

FACILITATOR GUIDE



Sexual Misconduct
Prevention
for Faculty & Staff

Thank you for implementing this program.

Faculty & Staff have a leading role in fostering a safe and supportive school culture and building a connected campus with inclusive and equitable learning environments. This facilitation guide is designed to provide a framework for using this resource with your campus community.

The goal of this guide is to help you apply the Kognito content to your campus needs and experience. The discussion guide is set up to leverage personal experiences, dialogue, and campus resources. It can be used in a multitude of fashions and we suggest you consider one of the following approaches. The guide also corresponds to the slide deck provided to you by the Kognito Team.

First, decide how you want to facilitate the program:

- 01 Asynchronous:** Assign the program to be completed ahead of the in-person discussion. To ensure content is fresh in learners' minds, we recommend it be taken no more than 2 weeks in advance of the in-person workshop.
 - a. This approach will require time for you to facilitate the discussion after the online program has been completed by the team individually.
- 02 Synchronous:** Work through the material as a team in a space together. Each individual works through the content on their own computers with headphones. The facilitated discussion to follow.
 - a. This approach will allow you all to work through and engage in the content as a team.

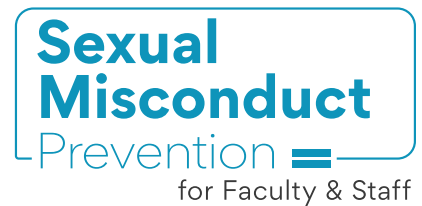
You do not have to be an expert on the topic to lead this discussion.

As a facilitator, you're not expected to be the expert on the topic to lead this discussion. The goal is to make room for others to share. Areas in the guides with italicized phrases are meant to be read out loud or paraphrased in your own voice. When facilitating, talk through specific examples you have seen, heard, and experienced on campus (leaving out names for confidentiality).

In preparing to facilitate, there are a few things you will need to do and some supplies to prepare. Please find the short list below.

- Complete & print the "Refer @ (Your Institution Name) Guide to provide to your participants at the end of the facilitation
- Flip charts for group discussions.
- Post-it notes
- Pens for each participant

We look forward to how this training impacts your organizational culture. If you have any questions or comments, please reach out to the Kognito team!



Curriculum Facilitator Key

| HEADING | DESCRIPTION |
|--------------------|--|
| Time | <p>This is the general amount of time you have for each portion of the discussion. Some sections might take more, some might take less, but this will give you a general idea as you are mapping out your session.</p> <p>You will see times listed like this: 15 min (35/90). That means that the section itself should take 15 minutes and, when you have finished that section you have facilitated 35 minutes of the 90 minutes total for the program.</p> <p>Facilitation tip: <i>Once you know your program start time, go back through this facilitation packet and create a time-roadmap making note of what time each section should begin and end.</i></p> <p>Pro tip: <i>As you are doing that, remember that if the program is slated to begin at 7pm ET you are not really going to begin at 7pm. Give yourself some flexibility in your time-roadmap</i></p> |
| PowerPoint slide # | <p>This identifies the PowerPoint slides that will be used during each section. It will be listed like this: (PPT 1-3).</p> <p>Facilitation tip: <i>After you are comfortable with the curriculum go back through it and make a mark or add a sticker at the point in your facilitation that you need to advance the slide.</i></p> <p>Pro tip: <i>Then, practice facilitating the entire program while advancing slides. A remote clicker will help you be able to move freely around the room.</i></p> |

Curriculum Facilitator Key cont.

| HEADING | DESCRIPTION |
|-----------------------------|---|
| <i>Facilitator notes</i> | This section provides context for the section you are facilitating and will always be in <i>italics</i> . Think of them as your information stops along the way. Please pay special attention to each of these sections as they can be rich with helpful information. |
| Facilitator talking points | These are the talking points that need to be conveyed for each section. The facilitator talking points are not to be used as a script that you read verbatim, but instead should be used to frame the message you share. |
| Text that is in BLUE | <p>If words are in BLUE FONT, that signifies that that text can be found on the PPT slides.</p> <p>Facilitation tip: <i>It's often helpful to underline or highlight the main points in each section. That way, as you are facilitating you can glance down at your notes and you will see those key words standing out on your page.</i></p> |

FACILITATOR GUIDE

Title IX

**Sexual
Misconduct**
Prevention =
for Faculty & Staff

This **Title IX** workshop provides information on recognizing, reporting and preventing sexual misconduct. Facilitation this is focused on creating a shared understanding of the importance of this topic.

