on campus – whenever it comes up around straight men, it’s only around a sexualized way. Very fetishizing.”
 - Men’s sexualizing responses to queer women on campus: “As a queer woman, I’ve never experienced sexual violence explicitly as a result of my identity. But I have experienced sexualizing of my identity by straight men, which makes it uncomfortable to be open about it and visible about it.”
 - The male gaze through other women

CONTEXTUALIZING SEXUAL VIOLENCE IN THE LGBTQ+ COMMUNITY AT TULANE

- Closeted/questioning students on campus
 - Conflict between sexual assault and questioning one's sexual identity: "If a closeted student is experiencing coercive behaviors and being exposed is so great, they'll continue to keep being victimized to avoid being 'outed.'"
 - Closeted/questioning international students: lack of resources, continued sense of isolation and pain, fear of being ostracized by peers, family, and friends.

IMPLICATIONS: “SPHERE OF INFLUENCE”

- Think about what commitment you can make to eradicating sexual violence within the Tulane community.
- You have a “sphere of influence.” Use it proactively and positively to make change.
- If you’re here tonight as an activist or an educator, how you can reach out to individuals and talk productively to build relationships to affect change around this topic?
- If you’re here tonight as prospective fraternity or sorority member, how can you create a supportive environment within your future organizations to allow people to be their true authentic selves?
- Believe all survivors. Support all survivors.

**JOSEPH SOTILE &
ARIANNE SACRAMENTO**

UNDERGRADUATE STUDENT GOVERNMENT &
GRADUATE AND PROFESSIONAL STUDENT
ASSOCIATION

all | TITLE
in | IX

USG TOWN HALL ON SEXUAL VIOLENCE

October 15

6:30 pm

Qatar Ballroom, Lavin-Bernick Center

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Tulane's commitment to
stop all sexual violence.

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