

# Trauma Informed Training



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# OVERVIEW

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1. What is Title IX?
2. Our Roles & Title IX
3. Complaint Process
4. Impact of Sexual Assault
5. Creating a Thriving Culture
6. Nondiscrimination and Harassment Policy
7. How Not to be a Perpetrator

# TERMINOLOGY

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- **DOE**: Department of Education
- **OCR**: Office for Civil Rights
- **VAWA**: Violence Against Women Reauthorization Act
- **CLERY**: Law that provides transparency around campus crime statistics
- **FERPA**: Family Educational Rights & Privacy Act
- Complainant
- Respondent
- Decision-Maker
- Investigator (Grievance Officer)

# What is Title IX?

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Session 1

# TITLE IX, VAWA, CLERY (OH MY!)

## TITLE IX

- Educational Amendment
- Only 37 words
  - "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (DOE)
- All schools that receive federal funding must comply
- State Laws to interpret

## VAWA

- Federal Legislation
- Goal is to improve and provide access to resources for people who have experienced domestic violence, dating violence, sexual assault, or stalking (VAWA Crimes)

## CLERY

- Federal Legislation
- Requires universities to report annually campus crime statistics & policy
- Crimes include:
  - Criminal Offenses
  - Hate Crimes
  - VAWA Offenses
  - Drugs & Alcohol
- Timely Warnings



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OTHER  
CONDUCT

**TITLE IX**

**VAWA**



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# TITLE IX

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

20 U.S.C. § 1681

# TITLE IX: WHO?

- All institutions that receive federal funding
- Students
- Faculty
- Staff
- Third Party vendors & visitors

# WHAT?

- Discrimination that is “on the basis of sex”
  - Sexual Harassment
  - Differential Treatment
- Recruitment, Admissions, Athletics, Financial Aid, Employment
- Pregnant & Parenting Students

# TITLE IX: WHEN?

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1. Actual Knowledge of
2. Sexual Harassment

# WHERE?

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3. In an Educational Program or Activity
4. Against a Person in the United States

# ACTUAL KNOWLEDGE STANDARD

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- Notice of sexual harassment or allegation of sexual harassment to
  - The Title IX Coordinator
  - Official who has authority to institute corrective measures on behalf of the institution
- All employees at Bethel (other than confidential resources) are considered mandatory reporters
- If the only official with actual knowledge is the respondent, this standard is not met

# WHY THIS MATTERS!

- This becomes an issue if/ when individuals outside of Title IX try to address Title IX related conduct
- EXAMPLE: Student Laura approaches her professor letting them know that student Jacob was making her feel uncomfortable because of some sexual comments he was making. The professor reprimands Jacob and changes his seat to be further from Laura.



# IMPORTANT TO NOTE

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- Title IX requires us to treat the complainant and respondent the exact same throughout the Title IX Process.
  - This means we are required to provide supports to BOTH complainant and respondent.
  - All “benefits” we provide to the complainant, we must also provide to the respondent.
- We cannot give preferential treatment, priority, or aid to complainant over respondent.

# EDUCATION PROGRAM OR ACTIVITY

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- Any location, event, or circumstance where Bethel exercises substantial control over the respondent and the context in which the sexual harassment occurs
  - Anything that happens on Bethel's campus
  - Off-Campus if
    - Occurs as part of Bethel's operations (i.e. off campus events, field trips, on the bus to a sporting event)
    - Occurs at an off-campus building owned or controlled by a student organization (i.e. Fraternity & Sorority Houses)
  - If the respondent does not go to Bethel, we do not have substantial control over them

# TITLE IX: HOW?

- Respond promptly
- In a manner that is not deliberately indifferent
  - Acting in a clearly unreasonable way
  - Not taking appropriate action based on the known circumstances
- Follow the grievance process as outlined in the regulations... **not what you think is best or right.**
- **Not making decisions without due process.**

# Pregnancy Student Requirement

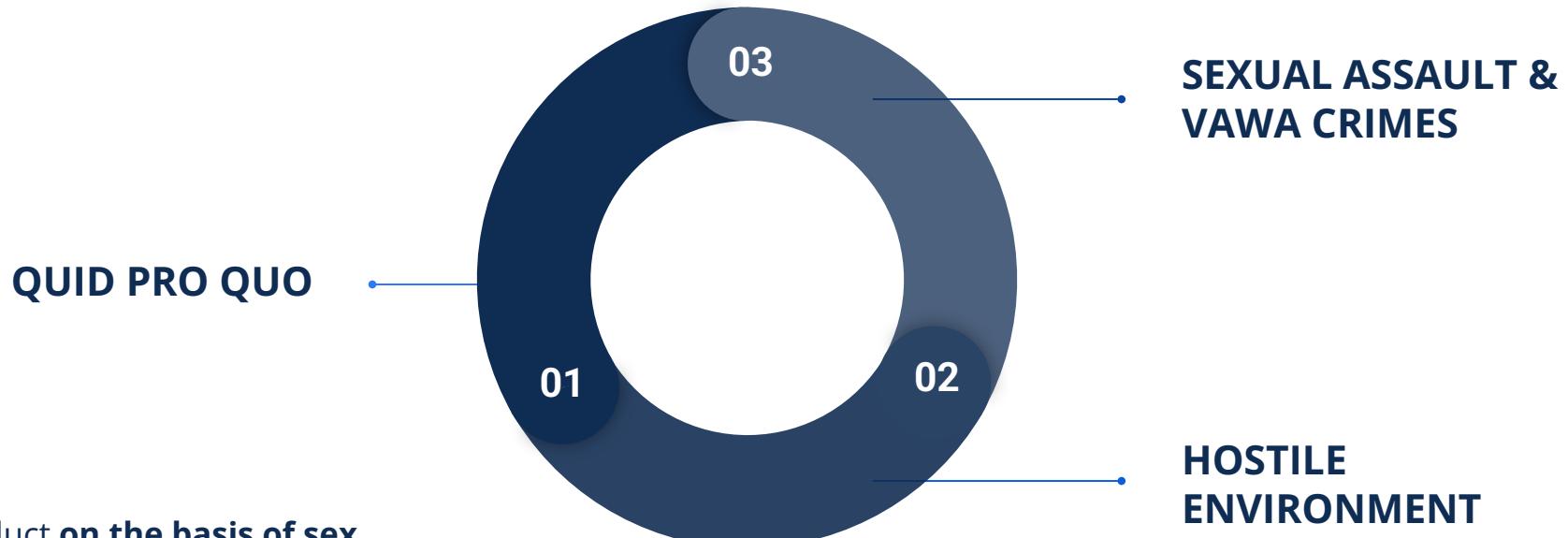
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- State Law stating that we need to provide reasonable accommodations or modifications for students who are pregnant.
- We should always be able to provide:
  - OARS level accommodations
  - Lactation space
  - Water, food, pumping breaks
- If a student tells you they are pregnant please reach out so I can facilitate these accommodations.
- DO NOT
  - Tell them they must drop out/ stop out
  - Tell them accommodations are impossible
  - Provide paternalistic comments
  - Give a “hard no” until after we collaborate

