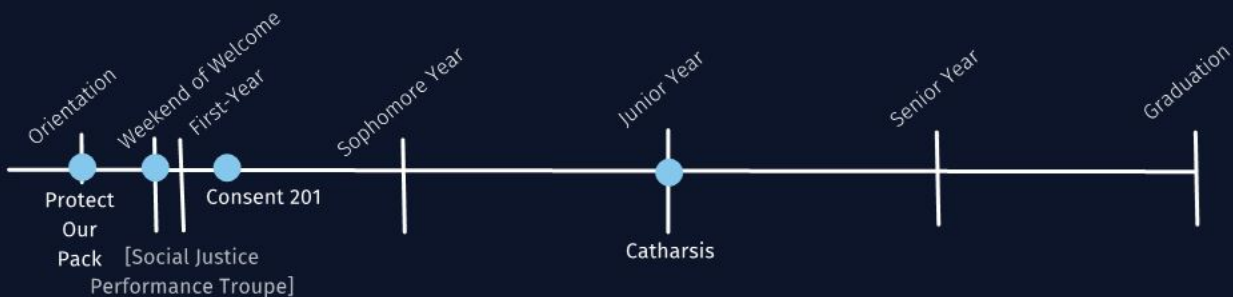


Multitiered Prevention Education

Task Force on Combating Sexual Violence
and Supporting Our Students

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She|Her|Hers
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Office of Institutional Equity

Undergraduates



Graduate & Professional Students







Faculty & Staff



PRIMARY LANDSCAPE




TRAINING

Promote Protective Environments







-  New Employee Sexual Harassment Prevention Training (OIE & WC)
-  Title IX: Reporting & Resources Training (OIE)
-  Sexual Harassment Proactive Training (Student Activities)
-  Hazing, Harming, and Harassment SOLID Module (Student Activities)

PREVENTION EDUCATION







Address Root Causes (e.g. sexism, racism, economic inequality)

-  Consent 201 (VAWPPers, WC)
-  [Social Justice Performance Troupe] (Student Activities)
-  Men's Project (VAWPP/WC & AsACC)


Change Social Norms around Violence

-  New Student Orientation Protect Our Pack (DOS)
-  Protect Our Pack Bystander Intervention (PACK Leaders, DOS)
-  Catharsis (Student Affairs)
-  We Stand Up: Men Preventing Violence Against Women (UCPD)
-  Start a Conversation (UCPD)
-  Greeks Against Sexual Assault (VAWPP/WC & CFSD)




FREQUENCY AND TARGET AUDIENCE

-  Single Program (Required for all Undergraduates)
-  Single Session (By Request)
-  Multi-Session (Population Tailored)
-  One-Time Training (Required for all Faculty and Staff)
-  One-Time Training (Required for all Grad and Professional & Rising Juniors)
-  One-Time Training (Select Student Leaders and Student Employees)

DELIVERY

-  Peer-Facilitated
-  Facilitated by Professional Staff
-  Web-Based
-  Other

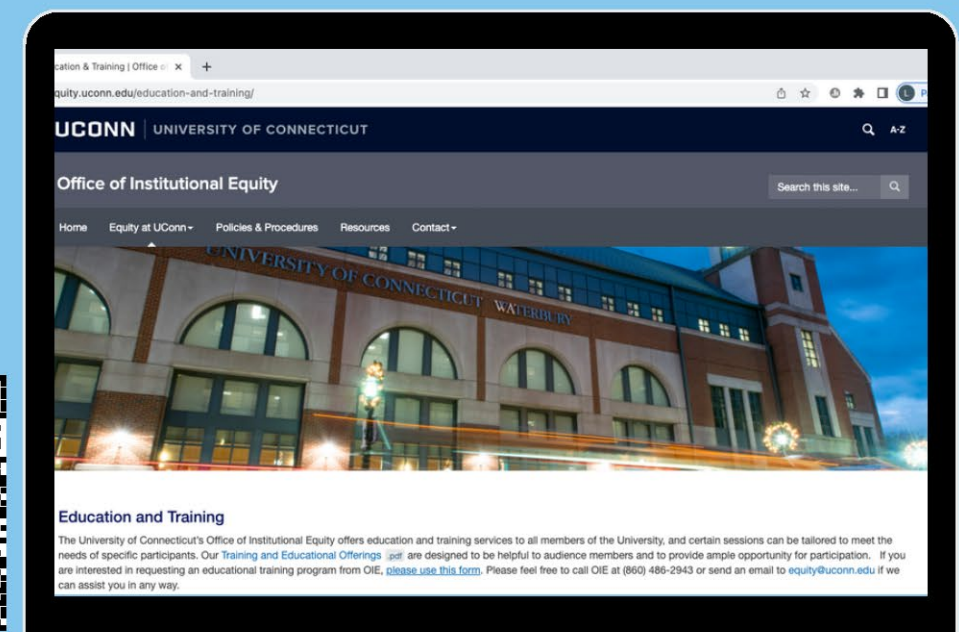
Build Skills around Healthy Sexuality and Relationships

