

# Sexual Misconduct Prevention & Bystander Response Tools

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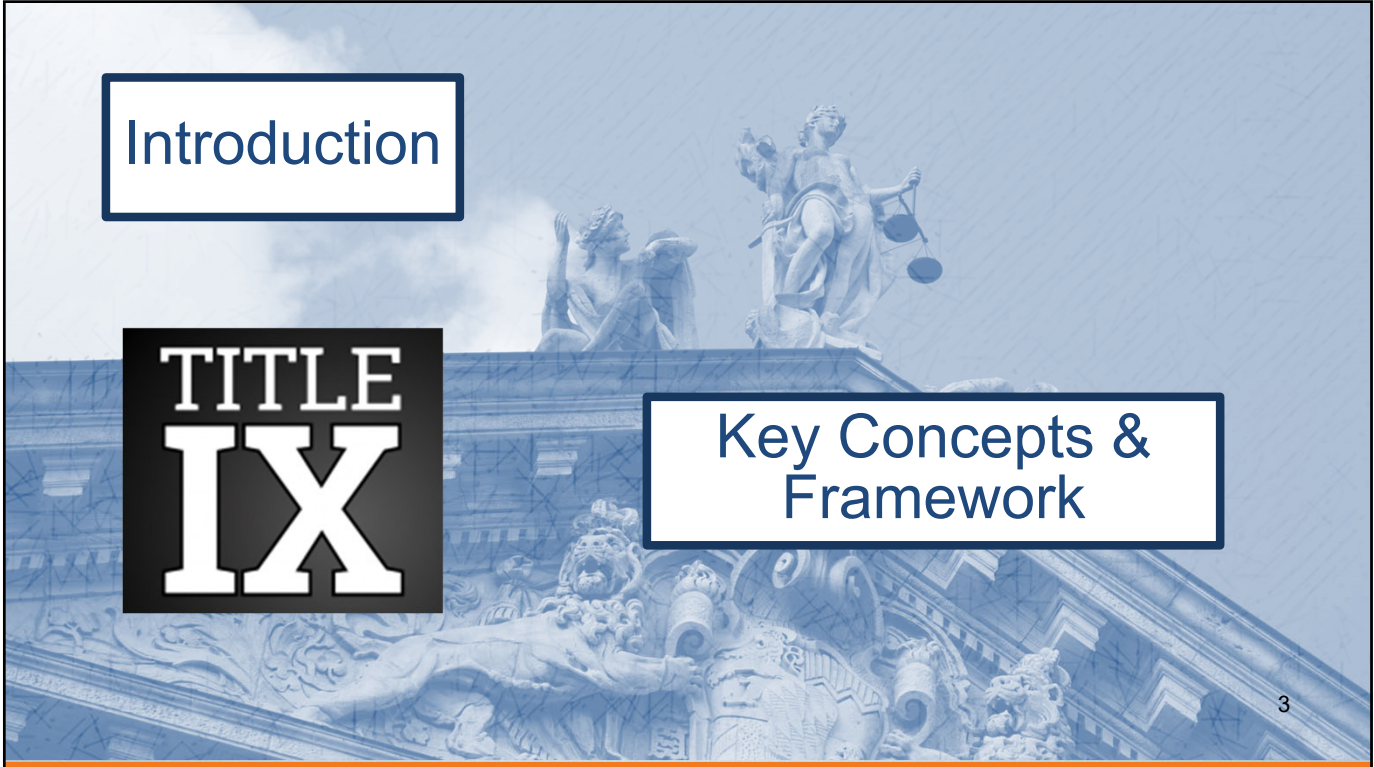
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## Agenda

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

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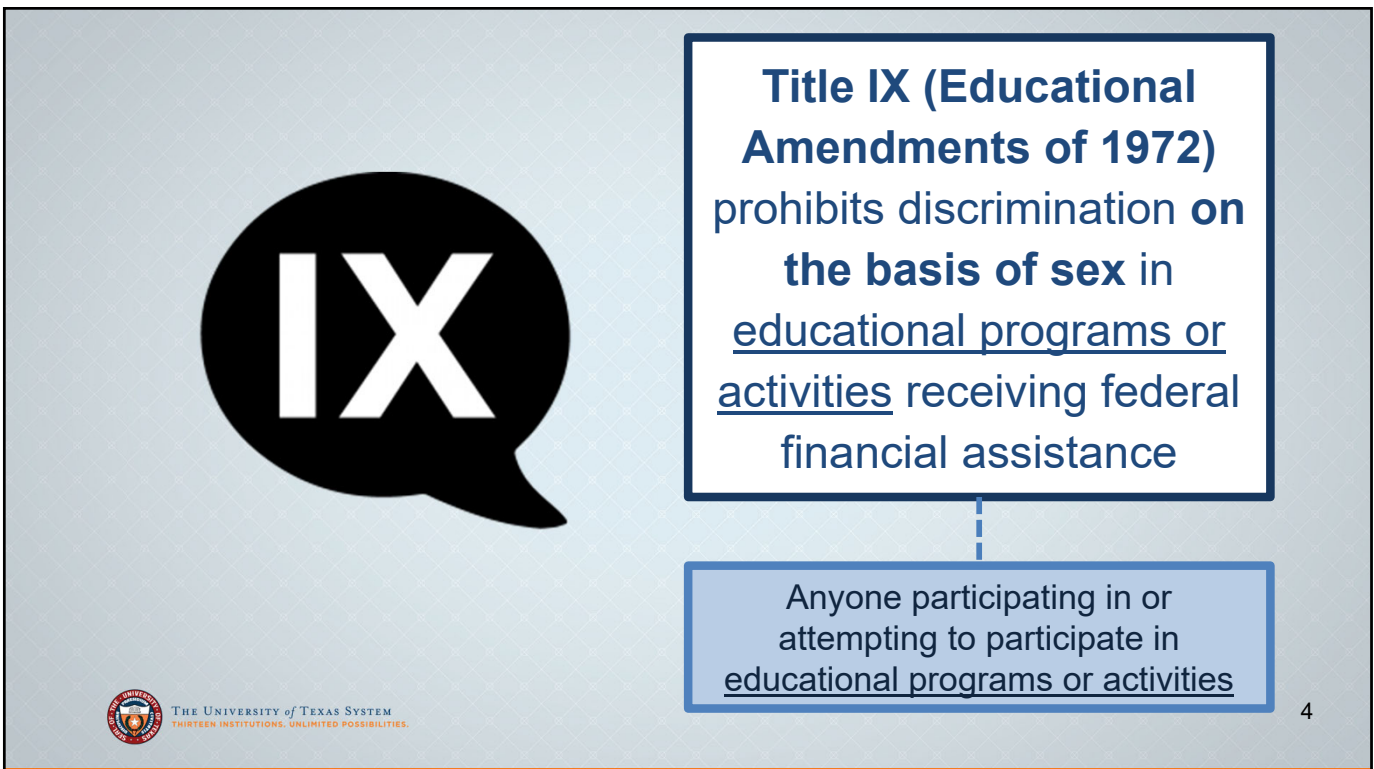
Introduction