# SEXUAL HARASSMENT

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# TITLE IX: SEXUAL HARASSMENT



\*Conduct **on the basis of sex** that fits into one or more of the following categories



# QUID PRO QUO

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- Employee conditions aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct
- Examples
  - Professor telling a student that they would raise their grade in exchange for sexual conduct
  - Supervisor conditioning a promotion or positive employee review on participation in sexual conduct
  - Student employee manager offering a preferred schedule if the supervised student employee goes on a date.
- Student employees may fall under this category if the conduct occurs within their employment role



# HOSTILE ENVIRONMENT

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- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the University's education program or activity.
  - **Severe, pervasive, and objectively offensive**
  - **Denies equal opportunity to education**

## Examples:

- Sexual flirtations, attention, advances
- Requests for sexual favors
- Verbal abuse of a sexual nature or obscene language
- Jokes and comments of a sexual nature
- Verbal commentary about an individual's body
- Suggestive commentary about a person's clothing or appearance
- Visual conduct such as leering or gestures
- Unwanted kissing
- Displaying derogatory or sexually suggestive pictures or other objects
- Touching of a sexual nature (patting, pinching, brushing)
- Gossip about sexual relations
- Cyber or electronic harassment of a sexual nature



# SEXUAL ASSAULT

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- **Rape**
  - Sexual intercourse or other forms of sexual penetration carried out against a person without their consent
- **Sodomy**
  - Oral or anal sexual intercourse with another person without their consent
- **Sexual Assault with an object**
  - Use of an object or instrument to penetrate the genital or anal opening of a person without their consent
- **Fondling**
  - Touching private body parts of another person for the purpose of sexual gratification without their consent
- **Incest**
  - Nonforcible intercourse between persons who are related to each other
- **Statutory Rape**
  - Nonforcible intercourse with a person who is under the statutory age of consent (16 years old in Minnesota)

# VAWA CRIMES

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- **Domestic Violence**
  - Felony or misdemeanor crimes committed by current/former spouse or intimate partner of the victim under Minnesota family or domestic violence laws
- **Dating Violence**
  - Violence committed by a person with whom victim has/had a social relationship of a romantic or intimate nature (determined by reporting party's perspective and length, type, and frequency of interaction)
- **Stalking**
  - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) **fear for their safety** or the safety of others; or (2) **suffer substantial emotional distress**.



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# THINGS TO REMEMBER:

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- **CONSENT**

**Words or overt actions by a person in advance that clearly communicate a freely given present agreement to participate in a particular sexual contact or activity.**

- Does not need to be verbal, but is the most reliable form of consent
- Can be withdrawn at any time
- Consent for one form of sexual contact or activity does not constitute consent for other contact or activity
- Silence or the absence of resistance is not consent
- Consent cannot be obtained through coercion, which includes physical force and threats
- A person who is incapacitated cannot consent to sexual activity

- Sexual misconduct can occur between any two people
  - Male/Female; Male/Male; Female/Female





OTHER  
CONDUCT

**TITLE IX**

**VAWA**

Activity Instructions:

Chat with your  
tablemates about  
what type of Sexual  
Misconduct is  
described.

Write the type on the  
note and put it on the  
correct space in the  
Venn Diagram.

Keep one copy of the  
sticky note with your  
table!



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One time sexual  
comment

## OTHER CONDUCT

Hostile  
Environment  
Harassment that  
occurs outside of  
the United States

Sexual  
Harassment  
that is not  
severe  
pervasive and  
objectively  
offensive

Sexual  
misconduct  
that occurs off  
campus



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# Our Roles & Title IX

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Session 2

# TITLE IX TEAM



Title IX Coordinator: Abby Woodley

Legal Counsel: Lathrop GPM  
and Ballast

YOU!

Investigators

Decisionmakers

Appeal Officers

Hearing Panel

First Responders

Confidential Resources

Campus Safety & Security

Reporting Employees



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# TITLE IX COORDINATOR RESPONSIBILITIES

- Policies
- Training Requirements
  - Staff, faculty, and students
- Intake reports
- Oversee complaint process
- Identify systemic problems or patterns and address them
- Other:
  - Nondiscrimination and Harassment Policy and Process
  - NCAA Regulations



# FIRST RESPONDERS & CONFIDENTIAL RESOURCES

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# FIRST RESPONDER RESPONSIBILITIES

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- Stopping Harassment
  - Speaking up if you see inappropriate behavior
  - Encouraging reporting & breaking down barriers to reporting
- Preventing Recurrence
  - Building confidence in the school's process
  - Making Title IX Coordinator aware of reports (exception for confidential resources)
- Addressing Effects
  - Creating awareness of available resources and interim measures
  - Handling matter discreetly on a need to know basis
- ***Not your job to regurgitate this information, just your job to know it's available!***

# CONFIDENTIAL RESOURCES

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# WHO ARE BETHEL'S CONFIDENTIAL RESOURCES?

