

Connections

An Annual Publication of
Washington Coalition of
Sexual Assault Programs

Volume XXI

SPRING 2017

Student Centered Campus Advocacy in Washington State

In this issue:

Interns: Making Campus Connections
and Strengthening our Workforce

Activist Interview
Gonzaga University

Campus Needs Assessment

Program Highlight:
Community Advocacy on Campus
One Program's Perspective

Confidentiality Considerations
for Partnering with Campuses

Tips to Provide Intersectional
and Racial Justice-Oriented Services

Question Oppression

Resources



Letter from the Editor

Jen Friedlander – Advocacy Specialist, WCSAP

Many of us gravitated towards this work because of a personal experience or because of injustice we saw in our community and were inspired to make a change. And for many of us, we got our start on a college campus. College campuses are exciting places because they are where many young adults experience independence for the first time and they can be environments that support students in expanding their views and learning more about their values.

Although not all survivors take up anti-violence work and although many folks in the movement are not survivors, there are many student leaders on college campuses that identify both as survivors and activists. These students are inspiring change all over the country with daring work that has put substantial pressure on campuses to change their response to sexual assault.

Rape culture is imbedded in all aspects of our society and campuses are no different. We know that those in the 18-24 age range are at highest risk for adult sexual assault, so it's no surprise that rape occurs at high rates on campuses. Community sexual assault organizations in Washington State have an opportunity to reach out to these student leaders, staff, faculty, and administrators to learn how they can partner and support the change already at work.

The articles and interviews in this issue of Connections are designed to serve as a jumping off point for programs to think about where they might be most effective at partnering with campuses. Much of what I have read about campus work in the Movement centers on Title IX and The Clery Act. These are useful tools that are essential to our work with survivors. However, this issue of Connections is geared toward helping programs think of creative ways to partner with students. Some students will seek advocacy but not every student will want to heal in that way. Some students heal by volunteering, activism, or finding other ways to be of service to other survivors and their communities.

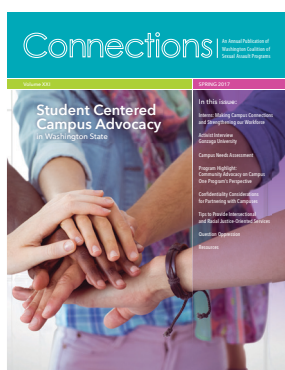
Our role at community programs can be flexible to meet the needs of our community. Whether that looks like taking the time to arrange meetings to get to know our community partners on campus over coffee or attending the meeting of a student group on campus that is working to address sexual violence—there are many ways that we can show up. I hope this collection of tools, essays, and interviews is a good start.



WCSAP

Washington Coalition of
Sexual Assault Programs

4317 6th Ave SE, Suite 102
Olympia, WA 98503
(360) 754-7583
(360) 786-8707 FAX



Student Centered Campus
Advocacy in Washington State

The mission of the Washington
Coalition of Sexual Assault
Programs is to unite agencies
engaged in the elimination of
sexual violence through education,
advocacy, victim services,
and social change.

Connections Magazine
is published annually
and mailed to subscribing
members of WCSAP.
For membership information
and to view articles online
visit: www.wcsap.org

Editor:
Jen Friedlander

Design © Debi Bodett
www.DebiBodett.com

Connections | Volume XXI SPRING 2017

TABLE OF CONTENTS

Interns:	
Making Campus Connections and Strengthening our Workforce	1
Michelle Dixon-Wall Resource Sharing Project, WCSAP	
Activist Interview	
Gonzaga University	4
Meg Besch, Gonzaga University	
Campus Needs Assessment	6
Jen Friedlander, WCSAP	
Program Highlight:	
Community Advocacy on Campus	
One Program's Perspectives	9
Ligeia DeVlemming	
Confidentiality Considerations	
for Partnering with Campuses	12
Jen Friedlander, WCSAP	
Tips to Provide Intersectional	
and Racial Justice-Oriented Services	15
Virginia Sexual and Domestic Action Alliance	
Question Oppression	16
Resources	16



Interns:

Making Campus Connections and Strengthening our Workforce

Michelle Dixon-Wall, Resource Sharing Project

Campus work is not simply having an advocate present in the student counseling office or organizing a Take Back the Night rally on campus. Campus work is about engaging with students and the campus systems to best outreach to survivors and prevent sexual violence. One aspect of a comprehensive approach to sexual violence on college campuses is to create opportunities for student interns at your agency. Internships provide many benefits to survivors, students, campus communities, our agencies, our Movement, and society at large.