**TITLE IX**

Key Concepts & Framework

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**IX**

**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



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# Title IX

Sex Discrimination  
Sexual Harassment  
Retaliation





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## 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.



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

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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



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Why is it important that **institutions** respond to reports of sexual misconduct?

Stop

Prevent

Remedy

**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)



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# Intersectionality:

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

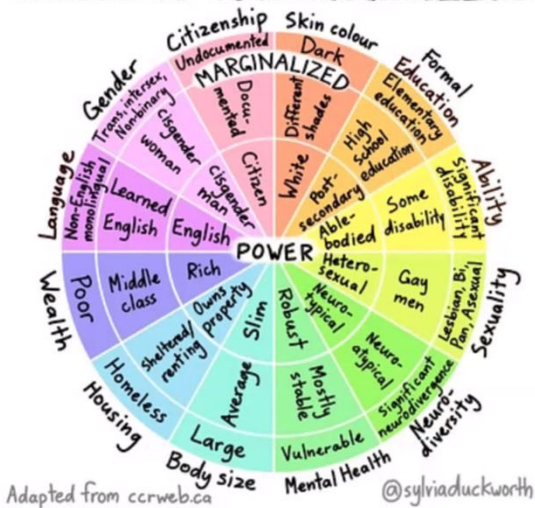
Creates overlapping and independent systems of discrimination and disadvantage.



Source: *Demarginalizing the Intersection of Race and Sex...* (Kimberlè Crenshaw, 1989)

# Power & Privilege Wheel

## WHEEL OF POWER/PRIVILEGE



## TYPES OF PRIVILEGE IN OUR SOCIETY

(Which are yours?)

- More power ← → Less power
1. Light ← SKIN COLOUR → Dark
  2. Cisgender\* ← woman ↔ GENDER → Gender diverse man
  3. Family wealth ← SOCIO-ECONOMIC → Poverty
  4. Post secondary ← FORMAL EDUCATION → Low level completion
  5. Citizenship ← DOCUMENTED STATUS → Undocumented immigrant
  6. Non-disabled ← PHYSICAL ABILITY → Disabled
  7. Neurotypical ← NEURODIVERSITY ▲ → Neurodivergent
  8. Heterosexual ← SEXUAL ORIENTATION → Gender queer
  9. Normative ← PHYSICAL APPEARANCE → Non-normative
  10. Robust ← MENTAL HEALTH → Vulnerable
  11. Christian ← RELIGION → Non-Christian
- \* Gender corresponds with birth sex ▲ Developmental, intellectual & cognitive abilities




Source: Sylvia Duckworth; Adapted from ccrweb.ca

The infographic consists of seven interconnected hexagonal shapes, each representing a different demographic or social identity group. The groups are:
 

- Top Left (Purple):** Cisgender, First generation university student, Aboriginal.
- Top Right (Teal):** Paraplegic, Upper-middle class, African American.
- Middle Left (Light Green):** Married, HIV positive, Lower-middle class.
- Middle Right (Light Green):** Lesbian, Single mother, College graduate.
- Bottom Left (Teal):** Muslim, Immigrant, Employed full-time.
- Bottom Right (Purple):** Older, Unstably Housed, Transgender.

 The shapes are connected by a network of dotted lines. The source is cited as [www.vawlearningnetwork.ca](http://www.vawlearningnetwork.ca).


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Source: [www.vawlearningnetwork.ca](http://www.vawlearningnetwork.ca)


The slide features a background image of several salmon swimming in a turbulent stream. Overlaid on the image are two orange-bordered text boxes:
 

- A smaller box at the top left containing the text "An Upstream Approach".
- A larger box below it containing the text "Primary Prevention Tools".

 An orange arrow points upwards from the "Primary Prevention Tools" box towards the "An Upstream Approach" box.



