

THE UNIVERSITY OF CHICAGO

Sexual Health Promotion at Indiana
University-Bloomington:
A Program Review

By

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Acknowledgements & Reader Information

Disclaimer: I am not a professional that is certified in program review. This review has been conducted in display of my professional and academic skills development and research regarding Indiana University’s student programming. The review is not all-inclusive of every possible component Indiana University’s programming offers; however, I have attempted to include any and all elements of Indiana University’s sexual health promotion efforts and information that are available online, through published material, and/or through my communications with Indiana University leadership. I have not completed this review at any request of Indiana University, and the review has been constructed with the intent of fulfilling the requirements for a professional thesis for the Master of Arts in the Social Sciences Program at the University of Chicago.

Terminology for Reference: Any references or usage of the following terminology within this paper adheres to the following reference guide

- “IU” or “IUB” refers to the flagship campus of Indiana University’s campus networks, in Bloomington, Indiana
- “Bloomington” refers to Indiana University-Bloomington’s surrounding area of Bloomington, Indiana, United States
- “LGBTQ+” refers to all members of the lesbian, gay, transgender, and queer community

“Sexual Health” Definition

For the purpose of this paper, any reference to the phrase “sexual health” is reflective of the World Health Organization’s (WHO) working definition of “sexual health,” due to the fact that this is the definition utilized and acknowledged by the primary parties of this paper: the American College Health Association (ACHA) and Indiana University

The World Health Organization’s definition consists of the following:

“...a state of physical, emotional, mental, and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled”¹

Notice:

Footnotes indicate paraphrase and/or give credit to thoughts or ideas that are not my own; quotations indicate direct text that is not my own.

¹ “Sexual Health and Well-being,” World Health Organization (WHO), accessed March 11, 2023, [https://www.who.int/teams/sexual-and-reproductive-health-and-research-\(srh\)/areas-of-work/sexual-health#:~:text=WHO%20defines%20sexual%20health%20as,of%20disease%2C%20dysfunction%20or%20infirmity.](https://www.who.int/teams/sexual-and-reproductive-health-and-research-(srh)/areas-of-work/sexual-health#:~:text=WHO%20defines%20sexual%20health%20as,of%20disease%2C%20dysfunction%20or%20infirmity.)

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Introduction

The 21st century is concerned with sexual health more so than any century that precedes it, emphasizing sexual health as a human right rather than a passive facet of humanity.² This concern has permeated the objectives of higher education institutions in the United States, in which the well-being and success of students has been an essential priority.³ However, the emphasis of sexual health for young adult populations has not held prominence in the view of the U.S. government with regards to the federal regulation of sexual health standards in higher education; leaving the obligation of establishing sexual health promotion standards to third party organizations. Higher education professional, academic, and health associations alike have collaborated to produce vast collections of substantiated standards and expert recommendations from which higher education institutions can promote the health, and more specifically the sexual health, of their students and communities. As more research is conducted and the knowledge of best practices in health promotion expands, it is important to examine and ensure that higher education institutions are working to incorporate this knowledge into their own health promotion practices in order to effectively promote the health and well-being of their students and thereby foster their future success. This paper contributes to this objective with hopes of encouraging similar projects to follow, ultimately working towards a future of more impactful, prosperous integrations of sexual health in higher education institutions throughout the United States. The principal aim of this paper is to conduct a case study that investigates the extent to which Indiana University's sexual health promotion programming conforms and aligns with the guidelines of sexual health promotion for college health settings, as established by the American

² Megan B. Ivankovich, Kevin A. Fenton, and John M. Douglas Jr, "Considerations for National Public Health Leadership in Advancing Sexual Health," *Public Health Reports* 128, no. 1 (March 2013): 102-110, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3562752/>.

³ "Becoming a Health Promoting Campus: Facilitating Student, Staff, and Faculty Success While Contributing to the Public Good," American Council on Education, March 23, 2023, <https://www.acenet.edu/News-Room/Pages/Member-Spotlight-UAB-Health-Promoting.aspx>.

College Health Association (ACHA) in 2020 (See Appendix A). In order to examine this question, this program review examines Indiana University's sexual health promotion programming utilizing the methods of critical literature review and critical program evaluation. The data collected through these methods and the evaluation of said data will be analyzed to produce a set of practical recommendations for the enhancement of Indiana University's sexual health promotion programming in years to come.

Part One: The Program Review Process & Structure

Purpose

The purpose of this review is to provide a detailed, comprehensive compilation of Indiana University's sexual health promotion programming, and to thereby assess the extent to which Indiana University embodies and implements the American College Health Association's (ACHA) recommendations for sexual health promotion on their Bloomington campus.⁴ The secondary purpose of this review is to provide informed recommendations for improvement within Indiana University's sexual health promotion programming, based on identified discrepancies between the University's programming and the ACHA's best practices, with the ultimate aim of benefitting the experiences and sexual health of students at Indiana University.

Timeline

In preparation for this program review, I spent several months collecting program data including personal statements and insight from members of both Indiana University and the University of Chicago's wellness program leadership teams, impact reports, policy documents, website materials, and other online texts and content, as well as recollecting autoethnographic observations from my time as an undergraduate student at Indiana University. This research process began in early October of 2022, and has continued until March of 2023. This evaluation will be submitted to the Master of Arts program in the Social Sciences faculty advisors, and upon final approval, program leadership at Indiana University.

Structure

This evaluation is structured in association with components of both an academic article and a professional report. The contents of this document are formatted into four main parts: The

⁴ American College Health Association (ACHA), "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings," *ACHA Sexual Health Promotion and Clinical Care Coalition* (January 2020): 1-11, https://www.acha.org/documents/resources/guidelines/ACHA_Best_Practices_for_Sexual_Health_Promotion_and_Clinical_Care_in_College_Health_Settings_Jan2020.pdf.

Program Review Process & Structure, Sexual Health Promotion Programming at Indiana University, American College Health Association & Its Guidelines, and Evaluation; respectively. This paper, up until this point, has consisted of important clarifying information and an overview of what the content and purpose of this document entails. The remaining portion of this document will present the methods, analysis and evaluation, and conclusions of my research process for this thesis. The following sections expound the product of the dominant methodology of research for this evaluation, a literary review of scholarly resources regarding the topics of:

- The missions, values, and history of Indiana University's sexual health promotion programming development
- Each component of the University's sexual health promotion programming as it exists today
- Information with respect to the significance and defense of the American College Health Association as an organization and the foundations of its guidelines of best practices to be utilized in this evaluation
- Evidence-based justifications of Indiana University's programming's fulfillment of (or lack thereof) the ACHA's guidelines, for the basis of this program evaluation

The compilation of information from these resources represents the vast majority of my data collection for this project; however, I also collected my own data in the form of personal communications with Indiana University leadership, as well as my critical comparison of Indiana University campus survey data sets from 2014 to 2019. The conglomeration of data collected and examined for this evaluation will be analyzed in the application of the University's program content to the ACHA guidelines of best practices. This critical analysis of data represents the

second research methodology for this evaluation, as it will result in the production of this evaluation's final assessment of guideline adherence and its accompanying recommendations.

Part 2: Sexual Health Promotion Programming at Indiana University

Description

Indiana University's sexual health promotion programming consists of an interdisciplinary, collaborative effort of programs, initiatives, interventions, campaigns, academic departments, university facilities, and student organizations with the aim of educating about, fostering, maintaining, and promoting the sexual health of Indiana University students, the campus community, and local Bloomington community. The term "programming" is inclusive of all elements of Indiana University's efforts and offerings that contribute to sexual health promotion on its campus and in the local community. Please see Appendix B for reference of a detailed list of every element of Indiana University's sexual health promotion programming. Indiana University's programming consists of three main entities: sexual health education, services & resources, and preventative practices.⁵ Among these three entities, there is an emphasis on contemporary, inclusive understandings of sexual and reproductive health, including "pregnancy and its timing, the postpartum period, sexual function and pleasure, sexually transmitted infections, birth control, maternal health, sexual orientation, gender identity, romantic and sexual relationships, sexual violence and its prevention, and sexuality education,"⁶ as well as "safe, more pleasurable sex behaviors"⁷ and the inclusivity of underrepresented, marginalized identity groups.⁸ There is not one individual or facility responsible for this

⁵ Heather Eastman-Mueller, personal communication, February 28, 2023.

⁶ "Sexual and Reproductive Health," Sexuality Studies, Indiana University Bloomington, Accessed December 13, 2022, <https://sexualitystudies.indiana.edu/>.

⁷ "Let's Talk About Wellness," Wellness Presentations, Student Health Center, Indiana University Bloomington, Accessed December 13, 2022. <https://healthcenter.indiana.edu/contact/wellness-form.html>.

⁸ "You Belong Here," LGBTQ+ Care, Student Health Center, Indiana University Bloomington, Accessed December 12, 2022,

programming, but rather a collaboration of individuals, programs, and organizations that contribute to the functioning and successes of the program.

Mission & Values

Indiana University's (IU) sexual health programming functions in pursuit of its mission to educate the IU and local communities about sexual health and sexuality in general, and to prevent sexual health risk behaviors while promoting positive, safe, and pleasurable sexual behaviors and health.⁹ Within this mission are values of student exploration and understanding of sexuality and sex behaviors, the promotion of pleasure and intimacy, sexual healthcare maintenance, preventative health practices, sexual assault awareness and prevention, diversity, and the respect and inclusion of every member of the IU community.¹⁰ The individuals and organizations involved in sexual health promotion at Indiana University carry the program's mission and values in the intention of their efforts.

Indiana University's sexual health promotion programming also aligns with the mission and values of the University as an institution. Indiana University's established mission statement consists of the following:

“Our mission is to provide access to undergraduate and graduate education for students throughout Indiana, the United States, and the world, as well as outstanding academic and cultural programs and student services...we seek to create dynamic partnerships with our communities in economic, social, and cultural development and to offer leadership in creative solutions for 21st-century problems, and we strive to achieve full diversity and maintain friendly, collegial, and humane environments, with a strong commitment to academic

<https://healthcenter.indiana.edu/about/diversity-inclusion/lgbtq-care/index.html>.

⁹ Indiana University Bloomington, “Sexual and Reproductive Health.”

¹⁰ “Sexual Wellness,” Student Health Center, Indiana University Bloomington, Accessed December 12, 2022, <https://healthcenter.indiana.edu/wellness/sexual-wellness/index.html>.

freedom.”¹¹

The sexual health promotion programming works to fulfill aspects of the Indiana University mission statement through its provision of “outstanding academic and cultural programs and student services,” that help to create diverse and welcoming environments in which students and employees alike can work to solve “21st-century problems,” such as sexual and reproductive health.¹² Indiana University’s sexual health promotion programming works to uphold some of the University’s core values, such as “excellence and innovation, discovery, diversity of community and ideas, respect for the dignity of others, sharing knowledge in a learning environment, and service” for “Indiana, the nation, and the world;”¹³ in its efforts of sexual health education, risk behavior prevention, and providing positive sexual health services and resources.

Program Structure

Sexual health promotion programming is primarily facilitated by the Indiana University Student Health Center, with additional contributions and partnerships with the Center for Sexual Health Promotion, the School of Public Health, IU’s Stop Sexual Violence Student Welfare Initiative, and IU Student Government and other student organizations.¹⁴ This paper will go into further detail about each of the facilities and organizations listed in the previous statement in the comprehensive list of program elements in Appendix B. The program is orchestrated by a leadership team consisting of university administrators, staff members, and faculty; all of which have extensive experience in the field of sexual health, and hold multiple significant roles within the program itself (e.g. Dr. Heather Eastman-Mueller is the Assistant Director of Sexual and Reproductive Health for the Student Health Center and a faculty member in the School of Public Health, Dr. Debby Herbenick is both a Provost Professor and the Director of the Center for

¹¹ “About IU,” Indiana University, Accessed December 13, 2023, <https://www.iu.edu/about/index.html>.

¹² Indiana University, “About IU.”

¹³ Indiana University, “About IU.”

¹⁴ Heather Eastman-Mueller, personal communication.

Sexual Health Promotion, etc.).¹⁵ These individuals have put forth essential, foundational efforts within sexual health promotion programming at Indiana University, and continue to create and facilitate new initiatives and opportunities for members of the IU community.¹⁶ The program's leadership team demonstrates the interdisciplinary, collaborative nature of sexual health promotion programming at IU.

Funding

Financial funding for a program of this magnitude is difficult to elucidate, given that its structure is composed of a series of various university entities. As aforementioned, Indiana University's sexual health promotion programming exists as a collaboration of efforts from an assortment of different individuals, organizations, and facilities within the IU community, which also indicates a multitude of different funding sources for each element of the programming. There is little to no data made publicly available through Indiana University's website regarding exact quantities of funding from specific organizations, but I managed to gather information about the specific organizations that contribute financially in support of sexual health promotion programming at the University through resources on IU's webpages and through my personal communication with Dr. Heather Eastman-Mueller, Assistant Director for the Center for Sexual Health Promotion, Assistant Director of Sexual and Reproductive Health at the IU Student Health Center, and faculty member in the IU School of Public Health.

Dr. Eastman-Mueller discussed various forms of funding received for sexual health programming initiatives, claiming that "a lot of [funding] is through the [IU] Student Government, some is through the Student Health Center," and some funding comes from what she described as a "parents' fund," where parents of the IU community contribute money into a

¹⁵ Heather Eastman-Mueller, personal communication.

¹⁶ Heather Eastman-Mueller, personal communication.

pool of funding that is dispersed to different programs at the University through a selective process.¹⁷ It is clear that a portion of the funding for IU's programming comes from the channel of federal and state funding that the University receives each year. Dr. Eastman-Mueller also stated that their programming receives funding from Gilead, an organization associated with the promotion and treatment services of Pre-Exposure Prophylaxis (PrEP) medication for HIV prevention,¹⁸ and other more generalized donations. Like that of the sexual health promotion programming structure itself, funding for the programming is a collaborative effort among a variety of entities.

History of Sexual and Reproductive Health at Indiana University

Although Indiana University has asserted itself as an institution that values sexual health and sex research today, this was not always the case. Until the mid 1940s, Indiana University reflected the vast majority of American society's popular, more 'traditional' attitudes towards sexuality and reproductive health.¹⁹ Indiana University did not appear to prioritize or promote sexuality outside of heterosexual marriage until the research and contributions of sex researcher and IU faculty member, Dr. Alfred Kinsey.²⁰ On April 8th, 1947, Dr. Kinsey and his research team incorporated as the Institute for Sex Research, which consisted of a collection of sex artifacts from around the world and hosted the entirety of Kinsey's sex research and studies.²¹ Dr. Kinsey and his team released two groundbreaking works in the late 1940s and early 1950s: *Sexual Behavior of the Human Male* and *Sexual Behavior of the Human Female*, featuring unprecedented sex research and data collected from IU students, staff, and individuals from

¹⁷ Heather Eastman-Mueller, personal communication.

