

TOWARD RESEARCH & UNIVERSITY- COMMUNITY PARTNERSHIPS THAT CENTER & SUSTAIN AN ADVOCACY APPROACH TO ADDRESSING SEXUAL VIOLENCE

Co-Production of Knowledge for Global Health Equity Series

Melinda Lemke, PhD: Assistant Professor, Department of Education Leadership & Policy; CGHE Refugee Health Big Ideas Team Co-Lead

Kate Rogers, MPH: Sexual Violence Prevention Coordinator, Crisis Services & PhD student, Department of Community Health & Health Behavior





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Agenda & Objectives

1. Content & Language
2. Positionality & Disciplinary Framing
3. Community-Centered Research
4. Co-Produced Public Knowledge
5. Successful Partnerships
6. Surprise Take-aways
7. Questions & Discussion

Content & Language

- This material can be challenging & sensitive.
- Please take care of yourself as needed (i.e. turn your camera off, stand up, take a break, etc.)
- Due to the sensitive nature of the content, as is good practice with sessions of this nature, **this presentation isn't being recorded.**
- This is a safe space to share thoughts & ask questions. **Should you need resources, Crisis Services has a 24/7 crisis hotline for survivors of domestic & sexual violence, & their loved ones at (716) 834-3131.**



Photo: Roman Kraft via Unsplash

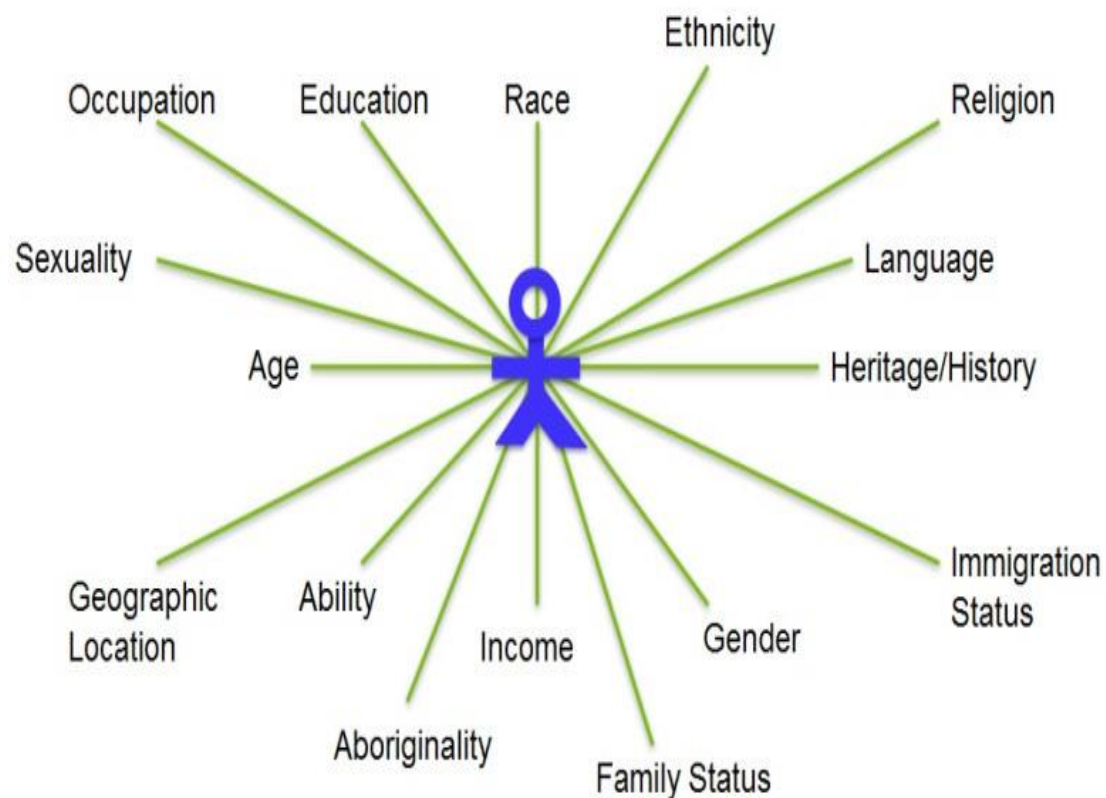
Content & Language

- Sexual Violence
- Gender Violence
- TDV
- Sexting
- Prosocial Behaviors
- Victim/Survivor-Centered Advocacy



Photo: Mika Baumeister via Unsplash

Positionality & Disciplinary Frames



Graphic: Weingarten Learning Resources Center. (2017). Retrieved from <https://weingartenlrc.wordpress.com/2017/01/09/research-writing-whats-your-positionality/>

Graphic: Socio-ecological Model. Retrieved from www.researchgate.net

Community Concerns & Community-Centered Research

- Community concerns
- Balances collaborative research partnerships & community crisis response
- Violence prevention education through local school partnerships
- Outreach & research utilized as mechanisms to address community needs