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**Upstream Approach**


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**.


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



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## 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!



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## Bias & Problematic Behavior?

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## What is Bias?

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### 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

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## 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



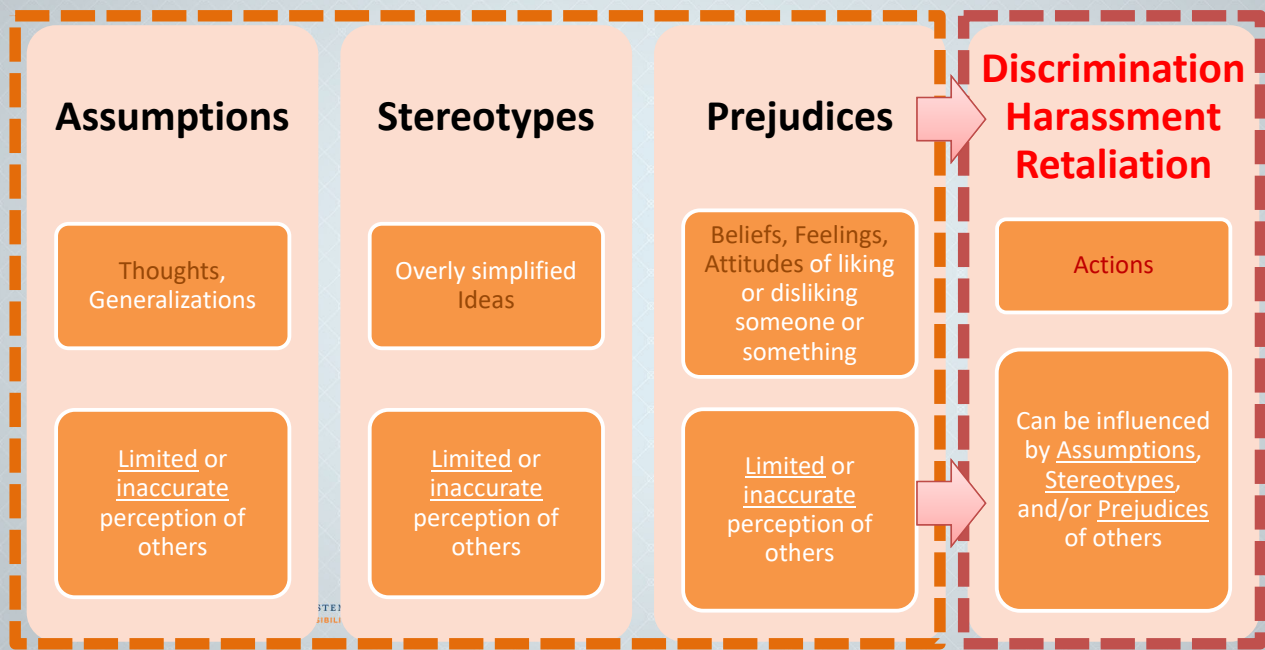
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## Other Implications of Bias

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- Limited or lack of information to base one's decisions or judgments.

### Ambiguity

#### Examples:

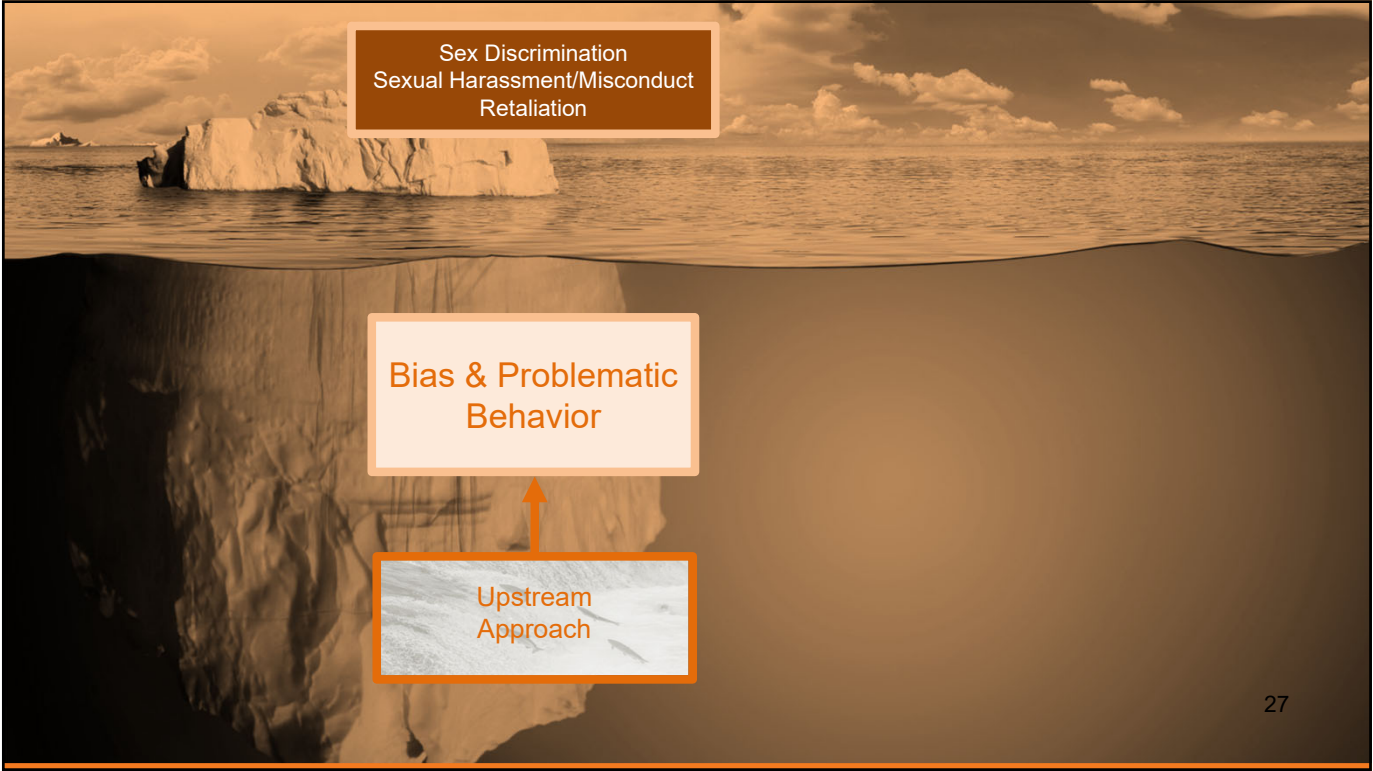
1. Unclear boundaries, roles, or tasks
2. Multiple ways to interpret information
3. Unfamiliarity with subject matter