¹⁸ "Pre-Exposure Prophylaxis (PrEP) for HIV Prevention," Gilead Sciences Policy Position, October, 2017, <https://www.gilead.com/-/media/files/pdfs/preexposure%20prophylaxis.pdf?la=en#:~:text=Gilead's%20Truvada%20for%20PrEP%20Medication,out%2Dof%2Dpocket%20costs.>

¹⁹ "75 Years: Kinsey Institute Indiana University," Kinsey Institute, September, 2022, https://kinseyinstitute.org/pdf/75th_Anniversary_Historical_Review.pdf.

²⁰ Kinsey Institute, "75 Years."

²¹ Kinsey Institute, "75 Years," p.10.

around the country.²² It was these works that placed a spotlight on Indiana University as an institution of sex research, and further pioneered a culture of sex positivity, sexual inclusivity, and sexual health promotion at IU.

The development of sexuality and sexual health as a priority at Indiana University continued through the 1970s. In 1973, the University's first Women's Studies program was founded, followed by the offering of a Ph.D. minor in Women's Studies in 1980 and an undergraduate minor in Women's Studies in 1986.²³ Shortly after the establishment of these degree programs, Indiana University formalized their Department of Gender Studies, including a full-time director, in 1997; accompanied by a Bachelor of Arts in Gender Studies to be offered in the same year.²⁴ Following the success and further development of the Department of Gender Studies, in 2006, Indiana University established the first Ph.D. in Gender Studies program to be offered in the United States.²⁵ 2007 brought the foundation of the Center for Sexual Health and Promotion, based in the IU School of Public Health, and from that point IU rapidly developed the sexual health programming it offers today.²⁶

The historical development of sexuality, gender, and sexual health studies at Indiana University is pertinent to the state of the sexual health promotion programming and its core tenets today. Foundational establishments such as the Kinsey Institute, Women's and Gender Studies Departments, and the Center for Sexual Health Promotion carry a mutual focus of studying, serving, and uplifting historically underrepresented and marginalized groups.²⁷ The studies produced by these organizations work to contribute to academia and to society as a whole

²² Kinsey Institute, "75 Years," p.11.

²³ "An Evolving Interdisciplinary Field," Department of Gender Studies History, Indiana University Bloomington, Accessed December 12, 2023, <https://gender.indiana.edu/about/history.html>.

²⁴ IU Department of Gender Studies, "An Evolving Interdisciplinary Field."

²⁵ IU Department of Gender Studies, "An Evolving Interdisciplinary Field."

²⁶ IU Department of Gender Studies, "An Evolving Interdisciplinary Field."

²⁷ Heather Eastman-Mueller, personal communication.

in the aim of social justice; an aim that is key in the mission of sexual health promotion programming at IU. The knowledge and social change gained from these organizations' efforts has composed the very constitution of Indiana University's sexual health promotion programming as it exists today.

Understanding the history behind sex research and sexual health programming at Indiana University provides insight for other institutions that aspire to further develop their own sexual health programming. Naturally, it is not expected that Indiana University serves as an exact model for program development, but it may be helpful for readers to obtain knowledge about the mechanisms of which a higher education institution similar to that of IU could implement incremental changes in its student- and health-programming. Without Indiana University's notable history in sex research and inclusivity of sexuality and gender studies, it is unknown if their sexual health promotion programming would be as established as it is today, if it were to exist at all.

Context

Indiana University's sexual health promotion programming exists within certain socioecological contexts, some of which contribute to its successes and others that present significant challenges to the nature of the programming and its objectives. The most prominent environmental context in which the program is situated is that of the Indiana University campus community. As of Fall 2022, Indiana University hosted a total of 47,005 enrolled students - of which 35,660 are undergraduates and 11,345 are graduate and professional students.²⁸ IU's expansive student body hails from 92 Indiana counties, all 50 U.S. States, and 121 different

²⁸ "Diversity, Academic Success Key Themes in IU's Fall 2022 Class," News at IU, August 31, 2022, <https://news.iu.edu/live/news/28007-diversity-academic-success-key-themes-in-iu-fall#:~:text=Overall%20enrollment%20across%20all%20IU,in%20the%20fall%202022%20semester>.

countries from around the world.²⁹ Indiana University's expansive community of students and staff contributes to its diverse campus culture, social attitudes, and Hoosier identity.

With regards to the environmental context of Indiana University's campus and student body, IU is generally considered to be a politically liberal university.³⁰ IU was ranked #5 on Niche's "Most Liberal Colleges in Indiana" list due to its progressive campus culture and attitudes on contemporary issues, especially those associated with sexuality, sexual and gender identities, and sexual and reproductive health promotion and services.³¹ Niche student polling efforts found that the majority of students at Indiana University identify with a liberal political majority, and that 51% of students perceive the IU campus culture to be politically liberal as well.³² The liberal political attitudes and accepting campus culture at Indiana University likely contribute to its success in the implementation and promotion of progressive efforts, such as its sexual health promotion and sexual diversity programming. This is an advantage that Indiana University holds in the production of its student programming efforts and initiatives; one that higher education institutions with more conservative student bodies, campus cultures, and university administrations may not have.

The secondary environmental context in which Indiana University exists is the local community surrounding IU's campus, Bloomington, Indiana. Bloomington shares the University's apparent liberal politics and progressive attitudes; with one article referring to Bloomington as "a blue dot in a sea of red," politically.³³ Monroe County, the county that Bloomington is situated in, shared their 2022 general election results indicating Bloomington's

²⁹ News at IU, "Diversity, Academic Success Key Themes in IU's Fall 2022 Class."

³⁰ "Is Indiana University - Bloomington a Good School for You?" Ryan Smith, Public Colleges, September 23, 2022, <https://collegerealitycheck.com/indiana-university-bloomington/#:~:text=Niche%2C%20on%20the%20other%20hand,Public%20Colleges%20in%20the%20US.>

³¹ Ryan Smith, "Is Indiana University - Bloomington a Good School for You?"

³² "About the Students," Niche, Indiana University - Bloomington, Accessed February 12, 2023, [https://www.niche.com/colleges/indiana-university---bloomington/students/.](https://www.niche.com/colleges/indiana-university---bloomington/students/)

³³ "A Blue Dot In a Sea of Red, Bloomington's Liberal Attitudes Compared to the Rest of the State," PRX Daily Local News, 2015, audio story, 8:41, [https://beta.prx.org/stories/151351.](https://beta.prx.org/stories/151351)

community to be overwhelmingly politically liberal, with every Democratic candidate being elected to their prospective office and with 66% of participants voting straight party for the Democratic party.³⁴ The political attitudes of Indiana University's surrounding, local community are relevant to the successes of IU's sexual (and reproductive) health programming because the University receives general support from the residents of Bloomington.³⁵ Again, the support of the local community serves as an advantage to the functioning and successes of Indiana University's sexual health promotion efforts because the University does not have to utilize their staff and resources towards disputing backlash from the local community that could hypothetically present potential challenges to the productivity of their programming.

The third environmental context in which Indiana University is situated is that of the State of Indiana. Indiana has existed as an overwhelmingly Republican or "Red" political state every election year throughout history except for 1964 and 2008.³⁶ Primarily Republican throughout the State's history, Indiana is considered to be the "Reddest" state in the Midwest."³⁷ Indiana's conservative political leaning brings forth more conservative ideologies and legislation that may work against the progressive attitudes and efforts exhibited by Indiana University's sexual health promotion programming, with special consideration to the University's reproductive health initiatives and services as well as their LGBTQ+ community programming and health services.³⁸

In my personal communications with Dr. Eastman-Mueller, she shared that the State of Indiana's political conservatism serves as a challenge to the facilitation of Indiana University's sexual health promotion programming. She claimed that unfortunately, some events and

³⁴ "2022 General Election," Monroe County, Indiana, November 8, 2022, http://monroecountyvoters.us/images/2022_General_Election_Cumulative_Results-1-10-2023_10-58-14_AM.pdf.

³⁵ Heather Eastman-Mueller, personal communication.

³⁶ "Indiana," 270 To Win, Accessed February 12, 2023, <https://www.270towin.com/states/Indiana>.

³⁷ 270 To Win, "Indiana."

³⁸ "Indiana State Profile," SIECUS State Profiles, May 21, 2021, https://siecus.org/state_profile/indiana-state-profile/.

initiatives proposed by students and staff cannot move forward due to restrictions presented by Indiana's legislation, and potential conflicts between the University and the State. Given that a large portion of the University's funding is derived from the State, the University must be respectful of the State's wishes and must work to maintain a healthy relationship with the State as a public university.³⁹ Indiana University's geographical location in such a conservative state produces conflict against the strong liberal culture on its campus and in the local community, presenting a challenge in its programming efforts that other institutions, that are situated in liberal communities and in liberal states, may not face.

Indiana University also exists within the larger socioecological context of the United States. The United States federal government has historically taken a seemingly laissez-faire-approach to its involvement with higher education institutions, leaving the facilitation and culture of each institution to be balanced between the State and the organization itself.⁴⁰ Although the federal government may not be significantly involved in the culture of the University, it does affect the capabilities and functioning of sexual health promotion programming at IU seeing as the University is a public, federally-funded institution. The program is also affected by federal legislation on a macroscale, because leadership must adapt programming to combat hardships presented by federal legislation such as that of the recent Supreme Court decision regarding reproductive rights, for example, and to ensure that students still have access to crucial sexual and reproductive health services and resources when these resources are not protected nationally.⁴¹ The program's objective to address student sexual health concerns, such as reproductive rights and services, presents as a challenge that institutions in

³⁹ Heather Eastman-Mueller, personal communication.

⁴⁰ Baum, Harris, Kelly, and Mitchell, "A Principled Federal Role in Higher Education," *Urban Institute* (September 2017), 2, https://www.urban.org/sites/default/files/publication/93291/a_principled_federal_role_in_higher_education_1.pdf.

⁴¹ Natalie Fitzgibbons, "IU Student Government to Provide Free Emergency Contraceptives," *Indiana Daily Student*, last modified August 24, 2022, <https://www.idsnews.com/article/2022/08/iu-student-government-to-provide-free-emergency-contraceptives>.

states in which reproductive services like abortion are legal may not face or emphasize as a priority in their sexual health programming.

Program Objectives

The sexual health promotion program at Indiana University aims to establish a sex-positive environment in the IU community through evidence-based education and the promotion of safe sexual health practices and prevention. The program educates students, university staff and faculty, and the surrounding community about sex, sexuality, and sexual health through educational resources, student groups, events, and forums. The program also offers a series of initiatives to promote sexual health, including programs providing safe sex products, hygiene products, and private at-home testing products; free and/or reduced-cost sexual health and pregnancy testing, support groups and forums, and counseling.⁴² The primary objective of the program is to optimize the utilization of program funding to effectively and efficiently educate, facilitate discussions, and provide resources and health services to students, the IU community, and the local community.⁴³

Program Outcome Data

Qualitative Measures with Dr. Heather Eastman-Mueller

Dr. Heather Eastman-Mueller holds several leadership roles with Indiana University's sexual health promotion programming. Dr. Eastman-Mueller serves as the Assistant Director of Sexual and Reproductive Health for the Indiana University Student Health Center. Additionally, she is a Faculty member in the Indiana University School of Public Health and an Academic Specialist for the Center for Sexual Health Promotion. She also stands as the Director of the Graduate Certificate in Sexual and Reproductive Health and is currently waiting for approval for her proposal of an Undergraduate Major Program in Human Sexuality. Outside of her roles specifically associated with Indiana University, Dr. Eastman-Mueller is a certified sex educator, accredited by the American Association of Sexuality Educators, Counselors, and Therapists (AASECT), and a certified health education specialist. Dr. Eastman-Mueller has more than 20 years of experience in sexual and reproductive health research and education.⁴⁴

⁴² Heather Eastman-Mueller, personal communication.

⁴³ Heather Eastman-Mueller, personal communication.

⁴⁴ "Heather Eastman-Mueller," Indiana University Bloomington - Student Health Center, accessed March 12, 2023, <https://healthcenter.indiana.edu/about/meet-team/eastman-mueller-heather.html>.

In order to gain insight into the inner workings of the Indiana University sexual health promotion programming, I arranged a video call with Dr. Heather Eastman-Mueller of the sexual health promotion programming leadership team. Dr. Eastman-Mueller provided dialogue on the history and development of the programming as it exists today, including key players, events, and organizations. I asked Dr. Eastman-Mueller a series of qualitatively-based questions to better assess the functioning, structure, impact, and future goals of the sexual health promotion programming on the Bloomington campus.

Programs within the sexual health promotion programming at Indiana University are evaluated in a variety of different ways to assess their impact and effectiveness upon students and the campus environment. Some aspects of the programming can be evaluated for their impact on students through measures such as the Campus Climate Surveys,⁴⁵ but Dr. Eastman-Mueller shared that measuring program outcomes in other formats can be “very challenging.”⁴⁶ She explains that, although student data is important, “students [at Indiana University] are surveyed to death,” and that concepts like sexual wellness or satisfaction are hard to measure, and she goes further to question how one would attempt to measure these traits without contributing to the growing survey fatigue in students.⁴⁷ Sexual health and wellbeing are immensely subjective and personal states of being for most individuals, and as a result, Dr. Eastman-Mueller shares that her team does not like to reduce these issues into large data sets where students become numbers, but instead evaluates sexual health promotion programming successes through the use of “pointed questions.”⁴⁸ These pointed questions prompt students to share unrestrained opinions and potential impacts of the programs they engage with, asking

⁴⁵ “IUB Community Sexual Assault Climate Survey,” Surveys at IU Bloomington, Indiana University Bloomington, Accessed December 12, 2022, <https://surveys.indiana.edu/campus-wide-surveys/iub-community-sexual-assault-climate-survey/index.html>.

⁴⁶ Heather Eastman-Mueller, personal communication.

⁴⁷ Heather Eastman-Mueller, personal communication.

⁴⁸ Heather Eastman-Mueller, personal communication.

about their feelings, sense of value at IU, and direct impacts that the sexual health programming has had on their lives and self-concept of sexuality.⁴⁹ Furthermore, Dr. Eastman-Mueller continued the conversation about her team's program assessment and evaluation by discussing how they not only look at the impact of their programming upon students who participate in events and initiatives, but also how these elements impact the lives and future careers of the students, such as the Peer Health and Wellness Educators (PHWEs), who help conceptualize these elements and bring them to fruition at IU.⁵⁰ Qualitative assessments of program outcomes are valuable and important in the continuation of sexual health promotion programming at IU, but these assessments are not the only method of evaluating program outcomes at the University.

