



A CATHARSIS PRODUCTIONS Presentation

# REPORT = SUPPORT !





## **INTRO: WELCOME TO THE TEAM!**

You are part of a team; a team of folks around this campus, in the community and across the country working to create safer, more equitable and respectful living, learning and work spaces for all.

Report = Support! Identifying and Responding to Sexual Misconduct is a training that converts Title IX compliance mandates into a truly relatable and engaging conversation. This program frames the broader issue of what it means to be a responsible employee under Title IX regulations and explores the “why” behind Title IX policies and procedures. The training ultimately provides opportunities for users to explore best practices when it comes to identifying and responding to sexual misconduct in higher education.

**This guide is in 7 parts:**

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## 1. TOOLS AND INFORMATION NEEDED FOR CLASS: INSTITUTION-SPECIFIC POLICIES, PROCEDURES, DEFINITIONS AND RESOURCES

The training integrates your institution's specific Title IX policies, definitions, procedures, and victim resources. Please be sure to have the following university-specific policies, procedures, definitions and resources information handy. They are in APPENDIX A. Below is a sample of the types of information you will want to know and have handy:

- Institution's Sexual Misconduct Policy
- Institutions definitions for Sexual Assault, Domestic/Intimate Partner Violence, Stalking
- Institution's Sexual Harassment Policy
- Institution's Mandated Reporter or "Responsible Employee" Policy
- Institution's Definition of Consent, including incapacitation
- Institution's Confidential Reporting Options AND Employee Support Services Resources
- Institution's Reporting Obligations (and/or how to submit a report)
- Institution's website address for employees to access additional Title IX related resources
- Any additional resources/ documents you'd like to provide your employees

Please be sure to have the following university-specific on-campus helping resources information handy. They are in APPENDIX B. Below is a sample of the types of information you will want to know and have handy:

- Employee Assistance Program
- Human Resources
- Title IX
- Student Counseling Services
- Student Conduct Office
- Equal Opportunity Office
- Victim Advocacy Program

## 2. CLASSROOM SET UP:

- A dry erase board / chalk board or paper to take notes on
- Tables and chairs set up in a semi-circle or classroom style
- Make sure room is set up so persons with disabilities or mobility issues can maneuver easily

- Copies of policies and resources for participants to take with them after training
- Report = Support! guides for each participant
- Pens/pencils for participants

### 3. GENERAL RULES FOR FACILITATING DIALOGUE:

- Establish rules of engagement from the start:
  - Here are some examples that you can use:
    - Ask participants to be prepared to engage in the learning. Participate; ask questions, listen to others and speak so everyone in the room can hear you.
    - Bring an open mind.
    - Stay present. Don't text, check emails, or be a distraction for others by doing other work. Leave your cell phone on vibrate or off and in your pocket or handbag.
    - Ask participants to be respectful of others' opinions and beliefs and refrain from judgment.
    - Ask participants to keep comments general and refrain from commenting about individuals or specific situations.
    - Encourage participants to accept the experiences of others as real and valid.
    - Remind the participants that anything said in this training should be kept confidential.
- Room set up:
  - Create a welcoming environment. Consider the layout of the room, taking regular breaks, availability of restrooms, and accessibility needs.
  - Have a dry erase board available for discussions
- Use active listening skills to make sure you understand what is being said:
  - Paraphrase - Paraphrasing means repeating the essence of what a participant has said in order to make them feel understood.
  - Clarify/Check for meaning- Sometimes people are not as good at communicating their ideas as others. Checking and clarifying what was said keeps us from misunderstanding and ensures that our participants are being heard. We can't get to the heart of the matter when we don't know what people are thinking.
  - Summarize - Summarizing helps us keep track of the conversation, can be utilized as another great tool for clarifying what's being said, and provides us with a method for reiterating important points of our conversation.

