



# On Campus

THE NATIONAL PUBLICATION OF AFT HIGHER EDUCATION FACULTY AND PROFESSIONAL STAFF

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## OUR MISSION

The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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GIANNI DE CONNO

# Obama proposes free community college tuition

## Program could expand the ladder of opportunity for low-income students

THINK COLLEGE TUITION is too high? How about offering the first two years for free?

That's exactly what America's College Promise would do. The White House program, presented in January, would offer two years of free community college tuition to students who attend at least half time, maintain a 2.5 GPA and make steady progress toward completing their program of study. The program would serve roughly 9 million students annually and save full-time students approximately \$3,800 in tuition per year.

The White House has compared the new proposal to the culture shift nearly a century ago, when high school became more widely available and the resulting boost in education levels helped drive decades of economic growth and prosperity. By sending more students to college, America's College Promise is designed to enrich the workforce with the knowledge and skills needed to compete in the new global economy.

Additionally, expanding access to an affordable college education could help break down economic barriers by welcoming lower-income families to new opportunities. In this way, education could once again become the great equalizer.

America's College Promise requires that community colleges offer either academic credits that would fully transfer to local public four-year colleges, or occupational training with high graduation rates in in-demand fields of study. Programs and reforms designed to improve student outcomes would also be required. President Obama cited those already in place at the City University of New York, where faculty and staff are members of the AFT, as a good example: The Accelerated Study in Associate Programs at CUNY waives tuition and provides supports such as tutoring, mentoring, scheduling advice, career counseling, and help paying for transportation and textbooks.

Who pays for these services? Federal fund-

ing would cover 75 percent of the average cost of community college tuition, and participating states would pay the rest. States would also be required to continue existing investments in higher education; coordinate high schools, community colleges and four-year institutions to reduce the need for remediation and repeated courses; and allocate funding based on performance.

### Salary Disparity, by Education ...

(median among full-time workers ages 25-32, in 2012 dollars)

Bachelor's degree or more	\$45,500
Two-year degree/Some college	\$30,000
High school graduate	\$28,000

### Percent Unemployed, by Education ...

Bachelor's degree or more	3.8
Two-year degree/Some college	8.1
High school graduate	12.2

### Percent Living in Poverty, by Education ...

Bachelor's degree or more	5.8
Two-year degree/Some college	14.7
High school graduate	21.8

Source: Pew Research Center

"Extending the ladder of opportunity to those who may have thought college was out of reach is so important," said AFT President Randi Weingarten, just after America's College Promise was introduced. "We applaud the president's proposal and hope that Congress, state governments and higher education institutions will work together to make this program a reality."

In a related proposal, Obama's American Technical Training Fund would create job-driven partnerships between educational institutions and businesses. It is designed to promote work-based learning opportunities, accelerated training programs and course-work accommodation for part-time work, especially in high-demand fields such as energy, information technology and advanced manufacturing.



## Ending sexual assault on campus

RANDI WEINGARTEN, AFT President

SEXUAL ASSAULT IS PART of my truth. As I shared in a recent column for *Jezebel*, I was sexually assaulted just after my junior year in college. In the ensuing decades—from college to law school, through my career as a lawyer, teacher and union leader—that one night has never left me.

I never wanted to share this publicly. That changed after reading story after story of young women who came forward to tell their own truths—which, unfortunately, in many instances, have included painful accounts about how their college campuses failed to handle these women’s accusations properly.

As the president of a union that represents hundreds of thousands of higher education faculty, professional staff and graduate employees, as well as one whose members have gone or want to go to college, I knew that we could be part of the change that these courageous young women started. And as a survivor myself, I knew that we had to be.

Here are the facts: One in four women will be sexually assaulted during her time in college. Ninety percent of campus rapists are repeat offenders.

Under federal law, most notably Title IX and the Clery Act, students are guaranteed a right to education free from sexual violence and harassment. Despite this, the Department of Education is investigating 97 colleges and universities for failing to protect students, as Title IX requires, in their handling of sexual assault cases.

To stop the epidemic of sexual violence that persists on campuses across the country, we must change the way that colleges and universities handle the cases where women do speak out, but more important, we must change the culture that keeps women from speaking out. Our union can be part of the solution. In some places we already are.

At the State University of New York’s 64 campuses, for instance, where United University Professions represents workers, the board of trustees released a comprehensive new policy in December. It establishes a “Bill of

Rights” for victims of sexual assault. Under this bill, survivors are made to repeat their stories as few times as possible and can decide whether they want to engage law enforcement free from pressure from college officials. And it clearly defines “affirmative consent.”

SUNY is creating a best practice guide for freshman orientation, a clear and confiden-

and support they deserve. This could include working to ensure that all faculty and staff have the training necessary to listen to a survivor, and that there is a designated safe place on campus where survivors can go for help. Perhaps safety should have as much of a premium in college rankings as, say, football or basketball. For far too long, survivors of cam-

Perhaps **safety** should have as much of a premium in **college rankings** as, say, football or basketball.

tial reporting protocol and a campus climate assessment to gauge the prevalence of sexual assault on campus. And last May, the UUP passed a resolution to press SUNY administrators to implement U.S. Senate recommendations to respond to sexual assault on college campuses.

Ending sexual assault on campus is going to take many partners: students, administrators, staff and their unions. It will take putting sound policies in place on campus and implementing these policies faithfully. It will take holding institutions accountable through legislation, like the bill introduced in Congress by Sens. Kirsten Gillibrand (D-N.Y.) and Claire McCaskill (D-Mo.). The bipartisan Campus Accountability and Safety Act would create incentives for schools to take proactive steps to protect their students and rid their campuses of sexual predators.

And it will take more efforts like what we’ve seen at SUNY, where we step forward to speak out for our students and demand the justice

pus sexual assault have suffered in silence. We can help them find their voice. I’m not interested in reliving my experience or pinning culpability on anyone, but I shared what I went through to join the growing chorus for change. I hope you will join me as we fight to make every campus a place where all students can pursue their dreams without fear.

**President Randi Weingarten participated in an AFT-hosted panel discussion of sexual assault at the Fashion Institute of Technology in New York City this winter.**



COURTESY OF FASHION INSTITUTE OF TECHNOLOGY



# Out of the shadows

Understanding sexual assault on campus



BY VIRGINIA MYERS

YOU WOULD THINK that the horror story of a gang rape at the University of Virginia would change everything. Except then it got complicated. Did it really happen? Why were there conflicting accounts? And what's with the two-year wait before reporting?

The case may have been disappointing to those who wanted swift and simple justice, but it did help shine a light on a problem that lurks in the shadows of every campus across the United States: sexual assault. Finally, we are seeing the hard facts about sexual assault and the web of campus culture that allows it to happen: Victim blaming. Fear of retaliation. Conflicting accounts. Partying, fraternities, bad boys versus predators. Campus adjudication—or lack thereof.

It's complicated. It's hidden. And it's time we brought it out of the shadows so we can better understand, and better address, this hidden plague on our college campuses.

## One in five

One in five women on college campuses has been sexually assaulted. Though that figure

has been debated—some say one in four, 12 percent, even 5 percent—even the most conservative estimates are appalling. Is it 300,000 women a year? Or 30,000? None of it is acceptable.

And the stories behind the statistics are myriad. Among them: A woman at Florida State University reported star quarterback and Heisman Trophy winner Jameis Winston raped her; he was later cleared at a campus hearing. A student at University of Oregon reported she was gang raped by three basketball players three times in two locations over the course of one night; the district attorney declined to prosecute. And for months, a young woman at Columbia University has carried her mattress to class to demonstrate the weight of sexual assault; she says she won't relent until the man she says raped her is expelled. Other stories involve men as victims. (*AFT On Campus* will use the female pronoun for victims, and use the terms victim and survivor interchangeably; 90 percent of rape victims are female.)

There are hundreds of heartbreaking stories: People are speaking up online, in campus forums, privately, and in safe spaces specially

created for sharing the most upsetting details of events that are at best difficult to talk about.

*Vox.com* calls 2014 the year college sexual assault became impossible to ignore; *New York Magazine* claims says it's the year everyone finally began talking. "Jane Doe now has a name," says Andrea Pino, co-founder of End Rape on Campus.

