



**Building Supportive Communities:  
Clery Act and Title IX**

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## Introduction

### Building Supportive Communities

#### Video Script:

##### **Building Supportive Communities.**

In this course, we will take a close look at the issue of sexual harassment, including sexual assault, relationship violence, and stalking, in higher education.

#### Sensitive Content Notice

#### Video Script:

*Content Notice.*

*This course is designed to build your skills in helping to create a safe, respectful community for everyone to work and learn. These topics can be challenging to think about, and may feel especially sensitive and personal to some. If you have difficulty completing this course, please contact your institution's representative to discuss how to proceed.*

#### Title IX of the Education Amendments Act of 1972

#### Video Script:

##### **Title IX of the Education Amendments Act of 1972.**

Under Title IX, your institution has a variety of responsibilities to protect its students, faculty, and staff.

Title IX is a federal law that protects higher education students and employees, including faculty and student workers, from discrimination based on sex or gender stereotyping in federally funded education programs and activities.

Up next, you'll explore the definitions of a few key terms to know when learning more about Title IX.

#### Terms to Know

#### Interactivity Audio Script:

##### **Terms to Know.**

It's important to be familiar with some of the common terms that are used when learning about Title IX.

Explore the following terms to learn more.

#### Interactivity Text:

## **[Carousel 1]: Sexual Harassment.**

### **Sexual Harassment.**

There are different types of sexual harassment. The behaviors prohibited under Title IX are rape and sexual assault, relationship violence, and stalking that is based on sex.

"Hostile environment" and "quid pro quo" are two other types of sexual harassment that are prohibited under Title IX.

## **[Carousel 2]: Hostile Environment.**

### **Hostile Environment.**

Hostile environment sexual harassment involves verbal or nonverbal conduct. To avoid infringing on academic freedom or First Amendment free speech rights, this form of harassment must be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to education in order to violate Title IX.

## **[Carousel 3]: Quid Pro Quo.**

### **Quid Pro Quo.**

Quid pro quo, or "this for that," is a type of sexual harassment that occurs when an institution's employee conditions an education aid, benefit, or service (e.g., a student's grade or an employee's pay raise) on the individual submitting to unwelcome sexual conduct.

## **[Carousel 4]: Sexual Assault.**

### **Sexual Assault.**

Sexual assault is nonconsensual sexual contact or activity, including rape, attempted rape, and unwanted sexual touching.

## **[Carousel 5]: Relationship Violence.**

### **Relationship Violence.**

Relationship violence refers to domestic violence and dating violence, which involve abusive conduct, including physical or sexual violence that occurs between current or former partners.

## **[Carousel 6]: Retaliation.**

### **Retaliation.**

Unlawful retaliation occurs when someone intimidates, coerces, threatens, or discriminates against another person because they reported, or participated in an investigation or disciplinary or legal proceedings involving, sexual harassment prohibited by Title IX.

## **[Carousel 7]: Disclosure and Reporting.**

## **Disclosure and Reporting.**

If a student or colleague discloses prohibited conduct to you, offer to connect them with support and

confidential resources, and provide information on how to report an incident to the Title IX Coordinator who can offer institutional resources and supportive measures. You should also follow any response or reporting procedures required by your institution.

### **Summary**

#### **Interactivity Audio Script:**

### **Summary.**

The goal of this course is to give you the skills to be a positive influence in your community.

Everyone in the higher education community plays a role in preventing sexual harassment and violence, relationship violence, and stalking. And everyone plays a role in appropriately addressing it when it does occur.

Let's get started.

## Building Supportive Communities

### Building Supportive Communities

#### Interactivity Audio Script:

#### **Building Supportive Communities.**

Explore the support, opportunities and responsibilities included under the Clery Act and Title IX.

Welcome

#### Video Script:

#### **Building Supportive Communities.**

In this part of the course, you're going to:

- 1) Focus on the important role that you play in protecting our employees and students by raising awareness of how to prevent, identify and report different types of sexual harassment, including sexual assault, relationship violence, and stalking.
- 2) Review our institution's responsibilities under Title IX, a federal law that prohibits discrimination based on sex or gender stereotyping, including the following types of sexual harassment:
  - Rape and sexual assault
  - Relationship violence
  - Stalking that is based on sex
  - Unwelcome conduct on the basis of sex that is severe, pervasive, and objectively offensive, creating a "hostile environment" that effectively denies a person equal access to an education program or activity
  - An institution's employee conditioning a grade or other educational benefit or service on an individual submitting to unwelcome sexual conduct (called "quid pro quo")

#### **Title IX**

Title IX applies regardless of a person's sex, gender identity, or sexual orientation, and prohibits sex discrimination — including discrimination based on pregnancy, childbirth or related conditions — and sexual harassment specifically in the context of educational programs or activities against persons located in the U.S.

### Building Supportive Communities

#### Video Script:

#### **Building Supportive Communities.**

One of the major roles you will play in creating a safe and healthy higher education community is being an active bystander.

Narrator: When a higher education environment is positive and professional, everyone benefits. No matter your role, you have a unique chance to make a difference for individuals and for the community. Learning to spot problems and take appropriate action is critical for creating educational spaces free from discrimination and harassment. It's also central to building communities where everyone understands that stalking, dating, and intimate partner violence as well as sexual violence are completely unacceptable. Whether or not your role is student facing, you may have responsibilities to ensure that everyone has equitable access to employment or educational opportunities. Next, we'll focus on how sexual assault, intimate partner violence and stalking can impact our campus and resources available to support those who experience harm. We'll apply what we've learned about awareness, attitude, and action. And practice how to respond when a student or a colleague turns to you for help so that you are well prepared to make a positive impact on your campus.

### The 3 A's of Bystander Intervention

#### Interactivity Audio Script:

#### The 3 A's of Bystander Intervention.

Part of your role in creating a safe educational and workplace culture is to understand when and how to intervene.

Select each tab to learn more.

#### Interactivity text:

##### [Tab 1]: Awareness.

Be conscious of what is happening around you and your colleagues in the workplace and the learning community. Evaluating and assessing your environment is the first step to being an active, rather than a passive, bystander.

##### [Tab 2]: Attitudes.

Maintaining a respectful, equitable environment means actively modeling the attitude that discrimination, harassment, and retaliation have no place in the work and learning environment.

##### [Tab 3]: Action.

You have the power to act, whether by intervening directly or by reaching out to others. If you are uncomfortable intervening directly, you can still make a difference by informing someone who is equipped to help address the situation.

#### [Alt-Text]:

A student and a professor are talking.

## Building Positive Relationships

### Interactivity Audio Script:

#### Building Positive Relationships.

Building relationships that are based on respect is one of the key elements of a positive working and learning community. This is extremely important in higher education, where relationships and authority structures can be difficult to navigate and define.

Many unique relationships exist in higher education: faculty-student, student-student, staff-faculty, staff-students, to name just a few.

The hierarchies within those groups can create perceived barriers to action that allow disrespect to flourish, even though most people in the community would rather work and learn in a respectful environment.