Quantitative Measures: Campus Climate Surveys

Indiana University conducts a campus-wide, quantitative survey series referred to as the "Campus Climate Surveys," and more formally titled the "IUB Community Sexual Assault Climate Survey."⁵¹ According to Indiana University's Spring 2019 "Community Attitudes and Experience with Sexual Assault and Misconduct Survey Report," the goal of the Climate Survey is to gather data regarding student "attitudes, perceptions, and direct experiences with sexual assault and other forms of sexual misconduct, as well as their opinions on university resources and practices related to preventing and responding to instances of sexual misconduct." The first installment of this survey series was introduced in 2014, followed by the second installment that was conducted in 2019, with the purpose of identifying improvements in student attitudes and experiences as well as areas of improvement for further sexual health and safety program development.⁵² The following information is a brief synopsis of significant data points presented

⁴⁹ Heather Eastman-Mueller, personal communication.

⁵⁰ Heather Eastman-Mueller, personal communication.

⁵¹ Indiana University Bloomington, "IUB Community Sexual Assault Climate Survey."

⁵² Indiana University Bloomington, "IUB Community Sexual Assault Climate Survey."

in the 2019 Climate Survey findings, with the inclusion of data comparisons from the original 2014 Climate Survey findings.

Community Attitudes and Experiences with Sexual Assault and Misconduct - Spring 2019

Sample & Population Representativeness

The 2019 Campus Climate Survey invited 19,939 of Indiana University's 41,700 students to participate in this anonymous survey, of which the data from 3,027 students were used.⁵³ This sample size represents roughly 7% of the total student population, consisting of undergraduate and graduate students that identified themselves as male, female, or transgender.⁵⁴ The breakdown of student traits and identities within the survey sample consists of 92% undergraduate students, 8% graduate students, 60% female-identifying students, 38% male-identifying students, and 2% transgender students.⁵⁵

Results

With regards to safety on campus,⁵⁶

- 89% of participants reported feeling safe on campus
- 78% of participants reported feeling safe in the area surrounding campus

With regards to sexual misconduct,⁵⁷

- 86% of participants reported seeing or receiving information from IUB regarding what constitutes sexual misconduct⁵⁸
- 83% of participants reported that they think sexual misconduct is a problem at IU⁵⁹
- 82% of participants reported that they think sexual misconduct is a problem on campus

⁵³ Indiana University Bloomington, "Spring 2019 Survey Report," p. 2.

⁵⁴ Indiana University Bloomington, "Spring 2019 Survey Report," p. 2.

⁵⁵ Indiana University Bloomington, "Spring 2019 Survey Report," p. 2.

⁵⁶ Indiana University Bloomington, "Spring 2019 Survey Report," p. 24.

⁵⁷ Indiana University Bloomington, "Spring 2019 Survey Report," p. 3.

⁵⁸ Indiana University Bloomington, "Spring 2019 Survey Report," p. 29.

⁵⁹ Indiana University Bloomington, "Spring 2019 Survey Report," p. 34.

- 92% of participants reported that they think sexual misconduct is a problem throughout society
- 74% of participants reported feeling that they can do something about sexual misconduct⁶⁰
- 81% of participants report that they feel the university would take a report of sexual misconduct seriously⁶¹
- 72% of participants report that they feel the university would protect someone making a report from⁶²
- 72% of participants report that they feel the university would ensure due process and a fair investigation⁶³
- 65% of participants reported knowing where to get help if they or someone they know experienced sexual misconduct⁶⁴
- The most common reported sexual misconduct intervention method reported to be used by participants in potentially harmful situations was to ask the person at risk if they need help, stepping in and separating people involved in the potentially harmful situation, and asking others to step in as a group effort to help diffuse the situation⁶⁵
- When asked what they thought to be the biggest challenge IU faces in eliminating sexual misconduct on campus, 26% answered “alcohol, drugs, part/hookup culture, and Greek life,” while 29% answered “changing cultural norms or stigma”⁶⁶
- For participants that experienced sexual misconduct, 29% stated that their harasser/the assailant was affiliated with a fraternity or sorority
- Of the participants who had experienced sexual misconduct, specifically nonconsensual attempted sexual penetration or sexual penetration, 61% reported that the assailant/their harasser had consumed alcohol and/or drugs at the time of the incident, and that 68% of the participants themselves had consumed alcohol and/or drugs at the time of the incident⁶⁷

⁶⁰ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 34.

⁶¹ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 3.

⁶² Indiana University Bloomington, “Spring 2019 Survey Report,” p. 3.

⁶³ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 3.

⁶⁴ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 3.

⁶⁵ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 34.

⁶⁶ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 28.

⁶⁷ Indiana University Bloomington, “Spring 2019 Survey Report,” p. 21.

In comparison with the 2014 Campus Climate Survey,⁶⁸

- The 2019 survey findings saw an increase in reported non-consensual attempted or completed sexual penetration by female participants and undergraduate male participants
- The 2019 survey findings reported a 13% increase in its female participants' experiences of non-consensual sexual touching
 - The 2019 survey notes that this increase may be a result of increased awareness and education of sexual misconduct behaviors, so students may have more knowledge about what constitutes sexual misconduct and what could be reported
- The 2019 survey reported an overall decrease in sexual harassment reports since the 2014 survey
- The 2019 survey findings indicated a continuation of a low number of participants reporting that they told an IUB staff or faculty member about the sexual misconduct incident they experienced, as well as a continuation of high percentages of participants that reported receiving information from IU about what behaviors and incidents are considered to be sexual misconduct

There are additional articles, documents, and investigations of Indiana University's sexual health promotion and sexual misconduct prevention programming that have been conducted by third-party entities, typically without the consent and involvement of the university itself.⁶⁹ I have excluded these investigations and reports from this program evaluation because there is no certainty regarding their accuracy in the presentation of data and investigation findings, and these reports have not been endorsed by Indiana University. I elected to only include the data I collected or found regarding sexual health promotion programming outcomes that had been directly elicited or provided by members of the Indiana University community.

⁶⁸ Indiana University Bloomington, "Spring 2019 Survey Report," p. 38.

⁶⁹ "IU Bloomington Had More Reports of Sexual Misconduct Than Ever Last School Year," Michael Reschke, IndyStar, December 9, 2019, <https://www.indystar.com/story/news/education/2019/12/06/indiana-university-sexual-misconduct-reports-increased/4351602002/>.

Part Three: The American College Health Association & Its Guidelines

The American College Health Association

The American College Health Association (ACHA) - founded in 1920 - is a national, collaborative alliance of academic, legal, and health professionals that share expertise in the various subjects that compose the field of college health.⁷⁰ The ACHA serves as the “recognized voice of expertise in college health,” and the “principal leadership organization for advancing the health of college students and campus communities through advocacy, education, and research.”⁷¹ The ACHA is the most extensive national organization related to college health that I found in my research, seeing as they “[represent] over 1,100 institutions of higher education...and the collective health and wellness needs of 10 million college students,” as well as serving “over 8,500 individual college health and wellness professionals and leaders of all disciplines.”⁷² The historical foundation of the ACHA as an evidence-based organization comprised of academic and health experts, combined with its impressive spread of representation within the U.S. higher education system, led to my final determination of their guidelines as the framework of evaluation for this program review.

There are no federally-produced or mandated standards for sexual health promotion in higher education institutions, leaving the obligation of formulating such standards to third party, nationally-representative organizations like the ACHA. I believe the ACHA’s “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings” guidelines are suited to serve as the benchmark set of standards for sexual health promotion in higher education settings because the entirety of the document consists of empirically-proven data and expertise from the hundreds of academic and health professionals that constitute the organization itself. The guidelines also align with the principal values of the ACHA in that they have been created in the consideration and promotion of the health of marginalized groups, with the intent of fulfilling the Association’s established goals of social justice advocacy, and the preservation of “human dignity and respect for all”.⁷³ The ACHA’s paramount emphasis on social justice and sex

⁷⁰ “Organizational Structure,” American College Health Association, accessed March 23, 2023, https://www.acha.org/ACHA/About/Organizational_Structure/ACHA/About/Organizational_Structure.aspx?hkey=1aacafaf-0975-433e-a893-211939d2ca67.

⁷¹ “The History of ACHA,” American College Health Association, accessed March 23, 2023, <https://www.acha.org/ACHA/About/History/ACHA/About/History.aspx?hkey=29e97485-0afd-49fa-a061-b4dd3ac5fa29>.

⁷² “The History of the ACHA,” American College Health Association.

⁷³ “The History of the ACHA,” American College Health Association.

positivity surpasses that of other organizations I examined in my research, therefore establishing its place as the foundational framework of this evaluation.

Aside from the exceptional foundation of the American College Health Association as a stand-alone organization, the ACHA is endorsed by several other national professionally-informed organizations. One of these supporting organizations happens to be one of the most prominent and prestigious educational associations in the United States: The American Council on Education (ACE). The ACE, founded in 1918, is the “major coordinating body for the nation’s colleges and universities,” being the “only major higher education association to represent *all* types of U.S. accredited, degree-granting institutions,” and thereby serving “two out of every three students in all accredited, degree-granting U.S. institutions.”⁷⁴ The ACE also proposed and established the National Center for Higher Education and the Okanagan Charter, both of which are nationally- and internationally-recognized associations promoting health in college and university settings.⁷⁵ An important interplay of the ACE and Indiana University is that IU is a member of the U.S. Health Promoting Campuses Network: an integrant of the Okanagan Charter in which “180 health promoting universities and colleges transform the health and stability of our current and future societies, strengthen communities, and contribute to the well-being of people, places, and the planet.”⁷⁶ It is important to note Indiana University’s involvement in this Charter, due to the fact that the Charter’s notable parent (and grandparent) organizations all endorse and uphold the American College Health Association as a legitimate and valuable national association for college health. Therefore it is reasonable to evaluate Indiana University in accordance with the standards of the associations it belongs to and supports.

The American College Health Association is additionally endorsed by the Council for the Advancement of Standards in Higher Education (CAS), a collaborative organization of various higher education professional organizations in the United States.⁷⁷ The CAS examines the expert opinions, research, and findings of prominent higher education and health organizations, and

⁷⁴ “About the American Council on Education,” American Council on Education, accessed March 20, 2023, <https://www.acenet.edu/Pages/default.aspx>.

⁷⁵ “Becoming a Health Promoting Campus: Facilitating Student, Staff, and Faculty Success While Contributing to the Public Good,” American Council on Education, March 23, 2023, <https://www.acenet.edu/News-Room/Pages/Member-Spotlight-UAB-Health-Promoting.aspx>.

⁷⁶ “Becoming a Health Promoting Campus: Facilitating Student, Staff, and Faculty Success While Contributing to the Public Good,” American Council on Education.

⁷⁷ “CAS Collaborates with ACHA and ACE,” Council for the Advancement of Standards in Higher Education Staff, July 6, 2020, https://www.cas.edu/blog_home.asp?display=109.

utilizes this information to develop nationally-subscribed standards of practice for higher education institutions.⁷⁸ The CAS represents the standardization and regulatory aspect of college health in the United States, while the ACE represents the historical foundation and expertise of higher education in the United States. It is these organizations that determine precisely what an exceptional college health program looks like, especially with consideration to more contemporary concerns of health such as sexual and reproductive health, because there does not yet exist a federal means of determining these standards. The endorsements articulated by these organizations indicate their designated expectations of standardization in college health on a national scale.⁷⁹ I assert that the endorsement of the American College Health Association by prominent, sustained organizations such as the American Council on Education and the Council for the Advancement of Standards in Higher Education confirms the validation of the ACHA as a legitimate, exemplary, and scholarly organization to be trusted in the standardization of sexual health promotion practices in higher education institutions today.

Guidelines

The American College Health Association produced a document in January of 2020 titled, “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings.” The ACHA formulated the framework of this document with respect to the World Health Organization’s definition of sexual health, with the goal of consolidating the best practices and recommendations of sexual health promotion efforts from professional and medical organizations from across the United States.⁸⁰ This document highlights specific propositions of “best practice” for promoting sexual health in higher education settings; providing thorough descriptions of what each guideline entails in an applicatory sense, evidence-based explanations and justifications for each guideline, and resources for further knowledge on the topic and purpose of each suggestion.⁸¹ The guidelines emphasize diversity, equity, and inclusion in sexual health promotion practices as well as potential methodologies that higher education institutions can implement to promote these values.⁸² Given that the ACHA has a strong basis in medical and

⁷⁸ “CAS Collaborates with ACHA and ACE,” Council for the Advancement of Standards in Higher Education Staff.

⁷⁹ “CAS Collaborates with ACHA and ACE,” Council for the Advancement of Standards in Higher Education Staff.

⁸⁰ American College Health Association, “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings.”

⁸¹ American College Health Association, “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings.”

⁸² American College Health Association, “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings.”

health settings, the latter third of the document focuses on recommendations of best practice specifically in clinical care settings. I have conducted the assessment of this program evaluation based only on the guidelines that are directly applicable to Indiana University as a higher education institution, therefore the portion of the document apropos of clinical practice will not be considered in this evaluation.

To examine the exact guidelines presented in the ACHA document, please refer to Appendix B. I have created a table representation of the ACHA guidelines, including only the guidelines that will be used in the evaluation in Part Four of this paper. The table aligns with the categorization of the guidelines as presented in the document, separating each set of standards into their respective section: Shared Responsibility and Health Promotion. For the purpose of future reference and understanding in the following assessment and evaluation, I will refer to a specific recommendation or element of each section by using the section number and associated item letter. For example, Item “1A” represents the first item, Item A: Incorporate Pleasure and Intimacy into Sexual Health Efforts, from Section 1: Shared Responsibility. To inquire about the specific details associated with each guideline, please refer to this link for the full PDF document:

https://www.acha.org/documents/resources/guidelines/ACHA_Best_Practices_for_Sexual_Health_Promotion_and_Clinical_Care_in_College_Health_Settings_Jan2020.pdf

Part Four: Assessment & Recommendations

Assessment

The following assessment will individually review each suggested item of the ACHA’s “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings” document and will determine a grade that denotes the extent to which Indiana University’s programming meets each item. The grading exists on a scale indicated by the following terms:

- *Undetermined*: Programming data is not sufficient enough or there was no data available to determine the extent of fulfillment for this standard, OR there are conflicts that prevent the grade from meeting the standards of a *Satisfactory* achievement
- *Unsatisfactory*: Programming does not fulfill the expectations of the standard
- *Satisfactory*: Programming fulfills certain aspects of the standard, but may not satisfy all aspects as indicated in the document

- *Above Satisfactory*: Programming fulfills all aspects of the standard, to the fullest extent. Each grade will be accompanied by an evidence-based explanation to support the justification of the assessment. Following this assessment will be a series of recommendations proposed with the objective of improving Indiana University’s sexual health promotion programming to better satisfy the ACHA standards in the future.