Pino and her co-founder, Annie Clark, make a point of using their names, talking about their personal experiences being sexually assaulted and encouraging other women to come forward. And other women have. The number of Title IX complaints involving sexual assault went from nine in 2009 to 122 in 2014, and by Jan. 20, 2015, the new year had already clocked 21, one more than the number received during all of 2009.

The complaints use Title IX, a law requiring equal educational opportunities for women, to hold colleges responsible for providing a safe, supportive environment for students of every gender. Among other things, colleges must provide clear sexual assault reporting procedures, avoid disrespecting or blaming victims, and never retaliate against them for reporting.

Because colleges cannot prosecute sexual assault—that is up to law enforcement, should a victim choose to press charges—fighting sexual assault on campus is often less about convicting rapists as it is about collective accountability.

### Mobilizing against the madness

With increased reporting has come increased attention from agencies and advocates. The Department of Education's Office for Civil Rights now publishes the names of colleges under investigation for Title IX violations, so the issue influences college choice, even before students step on campus. Every college must now have a Title IX officer to ensure compliance in areas like campus security, crime reporting and accommodations for victims. Guidelines for filing complaints are available on the OCR website, and the White House's **NotAlone.gov** provides a road map for students who want to file a complaint.

Student-focused movements like Surviving in Numbers, where survivors enumerate their experiences ("number of perpetrators: 2," for example, or "number of times I said no: too many," at [survivinginnumbers.org](http://survivinginnumbers.org)), and Culture of Respect, with resources like handbooks, surveys, policy evaluation tools, and powerful social media videos and campaigns ([cultureofrespect.org](http://cultureofrespect.org)), are growing.

The documentary "The Hunting Ground" is expected to make a huge impact when it is released in March, and it was hailed as a "piercing, monumental exposé of rape culture on campuses" at the Sundance Film Festival in January.

The White House Task Force to Protect Students from Sexual Assault's website, [NotAlone.gov](http://NotAlone.gov), features pages of policies designed to protect students. It offers a toolkit for developing campus climate surveys, links and information about bystander intervention programs, and a model reporting and confidentiality protocol designed to strike that tricky balance between involvement with law enforcement and respect for a victim's privacy and choice regarding how to proceed.

The Department of Justice is partnering with Rutgers University's Center on Violence Against Women and Children to develop a campus climate survey to get a handle on the problem, and the White House hopes to eventually require that all schools use such a survey. The Justice Department is also developing trauma-informed training programs to guide campus and local law enforcement

through the delicate process of collecting information about violent sexual assault, as well as best practice models for campus investigations and adjudication.

These resources direct colleges by getting right down to the nitty-gritty. For example: Is the victim sexually active? Irrelevant; questions about sexual history are off-limits. Did the victim have sex with the accused in the past? Don't ask; previous consensual sex cannot be interpreted as consent for the in-

Colleges "protect perpetrators because they have a financial incentive to do so."

—ANNIE CLARK  
Co-founder, End Rape on Campus

cident under investigation. Also, guidelines recommend that parties not cross-examine one another, that emergency services be available 24 hours a day, and that students be allowed to alter class schedules or housing while an investigation is underway.

### A long way to go

Despite the focus on change, many people are still unaware of the basics of sexual assault prevention, especially when it hits close to home. "People are very hesitant to recognize this issue," says Pino, but she tells them the reality: "It's happening at your alma mater."

"It's not the stranger in the bushes," says Clark. "It's that nice guy in your chemistry class." Colleges perpetuate the myth of stranger rape by reporting outsider crimes and neglecting those committed by students, she says. They re-categorize "rape" as "non-consensual sex," treat it as an infraction rather than a crime, question the victim's account, and frame assaults as regrettable sex or drunken mistakes. And they sometimes try to hide the truth, to protect the school's reputation.

"I went to the dean of students' office, and she said, 'I just want to make sure that you don't talk to anyone about this,'" says one

student in "The Hunting Ground." Colleges "protect perpetrators because they have a financial incentive to do so," says Clark, in the same film. Later she told *AFT On Campus*, "What you hear from survivors is, 'My rape was bad, but the way my university treated me was worse.'"

Several factors make sexual assault particularly problematic on college campuses. The party culture is one. The vulnerability of young, inexperienced college students is



another. And then there is the challenge of addressing rape—a felony crime—through campus adjudication.

Many victims are reluctant to file charges with off-campus law enforcement. They fear having to relive the incident, they may lack faith in police officers who question their account, and they dread the slow-moving court system. Even when they do file charges, they may be discouraged because "he said-she said" accounts are difficult to prove. So it often falls to colleges to address rape with personnel who are rarely trained in such matters. Even campus security can be poorly trained: A survey commissioned by Sen. Claire McCaskill (D-Mo.) shows just 30 percent are trained in how to respond to sexual assault cases.

And many cases are handed over to a review committee that includes English professors, arts administrators, students or other university-affiliated people who have no legal training. These committees, with their deans, often decide on punishments that could be as insignificant as receiving a written reprimand or as serious as expulsion, an exceedingly rare outcome. And while some schools are hiring trained consultants for this work, the adequacy of campus adjudication is still in question.

## VOICES FROM THE FIELD



"The most important thing for people to know is how to practice consent and what to do during disclosure. I feel that a lot of students think it's really awkward to ask for consent, whereas it's actually not that difficult and is a respectful thing to do. People also find it difficult to direct others to the right resources, so they need to be educated.

The best thing people can do for survivors is to believe them, without question, and give them full agency as to how to handle their problems."

**SARAH HONG**, co-coordinator at the Sexual Assault Prevention and Awareness Center at the University of Michigan, where she is a senior

### From the beginning

Here is a typical scenario, pieced together from the many accounts now available in the sexual assault prevention community and, increasingly, in public media: Freshman Jane gets to her top-choice college, and before classes even start, she is thrilled with an invitation to a party just off campus. She sets off with her new dorm friends, but because she has little experience with alcohol, she is soon drunk (or, maybe someone slips her a roofie, slang for any incapacitating date-rape drug) and winds up on her own. An upper-

classman, or a nonstudent, leads her into a back room or a bathroom, or to an off-campus apartment or a back alley, and suggests sex. She refuses. He insists. He has a friend with him, or he is alone. She tries to leave and stumbles. He grabs her.

You can see how quickly Jane gets into trouble. But the story continues: After the assault, she tells her friends. They don't believe her. Or they do, and take her to a campus adviser. He doesn't believe her. Or he does, but asks her if she was drunk, or whether she'd had sex before, or if she was looking to

hook up that night. Or he urges her to file charges with the police. Or he wants to call her parents. She is embarrassed, afraid, intimidated—and exhausted. Rather than face the trauma, she drops the whole thing.

The Rape, Abuse and Incest National Network reports that more than half of sexual assaults go unreported. Victims often want to keep their experience private. Others fear reprisal. A good number think police will be biased. Some are ashamed and blame themselves. Or they think what happened isn't important enough to report.

But what's now widely known as "date rape" is not "rape lite," says David Lisak, a retired professor of psychology and a nationally recognized forensic consultant, trainer and lecturer. And it is far more common than stranger rape.

While there is a large body of research on sex offenders and sexual predators who have been captured and/or incarcerated, Lisak's research focuses on "undetected rapists," those people who have committed sexual assault but were never charged—many of them on college campuses. And although some people cling to the perception that these are young men who got carried away,

## What is your policy?

A comprehensive sexual assault policy should contain inclusive, survivor-oriented language that's easily understood by students, faculty and staff. However, some existing policies described in the Students Active for Ending Rape (SAFER) **Campus Accountability Project** were better than others.



1 in 5

Fewer than 1 in 5 of the policies contained **amnesty clauses** that protect underage survivors who were under the influence of drugs or alcohol at the time of their assault.

1 in 3



Fewer than 1/3 of the policies assessed in the database stated **procedures** by which students can **change the policy or raise concerns**.

Fewer than 1/3 of the policies state that a survivor's **dress** and past **sexual history** may not be discussed during disciplinary proceedings.