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# Boundaries

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## 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*

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## Stop-Light Activity

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

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 UT Austin's "Are We Okay?" Boundaries Workshop*

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## Hypothetical 1.a

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

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## Hypothetical 1.b

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



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## Hypothetical 1.c

1.c Your supervisor texts you on your cell phone late on Friday night assigning you a task.



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## Hypothetical 1.d

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.



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## Hypothetical 1.e

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.



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## Hypothetical 2.a

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



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## Hypothetical 2.b

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.



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## Hypothetical 2.c

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.”



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## Hypothetical 2.d

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 a I mean.”... (New) Another coworker asks you what’s your best “partying” story.



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## 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?

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## 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

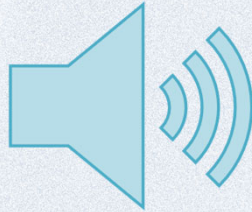
| Explicit/Formal Examples            | Implicit/Informal Examples     |
|-------------------------------------|--------------------------------|
| Supervisory roles                   | Education/Degrees              |
| Hierarchical positions              | Titles                         |
| Leadership positions                | Age and/or Years of experience |
| Decision-making responsibilities    | Seniority statuses             |
| Hiring responsibilities             | Positional statuses            |
| Budget and Funding responsibilities | Relational/Social statuses     |
|                                     | Identity groups                |

## Power Dynamics Reflection

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?



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## Examples of Communicating Boundaries

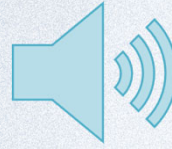
| Approaches                             | Example Prompts or Strategies  |
|--|--|
| Clarifying Check                       | <ul style="list-style-type: none"> <li>• “Help me <b>understand</b> what [blank..] means... “</li> <li>• “Help me <b>understand</b> what you meant by [blank.. repeat/paraphrase]... “</li> </ul>  |
| Direct Verbal Cues<br>(“I” Statements) | <ul style="list-style-type: none"> <li>• “I <b>feel</b> ____ when you say/do _____. [or] I am ____ when I hear you say _____.”</li> <li>• “I am not able to ____ when you say/do _____.”</li> <li>• “When you say/do _____, it <b>affects</b> me by _____.”</li> </ul> |
| Redirect or Distract                   | <ul style="list-style-type: none"> <li>• Change the subject</li> <li>• Refocus to the main topic at hand</li> </ul>  |
| Delegate                               | <ul style="list-style-type: none"> <li>• Ask someone else to <b>help you</b> or to <b>get assistance</b></li> </ul>  |
| Remove oneself<br>from the situation   | <ul style="list-style-type: none"> <li>• Adjourn the meeting</li> <li>• Take a time out or excuse yourself from the space</li> </ul>   |
| Non-verbal Cues                        | <ul style="list-style-type: none"> <li>• Shake head, discontinue eye contact, or cross your arms</li> <li>• Show “puzzling” or “turned-off” facial expression</li> </ul>   |

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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.

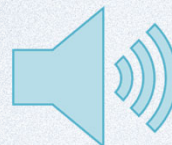
Adapted from

UT Austin's "Are We Okay?" Boundaries Workshop

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## Giving Feedback (Example “I” Statements)



| Name your... | Example “I” Statements   |
|--------------|--|
| Feeling(s)   | <ul style="list-style-type: none"> <li>• “I <b>feel</b> ____ when you say/do ____.”</li> <li>• “I <b>am</b> ____ when I hear you say ____.”</li> </ul>                         |
| Impact(s)    | <ul style="list-style-type: none"> <li>• “I <b>am not able to</b> ____ when you say/do ____.”</li> <li>• “When you say/do ____, it <b>affects</b> me by ____.”</li> </ul>      |
| Need(s)      | <ul style="list-style-type: none"> <li>• “I <b>need</b> ____ from you.”</li> <li>• “When I ____, I <b>need</b> you to ____.”</li> <li>• What I <b>need</b> is ____.</li> </ul> |

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## The Illusion of Transparency

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## 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*

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## 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"



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## 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?*

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Recap: Upstream Approach to Primary Prevention

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


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## Identify

Bias &  
Problematic Behavior



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## 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



