



Copyright © 2022 by United Educators Insurance, a Reciprocal Risk Retention Group. All rights reserved. Permission to share or use this document beyond UE membership must be obtained from United Educators.

The material appearing in this publication is presented for informational purposes. It shouldn't be considered legal or coverage advice or used as such.

Mosaic: Prevent Sexual Violence Together

1.1 Welcome Module

Text:

Your campus is an energetic community, an ecosystem of ideas where everyone has the resources and freedom to realize their potential. But when that harmony is disrupted by acts like sexual violence, intimate partner violence, and stalking, we are all diminished. Only by standing together can we protect and strengthen the bonds that unite us.

Image:

Four images showing students in various stages of distress and discomfort.

1.2 Welcome Module

Text:

In tandem with federal and state laws, your institution has policies and procedures to help make all of us safer. This course will examine concrete, common-sense ways that you can recognize, report, and help prevent sexual violence, intimate partner violence, and stalking. We'll also cover reporting responsibilities you may have, as well as techniques to help victims, including ways to listen supportively and put them in touch with the help and resources they need.

Image:

Four images showing students in various stages of distress and discomfort.

1.3 Main Menu

Images:

Four buttons. The buttons are labeled "Introduction," "Identifying Sexual Violence," "Reporting and Responding to Sexual Violence," and "Your Institution's Response to Sexual Violence."

2.1 Introduction

Video:

Female #1: He pushed me in a corner, kissed me hard and began squeezing me all over. He was really rough. I was able to push him away, but I have to see him in the office every day...

Male #1: I know, but it looks worse than it is. I just bruise easily. He didn't mean to hurt me...

Female #2: It's just, I don't know...he belittles me in front of my friends. At least when he actually lets me get together with them...

Female #3: I'm trying not to be paranoid, but he just always seems to be there when I leave. And in other places too. It's like he has some way of knowing where I am...

Narrator: Sexual violence and intimate partner violence affect millions of Americans. Your friends, your relatives, your neighbors. The people you work with, the students that attend your institution.

2.2 Introduction

Text:

Definitions.

Select each of the following topics to learn more.

Images:

Three buttons. "Sexual Violence," "Intimate Partner Violence," and "Stalking."

2.3 Introduction

Text:

[Sexual Violence.]

According to the Centers for Disease Control and Prevention, sexual violence refers to sexual activity when consent is not obtained or not given freely. While most victims are female, anyone can experience sexual violence, regardless of gender or sexual identity. The perpetrator is typically male and someone known to the victim, such as a friend, coworker, neighbor, or family member.

In a recent survey across 27 universities, 23% of all female college students say they have experienced nonconsensual sexual contact. A little less than half say that contact involved penetration.

Source: AAU Climate Survey on Sexual Assault and Sexual Misconduct

2.4 Introduction

Text:

[Intimate Partner Violence.]

According to the Centers for Disease Control and Prevention, intimate partner violence describes physical, sexual, or psychological harm by a current or former partner or spouse. Intimate partner violence can occur among heterosexual or same-sex couples and does not require sexual intimacy. Some studies find that domestic violence is at least as frequent, and likely even more so, between same-sex couples. [Colleen Stiles-Shields and Richard A. Carroll, Journal Of Sex & Marital Therapy, 2015]

Between 2003 and 2012, 34% of all women who were murdered were killed by a male intimate partner.

Source: Federal Bureau of Investigation

2.5 Introduction

Text:

[Stalking]

According to the Centers for Disease Control and Prevention, stalking is a pattern of repeated, unwanted, attention and contact that causes fear or concern for one's own safety or the safety of someone else like a family member or friend. Stalking is a serious matter and can have negative effects on victims, who may stay away from activities and situations they normally enjoy in order to avoid a stalker. For instance, a female student might avoid going to the library because another student sits and stares at her whenever he sees she's there.

There are two types: physical stalking, and cyber stalking. Physical stalkers typically follow victims, appear at their home, school or workplace, make harassing phone calls, leave messages or objects, or vandalize property. Cyber stalkers use the internet or other electronic tools to harass victims, and this behavior can sometimes cross over to physical harassment.

The vast majority of victims know the person stalking them in some capacity, about 88%. A little over 11% are stalked by strangers.

Source: Department of Justice

2.6 Introduction

Video:

Your campus is a community where everyone works together to create a place of which we can be proud. In the words of Dr. Martin Luther King, Jr., a community is a “web of mutuality.” Together, we share a passion for learning, and together, we are more powerful. A community should also be a safe place. When any of us are affected by sexual assault or intimate partner violence, the community is less strong, less safe. You can change that by helping create a climate where sexual assault and intimate partner violence are not tolerated. This course is designed to help you do that. You’ll learn more about sexual violence, what it is, and how you and your institution can take steps to help end it or prevent it from happening in the first place. Sexual harassment and sexual violence are both prohibited under Title IX, the landmark civil rights legislation passed by Congress in 1972.

2.7 Introduction

Text:

Check Your Knowledge.

Title IX requirements probably don’t apply at my institution.

[True] Wrong.

[False] That’s right!

Title IX applies to all public and private educational institutions that receive federal funds. Almost all private colleges and universities receive federal funding through federal financial aid programs used by their students.

2.7 Introduction

Text:

Title IX.

Use the arrows to learn more about Title IX.

What.

Title IX states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Who.

Title IX protects any person participating in an education program from sex-based discrimination, harassment or violence. It applies to all students, faculty, and staff, regardless of gender, gender identity, or gender expression.

How.

Under Title IX, your institution must follow specific guidelines for preventing sex discrimination, sexual harassment, and sexual violence. It must have established procedures for receiving complaints, and must take immediate action to deal with incidents and prevent the discrimination from continuing.

While Title IX applies only to sex-based discrimination, over the years, the scope of what constitutes sexual discrimination has expanded to include sexual harassment, sexual violence, and any retaliation related to bringing a sex discrimination complaint.

Violence Against Women Act.

Title IX is not the only federal legislation that governs how institutions deal with issues of sexual violence. Sexual assault, domestic violence, dating violence, and stalking are all prohibited under The Violence Against Women Reauthorization Act (or VAWA), which was passed by Congress in 2013. Section 304 of VAWA is also sometimes referred to as the Campus Sexual Violence Elimination Act (or Campus SaVE Act).

Your Institution.

Your institution also has its own rules, policies and procedures for preventing and responding to sexual assault and intimate partner violence. We will discuss these in greater detail in the final module of this

course. If you are not provided with a copy of these policies and procedures, you should check with your institution.

2.8 Introduction

Text:

Summary.

As we begin, remember that everyone on your campus, including students, faculty, and staff, is protected from sexual discrimination, sexual harassment, sexual assault, intimate partner violence, and stalking. This course will help you recognize when to intervene and when to report.

3.1 Identifying Sexual Violence

Text:

Identifying Sexual Violence.

