Sexual Misconduct Prevention & Response Tools

Krista Anderson, Systemwide Title IX Coordinator
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Agenda

1. Title IX Intro
2. Primary Prevention
3. Bias & Problematic Behavior
4. Boundaries
5. Response & Intervention Tools
6. Additional Remedies & Support
Introduction

Title IX (Educational Amendments of 1972) prohibits discrimination on the basis of sex in educational programs or activities receiving federal financial assistance.

Anyone participating in or attempting to participate in educational programs or activities...
Includes locations, events, or circumstances over which the institution exercises substantial control over both the respondent and the context in which the alleged sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the institution.

- Example of a “building owned or controlled by a student organization”: Fraternity or sorority house that is occupied by students of the organization, and the student organization is a recognized organization with the institution.

Source: Title IX Regulations (2020)
Occurs when an individual is treated less favorably on the basis of that person’s sex (including gender), which may also include on the basis of sexual orientation, gender identity, or expression, pregnancy or pregnancy-related condition, or a sex stereotype.

Sexual harassment, as defined in the Model Policy, is a form of sex discrimination.

Source: UT System Model Policy for Sexual Misconduct (2021)
Definition of “Sexual Harassment” under Title IX

Conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the institution conditioning the provision of an aid, benefit, or service of the institution on an individual's participation in unwelcome sexual conduct (Quid Pro Quo);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
3. “Sexual assault,” “dating violence,” “domestic violence,” or “stalking” as defined under Clery/VAWA.

Source: Title IX Regulations (2020)

#2 Element Examples

- “**Severe**”: Physically threatening or humiliating; effects of the alleged conduct to a reasonable person (using a “reasonable person” standard)
- “**Pervasive**”: Frequency, duration of the alleged conduct
- “**Objectively offensive**”: To a reasonable person (using a “reasonable person” standard)
- “**Reasonable person**” standard: An objective test to denote a hypothetical person who exercises average care, skill, and judgment in conduct under similar circumstances as a comparative standard.
- “**Effectively denies…equal access**”: Totality of the circumstances

For example, the degree of the alleged conduct's interference with the CP or effects in an educational setting, type of alleged conduct, frequency and duration of the conduct, knowingly unwelcome in nature

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Conduct on the basis of sex that does not meet the definition of “sexual harassment” (under the Model Policy), but is:

1. Verbal conduct (including through electronic means), unwanted statements of a sexual nature intentionally stated to a person or group of people, that are objectively offensive to a reasonable person and also so severe or pervasive that it created a Hostile Environment, as defined in the Model Policy.

2. Physical conduct...

Possible Examples (depending on facts):
- Unwelcome sexual advances (including explicit or implicit proposition(s) of sexual contact or activity);
- Requests for sexual favors (including overt or subtle pressure);
- Gratuitous comments about an individual's sexual activities or speculation about an individual's sexual experiences;
- Gratuitous comments, jokes, questions, anecdotes or remarks of a sexual nature about clothing or bodies;
- Persistent, unwanted sexual or romantic attention;
- Exposure to sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials;
- Deliberate, repeated humiliation or intimidation;
- Sexual exploitation;
- Unwelcome intentional touching of a sexual nature; or
- Deliberate physical interference with or restriction of movement.

Source:
UT System Model Policy for Sexual Misconduct (2021)
Definition of “Retaliation”

Any adverse action (including, but is not limited to, intimidation, threats, coercion, harassment, or discrimination) taken against someone because the individual has made a report or filed a Formal Complaint; or who has supported or provided information in connection with a report or a Formal Complaint; participated or refused to participate in a Grievance Process under this Policy; or engaged in other legally protected activities.

Note: Any person who retaliates against (a) anyone filing a report of Sexual Misconduct or Formal Complaint, (b) the parties or any other participants (including any witnesses or any University employee) in a Grievance Process relating to a Formal Complaint, (c) any person who refuses to participate in a Grievance Process, or (d) any person who under this Policy opposed any unlawful practice, is subject to disciplinary action up to and including dismissal or separation from the University.