- **COUNSELING SERVICES**



- **HEALTH SERVICES**



- **CAMPUS MINISTRIES**



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# CONFIDENTIAL RESOURCES-DUAL ROLES

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- There may be individuals on campus who are **both** confidential and non-confidential resources.
- Employees who are confidential resources must be functioning within in the scope of their recognition as a pastoral counselor or of their professional license/certification
- Try to disclose before information is shared about the difference between confidential & non-confidential resources
  - Be clear about where your confidential conversations take place

# INFORMATION TO SHARE

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- Reporting options & rights
  - Title IX and/or local law enforcement
  - May need to assist in filing complaints
- Walk through complaint process
  - Informal vs. Formal
  - Investigation & Hearing
  - Possible sanctions
- Off Campus Resources
  - Harassment Restraining Order/Order of Protection
  - SANE (Sexual Assault Nurse Examiner) Exam
- Supportive & Interim Measures | Campus Resources
  - Academic Accommodations
  - Counseling (on campus and off campus)

# INFORMATION TO SHARE

- Preservation of Evidence
  - See Handout
- Amnesty Policy
  - Drugs, Alcohol, Visitation Hours
- Non-Retaliation
  - If they choose to report, Title IX includes protections against retaliation
  - Will take steps to prevent retaliation and also take strong responsive action if it occurs
- Anonymous Reporting Form

Follow up with an email with information shared and copies of important documents (i.e. policies, phone numbers for resources, preservation of evidence flyer)

## PRESERVING EVIDENCE AFTER SEXUAL ASSAULT

### AVOID ACTIVITIES THAT COULD DAMAGE EVIDENCE

BATHING  
SHOWERING  
CLEANING UP THE AREA  
USING THE RESTROOM  
CHANGING CLOTHES  
BRUSHING HAIR  
DOING LAUNDRY



WRITE DOWN  
EVERYTHING YOU CAN  
REMEMBER ABOUT THE  
INCIDENT AS SOON  
AS POSSIBLE.



AVOID INVESTIGATING  
AND VICTIM BLAMING  
OUR FIRST RESPONSE IS  
EMPATHY AND SAFETY OF THE  
STUDENT WHO WAS SEXUALLY  
ASSAULTED

EVIDENCE STORAGE  
STORE ANY PHYSICAL EVIDENCE  
IN AN IMPERMEABLE OR NON-  
POROUS CONTAINER. A GREAT  
OPTION IS PAPER BAGS.

DO NOT STORE EVIDENCE IN  
PLASTIC BAGS

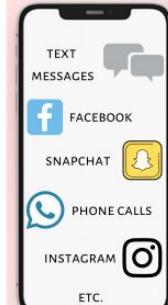
IF YOU DO HELP THE VICTIM IN  
EVIDENCE STORAGE, KEEP A  
CHAIN OF CUSTODY REPORT SO  
ALL EVIDENCE CAN BE  
ACCOUNTED FOR.



TAKE PHOTOGRAPHS



### SCREENSHOT AND SAVE



### PROFESSIONAL RESOURCES

RAMSEY COUNTY SOS PARTNERS  
WITH LOCAL HOSPITALS AND  
PROVIDES CARE FOR VICTIMS IN  
THE EMERGENCY ROOM. YOU CAN  
ALWAYS REFER PEOPLE TO A  
HOSPITAL TO BE LOOKED AT BY A  
SEXUAL ASSAULT NURSE  
EXAMINER (SANE).



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# FIRST RESPONDERS

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# WHO ARE BETHEL'S FIRST RESPONDERS?

- Student Life
- Resident Directors
- Coaches
- Faculty
- Safety & Security
- Cabinet Members
- BUILD
- OARS



# CASE STUDY

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Rebecca works in Student Life and oversees a handful of student leaders. One of Rebecca's student leaders, Zoe, stopped by her office and asked if she had a few minutes to chat. Zoe apologized for being absent at last night's meeting. Zoe says, "I've been going through some personal things that I want to talk to you about, because it is impacting my day-to-day and I'm not sure what to do. But it is personal stuff and I don't really want anyone else to know about it. Can it stay just between us?"

- **What should Rebecca's response be?**



# EARLY DISCLOSURE

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- Catch the student *before* they share confidential information and inform them that
  - You are not a confidential resource (but Bethel does have many on campus)
  - Depending on what is shared, you may have a responsibility to report to the Title IX Coordinator
- We won't be able to catch all students before they share Title IX related conduct with us
  - Remind them of your responsibilities to report to Title IX
  - Encourage them to report and offer yourself as a support person in that process
  - Explain what the next steps in the process may look like
  - Talk through barriers to reporting

# BARRIERS TO REPORTING

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- “I don’t want the person to know I made a report because I am afraid they will try and get me in trouble.”
  - Non-Retaliation
- “I don’t want to go through a whole live hearing. The process is so long.”
  - Reporting Party Autonomy
  - Supportive and Interim Measures
- “But I was drinking when it happened. I know that’s not allowed at Bethel and I don’t want to get in trouble.”
  - Amnesty



# KAHoot!

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<https://create.kahoot.it/details/title-ix-training-2025/968496f0-80a5-4e26-bcf8-038c8ce33a41>



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# Complaint Process

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Session 3



## REPORT RECEIVED BY THE TITLE IX COORDINATOR

Title IX Coordinator meets with the complainant and discusses supportive measures, rights and reporting options.

### DO YOU WANT TO FILE A COMPLAINT AND BEGIN A COMPLAINT RESOLUTION PROCESS?

**NO**

#### ON CAMPUS SUPPORTIVE MEASURES

Academic Related

Mutual  
No  
Contact  
Directive

Housing Related

Access to  
Counseling

Medical  
Care

**OTHER**

Report to Law  
Enforcement

#### OFF CAMPUS COMMUNITY RESOURCES

Ramsey  
SOS

**YES**

#### INFORMAL RESOLUTION\*

Coordinated by  
the Title IX  
Coordinator

All parties agree to use  
this process and on the  
outcomes decided.