As you just learned, Title IX and VAWA prohibit several different types of sexual violence. During this section, we'll take a closer look at these offenses, including warning signs to watch out for, and how to respond when something happens. We'll also examine consent, which is the basis of respectful intimate relationships.

At the beginning of the course you heard some stories from survivors. Let's take a moment to review each of the clips again and see if you can identify which type of violation is involved.

3.2 Identifying Sexual Violence

Video:

[Male with a bruise on his eye.]

I know, but it looks worse than it is. I just bruise easily. He didn't mean to hurt me...

3.3 Identifying Sexual Violence

Text:

Check Your Knowledge.

Which type of violation was involved in this instance?

[Domestic Violence] Correct.

[Sexual Assault] Incorrect.

[Stalking] Incorrect.

Feedback:

Domestic violence is a pattern of abusive behavior used by one partner in a relationship (such as a current or former spouse or a live-in partner) to gain or maintain power and control over another partner. Domestic violence is a crime, and includes physical, sexual, emotional, economic, or psychological actions or threats that influence the other person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

If you are in danger, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

3.4 Identifying Sexual Violence

Video:

[Female in a car, cutting to a pair of hands holding a tracking device following her location.]

I'm trying not to be paranoid, but he just always seems to be there when I leave. And in other places too. It's like he has some way of knowing where I am...

3.5 Identifying Sexual Violence

Text:

Check Your Knowledge.

Which type of violation was involved in this instance?

[Stalking] Correct.

[Sexual Assault] Incorrect.

[Dating Violence] Incorrect.

Feedback:

Stalking is a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear or experience significant distress. We'll have more on stalking later in this section.

If you are in danger, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

3.6 Identifying Sexual Violence

Video:

[Female with a scared look on her face as a pair of hands accost her. Female pushes attacker away.]

He pushed me in a corner, kissed me hard and began squeezing me all over. He was really rough. I was able to push him away, but I have to see him in the office every day...

3.7 Identifying Sexual Violence

Text:

Check Your Knowledge.

Which type of violation was involved in this instance?

[Sexual Assault] Correct.

[Domestic Violence] Incorrect.

[Stalking] Incorrect.

Feedback:

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Sexual assault includes forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

IF you are a victim of sexual assault, seek help. One way to do this is by calling the National Sexual Assault Hotline, which will help put you in touch with the rape crisis center nearest to you. The number is 1-800-656-HOPE (4673).

3.8 Identifying Sexual Violence

Video:

[Female with sad look on her face looking through a window into a room with three people smiling]

It's just, I don't know...he belittles me in front of my friends. At least when he actually lets me get together with them...

3.9 Identifying Sexual Violence

Text:

Check Your Knowledge.

Which type of violation was involved in this instance?

[Stalking] Incorrect.

[Dating Violence] Correct.

[Sexual Assault] Incorrect.

Feedback:

Dating violence is violence committed by a person who is or has been in a romantic or intimate relationship with the victim. The existence of the relationship is determined by its length, its type, and the frequency of interaction between the participants.

Remember, violence isn't always physical. It can also include sexual, emotional, economic, or psychological actions or threats that influence the other person.

If you are in danger, you can call the National Domestic Violence Hotline at 1-800-799-SAFE (7233).

3.10 Identifying Sexual Violence

Text:

Laws and Policies.

All of these types of sexual violence are against federal law, and are illegal in almost all states and localities. They are also prohibited under your institution's policy. All employees need to adhere to this policy. The definitions in this course cover the basics.

One of the ways to prevent and end offenses like sexual assault, domestic and dating violence, and stalking is by building healthy relationships based on mutual respect and trust. A good starting point is

to understand consent. What is consent, and why is it an essential component of adult sexual relationships?

3.11 Identifying Sexual Violence

Video:

Consent is when someone freely agrees to participate in sexual activity with someone else. It is agreeing to any step in a sexual encounter (from kissing to intercourse). Sex without consent is rape. Consent must be mutual. Each partner must agree to be involved in the sexual activity. Consent can be withdrawn at any time, even if someone has said yes up to that point. Each partner has the right to withdraw consent at any time. Consent is never automatic. Consenting in the past does not equal consent now, or in the future. Consent to one act (like kissing) does not equal consent to an additional act. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Sometimes consent cannot be given, because someone cannot make clear decisions or understand what they are consenting to. This includes situations where a person is drunk, high, passed out, or sleeping. Someone who is being coerced or pressured into sex cannot give consent. The absence of “no” does not mean “yes.” If there is no consent, that means stop. Period. Your state has a definition and your institution has a policy defining consent.

3.12 Identifying Sexual Violence

Text:

Warning Signs.

Not everyone shows obvious signs of being a victim of sexual or intimate partner violence. Whether you are a supervisor, professor, coworker, or friend, you can help make a difference.

Select these people and see if you can recognize some of the warning signs of ongoing sexual and intimate partner violence.

Images:

Four buttons. Different avatars represent different warning signs of sexual or intimate partner violence. A female with sunglasses and a bruised lip, a male on a cell phone at work, a female drinking from a mug looking concerned, a female hiding her face in her hands.

3.13 Identifying Sexual Violence

Text:

Select the buttons to view more about the warning signs.

[Four buttons. "Non-visible injuries," "Visible Injuries," "Clothing," and "Appearance."]

Non-visible injuries.

Some injuries may be non-visible. Be alert for indications of pain.

Visible injuries.

Watch for bruises, cuts, scratches, sprains or broken bones.

Clothing.

Wearing extra clothing or clothing that seems out of place for the season can be a way to hide injuries.

Appearance.

Be on the lookout for a significant change in outward appearance, clothing, or lack of interest (or excessive interest) in how she looks.

3.14 Identifying Sexual Violence

Text:

Select the buttons to view more about the warning signs.

[Three buttons. "Work performance," "Phone calls," and "Absenteeism."]

Work performance.

Does he show decreased interest in working on projects or completing tasks? You may also notice difficulty working with others or with a specific gender.

Phone calls.

Warning signs include repetitive or harassing phone calls. You may also notice frequent visits by his partner.

Absenteeism.

Signs that something is amiss may include arriving late or leaving early, increased absences or illnesses, and unexplained absences during the day.

3.15 Identifying Sexual Violence

Text:

Select the buttons to view more about the warning signs.

[Three buttons. "Emotional cues," "Risky behaviors," and "Anger."]

Emotional cues.

Signs can include crying after personal calls or heightened fear, anxiety, worry, or hyper-vigilance. Also watch for fear or anxiety about getting home late. Some people may manifest intense reactions to other people or their environment.

Risky behaviors.

Warning signs can include an increase in behaviors with unhealthy outcomes such as smoking, drinking, substance abuse, gambling, or risky sex. Another cue that something is out of place is a change in appetite with significant weight loss or gain.

Anger.