## Reflecting on Relationships

### Video script:

#### Reflecting on Relationships.

Before moving on, please take a moment to consider a relationship you have developed or hope to develop at your institution. Consider relationships with different dynamics, such as faculty-student, student-student, faculty-staff, and the others we reviewed previously.

- What are some indicators that the relationship is positive?
- What are some indicators that it is not harmful?
- Do those indicators shift as the dynamics differ, or are they consistent across the board?

## Healthy Relationships

### Interactivity Audio Script:

#### Healthy Relationships.

Research shows that healthy relationships both at home and at work enhance well-being, foster greater security and encourage better decision-making. While successful relationships can take many forms, they typically share similar characteristics.

#### Explore to learn more.

### Interactivity text:

#### [Carousel 1]: Respect.

#### Respect.

Accepting others for who they are, even when you may not agree with what they believe or value.

## **[Carousel 2]: Trust.**

### **Trust.**

Having confidence in the compassion and reliability of others, so that accountability is always present.

## **[Carousel 3]: Collaboration.**

### **Collaboration.**

Working together toward a common goal. People always accomplish more when they are all looking in the same direction.

## **[Carousel 4]: Communication.**

### **Communication.**

Exchanging thoughts and ideas in an honest and open manner; speaking up for yourself while respecting the right of others to do the same.

## **[Carousel 5]: Positivity.**

### **Positivity.**

Cultivating a positive outlook to help build and maintain a respectful, equitable environment.

## **Unhealthy Relationships**

### **Interactivity Audio Script:**

#### **Unhealthy Relationships.**

Relationship abuse happens when one intimate partner coerces and controls the other. It tends to escalate over time, and is often part of a larger pattern of dominance. There are a few key characteristics everyone should understand about relationship abuse.

#### **Explore to learn more.**

#### **Interactivity text:**

#### **[Carousel 1]: Tab 1.**

##### **It has a serious impact.**

Intimate partner violence has a serious, negative impact on people we know well or work with and on our entire community. It's important to recognize it so you're prepared to help.

#### **[Carousel 2]: Tab 2.**

##### **It's not just physical.**



Relationship abuse, which also includes domestic violence and dating violence, consists of more than physical harm. A person who is abusing someone often seeks to maintain power and control in other ways, some of which are subtle and difficult to identify—even to the person being abused.

**[Carousel 3]: Tab 3.**

**It may manifest in unexpected ways.**

A colleague or student who is experiencing abuse may act differently than normal, be agitated or aggressive, seem jumpy or on guard, lose interest in activities they once enjoyed, or withdraw from people. These behaviors don't always indicate abuse, but if one or more begin to occur, you may want to say something.

**Forms of Relationship Abuse**

**Interactivity Audio Script:**

**Forms of Relationship Abuse.**

Relationship abuse manifests in many different ways. These means of exerting power and control over another person often overlap and are often perpetrated at the same time.

**Explore to learn more.**

**Interactivity text:**

**[Flip Card 1]: Isolation.**

Pressuring a partner to cut off ties with family, friends, colleagues and students.

**[Flip Card 2]: Emotional.**

Making a partner feel bad about themselves or unworthy of being treated well.

**[Flip Card 3]: Financial.**

Interfering with or jeopardizing a partner's job, preventing them from obtaining employment, or withholding financial information or access to shared assets in order to keep a person financially dependent.

**[Flip Card 4]: Physical.**

Threatening assault or actually acting on those threats in a physically violent way. This may include slapping, hitting, punching, kicking, or assaults involving weapons such as blunt objects, knives, or guns.

**[Flip Card 5]: Sexual.**

Forcing a partner to engage in unwanted sexual activity without their explicit consent.

## **[Flip Card 6]: Academic.**

Deliberately starting an argument before an exam, project deadline, or presentation, or preventing a partner from attending class or department events.

DIG DEEPER

Graduate Student Considerations

Forms of Relationship Abuse

**Video Script:**

### **Ask an Expert: Graduate Student Considerations.**

Graduate students may experience higher levels of dating violence or unhealthy relationships compared to certain other harms. It's helpful to be aware of the red flags that can indicate these problems for graduate or other students.

Lower left hand corner of video, name appears: Mickey Irizarry, Health Promotion Center Director

One trend that we noticed amongst graduate students is that they tend to experience higher levels of dating violence or unhealthy relationship dynamics, rather than sexual assault or sexual violence, which we see more often in the undergraduate population.

Dating violence in graduate students can be harder to pick up on compared to acute trauma of sexual violence, because the signs are harder to see.

Some red flags that you might notice if you are working with a student who is experiencing an unhealthy relationship or dating violence might be things like they are constantly checking their phone, and having to like report where they are, what time they will be back, what time they're leaving.

If you start to notice that a partner shows up unexpectedly in the building, or on the campus property, or in the office of that student, that might be a sign that they are having tabs kind of kept on them. They might feel on edge about having to stay late for extra projects.

Another sign could be around financial stress and financial abuse. So if they are worried about having to spend money or having to get permission to use money or different funds, or if they are the primary person paying for everything, they might be more on edge about having to do that as well.

Skills Workshop

**Video Script:**

**Skills Workshop.**

In this workshop, you'll refine your ability to be alert and aware, and to intervene when appropriate.

### Scenario: Signs of Struggle

#### Interactivity Audio Script:

#### Signs of Struggle.

Troubling situations in the work environment always call for sensitivity, but sometimes also require specific responses. Take a moment to practice your ability to respond with sensitivity in a challenging situation.

Read the scenario and select the best response.

#### Interactivity text:

Niamh's work-study job is as an administrative assistant at the Registrar's office. She has missed several days of work and returns to work with a nasty cut on her lip. She seems anxious and tells Iqra, her boss, that she can't stay late to catch up on her work. Iqra is concerned that Niamh might be in some kind of trouble.

Is Iqra's concern for Niamh warranted?

Yes, Iqra is right to be concerned.

No, Iqra is assuming too much and should not interfere.

I'm not sure.

#### [Question-Text]:

Is Iqra's concern for Niamh warranted?

#### [Options]:

- Yes, Iqra is right to be concerned.
- No, Iqra is assuming too much and should not interfere.
- I'm not sure.

#### [Answer]:

Yes, Iqra is right to be concerned.

#### [Correct Feedback 1]:

#### That's Right.

Iqra is observant enough to note that Niamh may be in some kind of trouble. Expressing concern for a student or colleague is always acceptable.

**[Incorrect Feedback 2]:**

**Not Quite.**

It's a supportive gesture to share your concern in a nonjudgmental way when you think a colleague or student may be in some kind of trouble. Try again.

**[Incorrect Feedback 3]:**

**Not Quite.**

It can be hard to know what is really going on, but expressing concern in a nonjudgmental way shows Niamh that Iqra cares about her. If Niamh is in an unsafe situation, she will be more likely to turn to Iqra for help now or in the future. Try again.