-  Power & Control in Relationships (VAWPPers/WC)
-  Sexual Health Showdown (Sexperts, SHaW)
-  Sex Jeopardy (SHaW)

Note: This is not an exhaustive list and many of these programs deploy more than one promising strategy



Confidential and Exempt Resources	Non-Confidential Support & Reporting Resources	Prohibited Conduct Definitions	Prevention & Awareness	True or False
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
<div> <div>MENU</div> <div> <div>Team 1</div> <div>0</div> <div>+ -</div> </div> <div> <div>Team 2</div> <div>0</div> <div>+ -</div> </div> <div> <div>Team 3</div> <div>0</div> <div>+ -</div> </div> </div>				



Incorrect

"That's a lot to process Akimi, I'm really not sure what to say."

This is something you may be thinking internally but should make an effort not to say, as it puts the focus on you when it should be on Akimi and her needs.

"You said Byron was drinking that night, were you drinking too?"

This is a question that is likely more about curiosity than concern, and could be perceived as victim-blaming.

Try Again

Correct

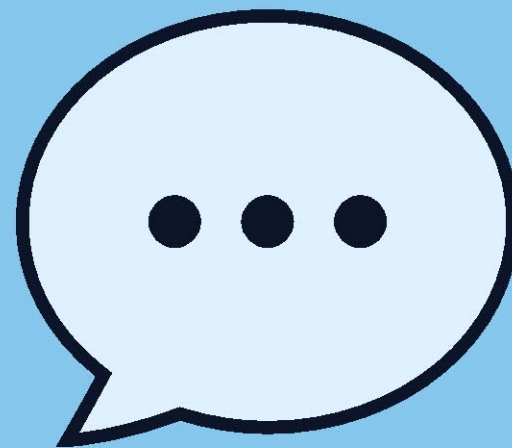
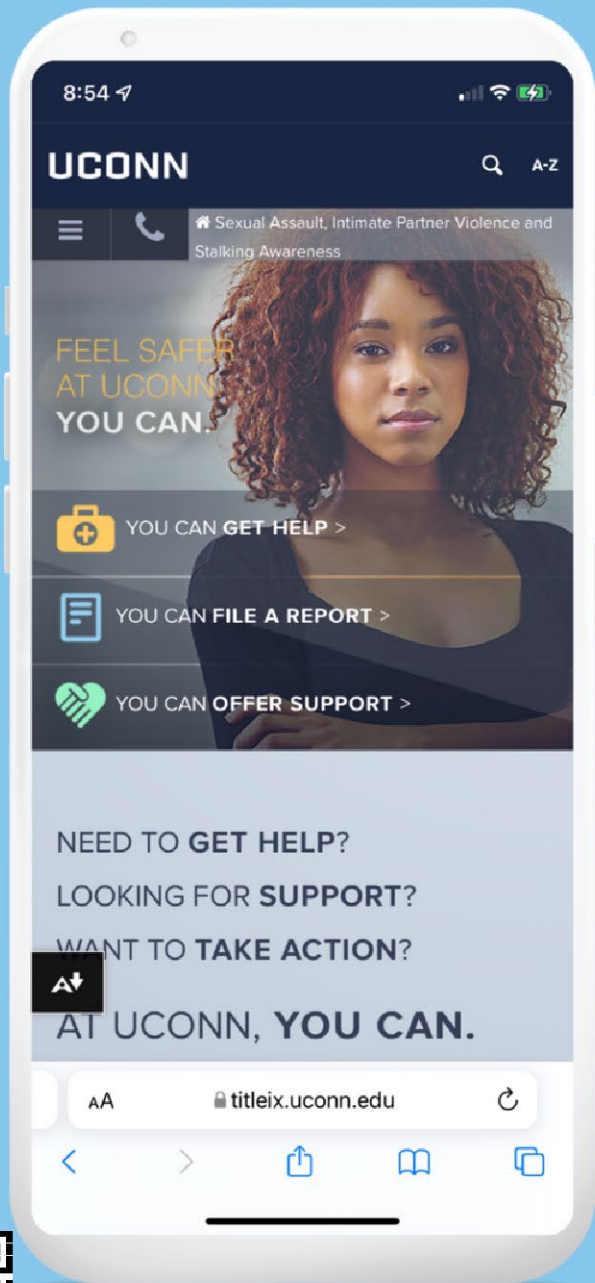
"I'm so sorry to learn that you've been struggling."

This response is sympathetic and demonstrates an understanding of the feelings reflected in what Akimi is sharing (versus a focus on the facts).

"As a staff/faculty member I have a responsibility to share what you have shared with me with the Office of Institutional Equity (OIE). This information sharing is meant to ensure that you will receive the appropriate level of assistance, support, and/or university resources, should you wish. Please know that you ultimately get to decide how much or how little you wish to engage with any follow up you receive."

This response demonstrates transparency and explains the spirit of Responsible Employee reporting obligations so that Akimi is clear on the "why." It also ends with an effort to restore Akimi's agency.

Continue



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