You may notice outbursts of anger, or anger turned inward such as depression, lethargy, withdrawal, isolation, or seeming distant. Loss of memory can be another warning sign.

3.16 Identifying Sexual Violence

Text:

Select the buttons to view more about the warning signs.

[Three buttons. "Physical and psychological symptoms," "Risky behaviors," and "Technological abuse."]

Physical and psychological symptoms.

Students may engage in self-harming behaviors, such as cutting. They may also have low self-esteem, thoughts of suicide, or manifest suicidal behaviors. You may also notice visible signs of physical abuse, such as bruises or black eyes.

Risky behaviors.

You may notice signs of depression, persistent sadness, lack of energy, or withdrawal from normal activities like attending class or hanging out with friends. Falling grades or withdrawing from classes can also be a warning sign.

Technological abuse.

College students can be victims of technological abuse. Partners may use smartphones to track movements or chat. Electronic communications can also be used to harass victims.

3.17 Identifying Sexual Violence

Text:

Troubling Behaviors by Perpetrators.

You may also notice or hear about troubling behaviors by perpetrators of sexual and intimate partner violence. Select each of the offenses to learn more.

Images:

Four buttons. "Domestic Violence," "Dating Violence," "Sexual Assault," and "Stalking."

3.18 Identifying Sexual Violence

Text:

[Domestic Violence.]

Domestic violence may include:

- Physical abuse: slapping, kicking, hitting, shoving, and forced alcohol or drug use
- Sexual abuse: any sexual contact without consent, including rape
- Emotional abuse: undermining self-worth/esteem, name-calling, humiliation, constant criticism, or harming relationships with children
- Economic abuse: attempts to make the victim financially dependent, controlling or withholding money, forbidding attendance at school or a job, or damaging the victim's credit
- Psychological abuse: intimidation; threats to harm self, partner, family, friends, or pets; and isolation

Source: U.S. Department of Justice

3.19 Identifying Sexual Violence

Text:

[Dating Violence.]

Behaviors related to dating violence can include:

- Checking cell phone or email without permission
- Constantly putting the other person down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating the other person from family or friends
- Making false accusations
- Mood swings
- Physically hurting the other person in any way
- Possessiveness
- Telling the other person what to do
- Repeatedly pressuring the other person to have sex

Source: loveisrespect.org

3.20 Identifying Sexual Violence

Text:

[Sexual Assault.]

While no two sex offenders are exactly alike, there are some situations and characteristics to be aware of:

- The majority of victims of all types of sexual violence (both male and female) knew their perpetrators, either as an acquaintance or an intimate partner. In one study of college students, most sexual assaults occurred between men and women who had known each other for at least a year.
- Most sexual offenders think about and plan their crimes ahead of time. Assaults are rarely impulsive, although sometimes offenders take advantage of unplanned opportunities.

- According to RAINN, the first stage of acquaintance rape is intrusion, in which the perpetrator violates the victim's personal space and level of comfort through "accidental" touching, inappropriate stares, or unsolicited personal revelations.
- Men who have committed sexual assault frequently report getting their companion drunk to make it easier to talk or force her into having sex.
- Most sexual assaults of men are perpetrated by heterosexual men. As in the case of male sexual assaults against females, these incidents are not about sexual desire or sexual orientation. Sexual assault is a crime of violence, control, and domination.

Source: Multiple, including "College Men as Perpetrators of Acquaintance Rape and Sexual Assault: A Review of Recent Research," Alan Berkowitz, PhD; and "Prevalence and Characteristics of Sexual Violence, Stalking, and Intimate Partner Violence Victimization" – National Intimate Partner and Sexual Violence Survey, United States, 2011

3.21 Identifying Sexual Violence

Text:

[Stalking.]

Some things stalkers do:

- Follow someone and show up wherever they are
- Send unwanted gifts, letters, cards, or e-mails
- Damage someone's home, car, or other property
- Monitor phone calls or computer use
- Use technology like GPS to track someone
- Threaten to hurt someone, their family, friends, or pets
- Find out about someone by using public records or online search services, hiring investigators, going through garbage, or contacting acquaintances
- Post information or spread rumors on the Internet, in a public place, or by word of mouth
- Take other actions that control, track, or frighten

Source: Stalking Resource Center

3.22 Identifying Sexual Violence

Text:

Check Your Knowledge.

Consider the following behavior. Identify which type of sexual violence the behavior is characteristic of.

Getting an acquaintance drunk to make it easier to have sex with them.

[Stalking] Incorrect.

[Dating & Domestic Violence] Incorrect.

[Sexual assault] Correct.

Feedback:

Men who have committed sexual assault often say they used alcohol to make it easier to talk or force their companion into sex.

Perpetrators may also drink and can use inebriation as a way to justify their sexually aggressive behavior; research also shows that alcohol increases the likelihood that individuals will behave aggressively. The accompanying sense of disinhibition and reduction in anxiety and self-appraisal makes it easier for men to justify inappropriate behavior.

3.23 Identifying Sexual Violence

Text:

Check Your Knowledge.

Consider the following behavior. Identify which type of sexual violence the behavior is characteristic of.

Constantly putting someone down and undermining their self-esteem.

[Sexual assault] Incorrect.

[Dating & Domestic Violence] Correct.

[Stalking] Incorrect.

Feedback:

Behaviors like belittling a partner in front of others or constant insults are common to dating and domestic violence.

3.24 Identifying Sexual Violence

Text:

Check Your Knowledge.

Consider the following behavior. Identify which type of sexual violence the behavior is characteristic of.

Looking through someone's trash.

[Sexual assault] Incorrect.

[Dating & Domestic Violence] Incorrect.

[Stalking] Correct.

Feedback:

Going through trash to learn more about a person or keep tabs on them is a behavior shown by stalkers.

3.25 Identifying Sexual Violence

Text:

Bystander Intervention.

Now that you know some of the signs of sexual and intimate partner violence, you might wonder what can be done to prevent or end it. Is there a way to help those who are being abused?

You've probably heard of bystander intervention, where a person who isn't directly involved steps in to lend a hand. This may be as simple as giving someone a ride home, or creating a distraction to help defuse an incident.

3.26 Identifying Sexual Violence

Text:

Bystander Intervention.

It can be hard to cross that line, and there are many reasons people do not. These can include not wanting to get involved, or feeling like the situation might not be any of your business. There's also the

“bystander effect,” in which people assume they don’t need to step in because someone else will help. Some fear for their personal safety. But you don’t have to be a hero or confront someone directly to be effective. You can participate in a way that fits your comfort level. For most, that means choosing a strategy that is least likely to escalate the situation.

3.27 Identifying Sexual Violence

Text:

Bystander Intervention.

Take a look at the following situations to learn more about a few bystander strategies that are easy to employ...and effective.

