MORE THAN WORDS:
Embedding an Intersectional Praxis in Campus Sexual Misconduct Initiatives

2020 NASPA Strategies Conference | New Orleans, LA
INTRODUCTIONS

Jaya Kolisetty
Associate Director,
Women’s Resources Center
University of Illinois
Urbana-Champaign
(she/her)

Sarah Colomé
Director,
Women’s Resources Center
University of Illinois
Urbana-Champaign
(she/her)

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN

Public, Research 1 Institution
Land-Grant University
Big 10
51,196 Students
WE STAND ON THE LAND OF THE CHITIMACHA, NACHTCHEZ, AND CHOCTAW
TODAY’S AGENDA

● Session Overview
  ○ Introductions
  ○ Community Agreements
  ○ Grounding

● The Social Justice Paradigm

● Intersectional Praxis Sharing
  ○ Practice Sharing and Assessment
  ○ Small Group Idea Generation and Share Out

● Reflection, Resource Sharing & Closing
LEARNING OUTCOMES

1. Explain how a social justice paradigm can be used to prevent and address campus sexual violence.

2. Identify at least three new strategies for embedding a social justice paradigm into recruiting and onboarding practices.

3. Illustrate innovative approaches for interrupting problematic dominant narratives in our sexual violence prevention and response efforts.
COMMUNITY AGREEMENTS

- No one knows everything, together we know a lot
- Assume best intentions, but recognize impact
- Provide clear, critical, loving feedback
- Speak from the “I”/don’t assume another person’s reality
- Be conscious of space
GROUNDING

- Campus providers hold the responsibility to disrupt white supremacy, and to address how our work is built upon/reifies systems of oppression
- To truly achieve liberation, we must bring margin to center
- We are continuing, not starting, the conversation
THE SOCIAL JUSTICE PARADIGM
KEY COMPONENTS

- Examines the root causes of sexual violence at multiple levels
- Shifts to focus on the behaviors of the perpetrator
- Focuses on power, privilege, oppression, and marginalization
- Centers various types of expertise
- Recognizes need for continual learning and sharing of experiences and expertise
- Focuses on sustainability and multifaceted approach with multiple champions
- Requires moral courage
WHY USE A SOCIAL JUSTICE APPROACH?

1 IN 5 WOMEN IS A TARGET OF SEXUAL ASSAULT WHILE IN COLLEGE.

YOU CAN HELP END CAMPUS SEXUAL ASSAULT.
**LIMITATIONS**

<table>
<thead>
<tr>
<th>Limitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discounts the importance of policy/legislation</td>
</tr>
<tr>
<td>Does not fully address the historical “level” of sexual violence</td>
</tr>
<tr>
<td>Little guidance on how to implement this approach</td>
</tr>
<tr>
<td>No examples that fully fit the recommendations</td>
</tr>
<tr>
<td>Fails to recognize power differentials and limitations</td>
</tr>
<tr>
<td>Takes a higher education-centric perspective</td>
</tr>
</tbody>
</table>

Karunaratne (2017), Hong (2017), Hong & Marine (2018)
SOCIAL JUSTICE PRAXIS SHARING
HIRING PRACTICES: Challenging Single Stories

- Search Committees always include student and cultural/resource center representatives
- Interviews involve campus/community partners
  - No Committee or Center staff are in attendance
  - Varied campus locations
- Onsites include a meal with students from across campus
- Student feedback weighed equally with that of faculty and staff

Hong (2017), Hong & Marine (2018)
OPERATIONAL PRACTICES:
Collaborating to Create New Knowledge

- Embedded Confidential Advisor(s) in cultural centers
  - Onboarding
  - Barrier Reduction
- Students as peer health leaders
- Supervision rooted in coaching and collective learning
- Advocacy rooted in collective liberation

Hong (2017), Hong & Marine (2018)
OPERATIONAL PRACTICES:
Collaborating to Create New Knowledge

Mariana Ortega
Director, La Casa Cultural Latina
University of Illinois
Programming Practices: Challenging Dominant Prevention Narratives
PROGRAMMING PRACTICES: Highlighting Counternarratives & Non-Dominant Expertise

- Intentional DVAM/SAAM speakers
- Student focus groups leading campus efforts
- Listening tour to cultural and resource centers
  - Broadened and deepened collaborations
  - Enhanced communication re: referrals
  - Latinx event
- Collaboration with Student Success & Engagement to conduct (in-kind) comprehensive program evaluation
“I am so grateful to have been a part of the “Supporting Latinx Survivors” event last fall. From the beginning, our primary focus was to create something that gave complete freedom and voice to anyone who needed it. I found the whole experience incredibly rewarding as we held eye-opening conversations about certain dynamics and experiences within Latinx households and relationships. Hearing other students voice their appreciation for holding space and being able to speak freely among peers only further encouraged me to pursue this type of advocacy.”

