



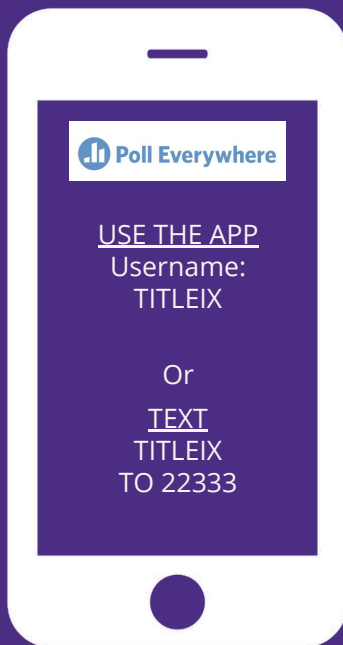
Use this time to prepare to
use Poll Everywhere



UW TITLE IX: BUILDING RESPECTFUL ACADEMIC CLIMATES

LOGIN USING YOUR PHONE OR LAPTOP

USERNAME: 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





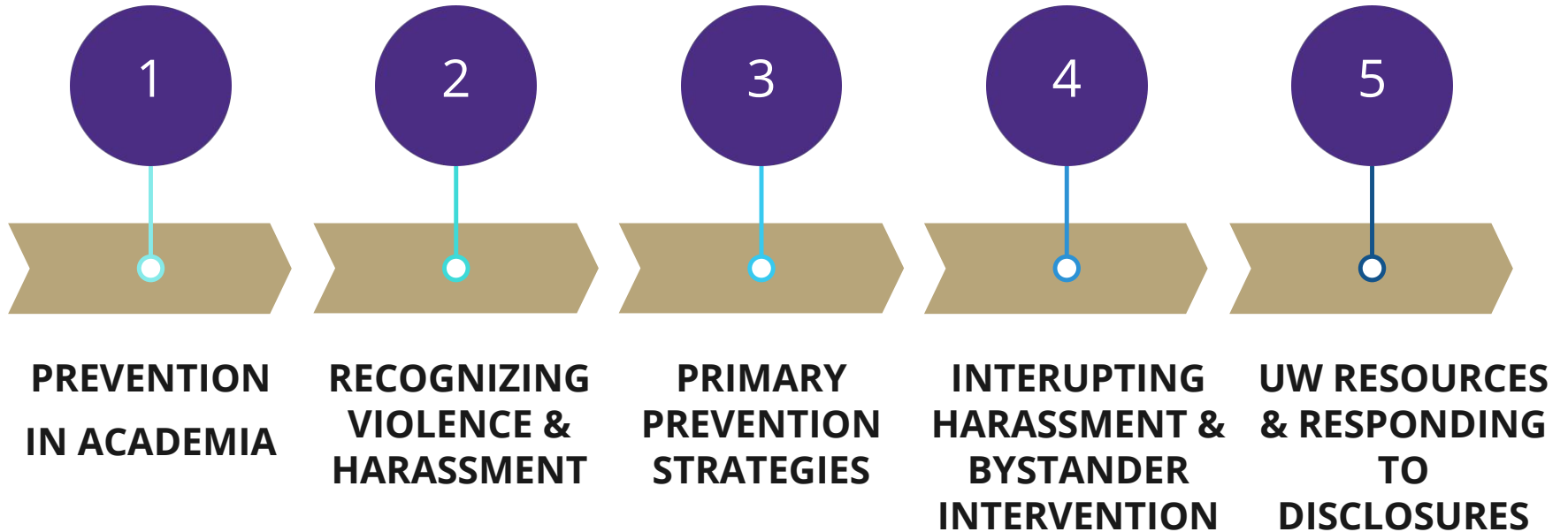
Land Acknowledgment

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





CULTURAL & COMMUNITY CONTEXT

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?