- Give participants time to answer and process responses from others. Silence can be healthy and positive.
- Use the audience. Sometimes we get asked a question we do not have an immediate answer to. This is ok, we don't always have all the answers. Thankfully we can utilize the experience and personal expertise in the room to help. Ask the participants how they might respond to the question or scenario being proposed.
- Remember that peer-to-peer learning is important:
  - Ask for other participants to respond to negative or challenging comments in a respectful way; i.e. "Does anyone have an alternate way of viewing this issue?"
- Do not over utilize one or two participants:
  - If only a few people control the discussion, the rest of the participants may shut down or be unengaged.
- Physicality: Do not touch any of the participants as you move about the room.
  - Even a well-meaning gesture as a pat on the shoulder can be alarming to a survivor who may be having heightened sensory awareness brought on by the topic content.
- Correct victim blaming, rape myths, bias and hate speech and other objectifying language:
  - Need help with identifying these? Talk with your on-campus resources on how to identify and respectfully/thoughtfully respond to participants' misconceptions.

## 4. LEARNING OBJECTIVES (LO)

**At the end of this training participants will be able to:**

1. Identify behaviors that constitute sexual misconduct, sexual and gender-based harassment and violence
2. Understand how sexual misconduct, sexual and gender-based harassment and violence negatively affect campus climate
3. Understand their responsibilities under Title IX
4. Have reviewed your institution's interpersonal violence policies and definitions
5. Viewed your institution's reporting structure and other resources.
6. Understand how to empathically respond to a disclosure to help remedy the negative impact sexual misconduct has on survivors
7. Know how to take an active role in helping stop sexual misconduct and preventing its re-occurrence
8. Know how to provide support for victims of sexual misconduct
9. Be able to help ensure the safety and security of our campus community

## 5. FACILITATION GUIDE:

This is meant to be a facilitated discussion. This means you will ask questions and utilize audience participation to get to the learning objectives. Your goal is to cover all the learning objectives. Chose the question path that best leads to that goal. While every class will be somewhat different the end learning objectives will always remain the same. To that end we have provided the learning objectives (LOs) at the top of each question cluster. Let the learning objectives be your guide.

### INTRO

- Introduce yourself
- Explain your role as a facilitator and provide information about your program
- Provide some relevant information about your background—including why you think the program is important, not just parroting slogans
- Keep it brief; ideally, the introduction lasts no more than 1-2 minutes.
- Be sure to outline rules on confidentiality
- Be sure to inform the class that you are a mandated reporter so to consider that if you share stories
- Remind them if they share stories to remove the names and identify information
- Report = Support! talks about the behaviors that contribute to sexual harassment and sexual violence in the workplace and learning environments around sex- and gender-based harassment and discrimination.

### ICEBREAKER: WHY IS THIS IMPORTANT?

This is just to get them talking and priming them for buy-in by identifying why *they* think it is an important training.

1. Why should we have this training if we don't have an issue or an active complaint?
2. How does gendered bias speech create an environment that make it less equitable for everyone on campus?
3. Why is it important for us to respond to sexual and gender-based harassment on campus?

### LO1: IDENTIFYING SEXUAL AND GENDER-BASED HARASSMENT AND VIOLENCE

1. What sort of negative behaviors contribute to sex- and gender-based harassment and discrimination in the workplace?
2. What are examples of sexually aggressive language in the work place? Let's play a game called Ok or No Way? (Ask the participants to decide if the following statements are OK-or NO WAY?! Discuss the correct answers and why)

- a. A boss turns to an employee and says, “Hey, just a thought... how do you KNOW you’re not attracted to women if you’ve never been with one?”
  - b. A female student visits a male academic advisor. When the female enters, the advisor announces, “Hey, I love that outfit.”
  - c. You overhear one coworker talking to another: “Lisa keeps telling me she isn’t interested, but one day I’m going to hit that.”
  - d. Okay here’s another one: A grad assistant walks by the department head’s desk where a family photo is on display. The GA says, “Is that your partner? Wow. Y’all make an attractive couple.”
3. What is sexual harassment?
- a. Who can tell me what the difference between Quid Pro Quo and A Hostile environment?
  - b. What sort of behaviors constitute sexual harassment?
  - c. (OPTION: Read the following behaviors and ask if they constitute quid pro quo, hostile work environment or nothing.)
    - i. A manager just returns from his recent Caribbean vacation and repeatedly asks people to look at his vacation photos. How many pictures of a sunset can one person take?
    - ii. An instructor suggests a student might earn a better grade if they wore a more “flattering” blouse to class?
    - iii. A student is helping a professor with a research project. The professor drives the student to and from work, showers him with presents and praise, and lately has been making a lot of sexual innuendoes. The student requests through an adviser to be reassigned to another project.