Source: UT System Model Policy for Sexual Misconduct (2021)

Intersectionality:

Interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group.

Creates overlapping and independent systems of discrimination and disadvantage.

Source: Demarginalizing the Intersection of Race and Sex... (Kimberlé Crenshaw, 1989)
Power & Privilege Wheel

Source: Sylvia Duckworth; Adapted from ccrweb.ca

Source: www.vawlearningnetwork.ca
Institutional Sexual Misconduct Policy (Example)

Prohibits sex discrimination, sexual harassment, retaliation, and other prohibited conduct under the policy, including:

- Sex Discrimination
- Sexual Harassment
  - Sexual Assault
  - Dating Violence
  - Domestic Violence
  - Stalking
- Retaliation
- Sexual Exploitation
- Other Inappropriate Sexual Conduct
- False Information & False Complaints
- Interference with the Grievance Process
- Failure to Report (for Responsible Employees)

**Policy Differences Note:** For the purposes of this training, the UTS Model Policy for Sexual Misconduct will be the primary policy reference. UT Institutional policies may have some differences.

**Source:**
UT System Model Policy for Sexual Misconduct (2021)

Institutions must reasonably respond in light of known circumstances…

1. Stop & prevent behavior from continuing or escalating
2. Remedies: Supportive measures & resources
3. Formal grievance process
Why is it important that **institutions** respond to reports of sexual misconduct?

**Institutions** provide:
- Campus remedies & supportive measures (with or without filing a formal complaint)
- Prompt, fair, & equitable grievance processes (by filing a formal complaint)
- Preponderance of the evidence standard (in the formal grievance process)
- An informal resolution option (in some circumstances, if available)

**An Upstream Approach**

**Primary Prevention Tools**
1. Focuses on the “root causes” of sexual harassment and sexual misconduct and changing the conditions and norms that typically enable sexual harassment and sexual misconduct to occur.

2. Focuses on cultivating a culture and environment where everyone feels safe, and shares community values.

1. Describe what a positive, productive [educational or work] environment means to you.
Examples of a positive, productive environment

- Being seen & heard
- Having agency of your work
- Bringing your “whole self” to work
- Being valued & respected
- Treating others with respect
- Being collaborative
- Listening to others

2. Name community values that can cultivate a positive environment where people can feel safe & thrive.
### Examples of community values

- Respect
- Trust
- Communication
- Inclusion
- Teamwork
- Healthy Boundaries
- Support
- Accountability
- Transparency
- Learning

#### 3. What does “healthy conflict” look like in a learning or working environment?
Examples of “healthy conflict”

- “Healthy discourse”
- Sharing differing viewpoints & perspectives openly
- Actively listening to others & considering others’ views
- Generating new ideas that address or counter other viewpoints
- Facilitating ideas for solutions to questions or problems

4. Describe ways to foster supportive relationships with colleagues or staff.
Examples of supportive relationships

- Help others feel safe, a sense of belonging, and that they matter.
- Show genuine interest in others
- Acknowledge people’s strengths & contributions
- Address peoples’ needs
- Use active listening
- Follow-through on your words & actions
- Be open-minded
- Assume good will
- Engagement & participation
- Ask for input from others
- Reassess & keep it up!

Bias & Problematic Behavior?
What is Bias?

Assumptions
- Thoughts, Generalizations
- Limited or inaccurate perception of others

Stereotypes
- Overly simplified Ideas
- Limited or inaccurate perception of others

Prejudices
- Beliefs, Feelings, Attitudes of liking or disliking someone or something
- Limited or inaccurate perception of others

Sex/Gender-Based Examples
- Beliefs in strict gender roles
- Hostile attitudes toward a person on the basis of sex/gender (including gender identity & expression) or sexual orientation
- Accepting attitudes of IPV
- Assumptions that a person is superior/inferior on the basis of sex/gender (including gender identity & expression) or sexual orientation
- Beliefs in historical/societal gender norms
Other Implications of Bias

- **Assumptions**: Thoughts, Generalizations
  - Limited or inaccurate perception of others

- **Stereotypes**: Overly simplified Ideas
  - Limited or inaccurate perception of others

- **Prejudices**: Beliefs, Feelings, Attitudes of liking or disliking someone or something
  - Limited or inaccurate perception of others

  - Discrimination
  - Harassment
  - Retaliation

  Can be influenced by Assumptions, Stereotypes, and/or Prejudices of others

- **Ambiguity**
  - Limited or lack of information to base one’s decisions or judgments.