1 in 3



The vast majority of the policies (88%) explicitly **addressed the sexual assault of a man**.

88%



Source: Safercampus.org

often under the influence of too much alcohol, Lisak has found otherwise.

In fact, he finds little difference between incarcerated rapists and campus rapists. He surveyed men by asking questions such as, “Have you ever had sexual intercourse with an adult when they didn’t want to because you used physical force (twisting their arm, holding them down, etc.) if they didn’t cooperate?” or “Have you ever had sexual intercourse with someone, even though they did not want to, because they were too intoxicated to resist your sexual advances?” What he learned was that many men are willing to admit to such behavior, because they do not consider it assault.

These undetected rapists share many characteristics with rapists who are doing jail time: When compared with men who do not rape, both categories of men are “measurably more angry at women, more motivated by the need to dominate and control women, more impulsive and disinhibited in their behavior, more hypermasculine in their beliefs and attitudes, less empathetic and more antisocial.” Additionally, they are good at finding vulnerable victims; they plan their attacks; they use “psychological weapons” such as power, control, manipulation and threats; and they use alcohol to make victims more vulnerable. “The data most emphatically contradicts the mythology about date rapists, namely, the misconception that they are somehow less serious offenders than their counterparts who attack strangers,” writes Lisak in an article for *Sexual Assault Report*. “These men are as likely to be serial and multi-faceted offenders as are incarcerated rapists.”

They are predators, says Lisak. In one study of university men in the Boston area, 63 percent of 120 identified rapists had raped more than once and committed other violent crimes as well. None had been prosecuted. Another study shows that 9 out of 10 rapes are committed by people who have raped before.

“This picture conflicts sharply with the widely-held view that rapes committed on university campuses are typically the result of a basically ‘decent’ young man who, were it not for too much alcohol and too little communication, would never do such a thing,” writes Lisak. “While some campus rapes do fit this more benign view, the evidence points to a far more sinister reality, in which the vast majority of sexual assaults are committed by serial, violent predators.”

### What just happened?

Those “blurred lines” made famous in pop music are indicative of misunderstanding and mislabeling what happens when two people get physical. Many victims don’t realize they’ve been assaulted until long after the incident—partly because they are in shock that someone took advantage of them, and partly because the definition of sexual assault is often unclear.

According to the Justice Department, sexual assault is “any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities

Make sure the place  
where survivors report is  
**safe and prepared**, with  
trauma-informed staff.

[such] as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.” But laws differ state by state. The Rape, Abuse and Incest National Network defines sexual assault as “unwanted sexual contact that stops short of rape or attempted rape. This includes sexual touching and fondling.” But it warns that some states use the term interchangeably with rape.

Many victims do not understand that just because they were not forcibly penetrated does not mean they were not sexually assaulted. And any sexual assault has serious, long-term effects. Some survivors carry on, only to have their pain surface later in sexual dysfunction or fear. Others hide in their rooms, stop attending class, flunk out of school and develop posttraumatic stress disorder, which, contrary to popular opinion, is not just for soldiers. Victims also suffer when the people they tell don’t believe them. As in the University of Virginia case, reports can come out confused and contradictory. Sometimes that’s because the brain kicks into sur-

vival mode and recollection can be muddled (see “After the Assault,” page 10).

### What can we do?

Given the seriousness of what some have called an epidemic of sexual assault on our campuses, faculty and staff are eager to do the right thing, shine a light on this problem and protect their students.

There are plenty of steps that can begin to change the culture around sexual assault. For one thing, let your students know they can report a sexual assault on campus, and that policies are in place that will support them even if they choose not to file criminal



charges. Then make sure the place where they report is safe and prepared, with trauma-informed staff. Let all your students know that sexual assault on your campus is unacceptable, that it happens to both men and women, and that bystanders should take every opportunity to intervene when they see it happening. Consider approaching a student who has become withdrawn or is uncharacteristically failing; perhaps he or she has suffered an assault. Offer an incomplete for the class, if that seems appropriate. Steer her toward counseling.

At the State University of New York, influenced in part by the AFT-affiliated United University Professions, which represents SUNY faculty and staff, the university has developed a Bill of Rights for victims of sexual assault. This Bill of Rights prevents victims from being pressured by university officials to engage outside law enforcement, limits the number of times a victim must tell her story, and clearly defines “affirmative consent.” There is also a clear and confiden-



## For more information and guidance

Resources working to address sexual assault on campus

### END RAPE ON CAMPUS

[endrapeoncampus.org](http://endrapeoncampus.org)

Guidance on using Title IX to file a complaint, access to support groups, FAQs and activism

### KNOW YOUR IX

[knowyourix.org](http://knowyourix.org)

Concise information and statistics about sexual assault on campus, compelling graphics, campus policy guides, activist profiles, and details on how to file a complaint

### SURVJUSTICE

[survjustice.org](http://survjustice.org)

Trainings and policy guidance for the enforcement of victims' rights; free and reduced-fee services for administrative, civil and criminal processes; activist empowerment; institutional support; and survivor assistance

### NOT ALONE

[www.notalone.gov](http://www.notalone.gov)

Resources from the White House Task Force to Protect Students from Sexual Assault, including reports, a policy guide, prevention resources, instructions for filing complaints, a school-by-school enforcement map, and a public service announcement featuring the president, the vice president and other public figures.

### RAPE, ABUSE & INCEST NATIONAL NETWORK

[rainn.org](http://rainn.org)

Resources from the nation's largest anti-sexual assault organization, including a national crisis hotline, fact sheets, guidelines on reporting, a speakers bureau and survivor services

### NATIONAL SEXUAL VIOLENCE RESOURCE CENTER

[www.nsvrc.org](http://www.nsvrc.org)

Statistics, news, fact sheets, publications, campaign guides, action steps, brochures, guidelines and more

### STUDENTS ACTIVE FOR ENDING RAPE

[safercampus.org](http://safercampus.org)

Empowering students to hold schools accountable through teach-ins, trainings and other resources

### CULTURE OF RESPECT

[cultureofrespect.org](http://cultureofrespect.org)

Resources for victims of campus sexual assaults, their friends and their parents, including statistics; synopses of legal rights; activism and mobilization ideas; and social media material, including a collection of compelling videos.

## VOICES FROM THE FIELD



"Sexual violence is more than just a crime against individuals. It threatens our families, it threatens our communities; ultimately, it threatens the entire country. It tears apart the fabric of our communities. And that's why we're here today—because we have the power to do something about it as a government, as a nation. We have the capacity to stop sexual assault, support those who have survived it, and bring perpetrators to justice."

**PRESIDENT BARACK OBAMA**, establishing the White House Task Force to Protect Students from Sexual Assault

tial reporting protocol in place, and a campus climate assessment to gauge the prevalence of sexual assault on campus. Resources to enact similar policies are available on the Department of Education's Office for Civil Rights website and on the White House's NotAlone.gov site.

After the University of Montana faced a Justice Department investigation involving a string of sexual assault incidents, its beefed-up policy became a blueprint other schools wanted to duplicate. It includes a mandatory online student tutorial, a campus climate survey, broader awareness about the nature of sexual violence, and more-streamlined policies.

And at the University of Michigan, an uproar over how the school handled the sexual misconduct of football player Brendan Gibbons in 2009 spurred an extensive campus climate survey and revamping of sexual assault prevention strategies. The current school policy incorporates survivor input, gives faculty and administrators more responsibility in investigating allegations, and assigns two full-time investigators to study sexual misconduct cases.

In California, its "yes means yes" legislation has given "no means no" a positive spin and created a clearer way to communicate in the heat of a sexual encounter. It is the flag bearer for affirmative consent. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity," the law states. "Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by

itself be assumed to be an indicator of consent."

"Actually, 'yes' is perhaps the most erotic word in the English language," wrote Gloria Steinem and Michael Kimmel in a *New York Times* op-ed shortly after the California law was introduced. Indeed, it has sparked a "consent is sexy" meme. Campuses can adopt its language and lobby their state legislatures to follow suit.

On the national level, the bipartisan Campus Accountability and Safety Act has been introduced by Sens. Kirsten Gillibrand (D-N.Y.) and McCaskill to expand college responsibility and transparency regarding sexual assault prevention (see page 9 for details).