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**Identify**



Notice the  
behavior



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*UT Austin's Title IX Basics Workshop*

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**Identify**



Address the  
behavior



Adapted from  
*UT Austin's Title IX Basics Workshop*

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## Examples of Addressing Behavior

| Approaches                                    | Example Prompts or Strategies  |
|---|--|
| <b>Clarifying Check</b>                       | <ul style="list-style-type: none"> <li>• “Help me <b>understand</b> what [blank..] means... “</li> <li>• “Help me <b>understand</b> what you meant by [blank.. repeat/paraphrase]... “</li> </ul>  |
| <b>Direct Verbal Cues</b><br>(“I” Statements) | <ul style="list-style-type: none"> <li>• “I <b>feel</b> ____ when you say/do _____. [or] I am ____ when I hear you say _____.”</li> <li>• “I am not able to ____ when you say/do _____.”</li> <li>• “When you say/do _____, it <b>affects</b> me by _____.”</li> </ul> |
| <b>Redirect or Distract</b>                   | <ul style="list-style-type: none"> <li>• Change the subject</li> <li>• Refocus to the main topic at hand</li> </ul>  |
| <b>Delegate</b>                               | <ul style="list-style-type: none"> <li>• Ask someone else to <b>help you</b> or to <b>get assistance</b></li> </ul>  |
| <b>Remove oneself from the situation</b>      | <ul style="list-style-type: none"> <li>• Adjourn the meeting</li> <li>• Take a time out or excuse yourself from the space</li> </ul>   |
| <b>Non-verbal Cues</b>                        | <ul style="list-style-type: none"> <li>• Shake head, discontinue eye contact, or cross your arms</li> <li>• Show “puzzling” or “turned-off” facial expression</li> </ul>   |

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## Identify



## Follow-up

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

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## What are barriers to addressing behavior?

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## Examples of External Barriers or Roadblocks (Psychological Manipulation from Others)

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| Type of Response                       | Example Statements   |  |
|--|--|--|
| <b>Dismissive</b>                      | <ul style="list-style-type: none"> <li><i>I <u>never</u> said/did that.</i></li> <li><i><u>Your</u> memory is bad.</i></li> <li><i>I don't remember it that way.</i></li> </ul>  | <ul style="list-style-type: none"> <li><i>That didn't happen. [or] That's not what happened.</i></li> <li><i>I have no idea what you are talking about.</i></li> </ul>   |
| <b>Minimizing</b>                      | <ul style="list-style-type: none"> <li><i>It's <u>only</u> a joke. [or] It's not that bad.</i></li> <li><i>We're <u>just</u> having fun.</i></li> </ul>  | <ul style="list-style-type: none"> <li><i><u>Nobody</u> got hurt.</i></li> <li><i>What's the <u>big</u> deal?</i></li> </ul>   |
| <b>Rationalizing or Making Excuses</b> | <ul style="list-style-type: none"> <li><i>This wasn't ever an issue before now.</i></li> <li><i>I said/did ____ because ____.</i></li> <li><i>I didn't even know I did anything.</i></li> <li><i>I didn't mean it like that.</i></li> </ul>  | <ul style="list-style-type: none"> <li><i>That's not how things used to be.</i></li> <li><i><u>No one else</u> is saying anything.</i></li> <li><i><u>Others</u>, even <u>you</u>, do the same thing too.</i></li> </ul>   |
| <b>Attacking or Defensive</b>          | <ul style="list-style-type: none"> <li><i><u>You're</u> too sensitive. [or] <u>You're</u> overreacting.</i></li> <li><i><u>You're</u> petty. [or] <u>You're</u> jealous.</i></li> <li><i><u>You</u> are taking it the wrong way.</i></li> <li><i><u>You</u> think you are better than everyone else.</i></li> <li><i><u>You</u> can't take a joke.</i></li> <li><i>This is why nobody likes <u>you</u>.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>It's <u>your</u> fault because ____.</i></li> <li><i>What about when <u>you</u> said/did ____?</i></li> <li><i>Why are <u>you</u> so emotional?</i></li> <li><i><u>You're</u> letting your emotions get the better of you.</i></li> <li><i><u>Who</u> told you that? What did <u>they</u> say?</i></li> <li><i>What do <u>you</u> have to back that up?</i></li> </ul> |

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## Examples of Internal Barriers or Roadblocks (Cont.) (Coping Mechanisms)

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

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## Examples of Internal Barriers or Roadblocks (Cont.) (Coping Mechanisms)