#### FORMAL RESOLUTION

**Title IX**

\*Title IX vs.  
Non Title IX is  
determined by  
the type of  
conduct that  
was reported.

**Non  
Title IX**

Parties  
agree  
ON OUTCOMES

Parties  
disagree  
ON OUTCOMES

Outcome Final  
(No appeal)

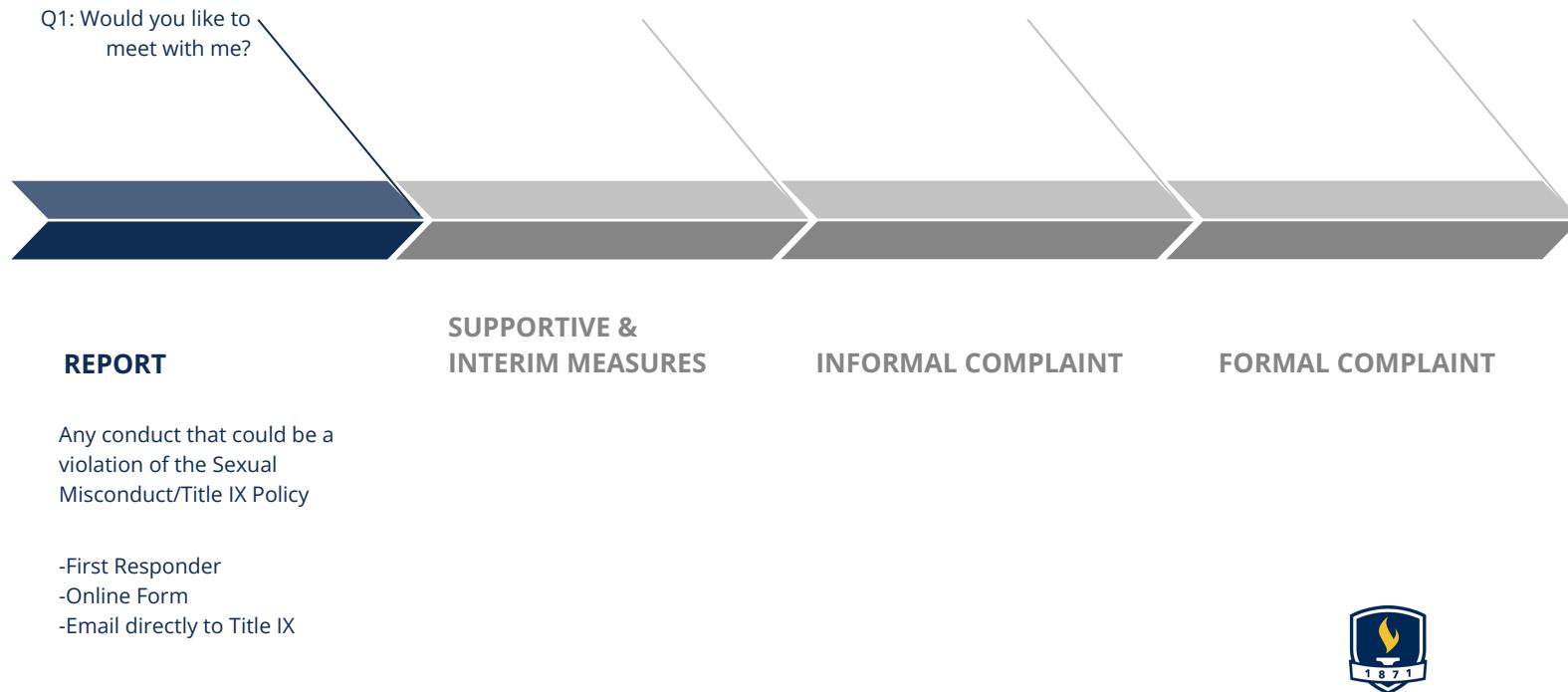
\*there are situations where  
an informal resolution is  
not appropriate. See  
Sexual Misconduct Policy  
for more information.

## SUPPORTIVE MEASURES

\*Always available to you\*

Underlined boxes  
are direct links

# COMPLAINT PROCESS



# COMPLAINT PROCESS



# SUPPORTIVE & INTERIM MEASURES

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- Empowering student to address concerns
- Mutual No Contact Directives
- Housing assignment
- Transportation arrangements
- Special parking arrangements
- Changing status or job responsibilities
- Changing work or class schedule
- Academic accommodations
- Security Escorts
- Access to counseling and medical services
- Purchasing new bed linens
- Assistance identifying community advocacy, support, and services; legal assistance; student financial aid; on-campus and off-campus counseling centers for additional resources and assistance

# COMPLAINT PROCESS



## REPORT

Any conduct that could be a violation of the Sexual Misconduct/Title IX Policy

- First Responder
- Online Form
- Email directly to Title IX

## SUPPORTIVE & INTERIM MEASURES

Variety of steps the Title IX Office can take to support the student

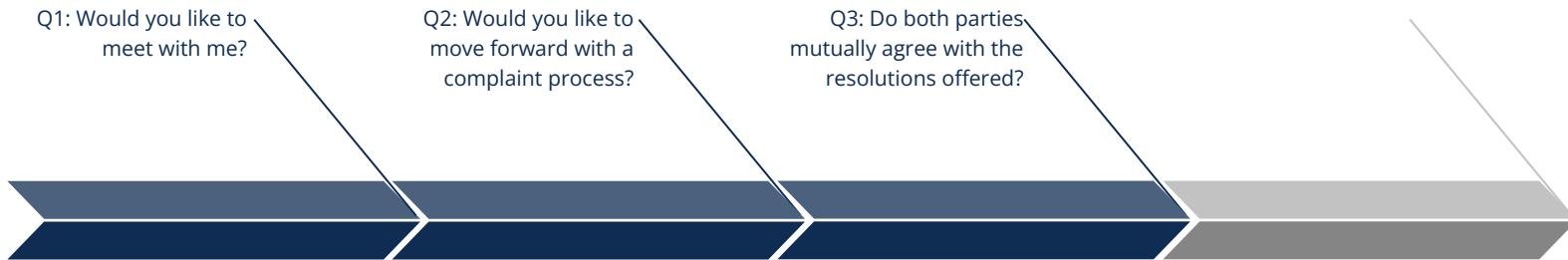
- Academic Accommodations
- Housing Accommodations
- Mutual No-Contact Directive
- Connecting to resources