Section 1: Shared Responsibility

1A. Incorporate Pleasure and Intimacy into Sexual Health Efforts

Assessment: Satisfactory

Justification:

Indiana University’s sexual health promotion programming partially fulfills the recommendations of Item 1A through its emphasis on sex-positive concepts such as pleasure, intimacy, and sexual comfort. The Student Health Center claims to promote sexual pleasure and intimacy through its services such as the Wellness Presentations, Sexual Health Counseling, and B.R.I.D.G.E. Workshop. The Student Health Center’s Wellness Presentations titled “Safety Product Olympics,” “Consent Condom Races,” and “Let’s Talk About Sex,” include information about how to have “more pleasurable sex” through the proper utilization of various types of safer sex products.⁸³ The Student Health Center’s Sexual Health Counseling services provides AASECT-certified counseling sessions to address student concerns regarding sexual functioning and how to better incorporate pleasure into their sexual behaviors.⁸⁴ The education and promotion of pleasure and intimacy in sex is also featured in IU events such as Sex, Drugs, & Rock n’ Roll; Vaginas, Vulvas, & Vibrators (V3); Reclaiming Pleasure After Trauma, and the Bloomington Sex Salon series. All of these resources and events provide information regarding what pleasure and intimacy can look like, teach students how to incorporate and experience pleasure and intimacy in their sex lives, and foster conversations and normalize the discussion of sexual pleasure and intimacy in students’ daily lives.

These elements of Indiana University’s sexual health promotion programming contribute to the fulfillment of Standard 1A. Incorporate Pleasure and Intimacy into Sexual Health Efforts, by promoting sexual health discussions that do not solely focus on negative aspects of sexual

⁸³ “Wellness Presentations: Let’s Talk About Wellness,” Student Health Center, Indiana University, accessed December 13, 2022, <https://healthcenter.indiana.edu/contact/wellness-form.html>.

⁸⁴ “Counseling (CAPS): We’re Here to Listen,” Student Health Center, Indiana University Bloomington, accessed December 13, 2022, <https://healthcenter.indiana.edu/counseling/index.html>.

health such as sexually transmitted infections, sexual assault risks, and unplanned pregnancy. Resources outside of those listed in the ACHA document support the recommendations of Standard 1A., such as research conducted through The Pleasure Project. In their collaborative research with the World Health Organization, researchers at The Pleasure Project found evidence to support that incorporating positively-oriented information and conversations about pleasure in sexual health efforts increases “the likelihood of safer sex, condom use, sexual self-esteem, sexual self-confidence, and safe choices.”⁸⁵ Researchers at BMJ Health provide additional support for the importance of pleasure and intimacy in sexual health promotion efforts, finding that sexual pleasure and intimacy has a “positive impact on relationships and an individual’s physical and mental well-being.”⁸⁶ In the objective of promoting and fostering student discussions of pleasure and intimacy, Indiana University’s sexual health programming fulfills Standard 1A.

The programming has been assessed as *Satisfactory* rather than *Above Satisfactory* due to missing information regarding aspects of Standard 1A.’s recommendations. Standard 1A suggests that universities educate students about and include information regarding pleasure and intimacy for different populations, such as those based in faith. I have found nor collected any data regarding IU’s sexual health promotion programming that suggests the inclusion of faith and other student beliefs/views in sexual health promotion efforts. This does not establish that Indiana University fails to provide these services or fails to consider these student populations; however, there is no data to support a determination in either direction of this sense.

1B. Create a Welcoming Clinic Environment and Provide Inclusive Resources and Services

Assessment: Above Satisfactory

Justification:

Indiana University’s sexual health promotion programming substantially fulfills the recommendations of Item 1B. in their efforts to maintain an inclusive and considerate environment for students of all identities and backgrounds. The sexual health promotion programming puts forth extensive effort to include and promote the sexual health of

⁸⁵ The Pleasure Project and the World Health Organization, “Pleasure Matters,” February 2022, <https://thepleasureproject.org/tpp-publications/>.

⁸⁶ Schnitzler et al., “Exploring the Wider Societal Impacts of Sexual Health Issues and Interventions To Build a Framework for Research and Policy,” *BMJ Open* 13, no. 1 (January 12, 2023), <https://bmjopen.bmj.com/content/bmjopen/13/1/e066663.full.pdf>.

marginalized identity groups, with special consideration to the LGBTQ+ community. The Student Health Center contains a division of care oriented toward LGBTQ+ students and health, facilitated by staff and care providers with comprehensive training in the promotion of sexual health for marginalized racial/ethnic, gender, and sexuality groups; gender-affirming care, mental health services, sexually-transmitted infections and diseases, and the inclusivity of non-binary individuals in care services.⁸⁷ The Student Health Center contains a Gender Affirming Care Team that works in collaboration with center health care providers to provide support for transgender and non-binary students and potential medical services they may receive including but not limited to hormone therapy/procedures, medical chaperones, and counseling.⁸⁸ In aim of promoting the inclusion of LGBTQ+ students, the Student Health Center conducts health services, produces informational materials, and formats forms and documents to use inclusive gender, sexual, and anatomical language.⁸⁹ The efforts of the Student Health Center in IU's sexual health programming are more than satisfactory in the fulfillment of Standard 1B., due to their emphasis on gender neutral language and health services, staff training and consideration for transgender and nonbinary students, and their inclusion of non-hetero- and/or cis-normative relationships and sexualities in their programming and services.

IU's programming also features the LGBTQ+ Culture Center that provides support, sex supplies, gender affirming resources, counseling, professional training, and hosts student groups for every member of the LGBTQ+ community at IU and in surrounding communities.⁹⁰ The Culture Center's efforts to include and welcome LGBTQ+ students by mandating and facilitating university staff and faculty training in the service, education, academic content-inclusion, and treatment of various LGBTQ+ identities and experience further fulfills the recommendations made in Standard 1B. Prior research supports the recommendations of Standard 1B. with the finding that LGBTQ+ students in higher education institutions experience "higher rates of violence and harassment, and negative academic and mental health outcomes," all of which are disparities that can be avoided or decreased through staff training and education of LGBTQ+ communities and experiences.⁹¹

⁸⁷ "It's A Fact of Life," Student Health Center, Indiana University Bloomington, accessed December 13, 2023, <https://healthcenter.indiana.edu/wellness/sexual-wellness/index.html>.

⁸⁸ "New Gender Affirming Care Team at IU Health Center Supports Transgender, Nonbinary Students," News at IU, August 30, 2019, <https://news.iu.edu/live/news/26222-new-gender-affirming-care-team-at-iu-health-center>.

⁸⁹ "New Gender Affirming Care Team at IU Health Center Supports Transgender, Nonbinary Students," News at IU.

⁹⁰ "A Welcoming Place," LGBTQ+ Culture Center, Indiana University Bloomington, accessed December 13, 2023, <https://lgbtq.indiana.edu/about/index.html>.

⁹¹ "DEI Foundations: Gender Identity and Sexuality in Higher Education," Academic Impressions, accessed March 20, 2023,

Indiana University’s sexual health promotion programming fulfills Standard 1B.’s recommendations for the collection of sexual orientation and gender identity (SOGI) data in its student data collection efforts. IU’s “Community Attitudes and Experiences with Sexual Assault and Misconduct” survey report from Spring of 2019 includes gender gender neutral terminology and categories to represent student identities, such as female-identifying, male-identifying, transgender, or nonbinary/other. Considering that IU utilizes survey data to adapt and enhance their programming, staff training, and future objectives for the promotion of sexual health on campus, the sexual health programming substantially fulfills Standard 1B. recommendation of the collection and analysis of SOGI data to provide tailored campus and community resources and to improve program quality. The National Center on Safe Supportive Learning Environments supports the recommendations for and benefits of SOGI data collection, analysis, and inclusion of Standard 1B., as it finds that “LGBTQI+ students have different school experiences from their heterosexual and cisgender peers,” and that this community’s “negative educational and social outcomes are even more pronounced than those of other historically marginalized populations, including students of color.”⁹² The Center states that higher education institutions can work to address these negative outcomes by emphasizing the needs of the LGBTQI+ community in their campus climate surveys, and using the data to promote a more tailored and inclusive campus experience for these students.⁹³

1C. Use a Trauma-Informed Approach to Sexual Health Promotion and Clinical Care

Assessment: Above Satisfactory

Justification:

Indiana University’s sexual health promotion programming sufficiently fulfills the majority of the recommendations of Item 1C. through the preventative programming and initiatives of the several program elements, including: The Office for Sexual Violence Prevention and Victim Advocacy, Sexual Assault Crisis Service (SACS), Self-Care and Support for Survivors Support Group, It’s On Us Bystander Intervention Program, Step UP! IU Program, Student Welfare Initiative, Culture of Care discussion panels and events, Office of First Year

<https://www.academicimpressions.com/dei-foundations-gender-identity-and-sexuality-in-higher-education/>.

⁹² “Why Is Gender Identity Important to Include On School Climate Surveys?,” National Center on Safe Supportive Learning Environments, accessed March 20, 2023,

<https://safesupportivelearning.ed.gov/voices-field/why-gender-identity-important-include-school-climate-surveys>.

⁹³ “Why Is Gender Identity Important to Include On School Climate Surveys?,” National Center on Safe Supportive Learning Environments.

Experience events, and Shattering the Silence: PAVE at IU. All of these organizations, events, and initiatives collectively work to educate students about trauma in sexual health and sexual experiences through the use of informational material and discussions, while also providing support and safe spaces for students who have experienced sexual and/or relationship trauma themselves. In preparation for the facilitation and provision of these events and initiatives, University staff and student leaders are trained in trauma-informed/sensitive care.⁹⁴ The Student Health Center also provides trauma-informed care services involving the availability of support persons, alternative medical services and examinations, and survivor autonomy and control practices.⁹⁵ IU's sexual health promotion programming exemplifies trauma-informed practices at all levels of the University: student, staff, campus, and community.

Research conducted by higher education and health professionals has found that trauma-informed practices in higher education settings can show trauma survivors that their community supports and cares for them, directly contributing to student success and resilience by addressing negative physical, mental, and emotional health consequences that arise from traumatic experiences.⁹⁶ The same sources asserts that trauma-informed programming requires the efforts of individuals at every level of the university: staff, faculty, care providers, and students; and that effective trauma-informed programming focuses not only on the survivor themselves but on the promotion of allyship within the student population.⁹⁷ This research supports the benefits of IU's inclusion of the student body along with the extensive trauma-informed training of University employees, and the subsequent implications of the fulfillment of Standard 1C.

1D. Address Confidentiality Concerns

Assessment: Undetermined

Justification:

Indiana University's sexual health promotion programming fails to adequately fulfill the recommendations of Standard 1D. at the time of this evaluation due to previous incidents resulting in the breach of confidentiality and consequential harm of individuals involved with

⁹⁴ Heather Eastman-Mueller, personal communication.

⁹⁵ "Office for Sexual Violence Prevention and Victim Advocacy," BeInvolved, accessed December 13, 2023, <https://beinvolved.indiana.edu/organization/sapac>.

⁹⁶ Shannon Davidson, "Trauma-Informed Practices for Postsecondary Education: A Guide," accessed February 28, 2023, <https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>.

⁹⁷ Shannon Davidson, "Trauma-Informed Practices for Postsecondary Education: A Guide."

events within IU's programming, as well as unmet student concerns regarding what information is considered to be confidential in situations of threat on campus. It is important to note that IU's programming does not completely fail to adhere to the recommendations of Standard 1D. The programming partially fulfills the recommendations of 1D. by adhering to University policies that mandate confidentiality for aspects of student personal information, academic and medical records, and other matters of privacy relevant to sexual health services.⁹⁸ ACHA research concludes that concerns of privacy are continuously well-documented barriers of access for postsecondary students,⁹⁹ therefore IU's policies of confidentiality work to support student use of sexual health services by removing this barrier.

IU's programming fulfills another recommendation of Standard 1D. that suggests the provision of low or no cost STI/HIV screening that allow students to pay out-of-pocket and avoid potential breaches in confidentiality that may appear on their parents' or policy holder's billing information.¹⁰⁰ IU has multiple events and initiatives, such as Get Yourself Tested (GYT) and Easy Peezy Drop-off STI Testing as well as continuous STI/HIV screening opportunities in their Student Health Center, that provide little to no cost screening services.¹⁰¹ Dani Roche of *Let's Get Checked* states that sexually-transmitted infections are approaching record levels in the United States, especially in college populations.¹⁰² She shares that roughly one in every four college students have an STI yet many do not get tested regularly.¹⁰³ Research has shown that at-home testing, such as that of IU's Easy Peezy initiative, and the low or no cost screening like those featured in IU's Get Yourself Tested initiative, can increase rates of voluntary student STI/HIV screening and significantly reduce rates of STIs on college campuses.¹⁰⁴ This indicates that IU's programming regarding STI/HIV screening services and initiatives is essential to its mission of sexual health promotion, and furthermore fulfills this recommendation of Standard 1D.

⁹⁸ "Confidentiality of Student, Medical, and Personnel Records," University Policies, Indiana University, last modified June 1, 2022, <https://policies.iu.edu/policies/hr-07-20-confidential-records/index.html#:~:text=A%20federal%20law%2C%20Family%20Educational,signed%20consent%20from%20the%20student>.

⁹⁹ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings."

¹⁰⁰ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings."

¹⁰¹ Heather Eastman-Mueller, personal communication.

¹⁰² Dani Roche, "Improving STI Screening Participation on College Campuses," *Let's Get Checked*, April 4, 2022, <https://www.letsgetchecked.com/articles/improving-sti-screening-participation-on-college-campuses/>.

¹⁰³ Dani Roche, "Improving STI Screening Participation on College Campuses."

¹⁰⁴ Dani Roche, "Improving STI Screening Participation on College Campuses."

There are two justifications as to why IU's sexual health promotion programming has been assessed as *Undetermined* in the adequate fulfillment of Standard 1D. The first is in reference to an incident that occurred at one of IU's sexual health promotion events called SexFest. Dr. Eastman-Mueller shared that this incident resulted in the privacy and confidentiality of event performers being breached. The event featured members of the local BDSM community who hoped to promote safe BDSM practices among students who were experimenting with this form of sexual activity. Some of these individuals were incidentally "outed" as members of the BDSM community and had their identities exposed, without consent, on a national scale due to the filming of the event by an aggravated Indiana University student in protest. This incident broke fundamental elements of Standard 1D's objective of preserving the health and safety of all individuals involved in sexual health promotion programming, and therefore presents a conflict in IU's adequate fulfillment of this Standard.