### Fight

Verbally...  
Aggressive  
Attacking  
Defensive  
Insults



### Flight

Physically or emotionally...  
Withdrawing  
Avoiding  
Feeling unsafe



### Freeze

Cognitively...  
"Analysis paralysis"  
Uncertain what to do  
Bystander Effect

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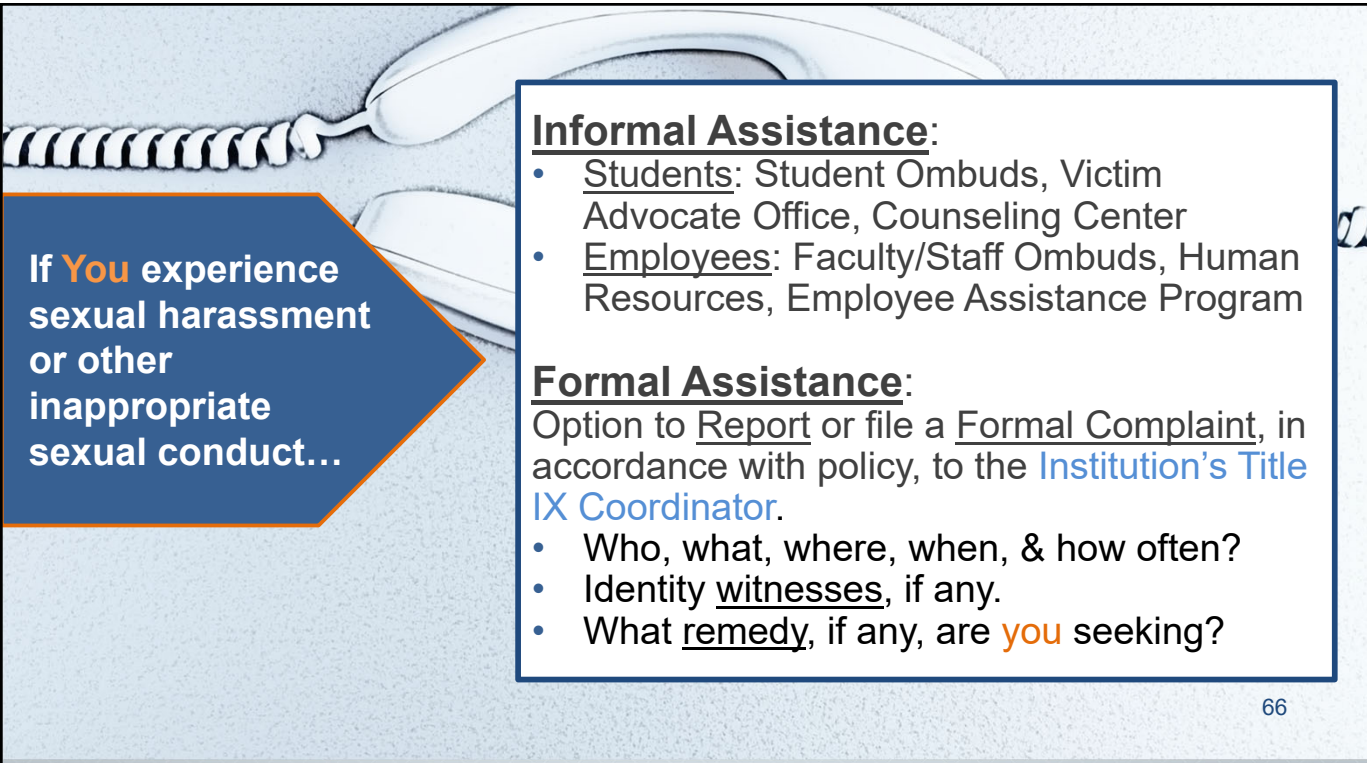
# Report

Institution's Title IX Coordinator

*Adapted from UT Austin's Title IX Basics Workshop*

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If **You** experience sexual harassment or other inappropriate sexual conduct...

**Informal Assistance:**

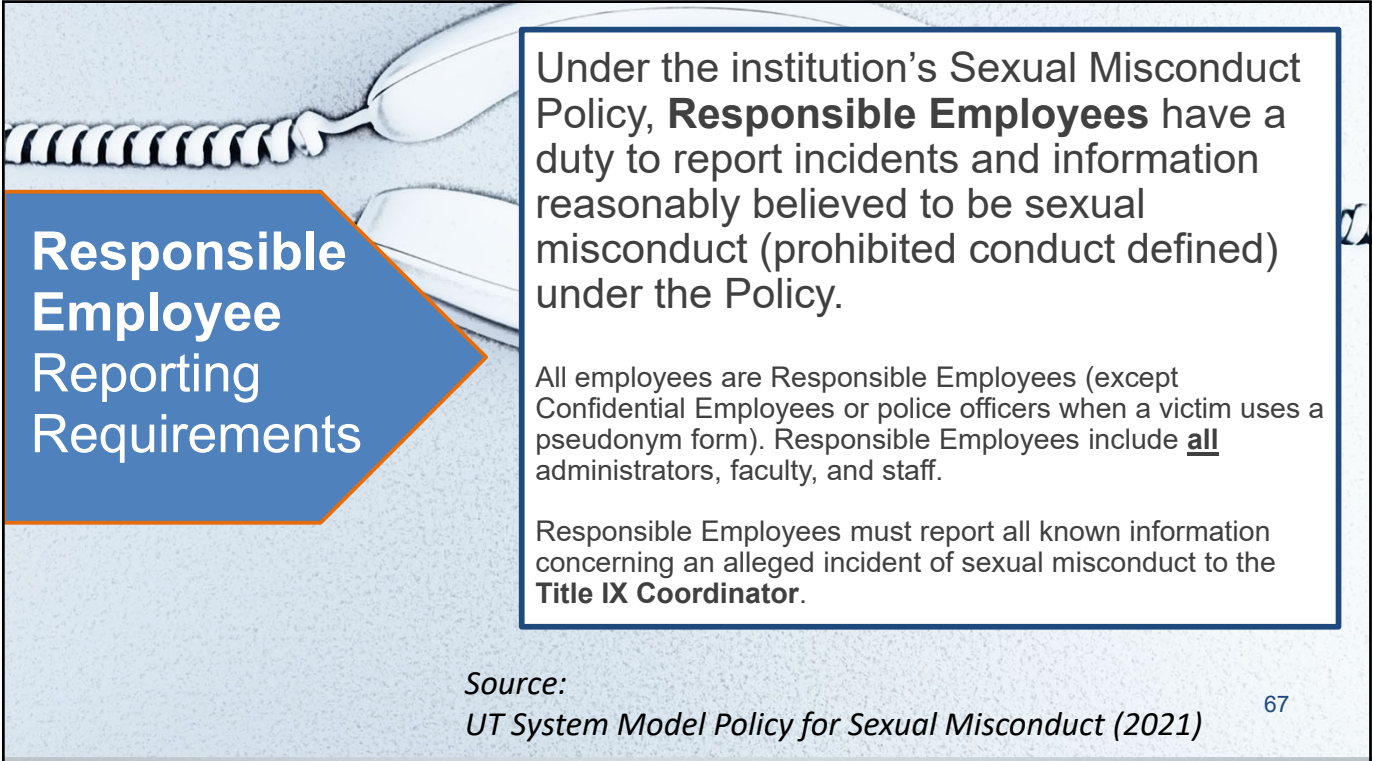
- Students: Student Ombuds, Victim Advocate Office, Counseling Center
- Employees: Faculty/Staff Ombuds, Human Resources, Employee Assistance Program

