



Preventing Harassment & Discrimination: Non-Supervisors + Clery Act and Title IX

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Building Positive Workplaces

Important Content Notice

Video Script:

Important Content Notice.

The goal of this course is to give you the skills to be a positive influence in the higher education environment. We will be taking a close look at issues like harassment, discrimination, and retaliation, which affect people at higher education institutions everywhere, using examples of harmful stereotypes, statements, and actions for illustrative purposes only, to demonstrate how problematic and discriminatory behavior may manifest itself.

These topics can be challenging to think about, and may feel especially sensitive and personal to some. If you have difficulty completing this course, please contact your institution's representative to discuss how to proceed.

The Power of Bystanders

Video Script:

The Power of Bystanders.

Everyone plays a role in creating a positive work environment in which discrimination, harassment, and retaliation rarely happen, and are addressed if they occur.

Narrator: People work hard to create environments where they can thrive. Maybe you like to decorate your living space or take part in community activities to improve your neighborhood. It's similar in a work environment. Most people want to work in an environment where everyone supports each other and feels respected, where discrimination, harassment and retaliation happen rarely and are addressed if they occur. If you're wondering, can I do this at my workplace? Do I even have a role in fostering an environment like this? The answer is yes. The building blocks for preventing harassment and discrimination come down to awareness, attitude, and action. Everyone has a role to play. Awareness involves recognizing when things are going well and when action is needed to address challenges. Next, we'll explore the attitudes common to a professional, respectful culture. What you can expect from the people you work with and what they can expect from you. Finally, we'll prepare you to take action with a variety of approaches, no matter what situation might arise in the workplace. Understanding what to do and being ready to take action will empower you and everyone around you to make a difference. You'll learn to build on the skills you already have to master the three A's: awareness, attitude, and action.

Good Culture Is No Accident

Interactivity Audio Script:

Good Culture Is No Accident.

A good institutional culture is no accident—it requires intentional daily maintenance from every staff or faculty member, and for people to intervene when they see early signs of problems.

Select each tab to learn more.

Interactivity Text:

[Tab 1]: Growing Your Toolbox.

It's important to note that the goal is not to avoid conflict at work—that's not practical or realistic. Healthy conflict is normal and can generate better ideas.

Instead, the goal of this course is to give you the tools, confidence, and skills to professionally address issues as they arise.

When we interact with others in a respectful, positive, collaborative way, we contribute to a thriving learning and work environment—and we support the people within it.

[Tab 2]: Learning and Work Culture.

Learning and work culture has an impact beyond the physical space where we work. It also includes conduct that is likely to impact the work environment and the people we work with, including contractors and interns.

Our learning and work environment includes online conduct, as well. For instance, anything someone says or does during a remote meeting or class by phone or video call can affect culture.

Being an Active Bystander

Video Script:

Being an Active Bystander.

Active bystanders, or people who take action when they see an issue, have immense power to change what happens next in potentially problematic situations.

A key point of this course is to give you strategies to use as an active bystander and the tools you need to have a positive impact on institutional culture.

The key ingredients of being an active bystander are:

- Awareness of one's surroundings
- An attitude of personal responsibility for the work and learning environment; and
- The skills to effectively take action

With these tools in hand, you can make a real difference.

Perspectives: The Importance of Anti-Discrimination Efforts

Video Script:

Perspectives: The Importance of Anti-Discrimination Efforts.

Take a moment to watch a video about the importance of being an active participant in anti-discrimination efforts.

A woman speaks directly to the camera.

Lower left-hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert

It's so important to create workplaces that are free of harassment and discrimination. When we do so, we unleash the potential of all of our employees to really be able to excel at their best. So, a workplace that's free of harassment and discrimination is a workplace that has the opportunity to really tap all of the powers of each individual employee. It's an incredible machine for productivity and for success for the organization and for individuals.

A woman speaks directly to the camera

Lower left-hand corner of video, name appears: Mickey Irizarry, Health Promotion Center Director

It's important to create an environment that's free from harassment and discrimination, so that employees can be their best selves at work and create effective work for the university or for the organization.

A man speaks directly to the camera.

Lower left-hand corner of video, name appears: Steve Miranda, Global HR Business Executive

While you may have behaviors that are not necessarily against the law, they do definitely have an impact on an employee's ability to fully contribute in the workplace. Organizations need to look for these subtle forms of discrimination, which again may not be illegal, but which are still preventing talent in your organization from rising to even better levels of productivity and performance.

A person speaks directly to the camera.

Lower left-hand corner of video, name appears: Lauren Lofton, Attorney, Educator Focusing on the Elimination of Bias

It is important to strive toward creating a workplace that's free from harassment, because it's the right thing to do, and it's the best thing to do for the health of the workplace itself. So, productivity is better. Creativity is better. People's ability to authentically connect to one another and enjoy working with one another, all of that is better when the environment is as free from harassment as possible.

Choose What Happens Next: Episode 1

Video Script:

Choose What Happens Next: Episode 1.

In this course, you'll have the chance to interact with a few videos by making decisions about what the characters in the video should do next.

This is the first of four video episodes. In this video, you'll meet the cast of characters. Soon, you'll have the chance to choose what they do next.

Shots of students walking around a college campus.

Scene on screen: Shots of employees from the department interacting with coworkers and introducing themselves.

Sarah: James is a new admin, Netta's been here three years, and I'm Sarah. I'm the Department Chair. We're hosting an important conference, and I want Netta to take a leadership role. I've got too many other responsibilities, and it's not common knowledge, but I have fibromyalgia. I'm trying to balance work with my health, doing some work from home where I can be more productive. Having Netta involved will be perfect. It's an important event, and I know she'll keep it running smoothly.

James: It's my first year in the department. I've gotta shine. Participating in the conference, it's a big step. It's an opportunity to learn and advance. I want a shot.

Sarah: Charlie's one of my grad student employees, a hard worker, driven. And Dan is another admin. That's the conference team. Really creative, high energy.

Netta: We're a good team here. Dan seems really driven but definitely a bit close. Maybe he's just excited, no big deal. Anyway, there's a ton to do to prepare for the conference, so here we go.

Scene on screen: Inside an office space. James's packing items from his desk into a box.

James: I ended up giving my notice.

Scene on screen: Close shot of James, who addresses the camera directly.

James: The last few months didn't go as I had hoped. I feel that I did everything on my part to make things work out. Well, for what I was allowed to work on. But I ... Well, it's just better to move on.

Scene on screen: Close shot of Netta, who addresses the camera directly.

Netta: So, James is leaving. And yeah, it's upsetting. I really like him. He's dedicated, hardworking. I don't know. I'm rethinking what I'm doing here. On paper, the conference was a total success. But some things have happened that made me feel like maybe this job isn't the perfect fit for me. I don't know. Maybe I'm on the way out too.

Scene on screen: Hallway with James and Netta

James: Things didn't go well.

Netta: But it didn't have to be like that. We're not going to go through every detail from the last few months, but there were times when if somebody would have acted differently...

James: Or considered a different perspective ...

Netta: Things would have turned out better.

James: See if you can make a difference.

Summary

Video Script:

Summary.

Now that we've introduced the goals of this course, let's take a moment to review a few key points about what we have covered so far:

- Every person can help or harm a working and learning environment through their daily actions.
- Institutional culture, and efforts to prevent and combat discrimination and harassment in particular, depend on the actions of everyone.
- High-functioning institutions can address early warning signs before they become bigger problems.
- Awareness, attitude and action are important building blocks for maintaining a positive institutional culture.

When you are knowledgeable and prepared, you have the power to make an enormous, positive impact on your community.

Congratulations!

You have now completed the module **Building Positive Workplaces**.

Developing Awareness and Recognizing Discrimination

Developing Awareness and Recognizing Discrimination

Video Script:

Developing Awareness and Recognizing Discrimination.

Explore how discrimination manifests in the work environment and strengthen your ability to spot problematic situations.

Developing Awareness and Recognizing Discrimination

Video Script:

Developing Awareness and Recognizing Discrimination.

The first A in the three A's of bystander intervention is awareness. Developing awareness means taking note of what is happening around you, and strengthening your ability to spot problematic situations.

Narrator: The world can get busy and it can be tempting to tune out. But it's important to sharpen our skills around tuning in, to be aware of what's going on around us. Awareness means becoming alert to how we perceive and interact with others and realizing the influence that bias can have. It means recognizing when something may not be right or that a situation may have the potential to become problematic or harmful. Similarly, discrimination can undermine an otherwise successful work environment. Let's work on further developing awareness by exploring types of discrimination, to be sure we can recognize the range of situations where we can positively shape our workplace.

What is Discrimination?

Video Script:

What is Discrimination?

In this section, we'll focus on developing a sharpened sense of awareness of what's happening around you, so that you can spot the subtle behaviors that constitute discrimination and may undermine work culture.

Generally speaking, discrimination refers to unfair treatment toward a person based on certain characteristics, such as their gender, race, or other characteristic. All discrimination is harmful, and may be unlawful when it is based on a category or characteristic that is protected by law and impacts someone's job or educational opportunities.

People in positions of power can set an example by not only avoiding discrimination or the appearance of it, but also by taking steps to prevent it when possible and to report it when it does occur. Discrimination is harmful, whether it is committed by or against leaders, coworkers, or colleagues, or non-employees such as students, interns, campus visitors, or contractors.

Harassment is just one type of discrimination, and not all discrimination is harassment. We'll cover harassment in detail in the next section.

Understanding Protected Categories

Interactivity Audio Script:

Understanding Protected Categories.

Anti-discrimination laws explain which categories are protected. Because these laws are at the federal, state, and local levels, a category may be protected in one location, but not in another.

Courts may also interpret laws differently, so even the same law may not offer the same protection, depending on the jurisdiction. For example, almost everyone is protected by federal laws, but if a state law offers additional protections, employees in that state will be protected by both laws.

Under federal law it is illegal for employers to discriminate based on each of the following bases.

Select each topic to learn more.

Interactivity Text:

[Tab 1]: Age.

Federal law protects people 40 years of age and above from discrimination. Other laws about age may protect younger people from discrimination as well.

[Tab 2]: Genetic information.

The misuse of genetic information is unlawful. For example, a family's genetic health history cannot be used to discriminate in health insurance or employment.

[Tab 3]: National origin.

National origin includes more than just the place where a person is from. Not only is it unlawful to discriminate because someone is from a particular part of the world, but ethnicity, accents, language, and a person's actual (or perceived) ethnic origin may also be protected. People are also protected from discrimination due to the national origin of their spouse.

[Tab 4]: Citizenship & Immigration Status.

Federal law protects people from discrimination because of their citizenship or immigration status. Unless a specific law or government contract requires it, employers may not restrict their hiring to only U.S. citizens or permanent residents.

[Tab 5]: Pregnancy.

Not only is pregnancy protected, but also childbirth and medical conditions related to pregnancy and childbirth.

[Tab 6]: Race.

Protections against race discrimination include characteristics associated with race like a person's hair texture, skin color, and certain facial features.

[Tab 7]: Color.

Discrimination based on skin color can be related to race discrimination. Color refers to the lightness or darkness of a person's skin tone and includes shade and complexion.

[Tab 8]: Religion.

Religious beliefs are protected. These include traditional, widely recognized religions and faith practices (such as Buddhism, Christianity, Hinduism, Sikhism, Islam and Judaism) as well as sincerely held "religious beliefs that are new, uncommon, not part of a formal church or sect, or only subscribed to by a small number of people, or that seem illogical or unreasonable to others," according to guidance by the federal Equal Employment Opportunity Commission (EEOC).

[Tab 9]: Disability.

Disability laws can be complex. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act both prohibit discrimination against people who work and study in higher education institutions that receive federal funds, and require facilities and communications, such as websites, to be accessible. Disability laws also protect people with disabilities or a history of having a disability, and people who are perceived to be disabled, even if they are not. Many types of disabilities and conditions can be covered by disability laws.

[Tab 10]: Sex.

Federal law prohibits workplace discrimination based on transgender status, gender identity, or sexual orientation. Discrimination because of sex-based stereotypes, like that a woman must look feminine, or that a woman cannot be assertive, is also unlawful. Sex-based discrimination, including harassment, is unlawful no matter whether the person who discriminates or harasses is the same sex or a different sex than the person who is experiencing harm.

[Tab 11]: Veteran or Military Status.

Federal law protects workers from discrimination based on their past or present military service, and requires all employers to reemploy returning servicemembers to the job they would have attained had they not been absent while serving in the armed forces. A separate law requires federal contractors and subcontractors to give preferential treatment to qualified veterans who apply for a job, and prohibits discrimination against them.

[Alt-Text]:

An employee who is disabled with arm crutches is shaking hands with their colleague.

Dig Deeper: Other Harmful Types of Discrimination

Interactivity Text:

Other Harmful Types of Discrimination.

Here are a few other harmful types of discrimination and examples of how each type might look and sound.

Weight and Height

"I'd rather she didn't present at the conference... at her size, it's not really the image we want out there."

"We can't have a marketing guy who's short!"

Gender Expression

"I don't want to work with a guy who wears nail polish."

"She looks so unprofessional in those boxy, masculine clothes... you can barely tell she's a woman."

Political Affiliations

"We can't promote someone who believes that kind of garbage..."

"Only someone young and naive would support a candidate like that."

Affluence or Social Class

"We can't hire someone who drives an old car... people won't want to follow his advice."

"She's never even left the country before... she must not have a curious mind like we do."

Dig Deeper: Perspectives: Natural Hair

Video Script:

A woman speaks directly to the camera. Lower left-hand corner of video, name appears: Sienna. When I first started at a previous organization, and was still fairly new, I had my hair pulled back that day just because that was how I decided to wear it. And I had a member of the leadership team in the organization come up to me, and they were very excited and said, "Oh, I love your hair pulled back this way. It's so professional. I can see your whole face. I hope you'll wear your hair like this more often." And I was very taken aback, because I wasn't quite sure what to say. And as it sat with me more and more, I realized that the person was saying was that my hair as it isn't professional. It's not appropriate for the workplace, and that it has to be in a certain way that will make them or other people feel more comfortable.

Dig Deeper: The Impact of Discrimination on Health

Interactivity Text:

The Impact of Discrimination on Health.

The effects of discrimination are far-reaching, impacting many parts of a person's life.

Later on, we'll talk about the effects workplace discrimination can have on a person's career.

Right now, take a look at some ways discrimination can impact a person's health.

- **Mental and Emotional Health**
- Discrimination has been linked to anxiety, depression, sadness, helplessness, and low self-esteem.
- **Cognitive Health**
- Research has shown that experiencing everyday discrimination can harm a person's memory and also lead to faster memory decline.
- **Physical Health**
- Discrimination can result in poor physical health, including increased risk of cardiovascular disease, diabetes, and respiratory disease. It has also been linked to sleep disturbance and daytime fatigue.

Choose What Happens Next: Episode 2

Video Script:

Choose What Happens Next: Episode 2.

In the previous section, you were introduced to a cast of characters. Now, you'll have the chance to watch a video and make a decision about what they do next.

Netta: So, were good with the standing desk for the conference?

Dan: Standing will keep everyone awake.

Sarah: Okay. And so now the question of who's going to attend. Netta, definitely. And Dan?

Dan: Wouldn't miss it.

Sarah: Good. This is a great opportunity to increase our visibility. We need people there who give the impression that this department is vibrant with lots of potential. I think Charlie should be there, for sure. And I have a couple of more slots in addition to our presenters.

Knock at the door. Enter James

James: Hey Netta. We got the folder spreader.

Netta: Great. Thanks James.

James: You're welcome.

James turns to leave

Netta: James. We're trying to figure out who's going to staff the conference.

James: Well, actually, I thought I'd be a-

Sarah: It's going to be a grueling couple of days. We need people there who really can keep the energy.

James: Yeah, I-

Sarah: How about Irene and Mike, huh? Would you see if either of those are available?

James: Sure thing.

Choose What Happens Next: Episode 2

Interactivity Audio Script:

Choose What Happens Next: Episode 2.

Based on the video you just watched, which selection would be the best choice for the characters involved?

Select a response.

Interactivity Text:

[Question-Text]:

What should Dan and Netta do after Sarah's interaction with James?

[Options]:

[option 1]

- Support James by sharing how he could contribute, even though Sarah doesn't seem to want him to attend.

[option 2]

- Help James understand Sarah's point, and explain why bringing younger people is beneficial so he does not take it personally.

[option 3]

- Say nothing. Sarah is the Department Chair, and has the most experience; not only is it her call, it's important to support her instincts.

Choose What Happens Next: Episode 2

Video Script:

Let's take a look at what would happen if the characters follow your advice.

SCENE ON SCREEN: Conference room with Sarah, Dan, Netta, and James

James turns to leave

Netta: Yeah, well, I think you're right in that we need people who can maintain the energy, and James is a great candidate for that.

Dan: It's true. He's got lots of smart ideas.

