

Cultural Relevance and Inclusiveness & Responding to Sexual Violence

1. Introduction

1.1 SCI Welcome & Legal disclaimer



Notes:

1.2 Title Slide



The title slide features a dark blue background with a vertical pink bar on the left. The Student Conduct Institute logo is in the top right corner. The title is centered in white text. Two speaker portraits are shown at the bottom, each with their name and title. The date 'February 2021' is in the bottom left.

**STUDENT
CONDUCT
INSTITUTE**

Cultural Relevance, Inclusiveness and Responding to Sexual and Interpersonal Violence on Campus



Abbey Marr, Esq.
Former Assistant Director,
Student Conduct Institute

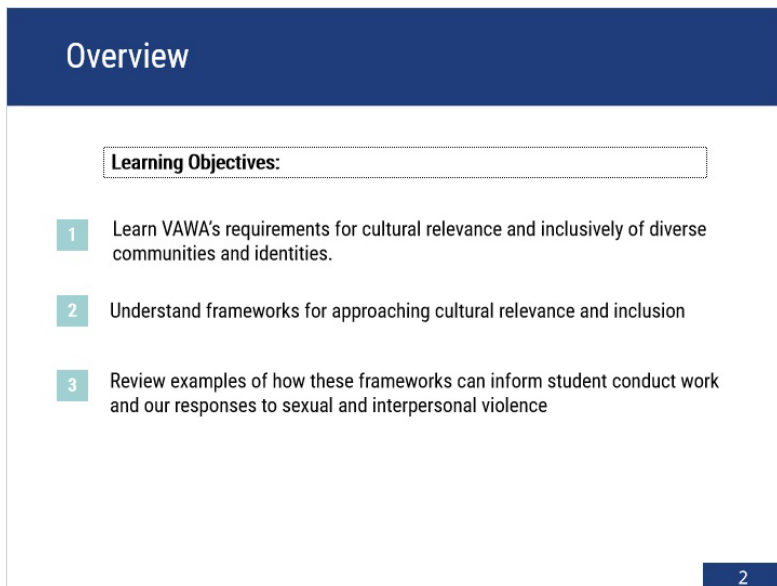


Roma Shah, M.P.H., M.S.W.
Former Staff Associate,
SUNY's Got Your Back

February 2021

Notes:

1.3 Overview



The overview slide has a dark blue header with the word 'Overview'. Below it, a box contains the text 'Learning Objectives:'. Three numbered objectives are listed, each with a teal square icon. A small blue box with the number '2' is in the bottom right corner.

Overview

Learning Objectives:

- 1 Learn VAWA's requirements for cultural relevance and inclusively of diverse communities and identities.
- 2 Understand frameworks for approaching cultural relevance and inclusion
- 3 Review examples of how these frameworks can inform student conduct work and our responses to sexual and interpersonal violence

2

Notes:

1.4 VAWA's Requirements

Introduction

VAWA and Cultural Relevance

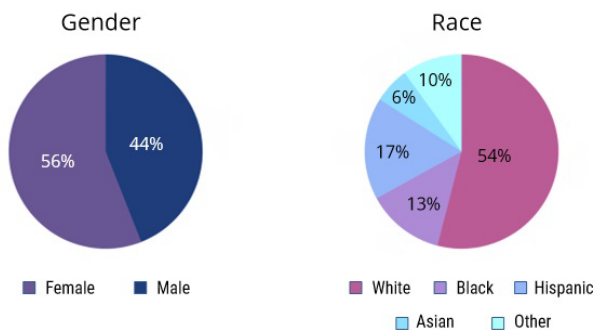
According to the Notice of Proposed Rulemaking, such programs:

- 1 **Should** focus on changing the social norms and stereotypes that create conditions in which sexual violence occurs;
- 2 **Must** be tailored to the individual communities that each school serves to ensure that they are culturally relevant and inclusive of, and responsive to, all parts of a school's community.