There are also countless advocacy organizations that can help inform faculty, staff and students, including Men Can Stop Rape, Know Your IX, the National Sexual Violence Resource Center and even Consent Is So Frat. Among the more salient offerings are these messages from students on two different videos posted to [cultureofrespect.org](http://cultureofrespect.org): "Your standards for sex should be higher than 'not a felony,'" and "Rape and assault aren't just one-offs; it's not like a broken arm or a bad day. They can stay with you, in the back of your mind, forever."

Student-to-student programs can be especially effective—like the one at the University of Maryland, where a fellow fraternity member visits frat houses for a heart-to-heart with the bros, explaining in plain language what is acceptable and what is not. These are the sort of tools that could change rape culture and activate bystanders to keep one another in check.

Whatever it takes, it is time we yanked this dark secret out into the light and addressed it once and for all.



# Legislating cultural change

Federal and state laws that help move the needle against sexual assault



## Title IX

Title IX of the Education Amendments of 1972, a federal civil rights law, was first connected to sexual harassment in 1977; a group of Yale students argued that sexual harassment and violence constitute sexual discrimination. Title IX:

- Is known for requiring university women's sports to be funded equally.
- Prohibits discrimination on the basis of sex in any education program or activity that receives federal funding.
- Includes sexual harassment, sexual battery, sexual assault and rape in the definition of sexual discrimination, as these can "effectively bar the victim's access to an educational opportunity or benefit."
- Requires that universities investigate sexual assault accusations promptly, through an established, campus-based procedure, regardless of whether local law enforcement authorities are involved.
- Requires schools to continued education for the complainant, implementing no-contact orders against the accused and changes to housing, class schedule, sports teams, campus jobs or extracurricular activities, as needed.
- Prohibits retaliation against a person for filing a Title IX complaint.
- Prohibits encouraging mediation rather than a formal hearing.

Since 2009, when the Department of Education's Office for Civil Rights began tracking sexual violence-related Title IX complaints, 337 Title IX sexual assault complaints have been filed, with nearly one-third (122) filed in 2014.

Complaints under Title IX trigger Office for Civil Rights-initiated remedies. Although

the law technically threatens termination of federal funding for violations, this step has never been taken.



## The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal law, was named for a freshman girl who was raped and murdered in her dorm room in 1986. The Clery Act:

- Requires that colleges and universities disclose information about crime on and around their campuses.
- Requires public disclosure of an annual security report and crime statistics for on-campus incidents.
- Requires timely warnings about crimes that pose a serious or ongoing threat.
- Requires an emergency response, notification and testing policy.



## Campus Sexual Assault Victims' Bill of Rights

This Bill of Rights is a part of the Clery Act and:

- Requires that the accuser and the accused get the same opportunity to have others present at a hearing.
- Requires that both parties be informed of the outcome of any disciplinary proceeding.
- Requires that survivors be informed of their options to notify law enforcement.
- Requires that survivors be notified of counseling services.
- Requires that survivors be notified of options for changing academic and living situations.

Clery Act violations trigger fines of up to \$35,000 per violation.



## The Campus Sexual Violence Elimination (SaVE) Act

The SaVE Act is a 2013 amendment to the Clery Act that strengthens protection for survivors and:

- Requires that domestic and dating violence, sexual assault and stalking be disclosed in campus crime reports.
- Gives victims the right to assistance from campus authorities if reporting a crime to law enforcement, including a change in academic, living, transportation or working

situations, to avoid a hostile environment; access to and enforcement of a no-contact directive or restraining order; a clear description of disciplinary processes for accused individuals; and information about counseling, health, mental health, victim advocacy, legal assistance, and other services on campus and in the community.

- Clarifies minimum discipline standards.
- Instructs colleges and universities to provide specific programming for students and employees addressing the issues of domestic violence, dating violence, sexual assault and stalking.

## The Campus Accountability and Safety Act (proposed)

This bipartisan bill was proposed by Sens. Kirsten Gillibrand (D-N.Y.) and Claire McCaskill (D-Mo.) and would amend provisions of the Clery Act. The bill:

- Requires schools to designate confidential advisers to coordinate support services and accommodations, provide information about options for reporting, and provide guidance or assistance, at the direction of the survivor, in reporting sexual assault crimes to campus authorities and/or local law enforcement.
- Prohibits schools from sanctioning students who reveal violations such as underage drinking in the process of reporting sexual violence.
- Requires completion of minimum training for campus personnel.
- Strengthens transparency, including requiring an anonymous student survey about sexual violence on campus to be published online, and a list of schools with pending investigations and resolutions related to Title IX to be publicly posted.
- Increases accountability and coordination with law enforcement.
- Enforces stiffer penalties—up to \$150,000 per violation of the Clery Act, and up to 1 percent of the institution's operating budget for noncompliance with the new act.

The Campus Accountability and Safety Act never came to a vote but will be introduced again in the 114th Congress. A companion bill was introduced in the House of Representatives last summer by Rep. Carolyn Maloney (D-N.Y.).



# After the assault

How faculty and staff can help traumatized students



BY TRICIA B. BENT-GOODLEY

ONE IN FIVE COLLEGE WOMEN experience sexual assault prior to their graduation from college. As if that's not enough, many deal with domestic violence and stalking as well. Interpersonal violence significantly affects the learning experience of students we see every day, but until recently, the role and expectations for faculty and staff have been minimal.

We don't have to sit back and watch this culture of violence continue—and, in fact, we shouldn't. Faculty and staff can play an important role in responding to interpersonal violence on campus. The key is to understand how to respond.

*Tricia B. Bent-Goodley, a licensed independent clinical social worker, is a professor of social work and director of the Howard University Interpersonal Violence Prevention Program.*

## What you might see

Survivors of interpersonal violence are not all the same, so try not to pigeonhole them.

Some want to focus on just getting through the semester; they are committed to preventing the incident from having any negative impact on their academic performance and may even try to ignore what has happened. The consequence of this response is that by the time faculty or staff become aware that something has occurred, it is close to the midterm or the end of the semester. For faculty, this is the worst time for a student to ask for supports like additional time on assignments. But, if this is the time the student realizes she needs help, the situation demands attention.

Sometimes, signs of violence can be seen earlier. Survivors might miss classes because they're afraid of bumping into the perpetrator on campus. If stalking is involved, the victim may fear potential stalking behav-

iors—a perpetrator lurking outside the classroom door or showing up at the class study group in the dining hall, for example. Some survivors may be depressed and unable to get out of bed; others may feel anxious.

For some, walking on campus can produce traumatic feelings and remind them of the incident. It can be a scent or a sound that triggers traumatic memories. For survivors with a history of victimization, these issues can be even more pronounced.

While one may see the social, psychological and academic signs, brain science is what is behind it all. That's what helps us understand what we're seeing among our students who have been victimized by sexual violence.

## Brain reaction

Brain science helps explain and increase understanding of victim behavior following trauma, but victim behavior can still seem

odd to the untrained eye. For example, the survivor may not remember what happened at all, or may not remember the order in which it happened. When asked to state what occurred—a question that would be common in a crime report—the survivor’s response is often limited.

Also, most people would expect a victim to either fight or flee. But the brain’s reaction to intense fear can produce an additional response: A victim might freeze. This reaction occurs due to high concentrations of hormones fluctuating in the brain and is at the root of “tonic immobility,” a natural state of muscular paralysis. The victim may not understand her own response, and may even feel guilty for not responding. Yet in this moment, she is literally incapable of fighting back or fleeing the situation. Between 12 and 50 percent of victims experience tonic immobility during a sexual assault.

Hormonal fluctuations also can affect memory and, specifically, the ability to recall events in order. Four distinct areas of the brain control this level of functioning: the hypothalamus, the pituitary gland, the hippocampus and the amygdala. The hippocampus and amygdala are both sensitive to hormonal fluctuations.