**Scenario: Registering Concern**

**Interactivity Audio Script:**

**Registering Concern.**

Iqra noticed potential signs that Niamh may be in some kind of trouble and registered concern. In the scenario, this situation continues.

Read the scenario and select the best response.

**Interactivity text:**

Iqra worries that Niamh may be in an abusive relationship, but isn't sure how to offer help, especially because Niamh has a child to care for and she doesn't want to place her or her child in further danger. Iqra wants to reach out and express her concerns in a non-threatening way.

Which of the following would be Iqra's best response?

"I noticed the cut on your lip last week, and that you've been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?"

"I've noticed that you've had trouble meeting your deadlines lately. Can we talk about how to manage your workload?"

"I am concerned about you. You seem isolated and afraid. Are you OK? Did Karl do that to your lip? Can I help?"

**[Question-Text]:**

Which of the following would be Iqra's best response?

**[Options]:**

- “I noticed the cut on your lip last week, and that you’ve been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?”
- “I’ve noticed that you’ve had trouble meeting your deadlines lately. Can we talk about how to manage your workload?”
- “I am concerned about you. You seem isolated and afraid. Are you OK? Did Karl do that to your lip? Can I help?”

**[Correct Answer]:**

“I noticed the cut on your lip last week, and that you’ve been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?”

**[Correct Feedback 1]:**

**That’s Right.**

This is a good place for Iqra to start. By referencing her behaviors instead of making assumptions, Iqra communicates to Niamh that she has noticed something is troubling her, and offers a non-confrontational expression of care.

**[Incorrect Feedback 2]:**

**Not Quite.**

While discussing a neutral topic like work performance is another way for Iqra to address her concerns with Niamh, it may make her anxious about her job in addition to the personal issues she is experiencing. A clear non-judgmental reflection of what Iqra has noticed and an expression of concern may be a better approach. Try again.

**[Incorrect Feedback 3]:**

**Not Quite.**

Here, Iqra asks Niamh more directly if she is a target of abuse. While this is a safe and non-threatening way for her to express concern, if Iqra offers more specific information about why she is concerned, Niamh may be more likely to avoid the question, and hide the abuse. Try again.

**Scenario: A Disturbing Disclosure**

**Interactivity Audio Script:**

**A Disturbing Disclosure.**

Iqra asked Niamh about the potential signs of abuse that she noticed in a kind, non-confrontational manner. In the scenario, this situation continues.

Read the scenario and select the best response.

**Interactivity text:**

After Iqra reached out, Niamh explained that she was just tired from classes and taking care of her daughter as a single mother.

But one week later, Iqra is walking across the quad and sees Niamh on a bench, speaking heatedly and crying into her phone. “No, that’s not what I said!” Niamh hangs up and looks at Iqra, looking anxious and upset.

Iqra sits down next to her and asks if she is OK.

Niamh replies, “Honestly, no. I knew my boyfriend could sometimes be a little possessive, but he’s out of control—making me call him every hour, accusing me of cheating on him, and threatening to embarrass me at work or worse if I don’t. I can’t live with his accusations or threats anymore.”

What should be Iqra’s first response to Niamh’s disclosure?

“What about your daughter, are you worried about her? Are you sure that she is safe?”

“No one deserves to be harassed by their partner. We can put you in touch with people who can help if you need that.”

“What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your options with someone who can keep your experience confidential, I can connect you to them as well.”

**[Question-Text]:**

What should be Iqra’s first response to Niamh’s disclosure?

**[Options]:**

- “What about your daughter, are you worried about her? Are you sure that she is safe?”
- “No one deserves to be harassed by their partner. We can put you in touch with people who can help if you need that.”
- “What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your options with someone who can keep your experience confidential, I can connect you to them as well.”

**[Correct Answer]:**

“What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your

options with someone who can keep your experience confidential, I can connect you to them as well.”

**[Feedback 1]:**

**Not Quite.**

It’s thoughtful of Iqra to show care for Niamh’s family, but she needs to directly address the situation Niamh is facing. Try again.

**[Feedback 2]:**

**Not Quite.**

It’s good of Iqra to offer resources to help, but this shouldn’t be Iqra’s first response. Try again.

**[Feedback 3]:**

**That’s Right**

Iqra should inform Niamh about confidential resources that are available and how to report intimate partner violence to the Title IX Coordinator, who can tell her about institutional resources and supportive measures that can help her.

**Federal and State Laws: Dating and Domestic Violence**

**Interactivity Audio Script:**

**Federal and State Laws: Dating Violence and Domestic Violence.**

It’s important to be aware of federal and state laws defining dating violence and domestic violence.

Explore federal and state law definitions below.

**Interactivity text:**

**[Review your state’s laws]**

**You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.**

**[Dropdown: View your state's laws]**

**[Explore federal law definitions using the dropdown below.]**

**[Dropdown: View federal laws]**

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## Skills Workshop Review: Relationships

### Video Script:

Skills Workshop Review: Relationships.

Now that you've practiced identifying signs of relationship abuse, let's do a brief review.

### Remember:

- Healthy relationships form the basis of a positive working and learning environment.
- Some of your colleagues or students, or you yourself, may be in unhealthy domestic or dating relationships, experiencing relationship abuse—whether physically violent, emotionally controlling, or both.
- There are many reasons why relationship abuse stays private, but recognizing the signs of abuse is the first step toward getting help.

### Consent

#### Interactivity audio script:

#### Consent.

Consent is a vital part of open communication. Being clear and open about your values and what you want and don't want helps others know who you are and what matters to you.

Select each topic to learn more.

#### Interactivity text:

#### [Tab 1]: Consent.

Consent is when someone says "yes," gives permission, or clearly agrees, through a mutual understanding of words or actions to a specific sexual activity. Sexual assault occurs when one person does not give consent, or the other person does not get consent during the activity.

#### [Tab 2]: Incapacitation.

Consent CANNOT be given if a person is mentally or physically incapacitated. This could be due to the use of alcohol and/or other drugs, or due to a mental or physical condition. Furthermore, silence, passivity, or lack of resistance do not imply consent.



### **[Tab 3]: Coercion.**

A person CANNOT consent to sexual activity if they are coerced in any way or pressured to do something they do not want or agree to. Coercion occurs when a person intimidates, tricks, forces, or manipulates someone into engaging in sexual activity. The person may also use threats of violence or blackmail, or try to exert their power or authority.

#### **State Law: Consent**

##### **Interactivity Audio Script:**

#### **State Laws: Consent.**

**It's important to be aware of state laws defining consent.**

**Explore state law definitions below.**

##### **Interactivity text:**

#### **[Review your state's laws]**

**You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.**

#### **[Dropdown: View your state's laws]**

#### **Absence of Consent**

##### **Interactivity audio script:**

#### **Absence of Consent.**

When consent is not given, a person is imposing their wishes and needs on another person without their agreement, and this could violate the school's policies or state criminal laws, or both.

The absence of consent — or sexual coercion — occurs when someone purposely uses physical force or manipulative tactics to pressure, intimidate, or otherwise make someone engage in an unwanted sexual activity.