**Examples**:
1. Unclear boundaries, roles, or tasks
2. Multiple ways to interpret information
3. Unfamiliarity with subject matter
What are Boundaries?

- Limits
- Comfort levels
- Expectations
- Laws
- Prevention tool
- “Keep us safe”
- “Protect us”
- “A line”
- “Your bubble”

- Physical
- Emotional
- Psychological
- Sexual
- Relational
- Spiritual
- Ethical
- Legal

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop

Stop-Light Activity

For each prompt:
(Green): Within your boundary
(Yellow): Unsure of your boundary
(Red): Outside your boundary

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop
Hypothetical 1.a

1.a Your supervisor sends you an email during regular work hours assigning you a task.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop

Hypothetical 1.b

1.b Your supervisor texts you on your cell phone during regular work hours assigning you a task.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop
1.c Your supervisor texts you on your cell phone late on Friday night assigning you a task.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop

1.d Your supervisor texts you on your cell phone late on Friday night, asking if you completed a list of tasks assigned to you earlier in the week.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop
1.e (Same as before) Your supervisor texts you on your cell phone late on Friday night, asking if you completed a list of tasks assigned to you earlier in the week... (New) Your supervisor texts again, saying it’s urgent and the work must be completed before Monday morning.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop

2.a Before a staff meeting starts, your coworkers are casually chatting about what they did last weekend with family or friends.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop
2.b (Same as before) Before a staff meeting starts, your coworkers are casually chatting about what they did last weekend with family or friends... (New) A coworker turns to you and asks what you did last weekend.

Adapted from
UT Austin’s “Are We Okay?” Boundaries Workshop

2.c (Same as before) Before a staff meeting starts, your coworkers are casually chatting about what they did last weekend with family or friends... (New) A coworker says they went out with some old college friends and “did some things I probably shouldn’t have, if you know what a I mean.”

Adapted from
UT Austin’s “Are We Okay?” Boundaries Workshop
2.3 (Same as before) Before a staff meeting starts, your coworkers are casually chatting about what they did last weekend with family or friends. A coworker says they went out with some old college friends and “did some things I probably shouldn’t have, if you know what I mean.”… (New) Another coworker asks you what’s your best “partying” story.

Adapted from UT Austin’s “Are We Okay?” Boundaries Workshop

Debrief

1. How did you know your boundaries when you were presented a hypothetical? How did you figure out where the “line” was for you?
2. How did it feel to name a color level to a hypothetical?…Green, yellow, or red…
3. How did you feel when you saw that others identify different levels of comfort than you? Either more comfortable or less comfortable than you in a scenario?
**Boundary Takeaways**

- **Communication**: Continue to check-in and revisit boundaries, expectations, accountability, and responsibilities.
- **Taking stock**: Attempt to understand others’ needs, barriers, challenges, and support.
- **Generous assumptions**: Assume good will and/or good intentions.
- **Curiosity**: Ask questions to learn, clarify, and understand an unknown. Emphasize and model a growth mindset.

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**Recognizing Power Dynamics**

<table>
<thead>
<tr>
<th>Explicit/Formal Examples</th>
<th>Implicit/Informal Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory roles</td>
<td>Education/Degrees</td>
</tr>
<tr>
<td>Hierarchal positions</td>
<td>Titles</td>
</tr>
<tr>
<td>Leadership positions</td>
<td>Age and/or Years of experience</td>
</tr>
<tr>
<td>Decision-making responsibilities</td>
<td>Seniority statuses</td>
</tr>
<tr>
<td>Hiring responsibilities</td>
<td>Positional statuses</td>
</tr>
<tr>
<td>Budget and Funding responsibilities</td>
<td>Relational/Social statuses</td>
</tr>
<tr>
<td></td>
<td>Identity groups</td>
</tr>
</tbody>
</table>
1. Who is occupying the room (including yourself)?
2. How do the people (including yourself) impact the power dynamics of the group?
3. How will you accept and validate other people’s boundaries?
4. Who is in a “better” position to talk about boundaries?
5. When should boundary conversations be happening?
6. Leaders: How are you integrating & sharing power to encourage collaboration?
7. How will you open the conversation about boundary setting?