The second factor preventing IU's sexual health promotion programming from receiving an acceptable grade of assessment for Standard 1D. is the ongoing requests of IU students for University staff to disclose locations of sexual assault incident reports. During my time as an undergraduate at IU, there were almost weekly students reports of sexual assault that were sent out via a mass notification system managed by IU campus police and security. These messages, appearing in email or text message format, would inform the campus community that an instance of sexual assault had been reported by a student, and provided details as to when the incident occurred. One recurring complaint of students was that some of these reports occurred at fraternity housing and events, but campus security refused to release the information regarding the specific fraternity house of the incident, so students were not able to take preventative action and avoid these specific houses in aim of protecting themselves from potential predators. While this incident is not directly addressed by any of the specific recommendations of 1D., it is still concerned with the topic of confidentiality and the threat of student safety in sexual health concerns and therefore serves as a factor of consideration in the fulfillment of this Standard's tenets.

1E. Make Referrals as Appropriate

Assessment: Satisfactory

Justification:

Indiana University’s sexual health promotion programming sufficiently fulfills Standard 1E. through its willingness to refer students to specialists and professionals that can better serve the needs of the student when the program staff feel unequipped to do so. The Student Health Center provides referrals to medical institutions and health specialists for PrEP and HIV services, acknowledging that the range of capabilities of the Student Health Center on campus is not sufficient in the complete service of student needs regarding HIV services and information.¹⁰⁵ IU’s sexual health promotion programming also assists in the referral of students who experience sexual assault and/or relationship violence and would like to pursue legal advisement and services.¹⁰⁶ The U.S. Center for Disease Control and Prevention supports the recommendations of the ACHA in their statement that health care institutions should provide referrals for patients within sexual health services when the origin facility is not fully equipped to handle the patient’s needs, because doing so promotes the objective of fulfilling the patient’s needs to the fullest extent and thereby providing the best quality of health service.¹⁰⁷ This recommendation supports the benefits of IU providing its students with referrals to other professionals as needed, which fulfills Standard 1E. to a satisfactory extent.

I did not assess IU’s sexual health promotion programming as *Above Satisfactory* for this Standard due to the lack of information found in my data collection and literature review regarding referral procedures. It is not clear as to what the referral process within the program looks like, or how it is implemented based on the information available at the time of this evaluation. This information should be clarified and re-evaluated for future reports.

1F. Evaluate Your Efforts

Assessment: Satisfactory

Justification:

Indiana University’s sexual health promotion programming sufficiently fulfills the recommendations of Standard 1F. through the program evaluation measures mentioned by Dr. Eastman-Meuller, regarding qualitative and quantitative measures of evaluation within the

¹⁰⁵ “Positive Link HIV Services,” Indiana University Health, accessed December 12, 2023, <https://iuhealth.org/find-medical-services/positive-link-hiv-services>.

¹⁰⁶ “We’re Here to Help,” Student Health Center, Indiana University Bloomington, accessed December 12, 2023, <https://healthcenter.indiana.edu/counseling/sexual-assault/index.html>.

¹⁰⁷ Center for Disease Control and Prevention, “Recommendations for Providing Quality Sexually Transmitted Diseases Clinical Services, 2020,” *Recommendations and Reports* 68, no. 5 (January 3, 2020), <https://www.cdc.gov/mmwr/volumes/68/rr/pdfs/rr6805a1-H.pdf>.

sexual health promotion programming, as well as the 2014 and 2019 Campus Climate Surveys that evaluate the effect of sexual health promotion and preventative programming on IU's campus. The University uses the data collected from these measures to assess the effectiveness of its sexual health promotion programming, and to subsequently develop and adapt the programming to address the issues and disparities that arise from the evaluation results. The National Center on Safe Supportive Learning Environments asserts that program evaluation is the "cornerstone of strong program planning, execution, and improvement," and can ensure that programs are functioning at their most effective and productive capacities.¹⁰⁸ Several of the United States' national, professional organizations agree that evaluation is absolutely essential to the functioning of any program, with special consideration to the field of higher education.¹⁰⁹ With these expert opinions in mind, the importance and value of program evaluation in higher education is made very clear. Indiana University performs evaluation at both the University and organizational levels through its staff measures of evaluation and campus surveys, therefore fulfilling the majority of the recommendations presented in Standard 1F.

I did not assess IU's sexual health programming as an *Above Satisfactory* grade of fulfillment for Standard 1F. due to the fact that the vast majority of the elements within the programming are not formally measured or evaluated to assess their effectiveness and functioning. I understand, from my communications with Dr. Eastman-Mueller, that formal measures such as these are difficult to obtain, but I believe that IU could better fulfill the recommendations of Standard 1F. by conducting student focus groups and other forms of quality improvement studies to assess more elements of their sexual health promotion programming. The Center for Disease Control and Prevention persists in their research that focus groups have been proven to provide more "in-depth information on perceptions, insights, attitudes, experiences, [and] beliefs" towards programs, and are also useful in the "gathering [of] subjective perspectives from key stakeholders" involved in the program's conception and functioning.¹¹⁰ The evidence-based support for the effectiveness of focus groups in program evaluation efforts leads me to believe that conducting focus groups would be beneficial to the

¹⁰⁸ "Evaluation," National Center on Safe Supportive Learning Environments, accessed March 20, 2023, <https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/higher-education/evaluation>.

¹⁰⁹ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings," 6.

¹¹⁰ Center for Disease Control and Prevention, "Data Collection Methods for Program Evaluation: Focus Groups," *Evaluation Briefs*, no. 13 (August 2018): 1-2, <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief13.pdf>.

overall assessment of IU's sexual health promotion programming, and thus would be ultimately beneficial to the well-being and health promotion of students.

Section 2: Health Promotion

2A. Use the Socioecological Model to Improve Sexual Health

Assessment: Above Satisfactory

Justification:

Indiana University's sexual health promotion programming fulfills Standard 2A. To the fullest extent and is thus graded as *Above Satisfactory*. The program's most basic, foundational tenets include evidence-based education and the promotion of safe sexual health practices at all levels of students' lives and ecosystem. The program contains elements at every level of the socioecological model as it is presented in Standard 2A.: personal, campus, community, and environmental. Elements such as personal counseling, student-facing events and services, and sexual health care and education address sexual health promotion at the personal level. The campus-level of the socioecological model is addressed through campus-wide initiatives like those promoted by the Student Health Center as well as the organizational efforts and events hosted by student extracurricular organizations like the Sexual Health Advocacy Group. Dr. Eastman-Mueller, along with information provided online for elements like the Bloomington Sex Salon, describe the ways in which Indiana University interacts with the local Bloomington community in order to facilitate mutually beneficial relationships that work towards the University's programming efforts.¹¹¹ Finally, IU's sexual health promotion programming addresses sexual health on an environmental scale through its combined efforts with student groups to advocate for sexual health and reproductive rights through policy proposals, legislation, and government involvement.¹¹²

According to my own research and the words of Dr. Eastman-Mueller, Indiana University's sexual health promotion programming consists of evidence-based practices that promote sexual health at every level of the IU ecosystem. I have no recommendations as to how Indiana University could better fulfill the recommendations of Standard 2A., therefore I believe the assessment of *Above Satisfactory* achievement is accurate.

¹¹¹ Heather Eastman-Mueller, personal communication.

¹¹² Sexual Health Advocacy Group (@shagiub), "Testimony Writing Party," Instagram post, October 25, 2022, <https://www.instagram.com/p/CkJP4tHu0z8/>.

2B. Implement an Inclusive, Evidence-Based Availability Program for Safer Sex Products

Assessment: Above Satisfactory

Justification:

Indiana University's sexual health promotion programming substantially fulfills the recommendations of Standard 2B. through the education about and provisions of a wide variety of free safer sex products by the Student Health Center and Sexual Health Advocacy Group in their initiatives and resources such as the Health Answers, Wellness Presentations, Safer Sex Express, EZPZ, Cupcakes/Cookies & Condoms, Build & bond, and Safer Sex Little 500. The Health Answers and Wellness Presentations solely provide educational information and demonstrations of diverse safer sex product use, while the initiatives and events listed above actually provide the safer sex products in addition to educational resources regarding use and the benefits of use upon sexual health and activity. The purpose of IU's safer sex product elements align with the ACHA's findings in that safer sex product distribution and availability programs have been proven to increase condom use, prevent the spread of STIs/HIV, and save money for students.¹¹³ IU's sexual health promotion programming further aligns with the recommendations of Standard 2B. in its provision of a broad variety of different safer sex products, beyond that of external condoms in which there is an assumption of socially-normative penetration.¹¹⁴ The availability of non-normative safe sex products promotes inclusion for individuals who would not necessarily use external condoms, or that wish to explore other options of sexual protection.¹¹⁵

2C. Leverage Social Media

Assessment: Undetermined

Justification:

It is unclear to what extent Indiana University's sexual health promotion fulfills the recommendations provided in Standard 2C. The bulk of the programming's social media presence appears to be situated through student organizations, rather than the departments and

¹¹³ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings," 7.

¹¹⁴ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings," 7.

¹¹⁵ American College Health Association, "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings," 7.

facilities of the University itself. Research by writer and editor Stacey McLachlan finds that “social media use in higher education is significant in setting the tone on campus, and [promoting] and [representing] the kind of culture the school aims to cultivate by making the institution’s missions and values known.”¹¹⁶ She adds to her discussion that social media represents a major source of communication to spread information and promote university ideals to students, and encourages higher education institutions to utilize their social media presence strategically to inspire awareness and action towards the university’s key objectives.¹¹⁷ Given the effectiveness of social media as a method of information dissemination, and the vast network of students Indiana University has access to through their social media, IU should make better use of their social media platforms in their efforts of sexual health promotion. The University can help spread awareness of events, initiatives, and resources conducive to the mission of sexual health promotion, through the use of their institutional social media rather than leaving this obligation to the duties of the student organizations on campus who have significantly less spread and influence over the student body. Better utilization of social media platforms within the University’s sexual health promotion program would result in a higher rating of performance within Standard 2C.

Recommendations

Based on the assessment of Indiana University’s sexual health promotion programming, in accordance with the American College Health Association’s “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings,” I issue the following recommendations. These recommendations offer propositions from which Indiana University can consider and potentially pursue in the further development and improvement of its sexual health promotion programming. These recommendations are not all-inclusive or comprehensive, but rather highlight the key areas of development that were made apparent by the assessment in the previous section.

¹¹⁶ “Social Media in Higher Education: 14 Essential Tips,” Stacey McLachlan, Hootsuite Strategy, December 15, 2022, https://blog.hootsuite.com/social-media-in-higher-education/#Advantages_of_social_media_in_higher_education.

¹¹⁷ “Social Media in Higher Education: 14 Essential Tips,” Stacey McLachlan.

Recommendation 1: Direct Program Evaluation

I recommend that Indiana University implements more direct, concrete measures in the evaluation of its sexual health promotion programming. While Dr. Eastman-Mueller mentioned a handful of qualitative and quantitative measures that her organizations and teams utilize, it appears that many of the events and initiatives of the program are not directly or individually evaluated for impact, value, and maximal utilization of program resources and funding. Multiple bodies of research have supported the notion that program evaluations are necessary to assess the reality of the program's effectiveness and impact on students, regardless of its good intention and origin in evidence-based practices.¹¹⁸¹¹⁹ As stated by the National Center on Safe Supportive Learning Environments, program evaluation serves as an "important management tool in academic environment[s], where the collection, assessment, and interpretation of evidence are highly valued activities."¹²⁰ Indiana University's website and leadership team has made their values of assessment and program success highly transparent, and with this consideration I recommend they carry these values in their efforts of maximizing program effectiveness and viability. It could be helpful for the University to use evaluative measures to assess the most effective elements of its programming, and to subsequently reallocate funds to programs that receive more participation and have greater impact upon the mission of sexual health programming overall. Events and initiatives that are evaluated to have less impact or success can be altered or eliminated in order to provide more resources and services at the benefit of students and funding opportunities. This process would not only optimize University resources and programming, but would better serve the needs of IU students in the long run.

Recommendation 2: Student Perceptions & Trust of University Staff

I recommend that Indiana University puts forth greater effort to build student trust in its staff and faculty, and their ability to assist students in instances of sexual misconduct and other sexual health concerns in a way that is useful and genuine. The 2019 Campus Climate Survey findings revealed a continuing trend from the 2014 survey in which there were low reports of students who had experienced sexual misconduct opting to tell Indiana University staff or faculty

¹¹⁸ Center for Disease Control and Prevention, "Recommendations for Providing Quality Sexually Transmitted Diseases Clinical Services, 2020."

¹¹⁹ Marc T. Braverman, *Evaluating Program Effectiveness* (Thousand Oaks, CA: SAGE Publications, 2022).

¹²⁰ "Evaluation," National Center on Safe Supportive Learning Environments.

members about the incident.¹²¹ This trend could indicate students' mistrust of Indiana University's employees and student misconceptions regarding employees' abilities or willingness to aid students in incidents of sexual misconduct, and therefore their commitment to take sexual misconduct seriously or at least the perception of their commitment to do so.

To improve student-staff relationships and student perceptions of university staff's care for their health, I recommend that Indiana University integrates more staff engagement on campus and at student-facing campus events. Researchers at the University of Wisconsin-Stout found that "student satisfaction and success stems directly from their engagement with institutional staff," and that positive student-staff interactions lead to more trust within both parties, as well as student desire to remain at school, perform well in their academic endeavors, and complete their degree programs.¹²² Based on the positive associations that are derived from increased student-staff interactions, a potentially beneficial addition to Indiana University's sexual health promotion programming (and programming in general) could be a series of events where students can get to know University staff and develop relationships with individuals on campus that they can later refer to for support if needed. In my own experience as an undergraduate student at IU, I can remember few opportunities where I was given the chance to get to know University staff on a personal level, especially to the extent that I would have someone in mind if I ever needed support. I believe an addition like this could help address student feelings of mistrust and discomfort in their support-seeking behaviors. As a result, the University may receive more requests for support from students, and therefore more opportunities to help students and to promote their sexual health and well-being.

Recommendation 3: Confidentiality

Based on the harmful outcomes of Indiana University student health promotion programming incidents such as SexFest and its "outing" of members of the local BDSM community, as well as the failure to address student concerns of sexual safety through threat notification services, I recommend that the University puts forth greater efforts to promote and protect the confidentiality and safety of students, members of its campus and local community, and participants in its event programming. While the SexFest incident is one of rarity, it is clear

¹²¹ Indiana University Bloomington, "Spring 2019 Survey Report," p. 38.