Sarah: Okay. James, do you want to go?

James: Definitely.

Sarah: Sounds good.

James: I was thinking about the standing desk idea, and it might be an issue for some people.

Sarah rubs her leg trying to relieve the pain from her fibromyalgia

James: What we could do is half standing and half tables. Set it up like an amphitheater.

Netta: I like that.

Scene on screen: Close up on James, who addresses the camera directly

James: What Sarah said made it sound like she held some stereotypes about age. I appreciate it that Dan and Netta spoke up. I felt supported.

Scene on screen: Close up on Sarah, who addresses the camera directly

Sarah: I wasn't trying to exclude James. I just had Irene and Mike in mind, and I made some assumptions. I think what I was saying could be perceived as discriminatory. I am so glad Dan and Netta spoke up. I owe James an apology, and actually, a thank you, for mentioning accessibility in the standing desks.

Choose What Happens Next: Episode 2

Video Script:

Let's take a look at what would happen if the characters follow your advice.

SCENE ON SCREEN: Conference room with Sarah, Netta, Dan and James

Netta: James, it's great you want to pitch in, but you're probably overqualified.

James: I'm not afraid to do the small stuff.

Dan: Maybe someone with less work experience could benefit more.

James: Sure. Okay.

Scene on screen: Close up on James, who addresses the camera directly

James: Overqualified? Code for too old. What about experiences that benefit me and my career? Disappointing.

Choose What Happens Next: Episode 2

Video Script:

Let's take a look at what would happen if the characters follow your advice.

SCENE ON SCREEN: Conference room with Sarah, Dan, Netta, and James.

James Exits. Netta and Dan share a concerned glance

Sarah: Okay. Who's on our AV needs?

Scene on screen: Close up on James, who addresses the camera directly

James: That was embarrassing and disappointing. So basically, Sarah doesn't want to take me because she thinks I'm too old? Not energetic enough. Feels like age discrimination, and I wish that Netta and Dan had spoken up. It's discouraging.

Developing Awareness

Interactivity Audio Script:

Developing Awareness.

A key part of showing up for your colleagues is developing a sense of awareness that enables you to intervene when problems are developing. This isn't easy.

It takes deliberate focus to take a step back and really examine what's happening around you. When you understand the factors shaping your work environment, you can help make sure everyone can do their best.

Select a response.

Interactivity Text:

[Question-Text]:

People always know when they're making decisions that are based on unfair assumptions or stereotypes.

[Options]:

- True
- False

[Answer]:

False

[Feedback]:

[Feedback 1]

Not Quite

People can accidentally make decisions based on unintentional assumptions, or “implicit biases.” These biases are shaped by culture and lived experience. Becoming aware of the incorrect assumptions we’ve picked up is the first step to making productive change. Try again.

[Feedback 2]

That's Right

People can accidentally make decisions based on unintentional assumptions, or “implicit biases.” These biases are shaped by culture and lived experience. Becoming aware of the incorrect assumptions we’ve picked up is the first step to making productive change.

Implicit Bias and Inclusion

Video Script:

Implicit Bias and Inclusion.

Implicit biases are beliefs we hold without realizing we have them. These beliefs may be positive or negative, but sometimes they can be damaging.

Dig Deeper: Learn More About Implicit Bias

Interactivity Text:

Learn More About Implicit Bias.

Biases can cause us to give or deny advantages to people based solely on our own assumptions about who they are and what they’re capable of, rather than on merit.

- Learning to recognize the beliefs you’ve been imprinted with—and then challenging them—is a powerful way to be more inclusive in all aspects of your life, not just work.
- Biases can cause problems, especially when they are incompatible with our values. For example, being fair may be an important value, but we may unintentionally treat someone unfairly because we’re being influenced by a stereotype, we don’t realize we are acting on.

Dig Deeper: Perspectives: Belonging and Othering

Video Script:

Perspectives: Belonging and Othering.

Othering is one way that can make people feel they don't belong. In this interview, people share thoughts on othering, inclusion and exclusion, including what it's like to be the only person of color while working in higher education.

Otherness, in my experience, is when somebody only sees certain aspects of you. And those aspects that are different maybe from them or what their normal is, is what they constantly pick out.

For me, a lot of times that's been my hair. I've been told my hair is fun. I don't know what that means. It's hair so ... But when that's all somebody sees of you, it starts to make you very self-conscious and it doesn't become a pleasant experience.

A woman speaks directly to the camera.

I think otherness is being made to feel like you are not part of the team when all you want is to be part of the team, to contribute to the team, to help the team move forward.

I don't think I really realized what that meant until more recently when I started working at an organization that I don't feel othered because many people with disabilities work there. Many people of all different sizes work there and now I understand like, oh. I feel like I'm one of them. I feel like I fit in. We're all together, we all have accessibility needs. I don't feel like I'm a burden by asking for some certain accommodation because we all have different accommodations that we need. I don't feel like there's myself and there's them. I feel like we're us.

SCENE ON SCREEN: A woman speaks directly to the camera.

Lower left-hand corner of video, name appears:

Nancy

When I think about being othered, I think about just the experience of feeling isolated. I've worked a lot of jobs where I'm the only one, or I'm one of few and it's very, very obvious, right? I've worked in higher education for over six years and being one of the only people of color, maybe non heterosexual people in my workspace, it's this instance of feeling like you're an imposter in your day-to-day life because you feel like you don't belong in the workplace. Whether it's your dress, your hair, maybe it's even your background. People come to a workplace expecting that everyone was raised in a middle-class background and that they didn't grow up poor or struggle with food insecurity and so I think it makes you want to question like, "Why am I here? What is the point of who I am? Can I even do this?" Because I think in the workplace where you're other, you feel like no one believes in you.

The Power of Intervention

Video Script:

The Power of Intervention.

Actions that may seem small can turn out to make an enormous impact on other people and, by extension, the entire learning and work environment.

Even people who already are knowledgeable about discrimination can improve their ability to intervene by learning more about how to recognize subtle, problematic behavior.

Skills Workshop

Video Script:

Skills Workshop.

In this workshop, you will be practicing the skills of awareness, identifying problematic behaviors, and communicating respectfully and inclusively.

Perspectives: Inclusivity and Access

Video Script:

Perspectives: Inclusivity and Access.

Here are a few helpful perspectives on inclusivity and access.

Lower left-hand corner of video, name appears: Louise

Being visually impaired, I cannot see PowerPoint presentations. At an organization I currently work at, it's amazing because they will immediately print me a large print version of the PowerPoint, but that doesn't happen in every work environment. So, then I'm kind of stuck either trying to figure out hey, can I borrow your notes? Or maybe taking screenshots with my cell phone. But whatever it is, it creates anxiety and stress because it's me trying to figure out how to get the materials that I need. If you're not going to make something accessible, you don't truly care about what that person's input or opinions are enough to make it accessible so that they can share those opinions and participate.

A woman speaks directly to the camera. Lower left-hand corner of video, name appears: Elizabeth Bille, Attorney and Prevention Expert

With regards to disability related issues, I think it's important to reframe the way that we think about our responsibility to provide accommodations under the law. Instead of focusing on what the individual cannot do, for example, because of a physical limitation, but focus on what they can do and how they can positively contribute to the workplace. Yes, they may need a particular additional piece of assistance or a piece of equipment, but this is something that everybody needs, tools to be able to be successful in their job. The tools that are needed by each person are just unique.

A woman speaks directly to the camera. Lower left-hand corner of video, name appears: Louise

As far as my visual impairment, I think that that's what people would consider a good disability or something that's good to accommodate. Whereas I think that being fat is something that a lot

of people don't think of as oh wait, we should accommodate and be accessible for people of all sizes. Being able to be comfortable in my body and in my chair and in the desk or wherever I'm at in the workplace is extremely important because if you're not comfortable and you're in pain, you can't be as productive as if you have what you need or you have things that fit you and fit your person.

Respectful Conflict

Interactivity Audio Script:

Respectful Conflict.

You can also model respect and inclusion by paying attention to how your colleagues address conflict.

Select a response.

Interactivity Text:

Fahad and Debbie are working together on a big presentation. They meet the day before to practice, but Debbie still hasn't finished all of her slides as promised. Fahad is anxious about looking unprepared in front of everyone, and frustrated with Debbie.

[Question-Text]:

What should Fahad do?

[Options]:

- Say to Debbie, "Honestly, this makes me nervous, and a little frustrated—I thought we agreed on a deadline. I really want us to shine tomorrow. How can we move forward from here?"
- Say to Debbie, "You're going to make me look so bad! This is really irresponsible and selfish."
- Bottle up his frustration and simply ask Debbie, "They'll be done by tomorrow, right?"

[Correct Answer]:

Say to Debbie, "Honestly, this makes me nervous, and a little frustrated—I thought we agreed on a deadline. I really want us to shine tomorrow. How can we move forward from here?"

[Feedback]:

[Feedback 1]

That's Right

This is an effective way for Fahad to share his frustration, and it allows Debbie to apologize, explain herself if appropriate and make things right. When problems arise between colleagues,

it is usually much more effective to imagine both people facing the problem—rather than colleagues facing each other as opponents.

[Feedback 2]

Not Quite

While it's understandable to be frustrated, shaming Debbie or calling her names will make Fahad look unprofessional AND not help the situation. Try again.

[Feedback 3]

Not Quite

It's OK for Fahad to tell Debbie he's feeling frustrated. She didn't do something that she said she would do, and it affects both of them. If he isn't honest, she doesn't get a chance to apologize and fix the problem, and Fahad may build up resentment toward her. Try again.

Social Media Conflict

Interactivity Audio Script:

Social Media Conflict.

Conflict is not always bad. Voicing dissent respectfully can help sharpen ideas and bring teams together.

Select a response.

Interactivity Text:

Dave, 31, born in the U.S., Stan, 62, born in the U.S., and Zaheer, 28, from Pakistan, are debating their social media strategy. Dave shouts at the other two, "Given my age and the fact that I'm from here, obviously my opinions on social media are most relevant!"

[Question-Text]:

Which of the following is not problematic behavior?

[Options]:

- Shouting, because it shows engagement.
- Dave explains that his age and background make his perspective the most important.
- The fact that they are strongly disagreeing.

[Correct Answer]:

The fact that they are strongly disagreeing.

[Feedback]:

[Feedback 1]

Not Quite

Shouting is not a productive strategy when it comes to workplace conflict. Try again.

[Feedback 2]

Not Quite

It's a problem that Dave brought people's identities into an argument, and may imply that he believes Stan is too old to offer a good opinion, or that Zaheer's thoughts matter less because he's not from the U.S. Try again.

[Feedback 3]

That's Right

Disagreement is fine, but shouting is not productive, and it is never appropriate for Dave to bring other people's identities into an argument.

Understanding How Problems Manifest Part 1

Interactivity Audio Script:

Understanding How Problems Manifest.

Warning signs of discrimination are variable and often subtle. That's why they can be so tough to recognize. Let's sharpen your awareness by analyzing a few scenarios.

Select a response.

Interactivity Text:

Mark works for Amanda, who has a mild case of cerebral palsy. Mark watches Amanda type during their weekly one-on-one meeting and says to her, "It is so amazing what you can do! How lucky that you just have a mild case."

[Question-Text]:

Is this a warning sign?

[Options]:

- Yes
- No

[Correct Answer]:

Yes

[Feedback]:

[Feedback 1]

That's Right

This comment shows a lack of understanding about Amanda's disability that could lead to discriminatory conduct.

[Feedback 2]

Not Quite

This comment shows a lack of understanding about Amanda's disability that could lead to discriminatory conduct. Try again.

Understanding How Problems Manifest Part 2

Interactivity Audio Script:

Understanding How Problems Manifest.

Warning signs of discrimination are variable and often subtle. That's why they can be so tough to recognize. Let's sharpen your awareness by analyzing a few scenarios.

Select a response.

Interactivity Text:

Faiza is an independent contractor hired to oversee the design of a website. Faiza doesn't want Dawn, a department employee who is pregnant, to be assigned to the project fearing that she will "take maternity leave and never come back."

[Question-Text]:

Is this a warning sign?

[Options]:

- Yes
- No

[Answer]:

Yes

[Feedback]:

[Feedback 1]

That's Right

In fact, all of these scenarios demonstrate warning signs of bias that could lead to discriminatory conduct if they aren't addressed.

[Feedback 2]

Not Quite

In fact, all of these scenarios demonstrate warning signs of bias that could lead to discriminatory conduct if they aren't addressed. Try again.

Forget the Checklist

Interactivity Audio Script:

Forget the Checklist.

Discrimination can happen throughout the work life cycle, even as early as during the interview process.

Select a response.

Interactivity Text:

Farah is in charge of interviewing a new employee she'll be working with extensively. She doesn't like the formal interview protocol she was given, and decides to simply have a conversation with the candidate and go with her gut on whether or not they'll work well together.

[Question-Text]:

Is there a problem with Farah's interview strategy?

[Options]:

- Yes
- No

[Answer]:

Yes

[Feedback]:

[Feedback 1]

That's Right

Following policy may feel tedious, but it's an important way to mitigate bias and ensure hiring decisions are made based on job-related criteria.

[Feedback 2]

Not Quite

Relying on “your gut” allows implicit bias to creep in, as we tend to like people who are similar to ourselves. Try again.

Procurement Travel Cards for All but One

Interactivity Audio Script:

Procurement Travel Cards for All but One.

Knowing when to intervene can be difficult, especially when you are friends with your colleagues and discrimination is not obvious.

Select a response.

Interactivity Text:

Dennis is a colleague and a friend. He has five direct reports, only one of whom is a man. Dennis tells you he is completing a request for procurement travel cards for all his employees except Arnold, his only male employee, because he never travels for work. Arnold’s work doesn’t require travel.

[Question-Text]:

Should you do something?

[Options]:

- Probably not. Dennis’s behavior seems reasonable.
- Yes. If something different is happening to the only man in the group, it’s always an issue.

[Answer]:

Probably not. Dennis’s behavior seems reasonable.

[Feedback]:

[Feedback 1]

That’s Right

Arnold is the only one not getting a card, but it appears to be due to a legitimate, work-related reason that has nothing to do with his gender. If decisions about who gets travel cards or the opportunity to travel were based on gender, however, that could very well be discrimination.

[Feedback 2]

Not Quite

It's smart to pay extra attention to situations where some colleagues are treated differently. But it doesn't always add up to harassment or discrimination, especially when there is a valid reason for different treatment that is not based on bias. Try again.

Title VII: The Civil Rights Act of 1964

Interactivity Audio Script:

Title VII: The Civil Rights Act of 1964.

Title VII is part of the Civil Rights Act of 1964, which is a critical federal law that protects employees from discrimination on the basis of race, color, sex, religion, and national origin.

Select each card to learn more.

Interactivity Text:

[Flip Card 1]: Hiring & Firing.

Hiring & Firing.

It is illegal to make hiring decisions or to terminate a person's employment based on their protected characteristics.

[Flip Card 2]: Job Training.

Job Training.

It is illegal to deprive someone of equal access to job training based on their protected characteristics.

[Flip Card 3]: Referrals.

Referrals.

For employment agencies and labor organizations, it is illegal to refuse to refer someone for a job based on their protected characteristics.

[Flip Card 4]: Membership.

Membership.

It is illegal to exclude or expel people from labor organizations on the basis of their protected characteristics.

[Flip Card 5]: Compensation, Terms, and Conditions of Employment.

Compensation, Terms, and Conditions of Employment.

When it comes to compensation, and terms and conditions of employment, it is illegal to discriminate based on protected categories.

[Flip Card 6]: Segregation.

Segregation.

It is illegal for employers and labor organizations to separate employees, applicants, or members in such a way that it may lead to fewer opportunities for people in one group.

Dig Deeper: The Benefits of Diversity

Interactivity Text:

The Benefits of Diversity

Discrimination in the workplace isn't just unfair. It also prevents organizations from becoming as successful as they could be. Hiring and supporting a diversity of employees benefits everyone.

- **Creativity**
 - Different identities lead to different perspectives, which can mean more creativity in brainstorming and problem-solving sessions.
- **Innovation**
 - Workplaces with more diversity are 1.7 times more likely to be innovation leaders in their fields.
- **Efficiency**
 - A Harvard Business Review study showed that diverse teams are able to solve problems faster than cognitively similar people.
- **Revenues**
 - A McKinsey & Company report showed that diverse workplaces were more likely to outperform their rivals.
- **Engagement**
 - A Deloitte analysis showed that workplaces with diverse, inclusive employees had higher engagement, and were better able to retain talent.
- **Reputation**
 - Workplaces that prioritize diversity are seen in a more positive light than those that don't, including by members of majority groups.

Title VI: Civil Rights Requirements

Video Script:

Title VI: Civil Rights Requirements.

