UW TITLE IX: BUILDING RESPECTFUL ACADEMIC CLIMATES

Use this time to prepare to use Poll Everywhere
LOGIN USING YOUR PHONE OR LAPTOP
USERNAME: TITLEIX

USE THE APP
Username: TITLEIX

Or
TEXT TITLEIX TO 22333

https://pollev.com/titleix

Kiana Swearingen
Deputy Title IX Coordinator for Education & Prevention
kianams@uw.edu
Self & Group Care

- Share the space
- Participate as you feel able
- This could be a challenging conversation
- Engage at the edge of your learning
Land Acknowledgment

We acknowledge the Coast Salish peoples of this land, the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip and Muckleshoot nations.

We acknowledge the people – past, present, and future – of the Dkhw’Duw’Absh, the Duwamish Tribe, the Muckleshoot Tribe, and other tribes on whose traditional lands we study, work and live.
AGENDA

1. Prevention in Academia
2. Recognizing Violence & Harassment
3. Primary Prevention Strategies
4. Interrupting Harassment & Bystander Intervention
5. UW Resources & Responding to Disclosures
Our prevention and response strategies need to be relevant to the specific UW academic contexts that we find ourselves in.
Are you aware of a student or co-worker who has experienced sexual harassment, relationship violence or stalking?
Preventing Violence Happens at Three Levels
Our goal is to stop violence before it occurs.

**PRIMARY**
Stopping Violence Before It Occurs
- Strategies like healthy relationships & environments reduce risks & increase buffers.

**SECONDARY**
Immediate Responses to Violence
- Services like emergency and medical care address short-term consequences.

**TERTIARY**
Long-Term Responses to Violence
- Approaches in aftermath address trauma & rehabilitate perpetrators.

Center for Disease Control: Continuing the Dialogue
Have you ever been concerned for the safety of yourself or someone else in an academic setting and were not sure what to do?
RECOGNIZING VIOLENCE & HARASSMENT
IDENTITY & VIOLENCE

Violence affects and is perpetrated by people of all genders, sexual orientations, races, socioeconomic statuses, abilities, religions, ages, citizen statuses, and other identities.

Disproportionality exists in effect rates.
Power & Identity

Death
- Adverse Childhood Experiences
- Murder
- Lynching
- Genocide
- Neglect in Healthcare

Violence
- Physical Assault
- Verbal Abuse
- Reproductive Control
- Funding
- English Only Services
- Judicial System
- Homelessness
- Prison Pipeline (abuse to/school to)
- Employment Discrimination
- Healthcare

Institutional Discrimination
- Problematic Language
- Fetishism
- Sexualized language
- Victim Blaming
- Micro-aggressions
- Jokes

Individual Acts of Prejudice
- “There are two sides to every story”
- Belief people are better than others based on identity
- Forgiveness of perpetrator if white
- Not Believing POC/Survivor Experience(s)

Attitudes & Beliefs

Sexual Violence

Racial Violence

“Men can’t get raped”
“Boys will be boys”
“Girls should stay home”
“This could ruin their life”
“She was asking for it”

“Racial Slurs”
“Racial Profiling”
“Cultural Appropriation”

““All lives matter””
““Not all white people””
“I don’t see color”
“There is only one human race”
“I can’t be racist, I have a black friend”

PCAR
Pennsylvania Coalition Against Rape
2101 N Front St, Governor’s Plaza North, Bldg #2, Harrisburg, PA 17110
www.pcar.org

Authors: Tatiana Piper & Jackie Strohm, LSW
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How do you know when a situation may be escalating?

How might remote academic environments change these signs?
Signs that a situation may be escalating toward greater violence
WARNING SIGNS
FREQUENCY AND SEVERITY

- Blaming Others, Overreaction to situations, Intimidation, Online Harassment/Doxxing, Inappropriate interactions in Zoom meetings
- Performance/attendance decline, Lack of engagement, Disinterest in things they previously cared about
- Change in demeanor, affect, and/or mood, Signs of fear, anxiety, depression, fatigue
SEXUAL HARASSMENT

WHAT IS IT?

