

*TITLE IX AND  
PREVENTION:  
CREATING,  
BUILDING, AND  
ENHANCING  
PARTNERSHIPS*

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# *Let's talk structure*



- How many of you are...
  - Title IX Coordinator or deputy
  - Prevention specialist
  - Both Title IX Coordinator/Prevention specialist
  - Neither
  - Advocate
  - Prevention and Advocate
  - Title IX and Advocate
  - Title IX, Advocate, Prevention
  - Another role

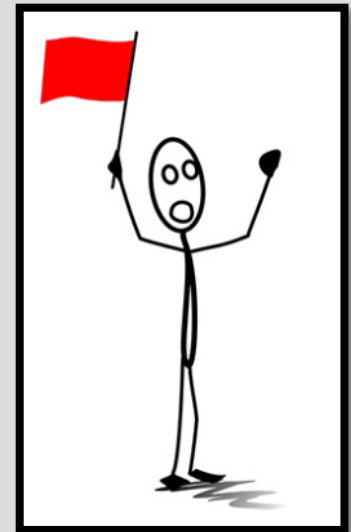
# *Let's talk communication*



- How many of you... (if you're in separate offices)
  - Work closely with Title IX, prevention, advocacy
  - Work together some of the time but not regularly
  - Do not work with those offices much at all
  - Work with students




# *BARRIERS*



# *Why partner?*

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- Our work informs one another's
  - Consistent messaging in the community
  - Our communities need multiple doses of training and programming to effect culture change
  - Reduction of barriers for coming forward
  - Shared responsibility
  - We figure out what works in our communities
  - Most importantly – work to eliminate harm!
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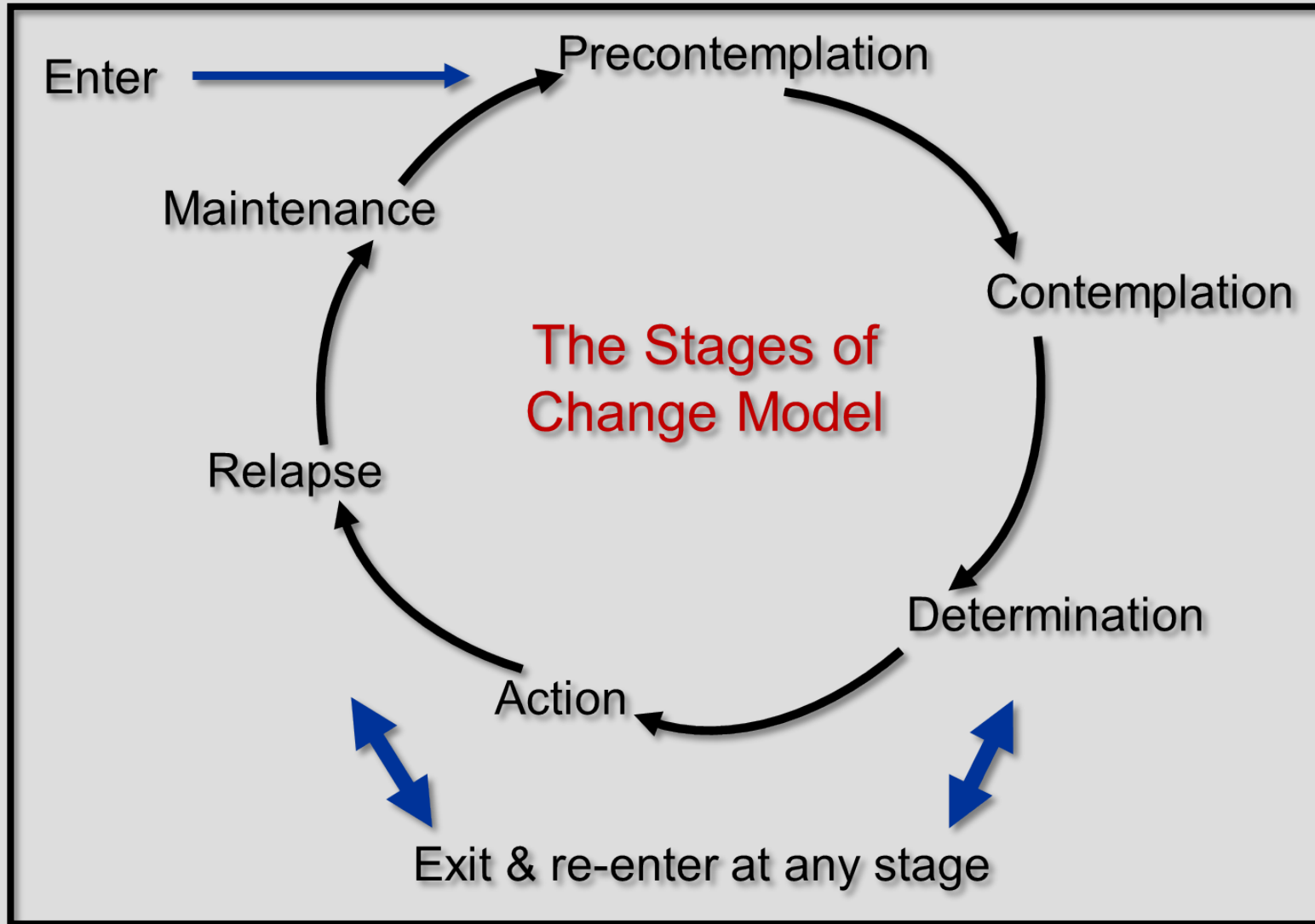
*THINK+PAIR+SHARE*



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# Socio-Ecological Model








# *Effective programming /training*

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- Values based
  - Customized scenarios
    - What experiences have people in community had that they need more/better tools to help them address?
  - Define behaviors
  - Identity inclusive
  - Implicit bias
  - In person – if/when possible
  - Clearly identify the steps a person should/can take
  - Share resources (include person's headshot)
  - Evaluate, improve, continue
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# *Considerations*

- Collaborate across your institution
  - Collaborate with other institutions
  - Once a year training online is NOT ENOUGH – multiple doses are needed
  - Create accountability in your community
  - Utilize a Health Belief Model
  - Make a list of small wins
    - Students requesting programming/training
    - Increased reporting
    - Students naming power differentials amongst themselves
    - Community value found in continued/ongoing education
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# *Importance of language*



- How you provide a training and how you title the training
  - Confidentiality vs Privacy
  - How your scenarios are written
- How leadership in your community discuss this work with others (training, programming, institutional efforts)
- What you say to a victim/survivor
  - **RESPECT AND CHOICE**
- What you say to an accused person
- How you discuss these issues in the community/classroom
  - Inadvertent (or explicit) victim blaming
- What role activism plays on your campus

# *Positively Framed Language*

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- For a Responsible Employee who has been disclosed to - “Thank you for trusting me. I need to share your name with our Title IX Coordinator so they can reach out to you with resources. You get to decide whether you access those resources.”
  - For a leader describing the upcoming training – “This training is an important educational opportunity for us to be good stewards of the community.”
  - Community member talking to others – “We all must take a role in creating an inclusive and respectful environment in this community.”
  - Student leader talking with other students – “When I was first designated a Responsible Employee, I was confused and upset. When learned why it was important to make sure someone had access to the available resources and that they get to decide whether they want to access those resources or not, I realized how important it is to help them.”
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*CHANGE  
DOES NOT  
HAPPEN  
OVERNIGHT*



# *Thank you!*

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