Title VI is part of the Civil Rights Act of 1964, which is a critical federal law that prohibits discrimination on the basis of a person's actual or perceived race, color, national origin, ethnicity, or ancestry, by any program or activity (including institutions of higher education) that receives federal financial assistance. Title VI protects individuals against discrimination

involving a range of issues, including discriminatory discipline, racial harassment, and unequal access to educational resources.

Title VI protects against discrimination in all areas of an institution's operations, including academics, extracurricular activities, athletics, and other programs, but only applies to employment practices if the main purpose of the federal funding is to provide employment (e.g., students employed under the work-study program), or if the employment discrimination results in discrimination in providing educational programs or services.

Institutions must take care to monitor their practices and policies to be sure that they do not exclude students who are members of underrepresented groups, even if the intention of the policy was not discriminatory.

A particular focus in this law is to provide people with limited English proficiency meaningful access to programs that receive federal funds by providing language services and equal educational opportunities to English learners.

Title IX: Sex Discrimination

Interactivity Audio Script:

Title IX: Sex Discrimination.

Title IX protects students and employees, including faculty and student workers, at federally funded institutions, against discrimination based on sex or gender stereotyping in education programs and activities. Title IX also prohibits discrimination based on pregnancy, childbirth or related conditions.

Interactivity Text:

FEDERAL LAW

Title IX of the Education Amendments Act of 1972

Title 20—EDUCATION

CHAPTER 38—DISCRIMINATION BASED ON SEX OR BLINDNESS]

§ 1681. Sex

(a) Prohibition against discrimination; exceptions]

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, except that:

(1) Classes of educational institutions subject to prohibition in regard to admissions to educational institutions, this section shall apply only to institutions of vocational education,

professional education, and graduate higher education, and to public institutions of undergraduate higher education;

.... **Content omitted for clarity.**

(3) Educational institutions of religious organizations with contrary religious tenets this section shall not apply to an educational institution which is controlled by a religious organization if the application of this subsection would not be consistent with the religious tenets of such organization;

(4) Educational institutions training individuals for military services or merchant marine this section shall not apply to an educational institution whose primary purpose is the training of individuals for the military services of the United States, or the merchant marine;

(5) Public educational institutions with traditional and continuing admissions policy in regard to admissions this section shall not apply to any public institution of undergraduate higher education which is an institution that traditionally and continually from its establishment has had a policy of admitting only students of one sex;

(6) Social fraternities or sororities; voluntary youth service organizations this section shall not apply to membership practices-

(A) of a social fraternity or social sorority which is exempt from taxation under section 501(a) of title 26, the active membership of which consists primarily of students in attendance at an institution of higher education, or

(B) of the Young Men's Christian Association, Young Women's Christian Association, Girl Scouts, Boy Scouts, Camp Fire Girls, and voluntary youth service organizations which are so exempt, the membership of which has traditionally been limited to persons of one sex and principally to persons of less than nineteen years of age;

.... **Content omitted for clarity.**

(b) Preferential or disparate treatment because of imbalance in participation or receipt of Federal benefits; statistical evidence of imbalance

Nothing contained in subsection (a) of this section shall be interpreted to require any educational institution to grant preferential or disparate treatment to the members of one sex on account of an imbalance which may exist with respect to the total number or percentage of persons of that sex participating in or receiving the benefits of any federally supported program or activity, in comparison with the total number or percentage of persons of that sex in any community, State, section, or other area: Provided, That this subsection shall not be construed to prevent the consideration in any hearing or proceeding under this chapter of statistical evidence tending to show that such an imbalance exists with respect to the participation in, or receipt of the benefits of, any such program or activity by the members of one sex.]

(c) "Educational institution" defined

For purposes of this chapter an educational institution means any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

[Alt-Text]:

A supervisor is talking on their phone in the workplace, holding a clipboard.

A Spectrum of Concerning Behavior

Interactivity Audio Script:

A Spectrum of Concerning Behavior.

Problematic and discriminatory behavior exists on a wide spectrum—from small, unintentional comments to more severe, even criminal, forms of discrimination.

Select each number to learn more.

Interactivity Text:

[Hotspot 1]: One.

A coworker is discussing a new non-binary employee with another coworker: “They’ pronouns are just confusing and hard. I don’t get why we have to do this... it’s so high-maintenance.”

[Hotspot 2]: Two.

An employee feels nervous around a coworker with a mental health disorder and avoids working with them.

[Hotspot 3]: Three.

A manager doesn’t accommodate his male employee’s therapy schedule because he thinks it’s weak for men to process their feelings.

[Hotspot 4]: Four.

A manager always asks his only female employee to take notes, even though that is not a part of her job description.

[Hotspot 5]: Five.

An interviewer recommends that his company not hire an employee born in “that country” because “everyone there is corrupt.”

[Hotspot 6]: Six.

One coworker asks another how the new employee is doing. “Oh, you know, hard-working and serious, like all Asian people!”

Summary

Video Script:

Summary.

In this section, you learned how discrimination manifests in the workplace and strengthened your aptitude for spotting problem situations. Let’s briefly review:

- Awareness is key. The more you notice about what goes on around you and within yourself, the more effective you’ll be at promoting positive behavior and intervening when you see an issue.
- Discrimination refers to unfair treatment toward a person based on certain protected characteristics, such as their gender, race, or other characteristic.
- Problematic behavior exists on a spectrum, and can range from obvious behaviors to subtle biases.
- There is both federal legal protection and, in some cases, state and local legal protection from certain types of discrimination.

Congratulations!

You have now completed the module **Developing Awareness and Recognizing Discrimination**.

Cultivating Attitudes and Identifying Harassment

Cultivating Attitudes and Identifying Harassment

Video script:

Cultivating Attitudes and Identifying Harassment.

Explore how harassment manifests in the work environment, and how the attitudes you model and expect from others can make a difference.

Cultivating Attitudes and Identifying Harassment

Video script:

Cultivating Attitudes and Identifying Harassment.

The second A in the three A's of bystander intervention is Attitudes. Your attitude can have a positive impact on your colleagues and the safety of your work environment.

The attitude you bring to work makes a difference, as do the attitudes you expect and encourage from those around you. Harassment is one of the most damaging forms of discrimination and can undermine the attitudes and expectations we all share for a positive workplace.

Most people recognize harassment as unacceptable, but maintaining a respectful, equitable environment means actively making it clear that harassment has no place in the workplace. Your attitude is part of creating this environment. More than just what you think and perceive, your attitude includes how you support, encourage, and maintain a professional workplace atmosphere. Here we'll practice the skills necessary to support colleagues who intervene in response to harassment, including sexual harassment.

Knowing When to Intervene

Interactivity Audio Script:

Knowing When to Intervene.

Knowing when to take action can be difficult, and there are many reasons why well-intentioned people avoid intervening in problematic situations at work.

Select the arrows to learn more.

Interactivity Text:

[Carousel 1]: It's not my business.

It's not my business.

People may think they lack the authority to intervene, assuming it's best left to human resources professionals, the person's supervisor, or those who are more familiar with the people involved.

[Carousel 2]: I might make things worse.

I might make things worse.

Lacking confidence in their ability to intervene effectively, people may worry about causing a scene or making things even worse for the impacted person.

[Carousel 3]: I'll be called a 'troublemaker.'

I'll be called a 'troublemaker.'

In a work environment, people fear being judged negatively for trying to intervene because they worry it may affect how they themselves are treated, and possibly their career.

[Carousel 4]: It won't be welcome.

It won't be welcome.

A bystander might wonder whether the person being targeted even wants assistance . . . maybe it will embarrass them or draw unwelcome attention.

"They didn't mean any harm."

Well-meaning people can still cause harm. It's important to separate someone's intention from the impact of their actions, and share concerns even when the behavior is coming from a friend.

Discrimination vs. Harassment

Interactivity Audio Script:

Discrimination vs. Harassment.

Harassment is a particular type of discrimination that includes unwelcome or offensive conduct toward another person.

Discrimination is the generic term for all kinds of biased treatment that negatively impacts a person's job opportunities based on their protected characteristics. Like discrimination, certain forms of harassment are prohibited by federal, state, or local laws, and some aren't. For example, workplace bullying (also called "abusive conduct") is generally not illegal, but it's always harmful.

Select each number to learn more.

Interactivity Text:

[Tab 1]: Hostile Work Environment.

Hostile Work Environment.

Although federal, state, and local laws may have different definitions, a hostile work environment generally involves unwelcome conduct based on a person's sex or other protected characteristics that is intimidating, abusive, or offensive. Petty slights, annoyances, or isolated incidents unrelated to a person's protected characteristics do not generally create a hostile work environment. However, actions and comments may cross the line into unlawful conduct when the behavior creates a work environment that a reasonable person would consider hostile. A "work environment" doesn't just refer to the physical work area, but can be anywhere that harassment impacts work (e.g., online harassment could potentially result in a hostile work environment).

[Tab 2]: Quid Pro Quo Harassment.

Quid Pro Quo Harassment.

This form of harassment typically involves a person in a position of authority asking a subordinate or student to submit to unwelcome sexual conduct in exchange for an academic or a work benefit or decision. Quid pro quo harassment is illegal whenever the conduct is unwelcome, even if the person submitting seems to go along with it.

[Tab 3]: Abusive Conduct. (Bullying)

Abusive Conduct. (Bullying)

Though many forms of abusive or offensive conduct are not yet prohibited by law, abusive conduct doesn't have to be illegal to cause harm. It's our responsibility to keep our learning and work environment respectful and avoid all kinds of abusive conduct. Like harassment and discrimination, abusive conduct does not have to happen at the physical workplace or during work hours to negatively impact the work environment (e.g., cyberbullying or trolling among coworkers during off-hours).

[Alt-Text]:

Two colleagues, one of whom looks frustrated, having a conversation.

Dig Deeper: Who's at Risk Who's at Risk?

Interactivity Text:

Who's at Risk?

Anyone can be a target of harassment, but marginalized groups tend to be at greater risk. This includes people who identify as LGBTQIA+, as a racial minority, or as having a disability.

Select each topic to learn more.

Cultural and Language Differences

- People who are unfamiliar with a country's customs and laws may find it more difficult to report harassment, particularly if there is a language barrier. Undocumented people are at even greater risk. However, federal anti-harassment laws apply regardless of a person's citizenship or immigration status, or their national origin.

Isolated or Remote Work Environments

- Working in a setting where there are few people around poses a greater risk of harassment. People who abuse know that, without bystanders, the person being harassed is less likely to receive help or have a witness to prove what happened. Similarly, some employees who work remotely may mistakenly believe that laws and policies against harassing behavior don't apply beyond the physical workplace (they do).

Gender Harassment

- LGBTQIA+ individuals who do not conform to stereotypical gender norms for behavior, appearance, or personality traits, experience sexual harassment at much higher rates than non-LGBTQIA+ individuals. Gender harassment includes demeaning jokes or comments about an individual or group, especially in work environments where men outnumber women, or the occupations are not typically held by women.

People in Power

- When a work environment has significant power disparities, there is greater risk of harassment. People with less power may think harassment is just part of the job. For others, disparities in power make it harder to report harassment for fear of repercussions. For example, one in ten female graduate students at major research universities reported being sexually harassed by a faculty member.

People with Disabilities

- Individuals with disabilities may be subjected to verbal harassment, ordered to perform work beyond their physical abilities, and assigned to perform work in a space without accommodations, causing them further physical and mental harm.

Independent Contractors and Interns

- Someone who works as a non-official part of an institution often has less support if they are harassed. Furthermore, employers may see them as replaceable, leading to less concern over their welfare.

Types of Harassment

Interactivity Audio Script:

Types of Harassment.

Harassment can take on many forms, which makes it challenging to spot—especially when it's subtle.

Let's explore some types of harassing behavior that can manifest in the work environment. Whether they are illegal harassment depends on applicable law and the specific circumstances, but they are all harmful.

Select each topic to learn more.

Interactivity Text:

[Tab 1]: Sexual or Sex-Based.

Sexual or Sex-Based.

This includes unwelcome sexual advances, requests for sexual favors, retaliating (or threatening to retaliate) for refusing sexual advances, negative comments about pregnancy or working mothers, sexually suggestive jokes and comments, displaying pornography, inappropriate touch, or sexual assault.

[Tab 2]: Gender.

Gender.

This includes negative behavior directed at individuals based on their transgender status, sexual orientation, gender identity, gender expression, or any other characteristics that do not conform to stereotypical assumptions about gender. The person who experiences harm can be any gender; the person who harasses them can also be any gender.

[Tab 3]: Disability or Genetics.

Disability or Genetics.

This can include questions about a person's disability or genetic information, posting stigmatizing images, putting someone's aids or adaptations out of their reach, or making disparaging comments about their capabilities.

[Tab 4]: Age.

Age.

This includes stereotyping and harassment based on a person's age, age-related jokes or nicknames, making hostile remarks or assumptions about a person's competence, capabilities, or commitment to their work based on their age, and offensive comments about someone's appearance as it relates to their age.

[Tab 5]: Race or Color.

Race or Color.

This can include racial slurs, putting up offensive images or symbols, touching someone's hair, invasive questioning, or inappropriate and offensive comments about someone's appearance based on their race or the color of their skin.

[Tab 6]: Religion.

Religion.

This can include unwelcome attempts to convert people or mocking someone's religion. It can also involve invasive questioning or insensitivity to religious observances like holidays, prayer time, or religious dress.

[Tab 7]: National Origin.

National Origin.

Making jokes about a person's country of origin or ethnicity, making offensive comments about someone's accent, or teasing someone about their "weird" name are examples of harassment based on someone's ethnicity or national origin. It can also involve insisting that they "speak English!" or telling someone to "go back where you came from."

[Tab 8]: Social Class.

Social Class.

Biased comments about someone's income level, the neighborhood in which they live ("you make it to work without getting shot?"), or their educational background are examples of harassing behavior toward someone based on their socioeconomic status.

[Tab 9]: Weight and Height.

Weight and Height.

Harassment based on a person's size can include making jokes and offensive remarks, or weight or height shaming. It may also involve making unwelcome remarks about someone's size as it pertains to their dating life, eating habits, or health.

Perspectives: Abusive Conduct

Video script:

A man speaks directly to the camera. Lower left hand corner of video, name appears: Ed Just because things have been done a certain way in the past, and just because it's traditional to behave a certain way, doesn't mean it's the right thing to do. If I didn't like it, I'm not going to do it to anybody else. The cycle stops with me.

Expert Opinions: Experiencing Sexual Harassment

Video script:

Expert Opinions: Experiencing Sexual Harassment.

Now, listen to one person's story of experiencing and reporting sexual harassment.

Lower left hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert

I experienced an incident of a sexual harassment at the hands of a mentor who I had been assigned to in my workplace and yet even I who knew very well the people who I was going to be reporting to understood as closely as anyone at my institution would, what the process would be, I walked into that office feeling afraid and worrying that I wouldn't be believed. What happened to me next was that my report was taken seriously. They investigated the issue. They looked carefully at a variety of different contexts, not just my report or the report of the person who I had named had committed the harms. They also looked at other information as well and they came to a conclusion that I had in fact experienced harassment and they shared the outcome of that report with me and that in itself was an affirming process. Over the next five years, what happened in my workplace I think is even more important. I continued to experience success. I had promotions. My supervisor and then the supervisor that I had after that put in place careful plans so that I didn't have to interact with the person I had experienced harassment from. It's a powerful story of the way in which I reported the harassment, I got the support that I needed and that support continued for the entire time I was at the organization. Who sexually harasses the sexual harassment lady, just goes to show.

Sex, Gender Identity, and Discrimination against Transgender and Non-Binary People

Interactivity Text:

Sex, Gender Identity, and Discrimination against Transgender and Non-Binary People.

In the law, the terms "sex" and "gender" are often used interchangeably. However, let's go into more detail about each term, so that you understand how this type of discrimination occurs.

- **Cisgender, Transgender, Non-Binary**
 - Doctors assign babies a sex/gender at birth, typically by looking at the baby's anatomy. Some children grow up and match these expectations, and are called "cisgender." "Transgender" people have an assigned birth sex/gender that does not match their actual gender identity. It is also possible for someone to grow up and feel like neither a man nor a woman — the umbrella term for this is "non-binary," and includes many different genders.
- **Choosing Medical Treatment**
 - If a person's body does not align with their gender identity, they may choose to undergo medical treatment such as hormone therapy or gender-affirmation surgery. But keep in mind that not all trans or non-binary people want this. And not everyone who wants it can access this kind of treatment.
- **Workplace Harassment**
 - About 90% of transgender and non-binary people have experienced some kind of workplace harassment or mistreatment. About 25% have lost a job because of bias. Bathroom harassment is a form of discrimination that may be experienced

by trans, gender-nonconforming, and cisgender people who don't fit stereotypical ideas related to their gender presentation.

- **How to Help**

- Everyone can help to create a positive environment for people who are transgender, non-binary, or gender nonconforming. For instance, make sure you use people's names and the pronouns they use for themselves, and speak up when you hear inappropriate remarks or misgendering, even if that person isn't around. Treat everyone as a full, unique individual—every person's experience is different.