- Misuse of power
- Coercive
- Unwelcome
- Creation of a hostile environment
- Severe and/or Pervasive
- About enforcing adherence to gendered expectations

UW TACOMA CLIMATE SURVEY

Experienced Sexual Harassment

- 6% of respondents (n=110)
- 2% Men
- 7% Women
- 12% Trans-spectrum
UNWANTED SEXUAL ATTENTION

- Rape
- Sexual Assault
- Groping or Stroking

SEXUAL COERCION

- Promising professional rewards in return for sexual favors
- Threatening professional consequences unless sexual demands are met

PUBLIC CONSCIOUSNESS

- Relentless Pressure for sex/dates
- Unwanted Sexual Discussions

GENDER HARASSMENT

- Vulgar name calling (e.g. "slut" or "bitch")
- Insults to working parents
- Nude images posted at work/zoom backgrounds
- Sexual Teasing
- Sabotage of women's equipment
- Sexual Insults (e.g. "for a good time call...")

Adapted from: NASEM 2018
“Gender harassment is not about romance gone awry, not about trying to pull women into sexual relationships, instead, it is about pushing women out of careers where they are seen to not fit and not belong.”

Dr. Liliana Cortina
RELATIONSHIP VIOLENCE

WHAT IS IT?

• Coercive Control
• Emotional Abuse
• Physical Abuse
• Financial Abuse
• Verbal Abuse
• Sexual Abuse

by current or former partner

Because I love you, skip class with me let's stay in bed today.

Because I Love You
Provide reflections on the video. What did you notice? What does it make you think about?
STALKING

THE NOTEBOOK

THE PHANTOM OF THE OPERA

SAY ANYTHING

THERE'S SOMETHING ABOUT MARY

TWILIGHT

BEAUTY AND THE BEAST
STALKING

WHAT IS IT?

• Repeated unwanted contact
• Repeatedly asking to be paired in class group work
• Threatening you, pets, & family
• Monitoring social media
• Gathering private information from Zoom meetings

UW TACOMA CLIMATE SURVEY
Experienced Stalking

A significantly higher percentage of Queer-spectrum respondents than Heterosexual respondents experienced stalking.

• Queer Spectrum: (4%, n = 14)
• Heterosexual: (2%, n = 27)
PANDEMIC & INCREASED VIOLENCE

ICT: Information Communication Technology Violence can impact:

- Access to online services
- Education and employment opportunities
- Participation as active digital citizen

During the pandemic, online and ICT-facilitated violence against women and girls continue to be heightened:

This includes: physical threats, sexual harassment, sex trolling, sextortion, online pornography, zoombombing among others.

In Australia, online abuse and bullying have increased in the past month by 50%.

In Northern York County, Pennsylvania there was a 700% increase of online harassment for the period of April 1-20, 2020 compared to the same period in 2019.

In the United Kingdom, traffic nearly doubled to the government's help line for adults experiencing intimate image abuse in the week of March 23, 2020.

REMEMBER:

FOR ALL TYPES OF VIOLENCE AND HARM, INDIVIDUALS DO NOT HAVE TO CONFRONT THE PERSON DOING THE BEHAVIOR BEFORE SEEKING SUPPORT.
PRIMARY PREVENTION STRATEGIES: IMPACTING ACADEMIC CLIMATE
PREVENTATIVE NORM SETTING
NEGOTIATING POWER RELATIONSHIPS

What do healthy academic relationships look like?

What do unhealthy academic relationships look like?

WHILE
INTERACTING
REMOTELY

How do you support establishing healthy academic relationships from the outset?
BREAK OUT ROOMS

- Discuss for **12 minutes**
- Respond in alphabetical order of First Name
- Pass if you are not ready to respond
- Feel free to leave a room at any time or send questions to the hosts
- Choose someone to report back in the main chat
NATIONAL ACADEMIES REPORT

• Integrate Values into the System
  ◦ Diversity, Inclusion & Respect
  ◦ Interrupt and intervene in situations

• Change the Power Dynamics
  ◦ Diffuse advisor-trainee relationships

• Support Targets of Harassment
  ◦ Alternative support services

• Improve Transparency and Accountability
  • Awareness of consequences and accountability actions
Microaggression: Brief and commonplace comments and actions that communicate, whether intentionally or not, that a person is not welcome or normal because of their identity.

- You’re not like other ____ people.
- Maybe you’re just not built for enduring the rigorous nature of field work.
- You speak English so well.
- Where are you from? Where are you really from? No, where are you really really from?
- What do your people think about that?
- You are just playing the women of color card again.
- This field is being taken over by women with their own agendas.
- As a new parent there is no way you will be able to get your research done.
- You don’t look trans.
**MICRO-AFFIRMATIONS**

**Micro-Affirmations**: Small or subtle actions we can take to make people feel that they are welcome in a space and that their contributions are valued.