¹²² Patrick Guilfoile and Kristi Krimpelbein, "Helping University Staff Contribute to Student Success," *The Evolution*, August 29, 2017, https://evollution.com/attracting-students/customer_service/helping-university-staff-contribute-to-student-success/.

that there were additional protective measures that could have been taken in order to better facilitate the maintenance of confidentiality in University events. Creating an approval process and risk reduction think tank could aid in the objective of promoting confidentiality and privacy for members of the IU community. Research has shown that considerations of risk reduction in program development can increase the program's chances of success, efficiency, and future decision-making.¹²³ In order to foster these goals on the IU campus, its sexual health programming should consider the implementation of a program-wide confidentiality risk reduction team and/or policies.

I also recommend that Indiana University's campus security and sexual assault prevention services implement a new process of sexual assault report notification on campus that informs students of the location of potential threats to their sexual health and physical safety. Given that the 2019 Campus Climate Survey indicated that 83% of participants reported that they think sexual misconduct is a problem at IU, it is clear that this is a key area of focus for program improvement. Adding information regarding the location of sexual assault reports (i.e. a certain residence hall, apartment building, or particular fraternity or sorority house) could allow students to make decisions about visiting those areas of campus in order to protect themselves from potential active threats that may be in the process of investigation. I believe that the protection of individual students is more important than protecting the reputation of a certain residence or organization on campus while the investigation of each incident is still ongoing. Tara K. Streng and Akiko Kamimura of the University of Utah's Sociology Department found that "sexual violence within higher education is different than sexual violence outside of higher education, with the main distinction being levels of reporting, and therefore needs to be addressed with different tools and methods" (2015). I assert that this proposition in the development of IU's sexual assault reporting system can serve as one of the different tools and methodologies referenced by Streng and Kamimura.

¹²³ "Risk Mitigation: Meaning, Types, Aspects, and Benefits," Eclipse, April 6, 2022, <https://www.eclipsesuite.com/risk-mitigation/#:~:text=Increases%20chances%20of%20success%3A%20By.the%20mi%20impact%20your%20project.>

Conclusion

Based on the assessment conducted in this paper, I assert that Indiana University's sexual health promotion programming fulfills the vast majority of the objectives, guidelines, and recommendations presented in the American College Health Association's "Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings"¹²⁴ to either *Satisfactory* or *Above Satisfactory* extents. As with any sexual health or student programming, there are clear areas for improvement from which greater student and community impact and benefit can arise. I attempted to address these areas of improvement in my empirical recommendations for the future directions of Indiana University's sexual health promotion programming. It is crucial to conduct program evaluations such as this one in order to optimize sexual health programming within higher education institutions. The higher education institutions of today exist within the 21st century, in which society is concerned with the understanding and promotion of sexual health more so than any period before it, emphasizing sexual health as a human right rather than a passive facet of humanity.¹²⁵ The last decade or so has shown some of the highest enrollment rates at higher education institutions in history, with over 19.4 million students attending universities in Fall 2020 - all of which are in the population at highest risk for facing detrimental, life-changing consequences of poor sexual health.¹²⁶ This epidemic is precisely why evaluating and improving sexual health programming at higher education institutions is crucial to the health and well-being of future generations. Sexual health is a key aspect of personal health and wellness, and I believe it to be the duty of higher education institutions to promote the health and wellness of their students, their institutional community, and the world. By promoting sexual health practices, higher education institutions can work together to foster a healthier, more sex-positive society among future generations within the United States.

¹²⁴ ACHA, "Best Practices."

¹²⁵ Megan B. Ivankovich, Kevin A. Fenton, and John M. Douglas Jr., "Considerations for National Public Health Leadership in Advancing Sexual Health."

¹²⁶ Cassidy et al., "Designing An Intervention to Improve Sexual Health Service Use Among University Undergraduate Students," *BMC Public Health* 19, no. 8 (2019), <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-019-8059-4>.

Appendix A

The following is a table representation of the American College Health Association Guidelines Document: “Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings” (2020)

| Section 1. Shared Responsibility | |
|--|---|
| Guideline | Description |
| 1a. Incorporate Pleasure and Intimacy into Sexual Health Efforts | Sexual health promotion programming should not be limited solely to detrimental health outcomes and prevention. Aspects of sexuality and sexual health, such as pleasure, comfort, and intimacy should be included and emphasized in sexual health promotion programming. |
| 1b. Create a Welcoming Clinic Environment and Provide Inclusive Resources and Services | Creating a welcoming environment involves diverse identity inclusivity in facilities, documents, and messaging. The environment should also actively work to prevent triggering or traumatic messaging, items, and care service practices in order to best comfort and welcome students. These efforts should include best practices and staff training based on contemporary data collected with consideration to sexual orientation and gender identities (SOGI). |
| 1c. Use a Trauma-Informed Approach to Sexual Health Promotion and Clinical Care | Seeing as many students seeking sexual health care have various trauma-inducing experiences regarding sexual health and sexual assault, it is important to identify potentially triggering and problematic services and behaviors that may bring discomfort to students. Sexual health promotion programming should consist of trauma-informed practices, messaging, and care professionals (such as medical chaperones). |
| 1d. Address Confidentiality Concerns | Sexual health and student health programming should be conducted according to policies that emphasize the confidentiality and privacy of participants and facilitators alike. Providing no-cost or low-cost sexual health services can serve as an additional barrier to potential breaches in confidentiality for students, through their insurance companies or family. |
| 1e. Make Referrals as Appropriate | Programming and care service providers should acknowledge when they are not best equipped to address student sexual health concerns and should make referrals to more qualified individuals or organizations as needed. |
| 1f. Evaluate Your Efforts | Individuals involved in the development and facilitation of sexual health promotion programming should evaluate the outcomes and impacts of their programming and services upon the institution’s students and community. These evaluations should include evidence-based practices, methodologies, and interventions - both qualitative and quantitative in structure. |
| Section 2. Health Promotion | |
| Guideline | Description |
| 2a. Use the Socioecological Model to Improve Sexual Health | Sexual health promotion programming should be constructed and conducted with consideration to each level of the socioecological model of health. These levels include the individual, interpersonal, organizational, community, and societal environmental contexts of health and risk factors in students’ lives. |
| 2b. Implement an Inclusive, Evidence-Based Availability Program for Safer Sex Products | Sexual health promotion programming should include evidence-based, educational programs that provide a diverse and inclusive variety of safer sex supplies for students. |
| 2c. Leverage Social Media | Sexual health promotion programming initiatives and events should be highlighted through the use of social media. Utilizing online resource and information hubs to share sexual health information and events allows students to access information without worry of embarrassment or judgment. |

Appendix B

The following is a comprehensive compilation of every element of Indiana University's sexual health promotion programming, along with descriptions of each element and any other information relevant to the reader's understanding of the associated element. The structure of the compilation will sort each element into its respective department or facility within the University.

Indiana University Student Health Center

The Indiana University Student Health Center is described as the “one-stop, on-campus solution for medical, mental health, and wellness support” for the Indiana University campus and community.¹²⁷ A sub-department within the Indiana University Student Health Center, that is central to the sexual health promotion program, is the “Wellness” department - more specifically, the “Sexual Wellness” subsection.¹²⁸ The Sexual Wellness section provides key sexual health services, including “sexual health counseling, helping students maintain healthy sexual relationships, pregnancy testing, sexually transmitted infection (STI) diagnosis and treatment,” and education on “topics ranging from abstinence to orgasm.”¹²⁹

- **Health Answers & Resources**¹³⁰

The IU Student Health Center provides an online, educational hub titled “Health Answers” on the website that contains information and resources for sexual health topics, including but not limited to:

- Contraception: birth control, condoms, contraceptive patches, depo-provera, emergency contraception, IUDs, nexplanon, Progestin Only Pills (POPs), and vaginal contraceptive rings (nuvaring)
- Gynecological Health: abnormal pap tests, abortion, breast problems, menstrual problems, pap tests, Polycystic Ovary Syndrome (PCOS), Pelvic Inflammatory Disease (PID), Premenstrual Syndrome (PMS), Premenstrual Dysphoric Disorder (PMDD), pregnancy, prenatal care, urinary tract infections, and vaginitis
- Sexual Health: healthy sexual functioning, oral sex questions and answers, safety products, sexual assault exams, and testicular self-examination

- **Wellness Presentations**¹³¹

The Student Health Center and its peer educators provide presentations about different aspects of wellness that can be requested for students, student groups, campus communities, and employees. The wellness presentations can consist of the following sexual health topics and themes, depending on the preferences of the requesting part(ies):

- Contraceptive Methods: Empowering Individual Choices
- Gender Panel: Our Lives, Our Stories

¹²⁷ “Student Health Center,” Indiana University Bloomington, Accessed February 12, 2023, <https://healthcenter.indiana.edu/index.html>.

¹²⁸ Indiana University Bloomington, “Student Health Center.”

¹²⁹ “Sexual Wellness: It’s A Fact of Life,” Student Health Center Wellness, Indiana University Bloomington, Accessed December 12, 2022, <https://healthcenter.indiana.edu/wellness/sexual-wellness/index.html>.

¹³⁰ “Health Answers: Don’t Trust Your Health to Dr. Google,” Student Health Center, Indiana University Bloomington, Accessed February 13, 2023, <https://healthcenter.indiana.edu/health-answers/index.html>.

¹³¹ “Wellness Presentations: Let’s Talk About Wellness,” Student Health Center, Indiana University, Accessed December 13, 2022, <https://healthcenter.indiana.edu/contact/wellness-form.html>.

- Sexual Orientation Panel: Our Lives, Our Stories
- Sexually Transmitted Infections: Respect and Protect
- Abortion: Making Informed Choices
 - Includes history, laws with focus on Indiana law, descriptions of procedures, and reasons for choosing one procedure over another and contraceptive use as it relates to abortion
- Assert It You're Worth It
 - Addresses assertiveness, using I-messages, and teaching skills for healthy, effective, communication
- Safety Product Olympics
 - Interactive activity allows students to learn proper use of external condoms, internal condoms, and dental dams
 - importance of consent and how to have safer, more pleasurable sex
- Consent Condom Races
 - Interactive activity allows students to learn proper use of external condoms with importance of consent and how to have safer, more pleasurable sex
- Let's Talk About Sex
 - Interactive program allows students to ask anonymous sex questions on paper and engage in sex positive conversations with their peers, while being guided with accurate information from a sexual health professional
 - Addresses values and attitudes toward sex
- **Events & Initiatives**

The Student Health Center Sexual Wellness group puts on sexual health events and initiatives with the aim of promoting healthy and preventative sexual behaviors and practices within the Indiana University community, while also inspiring regular discussion of sexual health on campus.

 - **Get Yourself Talking, Get Yourself Tested (GYT):**¹³² GYT is a “national campaign designed to promote open, honest communication around sexual health and sexually transmitted infections (STIs).” This campaign and its associated campus events provide opportunities for free chlamydia and gonorrhea testing and treatment as well as providing educational resources and safe sex products.
 - This event takes place in partnership with the Sexual Health Advocacy Group (SHAG) and Peer Health & Wellness Educators of the Student Health Center.
 - **Safer Sex Express:**¹³³ Safer Sex Express is a campus-wide initiative that allows students to order safer sex supplies, which are discreetly mailed directly to their

¹³² “GYT - Get Yourself Talking, Get Yourself Tested,” Student Health Center Calendar, accessed December 12, 2022, <https://events.iu.edu/healthcenteriub/event/650861-gyt-get-yourself-talking-get-yourself-tested>.

¹³³ “Safer Sex Express: We Make It Easy to Have Safer Sex,” Student Health Center, Indiana University Bloomington, accessed December 12, 2022, <https://healthcenter.indiana.edu/wellness/sexual-wellness/safer-sex-express.html>.

residence both on- and off-campus, within the boundaries of the United States. This initiative offers “condoms (internal and external), lubricants, oral/dental dams, and informational handouts on topics such as proper safety product use, content, and STI testing.”

- This initiative is conducted in partnership with the Indiana University Student Government and the Residence Halls Association on IU’s campus.
- **EZPZ: Drop-off STI Testing:**¹³⁴ EZPZ is one of the University’s “pilot” programs of the 2022-2023 school year in which students, that have no symptoms of STIs, can order urine screenings for chlamydia and gonorrhea that can be collected in the privacy of the student’s own residence and dropped-off on campus - without making a healthcare appointment.
- **Sex, Drugs, & Rock n’ Roll:**¹³⁵ Sex, Drugs, & Rock n’ Roll is an annual student festival hosted by Student Health center in collaboration with over 35 campus organizations, variety of activities and resources given to students while providing educational information about how to live a positive, healthy, safe life on campus
 - Topics covered at this event include: consent, sexual health, mental health awareness, substance use (and consent), healthy relationships, and sexual assault prevention and awareness
- **LGBTQ+ Care & Services**¹³⁶

The Indiana University Student Health Center places priority on “providing inclusive care for all students visiting the Student Health Center,” including gender-affirming care providers who are especially knowledgeable about LGBTQ+ health issues and considerate health procedures and services.

The LGBTQ+ centered and informed care services include the following:

 - Pelvic/gynecologic or testicular exams with chaperones available upon request
 - STI Testing
 - PrEP for HIV Prevention with financial support for students, currently available through grant fundings
 - HPV Immunizations
 - Sexual Wellness Information & Education
 - Mental Health Counseling
 - Gender-affirming Hormone Therapy: SHC not only continues previously prescribed gender-affirming hormone treatments, but can also initiate them, even with additional financial support for students seeking services. Includes:
 - Therapeutic injections
 - Continuing Hormone Therapy

¹³⁴ “EZPZ: Drop-off STI Testing,” Student Health Center, Indiana University Bloomington, accessed December 13, 2022, <https://healthcenter.indiana.edu/medical/drop-off-sti-testing/index.html>.

¹³⁵ “Sex, Drugs, & Rock n’ Roll: Tips and Tricks for College Life,” IU Health Center, beINvolved, accessed December 12, 2022, <https://beinvolved.indiana.edu/event/1334432>.

¹³⁶ “LGBTQ+ Care: You Belong Here,” Student Health Center, Indiana University Bloomington, accessed December 13, 2022, <https://healthcenter.indiana.edu/about/diversity-inclusion/lgbtq-care/index.html>.

