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Jody E. Jessup-Anger

Marquette University, jody.jessup-anger@marquette.edu

Keith E. Edwards

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Editors' Notes

Jody Jessup-Anger
Marquette University
Keith E. Edwards

Sexual violence is a pervasive problem on college and university campuses. Research conducted over the last 30 years (Black et al., 2011; Cantor et al., 2015; Koss, Gidycz, & Wisniewski, 1987) illustrates that one in five college women and one in 16 college men experience sexual assault during college (Krebs, Lindquist, Warner, Fischer, & Martin, 2007). And, while understudied, rates of sexual violence among transgender college students (Grant et al., 2011), and those who experience other intersecting forms of oppression (Black et al., 2011) are even higher. Further, many students come to campus having already experienced sexual violence earlier in their lives. Despite the advocacy, research, and efforts of so many to address this issue over the past 30 years, particularly feminists and women's organizations, these rates of sexual violence remain unchanged.

Throughout the past decade, survivor activism and media attention raised awareness of sexual violence on campus and institutional responses. Governmental involvement also increased through legislation at the state and federal levels, guidance on Title IX and investigations from the Office for Civil Rights, and initiatives coming directly from the White House under the Obama administration (Jessup-Anger & Edwards, 2015). Backlash against efforts to define, measure, and adjudicate sexual violence also increased and now seems to have found a policy voice within the Trump administration (Harris & Kelderman, 2017). These major shifts and uncertainties have placed institutional leaders in a difficult position of grappling with questions about how to address sexual violence effectively and equitably in a changing landscape under unprecedented expectations and scrutiny.

In 2014, we were selected to co-chair *the ACPA Presidential Task Force on Sexual Violence Prevention in Higher Education*. We spent several years engaging with other scholars, practitioners, speakers, and survivors on the

Task Force and beyond who had devoted significant portions of their careers working to address sexual violence in higher education. The ACPA Task Force culminated in the monograph *Beyond Compliance* (Jessup-Anger & Edwards, 2015), which was distributed to ACPA—College Student Educators International in the fall of 2015. This engagement process and the response to *Beyond Compliance* made it clear that there was a need for more concrete and comprehensive guidance.

As editors of this volume of *New Directions for Student Services*, we sought to bring together some of the best thinkers and practitioners to provide a resource that synthesizes existing scholarship, provides theoretical grounding, advances new approaches, and offers practical guidance on how to best address sexual violence in higher education. We intend for this volume to benefit three primary audiences: (1) administrators whose work is directly related to sexual violence prevention and/or response, (2) institutional leaders who would benefit from a stronger working knowledge about the complexity of addressing sexual violence, and (3) faculty and graduate students in student affairs graduate preparation programs. We believe that everyone across postsecondary institutions has a role to play in addressing sexual violence.

Toward these aims, we have organized the book into two overarching sections. The first section explores conceptual frameworks for addressing sexual violence in higher education. Chapter 1 outlines the history of research, social movements, and campus responses related to sexual violence. Chapter 2 advances application of a social justice paradigm to sexual violence work. Chapter 3 makes the case for situating addressing sexual violence within the realm of student affairs work.

The second overarching section offers practical guidance. Chapter 4 outlines content and pedagogical suggestions for comprehensive sexual violence prevention. Chapter 5 articulates how policies on sexual violence can be a part of response, compliance, and prevention. Chapter 6 outlines key considerations for supporting survivors as individuals, institutions, and communities. Chapter 7 summarizes key legal and policy considerations as well as innovative approaches for consideration in adjudicating sexual violence. Finally, Chapter 8 offers suggestions for cultivating institutional leadership on addressing sexual violence.

Throughout this volume, the authors take a social justice approach to examining sexual violence. In Chapter 2, Hong and Marine advance Hong's (2017) social justice paradigm for addressing sexual violence and explore examples of its implementation. Virtually all other chapters reference this social justice foundation and build on it conceptually or illuminate what it might look like in practice.

The social justice approach advanced here recognizes that sexual violence is rooted in rape culture, which is built on patriarchal structures; prescriptive, limiting, and harmful gender norms; socialization around relationships, sexuality, and power; and intersecting forms of oppression throughout the culture (Buchwald, Fletcher, & Roth, 1993; Edwards & Headrick, 2008; Katz, 2006). The approach also acknowledges that sexual violence impacts people across identities and does so differently because of the systems of privilege and oppression that organize social structures. Thus, throughout the volume, the authors adopt the term “minoritized” from other scholars (Chase, Dowd, Pazich, & Bensimon, 2014; Patton, Harper, & Harris, 2015) to indicate the oppression placed upon certain populations by the dominant culture and the relegation of them to lower visibility and power. Not only are the causes of sexual violence rooted in these systems of oppression, but the solutions to addressing sexual violence are as well. In keeping with this social justice paradigm, the word “survivor” is used when identifying someone who has experienced sexual violence. We made this choice recognizing that not all those who have experienced sexual violence identify as survivors, and the terms “victim” and “survivor” are not interchangeable.

Although the current intense focus on sexual violence in postsecondary education is unsettling for administrators, faculty, and students alike, this attention provides a necessary sense of urgency to reflect on and

respond to a vexing problem that existed under the radar within postsecondary institutions for decades. The current uncertainty related to pending court cases and anticipated changes under the Trump administration cannot be an excuse for waiting to be bold and courageous in addressing sexual violence on campus. We intend for the content of this volume to provide guidance that acknowledges, yet transcends, the sociopolitical context in which sexual violence on campus is currently situated. We hope that readers will find it to be conceptual, yet pragmatic, and foundational, yet innovative to provide the requisite knowledge to address the sexual violence that was, is, and unfortunately will continue to be a critical problem in higher education.

Biographies

JODY JESSUP-ANGER is an associate professor of higher education at Marquette University and, in 2014, was selected to co-chair ACPA's Presidential Taskforce on Sexual Violence in Higher Education.

KEITH E. EDWARDS is a speaker, consultant, and leadership coach and, in 2014, was selected to co-chair ACPA's Presidential Taskforce on Sexual Violence in Higher Education.

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