Supporting Survivors

Many survivors (students or otherwise) aren't accessing the services offered by campus or community sexual assault programs. Many survivors find healing in opportunities to get involved in anti-sexual violence work through volunteerism, activism, employment, or internships. For individuals who have experienced trauma, learning more about it is a helpful way of processing it and moving forward.



Supporting Students

Providing opportunities for student activists to be involved in anti-sexual violence work, education, or outreach specific to their community or campus is a great way to connect with what is happening on campus. The best prevention work is community-driven and the students at your local university or community college are motivated, particularly if they are seeing gaps in services or prevention on campus. They have a unique and important view on how to best serve student survivors, reach out to students, and create prevention initiatives. Effective and meaningful work can happen when students' understanding of the communication and interworking of campus life and culture is combined with your community sexual assault program's sexual violence expertise.

Supporting our Agencies, our Movement

When we invest in interns we are opening up possibilities for students to participate in this work. This helps us in a few ways:

- ✓ Our agency gets plugged in to what is happening on a local campus. When we work closely with students, we know more about events and opportunities to present or speak at, learn about gaps in services for students, and effective ways to outreach and advertise.
- ✓ Sometimes having an intern simply looks like training someone to be a temporary in-kind employee but sometimes it is how we invest in our own Movement and continue to build strong staff that will stay within the field for years to come. When exploring this topic, we discovered so many of us at WCSAP also benefitted from, or began our careers in the anti-sexual violence field through, our college internships. In reflecting on our statewide anti-sexual violence leadership, we can see so many that began because someone provided an opportunity for us to learn, to utilize those skills in practical application, to have our passion cultivated, and to be mentored into this field.



ACTIVIST INTERVIEW

Meg Besch, Gonzaga University

Meg Besch and other student activists at Gonzaga successfully organized to change policies and increase services for survivors at Gonzaga University under the group name Cause a Scene.

How can sexual assault organizations connect and build trust with student leaders on campus?



Well, it's situation dependent. Every campus climate will be different, even though some of the issues are the same—like how can students get administrators to take these issues seriously and how can students shape the university policies. I think what community programs should be looking at is what kind of relationship exists between student leaders and the administration.

At Gonzaga the relationship between student leaders and the administration was pretty fraught, initially. One of the things Lutheran Community Services did really well was that they didn't try to get in middle. They were a neutral

third party; they didn't try to get the student leaders and administrators to sit down and agree on everything. Lutheran Community Services did a fantastic job of asking what the student leaders wanted and then taking that feedback to the university to find out what was feasible. Then Lutheran Community Services came back to us to with some ideas and asked if that was going to work for us.

I would say just be mindful of how student activists are already working with the administration and know that not everyone has to be in perfect agreement on how to move forward.

What kinds of questions should sexual assault organizations ask students so that they can provide truly student-centered services?



1. Do students feel like they have safe and confidential options for people to talk to?
2. Is everyone on campus a responsible employee/mandated reporter for Title IX?
3. Do they want a sexual assault support group or other specific services?
4. Where are students finding gaps in university policy?
5. Are they finding that they don't know which hospital to go to for a forensic exam?
6. Do they understand the relationships and differences between campus police and city police?
7. What kind of education are students getting about sexual violence and is it sufficient?
8. Where can the community program meet these additional needs?

What can sexual assault organizations do to support student leaders on campus?



I would say to take them seriously. It's really difficult to step up and say to a university administration, "you're wrong, you're not handling this well, you're hurting your students or you're not supporting them enough." I know for most of the student leaders in Cause a Scene it was actually quite terrifying. We were afraid we would face disciplinary repercussions, that we would have our grades frozen. We were afraid of these things and we did it anyway.

