Building Support for Prevention Education at a Hispanic-Serving Institution

UNM’s Path to Sexual Misconduct Prevention
Who are we?
UNM’s LoboRESPECT Advocacy Center

Who are your presenters?
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- Training & Development Specialist
Today’s Objectives

What we will not be doing:

What we will be doing:

1. Identifying approaches used at UNM to build student buy-in during sexual violence prevention education programs; lead-up & scaffolding

2. Brainstorming take-home plans for supporting and engaging your campuses in such initiatives
Why Colleges & Universities Should Incorporate Prevention

The setting for everyone & for UNM:

• Approximately 1 in 5 women and 1 in 20 men will experience sexual assault during their time in college. (NIJ, 2007)¹

• In NM, 1 in 4 women, 1 in 10 Men will experience intimate partner violence after age 18. (Caponera, 2015/2017)²³

• Title IX, Clery, and VAWA amendments define university responsibilities to prevent, report, and follow-up on instances of discrimination and violence. (ACE, 2014)⁴

• UNM entered in an agreement with the Department of Justice in October 2016. (DOJ, 2016)⁵

• Hispanic communities report similar rates of victimization, may report crimes at lower rates, but demonstrate a greater willingness to intervene against sexual violence.(No Mas, 2015)⁶

• UNM’s current student body is 43.1% Hispanic. (UNM OIA)⁷

• University employees have always done this work, sort of...
Pre 2014, Orientation Model: included NSOL skit without federal guidelines for content & organized through Orientation students/staff only.

2014, Orientation Model: included resources and some federal guidelines for content, organized through Orientation staff in cooperation with leadership from the UNM Women’s Resource Center.

AY2016-17, Orientation + General Model: Primary Prevention approach utilizing federal guidelines from VAWA Campus SaVE Act & DOJ, organized by LoboRESPECT Advocacy Center in cooperation with Orientation.
On-Campus Prevention Benchmarks

**Campus SaVE Requirements:**
- Institutional prohibition of offenses
- Definition of offenses
- Definition of consent
- Bystander Intervention strategies
- Signs of abusive/unhealthy behavior
- Ongoing awareness campaigns

**CDC Strategies for Prevention:**
- Comprehensive Prevention
- Infrastructure

**Social Ecological Model**

**DOJ Guidance:**
- Employee Reporting Duties
- On & Off Campus Resources
- Grievance Procedures & Potential Outcomes
- University Policy / Policy Consistency
Building Student Buy-In for Prevention

• Relevant Content
• Mindful & Responsive Facilitation
• Communicating Out, Cooperating In
• Linking Prevention & Intervention
Relevant Content

• Tailor the norms discussed and skills taught for specific populations.
• Accommodate different learning styles.
• Involve students in the conversation.
• Don’t be afraid of laughter or challenge.
• Compliance is a guideline not comprehensive content.

Concrete Examples:

• Use of humor, straight-forward language, realistic scenarios, modeling phrases, audio-video material, and culture.
Mindful & Responsive Facilitation

• Establish space for open dialogue, sincere questioning, and honest response
• Utilize victim-centered & trauma-informed strategies.
• Account for diverse and intersectional perspectives from the start

Concrete Examples:

• Use of trigger warnings, survivor focused language, gender neutral language, and an outside advocate, representative training team.
Communicating Out, Cooperating In

• Get the word out beforehand.
• Don’t assume that prevention is over when orientation is done.
• Follow-up throughout orientation with organized dialogues or informal, related chats.
• Follow-up with awareness campaigns and complimentary events or programs.
• Involve peers, other staff, and faculty

Concrete Examples:
• Use of Discover Fair, Lobo Dialogue, #reclaimthered, SAAM, & PAWS
Linking Prevention & Intervention

• Identify reporting sites and resources on your campus and assure that those are visible throughout prevention education efforts.

• Find community organizations that provide services your campus does not or that can supplement your campus’ efforts.

• Designate someone who can arrange academic support & accommodations, scholarship and tuition petitions, etc. for students.

Concrete Examples:

• UNM’s anonymous reporting sites, accessible reporting forms, cooperation with local Rape Crisis Center & other resources.
Responses & Impact of Prevention at UNM

Community Response:

• On & Off Campus Media Interest

Student Responses:

• In a 2017 post-survey of 5,000 students, 96% stated they could identify UNM’s confidential reporting sites, 77% felt more confident about reporting sexual harassment to UNM, and 78% felt they had a better understanding of consent.

Training Effects:

• Increased Reports
• Increased Traffic at LoboRESPECT Advocacy Center
Prevention & Buy-In on Your Campus
Thank You!

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