3

1.5 Demographics: students

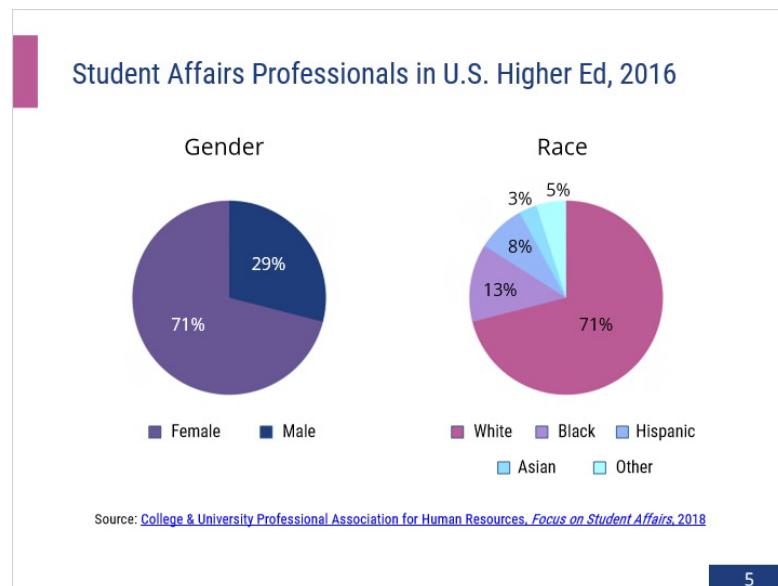
Student in U.S. Higher Education Institutions, 2016



Source: [College & University Professional Association for Human Resources, Focus on Student Affairs, 2018](#)

4

1.6 Demographics: Professionals



1.7 VAWA and Cultural Relevance

VAWA and Cultural Relevance

Programs to prevent dating violence, domestic violence, sexual assault, and stalking.

(i) Comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that -

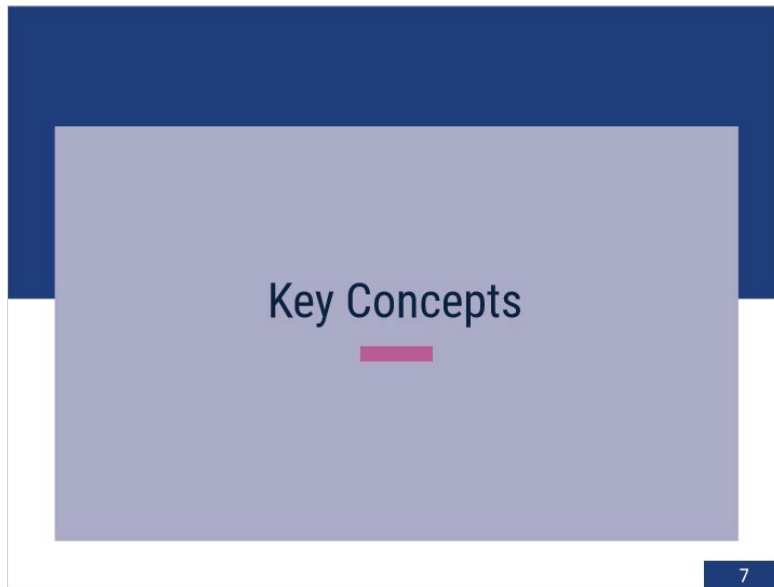
A Consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

B **Are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs,** and informed by research or assessed for value, effectiveness, or outcome; and

6

2. Key Concepts

2.1 Key Concepts



Notes:

Joe to review

2.2 Terminology

Key Terminology

- 1 **Diversity:** used to describe both individual and group/social differences
- 2 **Inclusion:** beyond making sure the make up of our institutions is diverse to ensuring that everyone is truly afforded the opportunity to participate
- 3 **Structural Oppression:** the ways institutions and society are to prevent certain groups from equitable treatment
- 4 **Privilege:** an advantage that only one person or group of people has solely for being of that group.
- 5 **Social Determinants:** conditions in which people are born, grow, live, work and age that could affect their health indicators

8

2.3 Key Concepts: Bias

Bias

- 1 **Bias:** Tendency among humans to make systematic decisions in some situations based on cognitive/internal factors and associations rather than evidence.
- 2 **Conscious Bias:** Individuals who admit to conscious biases are very clear about their beliefs, feelings, and attitudes toward others. Their associated behaviors are intentional.
- 3 **Unconscious or Implicit Bias:** Unintentional or subconscious prejudicial attitudes toward a group based on stereotypes that have become invisible to the holder.

9

2.4 Cultural Competency

Cultural Competence

- 1 An awareness of one's own culture and cultures other than one's own
- 2 Having behaviors and attitudes that enable one to interact effectively with faculty, staff and students from various cultural backgrounds.
- 3 **Crucially:** the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities in which they reside.