The hippocampus processes information into memories, and the amygdala processes emotionally charged memories. During a sexual assault, the amygdala detects that there is a threat and activates the hypothalamus, which stimulates the pituitary gland to release a “hormonal soup” including catecholamines, corticosteroids, cortisol and opioids. Catecholamines provide the body with the fight-or-flight response. During a sexual assault, the catecholamines affect the victim’s ability to think rationally. Meanwhile, corticosteroids decrease energy, cortisol impairs memory function, and opioids combine with oxytocin to reduce the perception of pain and the ability to express feelings.

As a result, a victim could appear to be calm in the aftermath of a sexual assault, with no affect—the direct opposite of the hysterical crying or rage most people would expect. On top of that, the victim’s hippocampus may block clear memory of the incident, and the

amygdala may prevent the synthesis and ordering of any details that are remembered.

These issues are particularly challenging because the first thing we ask a victim to do is to tell us what happened, in what order, and not to leave out any detail. And she might be asked to share this information multiple times, with multiple people. The victim may not be able to recall all of the events that occurred but may remember smells or scents. As she recalls more information, untrained in-



For some campuses, the police are the first point of response, but **this approach can be problematic** among populations that commonly mistrust law enforcement.

vestigators and even counselors begin to wonder whether the victim is imagining the entire incident, is withholding information or is making it up.

Alcohol complicates these issues further, making it even more difficult to recall information, and unfortunately, alcohol is involved in a vast number of sexual assaults on college campuses.

#### **Trauma-informed approach**

It is vital that campuses mobilize to provide trauma-informed approaches in how they respond to and intervene in sexual assault reports. As described above, victims may feel as though they are in a fog for weeks following the victimization. The body needs time to recover from having released such powerful

hormones. It is critical that faculty and staff be sensitive to this reality and follow these steps to become trauma-informed in their response:

**1. Support the victim by showing you care.** You should not counsel the victim—that is not your job—but kindness goes a long way. Above all else, believe the victim. False reports are rare (fewer than 5 percent), so it’s a pretty good bet that she’s not lying. Showing you care means refraining from victim-blaming, and listening carefully and sympathetically.

**2. Be sure the student knows your role and responsibilities around disclosure, and that systems of care are in place to support her when she does share.**

Some faculty and staff struggle with their institutions’ requirements for them to report disclosures. While they are supposed to share information with the campus personnel responsible for working directly with victims, some are afraid students won’t disclose if they know the information will be shared. Institutions should be educating students about reporting requirements, so when they report an incident they know what will and will not happen. For some students, there is a sense of relief in sharing, because they know that resources will be mobilized to support them.

**3. Do not try to investigate what happened yourself.** There is a human desire to want to know more, but faculty and staff should resist it and instead show they care by connecting the student with the appropriate resources.

It is critical that the victim have the opportunity to share her story the minimal number of times, with people who are directly involved in providing services.

**4. If you do not know who to report to or when to report, take the time to find out.** Where you refer the victim is based on your college or university’s designated process. By now, reporting requirements should be clear to faculty and staff. Minimally, the Title IX coordinator should be an option. Institutions are required to ensure that responsible people know reporting options and processes.

**5. Trust your student affairs colleagues.** If you are asked to make academic accommodations for a student, work to provide those accommodations without prying about why.



Some students may need to take an exam off campus or in a different office because of a stalker. Some may be fearful of being in the classroom because they were sexually assaulted in that building. Allow students to use academic accommodations and counseling. These supports make an important difference for the student.

### Campuswide approach

On a broader scale, your institution has a responsibility to address sexual assault sensitively and effectively. For one thing, it must coordinate campus and community responses. Both are important. Students must have options to decide where they want to be served. Some students do not want to use university services: They may worry about confidentiality and privacy, or lack confidence in the institution's ability or interest in helping. In these cases, referrals to off-campus providers can be hugely important.

The campus must also coordinate its responses internally. Sexual assault or interpersonal violence response teams should meet regularly to ensure that victims are receiving needed wraparound services and that the approach is "trauma-informed." The group should provide an opportunity to learn how to improve responses for the future. In addition, a campus advisory board that mobilizes campus partners across academic and student areas is important. Groups such as residence life, judicial and student services, counseling, student health centers and academic affairs are important to troubleshoot issues, identify trends, and assist with planning programs and policies that make sense.

A trauma-informed approach also means that there is an awareness of cultural diversity on campus. There is no one-size-fits-all approach to handling sexual assault. Every college campus has diversity among its students, and it is vital that prevention education, bystander awareness, trainings and intervention responses are rooted in an understanding of that diversity. Being aware of cultural context should never be limited to hiring one person to provide care for an entire community of students. Instead, campuses must reflect on their policies, program initiatives and practices to determine if they are culturally appropriate. They must work to

build relationships with diverse groups of students and recognize that there may be resistance and mistrust. It is up to us to build trust and engage with diverse groups. That way, we will build bridges across campus and help greater numbers of our students.



**No one office** can be responsible for dealing with sexual assault on campus; that role belongs to the **entire campus community.**

For some campuses, the police are the first point of response, but this approach can be problematic among populations that commonly mistrust law enforcement. Some African-Americans and immigrant populations, for example, may view police as adversaries rather than allies. Focusing on law enforcement in these cases could actually deter some victims from reporting and getting the support they need.

Campuses need a variety of support mechanisms for their students, and law enforcement should make an effort to build positive and trusting relationships on campus. Where local police are the sole law enforcement agency to investigate sexual assaults on campus, they must receive trauma-informed training and other education so they can pro-

vide students with the support and care they deserve.

Some students have a prior history of victimization that exacerbates the raw emotion of a new assault. They may be acknowledging these feelings and experiences for the first time, making university counseling programs even more important. Sexual assault often happens before students even get to college, in middle and high school, when incidents frequently go unreported and untreated by health professionals. As a result, some students enter the college experience with an existing burden, increasing the need for more significant intervention.

### Playing a role

No one office can be responsible for dealing with sexual assault on campus; that role belongs to the entire campus community. We can each play a part in reducing the violence and addressing students' needs. Ultimately, survivors just want to be students. They still want the full college experience, and they deserve to have it. Many just want to go back to their lives and move past what happened. We must give them space and honor their voices in our approaches, policies, protocols and decision-making.

Faculty and staff can do that by coming together and modeling positive, healthy relationships on our campuses. Our students must see equity in gender roles and a respect for each other on campus.

In addition, we must commit to robust and multidimensional standards for handling campus sexual assaults. Essentially, such standards require the development of a social service framework within the campus community. And they must reflect an understanding of both university culture and what is needed to provide comprehensive care to survivors.

We must also build linkages with local advocacy organizations and partners, and these relationships should be supportive and respectful. Local providers need to be educated about university culture and understand what college campuses are required to do in response to sexual assault.

It is important to recognize that as you continue in your prevention education and bystander awareness efforts, reporting will

go up. The number of assaults is not necessarily rising; reporting is increasing. Increased reporting can reflect students' trust that their institution is equipped and willing to address the issue. We want that. Increased reporting can also indicate that the campus is improving its responses and that the reporting process is clearer to students. Since reporting trends can reflect how effectively campuses and communities are handling sexual assault cases, it is critical to educate both our institutions' senior leadership and the general public about these trends.

We must also educate the media on better ways to cover such events. Unfortunately, sensationalizing when campuses get it wrong can sometimes prevent the advance of positive changes in the future, particularly for those campuses that are committed to doing their best. This new frontier requires a much more disciplined discussion and progressive discourse.

### Moving forward with optimism

As college campuses continue to wrestle with implementing requirements for addressing sexual assault, and as we learn more about best practices on campuses, we have the opportunity to change the mindset of a new generation. Through these initiatives, we can reach young people with better understandings of

healthy relationships, consent and equity. Members of this new generation will go into their communities and educate others about how to prevent sexual assault and other forms of interpersonal violence, and how to deal with it when it does happen.



Through these initiatives, we can **reach young people** with better understandings of healthy relationships, **consent and equity**.

This is not just about campus sexual assault. It is an opportunity to engineer social change, promote creative solutions, advance knowledge and maximize students' potential.