How do we communicate boundaries?
## Examples of Communicating Boundaries

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Example Prompts or Strategies</th>
</tr>
</thead>
</table>
| Clarifying Check            | • “Help me understand what [blank..] means…”  
• “Help me understand what you meant by [blank.. repeat/paraphrase]…” |
| Direct Verbal Cues (“I” Statements) | • “I feel ____ when you say/do ____ [or] I am ____ when I hear you say ____.”  
• “I am not able to ____ when you say/do ____.”  
• “When you say/do ____ it affects me by ____.” |
| Redirect or Distract        | • Change the subject  
• Refocus to the main topic at hand |
| Delegate                    | • Ask someone else to help you or to get assistance |
| Remove oneself from the situation | • Adjourn the meeting  
• Take a time out or excuse yourself from the space |
| Non-verbal Cues             | • Shake head, discontinue eye contact, or cross your arms  
• Show “puzzling” or “turned-off” facial expression |

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## Giving Feedback (Examples)

**Use “I” statements…**  
Acknowledge your feelings.  
Focus on the impact the conduct had on you.  
Center on your needs & what your boundary does for you.  
Concentrate on the issue/problem, not the person or personality.

**Focus on a strengths-based mindset & solutions…**  
Positive outcomes & benefits of acknowledging boundaries

**(And don’t forget about) Positive recognition…**  
Acknowledge the person’s positive actions, sincerely and specifically.

*Adapted from*  
UT Austin’s “Are We Okay?” Boundaries Workshop
Giving Feedback
(Example “I” Statements)

<table>
<thead>
<tr>
<th>Name your...</th>
<th>Example “I” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling(s)</td>
<td>“I feel _____ when you say/do ____.”</td>
</tr>
<tr>
<td></td>
<td>“I am ____ when I hear you say ____.”</td>
</tr>
<tr>
<td>Impact(s)</td>
<td>“I am not able to ____ when you say/do ____.”</td>
</tr>
<tr>
<td></td>
<td>“When you say/do ____, it affects me by ____.”</td>
</tr>
<tr>
<td>Need(s)</td>
<td>“I need ____ from you.”</td>
</tr>
<tr>
<td></td>
<td>“When I ____, I need you to ____.”</td>
</tr>
</tbody>
</table>
|              | What I need is ____.

Receiving Feedback
(Examples)

Take a pause.
Show gratitude: “Thank you for the feedback.”

Be accountable...
Acknowledge your behavior & its impact on other(s).
Reflect/restate the feedback you just heard.
Make a plan to change or adapt.
Change or adapt accordingly.

Adapted from
UT Austin’s “Are We Okay?” Boundaries Workshop
Framing Effect

- Relying on the way information is presented when making judgments or decisions
- Equivalent information can be more or less attractive depending on **how** the information is delivered

**Examples:**
1. Presenting information through empirical research findings vs. a person’s anecdotal personal experience or opinion
2. Providing feedback in an “angry, raised voice” vs. a “more-balanced emotional posture”

Start-Stop-Continue Reflection

**Going forward: With your own boundaries and the boundaries of others:**
1. What are you going to **start** doing?
2. What are you going to **stop** doing?
3. What are you going to **continue** doing?
1. Develop a **positive culture** and **environment**.
2. Share and reinforce **community values**.
3. Establish and maintain clear **boundaries**, **conduct expectations**, and accountable **consequences**.
4. Support **diversity** and **inclusion initiatives**.
5. Cultivate open **communication** and **collaboration**.
6. Foster **supportive relationships** within teams.