3.28 Identifying Sexual Violence

Video:

You are drinking a coffee with two other people from your department in the main cafeteria. You hear a clatter at the table next to you and see a male student roughly squeezing a female student by the arm as he speaks sharply to her.

3.29 Identifying Sexual Violence

Text:

Check Your Knowledge.

Do you...

[Ask your co-workers to help confront the situation] Correct.

[Call 911] Incorrect.

[Do nothing] Incorrect.

Feedback:

It can be intimidating to confront someone alone, so enlisting the help of your companions to walk over and say something to the male student is a solid plan. When it comes to expressing concern, there is power in numbers. You could certainly call 911 if the situation gets out of hand, but at this point, it probably doesn’t rise to that level. Doing nothing is never a good option.

3.30 Identifying Sexual Violence

Video:

You are at a department holiday party, and many people have had a bit too much to drink. You notice an adjunct professor hitting heavily on your office IT liaison, and she is clearly uncomfortable.

3.31 Identifying Sexual Violence

Text:

Check Your Knowledge.

Do you...

[Grab the adjunct's arm and pull him from the room] Incorrect.

[Do nothing] Incorrect.

[Create a distraction] Correct.

Feedback:

In this case, a light touch is probably better than a direct confrontation which may escalate out of your control. Cut off the conversation with a diversion like, "I'm glad I found you, the Dean is looking for you," or "I lost my cell phone, can you help me look for it?" Doing nothing is never a good option.

3.32 Identifying Sexual Violence

Video:

You are on the bus to the satellite campus. You see a woman sitting alone, looking nervous as a man stands a few feet in front of her, staring intently.

3.33 Identifying Sexual Violence

Text:

Check Your Knowledge.

Do you...

[Sit next to or in front of her] Correct.

[Confront the man] Incorrect.

[Do nothing] Incorrect.

Feedback:

A direct confrontation is probably not the best option. In this case, sitting next to the woman or between her and the man is a better choice. If you sit next to her, it's appropriate to talk to her and ask "Would you like me to stay with you?" Doing nothing is never a good option.

3.34 Identifying Sexual Violence

Video:

You are at your desk when your department head's partner shows up at the office. His door slams, and you hear yelling and the sound of a mug or glass breaking.

3.35 Identifying Sexual Violence

Text:

Check Your Knowledge.

Do you...

[Open the door and confront her partner] Incorrect.

[Call 911] Correct.

[Do nothing] Incorrect.

Feedback:

In this case, calling the police is a good option. Sometimes the safest way to intervene is to refer to a neutral party with the authority to change the situation. Don't hesitate to call 911 if you are concerned for someone else's safety. Doing nothing is never a good option.

3.36 Identifying Sexual Violence

Text:

Summary.

Remember, doing nothing is never a good option. At the least, enlist the help of someone else. By stepping in, you can impact the way that others around you think about and respond to sexual violence.

4.1 Reporting and Responding to Sexual Violence

Text:

Reporting and Responding to Sexual Violence.

If someone confides in you about an incident of sexual violence or harassment, your response may determine whether that person can find help and support. In this section, we'll examine how to effectively respond to and report disclosures of sexual violence.

Before we begin, let's stress one point: **If someone is injured or in immediate danger, call 911 or local law enforcement.** Their safety is the first priority.

It's not unusual for students to confide in an instructor or an advisor. While it may seem counterintuitive, it's less likely they will report directly to a campus disciplinary authority.

4.2 Reporting and Responding to Sexual Violence

Text:

Check Your Knowledge.

If a student confides an incident of sexual violence to you, which is the best response?

[Ask continuous questions to learn more about what happened.] Incorrect.

[If necessary, challenge the student's actions and behaviors.] Incorrect.

[Listen actively, and try not to interject.] Correct.

Feedback:

The best response is to listen to the student without questioning what took place.

4.3 Reporting and Responding to Sexual Violence

Text:

Steps of the Reporting Process.

If a student does confide in you, it's important to realize that he or she trusts you enough to make this revelation. Your response may have an enormous impact on the student's decision to seek further help and on their recovery. While it may seem logical to try to understand the situation by building a linear narrative, this may in fact inhibit the student from continuing.

If you receive a disclosure that an incident of sexual misconduct has taken place, and there is no imminent danger to the victim, there are several guidelines to keep in mind. The following roadmap should help you navigate each phase of the reporting process.

4.4 Reporting and Responding to Sexual Violence

Text:

Use the arrows to review the steps in the reporting process.

Images:

Five icons. Different avatars represent the following steps of the reporting process: "Know your role," "Listen sympathetically without judging," "Communicate your responsibilities and their rights," "Share avenues for help," and "Guidelines for reporting."

4.5 Reporting and Responding to Sexual Violence

Text:

Knowing your role.

Under Title IX, any responsible employee that learns about possible sexual violence must report it to the campus Title IX Coordinator (or other appropriate designee), so that the institution can respond quickly and appropriately.

Select each of the following to finish this sentence:

A responsible employee includes anyone who...

[Three buttons. "Has the authority," "Has the duty," and "Reasonably believes."]

Has the authority.

Has the authority to take action to help remedy sexual violence.

Has the duty.

Has been given the duty of reporting incidents of sexual violence (or any other misconduct by students) to the Title IX Coordinator or other appropriate designee.

Reasonably believes.

A student reasonably believes has this authority or duty.

4.6 Reporting and Responding to Sexual Violence

Text:

Who are “responsible employees?”

In the following exercise, select the images to learn more. Responsible employees usually include the following...

Images:

Nine buttons. Different avatars represent the following responsible employees: “All supervisors and administrators,” “Student affairs administrators,” “Residential hall staff,” “Faculty/Instructors,” “Coaches and other athletic staff,” “Any employees who work in offices that interface with students,” “Advisors,” “Campus Security Authorities,” and “Failure to report.”

Text:

CSAs.

Some employees are also Campus Security Authority, who are required by law to report statistical information about crimes involving sexual assault and intimate partner violence. If a CSA is also a responsible employee, he or she needs to report incidents of sexual or intimate partner violence to the Title IX coordinator like any other responsible employee.

[Failure to report.]

Failure by you to report can lead to a violation of Title IX, which can result in your institution losing its federal funding. Depending on your school’s policy, such a failure could also have consequences for you personally.

For this course, we are treating everyone who works for the institution as a responsible employee. Even if you don’t have the responsibilities we’ve outlined, it’s important to make sure someone in a position

of responsibility learns about any incidents. By working together, we can help make our campus a better place.

4.7 Reporting and Responding to Sexual Violence

Text:

Communicating your responsibilities and their rights.

If a student begins to make a disclosure about an incident of sexual violence, it's important to make sure that he or she understands a few things before continuing.

View the five cards below to describe your responsibilities and a student's rights.

[Five buttons labeled "#1" – "#5"]

#1

The student can request confidentiality. While the institution will consider any request, you cannot guarantee confidentiality.