It was really gratifying to tell Lutheran Community Services and have them believe us. We were getting skepticism from everyone else. So take them seriously and listen when student leaders tell you what's not working. Just the fact that we had such a well-respected and deeply justice-oriented organization listen to us and believe that what we were doing was worthwhile helped Cause a Scene to keep going when it would have been easy to quit.



It is important to learn what expectations students have of your program so you can address any misconceptions and build trust by being transparent.

Campus Needs Assessment

Jen Friedlander, WCSAP

Assessing the needs of students on local college campuses gives sexual assault programs the ability to design services that reflect the needs of students. Seeking information from students is the best way to learn about effective outreach strategies and advertising, which will save time and energy. Also, this will ensure you provide accessible and appropriate services to students. Seeking feedback will illustrate your thoughtfulness in designing services and will help foster trust between the campus community and your organization.

Some campuses will benefit from a co-located advocate while other campuses

might not require that level of investment from programs. It's important to learn what students are seeking before creating an action plan. Learning this will allow you to be guided by the needs of students and is something you can keep coming back to in your conversations with staff decision makers, funders, and campus administration. It is helpful to remember to accurately relay what you can and cannot accomplish as a community program. It is important to learn what expectations students have of your program so you can address any misconceptions and build trust by being transparent.

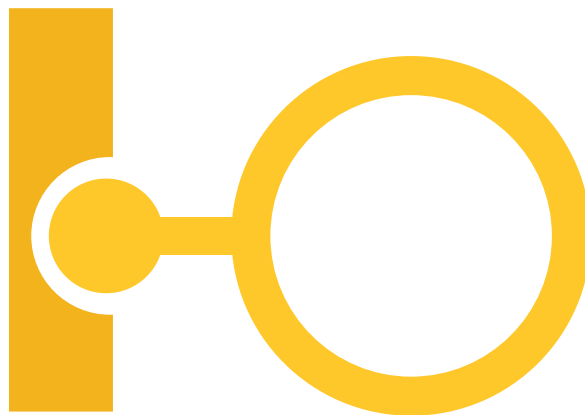


How to gather information

Connecting with the right stakeholders on campus before beginning a needs assessment will allow you to make an informed decision about which information collection strategy is best for that particular community. A wide range of stakeholders will provide multiple perspectives on campus culture and support you in choosing the best avenue(s) for your assessment.

Possible Stakeholders

- Student leaders and activists
- Offices such as counseling, diversity, wellness, or women's centers
- Title IX staff
- Faculty members
- Campus administration
- Student clubs
- Athletics staff



Possible Avenues to Gather Student Feedback

- In-person forums or focus groups
- Connecting one-on-one or in a group with anti-sexual violence student leaders and activists
- Connecting one-on-one or in a group with student leaders in a variety of clubs including identity-based clubs so that your feedback is representative of the whole student body
- Seeking out online forums or using social media to connect with students
- Short surveys

The questions below are designed as jumping off points for programs. Some questions may be appropriate for your campus and some may not. Feel free to adapt questions to fit your student population and capacity. If you would like support to adapt this guide for a student assessment on your local campus feel free to contact WCSAP.

Outreach

- Where do students get information about sexual assault?
- Where do students get information about sexual health and wellness?
- Have you seen information about our services? If so, where?
- What would be helpful to know about our services?
- What ways would be most effective for students to receive this kind of information?
Class presentations, Freshman orientation, posters, meet and greets?

Advocacy

Services

- What do you need to know about the role of an advocate? What is the best way for us to communicate about this?
- What services and resources do you need? Some examples could include taxi vouchers, therapy off campus, community health resources, sexually transmitted infection information, holistic services, and support groups.
- Are students interested in participating in education and outreach? Do you want training to facilitate presentations? Or would some other form of mentoring be helpful?

Logistics

- When can our program schedule advocacy services and presentations to best fit your needs?
- What would be the best way to connect with our program and schedule an appointment with us?
- Is there a building or space on campus that would be best for providing advocacy services?
- If advocacy services were only available off campus, what kind of help do you think students would need to get there?

Education and Awareness

- What information about sexual violence and response do you receive already?
- What information do you need about our agreement with the administration? Is there confusion about who community advocates work for when providing services on campus? How can our program communicate this to other students?
- Would it be helpful to have a monthly presentation/discussion on consent and boundaries, healthy relationships, bystander intervention, or how support survivors? What training topics would interest you?
- What is the best way to get educational information about sexual violence, sexual health and wellness to you as a student?