- Initiating Hormone Therapy
 - Providers trained in the World Professional Association for Transgender Health (WPATH) Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People , following an Informed Consent model
 - Positive Link:¹³⁷ program offering a “full continuum of services” (medical care, assistance in paying bills, understanding insurance, mental health care, and ongoing support in navigating the health care system) for students living with HIV
- **Gender-Affirming Care Team**¹³⁸

The Gender Affirming Care Team, formed in 2019, provides additional support for transgender and nonbinary students including hormone therapy and treatments, inclusive website, forms, care services, and policies, and sensitivity trainings for all IU Health staff members

 - This care team is the result of a combined effort between “Medical Services, Counseling and Psychological Services (CAPS), and health and sexuality educators at the Student Health Center”
- **Sexual Health Counseling:**¹³⁹ Sexual Health Counseling at the Student Health Center is conducted by American Association of Sexuality Educators, Counselors, and Therapists (AASECT)-certified counselors and educators, using evidence-informed approaches to counseling and guidance for Students. Potential sexual health counseling topics and issues include:
 - “Sexual and reproductive anatomy and physiology, family planning, contraception, pregnancy, STIs and testing, gender identity and roles, gay/lesbian/bisexual/transgender issues, sexual function and dysfunction, sexual pleasure, sexual development across the lifespan, and sexuality across cultures”
 - The Student Health Center also provides Couples Counseling to help students and their partner(s) work through “relationship issues like trust, communication, intimacy, and sex”¹⁴⁰
- **Support Groups & Workshops:**¹⁴¹ The Student Health Center offers a series of educational workshops and support groups led by Counseling and Psychological Services (CAPS) certified counselors. CAPS data collected from students who attend these workshops and groups found that “100% of students have a better understanding of

¹³⁷ “Positive Link HIV Services,” Indiana University Health, accessed March 22, 2023, <https://iuhealth.org/find-medical-services/positive-link-hiv-services>.

¹³⁸ “New Gender Affirming Care Team at IU Health Center Supports Transgender, Nonbinary Students,” News at IU, August 30, 2019, <https://news.iu.edu/live/news/26222-new-gender-affirming-care-team-at-iu-health-center>.

¹³⁹ IU Student Health Center, “Sexual Wellness: It’s A Fact of Life.”

¹⁴⁰ “Counseling (CAPS): We’re Here to Listen,” Student Health Center, Indiana University Bloomington, accessed December 13, 2022, <https://healthcenter.indiana.edu/counseling/index.html>.

¹⁴¹ “Workshops & Support Groups: Get Support From Your Peers,” Student Health Center, Indiana University Bloomington, accessed December 12, 2022, <https://healthcenter.indiana.edu/counseling/workshops-groups/index.html>.

themselves and their issues,” and that “89% [of students] made progress toward their goals in group counseling.”¹⁴² Workshop and support group topics and themes include:

- B.R.I.D.G.E. (Building Relationship Intimacy and Dialogue Effectiveness): three fast-paced, 50 minute support group sessions with the aim of assisting students in identifying and building “healthy relationships, [becoming] more effective in communication with others, and [developing] better understandings of conflict and conflict resolution skills.”¹⁴³
- Healthy Relationships: This weekly support group is a confidential, all-gender group for students that are “questioning the health of their relationships and/or recognizing patterns of power and control within their relationship”¹⁴⁴
- Self-Care and Support for Survivors: This weekly support group is open to students who are “survivors of sexual violence/misconduct, interpersonal violence, intimate relationship violence, childhood sexual abuse, stalking, and sexual harassment.”¹⁴⁵
- **Sexual Assault Crisis Service (SACS):**¹⁴⁶ SACS is a specialized subgroup within Counseling and Psychological Services, consisting of counselors who have specialized expertise in working with students who have experienced sexual violence. SACS provides students with free services such as:
 - “Crisis consultation
 - Individual and Group Counseling
 - Assistance with Referrals for Medical Care, including examinations by a trained sexual assault nurse examiner (SANE)
 - Assistance in reporting sexual violence or assault to the IU Bloomington Office of Student Ethics of the Monroe County Prosecutor”¹⁴⁷

SACS also has a team of “specially-trained advocates” called “Confidential Victim Advocates (CVA),”¹⁴⁸ that assist students who have specifically experienced sexual misconduct and/or violence of any kind. CVA’s can provide information and resources with regards to reporting, academic concerns, and legal processes.

Office for Sexual Violence Prevention and Victim Advocacy: This Office is held within the Student Health Center and aims to “prevent sexual violence” and “support students that have experienced or been affected by sexual assault, harassment, discrimination, relationship violence,

¹⁴² IU Student Health Center, “Workshops & Support Groups.”

¹⁴³ IU Student Health Center, “Workshops & Support Groups.”

¹⁴⁴ IU Student Health Center, “Workshops & Support Groups.”

¹⁴⁵ IU Student Health Center, “Workshops & Support Groups.”

¹⁴⁶ “Sexual Assault Crisis Service: We’re Here To Help,” Student Health Center, Indiana University Bloomington, accessed December 13, 2022, <https://healthcenter.indiana.edu/counseling/sexual-assault/index.html>.

¹⁴⁷ IU Student Health Center, “Sexual Assault Crisis Service.”

¹⁴⁸ IU Student Health Center, “Sexual Assault Crisis Service.”

stalking, or other threats to their personal safety on campus.”¹⁴⁹ The Office hosts a handful of events each year, including:

- *Paint Campus Teal*:¹⁵⁰ This event works to both bring awareness for sexual violence prevention and to support survivors of sexual violence by decorating the campus with teal decor.
- *Sexual Assault Awareness Month Table*:¹⁵¹ The Office holds an annual, educational table that also gives students teal-colored ribbons to wear in support and honor of survivors
- *Crafting in Community*:¹⁵² This event features crafting activities and educational information for students who either are survivors or that would like to support survivors of sexual assault.

The Office also provides a series of sexual violence prevention-oriented programs that aim to teach students how to recognize and help others in problematic, potentially harmful situations.¹⁵³

There are two main prevention programs sponsored by the Office:

- *It's On Us: Bystander Intervention Program*:¹⁵⁴ This prevention program introduces interactive, evidence-informed approaches to bystander intervention, with the goal of “educating students on consent communication, harm reduction strategies around substance use, and [empowering] students to help prevent sexual violence.” This program is mandated by IU for all first-year and new transfer students, and is usually held in student residence halls.
- *Step UP! IU*:¹⁵⁵ This program consists of a 120-minute educational sessions that encourages students to actively intervene in potentially problematic or harmful situations, especially those involving sexual assault or discrimination.

Center for Sexual Health Promotion (CSHP)¹⁵⁶

The Center for Sexual Health Promotion is a research center and educational hub within the IU School of Public Health, founded to host and promote research related to sexual and reproductive health and behaviors, as well as training the next generations of sexual health scholars. CSHP

¹⁴⁹ “Office for Sexual Violence Prevention and Victim Advocacy,” BeInvolved, Accessed December 10, 2022, <https://beinvolved.indiana.edu/organization/sapac>.

¹⁵⁰ “Paint Campus Teal,” Student Health Center Calendar, Indiana University, April 2, 2023, https://events.iu.edu/healthcenteriub/event/914587-paint-campus-teal?_gl=1*62nbah*_ga*MjA0MTc1NzM0OS4xNjY2Mzc0MzEx*_ga_61CH0D2DQW*MTY4MDE4OTE0OC4xNi4xLjE2ODAxOTA0NDguMC4wLjA.&_ga=2.151888314.240675630.1676486727-2041757349.1666374311.

¹⁵¹ “Sexual Assault Awareness Month Table,” Student Health Center Calendar, Indiana University, April 2, 2023, <https://events.iu.edu/healthcenteriub/event/914594-sexual-assault-awareness-month-table>.

¹⁵² “Crafting in Community,” Student Health Center Calendar, Indiana University, April 2, 2023, <https://events.iu.edu/healthcenteriub/event/914600-crafting-in-community>.

¹⁵³ BeInvolved, “Office for Sexual Violence Prevention and Victim Advocacy.”

¹⁵⁴ “It’s On Us: Bystander Intervention Skills for Every Student,” Division of Student Affairs, Indiana University Bloomington, accessed December 14, 2022, <https://studentaffairs.indiana.edu/health-safety/programs-initiatives/its-on-us.html>.

¹⁵⁵ “STEP UP! IU: Step Up and Step In,” Division of Student Affairs, Indiana University Bloomington, <https://studentaffairs.indiana.edu/health-safety/programs-initiatives/step-up-iu.html>.

¹⁵⁶ “About: Our Mission,” Center for Sexual Health Promotion, Indiana University Bloomington, Accessed December 12, 2022, <https://sexualhealth.indiana.edu/about/index.html>.

was formed in 2007, featuring a collaboration of faculty and field experts from around the world.¹⁵⁷ The goals and objectives of CSHP are to

“conduct rigorous research in sexual and reproductive health (SRH), work toward a more seamless continuum between sexual health research and the development of effective public health interventions and policies, partner with community-based organizations and governmental entities both domestically and abroad to foster participatory and mutually beneficial research, education, and service, provide education on sexual health topics to students and community-based health and education professionals, support a sustainable climate within public health that recognizes the importance of SRH to the health, joy, and well-being of humans; and to serve as a collaborative partner to other academic departments, institutes, and centers.”¹⁵⁸

The Center for Sexual Health Promotion directly contributes to the educational and preventative efforts brought forth in Indiana University’s sexual health promotion programming through its provision of research, resources, staff members, and funding.¹⁵⁹ The CSHP is home to community outreach and research initiatives related to sexuality and sexual health at IU and its surrounding community:

- **Bisexual Research Collaborative on Health (BiRCH):**¹⁶⁰ A research organization “dedicated to facilitating and promoting community-informed research on the health needs of bisexual individuals.”
- **National Survey of Sexual Health and Behavior (NSSHB):**¹⁶¹ The largest nationally-representative survey that aims to discover understandings of sexual health and sex behaviors in the U.S.
 - The NSSHB is a multi-wave study with data collected in 2009, 2012-2016, and 2018; with the inclusion of more than 20,000 survey participants
 - Survey questions included topics such as “types of sexual behaviors, intimate behaviors, sexual behaviors among LGBTQ individuals, intersections of identities and behaviors, contraceptive and sexual enhancement product use, and relationship structures and formations.”¹⁶²
- **National Survey of Sexual Wellbeing (NSSW):**¹⁶³ This survey was administered in order to highlight “important insights on sexual health care experiences, sexual function and behaviors, and the overall sexual well-being” of adults throughout the United States.

¹⁵⁷ Center for Sexual Health Promotion, “About.”

¹⁵⁸ Center for Sexual Health Promotion, “About.”

¹⁵⁹ Center for Sexual Health Promotion, “About.”

¹⁶⁰ “Bisexual Research Collaborative On Health (BIRCH),” Center for Sexual Health Promotion, accessed December 13, 2022, <https://sexualhealth.indiana.edu/community/birch.html>.

¹⁶¹ “FAQ,” National Survey of Sexual Health and Behavior, Indiana University Bloomington, accessed December 13, 2022, <https://nationalsexstudy.indiana.edu/FAQ/index.html>.

¹⁶² National Survey of Sexual Health and Behavior, “FAQ.”

¹⁶³ Center for Sexual Health Promotion, “Home: Research.”

- **National Study of Stigma and Sexual Health (NSASH):**¹⁶⁴ A research initiative created with the goal of “reducing disparities in the incidence of HIV infections among gay and bisexual men.”
- **Bloomington Sex Salon:**¹⁶⁵ The salon serves as a monthly speaker series featuring experts sharing their knowledge and experiences with subjects like sex research, education, and/or advocacy; with the goal of normalizing discussions of sex and sexual health in individuals’ everyday lives.

Stop Sexual Violence: Student Welfare Initiative

In response to data collected by a 2014 IU Campus Climate Survey, Indiana University created the Student Welfare Initiative: Stop Sexual Violence.¹⁶⁶ The 2014 Campus Climate Survey indicated increased reports of sexual violence and concerns of sexual violence among students on IU’s campuses, thereby prompting the IU Board of Trustees’ to release a Student Welfare Statement, ensuring “IU’s commitment to addressing sexual assault and similar crimes.”¹⁶⁷ The Student Welfare Initiative incited a wave of other sexual health promotion initiatives and sexual violence prevention educational programs, and eventually led to a follow-up Campus Climate Survey in 2019 (see Program Outcomes section, page 36).¹⁶⁸

Office of First Year Experience Programs¹⁶⁹

The Office of First Year Experience Programs is a collaboration of various organizations and groups across the IU campus that works to create a welcoming, informative, and safe environment for first-year students while they are transitioning from high school to college and exploring the University. While the Office of First Year Experience Programs is not directly associated with sexual health organizations at IU, it does contribute to sexual health promotion efforts through some of its events, which are conducted with the hope that first-year students will learn about their sexual health and sexual violence prevention and carry their knowledge with them throughout their undergraduate experience. Examples of events that support the efforts of sexual health promotion programming are:

- *Valentines for Healthy Relationships:*¹⁷⁰ students can make Valentines Day cards for residents of the Middle Way House in Bloomington, which supports survivors of domestic violence and sexual assault, while also receiving free condoms and stickers.

¹⁶⁴ “Home: Research,” Center for Sexual Health Promotion, Indiana University, accessed December 13, 2022, <https://sexualhealth.indiana.edu/research/index.html>.

¹⁶⁵ “Bloomington Sex Salon,” Center for Sexual Health Promotion, Indiana University Bloomington, accessed December 13, 2022, <https://sexualhealth.indiana.edu/community/sexsalon.html>.

¹⁶⁶ “Stop Sexual Violence,” Indiana University, accessed March 10, 2023, <https://stopsexualviolence.iu.edu/prevention-education/welfare.html>.

¹⁶⁷ Indiana University, “Stop Sexual Violence.”

¹⁶⁸ Indiana University, “Stop Sexual Violence.”

¹⁶⁹ “Office of First Year Experience Programs,” Indiana University Bloomington, accessed December 12, 2022, <https://fye.indiana.edu/>.

¹⁷⁰ “Valentines for Healthy Relationships,” beINvolved, accessed March 9, 2023, <https://beinvolved.indiana.edu/event/8731365>.

- *Ending the Criminalization of People Living with HIV*:¹⁷¹ This event features a presentation that examines the “phenomenon known as HIV criminalization, why it’s a problem, and what is being done to end it.”