- Alyssa Rivera, 2019 WRC Intern
IDENTIFIED AREAS FOR GROWTH @ ILLINOIS

- Increase accessibility for students with varying learning styles and abilities
- Better address needs of international students
- Strengthen on/off-campus partnerships and messaging
- Focus on staff diversity and perceptions of staff diversity
- Continue evaluations and opportunities for feedback
- Increase staff capacity to meet needs of growing campus

Data from the University of Illinois at Urbana-Champaign
SMALL GROUPS
SHARE OUT
<table>
<thead>
<tr>
<th>TRADITIONAL PROGRAM</th>
<th>SOCIAL JUSTICE PARADIGM</th>
<th>SHARED PRACTICES</th>
<th>TAKEAWAYS &amp; NEXT STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses primarily on individual responsibility (usually that of the victim, as well as that of the bystander)</td>
<td>Focuses on individual actions plus systemic/cultural factors, institutional policies, political context and their interrelationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency of the perpetrator is largely invisible or unacknowledged</td>
<td>Agency of the perpetrator and the system that supports their actions is named and made transparent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not acknowledge the salience of identity, power and privilege in human interactions</td>
<td>Intersections of identity, power and privilege are essential to understanding and deconstructing interpersonal dynamics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOURCES


RESOURCES

Asian Pacific Institute on Gender-Based Violence: https://www.api-gbv.org/

Black Women’s Blueprint: https://www.blackwomensblueprint.org/

Casa de Esperanza: https://casadeesperanza.org/

FORGE: https://forge-forward.org/

INCITE!: https://incite-national.org/


National Latin@ Network: https://www.nationallatinonetwork.org/

MyPronouns: https://www.mypronouns.org/

The NW Network of Bi, Trans, Lesbian and Gay Survivors of Abuse: https://www.nwnetwork.org/

Women of Color Network: https://wocninc.org/
CLOSING: THANK YOU!

Sarah Colomé
Director, Women’s Resources Center
SRVPER KC Vice Chair-Elect
scolome@illinois.edu

Jaya Kolisetty
Associate Director, Women’s Resources Center
jkolise2@illinois.edu

TAKE OUR QUICK SURVEY:
https://bit.ly/2FSa9u1
<table>
<thead>
<tr>
<th>TRADITIONAL PROGRAM</th>
<th>SOCIAL JUSTICE PARADIGM</th>
<th>ILLINOIS PRACTICE</th>
<th>ILLINOIS GROWTH OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention work tends to occur in isolation; efforts are fragmented and inconsistent</td>
<td>Prevention work is infused across multiple entities working collaboratively to build and sustain community capacity</td>
<td>Comprehensive Prevention Strategy; Committee partnerships</td>
<td>Invested people with inconsistent messaging; Campus Size (50,000 students); Committee partnerships</td>
</tr>
<tr>
<td>Relies primarily on insight, looking to the campus for sources of knowledge, expertise, answers and solutions</td>
<td>Relies on both insight and outsight, looking in all places for answers as well as collaborating to create new knowledge</td>
<td>External hires and interdisciplinary work; Intentional expenditures; Hiring and onboarding process</td>
<td>Task forces and committees; Sustainability of campus/community partnerships</td>
</tr>
<tr>
<td>Requires care and competence</td>
<td>Requires care, competence and moral courage</td>
<td>Vulnerability and FYCARE Evaluation; “Cultural competency” and harm reduction</td>
<td>FYCARE Evaluation; Consent for story sharing</td>
</tr>
<tr>
<td>TRADITIONAL PROGRAM</td>
<td>SOCIAL JUSTICE PARADIGM</td>
<td>ILLINOIS PRACTICES</td>
<td>ILLINOIS GROWTH OPPORTUNITIES</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Violence and its prevention are defined from the perspective of and controlled by the dominant group</td>
<td>The single story is challenged, and understandings of violence are complex and informed by any counter narratives</td>
<td>Syllabus updates for peer educator class;</td>
<td>Serving international students and students with disabilities;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intentional DVAM/SAAM speakers, and student focus groups;</td>
<td>Resources and low staff limit partnerships;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acknowledging and validating distrust of law enforcement/ systems responses;</td>
<td>Disaggregated data as a standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promotion of varied forms of accountability;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Composition of Search Committees and onsite interview process;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborations with cultural and resources centers</td>
<td></td>
</tr>
<tr>
<td>Does not acknowledge the salience of identity, power and privilege in human interactions</td>
<td>Intersections of identity, power and privilege are essential to understanding and deconstructing interpersonal dynamics</td>
<td>Embedded advocates in cultural center(s);</td>
<td>Power differentials;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Composition of Search Committees and onsite interview process;</td>
<td>Staff diversity and perceptions of diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening Tour (result: Latinx event);</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prioritized professional development</td>
<td></td>
</tr>
</tbody>
</table>