## INFORMAL COMPLAINT

## FORMAL COMPLAINT



# COMPLAINT PROCESS



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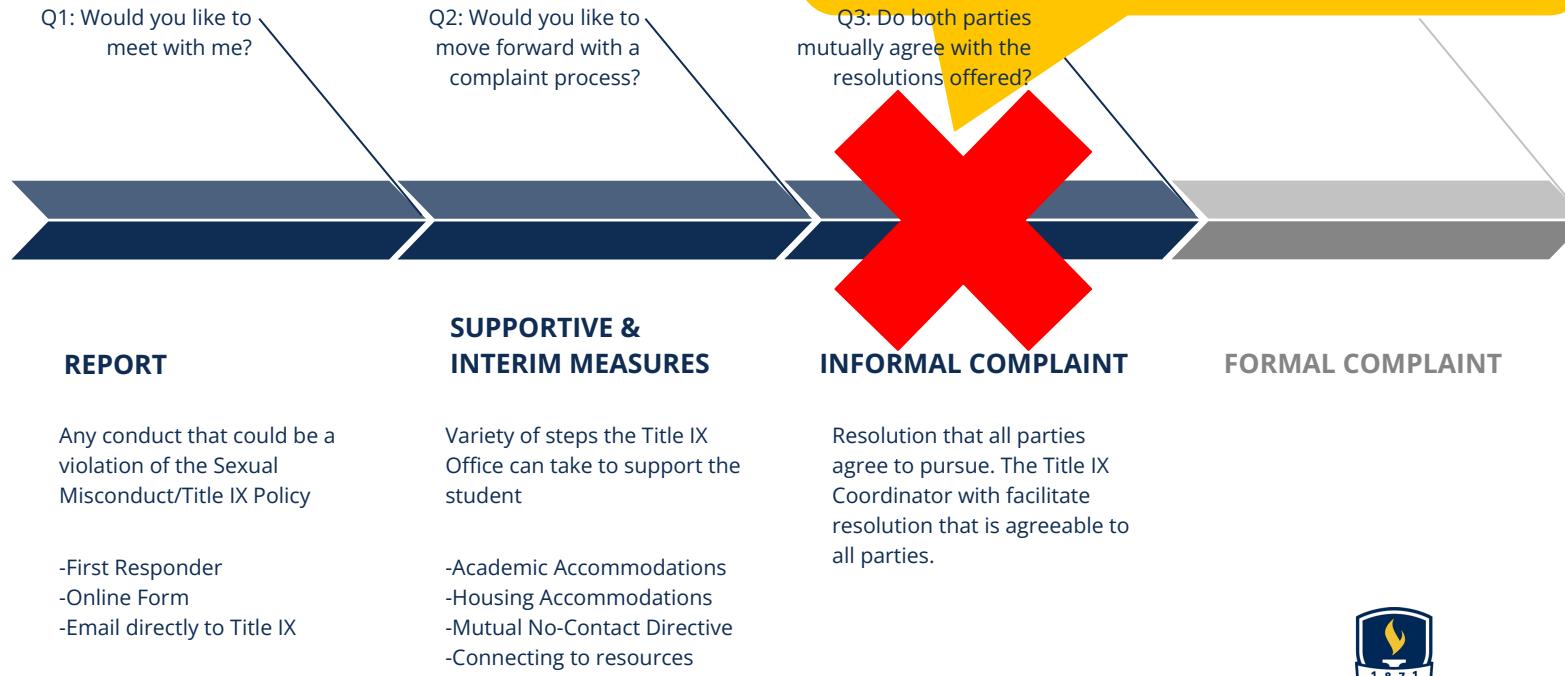
## INFORMAL COMPLAINT

Resolution that all parties agree to pursue. The Title IX Coordinator will facilitate resolution that is agreeable to all parties.

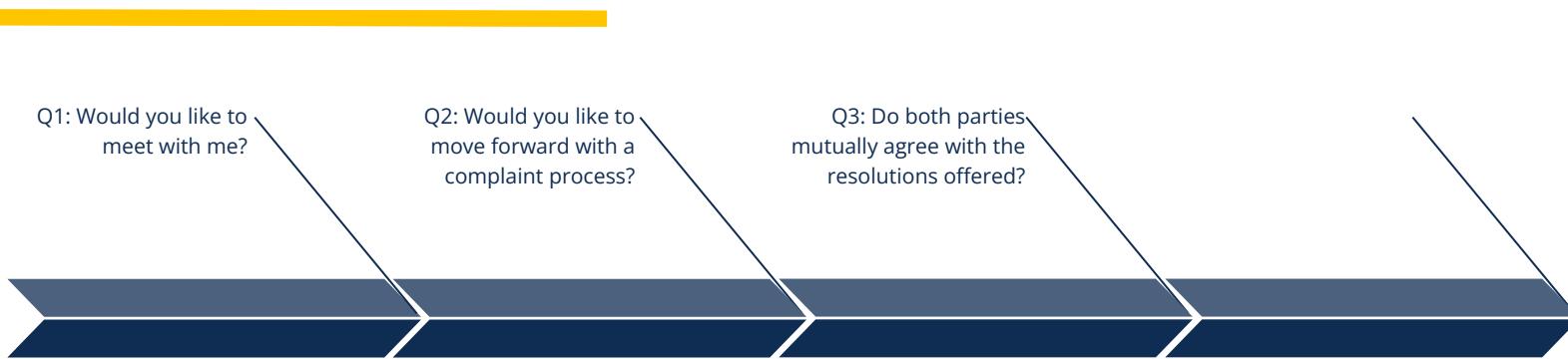
## FORMAL COMPLAINT



# COMPLAINT PROCESS



# COMPLAINT PROCESS



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- Academic Accommodations
- Housing Accommodations
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- Connecting to resources

## INFORMAL COMPLAINT

Resolution that all parties agree to pursue. The Title IX Coordinator will facilitate resolution that is agreeable to all parties.