#2

You will be obligated to report the incident to the Title IX (or other designee). This report will include any information you learn, including the names of anyone involved, as well as any details about the incident.

#3

If the student wants to maintain confidentiality, he or she has the option to instead share the information with campus resources who are not obligated to report to the Title IX coordinator. Examples include professional licensed counselors in campus health or mental health centers, pastoral counselors, and other non-professional counselors or advocates that have been designated by the institution such as staff at the campus sexual assault resource center.

#4

If the student chooses confidentiality or decides not to report, he or she needs to understand that you will still need to report anything you've learned up to this point.

#5

The student has the right to file a Title IX complaint with the institution, and to report a crime to campus or local police.

4.8 Reporting and Responding to Sexual Violence

Text:

Communicating your responsibilities and their rights.

While it may seem awkward to interrupt with this information, it's essential that the student understands your responsibility to report—and their reporting and disclosing options—before continuing. Remember that he or she has been through a traumatic experience, and that it's taking a lot for them to share this information with you. Try to take a patient and gentle approach. Be cautious about overwhelming the student with too much information. It's OK to say you don't have the answer to every question, but that you will put the victim in touch with people that do.

Continue to hear a good example of a faculty member communicating these responsibilities.

4.9 Reporting and Responding to Sexual Violence

Video:

I appreciate you trusting me with this information, but I need to let you know a few things before we continue. Because of my role here at the school, I have an obligation to share anything I learn about incidents of sexual misconduct with our campus Title IX coordinator. It's our job to help make sure that you and all the other students on this campus are safe. If you don't want the school to know the details about what happened, I can point you to other people on campus who can help you and keep your situation confidential.

Regardless of your responsibilities to report, only the victim can decide if he or she wants to participate in the criminal justice or campus judicial process. The victim has the right to report an incident to law enforcement, but also has the right not to report. He or she has the right to speak to someone confidentially, or if they choose, to make an official report to the institution. Under no circumstances should you pressure the student to continue if he or she is not ready to do so.

It can be helpful to explain that the Title IX Coordinator (or another designee) will reach out to the individual to make sure he or she has access to available help and resources. That person will also explain the student's rights and options, including procedures for pursuing an institutional or criminal

complaint. Remind the victim that no one will force them to participate in any process if they do not wish to do so.

4.10 Reporting and Responding to Sexual Violence

Text:

Listening sympathetically without judging.

Trauma can have varying effects on victims, including the way they process, store, and recall facts and information.

Some victims may suffer from depression, post-traumatic stress disorder, or even flashbacks of the incident. It's not unusual for them to seem distant, confused, or detached from reality.

They may engage in behavior that appears to be an inappropriate response to the circumstances, or speak or act in ways that don't seem logical or even make sense.

4.11 Reporting and Responding to Sexual Violence

Text:

Listening sympathetically without judging.

By understanding the effects trauma can have on an assault victim, you can eliminate preconceptions or misconceptions about how he or she "should" behave. Events that are traumatic for one person may not be for another, and each victim of trauma may react differently. Select the cards below to view the range of reactions a traumatic experience may prompt.

[Four buttons. Different avatars represent different reactions to traumatic experiences.]

A "fight, flight, or freeze" response at the time of the incident.

A feeling of dissociation, often described as an "out of body" experience while they are experiencing the trauma.

Inability to move, fight back, or call out (also known as "tonic immobility") during or following the traumatic event.

A change in the way memories are stored that may result in nonlinear memories with heightened sensory experiences.

4.12 Reporting and Responding to Sexual Violence

Text:

Listening sympathetically without judging.

When a student confides in you, it is important not to judge their actions or reactions and to respond in a way that will help that person begin the road to recovery. The following series of questions are designed to help you consider the best ways to listen and respond.

Meet Meredith...

4.13 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: ...So I can choose to report this confidentially, but you still need to let the Title IX person know that I was assaulted?

Professor: That's correct.

Meredith: Ok, I understand. But now I'm not really sure what to do. Maybe I shouldn't tell you anything else.

Professor: Meredith, even though I can't treat this confidentially, the college and I can be as discreet as possible. Does that help?

Meredith: Yes. OK, I'd like to tell you what happened. So I was at this off-campus party, but before that I was out with my friends. I think I had some drinks, well maybe I didn't. Then Dylan was telling me not to tell anyone what happened.

Continue to answer a question about this conversation.

4.14 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

You want to believe Meredith's story, but it's fragmented and doesn't make a lot of sense. Which is the most appropriate response?

[Meredith, I know this is difficult. I'm so sorry this has happened to you.] Correct.

[Meredith, it would be really helpful if you could construct a clear timeline of what happened. What were you doing before you left your dorm for the party?] Incorrect.

[Meredith, your story really isn't making much sense. Are you sure you might not be misremembering what really happened?] Incorrect.

Feedback for "Meredith, I know this is difficult. I'm so sorry this has happened to you.":

This is the best approach. Try to be supportive in your words and actions. You can help build rapport by letting Meredith know you're sorry this has happened to her.

Feedback for "Meredith, it would be really helpful if you could construct a clear timeline of what happened. What were you doing before you left your dorm for the party?":

Meredith is clearly already having problems relation what took place, so this is not a good approach. Try again.

Feedback for "Meredith, your story really isn't making much sense. Are you sure you might not be misremembering what really happened?":

While this may be a natural reaction when a story is unclear, try to avoid forming opinions. Try again.

4.15 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: I know this doesn't make much sense. I'm...having trouble putting things into words. We went to his room, that's when things went wrong.

Continue to answer a question about this conversation.

4.16 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

What's the best way to respond?

[Meredith, just tell me what happened. Take as much time as you need.] Correct.

[Had you been to Dylan's room before? Maybe he misinterpreted your interest level.] Incorrect.

[Did you do anything that might have signaled to Dylan that you wanted more?] Incorrect.

Feedback for "Meredith, just tell me what happened. Take as much time as you need.":

Good choice. It's crucial to listen without judging. Do not interject, and try to be an active listener. Allow her as much time as he needs to tell you her story.

Feedback for "Had you been to Dylan's room before? Maybe he misinterpreted your interest level.":

Not only is this a bad choice, you run the risk of making Meredith shut down. You also want to avoid placing blame on Meredith. Try again.

Feedback for "Did you do anything that might have signaled to Dylan that you wanted more?":

This is a terrible approach. Other people will investigate what happened, that's not your job. Try again.

4.17 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: One thing I forgot to tell you...this happened about three months ago, during homecoming weekend. Does that matter? I guess I was dumb for not reporting this sooner.

Continue to answer a question about this conversation.

4.18 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Which is the most helpful response?

[Meredith, it's not your fault, please don't blame yourself.] Correct.

[That seems like a long time to wait to tell someone. Are you sure you want to report this?] Incorrect.

[It would have been better if you had reported earlier. There's no way the police can gather evidence now.] Incorrect.

