Best Practices for Working with LGBTQ+ Communities in Violence Prevention and Community Mobilization Efforts on Campuses

Skye Kantola
Multicultural Efforts to end Sexual Assault (MESA)

Indiana Coalition to End Sexual Assault

ICESA Campus Consortium Sexual Violence Prevention and Response Webinar Series

Facilitated by Mahri Irvine, PhD

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Welcome and Introductions

- Thanks for joining us!
- ICESA and the ICESA Campus Consortium
  - OWH Federal Grantee
  - Tracey Horth Krueger (Chief Executive Officer)
  - Mahri Irvine, PhD (Director of Campus Initiatives)
  - Alexandria Benifield, MPH (Evaluation Specialist)
  - Burton Patterson (Rape Prevention Education Coordinator)
  - Piper Rowley (Research Assistant)

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Webinar Technology

- Your mic is automatically muted
- No group chat feature
- Send your questions in the “Chat” box or “Question” box
- “Raise your hand” feature
- This webinar is being recorded
- 1 handout
Today’s Presenter

Skye Kantola
Program Coordinator
Multicultural Efforts to end Sexual Assault (MESA)
Best Practices for Working with LGBTQ+ Communities in Violence Prevention and Community Mobilization Efforts on College and University Campuses

Skye Kantola
Program Coordinator, MESA
Welcome!

What does MESA do?
- Webinars and state-wide trainings/workshops
- Technical support
- Collaborative programing within Indiana
- Violence prevention resources and information
- Temporary victim advocacy

Framework
- Prevention
- Each topic within this gathering could be its own training/class!
- Communication guidelines
Agenda

1. LGBTQ+ Terminology (is a skill, not a standardized test!)
2. Roots of SV + Trauma Informed Perspective
3. Bystander Intervention as Prevention
4. Prevention and Best Practices
The Gender Unicorn

Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression/Presentation
- Feminine
- Masculine
- Other

Sex Assigned at Birth
- Female
- Male
- Other/Intersex

Sexually Attracted To
- Women
- Men
- Other Gender(s)

Romantically/Emotionally Attracted To
- Women
- Men
- Other Gender(s)

To learn more, go to: www.transstudent.org/gender

Design by Landyn Pan
Gender Unicorn Examples

Gender: woman, cisgender  
Gender Expression: feminine  
Sex Assigned at Birth: female  
Sexual Identities: lesbian  
Romantic Identities: homoromantic

Gender: genderfluid, transgender  
Gender Expression: androgynous  
Sex Assigned at Birth: female  
Sexual Identities: asexual  
Romantic Identities: queer, panromantic

------ > FORGE: The Labels Paradox
Nature vs. Nurture vs. Social Justice

- Does not address systemic, institutionalized violence and oppression
- Almost nothing about people is 100% biological or 100% environmental
- Centers cis and straight identities as “normal”
- Discredits environmental impacts on identities and removes agency
Intersectionality Crash Course

Identities create a cohesive, layered experience (emotional displays)

Microaggressions

Diversity/Integration vs. Inclusion/Anti-oppression work
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Sexuality, Gender, and SV Prevalence

LGBTQ+

- 44% lesbians/SGL women and 61% bisexual women experience rape, physical violence, or stalking by partner (vs. 35% of heterosexual women)
- 26% gay/SGL men and 37% bisexual men experience rape, physical violence, or stalking by partner (vs. 29% of heterosexual men)

Trans people

- Average age of first SV experience is 14 (trans boys) and 15 (trans girls)
- 50+% of trans people experience at least one sexual assault in their lifetime
  - Highest among Indigenous and Black trans people, and GNC trans people
- Perpetrators: Partners/family/friends, during homelessness (33%), shelters, (22%), inmates and guards (15%), instructors (3%), medical providers (2%), law enforcement (2%)
Roots of SV: Community Marginalization & Institutional Violence

- Violence is perpetrated by cis/het people (family, friends, providers)
- Violence is perpetrated by other LGBTQ+ people (partners, community leaders)
- Stranger/hate violence rates much higher than the general population
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4. Prevention and Best Practices
Bystander Intervention as Prevention

• Be able to identify problematic/oppressive/violent language and behavior
• Do you feel safe enough to continue the conversation?
• Are you ready for this conversation?
• Ask clarifying questions
• Discuss impact > intent
• Offer alternative language/behavior
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Applying trauma-Informed Perspectives

Involve LGBTQ+ students, faculty, and staff in planning and changes

Don’t support stereotypes about genders, bodies, relationships, or sexuality
- There is nothing inherently “healthier” about monogamous couples vs. poly relationships
- Not all relationships between queer people have “a butch and a femme” partner

Don’t assume the perpetrator is masculine
Applying trauma-Informed Perspectives

Agency and responsibility (disownment narratives)

Be ready to discuss challenging topics

Model language & reflect language

Be informed! Read, do research, stay involved

Sexual harassment against trans people may look like:
  ◦ Asking invasive questions about genitals or sexuality
  ◦ Being forced to “prove” gender to access health care or respect in relationships
Interpersonal Best Practices

Don’t support stereotypes about genders, bodies, relationships, or sexuality
  ◦ There is nothing inherently “healthier” about couples vs. poly relationships
  ◦ Not all relationships between queer people have “a butch and a femme” partner

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Impact > Intent
Forms and Intakes

- Preferred name option
- Gender blank (rather than boxes)
- Gender pronouns blank
- Visible and printed nondiscrimination statement
- Explanation and discussion of gendered spaces
- Limit sexual history questions
Classrooms

- Preferred name on the roster; and asking preferred names/pronouns
- Marginalized experience curriculum integration
- Use of communication guidelines
- Developing facilitation and critical pedagogy skills (Yes/why; not no)
- Non-discrimination statement on syllabus
The Space

Symbols and signs (always paired with trained staff)
- Waiting areas, staff desks, walls, magazines

Gender inclusive restrooms + signage

Posted nondiscrimination statement or setting of social norms

Posted reporting policies
Policies

Nondiscrimination policy

Dependency override/financial aid

Restrooms policies – staff and clients

Health insurance
  ◦ Plus one benefits vs. spousal benefits
  ◦ Trans health care
    ◦ Hormones
    ◦ Surgical
    ◦ Mental health

Violence prevention and intervention policies
Unique Considerations for Commuter Campuses

Family care and non-traditional students
Adoption support and legal support
SSDI, SSI, and disability support
Reproductive technologies health insurance coverage
Programming and implementation should be imbedded in class and curriculum
Implementation

1. Staff, volunteer, and client training
2. Space/service access based on identity and preference (safety) rather than genitals, legal i.d., or assumed/perceived safety
3. Focus on equity over equality
4. Do intentional, directed outreach
5. Be conscious of your questions – and explain why you are asking
6. Develop an action plan with a timeline
So to contribute to violence prevention we must:

- Understand how we came to have our current biases and understandings
- Understand how individual biases result in systemic and institutionally supported violence
- Understand how our institutions then support interpersonal violence, including sexual violence
QUESTIONS/COMMENTS?

For Additional Information about MESA, Contact us:
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Follow us on Facebook or Twitter (@MESAPurdue)!

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Thank You!

• Please complete the survey at end of webinar

• Upcoming Webinars
  – November 13: Campus Security Authorities (*for OWH grantee campuses only)
  – December 14: Protective Orders
  – Date TBA: Sexual Violence and Food Insecurities

• Upcoming Trainings and Events
  – November 6 – 10: 40 Hour Advocacy Training
  – April 9 – 10, 2018: ICESA annual conference

• [www.indianacesa.org](http://www.indianacesa.org)