LGBTQ+ Culture Center

The LGBTQ+ Culture Center is an on-campus community center created in 1994 in hopes of providing IU students with a safe and welcoming social and learning environment on campus.¹⁷² The Center not only serves as a social site for students in the LGBTQ+ community, but also provides informational resources and news, safer sex supplies, counseling services, mentors, and contains a “Gender-affirming Closet” from which students can take free clothes that help them feel more comfortable in their gender expression.¹⁷³ The Culture Center also provides educational presentations and training series to promote understanding, inclusivity, and queer visibility among campus.¹⁷⁴ The Culture Center contains communities that collaboratively work together to promote LGBTQ+ acceptance, visibility, and advocacy within the IU community, such as:

- Spectrum Community:¹⁷⁵ The Spectrum Community is an inclusive student residential community created to establish comfortable and supportive environments for students of all identities. Students can elect to live in this community as part of on-campus housing.
- Queer Student Organizations:¹⁷⁶ The LGBTQ+ Culture Center hosts a variety of student organizations based in the LGBTQ+ community, including:
 - Queer Student Union
 - Queer of Color Alliance
 - Latinx Initiative (Latinx LGBTQ+ Community)
 - Out at Kelley (Business School)
 - Black & Bold (Black LGBTQ+ Community)
 - Outlaw (Law Students)
 - Transgender Union for Students (TrUSt)

Indiana University Student Organizations

Indiana University hosts and supports a vast array of student-created, student-led organizations that work to promote aspects of the mission and values of sexual health promotion programming at IU. Student organizations may not always collaborate with each other, but rather they

¹⁷¹ “Ending the Criminalization of People Living with HIV,” beINvolved, accessed March 9, 2023, <https://beinvolved.indiana.edu/event/8416707>.

¹⁷² “A Welcoming Place,” LGBTQ+ Culture Center, Indiana University Bloomington, accessed March 9, 2023, <https://lgbtq.indiana.edu/about/index.html>.

¹⁷³ LGBTQ+ Culture Center, “A Welcoming Place.”

¹⁷⁴ “Centers Devoted to Creating Cultural Connections,” Office of the Vice President for Diversity, Equity, and Multicultural Affairs, Indiana University, accessed March 9, 2023, <https://diversity.iu.edu/annual-report-2021-22/cultural-connections.html#lgbtq>.

¹⁷⁵ “Spectrum Community,” Residential Programs and Services, Indiana University Bloomington, accessed December 12, 2022, <https://housing.indiana.edu/experience/communities/Spectrum/index.html>.

¹⁷⁶ “Student Groups,” LGBTQ+ Culture Center, Indiana University Bloomington, accessed December 12, 2022, <https://lgbtq.indiana.edu/queer-life/student-groups.html>.

collaborate with Indiana University departments and facilities with aims of sexual health promotion, inclusivity, and sexual violence prevention.¹⁷⁷ The following is a comprehensive list of student organizations at Indiana University that I either identified in my research, or that were identified in my personal communications with Dr. Eastman-Mueller, that contribute to sexual health promotion programming at IU. The list is organized in alphabetical order, and not by the amount of contributions or the significance of the organization at Indiana University.

- **Allies at Indiana University:**¹⁷⁸ A group that fosters allyship and advocacy for students at IU.
- **Culture of Care:**¹⁷⁹ Culture of Care is a campus-wide, student-led organization featuring initiatives “focused on creating a campus culture in which members of the Indiana University Bloomington community demonstrate care for one another,” with a special emphasis on sexual health promotion and education. Culture of Care hosts several events throughout the academic school year that educates students about and promotes discussions of sex, sexual health, and sexual violence prevention, while also providing resources such as food, entertainment, and safe sex supplies. Some events include:
 - *Safe Spring Break Fest:*¹⁸⁰ promotes safe health practices before students leave for Spring Break
 - *Sex on Screen:*¹⁸¹ event inspiring conversations about sex scenes in popular movies and shows
 - *Sex Is Like Pizza:*¹⁸² works in partnership with the Office for Sexual Violence Prevention and Victim Advocacy to foster conversations about sexual health and consent
 - *Reclaiming Pleasure After Trauma:*¹⁸³ A sexual assault survivor-centered sex education workshop where participation is anonymous and protected
 - *Take A Stand (TAS) Talk:*¹⁸⁴ Roundtable educational talks in which peer educators and survivor advocacy groups “discuss why it is necessary for all students to take action against sexual harassment and rape culture and discuss their experiences on the frontlines of campus advocacy and community action work.”
 - This event is hosted in partnership with IU Student Government and the Office for Sexual Violence Prevention and Victim Advocacy
 - *Roll Red Roll Screening:*¹⁸⁵ a free screening and panel discussion of a documentary titled “Roll Red Roll,” featuring informations and conversations about “sexual assault, gender norms, and social media.”

¹⁷⁷ “Student Organizations: Find Your Group (And Yourself),” Indiana University Bloomington, Accessed March 10, 2023, <https://www.indiana.edu/hoosier-life/student-organizations.html>.

¹⁷⁸ “Allies at Indiana University,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/organization/menasallies>.

¹⁷⁹ “Culture of Care,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/organization/cultureofcare>.

¹⁸⁰ “Safe Spring Break Fest,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/8942789>.

¹⁸¹ “Sex on Screen,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/8549012>.

¹⁸² “Sex Is Like Pizza,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/8045736>.

¹⁸³ “Reclaiming Pleasure After Trauma,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/8037264>.

¹⁸⁴ “Take A Stand (TAS) Talk,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/6744645>.

¹⁸⁵ “Roll Red Roll Screening,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/3274299>.

- This event takes place in partnership with the Office for Sexual Violence Prevention and Victim Advocacy and the Student Health Center.
- **Indiana University Student Government (IUSG):**¹⁸⁶ IUSG is a campus-wide student government organization with a mission “to take direct action to realize an ever-inclusive and stronger university, working to protect student rights, promote equity, enrich student life, and improve IU for all.” IUSG partners with multiple student and university organizations in their sexual health promotion and sexual violence prevention initiatives and events, while simultaneously works toward producing their own:
 - *Red Zone Forum:*¹⁸⁷ The Red Zone Forum features an informative discussion panel made up of IU staff, faculty, and students to help attendees learn about the Red Zone - “a period of time at the beginning of the school year when students are statistically more likely to experience sexual assault,” and how to report sexual violence and support survivors.
- **Peer Health and Wellness Educators (PHWEs):** The PHWEs consist of a diverse group of IU students who are specially trained and educated within the Student Health Center to provide wellness support and information for their peers on the IU campus. PHWEs also provide wellness presentations on behalf of the Student Health Center’s Wellness department.¹⁸⁸
- **Protective Order Project (POP) at IU:**¹⁸⁹ POP is led by IU law students with the objective of assisting IU students who are victims of sexual and/or domestic violence obtain civil protective orders from the local court, in order to “restrain their abuser and empower the victim.”
- **Sexual Health Advocacy Group (SHAG):**¹⁹⁰ SHAG is a student-led organization “dedicated to promoting sex positive behaviors and providing educational resources regarding sexual health to students at IU.” SHAG hosts several campus events and initiatives of their own, while also partnering with other student groups and university organizations at IU. Their events and initiatives include:
 - *Cupcakes & Condoms/Cookies & Condoms:*¹⁹¹ a multi-part event series that aims to provide sexual health education, safe sex supplies, and sweets to IU students.
 - *Get Yourself Talking, Get Yourself Tested (GYT):* Refer to the previous description of GYT under the “Student Health Center: Events & Initiatives” subsection of this Appendix

¹⁸⁶ “IU Student Government,” Indiana University Bloomington, accessed March 8, 2023, <https://iustudentgovernment.indiana.edu/>.

¹⁸⁷ “IUSG Red Zone Forum,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/event/8362674>.

¹⁸⁸ “Peer Health and Wellness Educators: Help Improve Health and Wellness,” Student Health Center, Indiana University Bloomington, accessed March 8, 2023, <https://healthcenter.indiana.edu/get-involved/student-orgs/phwe.html>.

¹⁸⁹ “Protective Order Project at Indiana University,” beINvolved, accessed March 8, 2023, <https://beinvolved.indiana.edu/organization/pop-iu>.

¹⁹⁰ “Sexual Health Advocacy Group at Indiana University,” beINvolved, accessed March 8, 2023, https://beinvolved.indiana.edu/organization/shag_indianauniversity.

¹⁹¹ “Sexual Health Advocacy Group,” @SHAGIUB Instagram profile homepage, accessed March 20, 2023, <https://www.instagram.com/shagiub/>.

- *Build & Bond*:¹⁹² Social event created to provide students with opportunities to build safer-sex goodie bags and learn about safe sex practices.
- *Safer Sex Little 500*:¹⁹³ Event that provides students with supplies to make personal self-care kits containing a range of safe sex products.
- *Let's Talk About Sex*:¹⁹⁴ A panel discussion guided by sexual behavior and health experts, with the purpose of educating students about what sex is and can be, and ways to practice safe sex.
- *Reproductive Justice On Screen*:¹⁹⁵ A series of free screenings of films related to reproductive justice.
- *Testimony Writing Party*:¹⁹⁶ Event where students can write testimonies to the FDA Advisory Committee “informing the committee as to why consumers want a birth control pill to be available over-the-counter, without a prescription, and accessible for people of all ages.”
- **Shattering the Silence: PAVE at IU**:¹⁹⁷ An organization that aims to create a safe space to “amplify the voices” of all allies and survivors of sexual violence, while educating IU students about sexual violence prevention and experiences.
- **The Girls, Gays, and Theys Club**:¹⁹⁸ A student club that invites all female, LGBTQIA+, and differing gender conforming or non-gender conforming students at IU to express their identities and experiences and “work alongside other group members to actively work against injustice, prejudice, and bias to form a better and more informed community.”

Academic Degree Programs & Certificates

Indiana University offers several academic degree programs, scholarly concentrations, and graduate certificates in the fields of Human Sexuality, Sexual and Reproductive Health, and Gender Studies. These academic programs contribute to the mission of promoting sexual health at IU by providing students with the faculty, resources, and educational and professional opportunities that eventually allow them to become sexual health and identity professionals; not only educating themselves but educating others and spreading awareness of contemporary sexual health issues.

Undergraduate Degree Programs

- Bachelor of Arts in Gender Studies¹⁹⁹

¹⁹² @SHAGIUB Instagram Profile, “Sexual Health Advocacy Group.”

¹⁹³ @SHAGIUB Instagram Profile, “Sexual Health Advocacy Group.”

¹⁹⁴ @SHAGIUB Instagram Profile, “Sexual Health Advocacy Group.”

¹⁹⁵ @SHAGIUB Instagram Profile, “Sexual Health Advocacy Group.”

¹⁹⁶ @SHAGIUB Instagram Profile, “Sexual Health Advocacy Group.”

¹⁹⁷ “Shattering the Silence: PAVE at IU,” beINvolved, Accessed March 8, 2023, <https://beinvolved.indiana.edu/organization/shatterthesilence>.

¹⁹⁸ “The Girls, Gays, and Theys Club at Indiana University,” beINvolved, accessed March 8, 2023, <https://beinvolved.indiana.edu/organization/girlsgaystheys>.

¹⁹⁹ “Undergraduate: Degree Requirements,” Department of Gender Studies, Indiana University Bloomington, accessed March 9, 2023, <https://gender.indiana.edu/student-portal/undergraduate/index.html>.

- Minor in Gender Studies²⁰⁰
- Minor in Human Sexuality²⁰¹

Graduate Degree Programs, Certificates, & Concentrations

- Ph.D. Major in Gender Studies²⁰²
- Ph.D. Minor in Gender Studies²⁰³
- Doctoral Minor in Sexual and Reproductive Health²⁰⁴
- Doctoral Minor in Human Sexuality²⁰⁵
- Doctoral Minor in Human Sexuality Education²⁰⁶
- Graduate Certificate in Sexual and Reproductive Health²⁰⁷
- Medical School Scholarly Concentration in Human Sexuality and Health²⁰⁸

Other

- Human Sexuality Intensive (offered through the Kinsey Institute)²⁰⁹
- Continuing Medical Education: Gender, Sexuality, and Medicine²¹⁰

²⁰⁰ IU Department of Gender Studies, “Degree Requirements.”

²⁰¹ “Undergraduate Academic Programs: Human Sexuality,” School of Public Health - Bloomington Bulletin 2021-2022, accessed March 9, 2023, <https://bulletins.iu.edu/iub/phb/2021-2022/undergraduate/minors/human-sexuality.shtml>.

²⁰² “Graduate: Degree Requirements,” Department of Gender Studies, Indiana University Bloomington, accessed March 9, 2023, <https://gender.indiana.edu/student-portal/graduate/index.html>.

²⁰³ IU Department of Gender Studies, “Graduate: Degree Requirements.”

²⁰⁴ “Sexual and Reproductive Health: Doctoral Minors,” Indiana University Bloomington, accessed March 9, 2023, https://sexualitystudies.indiana.edu/doc_minor/index.html.

²⁰⁵ “Expand Your Knowledge,” Kinsey Institute, accessed March 20, 2023, <https://kinseyinstitute.org/education-outreach/index.php>.

²⁰⁶ Indiana University Bloomington, “Sexual and Reproductive Health: Doctoral Minors.”

²⁰⁷ “Sexual and Reproductive Health,” Sexual and Reproductive Health, Indiana University, accessed March 9, 2023, <https://sexualitystudies.indiana.edu/certificate/index.html#:~:text=This%20course%20involves%20in%2Ddepthwell%20as%20relevant%20ethical%20issues.>

²⁰⁸ Kinsey Institute, “Expand Your Knowledge.”

²⁰⁹ Kinsey Institute, “Expand Your Knowledge.”

²¹⁰ Kinsey Institute, “Expand Your Knowledge.”

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- American College Health Association. "Organizational Structure." Accessed March 23, 2023. https://www.acha.org/ACHA/About/Organizational_Structure/ACHA/About/Organizational_Structure.aspx?hkey=1aacafaf-0975-433e-a893-211939d2ca67.
- American College Health Association. "The History of ACHA," Accessed March 23, 2023. <https://www.acha.org/ACHA/About/History/ACHA/About/History.aspx?hkey=29e97485-0afd-49fa-a061-b4dd3ac5fa29>.
- American Council on Education. "About the American Council on Education." Accessed March 20, 2023. <https://www.acenet.edu/Pages/default.aspx>.
- American Council on Education. "Becoming a Health Promoting Campus: Facilitating Student, Staff, and Faculty Success While Contributing to the Public Good." March 23, 2023. <https://www.acenet.edu/News-Room/Pages/Member-Spotlight-UAB-Health-Promoting.aSpx>.
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<https://beinvolved.indiana.edu/event/8362674>.

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<https://beinvolved.indiana.edu/event/3274299>.

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<https://beinvolved.indiana.edu/event/8942789>.

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BeInvolved. "Sex Is Like Pizza." Accessed March 8, 2023.
<https://beinvolved.indiana.edu/event/8045736>.

BeInvolved. "Sex on Screen." Accessed March 8, 2023.
<https://beinvolved.indiana.edu/event/8549012>.

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<https://beinvolved.indiana.edu/organization/shatterthesilence>.

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<https://beinvolved.indiana.edu/event/6744645>.

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<https://beinvolved.indiana.edu/organization/girlsgaystheys>.

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