Choose What Happens Next: Episode 3

Video script:

Choose What Happens Next: Episode 3.

In the previous section, you helped our cast of characters navigate a tricky situation involving potential discrimination. Now, let's revisit this group.

Scene on screen: Conference room with Charlie and Netta Charlie and Netta talk while cleaning up the conference room.

Charlie: That workshop session was a hit.

Netta: People are getting into it. Luke is a great facilitator. All right, 10 minutes to get this room into shape. All right.

Dan: Do you need a hand?

Enter Dan

Netta: No, we got it.

Enter Mike and Irene, who begin moving a table. Dan helps Netta erase a white board

Netta: Dan, I said if I needed help, I would ask.

Dan: When I see something that needs doing ...

Netta begins to walk away, Dan puts a hand on her shoulder

Dan: Hey. You're doing a great job.

Netta: I'm going to go prep room four.

Dan: Great, I'll come with you.

Choose What Happens Next: Episode 3

Interactivity Audio Script:

Choose What Happens Next: Episode 3.

Based on the video you just watched, which selection would be the best choice for the characters involved?

Select a response.

Interactivity Text:

[Question-Text]:

Should Charlie do something about Dan's interaction with Netta?

[Options]:

[option 1]

- Yes, Charlie should confront Dan immediately. Call him out publicly since the interaction happened in public. Tell him that it is sexual harassment to intentionally touch someone without their consent.

[option 2]

- Yes, Charlie should get involved at the earliest opportunity so the situation does not escalate. Check in with Netta later.

[option 3]

- Possibly, but not right now. There are plenty of people around, so if anything gets out of hand, someone with more authority will speak up.

Choose What Happens Next: Episode 3

Video script:

Choose What Happens Next: Episode 3.

Let's take a look at what would happen if the characters follow your advice.

Scene on screen: Conference room with Charlie, Netta, Dan, Mike, and Irene Netta and Dan begin to leave. Dan places a hand on Netta's lower back.

Charlie: Dan, stop.

Dan: Stop what?

Charlie: She's not interested. You can't just touch people without their consent. It's sexual harassment.

Dan: Whoa. What?

Netta: I can't deal with this right now.

Netta walks away

Scene on screen: Close up of Charlie, who addresses the camera directly

Charlie: Well, that didn't work. I'm not an expert on what's harassment and what's not. just ... Something had to be done. I'm glad I tried, but that was not the best option for this situation. It didn't really seem to help Netta and it just made Dan defensive. I'd like another try.

Choose What Happens Next: Episode 3

Video script:

Choose What Happens Next: Episode 3.

Let's take a look at what would happen if the characters follow your advice.

Scene on screen: Conference room with Charlie, Netta, Dan, Mike, and Irene Netta and Dan begin to leave. Dan places a hand on Netta's lower back.

Dan, Netta, wait a second. I'll go with you. Mike, finish the tables here. And Irene, come with us. Room four is going to need some work.

Great. Let's go. You okay?

You mean with the whole Dan thing? I'm okay. Thanks for stepping in. I think I'm going to talk to someone. I'm just not sure the best place to go. Maybe talk to human resource folks or Title IX.

Do you want to privately explore options, or do you want a review, or an investigation? If you want to keep things private, make sure you talk to a confidential resource.

Scene on screen: Close up of Netta, who addresses the camera directly

I decided to go to the counseling center to talk about Dan, talk about my options, think about what's best for me. I was glad Charlie stepped in and checked in. Paying attention, giving me info, but no pressure. That helped.

Choose What Happens Next: Episode 3

Video script:

Choose What Happens Next: Episode 3.

Let's take a look at what would happen if the characters follow your advice.

Scene on screen: Close up of Charlie, who addresses the camera directly

Charlie: That was awkward. I didn't know if I should do anything. Netta seemed uncomfortable, but Irene and Mike were there too, and they were closer than me. No, I should have said something.

Scene on screen: Close up of Netta, who addresses the camera directly

Netta: Why wouldn't he leave me alone?

Scene on screen: Close up of Charlie, who addresses the camera directly

Charlie: I think I'll take a do over.

Subtle Harassment

Interactivity text:

Subtle Harassment.

Subtle forms of harassment might be harder to spot, but some research shows that this type of harassment might actually be more harmful. When it continues over time, it can be especially destructive.

Beyond the impact on the individual, subtle harassment has also been shown to have a strong, negative effect on the entire workplace.

In fact, it is associated with decreased employee well-being and poorer job attitudes to an even higher degree than overt harassment.

Microaggressions are a common type of subtle workplace harassment, and include intentional or unintentional comments, attitudes, or insults directed at a person based on their marginalized identity.

Dig Deeper: Examples of Intersectional Harassment

Interactivity Text:

Examples of Intersectional Harassment.

Identity is complex, and many people identify with multiple, sometimes overlapping, groups involving race, age, gender, or other identities. This is sometimes referred to as "intersectionality."

Here are some examples of how intersecting, marginalized identities can create new or stronger forms of discrimination and harassment.

- **Family and Religion**
- Muslim women, especially those who wear hijab, report being questioned about their intentions with regard to marriage and children. While this does happen to many women,

it is more common for Muslim women because employers assume they'll leave employment soon after they're married.

- **Age and Disability**
- Older adults with a disability may face increased workplace prejudice and harassment, as both identities are often associated with fragility and lower capability.
- **Veteran Status and Mental Disabilities**
- Veterans with a mental disabilities may be subject to increased discrimination and harassment, as both veterans and people with mental health conditions may face discrimination due to unfounded fears about being "unstable" or "unsafe."
- **Origin and Color**
- Someone who is born outside the U.S. and also non-White may face intersecting harassment based on colorism and national origin, as both may lead someone to treat that person as "other."

Examples Opinions: Recognizing Harassment

Video script:

A man speaks directly to the camera.

Lower left hand corner of video, name appears: Steve Miranda, Global HR Business Executive

When it comes to harassment, the most important thing to remember is that it's not a specific behavior, but it can span a range of behaviors ranging from the very subtle to the overt. The other thing to remember is that harassment is not perceived equally by all individuals. So both organizations and staff need to be especially aware of the way that their actions impact other people.

What is Illegal Sexual Harassment?

Interactivity Audio Script:

Sexual harassment is a form of discrimination under federal, state, and numerous local laws.

Sexual harassment is never acceptable, and some states have specific legal guidance on what constitutes illegal sexual harassment. Some states' laws are listed here for you to explore.

Review the links to explore state laws concerning illegal sexual harassment

Interactivity text:

What is Illegal Sexual Harassment?

Text under link:

Connecticut Law

Sexual Harassment

Under Connecticut state law, sexual harassment includes harassment based on sex, including pregnancy, childbirth, or child-bearing capacity or plans.

It's also illegal under state law to discriminate against or harass an employee because of their gender identity or expression, sexual orientation, race, color, religious creed, age, marital status, national origin, ancestry, mental disability, intellectual disability, learning disability, physical disability, or genetic information.

Under state law, sexual harassment includes:

- Unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when:
 1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
 2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
 3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Examples include:

- Unwelcome sexual advances
- Suggestive or lewd remarks
- Unwanted hugs, touches, kisses
- Requests for sexual favors
- Retaliation for complaining about sexual harassment
- Derogatory or pornographic posters, cartoons or drawings

Harassment can occur no matter the sex or gender of the person engaging in the conduct or of the target.

Skills Workshop

Video Script:

Skills Workshop.

In this workshop, you will be practicing the skills of identifying the varying degrees and impact of harassment, recognizing how harassment manifests, and working through barriers to intervention.

Harassment and Abusive Conduct Have Consequences

Interactivity Audio Script:

Harassment and Abusive Conduct Have Consequences.

Sexual harassment produces some obvious consequences, as well as other consequences that manifest in ways that might be unexpected.

Select the arrows to learn more.

Interactivity Text:

[Carousel 1]: Impact on Mental Health.

Impact on Mental Health.

People who've experienced sexual harassment are at a significantly greater risk of experiencing anxiety and depression, and sometimes even post-traumatic stress disorder (PTSD). These mental health effects don't just happen in the moment—they can last for many years after the initial harassment.

[Carousel 2]: Strain on Physical Health.

Strain on Physical Health.

Someone's physical health can be impacted by harassment. A recent study of over 300 women found that those who've experienced sexual harassment were significantly more likely to have high blood pressure and clinically poor sleep.

[Carousel 3]: Increased Risk of Workplace Accidents.

Increased Risk of Workplace Accidents.

Harassment can lead to an increased risk of work accidents. When you're distracted, the risk of injury is greater. While the risks may be lower for people with office-based jobs, the risks are much greater in other settings, such as warehouses, construction sites, manufacturing plants, or hospitals.

[Carousel 4]: High Rates of Employee Turnover.

High Rates of Employee Turnover.

Sexual harassment accelerates employee turnover rates. In addition to those who leave after a poorly handled complaint, many people leave without ever filing a report. This is especially common when people lack faith that their employer will respond effectively to a complaint.

[Carousel 5]: Decreased Productivity and Morale.

Decreased Productivity and Morale.

Abusive conduct (bullying that's not based on sex or any other protected characteristic) has negative consequences for productivity and morale. An estimated 48.6 million American workers have been or are being bullied, and bullying affects approximately 79 million American workers.

The Spectrum of Potential Harassment

Interactivity Audio Script:

The Spectrum of Potential Harassment.

It's likely that you will be able to tell when overt harassment occurs and know when to intervene. But when harassment is subtle, it's harder to determine whether to get involved.

Select each number to learn more.

Interactivity Text:

[Hotspot 1]: Disparaging Comments Based on Stereotypes.

Disparaging Comments Based on Stereotypes.

An employee sees a Latinx colleague yawning after lunch. Once the Latinx employee is out of earshot, she says to another colleague: "You know how those people need their siestas!"

[Hotspot 2]: Inappropriate Touch.

Inappropriate Touch.

During a meeting, a senior level staff member sits very close to a new employee and repeatedly touches them on their leg and shoulder, seemingly for "emphasis."

[Hotspot 3]: Insensitive Jokes.

Insensitive Jokes.

An older employee asks a younger employee for a reminder about how to log work hours. The younger employee answers but jokes the older one is "going senile."

[Hotspot 4]: What Are You?

What Are You?

A biracial employee is asked about her ethnic heritage far more often than her White colleagues are.

[Hotspot 5]: Disproportionate Praise.

Disproportionate Praise.

A department head constantly tells a blind employee how "inspiring" he is for doing the same tasks as other employees.

The Cutest

Interactivity Audio Script:

The Cutest.

Even well-meaning people can sometimes get caught up in obstacles and miss important moments to take action.

Select a response.

Interactivity Text:

You're in the cafeteria with two colleagues, Jessica and Kim, who is Asian. Jessica sees Kim's phone background. It's a picture of her and her husband. Jessica says "Oooh, your husband's White? He's good-looking! You two have to have lots of babies . . . half-Asian babies are the cutest."

[Question-Text]:

What should you do?

[Options]:

- Say nothing. Jessica is giving Kim a compliment, and besides, Kim smiled.
- Intervene. Kim might have felt uncomfortable about Jessica making comments about her race, her husband's appearance, or the prospect of having children.

[Answer]:

Intervene. Kim might have felt uncomfortable about Jessica making comments about her race, her husband's appearance, or the prospect of having children.

[Feedback]:

[Feedback 1]

Not Quite

Sometimes, even something intended as a compliment can be derogatory or make someone uncomfortable, even if they smile. Try again.

[Feedback 2]

That's Right

Sometimes, even something intended as a compliment can be derogatory or make someone uncomfortable, even if they smile.

The Bystander Effect

Interactivity Audio Script:

The Bystander Effect.

The more people who witness an incident, the less likely it is that someone will intervene—that's the power of the Bystander Effect. It can happen for a few reasons.

Select each tab to learn more.

Interactivity Text:

[Tab 1]: Reason #1.

Reason #1.

Observing people who witness an incident but do not intervene can cause someone to assume that the behavior is acceptable and they're the only one who is uncomfortable.

[Tab 2]: Reason #2.

Reason #2.

When many people observe a potentially harmful or unprofessional situation, individuals feel less personal responsibility to intervene. They may assume that, with so many people around, surely someone else will help.

[Tab 3]: Reason #3.

Reason #3.

Bystanders often wait in confusion to see if someone else will intervene. This is a natural response, but it doesn't mean the impacted person doesn't need help.

Empowered to Intervene

Interactivity Audio Script:

Empowered to Intervene.

Not everyone has the natural confidence to intervene in problematic situations. That's one reason why it is critical to cultivate an environment in which taking action is expected and supported.

Select a response.

Interactivity Text:

Priti and Chet are both new hires. During a meeting, Priti overhears Chet, who is 30, meeting a colleague in their late sixties for the first time. Chet is talking to the older colleague using slow, non-technical language, as if the older employee is altogether new to the workplace. Priti wants to say something, but her mentor is in the room, too.

[Question-Text]:

What should she do?

[Options]:

- Ignore it. Priti doesn't know how her mentor will interpret her intervention. Will she be seen as a troublemaker or embarrass herself? Better to leave it to other people who have been there longer.
- Say something. Maybe it'll be uncomfortable, but it's the right thing to do—and wouldn't any reasonable mentor be supportive?

[Answer]:

Say something. Maybe it'll be uncomfortable, but it's the right thing to do—and wouldn't any reasonable mentor be supportive?

[Feedback]:

[Feedback 1]

Not Quite

Although ideally a more senior level employee would speak up first, Priti should still speak up and trust she'll be supported. A delayed intervention could also be effective in a situation like this. Try again.

[Feedback 2]

That's Right

Although ideally a more senior-level employee would speak up first, Priti should still speak up and trust she'll be supported.

Pregnancy Questions

Interactivity Audio Script

Pregnancy Questions.

Just as with other aspects of identity, medical information is personal and private. However, sometimes people are curious and ask inappropriate questions.

Select a response.

Interactivity Text:

You overhear Adea talking to Lucy, who has recently announced she's pregnant. Adea knows that Lucy is married to a woman, Zaineab. "Wait . . ." Adea says. "So how did you get pregnant then? Was it like a friend or a donor or something? Did you do IVF?"

[Question-Text]:

What should you do?

[Options]:

- Wait for Lucy to respond. You were kind of wondering, too!
- Intervene. Those questions are a little invasive!

[Answer]:

Intervene. Those questions are a little invasive!

[Feedback]:

[Feedback 1]

Not Quite

It's inappropriate for Adea to ask a colleague invasive medical questions. Try again.

[Feedback 2]

That's Right

It's inappropriate for Adea to ask a colleague invasive medical questions.

Summary

Interactivity Audio Script:

Summary.

In this section, you learned how to recognize different forms of harassment, the impact harassment has on individuals and the work environment, and the importance of your attitude as an active bystander. Let's briefly review.

Remember:

- Harassment has a significant impact on individuals and the learning and work environment, even if it's subtle.
- Some individuals are more vulnerable to experiencing harassment due to their backgrounds or identities, and may also face additional barriers to intervening in problematic situations.
- Well-meaning people can still cause harm. It's important to separate someone's intention from the impact of their actions, and share concerns even when the behavior is coming from a friend.
- If you're uncomfortable with a situation, it's likely others will be too, and that they will support you if you intervene. Most people underestimate how strongly their peers and colleagues will support a person who intervenes.

Congratulations!

You have now completed module Cultivating Attitudes and Identifying Harassment

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Taking Action Against Retaliation

Taking Action Against Retaliation

Video Script:

Taking Action Against Retaliation Separator.

In this section, we'll introduce you to the tools available to help you respond to harm, whether potential or actual. These tools can apply to a broad range of misconduct in our learning and work environment.

Taking Action Against Retaliation

Video script:

Taking Action Against Retaliation.

The third A in the three A's of bystander intervention is action. Taking action means getting involved if a problematic situation arises, before it escalates into something worse.

Not every situation calls for the same approach, but every problematic situation does call for some form of intervention. Like discrimination and harassment, retaliation is a serious threat to individuals and organizations that needs to be addressed to maintain a positive environment in the workplace.

What Is Retaliation?

Video Script:

What Is Retaliation?

Retaliation is the most common discrimination finding in federal cases and occurs when an employee is punished for engaging in an activity that is legally protected.

For example, it is unlawful to retaliate against someone because they:

- Reported or participated in investigations or proceedings involving harassment or discrimination
- Refused to engage in discriminatory acts
- Resisted sexual advances or intervened to protect others
- Requested an accommodation of a disability or for a religious practice

Cultivating a positive learning and work culture means supporting one another in taking action against problematic actions and behaviors, including retaliation.

What Does Retaliation Look Like?

Interactivity Audio Script:

What Does Retaliation Look Like?

As with discrimination, retaliatory behavior may be overt (for example, termination), or subtle (for example, exclusion from workplace activities).

Select each number to learn more.