### VOICES FROM THE FIELD



"There's a lot of research about these one-time workshops that are offered to freshmen. There's no evidence that they're effective in decreasing sexual assault, and 75 percent of prevention programs are like that. They need to be a comprehensive series, maybe five or 10 workshops where they teach things like bystander intervention, what to do if you see something happening, ... [and] healthy views of masculinity and healthy relationships. They teach what to do if a friend comes to you and tells you what happened. Just telling people 1 in 5 women are sexually assaulted doesn't really [work]."

**APRYL POOLEY**, advocate for sexual assault prevention and graduate student in the neuroscience of PTSD, Michigan State University

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# What's alcohol got to do with it?

Researching the role of drinking in sexual assault on campus



BY ANTONIA ABBEY

WE'VE ALL READ THE HEADLINES: Sexual assault is disturbingly commonplace across the United States, with college campuses currently receiving intense scrutiny for Title IX violations, their policies regarding sexual assault allegations, and their treatment of victims. Many of the stories we hear on the news involve intoxicated male perpetrators and female victims. It is easy to understand why people wonder if many of these sexual assaults could be avoided if no one was drinking.

*Antonia Abbey, a member of the Wayne State University AAUP/AFT, is a professor of psychology with a long-standing interest in women's health and reducing violence against women. Her research focuses on men's sexual aggression, alcohol's role in sexual assault and sexual assault measurement. She has published more than 100 journal articles and book chapters and has served on a variety of national advisory committees. This article has been condensed from its original publication form in the journal Drug and Alcohol Review.*

But what's the evidence? Does alcohol play a causal role in men's sexual violence against women?

As is true for most human behavior, the answer is complicated. About half of all sexual assaults involve alcohol consumption by the perpetrator or victim or both. (Here we refer to sexual assault as the full range of forced sexual acts, including forced touching and kissing, verbally coerced intercourse, and physically forced vaginal, oral and anal penetration.) When alcohol is involved, it may play one of three roles, and there is evidence that each is sometimes true.

- Alcohol may encourage sexual aggression—in specific situations, among individuals predisposed to sexual aggression.
- Conversely, sexual aggression may cause alcohol consumption. Wait, isn't that backward? No: Some perpetrators may get drunk to justify sexual aggression.
- Drinking and sexual aggression can co-occur, because they are both caused by other factors. For example, an underlying personality trait such as impulsivity might lead some-

one to drink alcohol and to commit sexual assault.

Why are these distinctions important? Because different prevention and treatment programs are needed to address these different situations. Interventions that limit alcohol consumption are likely to be most effective when alcohol plays a causal role. For perpetrators who are using alcohol as an excuse for violence, programs are needed that discredit that notion so they will be held legally and morally responsible for their actions. Perpetrators with underlying personality disorders may need intensive psychotherapy.

## What kind of person would commit a sexual assault?

Evidence shows that men who commit sexual violence against women tend to score high on a number of characteristics that put them at risk for sexual aggression. Perpetrators vary; no one set of risk factors describes them all. But many show a strong lack of concern for other people, scoring high on narcissism and low on empathy. Many have high levels



of anger in general as well as hostility toward women; they are suspicious of women's motives, believe common rape myths (e.g., women say "no" when they mean "yes"), and have a sense of entitlement about sex. Many also prefer casual sexual relationships and drink heavily.

According to the research, men with many of these risk factors are most likely to commit sexual violence. Thus, even when alcohol plays a causal role, it doesn't work alone. Instead, it works in combination with personality, attitudes and past experience.

### Are drinking perpetrators different?

A few studies have compared perpetrators who drank during a sexual assault with those who did not. They found that both drinking and sober perpetrators had similar scores on many of the risk factors described above.

The two groups did differ in their degree of alcohol consumption. Perpetrators who committed an alcohol-involved sexual assault were the heaviest drinkers, both in general and in potential sexual situations with women. They also strongly believed that alcohol increased their own sex drive and that alcohol made women want to have sex.

So alcohol appears, primarily, to influence the circumstances under which some men are most likely to commit sexual assault, but not to influence who will become a perpetrator in the first place. This sets the stage for the next point.

### Body and mind

Alcohol consumption hits us from two directions: Pharmacologically, alcohol is a drug that affects brain function, and psychologically, it is associated with common assumptions about alcohol use.

Pharmacologically, alcohol impairs a host of cognitive functions: episodic and working memory, abstract reasoning, planning and judgment. This set of functions is often labeled "executive cognitive functioning" and is used to weigh conflicting information and make complex decisions. Alcohol also impedes inhibitions, leading people to focus on what is most salient and ignore harder-to-access motives such as empathy for the vic-

tim and concern for future consequences. It can also exaggerate anger, frustration, sexual arousal and entitlement, especially among men predisposed to sexual aggression.

Psychologically, many cultures glamorize alcohol consumption and link it to disinhibition, sexual desire, sexual performance, risk taking and aggression. As on Mardi Gras or New Year's Eve, alcohol provides a time out from normal rules. It is easier to excuse inappropriate behavior when drinking, allowing

is described as having two drinks of alcohol, she is viewed by others as behaving more sexually and being more interested in having sex as compared with when she consumed two sodas.

Beliefs can take on a life of their own. Thus, if someone predisposed to sexual aggression decides a drinking woman is interested in having sex, he is much more likely to ignore refusals, assuming she is just "playing hard to get." If he is also drinking, then alco-



If someone predisposed to sexual aggression decides a drinking woman is interested in having sex, he is much more likely to **ignore refusals**, assuming she is just **"playing hard to get."**

some men to act on their sexual arousal and sense of entitlement by pushing a woman for sex regardless of her response. When she refuses his advances, it doesn't take much to trigger an aggressive response for some.

### It all works together

Sex and alcohol are frequently linked in movies, music lyrics and advertisements. These beliefs are often outside conscious awareness; nonetheless, they influence how we perceive other people and their actions. For example, some studies ask sober individuals to read a story about a couple on a date. Nothing about the story varies except what the woman in the story is drinking. When she

hol-induced cognitive impairments allow him to focus only on his sexual gratification and to feel justified in using force. These beliefs do not warrant the use of sexual violence or lessen perpetrators' responsibility for their actions. But we need to understand perpetrators' justifications for their actions in order to develop effective prevention and treatment programs.

### Here's a hypothetical ...

It is nearly impossible (and unethical) for researchers to observe situations in which sexual aggression is likely to occur. Thus, researchers bring people into their labs and randomly assign some to drink an alcoholic



### VOICES FROM THE FIELD

"The basic weapon is alcohol. If you can get a victim intoxicated to the point where she's coming in and out of consciousness, or she's unconscious—and that is a very, very common scenario—then why would you need a weapon? Why would you need a knife or a gun?"

**DAVID LISAK**, psychologist and retired psychology professor, University of Massachusetts, Boston, from an interview on National Public Radio about campus rape

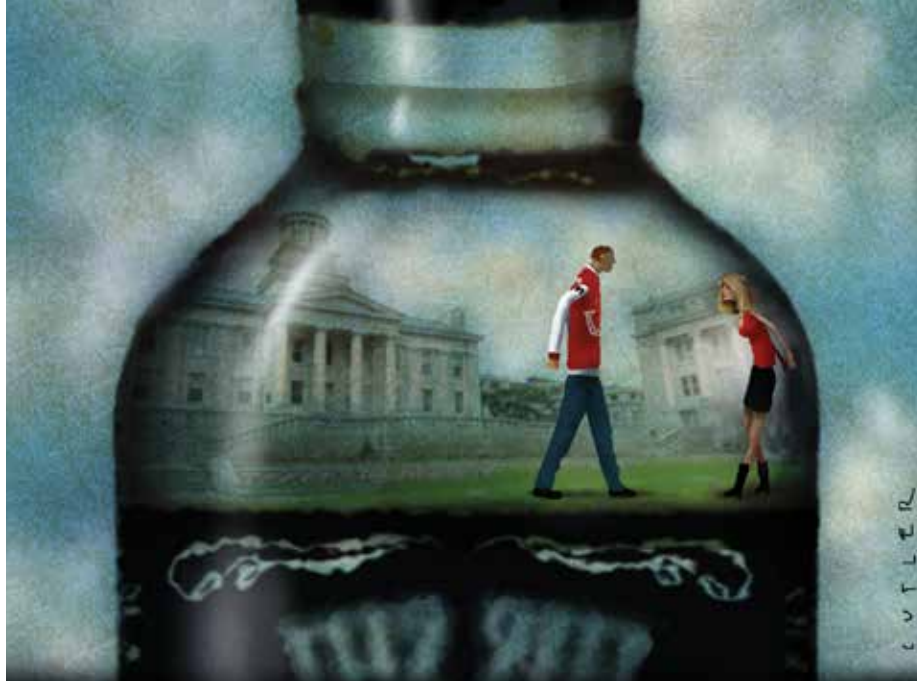
beverage and some to drink a nonalcoholic beverage. Male participants are then exposed to scenarios that describe a prototypical campus sexual assault: The man and woman know each other, they engage in some consensual sexual activity, but when the woman refuses further sexual activity, the man uses verbal and physical pressure to obtain sex against her will.