**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?

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## 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)* 67

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## 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

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## 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*



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## Report



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

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## Challenges & Barriers to Accessing Support

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## 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.*

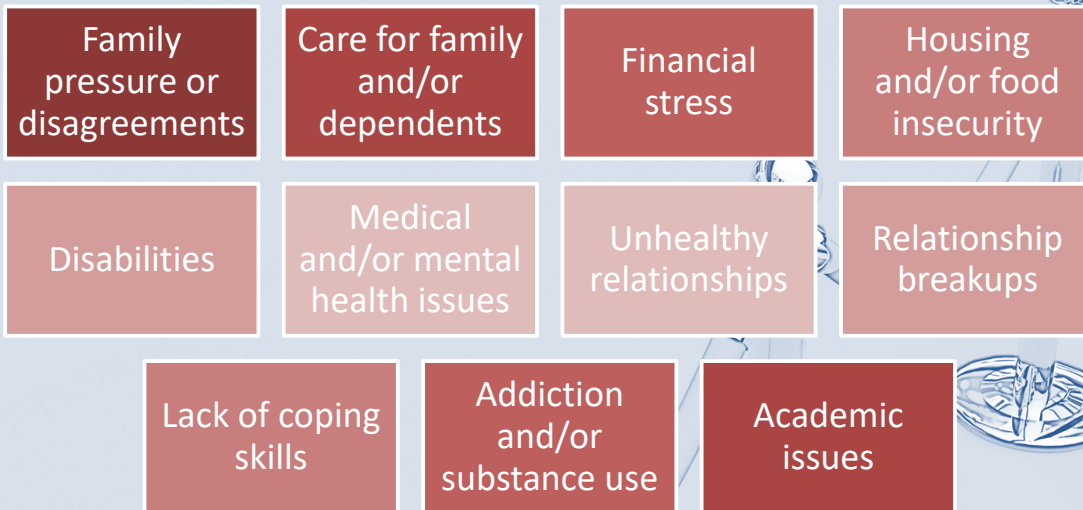


Source: *Demarginalizing the Intersection of Race and Sex...*  
(Kimberlè Crenshaw, 1989)

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## Challenges and Barriers



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## 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):
  - Tell someone or report an incident
  - End or continue an unhealthy or abusive relationship
  - 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?

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# Support



Active listening  
Express compassion  
Referrals & Resources



Adapted from  
*UT Austin's Title IX Basics Workshop*

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# Support



Be transparent about your role  
Be flexible  
Take care of yourself



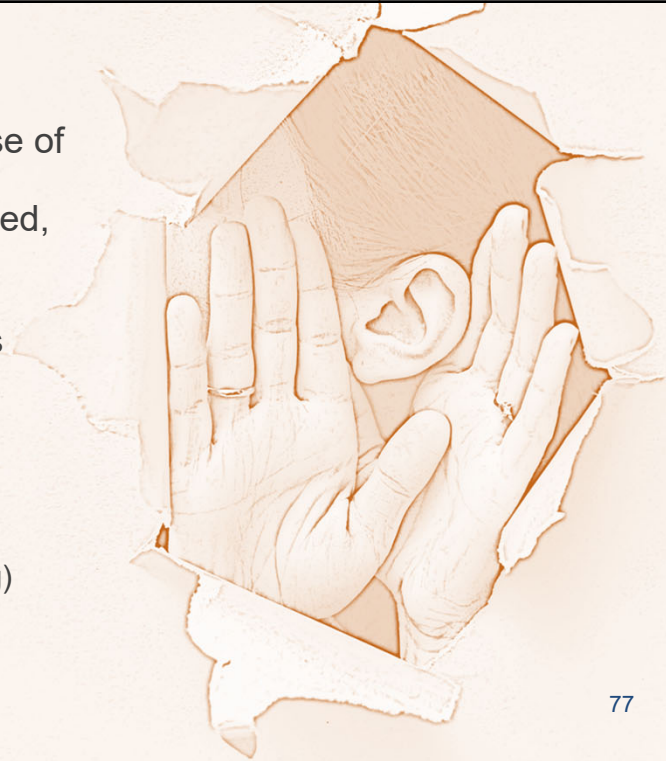
Adapted from  
*UT Austin's Title IX Basics Workshop*