Interactivity Text:

[Tab 1]: Being denied a promotion, refusal to hire, separation from employer.

This is a very serious form of retaliatory behavior, and possibly illegal, if any of these things were done because someone engaged in legally protected activity.

[Tab 2]: Bad performance Review.

This is a very serious form of retaliation, and possibly illegal, if any of these things were done because someone engaged in legally protected activity.

[Tab 3]: Transfer to another location, increased workload, change of shifts, hours, or duties.

This is a very serious form of retaliation, and possibly illegal, if any of these things were done because someone engaged in legally protected activity.

[Tab 4]: Exclusion from workplace activities.

This is a less serious form of retaliation. Excluding someone from opportunities for collaboration or networking maybe a violation, if it was done because someone engaged in legally protected activity.

[Tab 5]: Subtle expressions of disapproval or lack of good manners.

This is the a less serious form of retaliation, and is unlikely to be a policy or legal violation. However, these behaviors are still wrong, and deeply harmful to our learning and work culture.

Skills Workshop

Video Script:

Skills Workshop.

In this workshop, you will be practicing the skills of recognizing retaliation, distinguishing retaliation from reasonable actions, and identifying the proper channels to report misconduct in the work environment.

Choose What Happens Next: Episode 4

Video script:

Choose What Happens Next: Episode 4.

In the previous section, you helped our cast of characters navigate a tricky situation involving potential harassment. Now, let's revisit this group.

Sarah: Hi, James.

James: What can I help you with?

Sarah: I had planned to put Netta and Dan on a project to increase the department's profile, but this whole thing with them in the conference, she mentioned that she's seeking help at the counseling center for a situation. The last thing we need is drama and gossip. I want to nip this in the bud.

James: Okay.

Sarah: I'm looking to transfer Netta to a different department, and I'm hoping you can help me. I don't want this to be a distraction for the department. We've got to get back to being productive.

Choose What Happens Next: Episode 4

Interactivity Audio Script:

Choose What Happens Next: Episode 4.

Based on the video you just watched, which selection would be the best choice for the characters involved?

Select a response.

Interactivity Text:

[Question-Text]:

How should James respond to Sara's plan?

[Options]:

[option 1]

Support Sarah by agreeing and help implement her plan.

[option 2]

Share that Netta is a valuable member of the department, and offer to informally check in with her and Dan to help everyone move forward.

[option 3]

Point out that seeking help should be encouraged and explain that the plan could be perceived as retaliation.

Choose What Happens Next: Episode 4

Video script:

Choose What Happens Next: Episode 4.

Let's take a look at what would happen if the characters follow your advice.

James: Yeah. Gossip can be destructive. I'll get on the process of moving her.

Sarah: It's just so frustrating. I mean, if she decides to report this, it could impact our reputation. I thought Netta was a team player.

Netta: Sarah had me transferred. I know it's because of the whole Dan thing. It's unfair. If you have a problem with someone, you are supposed to get help.

James: I feel really bad. By agreeing with Sarah, I fed into the idea that Netta's interests aren't as important as Dan and the department's, but that's not actually what I think.

Choose What Happens Next: Episode 4

Video script:

Choose What Happens Next: Episode 4.

Let's take a look at what would happen if the characters follow your advice.

James: Dan and Netta are really great for the department. Maybe if I just pulled Netta to the side and talk to her, maybe it'd be best for everyone if she just didn't pursue it. I'm sure she doesn't want to leave the department.

Sarah: All right. Let's give it a shot. I just want to get back on track.

Netta: So, Sarah sends James to get me to keep quiet. That's great. Real empowering.

James: That was a big mistake. I thought I could help, that I knew what was best for her. I should have just supported her. Let me try again.

Choose What Happens Next: Episode 4

Video script:

Choose What Happens Next: Episode 4.

Let's take a look at what would happen if the characters follow your advice.

James: Can I share a concern?

Sarah: Okay.

James: I'm worried about I'll look if you move Netta for sharing a problem. Could it be seen as retaliation? I mean, she has a right to make a report, and if the problem is gossip, maybe we should have discussions or training about that.

Sarah: That's a very good point. Thank you.

Sarah: I almost made a big mistake. I have to let Netta make the decision that she feels best with. There are other ways for us to get back on track, if need be. I am so glad that James felt comfortable enough to tell me how he saw it.

How Common Are False Accusations?

Interactivity Audio Script:

How Common Are False Accusations?

Unlike those who report known or suspected illegal behavior, people who make deliberately false accusations or file frivolous claims are not protected by law.

Select a response.

Interactivity Text:

[Alt-Text]:

Two employees standing together, having a conversation.

[Question-Text]:

How often do you think people knowingly make false accusations?

[Options]:

- All the time.
- Sometimes.
- Rarely

[Answer]:

Rarely

[Feedback]:

[Feedback 1]

Not Quite

Not Quite

You might be surprised to learn that intentionally false reports aren't common, and frivolous claims are almost nonexistent. According to a recent study, it is far more likely that troubling behavior will go unreported than that someone will make an intentionally false report. Try again.

[Feedback 2]

You might be surprised to learn that intentionally false reports aren't common, and frivolous claims are almost nonexistent. According to a recent study, it is far more likely that troubling behavior will go unreported than that someone will knowingly make a false report. Try again.

[Feedback 3]

That's Right

You might be surprised to learn that deliberately false reports aren't common, and frivolous claims are almost nonexistent. According to a recent study, it is far more likely that troubling behavior will go unreported than that someone will make an intentionally false report.

Is It Retaliation?

Interactivity Audio Script:

Is It Retaliation?

Understanding retaliation means understanding the intersection of legally protected activities and adverse employment actions.

Select each number to learn more:

Interactivity Text:

[Hotspot 1 - A]: Protected Activities.

What the law calls "protected activities" are actions that applicants, employees and former employees have a right to take. These include things like opposing or reporting discrimination, filing or threatening to file a complaint, resisting sexual advances and even trying to protect others.

[Hotspot 3 - B]: Adverse Actions.

What the law calls "adverse actions" are actions that have a major impact on a person's job, benefits, or working conditions. These include some of the things we reviewed earlier, including denying a promotion and giving someone a negative performance review.

[Hotspot 2 - AB]: Protected Activities + Adverse Actions.

This overlap is where retaliation comes into play. When an employee, applicant, or even a former employee faces an adverse action because they did something they had a right to do (a legally protected activity), that's unlawful retaliation.

Hugging Hack

Interactivity Audio Script:

Hugging Hack.

When you have reason to believe that retaliation is occurring, it's important to know how to take action.

Select a response.

Interactivity Text:

Hallie's supervisor James often asks Hallie if she "needs a hug." She says "no," but he often hugs her anyway. One day, Hallie's coworker Sofia intervenes and tells James that "enough is enough." James feels humiliated by the confrontation, feels he can no longer work with Sofia, and has her transferred to a different department.

[Question-Text]:

Sofia is considering the following actions. Which would be the *least* effective?

[Options]:

- Report to human resource professionals.
- Report to James's supervisor.
- Confront James about the transfer.

[Answer]:

Confront James about the transfer.

[Feedback]:

[Feedback 1]

Not Quite

Reporting to James's supervisor is a good option under these circumstances. Try again.

[Feedback 2]

Not Quite

Reporting to James's supervisor is a good option under these circumstances. Try again.

[Feedback 3]

That's Right

This is probably not an effective action. When Sofia confronted James about his unwelcome hugging, he responded by transferring her. There's no reason to believe that confronting him again about a different issue would work better.

How to Take Direct Action

Interactivity Audio Script:

How to Take Direct Action.

A direct action is a way to demonstrate strong disapproval about something. There are a number of ways to take direct action or intervene, and the best one to choose will depend on the situation. Here are three to get you started.

Select each tab to learn more.

Interactivity Text:

[Tab 1]: Speak Up.

Speaking up can be powerful. If you feel comfortable doing so, say something (such as expressing disapproval) to either the person who is behaving inappropriately or to the person who is experiencing the bad behavior.

[Tab 2]: Speak for Yourself.

It's usually best to speak for yourself, not for someone else (do say: "I'm offended by what you said to Julie" as opposed to: "Julie here is offended . . .") "Swooping in" to "save" someone who has the situation under control may instead disempower the person experiencing harm.

[Tab 3]: Don't Participate.

Non-participation, coupled with a clear expression of disapproval, sends a quiet but direct message. Nonverbal cues, if clearly expressed (and usually accompanied by speaking up), can send a strong message that you do not support the misconduct.

[Alt-Text]:

An employee sitting, working on a tablet computer.

Dig Deeper: Expert Opinions: A Concerned Friend

Video script:

If you have a concern in the workplace that someone in particular, somebody you really respect or like or admire is actually someone who is engaging in harassment or disrespectful behavior, that can seem like a really tough conversation and a really tough issue to tackle. But in fact that's exactly the situation where we would want to step forward because you are a respected friend of that individual. They may be more likely to listen to you when you raise your concern.

Speaking to them as a peer for example, or speaking to them in a way that says, "I really respect and admire you, but I was concerned when I saw this happen," can really go a long way and will increase the likelihood that they'll receive that feedback and take it to heart.

You start by letting them know how much you care about them and how much you want for them to be a part of your life or you want to keep working with them in ways that are great for both of you. And that is the context of the concern that you're bringing to them. And then naming the behavior that you're seeing as clearly and as carefully as you possibly can. Let them know what it is that you're seeing and then in as nonjudgmental terms as possible, let them know why it is that you're concerned and what you're worried about, both for the person who might be the subject of their actions and for them as well. And let them know that you're there to help and that you'd like to help them get support.

Other Ways to Take Action

Interactivity Audio Script:

Other Ways to Take Action.

Sometimes taking direct action isn't right for the situation. Distracting, delegating and delaying are three other intervention techniques you can use when direct action isn't an option.

Select each topic to learn more.

Interactivity Text:

[Tab 1]: Distract.

Distract.

Distracting someone allows you to defuse a tough situation. It can also be a helpful way to gain more time to seek help from others. Some ways you can employ distraction are:

- Asking the person engaging in harassment for the time, or interrupting and changing the subject to something neutral.
- Telling the person who is being harassed that they have an urgent phone call or meeting. Once you're alone with the person, offer them support and admit that you just needed an excuse to get them out of the situation.

[Tab 2]: Delegate.

Delegate.

Delegating allows you to reach out for support when you need it. It calls on power and safety in numbers, or for help from someone with more authority or social pull. Some ways you can employ delegation are:

- Asking your colleagues how they feel about the situation and for help intervening.

- Seeking advice from someone you trust if you're unsure whether the concerning behavior is bad enough to report.
- Reporting misconduct to human resource professionals.
- Calling security or dialing 911 if you feel a situation is unsafe.

[Tab 3]: Delay.

Delay.

Delaying offers support to someone who experienced harm after an incident. It is a good tool for times when in-the-moment interventions are impractical or might do more harm than good.

Some ways you can employ delaying are:

- Asking them if what just happened made them uncomfortable.
- Expressing concern.
- Going with them to report the incident.
- Offering to corroborate their version of events if you witnessed the incident.

[Alt-Text]:

Three colleagues standing together listening to their supervisor.

Dig Deeper: Perspectives: Turning Mistakes into Learning Moments

Video script:

A man speaks directly to the camera.

Lower left-hand corner of video, name appears: Ed

I always want to know if there's something that I've done that's wrong. I need to know about it. I make mistakes. Other people make mistakes, and the important thing is that we try to learn from our mistakes and be conscious of what it is we're doing and how we're doing it.

A person speaks directly to the camera.

Lower left-hand corner of video, name appears: Nancy

I grew up in a very small community, one that may have not been the most inclusive, especially when it comes to language. I remember going off to college for the first time. I was making a joke, and I used the word retarded. I remember someone stopping in their tracks and telling me that they didn't appreciate the language that I use, especially since they had a family member who identified as having different abilities and that it was a really hurtful word. And I think it was a moment where I had to really put myself and my pride aside to really listen, and engage, and understand why it was hurtful, what impact it has on the community, and what I could do moving forward. It wasn't enough to apologize for it, but to make the decision that that wasn't a word that I was going to use in my language again. We hear phrases all the time like that's so gay or retarded or you know different things that are really impactful and hurtful towards other people.

That was one of the first learning moments for me to think about identity with recognition that, yeah, I have one marginalized identity, but I also have privilege in my other identities. I can harm people with those. And so that was a really good learning moment.

A person speaks directly to the camera.

Lower left-hand corner of video, name appears: Cassie

I think getting feedback is a gift, honestly and if someone can, and is willing, to give it to you, that is so generous of them.

Close Call

Interactivity Audio Script:

Close Call.

We have reviewed several instances in which it would be appropriate to take direct action. Now, let's examine a situation in which another technique may be appropriate.

Select a response.

Interactivity Text:

You sit near Heidi, and for the past week you've seen David come over to talk to her several times. He often hovers over her shoulder while talking to her quietly. You're not sure, but you thought you saw David rubbing her back at one point today.

[Question-Text]:

What should you do?

[Options]:

- Nothing. You're not positive you saw David rubbing Heidi's back.
- Tell David to stop sexually harassing Heidi.
- Take Heidi aside when David isn't around, and ask if she feels uncomfortable with David's behavior.

[Answer]:

Take Heidi aside when David isn't around, and ask if she feels uncomfortable with David's behavior.

[Feedback]:

[Feedback 1]

Not Quite

Not quite. You don't have to be certain that potentially concerning behavior crosses the line before taking action. You saw David stand close to and hover over Heidi, which also could make her uncomfortable. It's usually better to do something than nothing. Try again.

[Feedback 2]

Not Quite

Not quite. First, remember that for something to be sexual harassment, it must be unwelcome by the target, and it's hard to tell whether this particular behavior was unwelcome. Also, publicly confronting David in this way may cause the situation to escalate. Another approach might be better. Try again.

[Feedback 3]

That's Right

This is an example of the "delay" intervention tool. Taking this action shows Heidi that you support her if she's uncomfortable with David's behavior. It also opens the door to further dialogue in case she needs support in the future.

Legal Penalties and Remedies

Interactivity Audio Script:

Legal Penalties and Remedies.

Employees who commit harassment, discrimination or retaliation can be subject to discipline, including separation from their employer, or legal consequences. There are also remedies for illegal conduct afforded by the law.

Select each topic to learn more.

Interactivity Text:

[Tab 1]: Penalties.

Penalties.

Harassment harms both individuals and the entire work environment. In addition to holding employers responsible, some states' laws also hold individuals responsible. They may face legal actions and penalties.

[Tab 2]: Enforcement.

Enforcement.

There are federal, state, or local enforcement agencies that enforce anti-discrimination laws. Workers may seek remedies internally; through federal, state or local enforcement agencies; or through civil action. The agency that enforces federal laws prohibiting discrimination against job

applicants and employees is the U.S. Equal Employment Opportunity Commission ([EEOC](#)), and the U.S. Department of Education's Office for Civil Rights ([OCR](#)) enforces federal civil rights laws that prohibit discrimination, harassment, and retaliation in education programs or activities that receive federal financial assistance.

Employers may not retaliate against someone for reporting unlawful discrimination and harassment to the EEOC or OCR, and the EEOC may pursue legal remedies on the person's behalf or grant them permission to file a lawsuit.

[Tab 3]: Remedies.

Remedies.

Anyone found responsible for discrimination or harassment will be disciplined. The responsible person may sometimes be fired, but not always. The goal is always to prevent future harm. If misconduct continues, the discipline will escalate.

There are also legal remedies for illegal conduct that a court or other dispute resolution forum may impose if a legal claim is filed. For example, workers who experience discrimination or harassment may be awarded lost employment opportunities or benefits, such as being hired or promoted, given a raise that was denied, or provided with reasonable accommodations.

Summary

Video Script:

Summary.

In this section, you learned about tools and strategies to help you respond to broad range of situations that involve actual or potential harm in the work environment. Let's do a brief review:

- Retaliation, discrimination, and harassment are some of the most egregious forms of workplace misconduct.
- There are many strategies you can use to intervene when you see problematic behavior or misconduct.
- Intervening in harmful or problematic situations helps build a positive, professional, and respectful work environment that's free from retaliation, harassment, and discrimination—a work environment that you feel good about and are motivated to contribute to.

Congratulations!

You have now completed the module **Taking Action Against Retaliation.**

Building Supportive Communities

Building Supportive Communities

Video Script:

Building Supportive Communities.

Explore the support, opportunities and responsibilities included under the Clery Act and Title IX.

Building Supportive Communities

Video Script:

Building Supportive Communities.