- Before we move on, is there anyone who hasn’t had a chance to weigh in?
- To echo the point that ____ made...
- What do you think about that?
- I noticed ____ didn’t use your correct pronouns. Would you like me to bring that up with them?
- I think ____ made that point earlier.
- How can I support you if that situation comes up again?
- I’m sorry you’re going through that. How can I help?
CALLING IN (DELAY)

CALLING OUT (DIRECT)

CALLING IN
- Address someone's problematic behavior privately and/or personally
- Help the person grow through explanation, discussion
- Focus on ongoing relationship

CALLING OUT
- Bring attention to someone's problematic behavior
- Send a public message that the behavior is intolerable, unacceptable, etc.
Decide **how & where** you want to have the conversation

**Share** what you're hoping to get out of the conversation

Describe **specific action** & why it was hurtful or offensive

- **Impact vs Intent**

**Offer space for questions**, active listening, & support

**Offer to give them time & space** to think through the conversation
Selena, Brandon, and Tran are in a dept meeting on Zoom. Selena brings up an idea that gets lost in the conversation.

Brandon brings up the same idea a few minutes later and Frank, the faculty member running the meeting, sounds impressed and gives Brandon a lot of praise.

SCENARIO

What are some strategies anyone in this zoom meeting could use, either now or later?
1. What is your response strategy?
INTERRUPTING HARASSMENT & BYSTANDER INTERVENTION
BYSTANDER INTERUPTION

WHAT KEEPS US FROM INTERVENING?

Personal
• Late for an appointment or next zoom meeting

Safety Concerns
• Fear of physical or emotional harm for yourself or others

Social/Relationship
• Your supervisor or work-friend is doing the harm
You are walking down the hallway and see Sam and Fatima arguing. Sam put their hands on Fatima's shoulders and shoves them backwards.

**ACTIVE BYSTANDER INTERRUPTION**

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>DELEGATE</th>
<th>DISTRACT</th>
<th>DELAY</th>
<th>DOCUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;HEY, WE DON'T SHOVE PEOPLE!&quot; or &quot;FATIMA, YOU OKAY&quot;</td>
<td>&quot;RALPH, CAN YOU CHECK IN WITH FATIMA AND SAM?&quot;</td>
<td>&quot;FATIMA/SAM, CAN YOU REVIEW THIS DOCUMENT?&quot;</td>
<td>CHECK IN WITH FATIMA LATER.</td>
<td>WRITE DOWN WHAT YOU SAW AND OFFER IT TO FATIMA.</td>
</tr>
</tbody>
</table>
During a team meeting on zoom Patrice has been asked by Dr. Brown to speed up the timeline of a project. Patrice says it is not possible.

Dr. Brown then states, “Well we will see how long you last here, I prefer women who are willing to be flexible.”

What is your bystander intervention?
2. What is your intervention strategy?
Tina, a student, shares she has not been able to keep up with classwork because of a bad break-up. Her ex keeps texting and recently showed up at her work.

The next day, as class is ending you see a person standing outside the classroom. As Tina exits the room she looks surprised and uncomfortable.

BYSTANDER INTERVENTION PRACTICE

What is your bystander intervention?
3. What is your intervention strategy?
UW RESOURCES & RESPONDING TO DISCLOSURES
TITLE IX: OVERVIEW

- Faculty, Staff & Students
- All Gender Identities
- Access to the Academic Environment
- Awareness of Rights & Resources
- Advocacy & Support Measures
- Reporting Options
REPORTING SEXUAL HARASSMENT: TACOMA CLIMATE SURVEY

- 79% indicated that the SH occurred on campus
- 46% told a friend
- 37% avoided the person/venue
- 32% told a family member
- 19% contacted a UW Tacoma resource
Why might someone be reluctant to disclose or report?
UW RESOURCES: SUPPORT & REPORTING

Support resources:
- Confidential advocates
- SafeCampus

Contacting support resources does not constitute a formal report to the University.

Reporting options:
- Title IX Investigation Office
- UCIRO
- Police
SAFECAMPUS

Offering consultation on safety and well-being concerns for yourself or others.