YES

NO

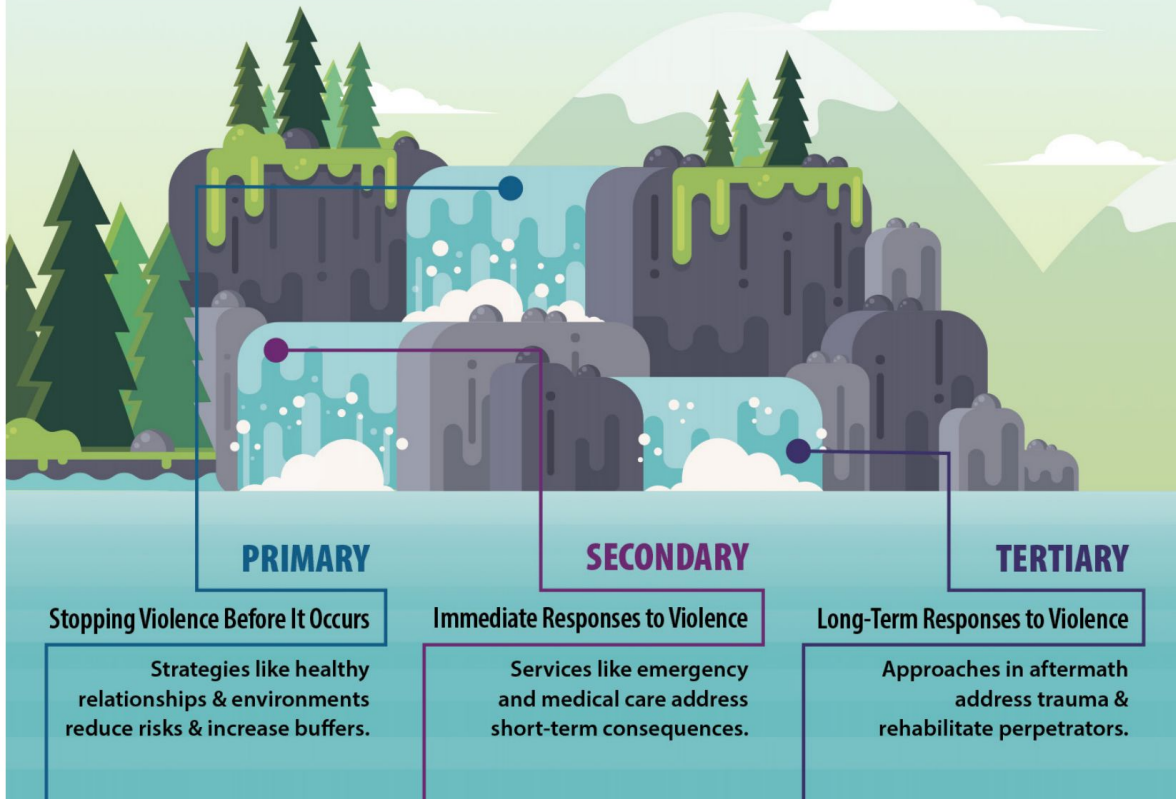


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Preventing Violence Happens at Three Levels

Our goal is to stop violence before it occurs.





W

Have you ever been concerned for the safety of yourself or someone else in an academic setting and were not sure what to do?