#### **State Law: Sexual Assault**

##### **Interactivity Audio Script:**

#### **Federal and State Laws: Sexual Assault.**

**It's important to be aware of federal and state laws defining sexual assault.**

**Explore federal and state law definitions below.**

### Interactivity text:

**[Review your state's laws]**

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

**[Dropdown: View your state's laws]**

**[Explore federal law definitions using the dropdown below.]**

**[Dropdown: View federal laws]**

### Sexual Assault and Your Response

#### Video script:

#### **Sexual Assault and Your Response.**

It is never acceptable to use physical force, threats, intimidation, or other coercive tactics to make someone engage in sexual activity—furthermore, criminal laws and institutional policies prohibit such behavior.

Your supportive response to someone who shares an experience of harm can make a positive difference in their healing process. It's an opportunity for you to express your values and empathy through your actions.

Giving your full attention and truly listening are important communication skills at any time, and they're especially helpful for supporting those who have been sexually assaulted or abused.

### Understanding the Impacts of Trauma

#### Interactivity Audio Script:

#### **Understanding the Impacts of Trauma.**

Understanding some of the ways researchers have identified that the brain and body may react to trauma can help you to offer a caring and informed response. It may also help you come to terms with an experience of your own.

The types of effects highlighted here may be caused by many forms of trauma, including trauma resulting from witnessing violence, surviving violent or sexual crimes, experiencing social injustice, being in an accident, or having combat experience.

Select each topic to learn more.

#### Interactivity text:

**[Tab 1]: Memory.**

## **Memory.**

A person who experiences trauma may hesitate when remembering an event, or remember only details like smells, sounds, or what something felt or looked like. They may also have accurate, but fragmented, memories and not be able to recall details in a linear fashion.

## **[Tab 2]: Emotions.**

### **Emotions.**

During a traumatic experience, the person's body may release opiates to block physical and emotional pain. These neurobiological effects can't be controlled and may contribute to unexpected emotional reactions. For example, a person may not cry, or they could experience extreme emotional feelings (e.g., laughter, fear, or rage) while recalling an incident.

## **[Tab 3]: Physical Response.**

### **Physical Response.**

A person's physical response to trauma can also be significantly impacted by neurobiological factors. Tonic immobility (or trauma-induced paralysis) is an autonomic hormonal response that causes the body to freeze in situations that provoke extreme fear. Resisting or escaping is not possible for someone experiencing this, because they do not have control over their muscle response.

## **[Tab 4]: Recovery.**

### **Recovery.**

Just as each person's experience is unique, their recovery process is as well. It may be influenced by multiple factors, such as their identities and their familiarity with or relation to the person who harmed them. Another influence on recovery is how someone expects important individuals in their lives to react and how their culture may define or react to their experience. Despite these unique elements, there are common reactions that many people share.

## **Skills Workshop**

### **Video Script:**

### **Skills Workshop.**

In this workshop, you'll practice identifying trauma reactions, responding to issues and reporting.

### **Scenario: Raising Questions**

### **Interactivity Audio Script:**

### **Raising Questions.**

Sometimes problems may come to your attention through non-traditional means. In the following scenario, a professor is teaching an online class and is having a difficult discussion with one of his students via video chat.

Read the scenario and select the best response.

**Interactivity text:**

Dr. Lutz, is video chatting with one of his students, Mei, who asks, regarding an assignment, when to use terms like “sexual assault” and “rape,” and whether the two are interchangeable. She goes on to say that part of her confusion arises from an unreported incident that happened on campus.

**[Question-Text]:**

What advice would you give Dr. Lutz?

**[Options]:**

- He should first address the incident by thanking Mei for sharing this, telling her that he wants to help, and offering to connect her with support and confidential resources that are available on- campus or in the community. Dr. Lutz should also follow any other reporting or response procedures set forth by his institution.
- He should not respond to Mei, but address the incident she mentions with the institution, since he has to fulfill his duty to report.
- He should respond to the student but only address her academic question. Afterwards, he should report the incident to the institution's Title IX coordinator, but not inform Mei of that decision.

**[Answer]:**

He should first address the incident by thanking Mei for sharing this, telling her that he wants to help, and offering to connect her with support and confidential resources that are available on-campus or in the community. Dr. Lutz should also follow any other reporting or response procedures set forth by his institution.

**[Feedback]:**

[Feedback 1]:

**That's Right.**

Mei has raised a serious incident, and Dr. Lutz needs to directly address it.

[Feedback 2]:

**Not Quite.**

Not Quite. Although in a situation such as this, it would be easier to simply pass the information on to the institution's Title IX coordinator, Dr. Lutz should respond directly to the student as well as follow any other reporting or response procedures set forth by his institution. Try again.

**[Feedback 3]:**

**Not Quite.**

Not quite. In this situation, Mei raised a serious incident. In addition to following any reporting or response procedures set forth by his institution, Dr. Lutz should also let Mei know that support and confidential resources are available for her. Try again.

**Scenario: Doctor's Duty**

**Interactivity audio script:**

**Doctor's Duty.**

Mei has just told Dr. Lutz that an unreported incident occurred on campus, and Dr. Lutz wants to respond appropriately.

Read the scenario and select the best response.

**Interactivity text:**

As Dr. Lutz responds to Mei, he has some decisions to make about what he should say.

**[Question-Text]:**

Which of the following is the best reply?

**[Options]:**

- "In order to respond to this situation appropriately, I would have to know more about what happened."
- "Confidential resources are available to explain your options, and if you decide to report the incident, the school's Title IX Coordinator can provide supportive measures to you."
- "As you clearly did not intend to report this, I will forget we ever had this conversation."

**[Answer]:**

"Confidential resources are available to explain your options, and if you decide to report the incident, the school's Title IX Coordinator can provide supportive measures to you."

**[Feedback]:**

[Feedback 1]:

**Not Quite.**

While it's important that Dr. Lutz assures Mei that there are support and confidential resources available for her, it is not his place to try to gather more information about it. As a faculty member, performing an investigation of any kind is not his responsibility. Try again.

[Feedback 2]:

**That's Right.**

Dr. Lutz should encourage Mei to seek support and provide contact information for confidential resources that are available on or off campus, and for the school's Title IX Coordinator.

[Feedback 3]:

**Not Quite.**

Not quite. Even if the student did not intend to disclose the incident, Dr. Lutz should encourage Mei to seek support and offer to connect her with confidential resources that are available on or off campus. He should also follow any response or reporting procedures expected of him by the institution. Try again.

**Scenario: Just the Facts**

**Interactivity audio script:**

**Just the Facts.**

**Having spoken to Mei, Dr. Lutz begins writing an email to his institution's Title IX coordinator.**

Read the scenario and select the best response.

**Interactivity text:**

*Dear Hilo,*

*This is Alan Lutz from the Anthropology Department. One of my online students inadvertently told me about an unreported incident on campus. Please note that the student was not intending to make a report, but I wanted to confirm whether or not I am required to report this incident to you under our school's policies and any other responsibilities I may have in this situation.*

**[Question-Text]:**

What else, if anything, should he add to his email?

