

# SEXUAL VIOLENCE IS EVERYONE'S PROBLEM: FACULTY ROLE AND RESPONSIBILITIES

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# WHAT IS THE BIGGEST CHALLENGE YOUR CAMPUS IS FACING RELATED TO ADDRESSING SEXUAL VIOLENCE?

## Session Plan

### Faculty Survey of Student Engagement

- Companion survey to the National Survey of Student Engagement
- 2015 Administration
- Faculty climate, experimental item set
- 16 institutions: 2,224 faculty
- To what extent do you agree with the following statements about sexual assault... policies, training, support
- Responses: *Very much*(4), *Quite a bit*(3), *Some*(2), *Very little*(1)
  - Very much + Quite a bit = Substantial

### Dissertation

- Feminist, critical narrative inquiry
- 10 full-time, faculty members from four-year institutions
- Two 60-90 minute interviews
- Research questions:
  - How do faculty understand the issue of sexual violence?
  - How do faculty members make meaning of their role/responsibility in addressing sexual violence?
  - In what ways are faculty members complicit in the perpetuation of rape culture?
  - How do faculty members envision their potential in creating change on campus?

## CONTEXT



"AND WHEN THAT NEW DAY FINALLY DAWNS, IT WILL BE BECAUSE OF A LOT OF MAGNIFICENT WOMEN, MANY OF WHOM ARE RIGHT HERE IN THIS ROOM TONIGHT, AND SOME PRETTY PHENOMENAL MEN, FIGHTING HARD TO MAKE SURE THAT THEY BECOME THE LEADERS WHO TAKE US TO THE TIME WHEN NOBODY EVER HAS TO SAY 'ME TOO' AGAIN."

# HOW DO YOU INCLUDE FACULTY IN EFFORTS TO ADDRESS SEXUAL VIOLENCE?

### FINDINGS FROM DISSERTATION STUDY

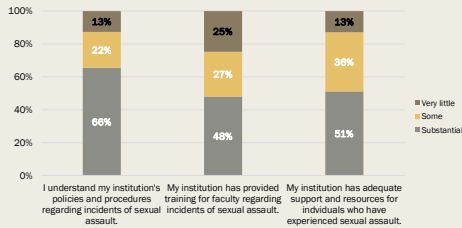
- Faculty felt their formal responsibility was limited to their responsible employee designation
- Felt excluded from programmatic efforts and sexual violence taskforces
- Some were explicitly excluded for critiquing institutional messaging
- Informally incorporated topic into courses and engaged in their own programmatic efforts
- But felt unsupported by institution

*I think they're like rolling their eyes, like here we go with these lofty faculty members and their dreams about the world. And I was an administrator for 10 years, so I know. I wasn't a Title IX Coordinator but I worked with the Title IX Coordinator and I was on the institutional response team. I get the big picture that they are dealing with, but I still feel like I get shut out because there is this perception that I don't understand the day to day ...*

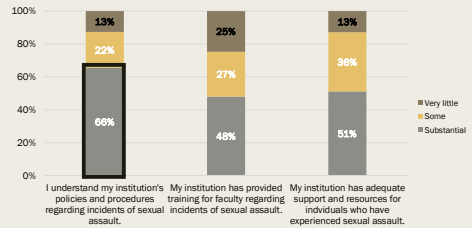
Elaine

### WHAT DOES TRAINING FOR FACULTY LOOK LIKE?

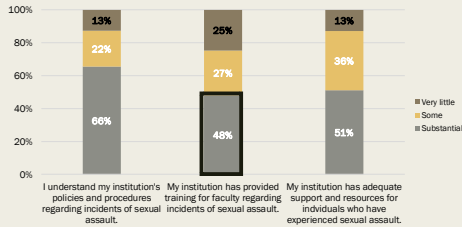
### FINDINGS FROM FSSE



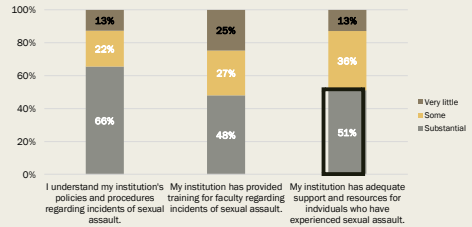
### FINDINGS FROM FSSE



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## FINDINGS FROM DISSERTATION STUDY

- Frustration with lack of training
- Online modules
- Did not feel it adequately prepared them to support a student who disclosed sexual assault
- No accountability for not completing

*I didn't put any dangerous or false or misleading information out there, which I thought was good. I don't think it was terribly clear the section on Title IX for example did not really talk about okay, if a student chooses to you, here are the kinds of things that you should say to them and here are many, here are things that you definitely do not want to say to them. That was not anywhere in the picture at all, and I was kind of like okay, the vast majority of my colleagues have no idea what to say to a survivor. They've never done this work and they never will do this work. So, I was kind of disheartened by that, but you know, I think it definitely conveyed, this is a serious social issue and you really need to take it seriously, and you really need to understand that this is part of your professional obligation, and you need to not blow it off. As a result, this definitely got conveyed through the training, so I was happy about that. But it could have been better. I kept thinking, gosh, if they had just asked me for input on these things, but they didn't, they wouldn't, so there you have it.*

Lucy

## WHAT ARE THE BARRIERS TO INCLUDING FACULTY?

## FINDINGS FROM DISSERTATION STUDY

- Different understandings of sexual violence & interpretations of compliance
- Lack of structure/formal support
- Time
- Tenure/promotion
- Affective burden
- Different identities are interpreted differently
- Tensions with student affairs
- Activism – academic dichotomy

*I do worry though about, again, when this is just an additional task for faculty to take on voluntarily I think that in the long run is problematic. Schedules change and you say oh I was able to go to a meeting in the fall, but I can't go to the meetings in the spring, because of my teaching schedule.*

Louise

## COMMENTS OR QUESTIONS?

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