YES

NO



Tc 0



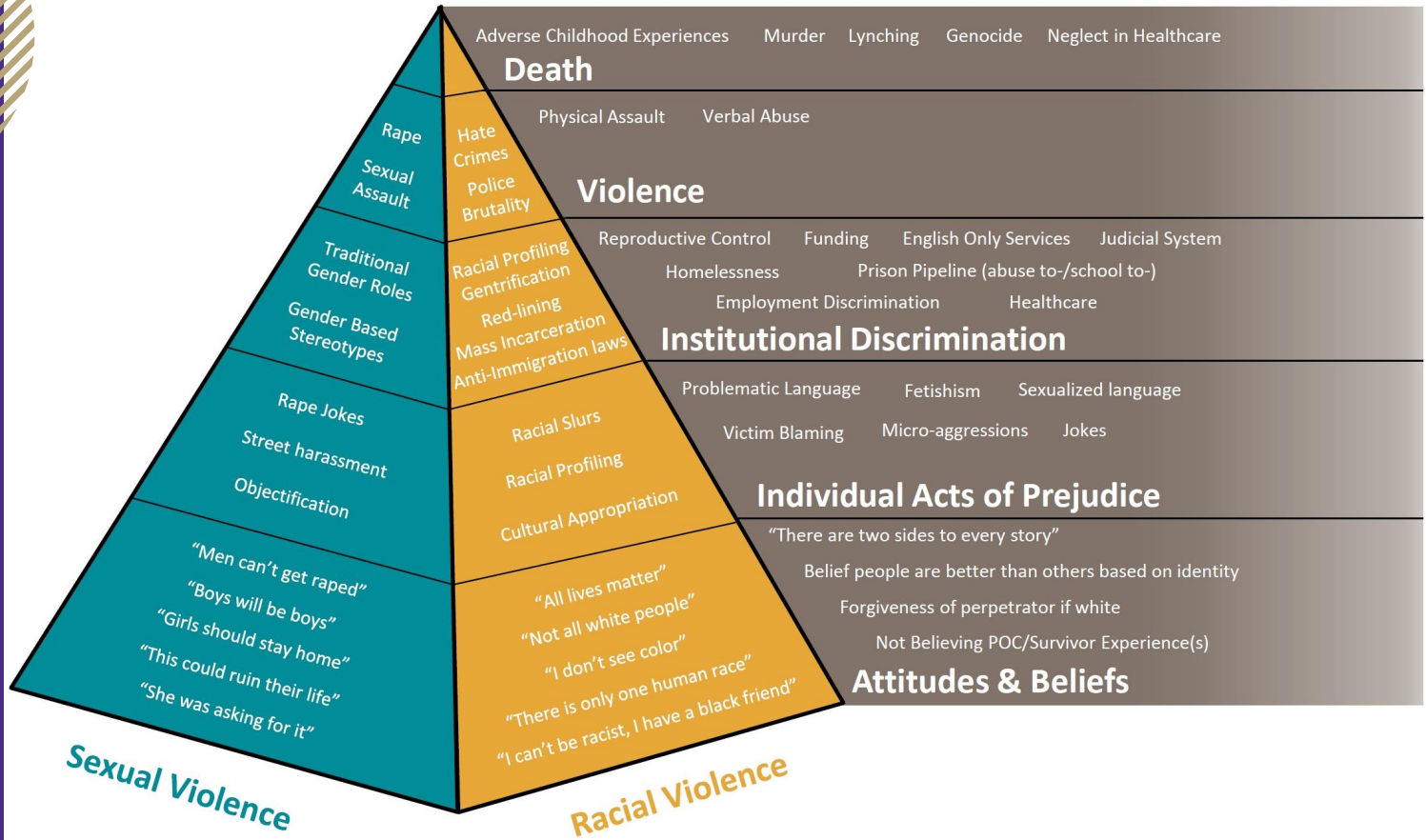
RECOGNIZING VIOLENCE & HARASSMENT



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.



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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WARNING SIGNS

**How do you know when a situation
may be escalating?**

**How might remote academic environments
change the signs?**





Signs that a situation may be escalating toward greater violence



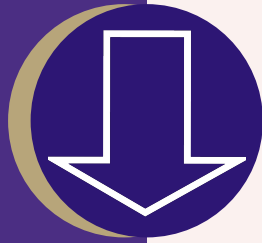
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WARNING SIGNS

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...")



“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](#)



Provide reflections on the video. What did you notice? What does it make you think about?



Tc 0



THE NOTEBOOK



THE PHANTOM
OF THE OPERA



SAY ANYTHING



THERE'S SOMETHING
ABOUT MARY



TWILIGHT



BEAUTY AND THE BEAST

STALKING



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



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 helpline for adults experiencing intimate image abuse in the week of March 23, 2020.

ICT: Information Communication Technology Violence can impact:

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

<https://www.unwomen.org/en/digital-library/publications/2020/04/brief-online-and-ict-facilitated-violence-against-women-and-girls-during-covid-19>



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?

WHILE
INTERACTING
REMOTELY

What do unhealthy academic relationships look like?

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



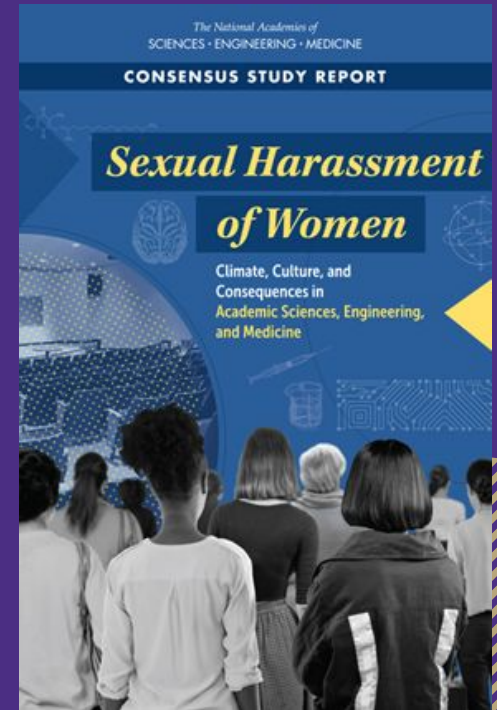
BREAK OUT ROOMS

- 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



MICROAGGRESSIONS

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.

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?

Maybe you're just not built for enduring the rigorous nature of field work

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 are just playing the women of color card again.

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?

I noticed ___ didn't use your correct pronouns. Would you like me to bring that up with them?

What do you think about that?

How can I support you if that situation comes up again?

To echo the point that ___ made...

I think ___ made that point earlier.

I'm sorry you're going through that. How can I help?

CALLING IN (DELAY) CALLING OUT (DIRECT)



CALLING IN

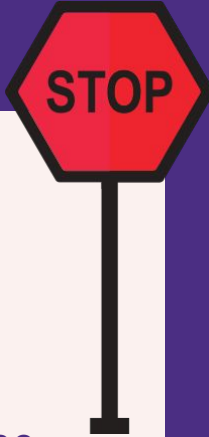


- Address someone's problematic behavior privately and/or personally
- Help the person grow through explanation, discussion
- Focus on ongoing relationship

CALLING OUT



- Bring attention to someone's problematic behavior
- Send a public message that the behavior is intolerable, unacceptable, etc.