**[Options]:**

- Dr. Lutz should tell the Title IX coordinator both what happened and his impressions of the situation:

*Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. Knowing this student, I think that she...*

- Dr. Lutz should tell the Title IX coordinator that an incident occurred, but protect Mei's identity to the greatest extent possible:

*Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. That is all I can disclose without violating the student's trust...*

- Dr. Lutz doesn't need to add anything unless required to do so under the school's policies.

**[Answer]:**

Dr. Lutz doesn't need to add anything unless required to do so under the school's policies.

**[Feedback]:**

[Feedback 1]:

**Not Quite.**

Dr. Lutz is seeking information about whether he has a reporting obligation. If he is required to report the incident that Mei disclosed, Dr. Lutz should just report factual information about the incident. Try again.

[Feedback 2]:

**Not Quite.**

Dr. Lutz became aware of an incident of sexual misconduct that was not intended to be reported. While Title IX does not require him to make a report to the Title IX coordinator, he needs to confirm whether or not the school's policies require him do so. Try again.

[Feedback 3]:

**That's Right.**

Title IX does not require Dr. Lutz to report this information, however, he should confirm whether or not he has a reporting obligation under the school's policies. When responding to a student's disclosure, employees who are designated reporters should interrupt and inform students of their reporting obligation, and give them the option of talking to a confidential resource.

**Review of Consent and Sexual Assault**

**Video script:**

**Review of Consent and Sexual Assault.**

Now that you've practiced responding to a student who disclosed an incident of sexual assault, let's do a brief review.

**Remember:**

- You should strive to cultivate healthy personal and working relationships that are based on respect, open communication, and positivity.
- It is important to listen to and respect others' decisions—especially in situations where someone has not agreed to something. Every person is unique regarding their boundaries; caring for others means respecting those boundaries.
- People who have experienced trauma may react differently than we think they should, but there are neurobiological reasons for this, and it should not interfere with your ability to respond to them in a caring and empathetic way.

**Stalking**

**Video Script:**

**Stalking.**

Under federal and state laws, stalking is generally a pattern of behavior directed at another person that causes them to suffer emotional distress or to reasonably fear for their safety or for the safety of someone close to them, such as a family member.

**The Signs of Stalking**

**Interactivity Audio Script:**

**The Signs of Stalking.**

Anyone on campus can be a target of stalking, but students between the ages of 18 and 24 are at the greatest risk. Research points to factors like predictable class schedules and technology-facilitated stalking as factors for why students are so vulnerable.

**Select each topic to learn more.**

**Interactivity text:**

**Unwanted Contact.**

Following or watching someone; unwanted and repeated face-to-face, phone, text, or email communication; continuing to contact someone after they have asked that it stop.

**Digital Stalking.**

Tracking or following someone digitally, such as through social media; posting derogatory, defamatory, or explicit information about the person online.

**Masking Identity.**



Repeatedly contacting someone over the phone using masked or “spoofed” numbers.

**[Alt-Text]:**

A student is working at a laptop computer, checking their phone.

**Hard to Pinpoint**

**Interactivity audio script:**

**Hard to Pinpoint.**

Certain warning signs of stalking can make it difficult to identify when it is happening.

**Select each number to learn more.**

**Interactivity text:**

**[Hotpot 1]: One.**

**Digital Stalking.**

Tabitha keeps getting threatening text from Roz, her ex-girlfriend, even after she blocked her number. Roz may be using masked or “spoofed” phone numbers that allow her to communicate with Tabitha in a virtually untraceable way.

**[Hotpot 2]: Two.**

**Blurred Lines.**

Abi and Derek are on-again, off-again. After each breakup, Derek hangs around Abi’s dorm and posts cryptic public messages to his social media account. Derek may be taking advantage of their intermittent relationship status to manipulate and threaten Abi. Tools like social media can be used for stalking if a relationship ends and one partner is unhappy with the outcome.

**[Hotpot 3]: Three.**

**What Happens on Campus.**

Beau and Jen broke up last year, but his fraternity and her sorority hold events together weekly. At their parties, Jen follows Beau and his new girlfriend around, and keeps inventing excuses to cross paths with them. Sometimes she engages in passive aggressive attempts to harm Beau or his girlfriend, under the guise of “an accident,” like spilling her drink on them or physically bumping into them when she walks by. Attending school in a campus environment can present obstacles for people, especially students, who may be the targets of stalking.

**Barriers to Intervention**

**Interactivity audio text:**

## **Barriers to Intervention.**

You can't always count on your personal experiences to provide the motivation to take action. If you can't personally relate to the situation in question, you may feel hesitant to intervene or you may assume that someone else will intervene. This is a natural reaction.

Excuses are easy to invoke, and can take several forms, but you cannot allow such barriers to prevent you from intervening when a student or colleague needs your help.

Select each card to learn more.

### **Interactivity text:**

#### **[Flip Card 1]: Individual.**

"I'm not sure what to do, and what if I'm wrong?"

#### **[Flip Card 2]: Relationship.**

"What will my colleagues think of me?"

#### **[Flip Card 3]: Societal.**

"Am I the only one noticing this? Maybe I'm taking the situation too seriously."

### **[Alt-Text]:**

A professor is standing in their classroom looking into the distance.

### **Skills Workshop**

#### **Video Script:**

#### **Skills Workshop.**

In this workshop, you'll practice and fine-tune identifying warning signs of stalking and intervening in problematic situations.

**Scenario: Student Stressor**

#### **Interactivity audio script:**

#### **Student Stressor.**

Knowing how to react when someone exhibits signs of relationship stress is difficult. In the following activity, see how well you are able to navigate one of these situations.

**Read the scenario and select the best response.**

### **Interactivity text:**

Like you, Jeh is a postdoctoral fellow. You share research interests, so you're excited that you'll be co-authoring a journal article with him. The last few times you have met to go over revisions, though, he seems on edge, frequently checking his phone and worrying out loud about receiving threatening messages from his ex-boyfriend: "I wish he'd just lay off. We are OVER!"

**[Alt-Text]:**

A student is walking outdoors on campus.

**[Question-Text]:**

Which of the following would be the most appropriate response?

**[Options]:**

- Jeh is my colleague, and I don't want to cross any lines into his personal life.
- Jeh's public display of stress may be indicative of a much deeper problem in his personal life. I should say something.
- I'm not sure; there must be someone better equipped to talk to Jeh.

**[Answer]:**

Jeh's public display of stress may be indicative of a much deeper problem in his personal life. I should say something.

**[Feedback]:**

[Feedback 1]

**Not Quite**

While there are important personal/professional boundaries that are in place for good reason, expressing concern about Jeh's disposition does not jeopardize your professional relationship. Try again.

[Feedback 2]

**That's Right, you should**

Expressing your concern for your fellow student is a great way to communicate that you care. "Checking in" is a good, non-confrontational, non-judgmental approach.

