

TEXAS CAMPUS INITIATIVE

2017-2019

Shared Learning and Goals

TCI Partners

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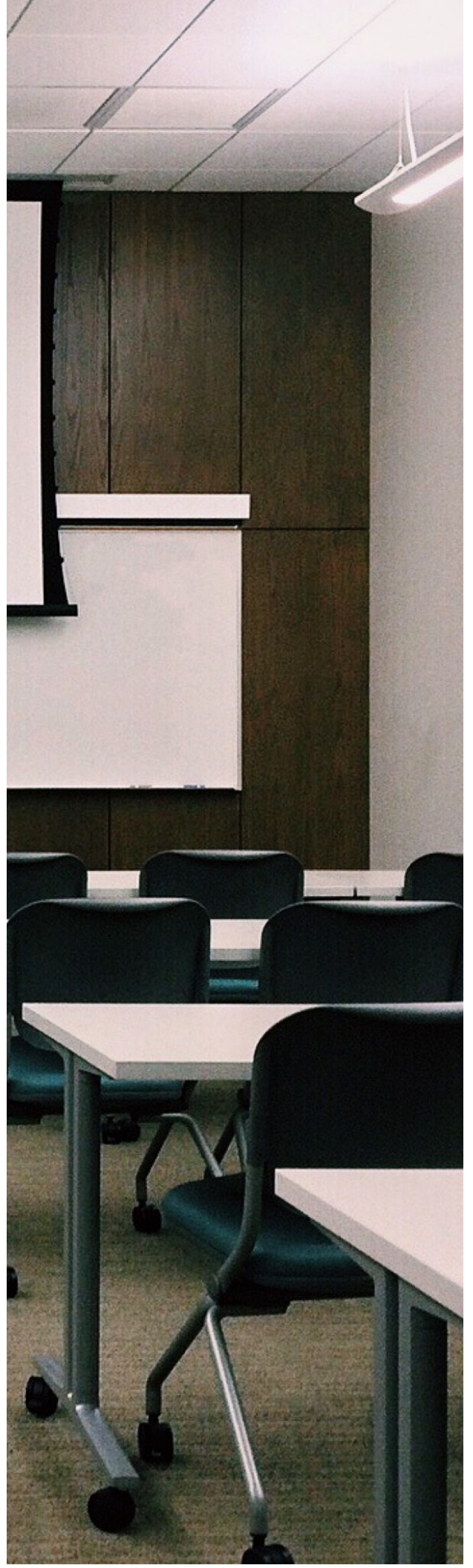
Alma Baker
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Krupa Shah

About the Initiative

In the summer of 2017, four college campuses and one local sexual assault program came together with the Texas Association Against Sexual Assault to discuss comprehensive sexual assault prevention and response on college campuses. In sharing stories, strategies, challenges and opportunities, the group decided to continue to explore together what culturally-responsive primary prevention planning and response could look like and create a curriculum for small, Hispanic Serving Institutions. This involved:

1. Build our capacity around cultural-responsiveness and primary prevention
2. Support each other in the midst of evolving Title IX priorities.

Over time, our initiative expanded to include five campuses and two sexual assault programs. We are currently exploring new partners.





TCI Gatherings

STRENGTHENING CULTURALLY
RESPONSIVE SEXUAL ASSAULT
PREVENTION AND RESPONSE ON
SMALL TEXAS CAMPUSES.

TCI Gatherings and Locations

May 23, 2017:

First Gathering

Our Lady of the Lake University, San Antonio

July 24, 2017:

Bystander Intervention for HSI Planning Meeting

The Rape Crisis Center, San Antonio

September 25, 2017:

Onboarding for New Partners

Our Lady of the Lake University, San Antonio

December 13-14 2017:

Title IX, Cultural Specificity, and Evaluation

Embassy Suites Convention Center, San Marcos

May 16, 2018:

Culturally-specific Primary Prevention and Program Development

The Rape Crisis Center, San Antonio

July 20, 2018:

Review of Primary Prevention Curricula

Texas State University, San Marcos

December 7, 2018:

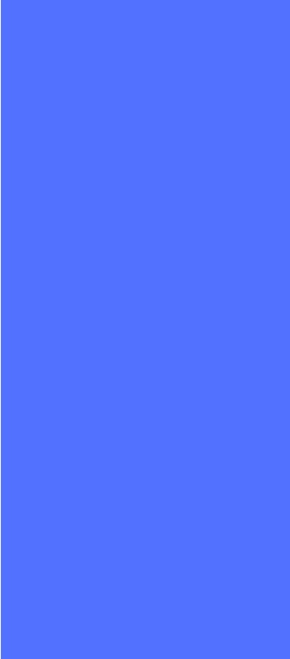
Sense-making Gathering

The Rape Crisis Center, San Antonio

May 13, 2019

Report Review and Planning

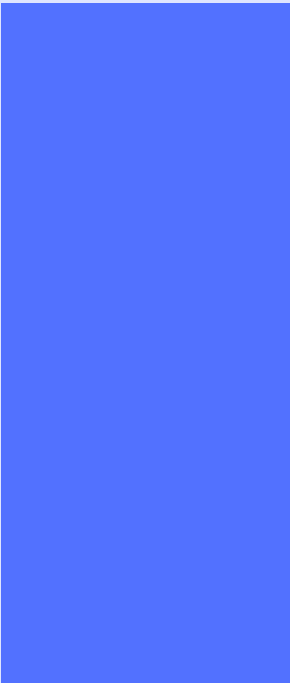
St. Edwards University, Austin




Doing this work with the strength and support of community is validating and cultivates creativity.

Lesson ONE

THERE IS VALUE IN FIGURING
THIS OUT TOGETHER



The partners overwhelmingly expressed the need and value of coming together to break the isolation of working on sexual violence response and prevention on campus. We shared challenges and envisioned what possible solutions could look like across different campuses. Additionally, there was a shared realization of how much time coming together to create a curriculum would take.

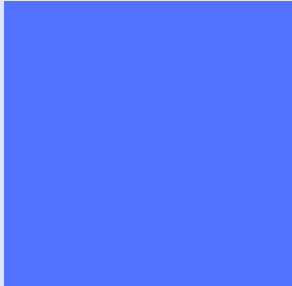


Lesson TWO

PRIMARY PREVENTION
IS INEXTRICABLY TIED TO
STUDENT RETENTION AND
WORKFORCE READINESS

Partners learned the importance and nuances of primary prevention programming.

Primary prevention differs from risk reduction in that it seeks to prevent any harm from occurring as opposed to teaching students how to avoid harm. This allows for a root cause analysis rather than a focus on situational awareness. Primary prevention develops the valuable skills of respectfully living and working together in culturally affirming ways. It teaches effective communication, recognizing and respecting boundaries, and conflict resolution which are all directly related to student retention and workforce readiness. Students who feel safe, respected, and better able to navigate their complex relationships are more likely to stay in school and succeed in their future careers.



Lesson THREE

CULTURALLY-SPECIFIC PROGRAMMING REQUIRES AN ONGOING CONVERSATION AND DEEP EXAMINATION OF IDENTITY, HISTORY, AND ETHNICITY


Creating culturally-specific programming for Hispanic Serving Institutions is challenging due to the intentionality, time, and resources it requires. It is also absolutely necessary.

Creating culturally-specific programming requires decentralizing spaces of power and examining our own gender, racial, and ethnic socialization. This is very much in line with the groundbreaking work of Kimberlé Crenshaw, Patricia Hill Collins, and Gloria Anzaldúa who assert any analysis of gender or sexuality must also account for their relationship with the distinctive historical and cultural implications of race. Culturally-specific primary prevention programming, done intentionally and consistently, allows students to see themselves reflected in the campus community, increases their sense of belonging, and contributes to a more positive and successful college experience.