HOW TO CALL IN

- 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

SCENARIO

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.

What are some strategies anyone in this zoom meeting could use, either now or later?



1. What is your response strategy?



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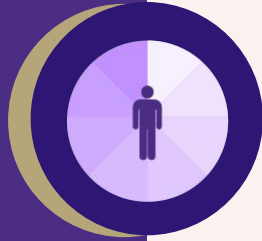


INTERRUPTING HARASSMENT & BYSTANDER INTERVENTION



BYSTANDER INTERRUPTION

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





ACTIVE BYSTANDER INTERRUPTION

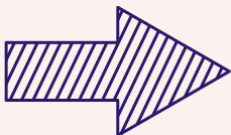
You are walking down the hallway and see Sam and Fatima arguing. Sam put their hands on Fatima's shoulders and shoves them backwards.

DIRECT

"HEY, WE DON'T
SHOVE PEOPLE!"

or

"FATIMA, YOU OKAY"



DELEGATE

"RALPH, CAN YOU
CHECK IN WITH
FATIMA AND SAM?"



DISTRACT

"FATIMA/SAM, CAN
YOU REVIEW THIS
DOCUMENT?"



DELAY

CHECK IN WITH
FATIMA LATER.



DOCUMENT

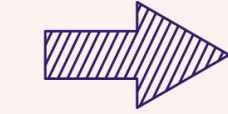
WRITE DOWN WHAT
YOU SAW AND OFFER
IT TO FATIMA.



BYSTANDER INTERVENTION PRACTICE

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?

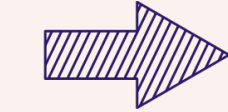


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BYSTANDER INTERVENTION PRACTICE

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.



What is your
bystander
intervention?

W 3. What is your intervention strategy?