In this part of the course, you're going to:

- Focus on the important role that you play in protecting our employees and students by raising awareness of how to prevent, identify and report different types of sexual harassment, including sexual assault, relationship violence, and stalking.
- Review our institution's responsibilities under Title IX, a federal law that prohibits discrimination based on sex or gender stereotyping, including the following types of sexual harassment:
 - Rape and sexual assault
 - Relationship violence
 - Stalking that is based on sex
 - Unwelcome conduct on the basis of sex that is severe, pervasive, and objectively offensive, creating a "hostile environment" that effectively denies a person equal access to an education program or activity
- An institution's employee conditioning a grade or other educational benefit or service on an individual submitting to unwelcome sexual conduct (called "quid pro quo")

Title IX

Title IX applies regardless of a person's sex, gender identity, or sexual orientation, and prohibits sex discrimination — including discrimination based on pregnancy, childbirth or related conditions — and sexual harassment specifically in the context of educational programs or activities against persons located in the U.S.

Building Supportive Communities

Video Script:

Building Supportive Communities.

One of the major roles you will play in creating a safe and healthy higher education community is being an active bystander.

Narrator: When a higher education environment is positive and professional, everyone benefits. No matter your role, you have a unique chance to make a difference for individuals and for the community. Learning to spot problems and take appropriate action is critical for creating educational spaces free from discrimination and harassment. It's also central to building communities where everyone understands that stalking, dating, and intimate partner violence as well as sexual violence are completely unacceptable. Whether or not your role is student facing, you may have responsibilities to ensure that everyone has equitable access to employment or educational opportunities. Next, we'll focus on how sexual assault, intimate partner violence and stalking can impact our campus and resources available to support those who experience harm. We'll apply what we've learned about awareness, attitude, and action. And practice how to respond when a student or a colleague turns to you for help so that you are well prepared to make a positive impact on your campus.

The 3 A's of Bystander Intervention

Interactivity Audio Script:

The 3 A's of Bystander Intervention.

Part of your role in creating a safe educational and workplace culture is to understand when and how to intervene.

Select each tab to learn more.

Interactivity text:

[Tab 1]: Tab 1.

Awareness.

Be conscious of what is happening around you and your colleagues in the workplace and the learning community. Evaluating and assessing your environment is the first step to being an active, rather than a passive, bystander.

[Tab 2]: Tab 2.

Attitudes.

Maintaining a respectful, equitable environment means actively modeling the attitude that discrimination, harassment, and retaliation have no place in the work and learning environment.

[Tab 3]: Tab 3.

Action.

You have the power to act, whether by intervening directly or by reaching out to others. If you are uncomfortable intervening directly, you can still make a difference by informing someone who is equipped to help address the situation.

[Alt-Text]:

A student and a professor are talking.

Building Positive Relationships

Video Script:

Building Positive Relationships.

Building relationships that are based on respect is one of the key elements of a positive working and learning community. This is extremely important in higher education, where relationships and authority structures can be difficult to navigate and define.

Many unique relationships exist in higher education: faculty-student, student-student, staff-faculty, staff-students, to name just a few.

The hierarchies within those groups can create perceived barriers to action that allow disrespect to flourish, even though most people in the community would rather work and learn in a respectful environment.

Reflecting on Relationships

Interactivity audio script:

Reflecting on Relationships.

Before moving on, please take a moment to consider a relationship you have developed or hope to develop at your institution. Consider relationships with different dynamics, such as faculty-student, student-student, faculty-staff, and the others we reviewed previously.

- What are some indicators that the relationship is positive?
- What are some indicators that it is not harmful?
- Do those indicators shift as the dynamics differ, or are they consistent across the board?

Healthy Relationships

Interactivity Audio Script:

Healthy Relationships.

Research shows that healthy relationships both at home and at work enhance well-being, foster greater security and encourage better decision-making. While successful relationships can take many forms, they typically share similar characteristics.

Select the arrows to learn more.

Interactivity text:

[Carousel 1]: Carousel 1.

Respect.

Accepting others for who they are, even when you may not agree with what they believe or value.

[Carousel 2]: Carousel 2.

Trust.

Having confidence in the compassion and reliability of others, so that accountability is always present.

[Carousel 3]: Carousel 3.

Collaboration.

Working together toward a common goal. People always accomplish more when they are all looking in the same direction.

[Carousel 4]: Carousel 4.

Communication.

Exchanging thoughts and ideas in an honest and open manner; speaking up for yourself while respecting the right of others to do the same.

[Carousel 5]: Carousel 5.

Positivity.

Cultivating a positive outlook to help build and maintain a respectful, equitable environment.

Unhealthy Relationships

Interactivity Audio Script:

Unhealthy Relationships.

Relationship abuse happens when one intimate partner coerces and controls the other. It tends to escalate over time, and is often part of a larger pattern of dominance. There are a few key characteristics everyone should understand about relationship abuse.

Select the arrows to learn more.

Interactivity text:

[Carousel 1]: Carousel 1.

It has a serious impact.

Intimate partner violence has a serious, negative impact on people we know well or work with and on our entire community. It's important to recognize it so you're prepared to help.

[Carousel 2]: Carousel 2.

It's not just physical.

Relationship abuse, which also includes domestic violence and dating violence, consists of more than physical harm. A person who is abusing someone often seeks to maintain power and control in other ways, some of which are subtle and difficult to identify—even to the person being abused.

[Carousel 3]: Carousel 3.

It may manifest in unexpected ways.

A colleague or student who is experiencing abuse may act differently than normal, be agitated or aggressive, seem jumpy or on guard, lose interest in activities they once enjoyed, or withdraw from people. These behaviors don't always indicate abuse, but if one or more begin to occur, you may want to say something.

Forms of Relationship Abuse

Interactivity Audio Script:

Forms of Relationship Abuse.

Relationship abuse manifests in many different ways. These means of exerting power and control over another person often overlap and are often perpetrated at the same time.

Select each card to learn more.

Interactivity text:

[Carousel 1]: Isolation.

Pressuring a partner to cut off ties with family, friends, colleagues and students.

[Carousel 2]: Emotional.

Making a partner feel bad about themselves or unworthy of being treated well.

[Carousel 3]: Financial.

Interfering with or jeopardizing a partner's job, preventing them from obtaining employment, or withholding financial information or access to shared assets in order to keep a person financially dependent.

[Carousel 4]: Physical.

Threatening assault or actually acting on those threats in a physically violent way. This may include slapping, hitting, punching, kicking, or assaults involving weapons such as blunt objects, knives, or guns.

[Carousel 5]: Sexual.

Forcing a partner to engage in unwanted sexual activity without their explicit consent.

[Carousel 6]: Academic.

Deliberately starting an argument before an exam, project deadline, or presentation, or preventing a partner from attending class or department events.

Dig Deeper: Ask an Expert: Graduate Student Considerations

Video Script:

Lower left hand corner of video, name appears: Mickey Irizarry, Health Promotion Center Director

One trend that we noticed amongst graduate students is that they tend to experience higher levels of dating violence or unhealthy relationship dynamics, rather than sexual assault or sexual violence, which we see more often in the undergraduate population.

Dating violence in graduate students can be harder to pick up on compared to acute trauma of sexual violence, because the signs are harder to see.

Some red flags that you might notice if you are working with a student who is experiencing an unhealthy relationship or dating violence might be things like they are constantly checking their phone, and having to like report where they are, what time they will be back, what time they're leaving.

If you start to notice that a partner shows up unexpectedly in the building, or on the campus property, or in the office of that student, that might be a sign that they are having tabs kind of kept on them. They might feel on edge about having to stay late for extra projects.

Another sign could be around financial stress and financial abuse. So if they are worried about having to spend money or having to get permission to use money or different funds, or if they are the primary person paying for everything, they might be more on edge about having to do that as well.

Skills Workshop3

Interactivity Audio Script:

Skills Workshop.

In this workshop, you'll refine your ability to be alert and aware, and to intervene when appropriate.

Signs of Struggle

Interactivity Audio Script:

Signs of Struggle.

Troubling situations in the work environment always call for sensitivity, but sometimes also require specific responses. Take a moment to practice your ability to respond with sensitivity in a challenging situation.

Select a response.

Interactivity text:

Niamh's work-study job is as an administrative assistant at the Registrar's office. She has missed several days of work and returns to work with a nasty cut on her lip. She seems anxious and tells Iqra, her boss, that she can't stay late to catch up on her work. Iqra is concerned that Niamh might be in some kind of trouble.

Is Iqra's concern for Niamh warranted?

Yes, Iqra is right to be concerned.

No, Iqra is assuming too much and should not interfere.

I'm not sure.

[Question-Text]:

Is Iqra's concern for Niamh warranted?

[Options]:

Yes, Iqra is right to be concerned.

No, Iqra is assuming too much and should not interfere.

I'm not sure.

[Answer]:

Yes, Iqra is right to be concerned.

[Correct Feedback 1]:

That's Right.

Iqra is observant enough to note that Niamh may be in some kind of trouble. Expressing concern for a student or colleague is always acceptable.

[Incorrect Feedback 2]:

Not Quite.

It's a supportive gesture to share your concern in a nonjudgmental way when you think a colleague or student may be in some kind of trouble. Try again.

[Incorrect Feedback 3]:

Not Quite.

It can be hard to know what is really going on, but expressing concern in a nonjudgmental way shows Niamh that Iqra cares about her. If Niamh is in an unsafe situation, she will be more likely to turn to Iqra for help now or in the future. Try again.

Registering Concern

Interactivity Audio Script:

Registering Concern.

Iqra noticed potential signs that Niamh may be in some kind of trouble and registered concern. In the scenario, this situation continues.

Select a response.

Interactivity text:

Iqra worries that Niamh may be in an abusive relationship, but isn't sure how to offer help, especially because Niamh has a child to care for and she doesn't want to place her or her child in further danger. Iqra wants to reach out and express her concerns in a non-threatening way.

Which of the following would be Iqra's best response?

"I noticed the cut on your lip last week, and that you've been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?"

"I've noticed that you've had trouble meeting your deadlines lately. Can we talk about how to manage your workload?"

"I am concerned about you. You seem isolated and afraid. Are you OK? Did Karl do that to your lip? Can I help?"

[Question-Text]:

Which of the following would be Iqra's best response?

[Options]:

"I noticed the cut on your lip last week, and that you've been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?"

"I've noticed that you've had trouble meeting your deadlines lately. Can we talk about how to manage your workload?"

"I am concerned about you. You seem isolated and afraid. Are you OK? Did Karl do that to your lip? Can I help?"

[Correct Answer]:

"I noticed the cut on your lip last week, and that you've been off work more often than usual. You looked upset and worried after the conference call today. Is there anything I can do to help?"

[Correct Feedback 1]:

That's Right.

This is a good place for Iqra to start. By referencing her behaviors instead of making assumptions, Iqra communicates to Niamh that she has noticed something is troubling her, and offers a non-confrontational expression of care.

[Incorrect Feedback 2]:

Not Quite.

While discussing a neutral topic like work performance is another way for Iqra to address her concerns with Niamh, it may make her anxious about her job in addition to the personal issues she is experiencing. A clear non-judgmental reflection of what Iqra has noticed and an expression of concern may be a better approach. Try again.

[Incorrect Feedback 3]:

Not Quite.

Here, Iqra asks Niamh more directly if she is a target of abuse. While this is a safe and non-threatening way for her to express concern, if Iqra offers more specific information about why she is concerned, Niamh may be more likely to avoid the question, and hide the abuse. Try again.

A Disturbing Disclosure

Interactivity Audio Script:

A Disturbing Disclosure.

Iqra asked Niamh about the potential signs of abuse that she noticed in a kind, non-confrontational manner. In the scenario, this situation continues.

Select a response.

Interactivity text:

After Iqra reached out, Niamh explained that she was just tired from classes and taking care of her daughter as a single mother.

But one week later, Iqra is walking across the quad and sees Niamh on a bench, speaking heatedly and crying into her phone. “No, that’s not what I said!” Niamh hangs up and looks at Iqra, looking anxious and upset.

Iqra sits down next to her and asks if she is OK.

Niamh replies, “Honestly, no. I knew my boyfriend could sometimes be a little possessive, but he’s out of control—making me call him every hour, accusing me of cheating on him, and threatening to embarrass me at work or worse if I don’t. I can’t live with his accusations or threats anymore.”

What should be Iqra’s first response to Niamh’s disclosure?

“What about your daughter, are you worried about her? Are you sure that she is safe?”

“No one deserves to be harassed by their partner. We can put you in touch with people who can help if you need that.”

“What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your options with someone who can keep your experience confidential, I can connect you to them as well.”

[Question-Text]:

What should be Iqra’s first response to Niamh’s disclosure?

[Options]:

“What about your daughter, are you worried about her? Are you sure that she is safe?”

“No one deserves to be harassed by their partner. We can put you in touch with people who can help if you need that.”

“What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your options with someone who can keep your experience confidential, I can connect you to them as well.”

[Correct Answer]:

“What you’re sharing is really concerning to me, Niamh. Because of my role on campus, I do have reporting responsibilities, but I’m also here to help. If you would prefer to talk about your options with someone who can keep your experience confidential, I can connect you to them as well.”

[Feedback 1]:

Not Quite. It’s thoughtful of Iqra to show care for Niamh’s family, but she needs to directly address the situation Niamh is facing. Try again.

[Feedback 2]:

Not Quite. It’s good of Iqra to offer resources to help, but this shouldn’t be Iqra’s first response. Try again.

[Feedback 3]:

That’s Right

Iqra should inform Niamh about confidential resources that are available and how to report intimate partner violence to the Title IX Coordinator, who can tell her about institutional resources and supportive measures that can help her.

Federal and State Laws: Dating and Domestic Violence

Interactivity Audio Script:

Federal and State Laws: Dating Violence and Domestic Violence.

It’s important to be aware of federal and state laws defining dating violence and domestic violence.

Explore federal and state law definitions below.

Interactivity Text:

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[View your state laws]

[Dropdown: Select State]

[Explore federal law definitions using the link below.]

[Link: View federal laws]

Skills Workshop Review: Relationships

Interactivity Audio Script:

Skills Workshop Review: Relationships.

Now that you've practiced identifying signs of relationship abuse, let's do a brief review.

Remember:

- Healthy relationships form the basis of a positive working and learning environment.
- Some of your colleagues or students, or you yourself, may be in unhealthy domestic or dating relationships, experiencing relationship abuse—whether physically violent, emotionally controlling, or both.
- There are many reasons why relationship abuse stays private, but recognizing the signs of abuse is the first step toward getting help.

Consent

Interactivity audio script:

Consent.

Consent is a vital part of open communication. Being clear and open about your values and what you want and don't want helps others know who you are and what matters to you.

Select each topic to learn more.

Interactivity text:

[Tab 1]: Consent.

Consent is when someone says "yes," gives permission, or clearly agrees, through a mutual understanding of words or actions to a specific sexual activity. Sexual assault occurs when one person does not give consent, or the other person does not get consent during the activity.

[Tab 2]: Incapacitation.

Consent CANNOT be given if a person is mentally or physically incapacitated. This could be due to the use of alcohol and/or other drugs, or due to a mental or physical condition. Furthermore, silence, passivity, or lack of resistance do not imply consent.

[Tab 3]: Coercion.

A person CANNOT consent to sexual activity if they are coerced in any way or pressured to do something they do not want or agree to. Coercion occurs when a person intimidates, tricks, forces, or manipulates someone into engaging in sexual activity. The person may also use threats of violence or blackmail, or try to exert their power or authority.

State Law: Consent

Interactivity text:

State Laws: Consent.

It's important to be aware of state laws defining consent.

Explore state law definitions below.

Interactivity Text:

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[View your state's laws]

[Dropdown: Select State]

Absence of Consent

Video script:

Absence of Consent.

When consent is not given, a person is imposing their wishes and needs on another person without their agreement, and this could violate the school's policies or state criminal laws, or both.

The absence of consent — or sexual coercion — occurs when someone purposely uses physical force or manipulative tactics to pressure, intimidate, or otherwise make someone engage in an unwanted sexual activity.

[Alt-Text]:

A person is working at a laptop computer with their hands on the keyboard. Another person is putting their hands over the first person's hands.

Federal and State Laws: Sexual Assault

Interactivity Audio Script:

Federal and State Laws: Sexual Assault.

It's important to be aware of federal and state laws defining sexual assault.

Explore federal and state law definitions below.

Interactivity Text:

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[View your state laws]

[Dropdown: Select State]

[Explore federal law definitions using the link below.]

[Link: View federal laws]

Sexual Assault and Your Response

Video script:

Sexual Assault and Your Response.

It is never acceptable to use physical force, threats, intimidation, or other coercive tactics to make someone engage in sexual activity—furthermore, criminal laws and institutional policies prohibit such behavior.

Your supportive response to someone who shares an experience of harm can make a positive difference in their healing process. It's an opportunity for you to express your values and empathy through your actions.

Giving your full attention and truly listening are important communication skills at any time, and they're especially helpful for supporting those who have been sexually assaulted or abused.

Understanding the Impacts of Trauma

Interactivity Audio Script:

Understanding the Impacts of Trauma.

Understanding some of the ways researchers have identified that the brain and body may react to trauma can help you to offer a caring and informed response. It may also help you come to terms with an experience of your own.