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Co-produced Public Knowledge

- **Sexting & How It Relates to TDV**

- Increasingly normal teen behavior & indicative of off-line (non)consensual activity
- Punitive sexting policies create stigma & potential for abuse

- **Methodology**

- Systematic review, constructivist paradigm

- **Sexting as Empowerment vs. Abuse**

- Mechanism for healthy sexual exploration
 - Normalizing use allows for development of prosocial behaviors
- Like all sexual expression, has the potential to be exploited & abused
 - Addressing potential for violence & student rights makes “coercive,” “aggravated,” “revenge,” etc. behavior less likely

Co-produced Public Knowledge

- **Policy**

- No federal sexting law
- Under 1st Amendment jurisprudence & child pornography law
 - *New York v. Ferber* (1982)
- 26 states with research indicating outcomes varied
- 23 relevant NYS SV, harassment, & bullying laws with 1 sexting law

- **Implications for Research & Practice**

- Paucity of research & existent school policy guidance
- More research needed in multiple areas
- State & local level policy recommendations
- Practice, training, & education that address continuum of behavior toward certain ends

Successful Partnerships: Aspects of Multi-sector & Transdisciplinary Approach



Photo: Susan Yin via Unsplash

- **Academic & Professional:** Rich backdrop for collaboration in writing, “When Sexting Crosses the Line”
- **Personal & Collaborative:** Strong mentor/mentee relationship
- **Technical:** Communication, division of labor, various writing processes, & output expectations
- **Transformative:** Impact

Successful Partnerships: From Publication to Practical Application

- “When Sexting Crosses the Line” grounded in a need to address the intersection of TDV, sexting, educational policy, & school leadership practice
- Systematic review through a constructivist & critical approach
 - Though aimed to offer an interpretation of synthesized literature, argued sexting should be addressed from a harm-reduction & pro-social behavior approach
- Research had real-world applicability almost immediately in CS policy & curriculum

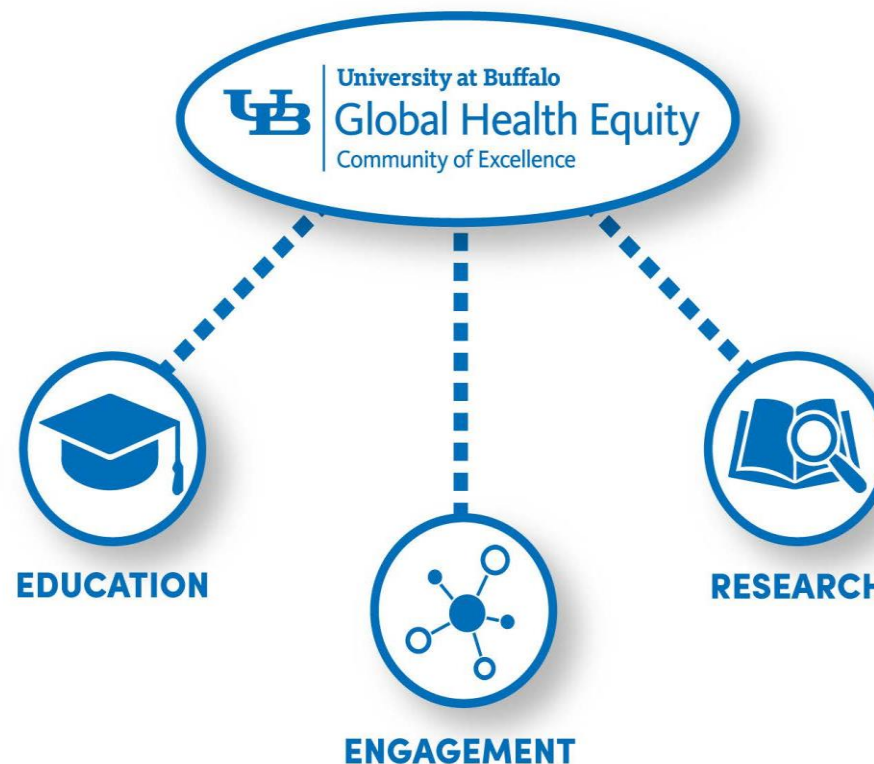


Photo: Sydney Sims via Unsplash

Surprise Take-aways:

**1. From the
Research**

**2. From the
Partnership**



Our Co-Produced Knowledge

Lemke, M. & Rogers, K. (2020). When sexting crosses the line: Educator responsibilities in the support of prosocial adolescent behavior and prevention of violence. *Social Sciences*, 9(9), 1-14.
doi:10.3390/socsci9090150



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Questions & Discussion

Contact Information –

Melinda Lemke, PhD:
malemke@buffalo.edu

Kate Rogers, MPH:
krogers3@buffalo.edu



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