## **LO 2: WHAT IS THE EFFECT OF THESE BEHAVIORS IN THE WORKPLACE?**

- 1. What do you think the impact of sexual misconduct or other interpersonal violence is on:
  - a. The target of the behavior?
  - b. The friends and family of both the target and perpetrator of harm?
  - c. The office/unit/division/college?
  - d. The community?
  - e. The campus community as a whole?
- 2. What are some resources available to victims (or survivors) on campus? Off campus? (give resources)

## **LOs 3, 4, & 5 WHAT IS A MANDATED REPORT AND WHAT ROLES DOES A MANDATED REPORTER PLAY**

- 1. Why should there be campus employees required to respond reports of sexual harassment or interpersonal violence?

2. What does it mean to be a mandated reporter?
3. What sort of behaviors are the ones we must report? When should someone make a report? (Read scenario and ask if its reportable or not and why)
  - a. A coworker tells you that they were sexually assaulted by another co-worker.
  - b. A student tells you that her boyfriend got out of control last night, trashing her room and throwing a chair at her in her off-campus apartment.
  - c. A student emails you that her girlfriend is cheating on her and it made her too sad to leave the house.
  - d. A colleague tells you they're anxious about a woman in another department that has started texting and emailing him constantly. She shows up at his desk, joined the same gym, and has driven past his house several times.
  - e. You're a senior housing staff member and one of your residents is a student worker named Scout. Scout is transgender and requests that people use gender inclusive pronouns when referring to them. Scout's supervisor, Dan, rolls his eyes every time Scout makes this request. This morning, however, when Scout reported for work, Dan said Scout would have less hours because they would no longer be allowed to work the front desk because he believes that they are making people uncomfortable.
4. Who can make a report?
  - a. Does the gender identity of a victim of dating or relationship violence matter?
    - i. What might make it difficult for cis-gender men and Trans or gender nonconforming people to come forward or tell others about being assaulted?
  - b. Does the job title of the person making the report matter?
5. What are your campus resources for responding to issues of Sexual Misconduct? (Share resources)
6. Your role is to listen and help the person get connected to resources without questioning or judging.
  - a. How can you empathically respond to someone while maintaining your role as a responder?

## **LOs 6, 7, & 8 HOW CAN ALL EMPLOYEES HELP TO REDUCE HARM AND INCREASE RESPECT-UPSTANDNER SECTION**

1. What are signs that an intervention may be needed?
  - a. What can we do, as bystanders, when we notice such behavior?
2. What are ways all employees can interrupt toxic behaviors around gender to increase respect?
3. How can we intervene when people make stereotyped or bias statements?

4. How can you support survivors on your campus?
  - a. What can you say to someone who tells you they were harassed or the victim of interpersonal violence? (see information below)
5. How can you hold people who perpetrate crimes like, domestic violence, stalking for sexual violence accountable for their acts on your campus? (see information below)
  - a. What resources are there for accused folks?
  - b. What are your responsibilities when someone tells you they harmed another student or employee?

### **LOs 8 & 9 HOW TO SUPPORT SURVIVORS OF INTERPERSONAL VIOLENCE AND HOLD PEOPLE WHO PERPETRATE INTERPERSONAL VIOLENCE ACCOUNTABLE**

You can use this information to support the conversation on how to help survivors, how to change culture, how to hold perpetrators of sexual violence accountable and everyday things we can all do to make our campus a safer and more equitable place for all.