- Approach their work from a trauma informed, intersectional, and individual-caller centered model.
- Can call anonymously.
- They support faculty, staff, and students at all UW locations
- 206.685.7233
UW CONFIDENTIAL ADVOCATES

Advocacy is a safe, free and confidential starting point.

- Share as much or as little information at you want.
- Help you learn about available resources, your rights and reporting options.
- Support you in making a holistic plan for managing and reducing the impact of your experience.
- Meeting with an advocate will not automatically trigger an investigation
- [https://www.washington.edu/sexualassault/support/advocacy/](https://www.washington.edu/sexualassault/support/advocacy/)

Roseann Martinez
UWT Assistant Director of Student Advocacy
When you learn of*:

- Relationship Violence
- Sexual Assault
- Sexual Harassment
- Stalking
- Sexual Exploitation
- Retaliation for reporting

*2020 Title IX Regulations Update: Title IX Officials Required to Report now exist at UW
*Child Abuse and Neglect reporting for individuals under 18 years additionally applies
TITLE IX OFFICIALS REQUIRED TO REPORT

● Who is required to report vs. encouraged to report?
● What is the purpose of reporting?
  ○ Support resources and supportive measures
  ○ Understand the right and option to make a formal complaints
  ○ Record-keeping by Title IX Coordinator
● What happens when a Title IX Official Required to Report calls SafeCampus?
● What is the difference between a “report” and a “formal complaint”?
UW FORMAL COMPLAINT PROCESS

2020 Federal Title IX Rules require a written complaint

● Submitted by complainant (or Title IX Coordinator)
● Submitted to the correct office
● **IMPORTANT**: No investigation or punitive action can begin without a complaint
● Assessment of complaint for:
  ○ Federal rules process and/or;
  ○ UW process or;
  ○ No investigation
● **IMPORTANT**: Supportive measures are available with or without a complaint
UW GUIDE and Title IX FAQ

Know Your Rights and Resources Guide:

- https://www.washington.edu/titleix/resources/
- A guide for student and employees
- Resources, rights & reporting

Faculty and staff resources page:

- https://www.washington.edu/titleix/faculty-staff-resources/
- Information about how to support students & colleagues
- Information about and for Officials Required to Report
VALIDATE
"THAT MUST HAVE BEEN DIFFICULT."
"I AM SO GLAD YOU SHARED THIS WITH ME."

LISTEN
"WHAT I AM HEARING IS..."
"WHAT DO YOU NEED RIGHT NOW?"

CONNECT
"CAN I SHARE THIS INFORMATION WITH SOMEONE WHO CAN HELP?"

CONSULT
CALL SAFECAMPUS
RESPONSE PHRASES:

“You shared something really concerning with me and I want to make sure you have access to the available resources. It’s your choice to use them now, in the future or never.”

“I’m going to consult with SafeCampus and they will connect you to the UW Advocate. The advocate will follow up with you to share how she can support you. Your meeting with her is confidential.”
UW POLICIES

- **Workplace Violence Policy**
- **EO 70: Compliance with Education Department Sexual Harassment Regulations**
- **EO 54: Student Romantic Relationships and Conflicts of Interest**
- **EO 31: Nondiscrimination and Affirmative Action**
  - Prohibits discrimination or harassment
- **EO 51: Sexual Violence Elimination Policy**
  - Domestic violence, Relationship Violence, Stalking, and Sexual assault.
- **EO 70: Compliance with Education Department Sexual Harassment Regulations**
- **EO 56: Mandated Reporting of Suspected Child Abuse**
- **APS 46.3: Resolution of Complaints Against University Employees**
- **APS 11.7: Domestic Violence in the Workplace**
- **Chapter 209 & 210: Student Conduct Code**
Before this training, my ability to notice potential signs of harassment and violence was:
After this training, my ability to notice potential signs of harassment and violence is:
Before this training how likely were you to intervene in online and/or in-person situations where harassment or violence may have been occurring?
After this training how likely are you to intervene in online and/or in-person situations where harassment or violence may be occurring?
Before this training my awareness of UW Title IX and UW resources related to Title IX was:
After this training my awareness of UW Title IX and UW resources related to Title IX is:
After this training, do you feel that you have a role to play in creating a safer UW community for everyone?
IT'S EVERY HUSKY'S RESPONSIBILITY TO HELP KEEP OUR UNIVERSITY SAFE!