UW RESOURCES & RESPONDING TO DISCLOSURES



FACULTY, STAFF
& STUDENTS

ALL GENDER
IDENTITIES

ACCESS TO THE
ACADEMIC
ENVIRONMENT



TITLE IX: OVERVIEW



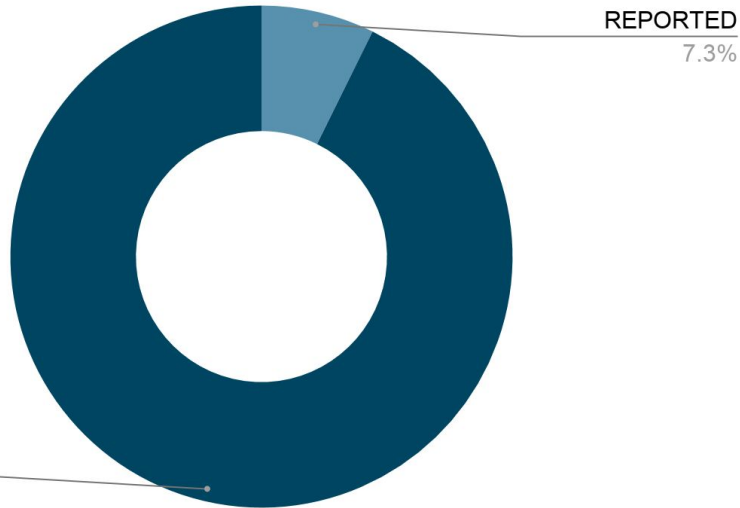
AWARENESS OF
RIGHTS &
RESOURCES

ADVOCACY &
SUPPORT
MEASURES

REPORTING
OPTIONS

REPORTING SEXUAL HARASSMENT: TACOMA CLIMATE SURVEY

Official Reporting



- **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

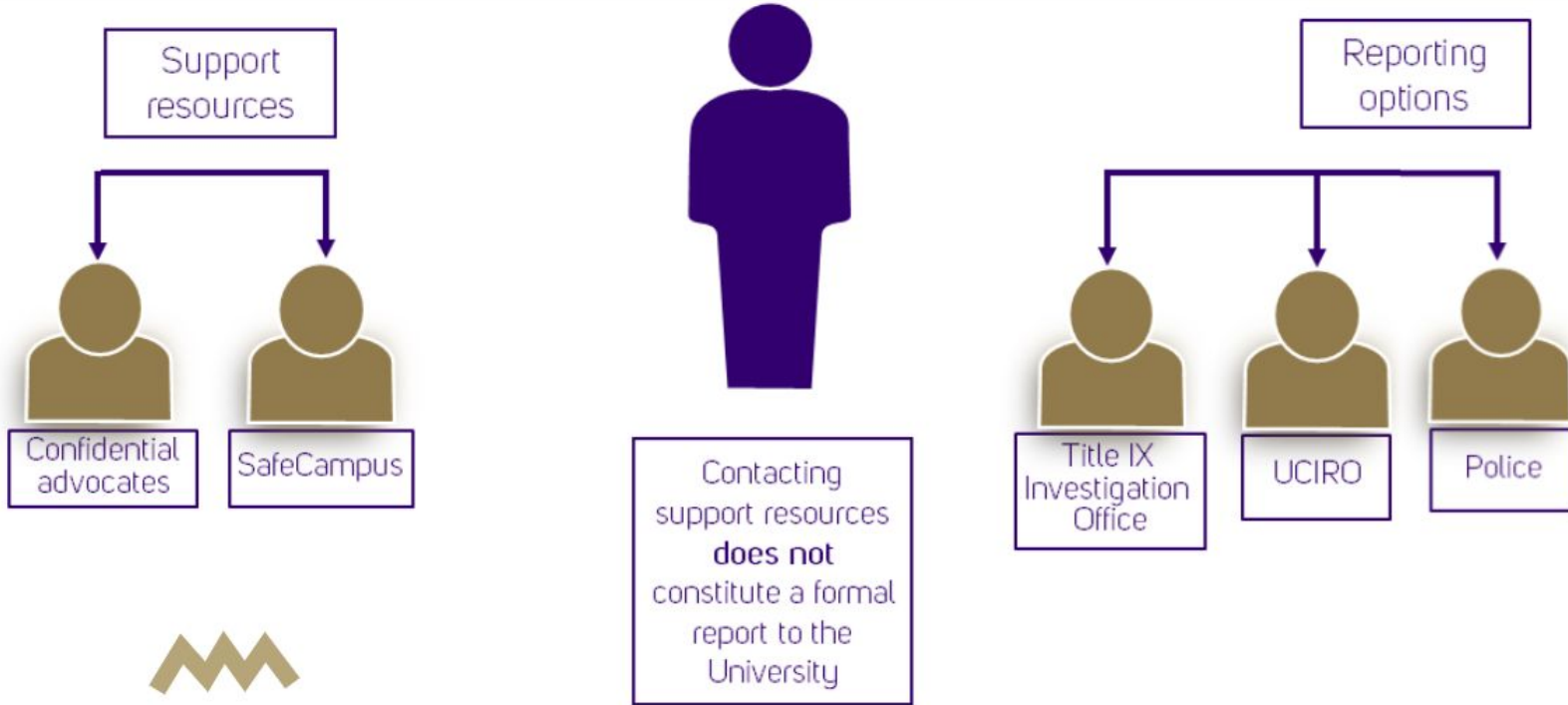
W Why might someone be reluctant to disclose or report?



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UW RESOURCES: SUPPORT & REPORTING