Feedback for “Meredith, it’s not your fault, please don’t blame yourself.”:

Good choice. Be empathetic. Meredith may put the onus on herself for what happened, so remind her that the incident is not their fault. Offer to connect her with campus support services.

Feedback for “That seems like a long time to wait to tell someone. Are you sure you want to report this?”:

This is a bad approach. Do not question Meredith’s judgment or motives. Try again.

Feedback for “It would have been better if you had reported earlier. There’s no way the police can gather evidence now.”:

Again, don’t judge, or say anything that questions Meredith’s decisions. Try again.

4.19 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: I’m sorry, Dr. Hernandez. I know this isn’t making a lot of sense and is taking a lot of your time.

Continue to answer a question about this conversation.

4.20 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

What’s the best way to respond?

[Meredith, I’m just glad I can be here for you. Again, take your time.] Correct.

[Meredith, thanks so much for sharing this, but I have another appointment. I’d suggest you should make an appointment over at Student Health Services, OK?] Incorrect.

[Meredith, I understand. I have a class coming up, so is it OK if we pick this up tomorrow?] Incorrect.

Feedback for “Meredith, I’m just glad I can be here for you. Again, take your time.”:

Good choice. Be patient. As we just discussed, Meredith may be confused, or have trouble putting what happened into words. Because memories can be fragmented, she may present information and facts out of order.

Feedback for “Meredith, thanks so much for sharing this, but I have another appointment. I’d suggest you should make an appointment over at Student Health Services, OK?”:

While referring Meredith to support services is a good step, try not to leave her on her own. Offer to walk her to the Title IX Coordinator or the health center. Try again.

Feedback for “Meredith, I understand. I have a class coming up, so is it OK if we pick this up tomorrow?”:

This isn’t a good option. You should avoid seeming preoccupied or disinterested. Try again.

4.21 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: And that’s when I knew I needed to talk with someone. Do you think I did the wrong thing by going to Dylan’s room that night?

Continue to answer a question about this conversation.

4.22 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

What’s the best way to respond to Meredith’s question?

[Meredith, don’t blame yourself for what happened. This is on Dylan.] Correct.

[Meredith, I’m trying not to judge. Just please don’t do anything like this again.] Incorrect.

[Meredith, can you tell me what was going through your head? I mean, why would you do that?]
Incorrect.

Feedback for “Meredith, don’t blame yourself for what happened. This is on Dylan.”:

This is a good approach. There is no need for you to investigate or probe for more specific information. Avoid questions, especially any that may second guess Meredith’s behavior, or imply she did something wrong.

Feedback for “Meredith, I’m trying not to judge. Just please don’t do anything like this again.”:

Try again. While you may want to lend some friendly advice, your job is to listen and offer resources.

Feedback for “Meredith, can you tell me what was going through your head? I mean, why would you do that?”:

Avoid being judgmental, and do not interrogate Meredith. Your job is to listen. Try again.

4.23 Reporting and Responding to Sexual Violence

Text:

[Dialogue bubbles detail a conversation between Meredith and a professor about an incident of sexual assault]

Meredith: That you so much for listening to me. What do you think I should do now?

Continue to answer a question about this conversation.

4.24 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Which is the most helpful response?

[Meredith, thank you for confiding in me. You have several options, like the Title IX Coordinator, the counseling or health center, or the police. Would you like me to go with you to any of these?] Correct.

[I’m going to send you over to the Title IX Coordinator now. She’s in Stark Hall on East Campus. Do you think you can find her office?] Incorrect.

[Meredith, if I were you, I’d go talk to the police. That’s the only way you’ll get this resolved.] Incorrect.

Feedback for “Meredith, thank you for confiding in me. You have several options, like the Title IX Coordinator, the counseling or health center, or the police. Would you like me to go with you to any of these?”:

Offering to help is the best approach. Thank Meredith for confiding in you and then offer to accompany her to the Title IX Coordinator’s office or another support service of her choosing. Remind Meredith that there are many resources both on and off campus that can provide assistance. Also let her know that she always has the option of reporting to the police.

Feedback for “I’m going to send you over to the Title IX Coordinator now. She’s in Stark Hall on East Campus. Do you think you can find her office?”:

There’s a better way to do this. Try again.

Feedback for “Meredith, if I were you, I’d go talk to the police. That’s the only way you’ll get this resolved.”:

Try again. While you may want to lend some friendly advice, your job is to listen and offer resources.

4.25 Reporting and Responding to Sexual Violence

Text:

Sharing avenues for help.

As we mentioned at the beginning of this section, if someone is injured or in immediate danger, call 911 or the police. In addition to law enforcement, there are other avenues for help which you can share. Select each to learn more.

[Three buttons. “Advocacy,” “Medical assistance,” and “Counseling.”]

Advocacy.

An advocate can help in several different ways, such as providing a hospital escort, discussing campus judicial options, creating a safety plan, or answering any other questions or concerns.

In addition, they can assist the victim in seeking accommodations from the institution, such as altering academic schedules and housing arrangements.

Medical assistance.

Any victim of sexual assault may need treatment for any injuries they may have suffered. In addition, medical professionals can offer other help. This includes administering a rape kit to collect evidence of the assault, testing and treatment for any possible exposure to sexually transmitted infections or HIV, and pregnancy prevention for female victims.

If an assault has taken place, the victim should not change clothes, shower, brush their teeth, or clean the scene of the crime until they can see a medical professional. Victims should also try to write down details about the attack and the attacker as soon as possible. This information will help doctors, police and campus authorities investigate.

Counseling.

There are a number of counseling options available to victims, both on- and off-campus.

Your institution's mental health center can recommend a crisis counselor who specializes in sexual assault.

The victim can also contact the National Sexual Assault Hotline at 1-800-656-HOPE to speak with a counselor immediately.

When suggesting any of these avenues, ask how you can help. Offer to accompany her or him to seek medical attention or counseling.

Your institution can point you to many avenues for help, including on-campus, local, state, and national resources.

4.26 Reporting and Responding to Sexual Violence

Text:

Guidelines for reporting.

While the choice to report lies with the victim, employees at your institution must follow a different path. When a responsible employee is made aware of sexual misconduct, the institution is considered to be on notice and must act promptly and appropriately. As we discussed earlier, if you receive a report of sexual violence, report it to your campus Title IX coordinator or the appropriate designee as soon as possible. Be prepared to provide all relevant information you have learned, including the victim's name, the names of any other parties, locations, and the date of the incident. You should follow the same procedure if you receive a report involving an institution employee.

4.27 Reporting and Responding to Sexual Violence

Text:

Guidelines for reporting.

You should not share the information with anyone else. You should not try to investigate the incident yourself. That responsibility is assigned to specific people and offices on campus and in the community. These include local police and campus law enforcement, your institution's Title IX coordinator, and medical and mental health professionals.