## FORMAL COMPLAINT

Process that includes an investigation, live hearing\*, notice of determination, and sanctions.



# FORMAL COMPLAINT-**BASIC OVERVIEW**

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- Investigation
- Directly Related Evidence/Investigation Report
- Live Hearing \*
- Notice of Determination (Adjudication)
- Sanctions & Remedies
- Appeal

# SANCTIONS

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- Verbal/Written Warning
- Community Service Hours
- Fines
- Required Attendance at Educational Programs/Training
- Reflection Paper
- Required Counseling
- Registration Priority
- Paid or Unpaid Work Suspensions
- Change of Job Descriptions
- Restriction of Privileges
- Removal from Campus Housing
- Suspension
- Termination of Employment

# REMEDIES

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- No Contact Directive
- Changing individual's on-campus residency
- Special Parking Arrangements
- Providing Security Escorts
- Access to Counseling
- Changing an Individual's work or class schedule

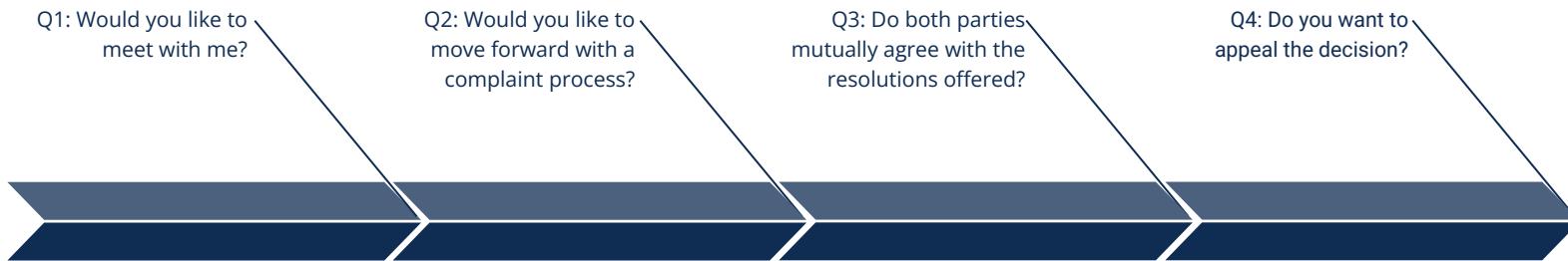
# FORMAL COMPLAINT-THINGS TO NOTE:

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- Timeframe
- Advisor/Support Person
- Equal Rights for both parties
  - Interview
  - Present witnesses & evidence
  - Access to evidence and information
  - Supportive & Interim Measures
- Preponderance of Evidence Standard
  - “More Likely than Not”



# COMPLAINT PROCESS



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# Impact of Sexual Assault

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Session 4

# MYTHS

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- Sexual assault is an uncontrollable act that is sexually motivated.
- The victim's behaviors (drinking, wearing revealing clothing, not fighting back) led to them being sexually assaulted.
- Sexual assault is usually by a stranger in public or outdoors.
- Sexual assault is uncommon

# REALITY

- Sexual assault combines elements of power, control, and sexuality.
- No behavior warrants sexual assault and the victim's behavior, clothing choice, or lack of defensive response does not mean they are consenting to sexual activity.
- Most perpetrators are known to the victim and 55% of sexual assaults happen at or near the victim's home.
- In many countries, 1 in 3 women and 1 in 6 men experience sexual violence in their lifetime. Rates are even higher for LGBTQ+ individuals and people with disabilities.

# SEXUAL VIOLENCE STATISTICS

\*from the United Educators' Report examining 305 claims of 104 institutions between 2011-2013

<https://ioa.memberclicks.net/assets/docs/Sexual-Assault-Infographic-from-United-Educators.pdf>

**60%**

OF SEXUAL  
ASSAULTS  
OCCURRED  
ON  
CAMPUS

**90%**

OF  
COMPLAINANTS  
KNEW THE  
RESPONDENT

**94%**

OF  
COMPLAINANTS  
WERE FEMALE

**78%**

OF SEXUAL  
ASSAULTS  
INVOLVED  
ALCOHOL

**40%**

OF  
COMPLAINANTS  
DELAYED  
REPORTING

**20%**

OF  
RESPONDENTS  
WERE  
REPEAT  
OFFENDERS

More than  
50% happen  
between  
August &  
November

- Friend
- Ex-Significant
- Other
- Acquaintance
- Current
- Significant Other

**73%**  
WERE  
FRESHMAN OR  
SOPHOMORES

- 41% of sexual assaults involved off-campus parties

The average  
delay is almost  
a year.

