

SUPPORTING SURVIVORS

OF INTERPERSONAL VIOLENCE

A Guide for Faculty and Staff



1 IN 4 WOMEN
1 IN 6 MEN AND
1 IN 2 TRANS*
STUDENTS

will experience

**SEXUAL
VIOLENCE**

in their lifetime

DO YOU KNOW YOUR ROLE?

Faculty, staff and student staff at CSU are required by law to report any form of sexual misconduct or interpersonal violence under Title IX of the Education Amendments of 1972. It is best to mention this requirement on your syllabus or in initial meetings with students.

If a student discloses to you, let them know that they may be contacted by the University after you have communicated to the campus Title IX coordinator. For more information on your role go to: <http://supportandsafety.colostate.edu/>

REFRAME

thinking and acting
DIFFERENTLY
TO END INTERPERSONAL VIOLENCE
REFRAME.COLOSTATE.EDU

Colorado State University
AN EQUAL OPPORTUNITY UNIVERSITY

INTERPERSONAL VIOLENCE

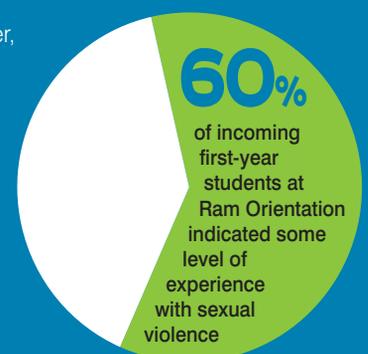
can have an impact

ON A STUDENT'S SUCCESS AT CSU

After experiencing trauma, many students fail classes or transfer to other universities. Having an understanding of what a survivor might be going through can help you to support them in their healing process and ultimately towards earning their degree.

WHAT MIGHT A SURVIVOR BE GOING THROUGH?

- Difficulty concentrating or focusing as well as sleep and eating disturbances, which can affect academics significantly, such as classroom and assignment performance for students, and professional performance among colleagues
- Flashbacks (feelings of reliving the event), intrusive memories (can't stop thinking about the event) and nightmares
- Withdrawal from people and places in one's life
- Fear for physical safety, particularly when the survivor is experiencing stalking or harassment from perpetrators
- Despite the fact that FBI stats indicate **less than 2% of reported assaults are false**, survivors often have a fear of judgment and worry that nobody will believe them
- A person's identity (race, gender, class, sexuality, religion, etc.) may affect the way they respond to trauma and how they feel about disclosing trauma to others
- The perpetrator may share a class, friend group, place of employment or residence with them



more than **98%**

OF STUDENT SURVIVORS
ON CAMPUS

are harmed by

SOMEONE

THEY

know & trust

WHAT TO DO:

Research shows that the response of the person to whom a survivor makes an initial disclosure has a significant effect on their healing process. In addition to letting the student know you must report, provide information about the Victim Assistance Team as a confidential resource that can assist in processing their experience and navigating various resources and systems.



CSU HAS confidential VICTIM ADVOCATES

Victim Advocates are available to provide support and information about academic, legal, medical, emotional, and student conduct resources to survivors of sexual assault, relationship violence and stalking. Advocates also offer support to secondhand survivors, such as intimate partners, friends, family, faculty and staff.

The Victim Assistance Team

(970) 492-4242

VAT is available 24-hours a day, 365 days a year, to assist survivors of interpersonal violence and their loved ones.

TRY SAYING...

*Thank you for
telling me.
This wasn't
your fault.*

*I'd really like to call
a confidential advocate to
work with us here, if that's
OK with you. They are a
good resource to have.*

REFRAME

Depending on the context of your role on campus, these tips may help in the retention of students who have experienced interpersonal violence.

10 TIPS

FOR MAKING CAMPUS more supportive for survivors

1. Plan ahead for what you will do when a student discloses to you. Do you know supportive phrases and statements to help your student? Do you know who to refer a student to for confidential support?
2. Allow students to select their own small groups for projects. This allows survivors to select people they feel safe working with and avoids the potential of unknowingly being placed in a group with their perpetrator.
3. If your class uses a TA, be sure to discuss appropriate student boundaries with the TA before the class has begun.
4. Other than when addressing employee dress codes, it is never appropriate for anyone to comment on what someone is wearing or imply that someone's attire is "too revealing" or "distracting." This creates a hostile learning environment and violates Title IX.
5. When holding office hours, give the student the choice for an open or closed door or even to meet in a public space. Meetings in your home or private location should never be a requirement for a class or employment.
6. Offer warnings on the syllabus for class sessions that might involve material or discussion that relate to interpersonal violence. Demonstrate your support for self-care by indicating such in class or on the syllabus.
7. Include a statement of support and Victim Assistance Team resources on your syllabus or in staff meetings. For VAT resources contact the Women & Gender Advocacy Center. For a sample syllabus statement go to: <http://oeo.colostate.edu/>.
8. Keep in mind that evening classes can increase the stress level for survivors who fear walking to or from class in the dark, especially for students who are being stalked. Daylight savings time can also have an impact on a student's tardiness or attendance when classes suddenly end after dark.
9. Avoid using the word "rape" as a euphemism or synonym for "success." (i.e., "You all totally raped that test!") Be sure to interrupt victim-blaming language when you hear others use it as well.
10. Take the time to educate yourself about issues related to interpersonal violence. Know relevant statistics, common myths, supportive phrases, and national trends. Learn all of that and more at Reframe.Colostate.edu.