Do what you can,
where you are,
with what you have.

—Theodore Roosevelt

PROGRAM HIGHLIGHT

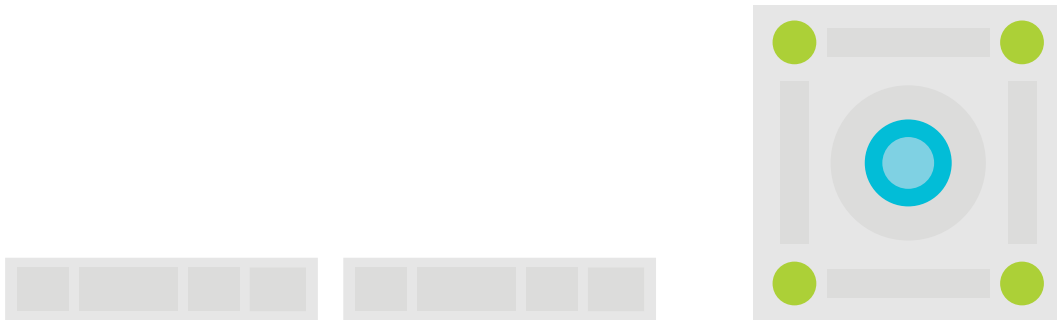


Community Advocacy on Campus

One Program's Perspective

Ligeia DeVleming, Advocacy Supervisor
Lutheran Community Services Northwest

As we began to write this article, we pondered Theodore Roosevelt's sentiment, and how it applies to our work on college campuses supporting survivors of gender based violence. This quote embodies the foundation of working with survivors, whether they are students, faculty, or campus staff. It calls upon advocates to be innovative and resourceful while pioneering new ways of supporting survivors as they maneuver Title IX requirements and campus politics. The work of community based advocates on campus requires a deep understanding of confidentiality, systems navigation, partnership development, and knowledge of on and off campus resources. If you are embarking on your journey of college campus advocacy, it is our hope and desire that this article will aid you in providing confidential support to primary and secondary survivors.



You may ask yourself, what are the basics of providing advocacy on campus?

For us, the key is keeping the empowerment model at the forefront of our work. The main tenant of this model is to ensure the survivor is always in the driver's seat even when faced with obstacles. We are always mindful of the unique barriers survivors face on campus, especially in regards to privacy. As advocates, we highlight the empowerment model through all stages of our work with survivors on campus. We utilize this by helping the survivor identify their choices on and off campus and make informed decisions while also connecting them to a multitude of resources. Keeping in mind we continuously work to provide a compassionate and unbiased approach, our role as advocates on campus includes the following:

- Confidential crisis intervention
- Safety planning and protection order guidance
- Acting as a conduit for reporting options and resources
- Providing support if filing a report with Title IX and/or law enforcement
- Accompaniment to Title IX meetings and court proceedings
- Assistance with academic and housing interventions
- On campus support groups and counseling recommendations

As proponents of self-determination, unless an individual is a minor, we stand by the necessity of survivors being awarded confidentiality at all times.

Speaking of confidentiality, it is the principal part of our campus advocacy work. Title IX requires that campus faculty, staff, and other responsible parties report instances of gender based discrimination whether or not the reporting party wishes to move forward with an investigation. As community based sexual assault victim advocates, we are exempt from Title IX reporting obligations. This frees us to support a survivor whether or not they choose to report to Title IX and/or law enforcement. According to the Association of Title IX Administrators' Position Statement on the Need for Victim Advocates on College Campuses, "Their [community based advocates] role strengthens the ability of the Title IX Coordinator or Investigator to be both present and equitable in their job duties." We, as community based advocates, can rely on research that supports our presence on campus. However, at times an advocate's confidentiality and privileged communication may bump up against the work of school faculty and staff who are mandatory Title IX reporters. This is where education surrounding an advocate's work on campus is essential to fostering relationships with campus partners.

Without a clear definition of a community based advocate's role on campus, many staff and faculty members may be puzzled by an advocate's presence and the services we provide.