[Feedback 3]

**Not Quite**

There may well be someone better equipped, but are they with you at the table right now? The only person in this moment who can express concern for Jeh's personal life is you, right now. Try again.

## Scenario: Collegial Dilemma

### Interactivity audio script:

#### Collegial Dilemma.

Understanding when to say something if you suspect someone is in an unhealthy relationship can be very challenging. In the following activity, see how well you are able to navigate one of these situations.

Read the scenario and select the best response.

### Interactivity text:

Your colleague Sonja went through a difficult divorce last year. Her ex-husband Slav still works in the same department. Lately, you've noticed Sonja exhibiting some concerning behavior, like following Slav around on campus at a distance, or leaving early to catch him walking to his car. One day, you're leaving campus and spot her outside Slav's car, with him in it, trying to force open the door. The situation seems to be concerning, but there are plenty of other people in the parking lot, and they're just walking by.

#### [Question-Text]:

Should you stop and say something?

#### [Options]:

- I'm friends with Sonja and Slav, but we're not that good friends.
- Yes, I should check on them to make sure everything is OK.
- I'm not sure; isn't it intrusive to walk up to his car and interrupt them?

#### [Answer]:

Yes, I should check on them to make sure everything is OK.

#### [Feedback]:

[Feedback 1]

#### Not Quite

We are pretty good at making excuses not to intervene. The fear of what others will think of us is a big one. Don't let your inhibitions prevent you from stopping at Slav's car. He may be in distress, and your help may be exactly what he needs. Try again.

[Feedback 2]

#### That's Right

Given Sonja's recent behavior, this could be a situation involving stalking. Showing support is a positive and empathetic act toward your colleagues. One way to do this is simply ask—is everything OK?

[Feedback 3]

### **Not Quite**

Even if others seem to not notice, your gut tells you something is not right. Slav may benefit greatly from your intervention. Asking Sonja a question about work, or even making a joke could create enough distraction to diffuse the situation and allow Slav to move on. Or, more directly, you could simply ask them, "Is everything OK?". Try again.

### **Scenario: Graduate Student on Edge**

#### **Interactivity audio script:**

#### **Graduate Student on Edge.**

Balancing school priorities and the duty you have to support people demonstrating potential signs of abuse can be hard. In the following activity, see how well you are able to navigate one of these situations.

Read the scenario and select the best response.

#### **Interactivity text:**

Maikki is a graduate student teaching assistant in the program you chair, and you've been meeting at a coffeehouse to go over projects. However, lately, she's been missing deadlines, is late replying to emails and showing up for meetings, and just seems exhausted all of the time. When you ask Maikki what's up, she promises to improve, but also makes a comment about a Tinder date—a student in another program—who won't stop calling and texting her: "He's kind of freaking me out, to be honest."

#### **[Question-Text]:**

You know you should work with her to revise your project deadlines, but should you ask her to elaborate on the Tinder date?

#### **[Options]:**

- Don't even go there. Her relationship is her business, and if she wants to get help, she should probably seek out the Counseling Center on campus.
- Yes, you should say something. It's incredibly troubling that someone is interfering with her work life in a confrontational way.
- I'm not sure. Didn't she choose to go on a date with him?

#### **[Answer]:**

Yes, you should say something. It's incredibly troubling that someone is interfering with her work life in a confrontational way.

**[Feedback]:**

[Feedback 1]

**Not Quite**

You shouldn't assume that Maikki will seek help, or that she even knows where to seek help. Consider expressing your support for her and asking her to follow up on her comment; she may be experiencing stalking. Try again.

[Feedback 2]

**That's Right**

Consider, too, that this situation may be significantly interfering with her academic work in other ways as well. Express your concern and offer supportive resources available to her.

[Feedback 3]

**Not Quite**

Maikki made it clear that she is now receiving unsolicited attention from him after she presumably made it clear she didn't want a second date. That sounds very troubling, and you should consider taking the responsibility to follow up with her on what she told you. Try again.

**Federal and State Laws: Stalking**

**Interactivity Audio Script:**

**Federal and State Laws: Stalking.**

**It's important to be aware of federal and state laws defining stalking.**

**Explore federal and state law definitions below.**

**Interactivity Text:**

**[Review your state's laws]**

**You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.**

**[Dropdown: View your state's laws]**

**[Explore federal law definitions using the dropdown below.]**

**[Dropdown: View federal laws]**

## Review of Stalking

### Video Script:

#### Review of Stalking.

Now that you've practiced identifying incidents of stalking, let's do a brief review.

#### Remember:

- Stalking can affect people of all ages, but students, especially those aged 18-24, are at the greatest risk.
- Stalking can be tricky to identify due to several factors, including the use of masked phone numbers, covert use of digital media, and relationships that are difficult to leave.
- Coming up with excuses why you should not intervene to help someone in need is easy. Don't let these barriers stop you: You are empowered to safeguard students and colleagues on your campus.

## Reporting and Disclosure

### Video Script:

#### Reporting and Disclosure.

To respect the autonomy of a person who has experienced sexual harassment, Title IX regulations do not require an institution to investigate sexual harassment allegations until that person files, or the Title IX Coordinator signs, a formal complaint.

Title IX does, however, require institutions to offer supportive measures to the persons involved when the Title IX Coordinator or an "official with authority" has actual notice of sexual harassment allegations. Officials with authority are those employees who can institute corrective measures when a student or employee reports sexual harassment, and "actual notice" means either by direct knowledge or someone reporting an incident.

Under Title IX, school policies may also designate additional employees who "may, must, or must only with a student's consent," report information about possible incidents of sexual harassment or violence, intimate partner violence, or stalking to the Title IX coordinator or other appropriate designee.

## Reporting Options

### Interactivity audio script:

#### Reporting Options.

Title IX protects employees and students at federally funded institutions, and below are descriptions of some reporting options.

Select each topic to learn more.

**Interactivity text:**

**[Tab 1]: Notify Title IX Personnel.**

- Every federally funded school must have a Title IX coordinator who is responsible for responding to actual notice of sex discrimination, including sexual harassment
- Officials With Authority are employees who can take corrective measures to address all types of sexual harassment, such as providing supportive measures or initiating investigations

**[Tab 2]: Anonymous reporting options.**

- May be available by the school
- Must report the type of offense, but do not need to include identifying information in the report

**[Tab 3]: Law Enforcement.**

In addition to making a report to your Title IX coordinator or an Official with Authority, victims and survivors have the right to notify law enforcement, and the right to be assisted by school authorities in notifying law enforcement. They may also choose not to notify law enforcement. Even if you or someone else is undecided about filing a report, it's important to consider preserving evidence, which can be helpful in obtaining a protective order and ensuring you have as much information about what happened as possible, in case you or they decide to report in the future.

As an employee of our institution, you may find yourself in a position of responding to someone who reaches out for support because of a harmful experience. When someone chooses to disclose to you, it's because they trust you, and the way you respond can have a significant impact on their healing process.