The types of effects highlighted here may be caused by many forms of trauma, including trauma resulting from witnessing violence, surviving violent or sexual crimes, experiencing social injustice, being in an accident, or having combat experience.

Select each topic to learn more.

Interactivity text:

[Tab 1]: Memory.

A person who experiences trauma may hesitate when remembering an event, or remember only details like smells, sounds, or what something felt or looked like. They may also have accurate, but fragmented, memories and not be able to recall details in a linear fashion.

[Tab 2]: Emotions.

During a traumatic experience, the person's body may release opiates to block physical and emotional pain. These neurobiological effects can't be controlled and may contribute to unexpected emotional reactions. For example, a person may not cry, or they could experience extreme emotional feelings (e.g., laughter, fear, or rage) while recalling an incident.

[Tab 3]: Physical Response.

A person's physical response to trauma can also be significantly impacted by neurobiological factors. Tonic immobility (or trauma-induced paralysis) is an autonomic hormonal response that causes the body to freeze in situations that provoke extreme fear. Resisting or escaping is not possible for someone experiencing this, because they do not have control over their muscle response.

[Tab 4]: Recovery.

Just as each person's experience is unique, their recovery process is as well. It may be influenced by multiple factors, such as their identities and their familiarity with or relation to the person who harmed them. Another influence on recovery is how someone expects important individuals in their lives to react and how their culture may define or react to their experience. Despite these unique elements, there are common reactions that many people share.

Skills Workshop

Interactivity text:

Skills Workshop.

In this workshop, you'll practice identifying trauma reactions, responding to issues and reporting.

Raising Questions

Interactivity Audio Script:

Raising Questions.

Sometimes problems may come to your attention through non-traditional means. In the following scenario, a professor is teaching an online class and is having a difficult discussion with one of his students via video chat.

Select a response.

Interactivity text:

Dr. Lutz, is video chatting with one of his students, Mei, who asks, regarding an assignment, when to use terms like “sexual assault” and “rape,” and whether the two are interchangeable. She goes on to say that part of her confusion arises from an unreported incident that happened on campus.

What advice would you give Dr. Lutz?

He should first address the incident by thanking Mei for sharing this, telling her that he wants to help, and offering to connect her with support and confidential resources that are available on-campus or in the community. Dr. Lutz should also follow any other reporting or response procedures set forth by his institution.

He should not respond to Mei, but address the incident she mentions with the institution, since he has to fulfill his duty to report.

He should respond to the student but only address her academic question. Afterwards, he should report the incident to the institution's Title IX coordinator, but not inform Mei of that decision.

[Question-Text]:

What advice would you give Dr. Lutz?

[Options]:

He should first address the incident by thanking Mei for sharing this, telling her that he wants to help, and offering to connect her with support and confidential resources that are available on-campus or in the community. Dr. Lutz should also follow any other reporting or response procedures set forth by his institution.

He should not respond to Mei, but address the incident she mentions with the institution, since he has to fulfill his duty to report.

He should respond to the student but only address her academic question. Afterwards, he should report the incident to the institution's Title IX coordinator, but not inform Mei of that decision.

[Correct Answer]:

He should first address the incident by thanking Mei for sharing this, telling her that he wants to help, and offering to connect her with support and and confidential resources that are available on- campus or in the community. Dr. Lutz should also follow any other reporting or response procedures set forth by his institution.

[Correct Feedback 1]:

That's Right.

Mei has raised a serious incident, and Dr. Lutz needs to directly address it.

[Incorrect Feedback 2]:

Not Quite.

Although in a situation such as this, it would be easier to simply pass the information on to the institution's Title IX coordinator, Dr. Lutz should respond directly to the student as well as follow any other reporting or response procedures set forth by his institution. Try again.

[Incorrect Feedback 3]:

Not Quite.

In this situation, Mei raised a serious incident. In addition to following any reporting or response procedures set forth by his institution, Dr. Lutz should also let Mei know that support and confidential resources are available for her. Try again.

Doctor's Duty

Interactivity audio script:

Doctor's Duty.

Mei has just told Dr. Lutz that an unreported incident occurred on campus, and Dr. Lutz wants to respond appropriately.

Select a response.

Interactivity text:

As Dr. Lutz responds to Mei, he has some decisions to make about what he should say.

Which of the following is the best reply?

"In order to respond to this situation appropriately, I would have to know more about what happened."

"Confidential resources are available to explain your options, and if you decide to report the incident, the school's Title IX Coordinator can provide supportive measures to you."

"As you clearly did not intend to report this, I will forget we ever had this conversation."

[Question-Text]:

Which of the following is the best reply?

[Options]:

"In order to respond to this situation appropriately, I would have to know more about what happened."

"Confidential resources are available to explain your options, and if you decide to report the incident, the school's Title IX Coordinator can provide supportive measures to you."

"As you clearly did not intend to report this, I will forget we ever had this conversation."

[Answer]:

"Confidential resources are available to explain your options, and if you decide to report the incident, the school's Title IX Coordinator can provide supportive measures to you."

[Feedback 1]:

Not Quite.

While it's important that Dr. Lutz assures Mei that there are support and confidential resources available for her, it is not his place to try to gather more information about it. As a faculty member, performing an investigation of any kind is not his responsibility. Try again.

[Feedback 2]:

That's Right.

Dr. Lutz should encourage Mei to seek support and provide contact information for confidential resources that are available on or off campus, and for the school's Title IX Coordinator.

[Feedback 3]:

Not Quite.

Not quite. Even if the student did not intend to disclose the incident, Dr. Lutz should encourage Mei to seek support and offer to connect her with confidential resources that are available on or off campus. He should also follow any response or reporting procedures expected of him by the institution. Try again.

Just the Facts

Interactivity audio script:

Just the Facts.

Having spoken to Mei, Dr. Lutz begins writing an email to his institution's Title IX coordinator.

Select a response.

Interactivity text:

Dear Hilo,

This is Alan Lutz from the Anthropology Department. One of my online students inadvertently told me about an unreported incident on campus. Please note that the student was not intending

to make a report, but I wanted to confirm whether or not I am required to report this incident to you under our school's policies and any other responsibilities I may have in this situation.

What else, if anything, should he add to his email?

Dr. Lutz should tell the Title IX coordinator both what happened and his impressions of the situation: Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. Knowing this student, I think that she...

Dr. Lutz should tell the Title IX coordinator that an incident occurred, but protect Mei's identity to the greatest extent possible: Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. That is all I can disclose without violating the student's trust...

Dr. Lutz doesn't need to add anything unless required to do so under the school's policies.

[Question-Text]:

What else, if anything, should he add to his email?

[Options]:

Dr. Lutz should tell the Title IX coordinator both what happened and his impressions of the situation: Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. Knowing this student, I think that she...

Dr. Lutz should tell the Title IX coordinator that an incident occurred, but protect Mei's identity to the greatest extent possible: Dear Hilo, This is Alan Lutz from the Anthropology Department. One of my students inadvertently told me about an unreported incident. That is all I can disclose without violating the student's trust...

Dr. Lutz doesn't need to add anything unless required to do so under the school's policies.

[Answer]:

Dr. Lutz doesn't need to add anything unless required to do so under the school's policies.

[Feedback 1]:

Not Quite. Dr. Lutz is seeking information about whether he has a reporting obligation. If he is required to report the incident that Mei disclosed, Dr. Lutz should just report factual information about the incident. Try again.

[Feedback 2]:

Not Quite. Dr. Lutz became aware of an incident of sexual misconduct that was not intended to be reported. While Title IX does not require him to make a report to the Title IX coordinator, he needs to confirm whether or not the school's policies require him to do so. Try again.

[Feedback 3]:

That's Right. Title IX does not require Dr. Lutz to report this information, however, he should confirm whether or not he has a reporting obligation under the school's policies. When responding to a student's disclosure, employees who are designated reporters should interrupt and inform students of their reporting obligation, and give them the option of talking to a confidential resource.

Review of Consent and Sexual Assault

Video script:

Review of Consent and Sexual Assault.

Now that you've practiced responding to a student who disclosed an incident of sexual assault, let's do a brief review.

Remember:

- You should strive to cultivate healthy personal and working relationships that are based on respect, open communication, and positivity.
- It is important to listen to and respect others' decisions—especially in situations where someone has not agreed to something. Every person is unique regarding their boundaries; caring for others means respecting those boundaries.
- People who have experienced trauma may react differently than we think they should, but there are neurobiological reasons for this, and it should not interfere with your ability to respond to them in a caring and empathetic way.

Stalking

Video Script:

Stalking.

Under federal and state laws, stalking is generally a pattern of behavior directed at another person that causes them to suffer emotional distress or to reasonably fear for their safety or for the safety of someone close to them, such as a family member.

The Signs of Stalking

Interactivity audio script:

The Signs of Stalking.

Anyone on campus can be a target of stalking, but students between the ages of 18 and 24 are at the greatest risk. Research points to factors like predictable class schedules and technology-facilitated stalking as factors for why students are so vulnerable.

Select each topic to learn more.

Interactivity text:

[Tab 1]: Unwanted Contact.

Following or watching someone; unwanted and repeated face-to-face, phone, text, or email communication; continuing to contact someone after they have asked that it stop.

[Tab 2]: Digital Stalking.

Tracking or following someone digitally, such as through social media; posting derogatory, defamatory, or explicit information about the person online.

[Tab 3]: Masking Identity.

Repeatedly contacting someone over the phone using masked or “spoofed” numbers.

[Alt-Text]:

A student is working at a laptop computer, checking their phone.

Hard to Pinpoint

Interactivity audio script:

Hard to Pinpoint.

Certain warning signs of stalking can make it difficult to identify when it is happening.

Select each number to learn more.

Interactivity text:

[Hotpot 1]:

Digital Stalking.

Tabitha keeps getting threatening text from Roz, her ex-girlfriend, even after she blocked her number. Roz may be using masked or “spoofed” phone numbers that allow her to communicate with Tabitha in a virtually untraceable way.

[Hotpot 2]:

Blurred Lines.

Abi and Derek are on-again, off-again. After each breakup, Derek hangs around Abi’s dorm and posts cryptic public messages to his social media account. Derek may be taking advantage of their intermittent relationship status to manipulate and threaten Abi. Tools like social media can be used for stalking if a relationship ends and one partner is unhappy with the outcome.

[Hotpot 3]:

What Happens on Campus.

Beau and Jen broke up last year, but his fraternity and her sorority hold events together weekly. At their parties, Jen follows Beau and his new girlfriend around, and keeps inventing excuses to cross paths with them. Sometimes she engages in passive aggressive attempts to harm Beau or his girlfriend, under the guise of “an accident,” like spilling her drink on them or physically bumping into them when she walks by. Attending school in a campus environment can present obstacles for people, especially students, who may be the targets of stalking.

Barriers to Intervention

Interactivity audio text:

Barriers to Intervention.

You can't always count on your personal experiences to provide the motivation to take action.

If you can't personally relate to the situation in question, you may feel hesitant to intervene or you may assume that someone else will intervene. This is a natural reaction.

Excuses are easy to invoke, and can take several forms, but you cannot allow such barriers to prevent you from intervening when a student or colleague needs your help.

Select each card to learn more.

Interactivity text:

[Flip Card 1]: Flip 1.

Individual.

“I’m not sure what to do, and what if I’m wrong?”

[Flip Card 2]: Flip 2.

Relationship.

“What will my colleagues think of me?”

[Flip Card 3]: Flip 3.

Societal.

“Am I the only one noticing this? Maybe I’m taking the situation too seriously.”

[Alt-Text]:

A professor is standing in their classroom looking into the distance.

Skills Workshop5

Video Script:

Skills Workshop.

In this workshop, you'll practice and fine-tune identifying warning signs of stalking and intervening in problematic situations.

Student Stressor

Interactivity audio script:

Student Stressor.

Knowing how to react when someone exhibits signs of relationship stress is difficult. In the following activity, see how well you are able to navigate one of these situations.

Select a response.

Interactivity text:

Like you, Jeh is a postdoctoral fellow. You share research interests, so you're excited that you'll be co-authoring a journal article with him. The last few times you have met to go over revisions, though, he seems on edge, frequently checking his phone and worrying out loud about receiving threatening messages from his ex-boyfriend: "I wish he'd just lay off. We are OVER!"

Which of the following would be the most appropriate response?

Jeh is my colleague, and I don't want to cross any lines into his personal life.

Jeh's public display of stress may be indicative of a much deeper problem in his personal life. I should say something.

I'm not sure; there must be someone better equipped to talk to Jeh.

[Question-Text]:

Like you, Jeh is a postdoctoral fellow. You share research interests, so you're excited that you'll be co-authoring a journal article with him. The last few times you have met to go over revisions, though, he seems on edge, frequently checking his phone and worrying out loud about receiving threatening messages from his ex-boyfriend: "I wish he'd just lay off. We are OVER!"

Which of the following would be the most appropriate response?

[Options]:

- Jeh is my colleague, and I don't want to cross any lines into his personal life.
- Jeh's public display of stress may be indicative of a much deeper problem in his personal life. I should say something.
- I'm not sure; there must be someone better equipped to talk to Jeh.

[Answer]:

Jeh's public display of stress may be indicative of a much deeper problem in his personal life. I should say something.

[Feedback]:

[Feedback 1]

Not Quite

While there are important personal/professional boundaries that are in place for good reason, expressing concern about Jeh's disposition does not jeopardize your professional relationship. Try again.

[Feedback 2]

That's Right

Expressing your concern for your fellow student is a great way to communicate that you care. "Checking in" is a good, non-confrontational, non-judgmental approach.

[Feedback 3]

Not Quite

There may well be someone better equipped, but are they with you at the table right now? The only person in this moment who can express concern for Jeh's personal life is you, right now. Try again.

Collegial Dilemma

Interactivity audio script:

Collegial Dilemma.

Understanding when to say something if you suspect someone is in an unhealthy relationship can be very challenging. In the following activity, see how well you are able to navigate one of these situations.

Select a response.

Interactivity text:

Your colleague Sonja went through a difficult divorce last year. Her ex-husband Slav still works in the same department. Lately, you've noticed Sonja exhibiting some concerning behavior, like following Slav around on campus at a distance, or leaving early to catch him walking to his car. One day, you're leaving campus and spot her outside Slav's car, with him in it, trying to force

open the door. The situation seems to be concerning, but there are plenty of other people in the parking lot, and they're just walking by.

Should you stop and say something?

I'm friends with Sonja and Slav, but we're not that good friends.

Yes, I should check on them to make sure everything is OK.

I'm not sure; isn't it intrusive to walk up to his car and interrupt them?

[Question-Text]:

Your colleague Sonja went through a difficult divorce last year. Her ex-husband Slav still works in the same department. Lately, you've noticed Sonja exhibiting some concerning behavior, like following Slav around on campus at a distance, or leaving early to catch him walking to his car. One day, you're leaving campus and spot her outside Slav's car, with him in it, trying to force open the door. The situation seems to be concerning, but there are plenty of other people in the parking lot, and they're just walking by.

Should you stop and say something?

[Options]:

- I'm friends with Sonja and Slav, but we're not that good friends.
- Yes, I should check on them to make sure everything is OK.
- I'm not sure; isn't it intrusive to walk up to his car and interrupt them?

[Answer]:

Yes, I should check on them to make sure everything is OK.

[Feedback]:

[Feedback 1]

Not Quite

We are pretty good at making excuses not to intervene. The fear of what others will think of us is a big one. Don't let your inhibitions prevent you from stopping at Slav's car. He may be in distress, and your help may be exactly what he needs. Try again.

[Feedback 2]

That's Right

Given Sonja's recent behavior, this could be a situation involving stalking. Showing support is a positive and empathetic act toward your colleagues. One way to do this is simply ask—is everything OK?

[Feedback 3]

Not Quite

Even if others seem to not notice, your gut tells you something is not right. Slav may benefit greatly from your intervention. Asking Sonja a question about work, or even making a joke could create enough distraction to diffuse the situation and allow Slav to move on. Or, more directly, you could simply ask them, “Is everything OK?”. Try again.

Graduate Student on Edge

Interactivity audio script:

Graduate Student on Edge.

Balancing school priorities and the duty you have to support people demonstrating potential signs of abuse can be hard. In the following activity, see how well you are able to navigate one of these situations.

Select a response.

Interactivity text:

Maikki is a graduate student teaching assistant in the program you chair, and you’ve been meeting at a coffeehouse to go over projects. However, lately, she’s been missing deadlines, is late replying to emails and showing up for meetings, and just seems exhausted all of the time. When you ask Maikki what’s up, she promises to improve, but also makes a comment about a Tinder date—a student in another program—who won’t stop calling and texting her: “He’s kind of freaking me out, to be honest.”

You know you should work with her to revise your project deadlines, but should you ask her to elaborate on the Tinder date?