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/>



Roseann Martinez
UWT Assistant Director
of Student Advocacy

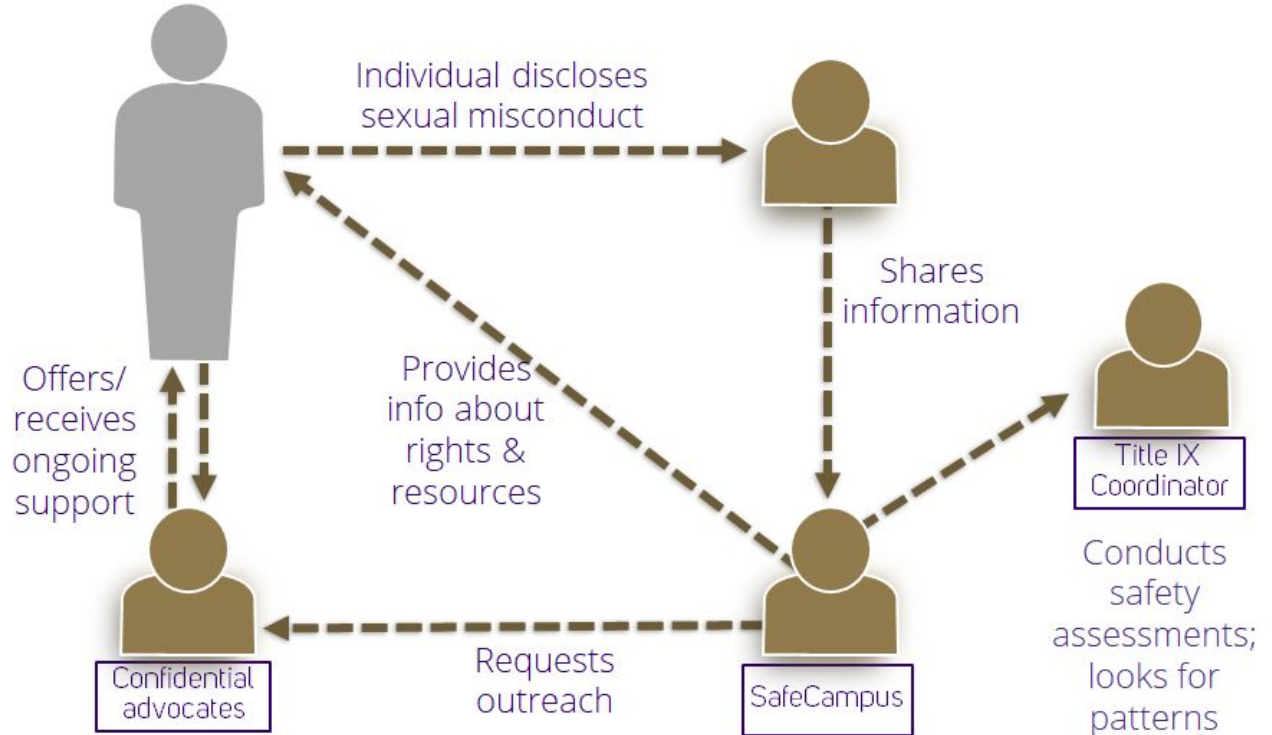


UW TITLE IX RESPONSE & SUPPORT PROTOCOL



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



DISCLOSURE RESPONSE STRATEGIES

VALIDATE

"THAT MUST HAVE BEEN DIFFICULT."

"I AM SO GLAD YOU SHARED THIS WITH ME."



LISTEN

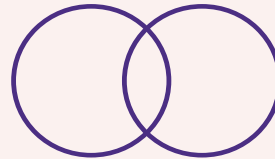
"WHAT I AM HEARING IS..."

"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.”

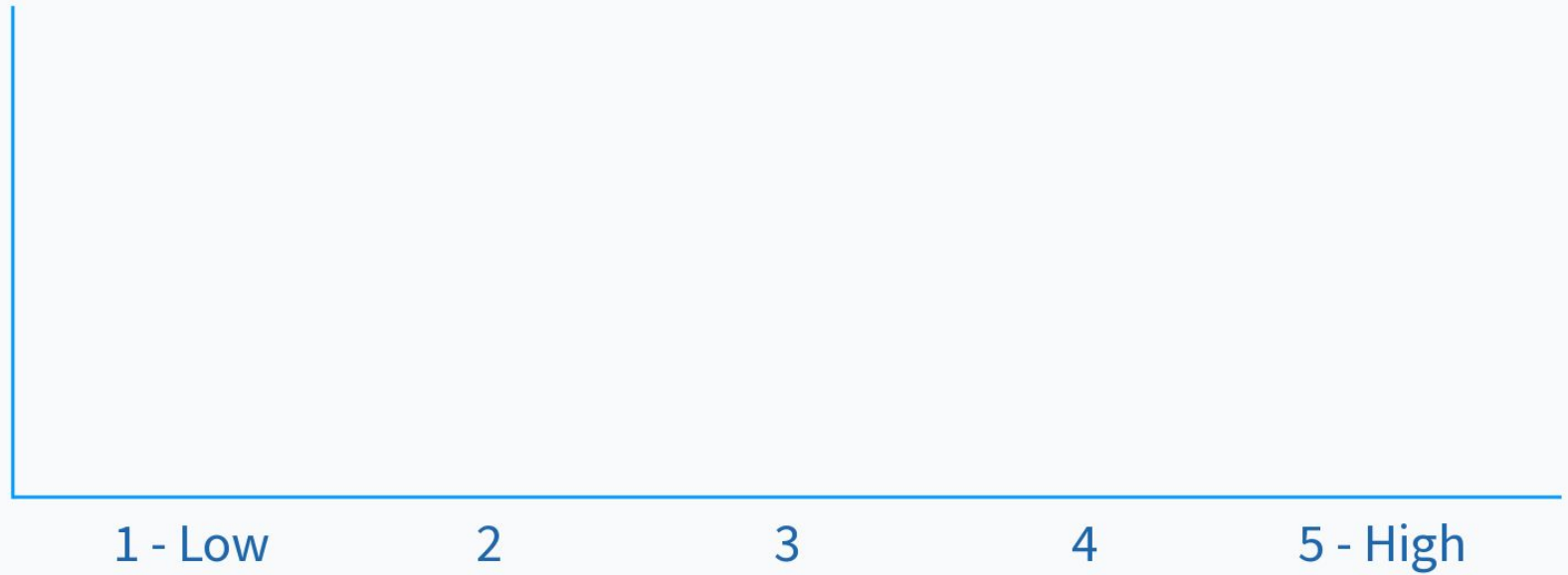


UW POLICIES

- 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

W

Before this training, my ability to notice potential signs of harassment and violence was:



Tc 0



After this training, my ability to notice potential signs of harassment and violence is:



Total 0

W

Before this training how likely were you to intervene in online and/or in-person situations where harassment or violence may have been occurring?