**84%**  
WERE  
STUDENTS

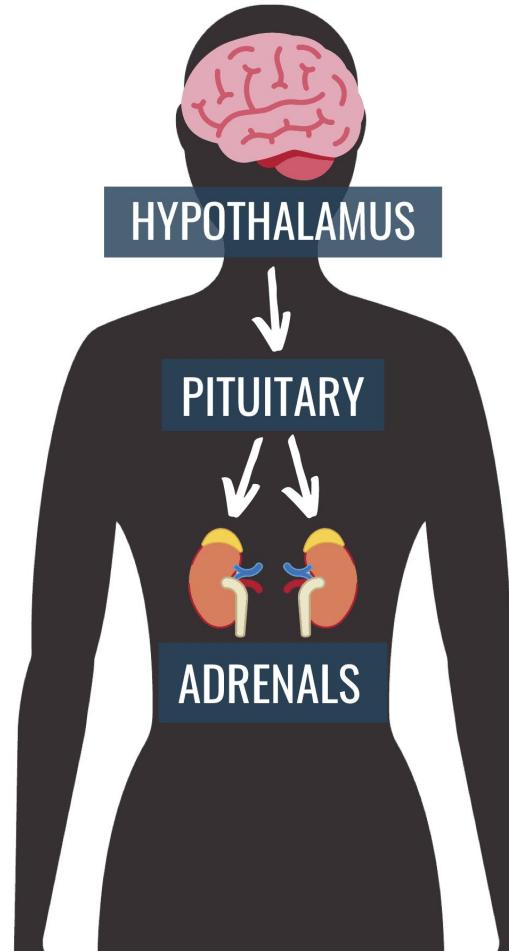
# NEUROBIOLOGY OF TRAUMA

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# BEHAVIOR

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- HPA Axis
  - Balances body after a trauma
  - Releases a number of hormones that impacts the behavior of the victim
- Hormones
  - **Opioids:** Prevents pain
  - **Oxytocin:** Promotes good feelings
  - **Catecholamine:** Adrenaline
  - **Cortisol:** Energy available
- Triggers defense mechanisms



## FIGHT



Response that involves staying and fighting the threat

## FLIGHT



Response that involves flee or getting away from the threat

## FREEZE



**Tonic Immobility:** involuntary paralysis where person cannot move or even speak

## FLOP



**Collapsed Immobility:** mental and physical unresponsiveness

## FAWN



Befriending a person who is the threat through negotiating, bribing or pleading with them

# BRAIN-BODY OVERVIEW



# MEMORY

- **ENCODE & STORAGE**

- Strongest memories that are encoded are related to **survival** and **senses**
  - Central Memories
- Less likely memories to be encoded & stored are details that we think are important (timeline, location details, duration)
  - Peripheral Memories

- **RECALL**

- Fragmented
- Incomplete
- Incorrect





**TEDxSpokane**

x = independently organized TED event



0:28 / 12:22 • Intro >

Scroll for details

Exit full screen (f)



<https://www.youtube.com/watch?v=5x0ypp5REaU>

# ASKING QUESTIONS

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- Are you okay? How can I help?
- Limit detail questions
- Get them connected to the right resources
  - Title IX Coordinator
  - Health Services
  - Counseling Services
  - Campus Ministries
  - Other trusted adult on campus
- Comfort and do not judge for missing pieces of information
- Listen and be present

# SECONDARY VICTIMIZATION

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- “Attitudes, beliefs, and behaviors of social system personnel that victims experience as victim blaming and insensitive. It exacerbates their trauma and it makes them feel like what they’re experiencing is a second-rape”

Rebecca Campbell

- Having to relive the assault over and over again
- Feel blamed, depressed, anxious and reluctant to seek further help

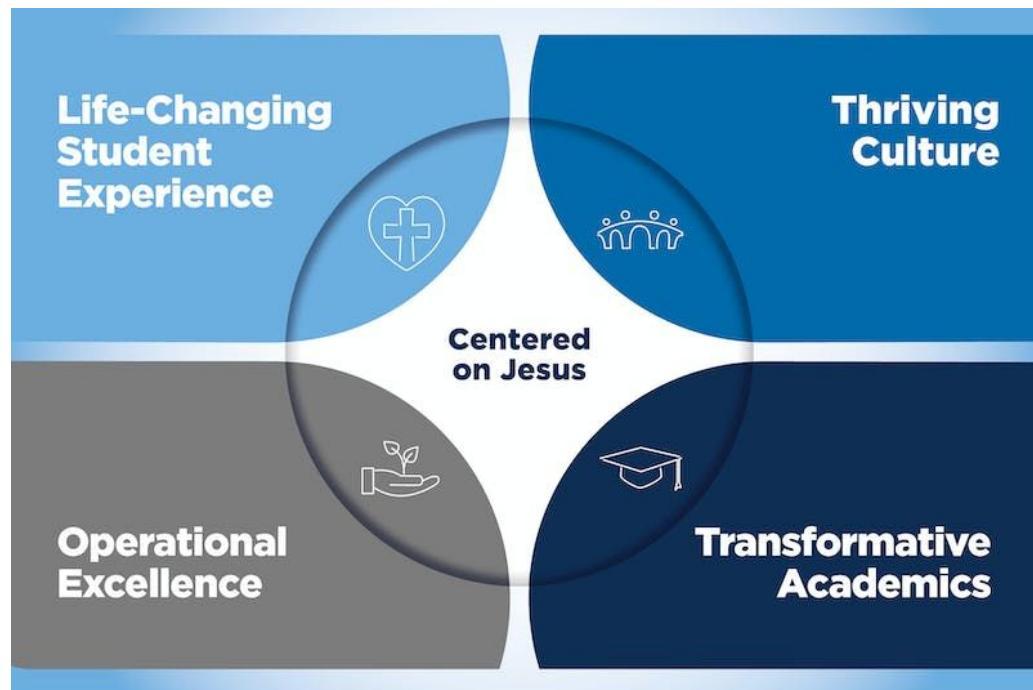
# Creating a Thriving Culture

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Session 5

# THRIVING CULTURE

- Part of Bethel's Strategic Framework
- Want to start with a culture of understanding and prevention



# COMMON STUDENT CONCERNS

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- Lack of clarity around the Title IX Policy
- Feel like the process isn't fair
- Complainants are discouraged by others from reporting
- Fear of retaliation by respondent or others
- Lack of communication
- Feels unsupported during or after the process
- Dissatisfied with process, outcome, or sanctions
- Not enough training, education, and prevention