To break down barriers, building partnerships on campuses is pivotal. We solidify our partnerships on campus by consistently meeting with various departments such as health and counseling, academic advising, financial aid/registrar, residential life, case managers, disability support services, multi-cultural department, and women and gender studies just to name a few. More often than not, various campus departments are excited to have additional support on campus for survivors. Furthermore, to best serve survivors, it's important that advocates are aware of the campus' current climate. We can learn more about campus politics and the school's specific system by meeting with each department. While we meet with these departments, we clarify what a victim advocate is and what specific services we can provide students and build relationships with the staff and faculty supporting them.

If a campus partner is currently working with a survivor, we encourage the partner to gain consent of the individual seeking services before they are contacted by an advocate. This ensures a comfortable transition to advocacy support while sustaining empowerment of the survivor. Additionally, we encourage the partner to provide our contact information to the survivor if and when they choose to reach out. Survivors can make contact with us in numerous ways such as email, texting, or calling. We advertise these channels of communication via handouts and flyers, word of mouth, campus newspaper, presentations, and business cards. These methods have proven very successful in connecting survivors.

Looking back upon Theodore Roosevelt's quote, campus advocates are encouraged to, "Do what you can, where you are, with what you have."



Confidentiality Considerations for Partnering with Campuses

Jen Friedlander, WCSAP



Location of Services

For programs that have ability to provide services on campus, it is important to consider the location of the office where the advocate will provide services.

- ➔ Seek a space that students can access without being identified as survivors.
- ➔ Ensure that sound doesn't travel to nearby offices.

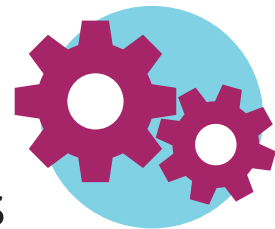
Confidentiality and Technology

These strategies can help protect survivor information for advocates with offices on campus while using technology. Schools may claim ownership of client information that is stored in their email or server systems.

- Use a laptop provided by your community sexual assault program instead of a computer belonging to the college.
- Use your community sexual assault program email system.
- Consider your plan for safely getting client paperwork from the school to your program's file storage.
- Many students prefer text or email to calling advocates to set up appointments. This is a significant consideration because keeping survivor information confidential over a variety of technological platforms involves so many factors that it can be difficult to give clients enough information for advocates to receive informed consent.



Sharing Aggregate Data and Statistics with Campuses



Many co-located advocates have been asked to share data about their services with administrators on campus. This practice is similar to sharing statistical data with funders. Due to the size and connectedness of the community being served, there are specific considerations when working with campuses.

Community programs can provide annual number of clients served to campuses, like they would with any funder. It is not appropriate to give details related to the assault or survivor that could identify a particular survivor as this would violate confidentiality. Even statistics such as gender, race, and age could be identifying and therefore inappropriate in this context.

Though many schools have designated campus advocates as CSAs (Campus Security Authorities) this is not an appropriate designation for an advocate at a community-based sexual assault program. This designation as well as the responsible employee designation that is required under Title IX is in conflict with confidentiality protections in Washington State for community sexual assault advocates even if they have an MOU with the campus.

On small campuses, programs can prevent sharing confidential information by only sharing the number of clients served annually. The sharing of statistical information with campus partners could compromise survivor confidentiality. This is much less information than many programs share with other funders but it is important to keep in mind that when serving a small population (in some instances just a few thousand students) the chances of identification are much higher than larger populations. Individuals on or within a campus community are uniquely connected and special care must be exercised to ensure confidentiality.

The Clery Act requires that certain campus staff such as RAs and campus security who are responsible for the safety of students report non-identifying data such as the occurrence of an assault and where it occurred.



Title IX requires that certain campus staff, such as faculty and RAs, are responsible to report information they receive if students share that they or another student experienced sexual assault.



Partnership Development and Protecting Survivor Information

Like all of our work within systems, advocates are constantly negotiating building strong systems partnerships while keeping our clients' information confidential. This process is supported by clearly and firmly communicating our limits with our systems partners and remembering that we respond to each new system with the same confidentiality practices. There is no system that changes our responsibility to protect survivor information or in some cases, share information, such as in the case of mandated reporting.