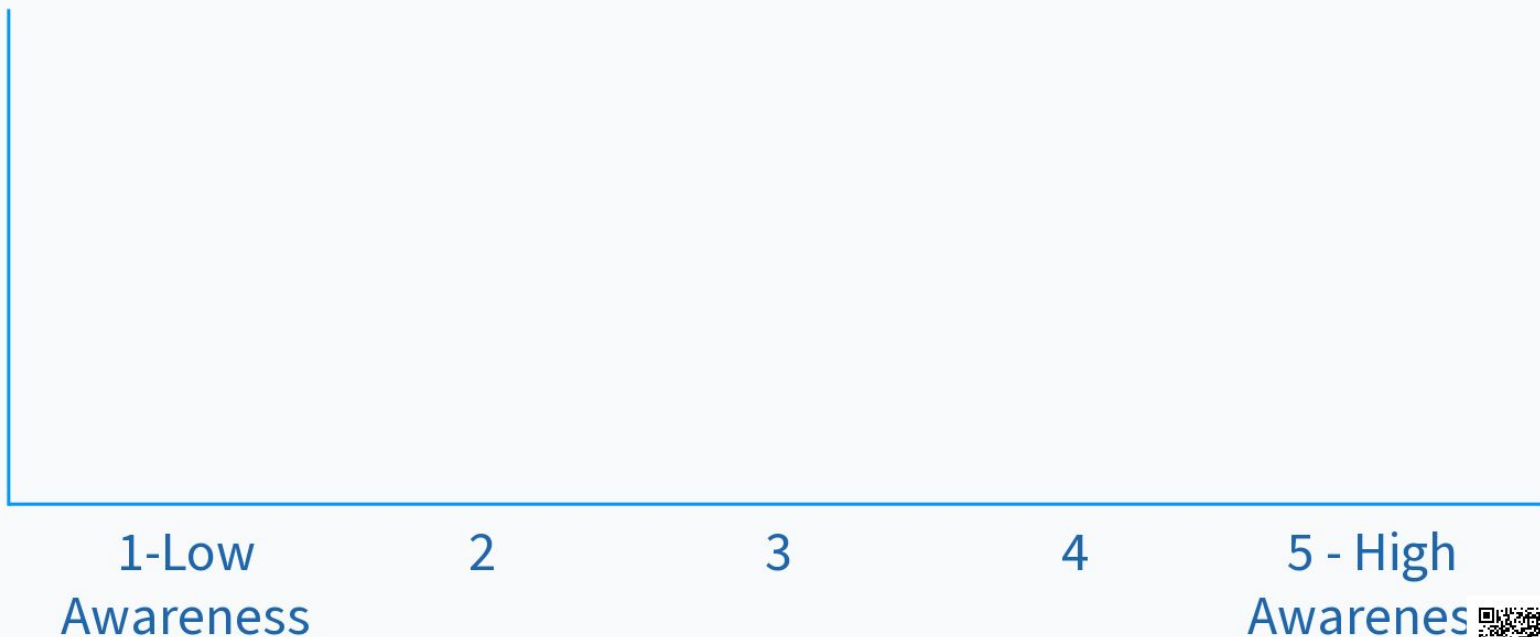
W

After this training how likely are you to intervene in online and/or in-person situations where harassment or violence may be occurring?