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## 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



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## Active Listening: Examples

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| Type                       | Example Prompts   |   |
|----------------------------|---|---|
| Validating                 | • "That sounds difficult."  | • "It's <u>okay</u> to feel upset."   |
| Emotional Acknowledgements | • "You seem <u>disappointed</u> right now."   | • "Having to consider different options can be <u>stressful</u> to navigate." |
| Reflecting                 | • "What I'm hearing is..."  | • "Sounds like you are saying..."   |
| Summarizing or Restating   | • "Let me summarize to check my understanding [Repeat back]... Did I get that right?" | • "[Repeat/rephrase what the other person said]...Is this what you mean?"     |
| Open-Ended Phrases         | • "Tell me more about..."<br>• "Explain/describe..."                                  | • "What do you mean when you say...?"<br>• "Help me understand..."            |
| Affirmative Comm           | • "Yes"<br>• "I see."   | • "Go on."<br>• "Right."  |

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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*

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## 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.”*

*Adapted from UT Austin’s Title IX Basics Workshop*

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## 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*

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## Examples of Supportive Measures

### Non-Disciplinary & Non-Punitive Measures...

that do not  
unreasonably  
burden the other  
party

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

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## 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

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## Campus Support Services, Resources, & Policies

UT Institution's Title IX Coordinators:

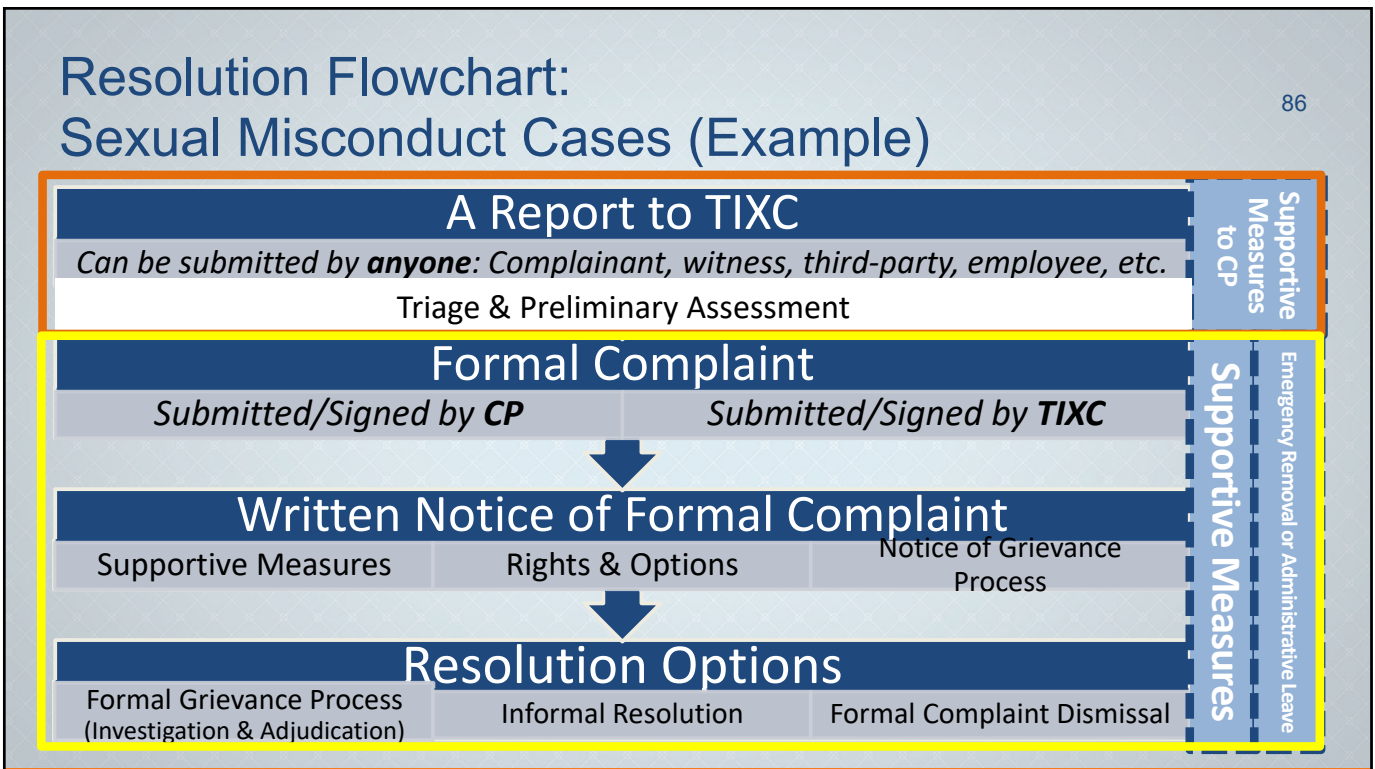
<https://www.utsystem.edu/offices/systemwide-compliance/title-ix/ut-title-ix-coordinators>

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A slide titled "Q & A" featuring five colorful speech bubbles (red, orange, blue, teal) containing white question marks. The background is a light gray grid pattern.

**Q & A**

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## Contact Information

|   |
|---|
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| Systemwide Title IX Coordinator   |
| Office of Systemwide Compliance<br>UT System (Austin, TX)                   |
| Phone: 512-664-9050   |
| Email: <a href="mailto:kranderson@utsystem.edu">kranderson@utsystem.edu</a> |

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