Here are a few key points to keep in mind:

- If you are a faculty or staff member, check with your school's Title IX office about any institutional expectations or responsibilities related to reporting disclosures of possible sexual harassment.
- Be sure to listen to them and let them know that they are not to blame for what happened (regardless of the circumstances).
- Don't question or investigate what happened or attempt to problem-solve.
- Offer to connect them with resources, including confidential resources (such as pastoral or professional mental health counselors), who they can reach out to and discuss their options.

**[Alt-Text]:**

A professor is sitting at their desk, working at a laptop computer.



## Barriers to Reporting

### Interactivity audio script:

#### Barriers to Reporting.

Let's look at some reasons why a colleague or friend might have difficulty making the decision whether to report an incident, so we can understand their experience and offer our support.

Select the arrows to learn more.

### Interactivity text:

#### [Carousel 1]: Carousel 1.

##### A Distinguished Colleague.

People renowned in their field are sometimes "given a pass" because of the value of their professional contributions.

#### [Carousel 2]: Carousel 2.

##### A Friend.

A student is sitting in a classroom, looking down uncomfortably.

#### [Carousel 3]: Carousel 3.

##### The Star Athlete.

Athletes often contribute to a positive perception of their institutions, and it can be tempting to look the other way when wrongdoing occurs.

#### [Carousel 4]: Carousel 4.

##### Your Best Student.

When a model student steps out of line, it can be easy to make the excuse that reporting them would put their academic progress at risk.

## Expert Perspectives: Responding Supportively to Disclosures

### Video Script:

#### Expert Perspectives: Responding Supportively to Disclosures.

Responding to disclosures in a supportive manner takes preparation. Several options for demonstrating support are explored in this expert video.

Lower left-hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert If someone trusts you enough to share with you the harm that they've experienced, there are a lot

of ways that you can respond, that are going to support that person and support their healing. You can say, certainly, "I am sorry that this happened to you. Thank you so much for trusting me." You can say, "This is something that is really serious, and I want to make sure you get the support you need." You can say, "I'm not sure what I need to do next, but what I do know is that I want to support you, so I'm going to find out what our resources are." You can say, "I'm so glad that you shared this information with me. I want to make sure that I help you get to someone who has expertise in this issue, because this is not something that I'm as familiar with, but I do want to make sure that you get that support." You can say, "I'm glad that you shared this information with me. I want to help. Here's someone whom I know on this campus has a lot of expertise and whom I trust, and you can call them." There are a lot of different ways that you can respond, and all of those ways say, "I hear you. I care about what you're saying. I want to get you the support that you need. Thank you for sharing this with me."

## Supportive Measures

### Video Script:

#### Supportive Measures.

When someone reports an incident of sexual harassment to the Title IX Coordinator or a designated Official with Authority at our institution, the first step is to discuss and offer available supportive measures that the person reporting sexual harassment ("complainant") may need (e.g., changing their academic, living, transportation, and/or working situations), regardless of whether a formal complaint is filed.

Supportive measures are provided to ensure that equal access to educational programs and activities is preserved for the person who reports being sexually harassed, assaulted, abused, or stalked, as well as provide any appropriate supportive measures for the person accused of sexual harassment.

The person making the report will also be provided information about:

- Protection against retaliation (for example, intimidation, coercion, threats, or discrimination) for reporting misconduct, or participating in an investigation or grievance process
- The school's responsibilities regarding orders of protection, including mutual and one-way no-contact orders, and restraining orders
- How the school will protect the complainant's and other parties' confidentiality or privacy in any publicly available record-keeping, protective measures taken, and grievance or disciplinary process

Questions regarding Title IX or prohibited sexual misconduct may be referred to our Title IX coordinator or to the Department of Education's Office for Civil Rights.

## Review of Reporting Options and Supportive Measures

### Video Script:

#### Review of Reporting Options and Supportive Measures.

Now that you've learned about Reporting Options and Supportive Measures, let's do a brief review.

#### Remember:

- Some incidents may happen off-campus, or may involve someone outside of the campus community. When in doubt about the proper course of action, consult your institution's policies and refer your questions to the Title IX coordinator.
- All employees should follow their institutional policy when they become aware of a troubling incident and need to respond to someone who has disclosed sexual or relationship harassment or violence.

## The Grievance Process

### Video Script:

#### The Grievance Process.

It is important to understand the grievance process prescribed by the U.S. Department of Education for determining an employee's or a student's responsibility for committing sexual harassment that violates Title IX.

A school's policies may have additional rules for Title IX hearings — such as limiting the introduction of evidence not produced prior to the hearing or rules requiring respectful cross-examination of witnesses — provided that they apply equally to both parties.

If a formal complaint is filed by a person alleging sexual harassment (the "complainant ") or signed by a Title IX Coordinator, the proceedings must:

- Be reasonably prompt, fair, and impartial
- Be conducted by unbiased officials who are trained on investigating sexual harassment and conducting grievance or disciplinary proceedings
- Provide both the complainant and the person accused of committing sexual harassment (the "respondent") equal opportunities to:
  - Access information that will be used at formal and informal meetings or hearings, and review any evidence obtained during the investigation
  - Present witnesses and other evidence
  - Have an advisor or other support person present during the grievance process
  - Allow advisors to cross-examine witnesses and parties, and either party to request that they be in separate rooms with technology enabling them to see and hear a witness or party answer questions

Both complainant and respondent must be notified at the same time of:

- A statement of, and rationale for, the result of the proceedings and any sanction imposed against the respondent
- Information on how to exercise the right to appeal
- Any change to the result
- When the result becomes final

### State Law: Legal Protections

#### Interactivity Audio Script:

### Federal and State Laws: Legal Protections.

It's important to be aware of federal and state laws defining legal protections.

Explore federal and state law definitions below.

#### Interactivity Text:

[Review your state's laws]

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[Dropdown: View your state's laws]

[Explore federal law definitions using the dropdown below.]

[Dropdown: View federal laws]

### Forms of Retaliation

#### Interactivity Audio Script:

### Forms of Retaliation.

Reporting sexual harassment can sometimes put the person reporting or complainant in a position where they are subjected to retaliation.

Retaliation is prohibited by Title IX and the Clery Act, and our institution will not tolerate retaliatory behavior. Some forms of retaliation are specific to the campus environment, and developing awareness of what they look like will improve your ability to respond accordingly.

Select the arrows to learn more.

#### Interactivity Text:

[Carousel 1]: Carousel 1.

## **Reporting Sexual Harassment.**

Retaliation against someone who reported sexual harassment, or filed a complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing is prohibited by Title IX. Retaliation can be intimidation, threats, coercion, or discrimination.

## **Duty to Respond**

Our institution has a duty to respond to retaliation to preserve equal access to education. For example, if the person who threatens a complainant is a friend of the respondent, but is not one of our employees or students, the appropriate response may be a no-trespass order. On the other hand, if the person who threatens the complainant is one of our students the response may be a conduct violation.