W

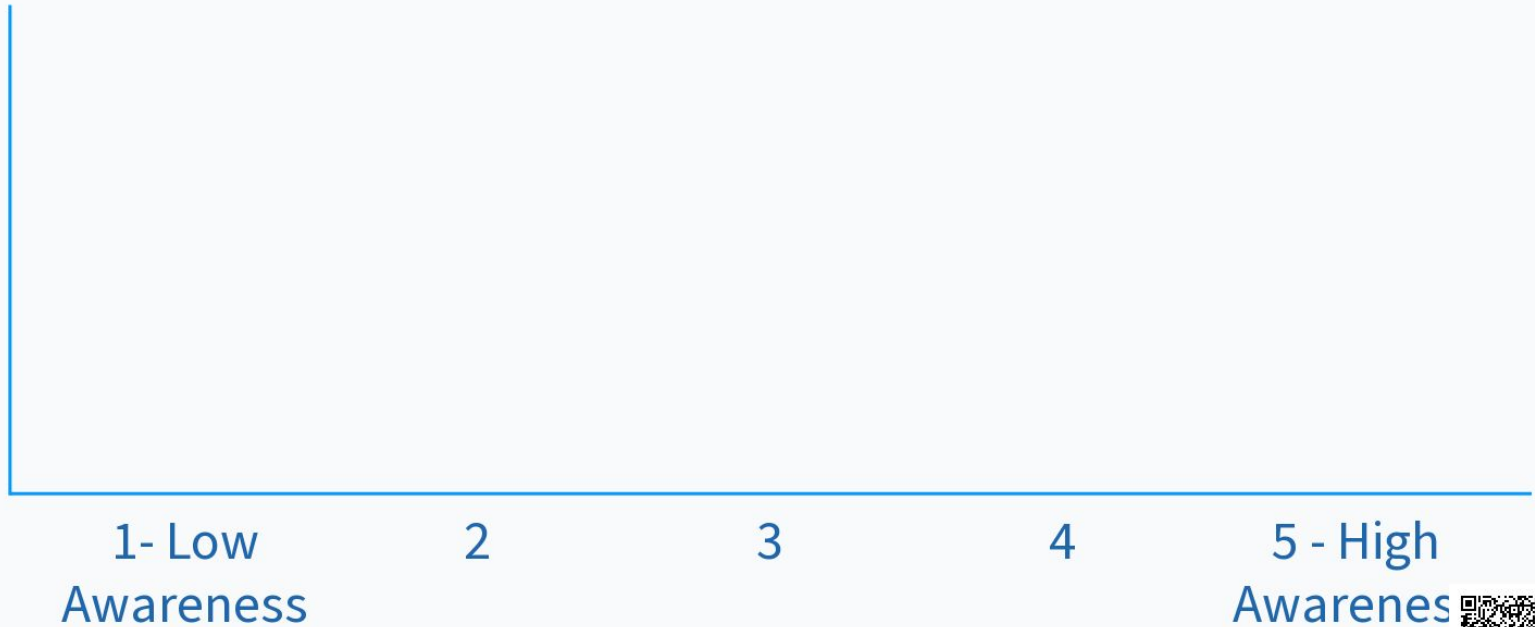
Before this training my awareness of UW Title IX and UW resources related to Title IX was:



To 0



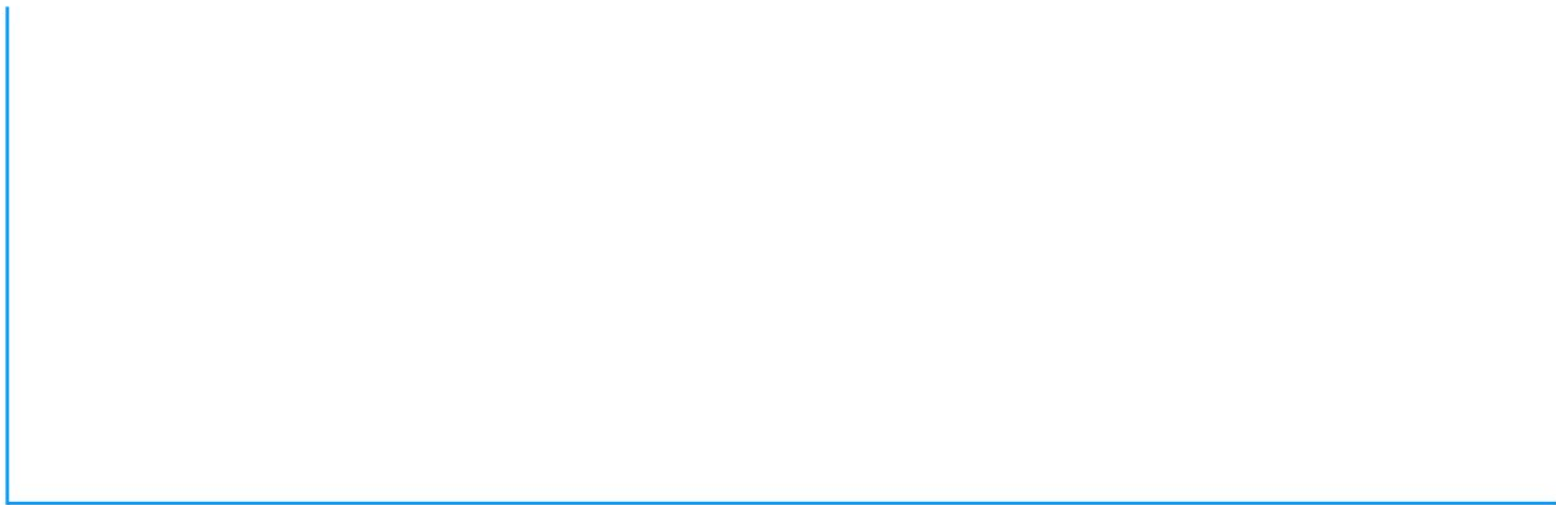
After this training my awareness of UW Title IX and UW resources related to Title IX is:



Tc 0



After this training, do you feel that you have a role to play in creating a safer UW community for everyone?



Absolutely
Yes

Still Not
sure

No



Tc 0





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