Source: University at Albany Student Affairs: [Intercultural Student Engagement](#)

10

2.5 Cultural Humility

Cultural Humility

Capacity to maintain an interpersonal stance that is other-oriented in relation to aspects of cultural identity that are most important to the other person.

- 1 Lifelong commitment to self-evaluation and self-critique
- 2 Desire to fix power imbalances where none ought to exist
- 3 Aspiring to develop partnerships and think beyond the individual

Source: Melanie Tervalon & Jann Murray-Garcia, [*Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education*](#), Journal of Health Care for the Poor and Underserved, May 1998

11

2.6 Intersectionality

Intersectionality

The interconnected nature of categories such as race, class, and gender as they apply to a given individual or group

Source: Kimberle Crenshaw, [*Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics*](#) University of Chicago Legal Forum, 1989.

12

3. Case Studies

3.1 Consider

Consider

- 1 Which of these concepts do you find particularly relevant to your work?
- 2 What do you find confusing?
- 3 What in these concepts do you disagree with, or think would not apply to your students? Why?

13

Notes:

Joe to review

3.2 Case Studies

Case Studies

14

Notes:

Joe to review

3.3 Case Study: 1

Iris and Alexis

- 1 Are there any initial questions or thoughts you have about the situation and how to approach working with these students?
- 2 What biases and assumptions do we see reflected in the actions from the people involved? What biases do we think we might bring to this situation?
- 3 What resources and support can the Institution offer the students?

15

3.4 Case Study: 2

Eket and Ribba

- 1 So what do and don't we know about each of these students? What might you want to know and discuss with each of them to decide how best to help?
- 2 What stigma around accessing mental health resources may a student be bringing with them?
- 3 For Ribba, what could be happening for her in dropping the topic quickly each time Eket asked her out, and what factors could influence her decision to answer (or not answer) in that way? What about in deciding to tell their friends?
- 4 Overall, seems like Eket and Ribba had a different understanding of their interactions and the messages they each were communicating. What is the role of the school in helping mediate these disagreements?

16

Notes:

University may have acted in deliberate indifference of reporting individual's Title IX rights where it permitted an appeal to the university's NCAA representative. That individual was not indicated as part of the appeal process in the code of conduct, and the reporting individual was not notified that the respondent had sought an appeal through this representative. Doe v. Univ. of Alabama in Huntsville, 177 F. Supp. 3d 1380, 1386 (N.D. Ala. 2016)

Where a university brings charges against a respondent based on violations of a code of conduct, it is obliged to provide all procedural rights described in that code, including any appeal rights. Thus, a university violated a respondent's due process rights where it charged him under a 2013-2014 code, which gave the right to an appeal by committee, but then applied a conduct procedure that did not offer the same appeal process: the appeal was conducted by the Title IX coordinator, who had previously issued the sanction. The university compounded this error by sending the respondent various correspondence indicating that he was being charged under the 2014-2015 code, rather than the 2013-2014 code. *Norris v. Univ. of Colorado, Boulder*, No. 1:18-CV-02243-LTB, 2019 WL 764568, at *15 (D. Colo. Feb. 21, 2019).

4. Conclusion

4.1 Conclusion

CONTINUE TO NEXT SLIDE TO COMPLETE MODULE

Conclusion: Thank you for joining us!

Homework: Think about how some of these concepts apply to your work. Do you notice which students are more likely to come to you, or other student affairs staff with concerns? Which aren't, and why do you think that might be? Are there any patterns appearing in the complaints along specific lines?

17

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5. Exit Questions

5.1 Attest

(True/False, 100 points, 1 attempt permitted)



I attest that I watched and completed this course in full.

☐ True

Submit

Correct	Choice
X	True

5.2 Results Slide

(Results Slide, 0 points, 1 attempt permitted)



This course is not complete until
you click the button below.

Continue

Results for
5.1 Attest

Result slide properties	Passing Score
80%	

Success (Slide Layer)



This course is not complete until
you click the button below.

Continue

Failure (Slide Layer)



This course is not complete until
you click the button below.

Continue

5.3 End Course



We invite you to take an optional Course Feedback Survey to help our team improve your learning experience. The link to this survey is located in the Table of Contents menu.

To end the course, click the button below.
Proceed back to the main menu.
DO NOT CLICK THE BACK BUTTON

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End Course