Employee Sexual Violence Prevention and Response Trainings: An Opportunity to Create Safer Campuses

Juliette Grimmett, MPH & Dr. Amy Dellinger Page

Wednesday October 7, 2015
Icebreaker

How can employee training requirements serve as an opportunity to decrease SV on campuses?
Group Norms

- Respect each other
- Participate
- Speak up, step back
- Actively listen
- Lean into discomfort
- Ask questions
- Take care of yourself
- Have fun!
A school should provide training to all employees likely to witness or receive reports of sexual violence, including teachers, professors, school law enforcement unit employees, school administrators, school counselors, general counsels, athletic coaches, health personnel, and resident advisors.

Training for employees should include:
- how to prevent and identify sexual violence, including same-sex sexual violence;
- the behaviors that may lead to and result in sexual violence;
- the attitudes of bystanders that may allow conduct to continue;
- the potential for revictimization by responders and its effect on students;
- appropriate methods for responding to a student who may have experienced sexual violence, including the use of nonjudgmental language;
- the impact of trauma on victims; and, as applicable, the person(s) to whom such misconduct must be reported.
- responsible employees’ reporting obligation, including what should be included in a report and any consequences for the failure to report and the procedure for responding to students’ requests for confidentiality, as well as provide the contact information for the school’s Title IX coordinator.
- train responsible employees to inform students of their rights related to reporting and filing a Title IX complaint.
What can this look like?

Brief online module

OR

In-person, small group, multiple hours session
Chrysalis Network (CN) Approach

CN exceeds federal obligations by providing an expert perspective and real-world skills to empathically create and maintain a safer campus environment. Informed and skilled employees are essential to fostering learning communities where all can thrive.

- Respectful co-learning environment. All perspectives are valued.
- Tailored to meet the individual campus community.
- Highly interactive – activities, discussion, multi-media.
- Strengths-based, multicultural and social justice framework.
Appalachian State University

- February 2012: Office for Civil Rights Complaint
- April 2012: Agreement
- IPV Task Force: Appointed by Chancellor

Adopt a university policy that requires mandatory harassment and discrimination training, including policies and protocols on interpersonal violence, for all students, faculty, and staff.

*Why Chrysalis Network (CN) rather than in-house?*
Stakeholders

- Identified for input and buy-in
- Provide key details/challenges for various divisions
- Promoted buy-in from the “top” early on
- VAWA and Campus SaVE requirements
ASU & Chrysalis Network: Supervisor Training Development

- Prepare CN with campus culture to ensure success

- What to cover?
  - Prevalence/statistics
  - Federal statutes
  - Empowered bystanders
  - Action plan
  - Perpetration 101
  - Trauma-informed response to disclosures
  - Reporting guidelines/procedures
  - Confidentiality v. Privacy
  - Resources (campus and community)
  - Campus policies
ASU & Chrysalis Network: Supervisor Training

- Debuted 2, 2-hour in-person trainings to the Chancellor and her Cabinet as well as the IPV Council, Deans, and other stakeholders
  - Endorsed a 3-hour required training for 800 identified “supervisors” to be completed Fall 2014.

- BOT passed a motion that they would complete the training.

- Intentionally address LGBTQI communities at the beginning and use gender neutral language when possible.

- IPV Council members, OASIS, TIX Coordinator, and General Counsel attended every session.
Key Questions

- Who must be trained? In this case, who is a “supervisor”?
  - Staff: some supervise students, some other staff
  - All Administrators supervise, by definition
  - Some faculty supervise people and programs
    - Asked each Vice-Chancellor to identify supervisors who should complete the training

- Who pays for training?

- What are the benefits of attending?

- What are the repercussions for NOT attending?
Logistics

- Space for 17, 3-hour sessions for 50 people
- Workshop Scheduler for sign-up – open to everyone
- Email invites, reminders, lots of correspondence
- Meticulous attendance records
- Compile evaluations
Immediate Results

- Increase in referrals from faculty & staff receiving SV/DV reports from students
- Increased confidence in knowing how to respond to disclosures
- Requests from several units for additional training workshops for their members
# Evaluations

Data from Evaluations (n=620)

On a scale of 1-5, with 5 being the highest, please indicate the extent to which objectives were met

<table>
<thead>
<tr>
<th>Objectives</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.</td>
<td>287</td>
<td>234</td>
<td>79</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Understand the difference between primary prevention and risk reduction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 2.</td>
<td>257</td>
<td>248</td>
<td>99</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>Become familiar with federal statutes and guidance affecting interpersonal violence response and prevention efforts on college campuses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 3.</td>
<td>342</td>
<td>196</td>
<td>63</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Develop a better understanding of Title IX, and ASU’s Workplace Violence and Sexual Misconduct Policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 4.</td>
<td>387</td>
<td>183</td>
<td>38</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Learn how to respond to disclosures of interpersonal violence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluations

<table>
<thead>
<tr>
<th>Likert Scale Responses</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop description accurately reflected objectives of the session.</td>
<td>400</td>
<td>133</td>
<td>54</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>The workshop content and materials were valuable in attaining the objectives.</td>
<td>392</td>
<td>166</td>
<td>46</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>The workshop activities were appropriate for achieving the objectives.</td>
<td>385</td>
<td>160</td>
<td>55</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>The workshop presenter was professional, knowledgeable, and prepared.</td>
<td>554</td>
<td>50</td>
<td>10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I was highly engaged in the learning process.</td>
<td>324</td>
<td>215</td>
<td>63</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Overall, I was satisfied with the workshop.</td>
<td>372</td>
<td>187</td>
<td>43</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>
Trends in Written Responses

The most valuable strategies/skills/information I gained from this workshop was:

A better understanding of:

- what to do if someone disclosed
- how to be a better listener and what language to use when interacting with someone who has experienced IPV
- my duty to report/reporting requirements
- the importance of changing the culture/changing the narrative
- how to be an active bystander
- Title IX
Support and Collaboration

- Equity, Diversity and Compliance Office
- Office of the General Counsel
- Hubbard Programs for Faculty Development
- Student Development
- Information Technology Services
- Plemons Student Union
Lessons Learned

- Timing has to be right
- Senior Administration has to be on board
- Needs to be cooperation among units across campus
- Open sign-up lead to a rich heterogeneous group of participants
- IPV and/or SV?
- 3 hours still not enough time!
Activities: Primary Prevention

- What do men/women do?
- Rape rate increase over time
- Narrative Change
- Timely warning
“Faculty are uniquely positioned to assist students, as they often see the warning signs—absence from class, decreased productivity, lower grades, social withdrawal—before others. In addition, as a trusted authority figure, students may turn to you when in crisis and disclose that they have been victims of violence. You may be one of the first people a student confides in, so it is important to know how to handle a disclosure.”

--National Sexual Violence Resource Center
Activities: Action Planning

At your table, discuss specific strategies you can take to create a safer, more knowledgeable, and more open campus environment around SV/IPV/stalking prevention and support.

- Office policies, employee/student orientation, marketing campaign, visibility, etc.
- Individually write down 3 actions you can take

Many themes around individual work of building intentional relationships, listening, watching, and doing something.
Environmental Scan

- Even if you’ve done these trainings, what is your sense for the current campus climate?
- What remains to be an issue/concern?
- IPV or SV? Both?
- Sustainability plan
Action Steps

- What will you do to enhance employee training on your campus?
Questions?

Thank you!