When compared with sober participants, intoxicated participants evaluate the man's behavior as more appropriate and less violent, are more likely to believe the woman enjoyed being forced to have sex, and report greater willingness to use similar strategies if they were in similar situations.

For example, one study asked 160 male college students to listen to an audiotape of a date rape in which the woman agrees to kissing and touching but protests when the man attempts to remove her clothes. The female character's refusals become more and more vehement as the tape progresses, and the male character uses escalating levels of verbal and physical force.

Participants were asked to stop the tape at the point the male character's behavior was inappropriate and he should leave the woman alone. Participants who consumed alcohol allowed the man to continue for a longer period of time and rated the woman's sexual arousal higher than did sober participants. The findings suggest that intoxicated men may project their own sexual arousal onto a woman, missing or ignoring her active protest.

Other studies have found that alcohol's effects are strongest among men who are



Findings suggest that intoxicated men may project their own **sexual arousal** onto a woman, missing or ignoring her **active protest**.

predisposed to sexual aggression due to their high levels of hostility, acceptance of violence in relationships and need for sexual dominance.

### More alcohol frequently means more violence

Most surveys of sexual assault focus on whether alcohol was consumed, not on how much. When we asked 113 male college students who acknowledged committing a sexually violent act to report the number of drinks they consumed before or during the incident, we discovered that the more alcohol consumed, the greater the amount of aggression.

Based on the tactics used and the type of sex that was forced (ranging from verbally coerced sexual contact to physically forced penetrative sex), we found that as perpetrators' alcohol consumption increased from zero to four drinks, outcome severity also increased. It then plateaued until nine drinks were consumed. No surprise: At that level, perpetrators' cognitive and motor impairments were presumably too debilitating for them to complete a rape.

### Moving forward

As this brief summary of the research highlights, there is no simple answer to the question "Does alcohol cause sexual aggression?" Research verifies that men behave more aggressively when drinking; however, the effects appear to be strongest for people who are already predisposed to aggression. The personality characteristics, attitudes and past experiences of sexual assault perpetrators who drink before and during the assault are similar to those who do not.

Heavy episodic drinking contributes to many problems for college students in addition to increasing the risk of sexual assault. Multiple approaches to prevention and treatment are needed to counteract alcohol's psychological and pharmacological effects. Colleges need to partner with students to examine current alcohol policies and develop programs that reduce hazardous levels of drinking.

It is also time to consider the insidious negative effects of media images that link alcohol with sexual desire and continue to encourage men's use of women as sexual objects rather than equal partners. Educators have the opportunity to encourage students to carefully evaluate these messages and to make their own decisions about responsible alcohol consumption and sexual behavior.

**50%** of all reported and unreported sexual assaults **involve alcohol consumption** by the perpetrator, victim or both.



**68%** of sexual assaults are **never reported** to the police.



## Given their role in the conversation about sexual assault, should all-male fraternities be banned?



**YES**

### 'Guyland' can perpetuate view of women as sex objects

BY PEGGY REEVES SANDAY

DURING THE LAST FOUR DECADES of writing about acquaintance rape, I have not suggested that all-male fraternities be banned, believing that some (by no means all) young men need a same-sex place to mature as they transit from adolescence to adulthood. However, the fact that the rates of acquaintance rape and alcohol- or hazing-related deaths have remained the same suggests that fraternities are not taking the leadership that is so important to stem the tide of irresponsible behavior.

Due to the seductive pulls of "guyland," fraternity social life in some cases still evolves into a powder keg for alcohol abuse and sexual assault. This is made worse by the tendency for some all-male spaces to include females either as "little sisters" or as potential sex objects—in other words, second-class citizens. Sexual segregation in college fraternities tends to prevent a person of the opposite sex from being understood as someone to know and perhaps to love.

Today's world requires achieving an adult understanding of one's sexuality and an ability to negotiate friendships and work relationships not only with the opposite sex but with those who choose same-sex relationships. For both men and women, sexual experience in college should be based on open discussion and agreement, as opposed to "getting drunk and going for it." Sexual maturity can only be achieved in an atmosphere of sexual equality.

Graduates must also face vast changes regarding sexual equity in the workplace. More women are working and holding positions of leadership; all students must be prepared for that reality.

If fraternities are to be permitted on college campuses, they must abandon the testosterone-infused culture of men dominating women. For starters, if national sororities and fraternities allowed co-ed housing on the local level, young people would have the opportunity to regard one another as equals rather than as sexual prey. Without steps like coed housing, all-male fraternities are likely to continue to provide a haven—and even a breeding ground—for unacceptable behavior.

*Peggy Reeves Sanday is professor emeritus in the University of Pennsylvania Department of Anthropology. Her book *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus* is a widely regarded contribution to the field of sexual assault prevention.*



**NO**

### Fraternities are valuable crucibles for leadership

BY PETE SMITHHISLER

TO REMOVE ALL-MALE FRATERNITIES from college campuses would be to remove an essential resource and community that has helped men grow and become leaders for generations. Fraternities have never been more relevant to a generation of students than they are today.

Membership in a fraternity helps young men identify their values, passions and interests. Fraternities also provide an environment that helps members establish personal and organizational goals and learn from mentors, friends and brothers.

Unfortunately, recent public discourse has been shaped by Hollywood stereotypes and media coverage that portray all fraternity members as out-of-control partiers, hell-bent on criminal activity and destruction. Nothing could be further from the truth.

There are nearly 400,000 fraternity men at U.S. universities and colleges today, and the vast majority are proving themselves to be leaders on their campuses and in their communities. These men collectively raise tens of millions of dollars each year for charity. They volunteer millions of hours annually to serve their communities. They achieve higher grade-point averages and graduate at a higher rate than their at-large counterparts.

Evidence shows fraternity members are more successful after college as well. They not only fare better in their careers, but also are more likely to thrive in other facets of life that affect well-being. The Gallup-Purdue index, a survey of 30,000 university graduates of all ages taken in April 2014, illustrates the correlation between membership in a fraternity or sorority and higher levels of satisfaction in critical areas that promote lifelong success.

Belonging to a fraternity teaches men valuable skills in leadership, skills they will carry with them for the rest of their lives. Yes, some fraternity members abuse the system and behave badly (as do some students at large), and those who do should be held accountable for their actions. But fraternities also provide the structure and support network to help reduce this behavior through continued education and strong mentorship from alumni and national headquarters.

When we strip away the misperceptions, the question should not be "Should all-male fraternities be banned?" but rather "How can colleges and universities work with fraternity leaders to improve the overall campus culture?"

*Pete Smithhisler is president and CEO of the North-American Interfraternity Conference, which represents 74 member organizations, 5 million alumni and 800 campuses, advocating for enrichment, collaboration and growth among fraternities. He has worked with college students for more than 25 years.*



ILLUSTRATION BY JON KRAUSE



# Temple adjuncts seek union representation

## Poor job security, working conditions drive contingent faculty to organize

JENNIE SHANKER WAS A FULL-TIME art professor at Temple University for eight years and interim department chair for three. But there was a catch: She was an adjunct.