Again, any report of sexual violence must be reported to your campus Title IX coordinator (or the appropriate designee) as soon as possible.

4.28 Reporting and Responding to Sexual Violence

Video:

It's time to put what you've learned about listening and reporting into action. The following scenario puts you in the shoes of Dr. Steve Henderson, a physics professor at your institution. His 9:00 am class has just let out, and he's gathering up his notes as the students file out. As he gets ready to leave, Dr. Henderson notices one student is still sitting in the classroom, with her face in her hands.

4.29 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Should you...

[Get back to your office.] Incorrect.

[Check to see if the student is OK.] Correct.

Feedback:

You should probably check to see if the student is OK.

4.30 Reporting and Responding to Sexual Violence

Video:

Dr. Henderson: Kayla, is everything alright?

Kayla: Yeah. I guess so. I should leave.

Dr. Henderson: Well, class is over. Do you want to be alone?

Kayla: Um, no. Can you stay for a few minutes? I need to tell someone about this.

Dr. Henderson: About what, Kayla?

Kayla: I was at this party the other night, and I met this guy, Jacob.

Dr. Henderson: I know him, he's in my 1:00 class.

Kayla: He seemed really nice, and he asked me to go someplace quiet with him so we could talk some more.

4.31 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Should you...

[Listen sympathetically without interrupting.] Incorrect.

[Ask Kayla why she thought she could trust someone she had just met.] Incorrect.

[Ask Kayla to stop for a moment so you can explain your responsibility to report and her right to confidentiality.] Correct.

Feedback for "Ask Kayla why she thought she could trust someone she had just met.":

It's best not to ask questions that judge. Try again.

Feedback for "Listen sympathetically without interrupting.":

This is not a good option, please try again.

Feedback for "Ask Kayla to stop for a moment so you can explain your responsibility to report and her right to confidentiality.":

It may seem awkward, but it's best to let Kayla know that you'll need to report anything she tells you.

4.32 Reporting and Responding to Sexual Violence

Video:

After Dr. Henderson explains his responsibility to report and Kayla's right to confidentiality, she tells him about what happened. Towards the end of their conversation, she tells him how depressed she feels.

Kayla: My roommate made me promise to talk to someone.

Dr. Henderson: She obviously cares about you.

Kayla: I guess. She seems upset that I've been staying in bed all day. It's just hard to go out. I feel so sad.

4.33 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Should you...

[Call 911.] Incorrect.

[Advise Kayla to visit the counseling center.] Incorrect.

[Offer to accompany Kayla to the counseling center.] Correct.

Feedback for "Call 911.":

If Kayla is obviously injured, in danger, or suicidal, this is a good option. In this case you should pursue a gentler approach. Try again.

Feedback for "Advice Kayla to visit the counseling center.":

While this is a good option, it's better if you offer to accompany her. That way, you can ensure that Kayla actually seeks help.

Feedback for "Offer to accompany Kayla to the counseling center.":

This is the best choice. By offering to accompany Kayla, you can make sure she gets help.

4.34 Reporting and Responding to Sexual Violence

Video:

Arjuna: Steve, have you got a moment?

Dr. Henderson: Sure, Arjuna, what's up?

Arjuna: I saw you talking to Kayla in your classroom just now. Was she crying? She's in my afternoon chem class, at least when she shows up these days. Is everything OK?

4.35 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Should you...

[Tell Dr. Chandra what happened so he can understand why Kayla has been missing class.] Incorrect.

[Tell Dr. Chandra that Kayla was sexually assaulted, but that you can't say anything more.] Incorrect.

[Tell Dr. Chandra that Kayla confided in you, and you can't discuss what was said.] Correct.

Feedback for "Tell Dr. Chandra what happened so he can understand why Kayla has been missing class.":

This is not a good option. You should not discuss what happened to Kayla with anyone other than the Title IX Coordinator, or an appropriate designee.

Feedback for "Tell Dr. Chandra that Kayla was sexually assaulted, but that you can't say anything more.":

This is not a good option. You should not discuss even slight details with anyone other than the Title IX Coordinator, or an appropriate designee.

Feedback for "Tell Dr. Chandra that Kayla confided in you, and you can't discuss what was said.":

This is the best option. You should not discuss what happened to Kayla with anyone other than the Title IX Coordinator, or an appropriate designee.

4.36 Reporting and Responding to Sexual Violence

Video:

Right before lunch, Dr. Henderson is walking across campus, and sees Jacob coming from the other direction.

4.37 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Should you...

[Stop Jacob and ask him about the incident with Kayla.] Incorrect.

[Say “hello” and treat Jacob as you normally would.] Correct.

Feedback:

You should try not to investigate or confront or judge Jacob about anything that might have happened.

5.1 Your Institution’s Response to Sexual Violence

Your Institution’s Response to Sexual Violence.

As you’ve learned, federal law guides how your institution responds to sexual and intimate partner violence. In this section, we’ll examine the best practices required for addressing cases of sexual violence and intimate partner violence.

Some of these procedures may vary at your institution.

5.2 Your Institution’s Response to Sexual Violence

Your institution’s sexual misconduct policy and procedures.

Your institution is committed to providing a safe educational, working, and residential environment for everyone on campus. Your school’s prevention efforts, sexual misconduct policy, and related procedures confirm this commitment. The policy applies to all faculty, staff, and students, as well as any third parties such as visitors or vendors. Select each of the following to review the benefits of having a policy in place.

[Four buttons. “Establishes the rules,” “Protects the campus,” “Protects individuals,” and “Provides resources.”]

Establishes the rules.

Identifies prohibited conduct. If someone engages in such conduct, the institution will take steps to determine responsibility. If found responsible, the school will impose appropriate disciplinary action (also called sanctions).

Protects the campus.

Provides the institution with the means to protect its community from anyone who presents a danger to others.

Protects individuals.

Details the procedures that the institution will follow when any member of the community is (or believes himself or herself to be) the victim of sexual or intimate partner violence.

Provides resources.

Offers information about medical, psychological and other state and local resources available to victims of these offenses.

5.3 Your Institution's Response to Sexual Violence

Grievance Procedures.

Each institution has grievance procedures for resolving claims of sexual misconduct. As we discussed in the previous section of the course, reports are made to the campus Title IX Coordinator (or authorized designee).

He or she is obligated to take action in response to any report of alleged misconduct, and to ensure that any adverse behavior is stopped and does not recur.

5.4 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

True or false? Only the Title IX Coordinator can impose temporary interim measures to stabilize or stop a situation or sexual misconduct.

[True] Incorrect.

[False] Correct.

Feedback:

While the Title IX Coordinator may be one of the people who can put interim measures for all parties in place, other campus personnel such as the Dean of Students, the Director of Residence Life, or campus police may also be able to handle such requests. Interim measures can include access to medical or counseling services, no-contact orders, academic accommodations, and voluntary leaves of absence.