## **Protecting Individuals' Identity**

In order to protect individuals from retaliation, schools are required to keep the identity of complainants, respondents and witnesses confidential during investigations, hearings, and judicial proceedings, except as necessary to carry out their Title IX responsibilities or to comply with other applicable laws.

## **Conduct Violations**

Title IX prohibits charges against someone for code of conduct violations that arise out of the same facts or circumstances of a sexual harassment report or complaint, but do not involve sexual harassment (e.g., underage drinking or drug violations), if the charges are brought to interfere with that person's Title IX rights. However, if a school has a "zero tolerance" approach to underage drinking and consistently imposes the same sanction for violations, that would not be considered retaliation.

## **False Statements**

Charging an individual with a conduct violation for making a materially false statement in bad faith during a grievance proceeding is not considered retaliation. However, a determination regarding responsibility alone is not conclusive evidence of an intentionally false statement.

## **[Carousel 2]: Carousel 2.**

### **Retaliation Against Graduate Students.**

Graduate students are among the most vulnerable populations in higher education due to factors such as contingent employment status and tenuous standing in their academic field. For this reason, graduate students who face retaliation often find themselves in a particularly endangered status.

## **[Carousel 3]: Carousel 3.**

### **Witnessing Retaliatory Conduct.**

Remember, if you encounter retaliatory conduct, you can do something about it. Depending on the circumstances, subtle forms of retaliatory behavior should be reported so that our institution can address situations before they become Title IX or conduct violations.

### Expert Perspectives: The Work Is Important

#### Video Script:

#### Expert Perspectives: The Work Is Important.

Consider this expert perspective on the consequences of inaction, or ineffective action, in the face of problematic behavior among students.

Lower left-hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert. The specific student whom I was working with had worked really hard to get into a program that was overwhelmingly male-identified, and she had a lot of difficulty in working in her study groups, which are critical for success for the student, and reported these problems to her faculty advisor. But if that faculty member had, in fact, taken the actions to ensure that the individuals who are committing the behavior ended the behavior, and that this student felt safe and comfortable in their program, we would probably have another amazing female engineer out in the world right now. But instead, this student ended up leaving that program, and we have a loss of her knowledge, her expertise. That program lost, our community lost, because certainly the kind of behavior that we saw in that graduate student program, when left unchecked, moves into the professional work environment.

#### Reflection and Summary

#### Video Script:

#### Reflection and Summary.

When an educational environment is positive and professional, everyone benefits.

We all have a role to play in creating a safe and supportive community and encourage you to use your experience, your perspective, and your values to make a positive impact wherever you live, work and learn.

**We hope that this course has provided you with an opportunity to reflect on the following concepts:**

- Cultivating healthy relationships
- Intervening in potential situations of harm
- Supporting those who are affected by relationship abuse, sexual assault and stalking

## Conclusion

### Conclusion

#### Video Script:

Understanding your institution's responsibilities under Title IX can help you make a positive contribution to building a supportive higher education community.

Before exiting the course, please take some time to consider how you can apply what you've learned to your day-to-day actions within your institution.

#### National Resources:

#### Interactivity Audio Script:

#### National Resources.

You can find the national resources in the resources section of this course.

#### Interactivity Text:

#### National Resources:

#### Changing Our Campus

[The Center for Changing Our Campus Culture](#) is an online resource of research, policies, and best practices to address sexual and relationship violence, and stalking, that is supported by the Department of Justice's Office on Violence Against Women.

#### FORGE

[FORGE](#) supports, educates, and advocates for the rights and lives of transgender individuals and their significant others, friends, family, and allies.

#### JED Foundation: Mental Health Resource Center

[JED Foundation: Mental Health Resource Center](#) provides essential information and resources to strengthen the mental and emotional health of young adults, and to prevent substance abuse and suicide.

#### Men Can Stop Rape

The [Men Can Stop Rape](#) site provides information on awareness and involvement programs, and resources for perpetrators and male survivors of sexual violence.

#### Men Stopping Violence

[Men Stopping Violence](#) organizes men to end male violence against women and girls through innovative trainings, programs, and advocacy that engage men in prevention of gender-based violence.

### **myPlan**

[myPlan](#) is a tool to help someone with safety decisions if they are experiencing abuse in their intimate relationship.

### **National Domestic Violence Hotline**

Advocates at the [National Domestic Violence Hotline](#) are available 24/7 to talk confidentially with anyone experiencing relationship violence or an unhealthy relationship, or seeking resources or information. 1.800.799.SAFE (7233) 1.800.787.3224 (TTY)

### **National Network to End Domestic Violence**

[The National Network to End Domestic Violence \(NNEDV\)](#) is dedicated to creating a social, political, and economic environment in which relationship violence no longer exists.

### **National Sexual Assault Hotline**

The Rape, Abuse, and Incest National Network (RAINN) operates the [National Sexual Assault Hotline](#) at 1-800-656-HOPE (4673) in partnership with rape crisis centers across the nation, providing free, confidential advice 24/7. RAINN also provides helpful information for supporting friends or finding local counseling and advocacy organizations.

### **National Sexual Violence Resource Center**

The [National Sexual Violence Resource Center](#) provides information and tools to prevent and respond to sexual violence.

### **National Suicide Prevention Hotline**

The [National Suicide Prevention Lifeline](#) (1-800-273-8255) provides 24/7, free and confidential support for people in distress, prevention and crisis resources, and best practices for professionals.

### **National Women's Law Center**

[National Women's Law Center](#) works to protect and promote equality and opportunity for women and families through legal and public policy efforts. They combat sex discrimination by providing information, resources, and referrals to legal professionals for those who have experienced sexual misconduct.

### **Office for Civil Rights**

The Department of Education's [Office for Civil Rights](#) (OCR) enforces federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial



assistance. Questions and complaints regarding Title IX rights or violations may be referred to our Title IX Coordinator or to the OCR.

### **Protection Orders**

[WomensLaw.org](http://WomensLaw.org) provides state-by-state legal information on obtaining a protection order, and the Battered Women's Justice Project's [National Center on Protection Orders and Full Faith](https://www.bwjp.org/our-work/projects/protection-orders.html) [HYPERLINK "https://www.bwjp.org/our-work/projects/protection-orders.html"& HYPERLINK "https://www.bwjp.org/our-work/projects/protection-orders.html" Credit](https://www.bwjp.org/our-work/projects/protection-orders.html) supports inter-jurisdictional enforcement of protection orders.

### **Stalking Resource Center**

The [Stalking Resource Center](#) provides information and resources for stalking victims, including a stalking incident and behavior log.

### **The National Coalition Against Domestic Violence**

[The National Coalition Against Domestic Violence](#) works to raise awareness about domestic violence and to support those impacted by relationship violence.

### **Victim Rights Law Center**

The [Victim Rights Law Center](#) provides legal services to sexual assault survivors, as well as education, housing, and employment resources.

### **Summary**

#### **Video Script:**

### **CONCLUSION.**

#### **Summary.**

We all have a role to play in building a supportive community.

With your help, we can continue cultivating an environment where everyone feels safe and respected and has equal access to educational opportunities.