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**Response & Intervention Tools**
Identify Bias & Problematic Behavior

Sex/Gender-Based Examples

- Beliefs in strict gender roles
- Hostile attitudes toward a person on the basis of sex/gender (including gender identity & expression) or sexual orientation
- Accepting attitudes of IPV
- Assumptions that a person is superior/inferior on the basis of sex/gender (including gender identity & expression) or sexual orientation
- Beliefs in historical/societal gender norms
Identify

Notice the behavior

Adapted from UT Austin’s Title IX Basics Workshop

Identify

Address the behavior

Adapted from UT Austin’s Title IX Basics Workshop
### Examples of Addressing Behavior

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<tr>
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| Delegate                | • Ask someone else to help you or to get assistance |
| Remove oneself          | • Adjourn the meeting  
                           • Take a time out or excuse yourself from the space |
| from the situation      | Non-verbal Cues                                                                                     |
|                         | • Shake head, discontinue eye contact, or cross your arms  
                           • Show “puzzling” or “turned-off” facial expression |

### Identify

- **Follow-up**
  - “How did that affect you?”
  - “Do you need support?”
  - “What do I need?” (Self-care)

Adapted from UT Austin’s Title IX Basics Workshop
### What are **barriers** to addressing behavior?

### Examples of Barriers or Roadblocks (Psychological Manipulation)

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Example Statements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dismissive</strong></td>
<td>• <em>I never</em> said/did that.</td>
<td>• <em>That didn’t happen.</em> [or] <em>That’s not what happened.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Your memory is bad.</em></td>
<td>• <em>I have no idea what you are talking about.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>I don’t remember it that way.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Minimizing</strong></td>
<td>• <em>It’s only a joke.</em> [or] <em>It’s not that bad.</em></td>
<td>• <em>Nobody got hurt.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>We’re just having fun.</em></td>
<td>• <em>What’s the big deal?</em></td>
</tr>
<tr>
<td><strong>Rationalizing or Making Excuses</strong></td>
<td>• <em>This wasn’t ever an issue before now.</em></td>
<td>• <em>That’s not how things used to be.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>I said/did ___ because ___.</em></td>
<td>• <em>No one else is saying anything.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>I didn’t even know I did anything.</em></td>
<td>• <em>Others, even you, do the same thing too.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>I didn’t mean it like that.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Attacking or Defensive</strong></td>
<td>• <em>You’re too sensitive.</em> [or] <em>You’re overreacting.</em></td>
<td>• <em>It’s your fault because ___.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>You’re petty.</em> [or] <em>You’re jealous.</em></td>
<td>• <em>What about when you said/did ___?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>You are taking it the wrong way.</em></td>
<td>• <em>Why are you so emotional?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>You think you are better than everyone else.</em></td>
<td>• <em>You’re letting your emotions get the better of you.</em></td>
</tr>
<tr>
<td></td>
<td>• <em>You can’t take a joke.</em></td>
<td>• <em>Who told you that? What did they say?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>This is why nobody likes you.</em></td>
<td>• <em>What do you have to back that up?</em></td>
</tr>
</tbody>
</table>
## Examples of Barriers or Roadblocks (Cont.)

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Example Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bystander Effect</strong></td>
<td>Says <em>nothing</em> because the presence of others might discourage a person from intervening. The greater the # of bystanders, the less likely it is for someone to provide help to a person in need.</td>
</tr>
<tr>
<td><strong>Afraid for your own safety</strong></td>
<td>Says <em>nothing</em> because he/she/they are fearful of jeopardizing their own safety</td>
</tr>
<tr>
<td><strong>Uncertain what to do</strong></td>
<td>Says <em>nothing</em> because he/she/they are unsure how to intervene</td>
</tr>
</tbody>
</table>

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**Report**

Institution’s Title IX Coordinator

*Adapted from UT Austin’s Title IX Basics Workshop*
If You experience sexual harassment or other inappropriate sexual conduct...