The same policies and procedures that support your agency's work within the criminal justice, medical, and corrections systems are transferable to working with campuses, regardless of MOUs or compensation for services. Community based advocates play a crucial role on college campuses precisely because they are outside of the campus system and have clearly defined and time tested protections that student survivors need.



Tips to Provide Intersectional and Racial Justice-Oriented Services

Virginia Sexual and Domestic Violence Action Alliance
Reprinted with permission from Safety and Justice for all:
Best Practices for Virginia Campuses Addressing Gender-based Violence

Racial justice involves more than working with survivors in culturally relevant ways. It involves additional work on the community and policy levels to change the social norms and structures that support oppression and allow violence to exist.

Advocates should be trained to effectively serve survivors from oppressed and marginalized groups. This training should include basic information on systemic oppression, intersectionality, historical trauma, and barriers to reporting and help seeking. Due to their history of mistreatment and violence, many survivors from oppressed and marginalized groups are fearful of reporting their abuse or assault, seeking medical treatment, and accessing the criminal legal system. Advocates can play an important role in supporting these survivors and helping them access the services they need.

Advocates should continuously evaluate their services to ensure they are intersectional and culturally relevant. Self and departmental reflection are key components of evaluation and should be performed on a regular basis. Advocates should also involve students and community members who identify as members of oppressed and marginalized groups in the evaluation process to ensure they have a voice in the design and implementation of services.

Advocates should understand that oppression is the root cause of gender-based violence and should work in partnership with other groups to eliminate oppression in all of its forms. All work to effectively end sexual violence, dating/domestic violence, and stalking must be grounded in a racial justice framework. In addition to inviting racial justice oriented groups to join their efforts, advocates should actively support the work of those groups.

Question Oppression



Exploring the Connections Between Sexual Violence & Oppression

Use these questions to explore the connections between sexual violence and oppression with staff, volunteers, or board members.

Try discussing one or more at a staff meeting, in-service, volunteer training, or board retreat.

How might a sexual assault experienced as a college student affect a student's ability to complete their degree? What impact could this have on students financially? Consider how this might affect students differently depending on socio-economic status.

Black survivors are one of the most underserved populations nationally. How can your organization design an outreach strategy that is most inclusive of Black students and other students of color? How can your organization create feedback mechanisms to evaluate how successfully you are providing services to students of color?

What barriers might a student encounter when accessing advocacy services? Consider how other aspects of a survivor's identity (race/ethnicity, sexual orientation, economic factors, etc.) might affect this same question.

Resources



Did you know . . . that WCSAP members have access to check out our library items? It's true. We mail them to you, you mail them back. Access our library online: <http://www.wcsap.org/lending-library>. These items can be checked out of our library:

- **Know Your IX**
Know Your IX provides high school and college students with accurate and accessible information about Title IX and The Clery Act. Know Your IX recently released an organizing toolkit for student activists.
KnowYourIX.org
- **Center for Changing our Campus Culture**
The Center for Changing our Campus Culture is an online clearinghouse that provides resources for colleges and universities on sexual assault, domestic violence and stalking. They are national technical assistance providers for addressing sexual violence on campus.
ChangingOurCampus.org
- **End Rape on Campus**
End Rape on Campus directly assists student survivors and their communities. Their work includes establishing support networks, filing federal complaints, and mentoring student activists. They help students organize for change on campus as well as work with administrators to ensure best practices are in place and enforced.
EndRapeOnCampus.org



WCSAP
Washington Coalition of
Sexual Assault Programs

Non-Profit
US Postage
PAID
Olympia, WA
Permit #282

Washington Coalition of Sexual Assault Programs

WCSAP
4317 6th Ave SE, Suite 102
Olympia, WA 98503
(360) 754-7583
(360) 786-8707 FAX

Connections is **YOUR** magazine.

We invite guest authors to submit pieces on a variety of topics, and welcome your submissions on advocacy approaches, media reviews, and creative work like original art or poetry.

We would also like to feature highlights of your agency and the advocacy work you are doing.

Direct submissions to
advocacy@wcsap.org

www.wcsap.org

*For information about becoming a member of **WCSAP**,
please e-mail us at **info@wcsap.org**, or call **(360) 754-7583**.*