Don’t even go there. Her relationship is her business, and if she wants to get help, she should probably seek out the Counseling Center on campus.

Yes, you should say something. It’s incredibly troubling that someone is interfering with her work life in a confrontational way.

I’m not sure. Didn’t she choose to go on a date with him?

[Question-Text]:

Maikki is a graduate student teaching assistant in the program you chair, and you’ve been meeting at a coffeehouse to go over projects. However, lately, she’s been missing deadlines, is late replying to emails and showing up for meetings and just seems exhausted all of the time. When you ask Maikki what’s up, she promises to improve, but also makes a comment about a Tinder date—a student in another program—who won’t stop calling and texting her: “He’s kind of freaking me out, to be honest.”

You know you should work with her to revise your project deadlines, but should you ask her to elaborate on the Tinder date?

[Options]:

- Don't even go there. Her relationship is her business, and if she wants to get help, she should probably seek out the Counseling Center on campus.
- Yes, you should say something. It's incredibly troubling that someone is interfering with her work life in a confrontational way.
- I'm not sure. Didn't she choose to go on a date with him?

[Answer]:

Yes, you should say something. It's incredibly troubling that someone is interfering with her work life in a confrontational way.

[Feedback]:

[Feedback 1]

Not Quite

You shouldn't assume that Maikki will seek help, or that she even knows where to seek help. Consider expressing your support for her and asking her to follow up on her comment; she may be experiencing stalking. Try again.

[Feedback 2]

That's Right

Consider, too, that this situation may be significantly interfering with her academic work in other ways as well. Express your concern and offer supportive resources available to her.

[Feedback 3]

Not Quite

Maikki made it clear that she is now receiving unsolicited attention from him after she presumably made it clear she didn't want a second date. That sounds very troubling, and you should consider taking the responsibility to follow up with her on what she told you. Try again.

Federal and State Laws: Stalking

Video Script:

Federal and State Laws: Stalking.

It's important to be aware of federal and state laws defining stalking.

Explore federal and state law definitions below.

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

[View your state laws]

[Dropdown: Select State]

[Explore federal law definitions using the link below.]

[Link: View federal laws]

Review of Stalking

Video Script:

Review of Stalking.

Now that you've practiced identifying incidents of stalking, let's do a brief review.

Remember:

- Stalking can affect people of all ages, but students, especially those aged 18-24, are at the greatest risk.
- Stalking can be tricky to identify due to several factors, including the use of masked phone numbers, covert use of digital media, and relationships that are difficult to leave.
- Coming up with excuses why you should not intervene to help someone in need is easy. Don't let these barriers stop you: You are empowered to safeguard students and colleagues on your campus.

Reporting and Disclosure

Video Script:

Reporting and Disclosure.

To respect the autonomy of a person who has experienced sexual harassment, Title IX regulations do not require an institution to investigate sexual harassment allegations until that person files, or the Title IX Coordinator signs, a formal complaint.

Title IX does, however, require institutions to offer supportive measures to the persons involved when the Title IX Coordinator or an "official with authority" has actual notice of sexual harassment allegations. Officials with authority are those employees who can institute corrective measures when a student or employee reports sexual harassment, and "actual notice" means either by direct knowledge or someone reporting an incident.

Under Title IX, school policies may also designate additional employees who "may, must, or must only with a student's consent," report information about possible incidents of sexual harassment or violence, intimate partner violence, or stalking to the Title IX coordinator or other appropriate designee.

Reporting Options

Interactivity audio script:

Reporting Options.

Title IX protects employees and students at federally funded institutions, and below are descriptions of some reporting options.

Select each topic to learn more.

Interactivity text:

Notify Title IX Personnel

Anonymous reporting options

Law Enforcement

As an employee of our institution, you may find yourself in a position of responding to someone who reaches out for support because of a harmful experience. When someone chooses to disclose to you, it's because they trust you, and the way you respond can have a significant impact on their healing process.

Here are a few key points to keep in mind:

- If you are a faculty or staff member, check with your school's Title IX office about any institutional expectations or responsibilities related to reporting disclosures of possible sexual harassment.
- Be sure to listen to them and let them know that they are not to blame for what happened (regardless of the circumstances).
- Don't question or investigate what happened or attempt to problem-solve.
- Offer to connect them with resources, including confidential resources (such as pastoral or professional mental health counselors), who they can reach out to and discuss their options.

[Tab 1]: Accordion 1.

Notify Title IX Personnel.

- Every federally funded school must have a Title IX coordinator who is responsible for responding to actual notice of sex discrimination, including sexual harassment

- Officials With Authority are employees who can take corrective measures to address all types of sexual harassment, such as providing supportive measures or initiating investigations

[Tab 2]: Accordion 2.

Anonymous reporting options.

- May be available by the school
- Must report the type of offense, but do not need to include identifying information in the report

[Tab 3]: Accordion 3.

Law Enforcement.

In addition to making a report to your Title IX coordinator or an Official with Authority, victims and survivors have the right to notify law enforcement, and the right to be assisted by school authorities in notifying law enforcement. They may also choose not to notify law enforcement.

Even if you or someone else is undecided about filing a report, it's important to consider preserving evidence, which can be helpful in obtaining a protective order and ensuring you have as much information about what happened as possible, in case you or they decide to report in the future.

[Alt-Text]:

A professor is sitting at their desk, working at a laptop computer.

Barriers to Reporting

Interactivity audio script

Barriers to Reporting.

Let's look at some reasons why a colleague or friend might have difficulty making the decision whether to report an incident, so we can understand their experience and offer our support.

Select the arrows to learn more.

Interactivity text:

[Carousel 1]: Carousel 1.

A Distinguished Colleague.

People renowned in their field are sometimes "given a pass" because of the value of their professional contributions.

[Carousel 2]: Carousel 2.

A Friend.

A student is sitting in a classroom, looking down uncomfortably.

[Carousel 3]: Carousel 3.

The Star Athlete.

Athletes often contribute to a positive perception of their institutions, and it can be tempting to look the other way when wrongdoing occurs.

[Carousel 4]: Carousel 4.

Your Best Student.

When a model student steps out of line, it can be easy to make the excuse that reporting them would put their academic progress at risk.

Expert Perspectives: Responding Supportively to Disclosures

Video Script:

Expert Perspectives: Responding Supportively to Disclosures.

Responding to disclosures in a supportive manner takes preparation. Several options for demonstrating support are explored in this expert video.

Lower left-hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert If someone trusts you enough to share with you the harm that they've experienced, there are a lot of ways that you can respond, that are going to support that person and support their healing. You can say, certainly, "I am sorry that this happened to you. Thank you so much for trusting me." You can say, "This is something that is really serious, and I want to make sure you get the support you need." You can say, "I'm not sure what I need to do next, but what I do know is that I want to support you, so I'm going to find out what our resources are." You can say, "I'm so glad that you shared this information with me. I want to make sure that I help you get to someone who has expertise in this issue, because this is not something that I'm as familiar with, but I do want to make sure that you get that support." You can say, "I'm glad that you shared this information with me. I want to help. Here's someone whom I know on this campus has a lot of expertise and whom I trust, and you can call them." There are a lot of different ways that you can respond, and all of those ways say, "I hear you. I care about what you're saying. I want to get you the support that you need. Thank you for sharing this with me."

Supportive Measures

Video Script:

Supportive Measures.

When someone reports an incident of sexual harassment to the Title IX Coordinator or a designated Official with Authority at our institution, the first step is to discuss and offer available supportive measures that the person reporting sexual harassment ("complainant") may need (e.g., changing their academic, living, transportation, and/or working situations), regardless of whether a formal complaint is filed.

Supportive measures are provided to ensure that equal access to educational programs and activities is preserved for the person who reports being sexually harassed, assaulted, abused, or stalked, as well as provide any appropriate supportive measures for the person accused of sexual harassment.

The person making the report will also be provided information about:

- Protection against retaliation (for example, intimidation, coercion, threats, or discrimination) for reporting misconduct, or participating in an investigation or grievance process
- The school's responsibilities regarding orders of protection, including mutual and one-way no-contact orders, and restraining orders
- How the school will protect the complainant's and other parties' confidentiality or privacy in any publicly available record-keeping, protective measures taken, and grievance or disciplinary process

Questions regarding Title IX or prohibited sexual misconduct may be referred to our Title IX coordinator or to the Department of Education's Office for Civil Rights.

Review of Reporting Options and Supportive Measures

Video Script:

Review of Reporting Options and Supportive Measures.

Now that you've learned about Reporting Options and Supportive Measures, let's do a brief review.

Remember:

- Some incidents may happen off-campus, or may involve someone outside of the campus community. When in doubt about the proper course of action, consult your institution's policies and refer your questions to the Title IX coordinator.
- All employees should follow their institutional policy when they become aware of a troubling incident and need to respond to someone who has disclosed sexual or relationship harassment or violence.

The Grievance Process

Video Script:

The Grievance Process.

It is important to understand the grievance process prescribed by the U.S. Department of Education for determining an employee's or a student's responsibility for committing sexual harassment that violates Title IX.

A school's policies may have additional rules for Title IX hearings — such as limiting the introduction of evidence not produced prior to the hearing or rules requiring respectful cross-examination of witnesses — provided that they apply equally to both parties.

If a formal complaint is filed by a person alleging sexual harassment (the "complainant") or signed by a Title IX Coordinator, the proceedings must:

- Be reasonably prompt, fair, and impartial
- Be conducted by unbiased officials who are trained on investigating sexual harassment and conducting grievance or disciplinary proceedings
- Provide both the complainant and the person accused of committing sexual harassment (the "respondent") equal opportunities to:
 - Access information that will be used at formal and informal meetings or hearings, and review any evidence obtained during the investigation
 - Present witnesses and other evidence
 - Have an advisor or other support person present during the grievance process
 - Allow advisors to cross-examine witnesses and parties, and either party to request that they be in separate rooms with technology enabling them to see and hear a witness or party answer questions

Both complainant and respondent must be notified at the same time of:

- A statement of, and rationale for, the result of the proceedings and any sanction imposed against the respondent
- Information on how to exercise the right to appeal
- Any change to the result
- When the result becomes final

Federal and State Laws: Legal Protections

Interactivity Audio Script:

Federal and State Laws: Legal Protections.

It's important to be aware of federal and state laws defining legal protections.

Explore federal and state law definitions below.

Interactivity Text:

You must view your state's laws before continuing, using the dropdown below. If you are interested, you can compare it to other states by selecting another state from the dropdown menu.

View your state laws

Dropdown: Select State

Explore federal law definitions using the link below.

Link: View federal laws

Forms of Retaliation

Interactivity Audio Script:

Forms of Retaliation.

Reporting sexual harassment can sometimes put the person reporting or complainant in a position where they are subjected to retaliation.

Retaliation is prohibited by Title IX and the Clery Act, and our institution will not tolerate retaliatory behavior. Some forms of retaliation are specific to the campus environment, and developing awareness of what they look like will improve your ability to respond accordingly.

Select the arrows to learn more.

Interactivity Text:

[Carousel 1]: Carousel 1.

Reporting Sexual Harassment.

Retaliation against someone who reported sexual harassment, or filed a complaint, testified, assisted, or participated or refused to participate in a Title IX investigation, proceeding, or hearing is prohibited by Title IX. Retaliation can be intimidation, threats, coercion, or discrimination.

Duty to Respond

Our institution has a duty to respond to retaliation to preserve equal access to education. For example, if the person who threatens a complainant is a friend of the respondent, but is not one of our employees or students, the appropriate response may be a no-trespass order. On the other hand, if the person who threatens the complainant is one of our students the response may be a conduct violation.

Protecting Individuals' Identity

In order to protect individuals from retaliation, schools are required to keep the identity of complainants, respondents and witnesses confidential during investigations, hearings, and judicial proceedings, except as necessary to carry out their Title IX responsibilities or to comply with other applicable laws.

Conduct Violations

Title IX prohibits charges against someone for code of conduct violations that arise out of the same facts or circumstances of a sexual harassment report or complaint, but do not involve sexual harassment (e.g., underage drinking or drug violations), if the charges are brought to interfere with that person's Title IX rights. However, if a school has a "zero tolerance" approach to underage drinking and consistently imposes the same sanction for violations, that would not be considered retaliation.

False Statements

Charging an individual with a conduct violation for making a materially false statement in bad faith during a grievance proceeding is not considered retaliation. However, a determination regarding responsibility alone is not conclusive evidence of an intentionally false statement.

[Carousel 2]: Carousel 2.

Retaliation Against Graduate Students.

Graduate students are among the most vulnerable populations in higher education due to factors such as contingent employment status and tenuous standing in their academic field. For this reason, graduate students who face retaliation often find themselves in a particularly endangered status.

[Carousel 3]: Carousel 3.

Witnessing Retaliatory Conduct.

Remember, if you encounter retaliatory conduct, you can do something about it. Depending on the circumstances, subtle forms of retaliatory behavior should be reported so that our institution can address situations before they become Title IX or conduct violations.

Expert Perspectives: The Work Is Important

Video Script:

Expert Perspectives: The Work Is Important.

Consider this expert perspective on the consequences of inaction, or ineffective action, in the face of problematic behavior among students.

Lower left-hand corner of video, name appears: Holly Rider-Milkovich, Prevention Expert. The specific student whom I was working with had worked really hard to get into a program that was overwhelmingly male-identified, and she had a lot of difficulty in working in her study groups, which are critical for success for the student, and reported these problems to her faculty advisor. But if that faculty member had, in fact, taken the actions to ensure that the individuals who are committing the behavior ended the behavior, and that this student felt safe and comfortable in their program, we would probably have another amazing female engineer out in the world right now. But instead, this student ended up leaving that program, and we have a loss of her knowledge, her expertise. That program lost, our community lost, because certainly the kind of

behavior that we saw in that graduate student program, when left unchecked, moves into the professional work environment.

Reflection and Summary

Video Script:

Reflection and Summary.

When an educational environment is positive and professional, everyone benefits.

We all have a role to play in creating a safe and supportive community and encourage you to use your experience, your perspective, and your values to make a positive impact wherever you live, work and learn.

We hope that this course has provided you with an opportunity to reflect on the following concepts:

- Cultivating healthy relationships
- Intervening in potential situations of harm
- Supporting those who are affected by relationship abuse, sexual assault and stalking

Congratulations!

You've now completed Building Supportive Communities.

Maintaining Positive Workplaces

Maintaining Positive Workplaces

Video Script:

Maintaining Positive Workplaces.

We all want to work in an environment where we feel supported and respected, and where discrimination and harassment are promptly addressed. You truly can make a difference in creating and maintaining a positive work environment where everyone can thrive and do their best work.

Reviewing the 3 A's of Bystander Intervention

Interactivity Audio Script:

Reviewing the 3 A's of Bystander Intervention

Select each number to learn more.

Interactivity Text:

[Tab 1]: Awareness.

Awareness.

Be aware of what is happening around you and your colleagues. Evaluating and assessing your educational environment and understanding how harassment occurs and is experienced is the first step to being an active, rather than a passive, bystander.

[Tab 2]: Attitudes.

Attitudes.

Maintaining a respectful, equitable environment means actively modeling the attitude that discrimination, harassment and retaliation have no place in our educational environment. You can also show a positive attitude toward our institution's respectful workplace initiatives. This will let others around you know that you support a respectful, inclusive educational environment, and that you expect others to do so as well.

[Tab 3]: Action.

Action.

You have the power to act, either by saying or doing something at the moment you see it or by following up after the fact. If taking action on your own makes you uncomfortable, you can still make a difference by seeking help from others or reporting the situation to someone who is in a position to evaluate it and take action if necessary.

[Alt-Text]:

Several employees are seated together listening to their supervisor.

Resources

Interactivity Audio Script:

Resources.

There are many national resources available that focus on harassment and discrimination prevention. Take a moment to explore some of the resources listed to see which may be most helpful to you.

Select the links to learn more.

Interactivity Text:

National Resources

U.S. Equal Employment Opportunity Commission

Job Accommodation Network

Rape, Abuse & Incest National Network

Institute for Women's Policy Research

Human Rights Campaign

AAUW (American Association of University Women)

National Conference of State Legislatures

U.S. Department of Education's Office for Civil Rights

Law Resources

Title VII (Seven) of the Civil Rights Act of 1964

Title VI (Six) of the Civil Rights Act of 1964

Title IX (Nine) of the Education Amendments Act of 1972

You're Almost Done!

Interactivity Audio Script:

You're Almost Done!

Select Next to complete the course. If you'd like to continue exploring these concepts, we've pulled all the Dig Deeper content from different sections of the course. You can also use the Menu to review previous parts of the course.

Explore the following categories to learn more about each topic. Select Next to complete the course.

Thank You

Video Script:

Nice work!

You have now completed the Preventing Harassment and Discrimination course.

Thank you for being a part of the commitment to cultivate and maintain a positive educational culture. Remember, this is an ongoing process. What you do every single day has a positive impact on the lives of others.