**Informal Assistance:**
- Students: Student Ombuds, Victim Advocate Office, Counseling Center
- Employees: Faculty/Staff Ombuds, Human Resources, Employee Assistance Program

**Formal Assistance:**
Option to Report or file a Formal Complaint, in accordance with policy, to the Institution’s Title IX Coordinator.
- Who, what, where, when, & how often?
- Identity witnesses, if any.
- What remedy, if any, are you seeking?

**Responsible Employee Reporting Requirements**

Under the institution’s Sexual Misconduct Policy, **Responsible Employees** have a duty to report incidents and information reasonably believed to be sexual misconduct (prohibited conduct defined) under the Policy.

All employees are Responsible Employees (except Confidential Employees or police officers when a victim uses a pseudonym form). Responsible Employees include all administrators, faculty, and staff.

Responsible Employees must report all known information concerning an alleged incident of sexual misconduct to the **Title IX Coordinator**.

Source:
*UT System Model Policy for Sexual Misconduct (2021)*
Examples of Confidential Employees?

Privileged communication under law:
- Licensed counselors, psychologists
- Doctors, physician assistants
- Nurses, nurse assistants
- Attorneys, general counsel
- Licensed social workers in a clinical or medical setting
- Police officers when a victim uses a pseudonym form

Commonly designated “confidential” employees:
- Victim Advocates (who work with students)
- Student Ombuds

Definition of “Failure to Report” for Responsible Employees

If a Responsible Employee knowingly fails to report all information concerning an incident the employee reasonably believes constitutes stalking, dating violence, sexual assault, or sexual harassment committed by or against a student or employee at the time of the incident, the employee is subject to disciplinary action, including termination.

Source:
UT System Model Policy for Sexual Misconduct (2021); Tex. Edu. Code Section 51.252-51.259
UT Institution’s Title IX Coordinators: https://www.utsystem.edu/offices/systemwide-compliance/title-ix/ut-title-ix-coordinators

Challenges & Barriers to Accessing Support
Intersectionality (Revisited):

*Interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group.*

*Creates overlapping and independent systems of discrimination and disadvantage.*

Source: Demarginalizing the Intersection of Race and Sex… (Kimberlé Crenshaw, 1989)

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**Challenges and Barriers**

- Family pressure or disagreements
- Care for family and/or dependents
- Financial stress
- Housing and/or food insecurity
- Disabilities
- Medical and/or mental health issues
- Unhealthy relationships
- Relationship breakups
- Lack of coping skills
- Addiction and/or substance use
- Academic issues
Intersectionality Considerations

• In what ways, if any, have specific challenges (e.g. racism, heterosexism, ableism, etc.) affected a person’s experiences?
• In what ways, if any, have a person’s communities, family, or friends affected a person’s decisions to (for example):
  o Tell someone or report an incident
  o End or continue an unhealthy or abusive relationship
  o Get help or support
• Has the person received support from family and friends throughout the process? What does “being supported” look like for each person?

Support

Active listening
Express compassion
Referrals & Resources

Adapted from
UT Austin’s Title IX Basics Workshop
Support

Be transparent about your role
Be flexible
Take care of yourself

Adapted from
UT Austin’s Title IX Basics Workshop

Active Listening

- **Goal**: Provide the person a sense of feeling heard and understood
- **Listener’s Mindset**: Open-minded, objective, & impartial
- Pay full attention to the person
- Nodding, affirmative non-verbals
- Not interrupting; using silence
- Open-Ended Phrases
- Clarifying checks & validations:
  - Validating & emotional acknowledgements
  - Reflecting (mirroring/paraphrasing)
  - Summarizing
  - Restating
### Active Listening: Examples