So after eight years, her course load unexpectedly dropped to one class—not enough

Shanker, along with the majority of Temple's 1,100 adjuncts, is turning to the union to fight such capricious scheduling and insist on job security, fair pay, benefits and better working conditions. The adjuncts signed authorization cards Dec. 17 indicating they want to join the Temple Association of University Professionals, the AFT affiliate that currently represents full-time tenure-track and nontenure-track faculty. They would also be affiliated with the United Academics of Philadelphia, the AFT's Philadelphia-area local for adjunct faculty. The election is expected this spring.

Common complaints among adjuncts include low pay, high and/or unpredictable workload, job conditions that sometimes mean working out of the back seat of a car, and no benefits.

"Exploitation of adjuncts is extreme," says Wende Marshall, a member of the UAP. "I know members of the union who are teaching six courses at three different universities and trying to finish their Ph.D.," and still they struggle to make ends meet.

Marshall, who teaches anthropology at Temple, is angry about "ridiculous" wages, the "utter powerlessness" of adjuncts over issues

such as class size and office space, and the disproportionate funding of administrative salaries and campus buildings.

For Elizabeth Spencer, who teaches English at Temple, job security is key. Her workload became so unpredictable that her husband took a higher-paying job three states away to provide more stability for the family. He eventually found suitable work back in Philadelphia, but the experience left Spencer committed to improving adjunct status at Temple. As a "Temple lifer" who earned two degrees there before becoming an adjunct, she also identifies with students: "Having a union will improve the quality of instruction that students receive," she says.

"Both full-time and adjunct faculty care deeply about the quality of education we provide at Temple University and thus deserve the right to collectively bargain for wages, benefits and respect," says Art Hochner, TAUP president. "We are happy to support our adjunct colleagues, ... and we welcome them to our union. Their success and increased job security will ensure that Temple remains a world-class institution that attracts and retains top-tier faculty for its students."



LAURIE BECK

Adjunct Elizabeth Spencer is fighting for job security for her family's sake.

to make a living. Hello, unemployment benefits.

"I never, ever thought I'd end up on public assistance," she told the online publication *Metro.us*. "It's hard to fathom.

You feel like, this is not who this is for."

# Eight-day strike ends for Oregon graduate employees

## Paid medical leave was central issue in new contract

AFTER MORE THAN A YEAR of negotiations, countless rallies and finally an eight-day strike, members of the Graduate Teaching Fellows Federation at the University of Oregon reached a contract agreement Dec. 10.

"The decision to strike was a serious undertaking, but it was necessary to put into practice fair policies for the benefit of employees and students," says AFT-Oregon President David Rives. It showed "the power of collective action in the workplace."

One of the key negotiating points was paid sick leave for the 1,500 graduate teaching fellows at the university. The agreement establishes a hardship fund to reimburse graduate students who take time off due to illness, injury, childbirth, adoption or foster care placement. The \$150,000 fund will be accessed in \$1,000 grants available to all graduate students. It will be administered by a seven-member panel, including two graduate stu-

dents elected by the graduate student body, and two members designated by the GTFF. The contract also provides a 10 percent wage hike over two years.

By early January, graduate workers had already applied for access to the fund, demonstrating the real need for assistance—a need that was widely recognized.

In addition to an "unprecedented amount of member involvement," says Jon LaRochelle, a GTFF negotiator, students, faculty and staff joined the strike line, and support from the national union was strong.

LaRochelle was most touched by the daily demonstrations during negotiations. "It was a soul suck to be in the mediation room," he says. Joining the end-of-day march "was inspiring and rejuvenating."

"No one should have to choose between

their paycheck, and taking care of themselves or family members when they are sick," said AFT President Randi Weingarten during the strike. "Once this agreement is... implemented fully, the graduate employees of the University of Oregon won't be forced to make these choices."

Students, faculty and staff joined the GTFF on the picket line.



GTFF PHOTO

**STANDING UP FOR CIVIL RIGHTS** In the wake of the devastating deaths of unarmed black men at the hands of law enforcement officials late last year, AFT President Randi Weingarten has continued to demonstrate the AFT's longtime commitment to civil rights. In recent months, she addressed a Washington, D.C., rally of thousands of people calling for reforms to the criminal justice system, visited Ferguson, Mo., in the emotional aftermath of the Michael Brown shooting, and got arrested at a protest for Eric Garner in New York City.

Civil rights violations are not specific to these places, Weingarten says; they are a problem across America. But, she adds, "we can fix it if we choose to work together. Cops are not the enemy. Bias and racism are. ... Fifty years ago, Martin Luther King Jr. reminded us that the struggle for civil rights is a struggle for good jobs, with decent wages. That educational opportunity is the highway to economic opportunity," Weingarten writes in the *New York Times*. "Fighting racism, sexual assault, wage stagnation and retirement insecurity is as much the AFT's work as fighting for high-quality public education, healthcare and public services."

#### **MONTANA GRADS RATIFY FIRST**

**CONTRACT** Graduate teaching and research assistants at Montana State University at Bozeman will get a fairer deal on the job after bargaining their first contract. Members of the MSU Graduate Employee Organization, affiliated with the Montana Education Association-Montana Federation of Teachers, voted unanimously on Dec. 5 to ratify a contract that was finalized in January.

The agreement provides a \$120-per-month raise, in-state tuition for all graduate employees and a minimum salary of \$650 a month. For some graduate employees, this will be the first raise in more than a decade; for others, it will be their first bump past minimum wage.

"It's a huge recognition of the work we do here in both instruction and research," says Jim Junker, GEO president. "We finally have a voice in how the school treats us and how our working conditions are handled."

**WHERE ARE THE CHILDREN?** The number of college students with dependent children is increasing, but the campus-based child care they need to balance higher education and parenthood is not

keeping pace. An Institute for Women's Policy Research news analysis released Dec. 1 highlights a disturbing erosion in campus-based centers at a time when about 1 in 4 college students is also a parent raising at least one child. The availability of campus-based child care has fallen significantly at community colleges, where 45 percent of all students with children are enrolled; the proportion of community colleges with child care last year stood at 46 percent, down from a high of 53 percent a decade ago.

**LGBT HEALTHCARE RIGHTS** For many years, lesbian, gay, bisexual and transgender people have been denied hospital visitation for their partners and families, but because of action from the Obama administration, hospitals now are required to allow visits from anyone a patient chooses. The problem: Many LGBT people, and many hospitals, are unaware of these new protections.

The AFT has joined more than 80 LGBT and progressive organizations to support the LGBT Health Care Bill of Rights, a document designed to raise awareness of LGBT rights and empower patients to demand high-quality care. Discrimination on the basis of sex is prohibited, so if a medical provider refuses to recognize a person's gender identity, the patient can file a discrimination complaint. You can download wallet-sized cards and a fact sheet explaining LGBT healthcare rights at <http://bit.ly/16wmKiq>.

**RECLAIMING RUTGERS** AFT affiliates at Rutgers University (the Rutgers Council of AAUP Chapters, the Union of Rutgers Administrators, and Health Professionals and Allied Employees) are not only bargaining next contracts, insisting on respect, fair benefits and reasonable pay for faculty and staff. They are also showing loyalty to the institution at large, urging

management to refocus priorities on high-quality education, research, patient care and service; calling for an end to spiraling tuition; and demanding that the university stop spending tens of millions of dollars on big-time athletics at the expense of first-rate academics. This "Reclaim Rutgers" coalition has earned strong student and community support at protests and picket lines, explaining that Rutgers can afford to support its faculty and staff: The university recently raised \$1 billion through its "Our Rutgers, Our Future" campaign and has \$600 million in its unrestricted reserve. Contract negotiations were still underway at press time.

**Protests and picketing have helped advance the cause for Rutgers faculty and staff.**

MICHAEL CAMPBELL



**Randi Weingarten** joined thousands of protesters at the Rally for Justice in Washington, D.C., this winter.



RECLAIM RUTGERS

**STRIKE AVERTED AT KISHWAUKEE** Faculty members of the Kishwaukee College Education Association in Malta, Ill., suspended plans to strike when an all-day bargaining session finally ended in a tentative contract. Balancing fair faculty compensation with efforts to limit any tuition hikes, the agreement compromises with a modest pay increase but limited benefits. After contentious negotiations, "we are ecstatic that this is over," says Matt Read, KCEA president and a math instructor.



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