5.5 Reporting and Responding to Sexual Violence**Text:**

Kayla and Jacob.

While sexual violence and intimate partner violence against institution employees is also against the law, such cases may be handled under a separate employee sexual harassment or misconduct policy or through the legal system. The school may however choose to apply additional penalties against offenders, such as termination.

Let's follow a report of sexual violence through the process. We'll use the case involving Kayla and Jacob from the previous section of the course. View each team member to learn more about the roles and responsibilities outline in the school policy.

5.6 Reporting and Responding to Sexual Violence**Video:**

Hi, I'm Angela Ng, the Title IX Coordinator here at the college. I'm here to oversee prompt and fair investigations of sexual harassment and sexual assault complaints that involve students. I also make sure the college is complying with Title IX requirements during the grievance process. It's important to note that not every report leads to a disciplinary process.

5.7 Reporting and Responding to Sexual Violence**Text:**

Check your knowledge.

Angela's job is to serve as the advocate for the victim, such as Kayla.

[True] Incorrect.

[False] Correct.

Feedback:

Watch the next video to learn more.

5.8 Reporting and Responding to Sexual Violence

Video:

In fact, my role is neutral, which means I don't favor either side. I make sure they are both treated fairly, get a fair hearing, and receive the support they need. I also do not favor the college's interests. I'm here to administer the procedures in the policy.

One of my other responsibilities is to let Kayla know that reporting to the college is not her only legal avenue. She has the option to bring this incident directly to law enforcement so it can be investigated as a crime.

As Title IX Coordinator, I also make sure there is no retaliation by either side. For instance, if Kayla felt Jacob were threatening her over making a report, I could bring disciplinary action against him. I can also work with her to provide interim remedial measures, such as safety escorts, no contact orders, or changing her class schedule. Kayla also has the option to seek a protective order through the outside legal system.

Finally, I can direct both parties to support services, including counseling, medical services, and academic assistance.

5.9 Reporting and Responding to Sexual Violence

Video:

I'm Joe Manelli, and I'm in charge of investigations at the college. Once the school learns about an incident of sexual assault, domestic or dating violence or stalking, it's our responsibility to investigate as quickly as possible. While I usually work alone, sometimes we assign multiple investigators to a sensitive or complicated case. I should probably mention that non-criminal investigations of Title IX violations can be conducted by campus police or security.

It's an investigator's job to uncover the facts, record any evidence, and make a recommendation or determination as to what happened, depending on what the college's policy requires. Investigators

speak with both parties. In this case, Kayla, the victim, is also known as the complainant. Jacob, the accused perpetrator, is known as the respondent. I work to ensure that both are treated the same during the process.

As we speak with Kayla and Jacob, we put together a timeline of events, and do our best to find out what occurred. We also interview any other witnesses that are identified. Another part of what we do is gather evidence related to the case.

5.10 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Which of the following can be used as evidence in a sexual assault investigation? Select all that apply.

[Local or campus police reports.] Correct.

[Security videos.] Correct.

[Photos or messages from cell phones.] Correct.

[Social media postings.] Correct.

Feedback:

Any of these can be used as evidence in a sexual assault investigation.

5.11 Reporting and Responding to Sexual Violence

Video:

These are just a few of the many types of evidence we can gather. Once we have completed interviewing and gathering evidence, we record our findings and conclusions into an investigative report. The report then goes to the Title IX Coordinator and the members of hearing disciplinary panel, depending on the institution's specific grievance procedures.

5.12 Reporting and Responding to Sexual Violence

Video:

Hello, I'm Katrina Pearson. I'm the chair of the college's hearing panel, which is a common method for conducting disciplinary proceedings. Some colleges allow the investigator to make the final determination in a case, while others use a decision-maker who is removed from the investigation and hearing process. The members of our panel are also known as adjudicators.

After Joe the investigator submits his report, we give both sides time to line up witnesses and evidence for the hearing. Although several states require institutions to conduct hearings, for most private schools they're optional.

Kayla and Jacob are entitled to bring an advisor of their choice to any disciplinary proceeding or related meeting that we hold. That advisor may be an attorney.

5.13 Reporting and Responding to Sexual Violence

Text:

Check your knowledge.

Under Title IX, the complainant must prove discrimination or sexual violence occurred beyond a reasonable doubt.

[True] Incorrect.

[False] Correct.

Feedback:

You'll learn more about the evidentiary standard in the next video.

5.14 Reporting and Responding to Sexual Violence

Video:

In cases involving sexual violence against students, the Office for Civil Rights requires institutions to use an evidentiary standard known as preponderance of evidence. This means the decision maker is convinced by the evidence that a violation of policy is more likely to have occurred than not to have occurred.

During the hearing we examine the facts of the case and we may question the parties involved and witnesses that have been identified. This allows us to evaluate whether Jacob is responsible for violating the college's code of conduct.

Once the panel reaches a decision, the outcome will be communicated to the complainant and the respondent, usually in the form of a letter. If Jacob is found responsible, we will assign the appropriate sanctions and penalties under our college's policy.

The entire process is designed to be fair and impartial, allowing us to resolve complaints promptly and equitably for the parties involved.

Finally, many colleges and universities allow appeals of the final decision. This may be due to causes like the discovery of new evidence or because of a sanction disproportionate to the findings. We generally won't be involved if either side files an appeal.

5.15 Reporting and Responding to Sexual Violence

Text:

Consensual Relationships.

Before we conclude, let's consider one final topic. Many colleges and universities prohibit two specific types of relationships. Select each to learn more.

[Two buttons. "Consensual sexual relationships between employees and students" and "Romantic relationships between employees and supervisors"]

Consensual sexual relationships between employees and students.

- Such relationships can lead to perceptions of favoritism by other students, which can harm morale.
- They are also considered an abuse of the power an educator has over a student, which runs counter to the educational mission of the institution.
- Finally, they can lead to costly sexual harassment lawsuits that may harm the participants personally and professionally.

If you're not sure if your institution bans these types of relationships, check your policy to be sure.

Romantic relationships between employees and supervisors.

Most institutions prohibit these types of relationships because of the potential for abuse as well as effects on office morale due to perceived favoritism.

If a relationship does begin, supervisors are generally required to alert Human Resources so that an alternate supervision arrangement can be made.

5.16 Reporting and Responding to Sexual Violence

Video:

As we conclude, remember that everyone on your campus, whether students, faculty, or staff, is protected from sexual discrimination, sexual harassment, sexual assault, intimate partner violence, and stalking.

By now, you should have a better idea of what you can do to help prevent this misconduct, as well as how and when to report. By helping create a climate where these crimes are not tolerated, we can help make a difference for everyone on our campus. Thank you for taking the time to view this course.

5.17 Reporting and Responding to Sexual Violence

Text:

Thank you for completing this course. You may now close the browser window.