<table>
<thead>
<tr>
<th>Type</th>
<th>Example Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validating</td>
<td>• “That sounds difficult.”</td>
</tr>
<tr>
<td></td>
<td>• “It’s okay to feel upset.”</td>
</tr>
<tr>
<td>Emotional Acknowledgments</td>
<td>• “You seem disappointed right now.”</td>
</tr>
<tr>
<td></td>
<td>• “Having to consider different options can be stressful to navigate.”</td>
</tr>
<tr>
<td>Reflecting</td>
<td>• “What I’m hearing is...”</td>
</tr>
<tr>
<td></td>
<td>• “Sounds like you are saying...”</td>
</tr>
<tr>
<td>Summarizing or Restating</td>
<td>• “Let me summarize to check my understanding [Repeat back]... Did I get that right?”</td>
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<td>• “[Repeat/rephrase what the other person said]...Is this what you mean?”</td>
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<td>Open-Ended Phrases</td>
<td>• “Tell me more about...”</td>
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<td>• “Explain/describe...”</td>
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<td></td>
<td>• “What do you mean when you say...?”</td>
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<td>• “Help me understand...”</td>
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<tr>
<td>Affirmative Comm</td>
<td>• “Yes”</td>
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<tr>
<td></td>
<td>• “I see.”</td>
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<td></td>
<td>• “Go on.”</td>
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<td>• “Right.”</td>
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### Supportive Questions to Ask (Examples)

- “How are you feeling?”
- “What can I do to help?”
- “What kind of support, if any, do you need?”
- “How are you doing in [classes or at work]?”
- “Do you have a supportive network?” [or]
- “What’s your support network look like?”

Adapted from UT Austin’s Title IX Basics Workshop
Supportive Statements (Examples)

- “Thank you for sharing this with me.”
- “This sounds upsetting/difficult/hard.”
- “I hear you.”
- “I see that you’re feeling X, Y, Z”
- “I care about you and your experience.”

What NOT to Say or Do (Examples)

- Don’t ask questions about the incident.
- Don’t attempt to investigate on your own.
- Don’t question the validity of the person’s experience.
- Don’t ask “Why/how did this happen?”
- Don’t place blame.
- Don’t promise outcomes.
- Don’t promise accommodations that are out of your control.
- Don’t share information related to the incident with…

Adapted from UT Austin’s Title IX Basics Workshop
Examples of Supportive Measures

- Housing Reassignment
- Counseling Services
- Class Extensions or Adjustments
- Work or Class Modifications
- Class Withdrawal or Retake (w/o penalty)
- Leave of Absence
- Mutual No-Contact Btwn Parties
- Campus Escort Services
- Increased Campus Security

Non-Disciplinary & Non-Punitive Measures…
that do not unreasonably burden the other party

Campus Support Services & Resources (Examples)

Equal access & availability to all parties

Examples:
- Academic advising & accommodations
- Counseling services
- Emergency housing
- Financial aid
- Medical/Health services
- Disability accommodations & services
- Employment-related support
- Safety, law enforcement, & escort services
- Victim advocacy services
- Ombuds services
- Respondent services
- Advisors for hearings
Campus Support Services, Resources, & Policies

UT Institution’s Title IX Coordinators:
https://www.utsystem.edu/offices/systemwide-compliance/title-ix/ut-title-ix-coordinators

Support & Resources for YOU

- Your Supervisor and/or Human Resources (HR)
- Employee Assistance Program (EAP)
- Behavior Intervention Team (BIT)
- Dean of Students Office
- Campus Police & Victim Services
- Ombuds Office
- Legal Affairs
- Off Campus Medical and/or Mental Health Providers
Resolution Flowchart: Sexual Misconduct Cases (Example)

A Report to TIXC
Can be submitted by anyone: Complainant, witness, third-party, employee, etc.
Triage & Preliminary Assessment

Formal Complaint
Submitted/Signed by CP
Submitted/Signed by TIXC

Written Notice of Formal Complaint
Supportive Measures
Rights & Options
Notice of Grievance Process

Resolution Options
Formal Grievance Process (Investigation & Adjudication)
Informal Resolution
Formal Complaint Dismissal

Supportive Measures
Emergency Removal or Administrative Leave

Q & A
### Krista Anderson

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<th>Title</th>
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<tr>
<td>Systemwide Title IX Coordinator</td>
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**Office of Systemwide Compliance**  
**UT System (Austin, TX)**

**Phone:** 512-664-9050  
**Email:** [kranderson@utsystem.edu](mailto:kranderson@utsystem.edu)