# INTERACTING WITH COMPLAINANTS

- Disclose that you are **not** a confidential resource and help them get connected with a confidential resource if they want
- If they want to share with you:

## DO

- Let them share their experience with you
- Make them feel comfortable
- Remember you are not investigating
- Take detailed notes
- Inform them of next steps and what will be done with the information they shared
- **Contact the Title IX Coordinator**

## DON'T

- Ask what they were wearing
- Ask if they said no, yelled for help, tried to fight back, tried to run away
- Draw conclusions – you aren't trying to decide if this is a violation of Title IX or not



# INTERACTING WITH RESPONDENTS

- Students may share with you that they are a part of a Title IX complaint process or that they are being accused of sexual misconduct

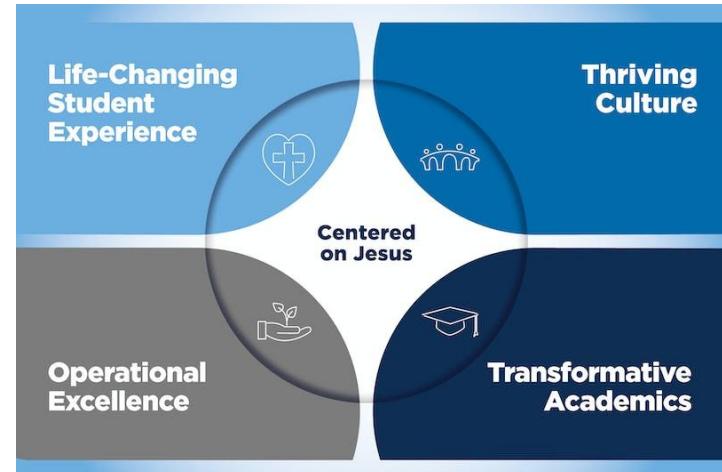
DO	DON'T
<ul style="list-style-type: none"><li>• Let them share their experience with you</li><li>• Make them feel comfortable</li><li>• Remember you are not investigating</li><li>• Use impartial language</li><li>• Remind them they have access to supportive and interim measures</li><li>• <b><u>Contact the Title IX Coordinator</u></b></li></ul>	<ul style="list-style-type: none"><li>• Appear to take sides</li><li>• Think that this has no impact on their wellbeing</li><li>• Draw conclusions – you aren't deciding if they committed the alleged conduct or not</li><li>• Say you will keep this information confidential</li></ul>



# HOW DO WE CREATE A THRIVING CULTURE?

- **Build Trust in the Process**

- Encourage reporting
  - Offer to attend the reporting meeting with the student
  - Start with a phone call with Title IX Coordinator to build rapport
- Supportive & Interim Measures
- Change negative narratives and address concerns



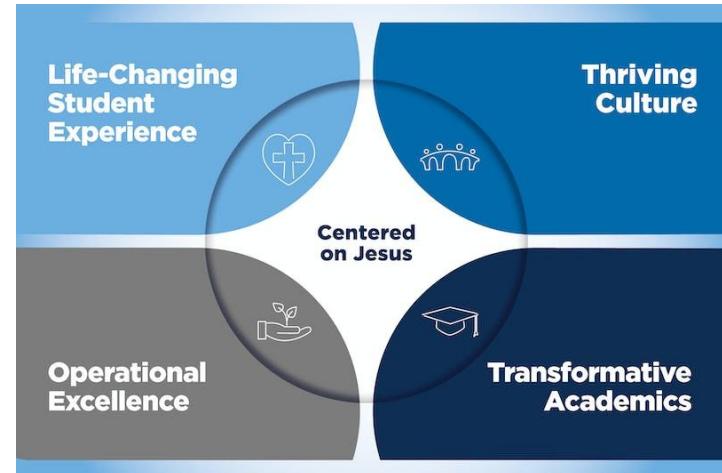
# HOW DO WE CREATE A THRIVING CULTURE?

- **Up to Date Training**

- For us, but also students and other staff/faculty

- **Build Awareness & Prevention**

- Bystander Intervention
- Programming
  - Alcohol and Sexual Assault
  - Hazing/Bullying
  - Healthy Relationships
- Resources available and accessible (via posters with QR Code)



# Nondiscrimination and Harassment Policy

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# Policy Overview

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- Prohibits discrimination towards protected class individuals
  - Race, culture, age, ethnicity, disability status
- Prohibits harassment of all kinds
- Addresses bullying
- Reporting Process similar to sexual misconduct
- Investigation
- Sanctions/Remedies

# How to Not be a Perpetrator

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# HOW TO NOT VIOLATE BETHEL'S SEXUAL MISCONDUCT POLICY

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- **Hostile Environment**

- Flirtations, obscene language, gender stereotypes or sexual jokes, commentary on someone's body, sexual innuendo, gossip about sexual relations, leering or making gestures, unwanted touching, cyber harassment, degrading comments about a particular sex.

- **Stalking**

- Repeated, unwanted and intrusive communications by phone, mail, text message, and/or email or other electronic communications, including social media.

- **Differential Treatment**

- Giving prohibited consideration to an individual's sex in deciding whether to offer an applicant a job interview or an employee a promotion; Requiring that members of a particular sex meet higher standards for advancement or promotion; Denying a student the opportunity to participate in an educational activity because of his or her sex.



# Examples of Nondiscrimination and Harassment Policy Violations

- Verbal abuse, offensive innuendo or derogatory words or slurs, stereotyping, threats, intimidation, or comments based upon or motivated by the person's protected class status
- Unwelcome physical contact or isolation that places someone in fear or apprehension of immediate harm
- Slander, ridiculing, or maligning a person or his/her family; persistent name calling, which is hurtful, insulting or humiliating; remarks that would be viewed by others in the community as abusive and offensive; use of nicknames after being warned that the nickname is considered by the victim to be offensive.

# Bottom Line

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- We want to be a community where individuals are protected, respected, and cared for deeply.
- Please reach out with any concerns and we can talk through available processes and supportive measures.



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# Q & A

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