1. Provide support to survivors by:
  - a. Listening
  - b. Knowing the on-campus resources available to staff. A guide to on campus resources for students and staff is included at the end of this guide.
  - c. Thank them for coming forward
    - i. "Thank you for trusting me with this information."
  - d. Ask "what can I do to help?" not, "why were you or did you..." questions.
  - e. Let them talk as much or as little as they want about what happened. Remind them of your mandatory reporting responsibilities, if applicable.
  - f. Give them information about support services on and off campus
  - g. Supportive things to say to survivors of interpersonal violence:
    - i. IT WAS NOT YOUR FAULT!
      1. Survivors often blame themselves. One of the most important things you can say to a survivor of interpersonal violence is that it is not their fault. Reinforce that what happened was not deserved; not something they brought on themselves or their fault for not seeing it coming.
      2. The only person we blame for behavior is the perpetrator of the behavior.
    - ii. I BELIEVE YOU.
      1. The survivor may feel that others will be skeptical of the story.

2. They may have trouble trusting people at this point, so saying I BELIEVE YOU will help make them feel comfortable & supported.
- iii. YOU HAVE OPTIONS!!
  1. Tell them about options on campus.
2. Create cultural change on campus by:
  - a. Interrupting and correcting victim blaming statements when you hear them.
  - b. Correcting rape myths and other cultural stereotypes.
  - c. Correcting myth, misconceptions and stereotypes about sex
  - d. Interrupting and correcting negative racial, gender, ethnic, sexual orientation, class, ability, and religious stereotypes.
  - e. Intervening when we see someone using alcohol, coercion, social power or manipulation for sex.
  - f. Supporting survivors.
  - g. Support on and off campus programs that seek to empower students, help survivors and reduce cultural stereotypes, objectification, and bias.
3. Hold facilitators and perpetrators of sexual and interpersonal violence accountable by:
  - a. Telling friends who brag about forcing sex (i.e. using coercion, manipulations, threats, drugs and alcohol) that it's wrong and why.
  - b. Not letting friends use alcohol, coercion, social power or manipulation for sex.
  - c. Telling people whom you know are perpetrating abuse that it's wrong and why it upsets you to see them emotionally, verbally or physically harming others
  - d. Telling people who witness abuse that it's wrong and why it upsets you to see them supporting harm perpetrated by others
  - e. Telling friends who use objectifying language and bias and hate speech, make victim blaming statements, or spread rape, domestic violence or stalking myths and sexual and gender stereotypes and misconceptions that it's wrong and why.
  - f. Not excusing the actions and asking them to stop the behavior whether it be verbal or physical.
  - g. Holding perpetrators accountable.
    - i. Letting those who commit acts of sexual misconduct or interpersonal violence that it is not acceptable behavior.
    - ii. Informing them that there are consequences for their actions.
    - iii. That counseling services are available on and off campus for them, so they can learn to make different choices.

## **CLOSE OF PROGRAM**

Make a statement of review. Here is an example:

*So, in review, we've looked at your responsibilities under Title IX, defined important definitions, identified behaviors that constitute sexual misconduct, reviewed how to respond if someone discloses an incident to you, and pointed you to your specific institution's reporting policy documents and other resources.*

*By taking an active role, you can help stop sexual misconduct, prevent its re-occurrence, remedy its effects, provide support for victims or survivors, and help insure the safety and security of our campus community – which includes minors as well.*

*This training is about more than compliance and policies. Because when it comes to recognizing, reporting, and responding to sexual misconduct it's ALL in the service of making our campus a place to safely live, learn, and work.*

*Your Report=Support! Guides have information about your on-campus policies and protocols as well as resources or victims and who to call to answer any questions you still have. Thank for your time. And have a good day.*

# NOTES

## **APPENDIX A: INSTITUTION-SPECIFIC POLICIES, PROCEDURES, DEFINITIONS**

## **APPENDIX B: ON-CAMPUS HELPING RESOURCES**