Lesson FOUR

PRIMARY PREVENTION IS NEITHER EASY NOR SIMPLE AND MANY CAMPUSES ARE NOT SET UP TO APPLY THE PRINCIPLES OF CULTURALLY SPECIFIC PRIMARY PREVENTION WITH FIDELITY.



Successfully implementing culturally-specific primary prevention programming requires skilled facilitators and multiple sessions with the same group of students.

We acknowledged the difficulties of finding facilitators trained to manage power dynamics within groups and well grounded in ethnic studies. It is also difficult to meet with the same group of students on a regular basis to achieve a sufficient dosage. This creates a barrier to effectively address risk and protective factors which lessens the likelihood of harm being committed and keeps students engaged in school.



Partners will brave the self-reflection and complexity required to successfully implement culturally specific programming

Campuses, even Hispanic Serving Institutions, are multicultural spaces with diversity amongst Latinx students. A deeper understanding of this diversity involves challenging racial stereotypes as an approach to “cultural specificity.” It also requires meaningful engagement with the dynamic complexity of identity to inform our practice - even if it’s uncomfortable. This process needs to occur on different levels within colleges and universities, not just with students but with faculty, staff, and administration. Our conversations recognized that the term culturally affirming was more reflective of both the complexity of identities on campus and the desired effect on students.

Goal ONE

DEVELOP A DEEPER
UNDERSTANDING OF CULTURALLY
SPECIFIC PROGRAMMING



Cultural specificity will not be an afterthought in developing sexual violence prevention and response programming.


Dr. Gina Garcia differentiated Hispanic Serving Institutions (HSIs) as “Latinx-serving” when they both achieve positive outcomes for Latinx students (graduation, job placement, post-baccalaureate degree attainment) and enact a culture that enhances the educational and racial/ethnic experiences of Latinx students. In contrast, programming tends to be developed for a predominantly mainstream audience of young white students in a traditional four year institution and later made culturally-specific.

In striving to be Latinx serving and taking into consideration that HSIs are multicultural institutions, there is a desire to concurrently develop primary prevention programming that is culturally affirming. This includes intentionality about who is designing and implementing programming and ensuring they understand the nuance and complexity of Latinx culture and identity..



Goal TWO

WORK TOWARDS PROGRAMMING
AND CULTURAL SPECIFICITY
CONCURRENTLY




Goal THREE

COMMIT TO HAVING STUDENTS ACTIVELY INVOLVED IN DESIGNING, IMPLEMENTING, AND EVALUATING CULTURALLY AFFIRMING PRIMARY PREVENTION PROGRAMMING.

Students are best positioned to determine which approaches will be successful in developing a curriculum.

While campus efforts strive to cultivate better environments and outcomes for students, they are not often part of the conversations about what that could or should look like. Students must be involved in the designing of the curriculum as they are experts of the student experience and are most directly impacted by programming. They are also uniquely positioned to determine the overall efficacy of programming and offer solutions on how to best make necessary adaptations. In order to ensure students from diverse economic backgrounds are involved in designing, implementing, and evaluating programming it would be important to explore possibilities for compensating their work.




While primary prevention benefits both students and schools, it requires ongoing administrative buy-in and long-term institutionalized support.

The partners of this initiative have recognized that culturally affirming primary prevention curricula will further institutional goals of student wellness, student retention, and workforce readiness. The initiative strives to draw clearer connections between these goals and seek administrative support in creating the conditions to successfully implement a culturally affirming primary prevention curriculum on campus.

Goal FOUR

EXPLORE WAYS IN WHICH A
CULTURALLY AFFIRMING PRIMARY
PREVENTION CURRICULUM CAN
SUCCESSFULLY BE IMPLEMENTED
ON CAMPUS.





Where do we go from here?

TCI partners expressed a desire to bring more partners to the table, including students and those whose identities inform the cultural aspects of programming. Now equipped with a more informed idea of the nuances, time, and resources required, our goal is to create a culturally affirming primary prevention curriculum.

The group also expressed an interest in dividing into two distinct working groups - one focused on primary prevention and one on sexual violence response and Title IX Compliance.