Title IX

| HEADING | DESCRIPTION |
|--|---|
| <p>Share Understanding for a Productive Conversation</p> <p>5 min (5/120)</p> | <p><i>It will be important to establish a set of ground rules or “shared understandings” to guide how the group speaks to and with each other. The content of this product can lead to a wide range of emotional responses and can create some constructive discord. Establishing these shared understandings will help ensure everyone feels like they have a place in the conversation. Here are some suggested guidelines to read out loud to the group and display: (PowerPoint slides 2-3)</i></p> <ul style="list-style-type: none">• Let individuals express their full thoughts and/or ideas before responding.• Share from your own experiences, do not assume the experiences of others.• It’s okay to disagree, but do so with respect, curiosity, and a willingness to learn.• Give everyone who wants time to speak. You may have a lot to say, but so might someone else.• Sharing your experiences is personal, so keep what is said confidential.• It’s okay to not know the “right” thing to say.• Be willing to hear that you may have a negative impact and take responsibility.• Don’t be afraid to ask questions and speak your mind.• It’s okay to feel uncomfortable. It is in those moments we grow through embracing a growth mindset.• Sometimes hearing other people’s stories of sexual misconduct can prompt uncomfortable memories. If that happens to you during this training, access on and off campus support resources. <p><i>Ask the group if there are anything else they would like to add. If possible, display ground rules during the discussion in case they need to be referred to throughout.</i></p> |

Title IX

| HEADING | DESCRIPTION |
|---|--|
| <p>Introduction & Welcome</p> <p>5 min (10/120)</p> | <p><i>Once you have established a shared understanding of how to proceed, it's important to share the "why" behind use of the program. A few key items to highlight in this area are: (PowerPoint slide 4)</i></p> <ul style="list-style-type: none">• Our campuses should be safe places for our students and employees to learn, work, and grow. This isn't a goal that can be accomplished in a day— it's a process that takes consistent and intentional effort from all of us.• Sexual Misconduct Prevention training promotes better mental health and a sense of physical safety and belonging for all members of our campus community. <p><i>Be sure to include any language specific to your institution. You might also include your institutions' values, mission, and/or stated commitment to creating a safe campus environment for everyone.</i></p> |

Title IX

| HEADING | DESCRIPTION |
|---|---|
| <p>Fostering a Safe and Supportive Campus Environment</p> <p>15 min (25/120)</p> | <p><i>As faculty and staff, we play an important role in building a safe and strong campus community and supporting the mental and emotional well-being of all members. Creating and maintaining a safe and supportive campus starts with us.</i></p> <p><i>Break into small groups to respond to the following discussion question: (PowerPoint slide 5)</i></p> <ul style="list-style-type: none">• Take a moment to share experiences within the group of times you've felt respected and/or like part of a community, highlighting what factors contributed to this feeling.• Take a moment to share experiences within the group of times you've felt disrespected and/or excluded from a community, highlighting what factors contributed to this feeling. <p><i>Ask groups to share the characteristics of a safe/respectful community and write them on the board, flipcharts, etc.</i></p> <p><i>Next, ask the groups to brainstorm responses to the following: (PowerPoint slide 6)</i></p> <ul style="list-style-type: none">• What are some ways that we can integrate these characteristics into our own campus to foster a safe and supportive environment? <p><i>When you come back together as a group, have each small group share one thing they will like the entire group to know.</i></p> |

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| HEADING | DESCRIPTION |
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| <p>Bystander Intervention</p> <p>10 min (35/120)</p> | <p><i>Ask the group to define and give examples of bystander intervention.</i> (PowerPoint slide 7)</p> <p><i>We learned about some safe and positive actions we can use before, during, and after an incident to effectively intervene, and we've seen the impact intervention can have in the lives of misconduct survivors.</i></p> <p>In small groups, discuss the following questions:</p> <p><i>How can bystander intervention help prevent sexual misconduct?</i></p> <ul style="list-style-type: none">• Before, during, and after an incident? |
| <p>Supporting Survivors</p> <p>15 min (50/120)</p> | <p><i>In small groups, discuss the following questions:</i> (PowerPoint slide 8)</p> <p><i>How can we support survivors when they disclose to us?</i></p> <ul style="list-style-type: none">• <i>What communication strategies can we use to support a survivor disclosing their experience?</i> <p><i>How can we support survivors after the disclosure?</i></p> <ul style="list-style-type: none">• <i>How can ensure survivors have agency over their decisions?</i>• <i>For employees with a duty to report, how can we fulfill our responsibility to report while still respecting the student's needs and boundaries?</i> |

Title IX

| HEADING | DESCRIPTION |
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| <p>Reporting Sexual Misconduct</p> <p>10 min (60/120)</p> | <p><i>In small groups, discuss the following questions:</i> (PowerPoint slide 10)</p> <ul style="list-style-type: none">• Why is reporting sexual misconduct important?• What are the benefits of reporting to the Title IX office?• When exposed to issues related to sexual misconduct how can we make sure we're taking care of ourselves?• What actions can we take after reporting to show support for survivors? <p><i>After sharing some responses with the group, share information about the location, contact information, and key personnel from your institute's Title IX office. (PowerPoint slide 11)</i></p> |

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| HEADING | DESCRIPTION |
|---|---|
| <p>Role Play</p> <p>50 min (110/120)</p> | <p><i>Ask participants to break into groups of two for a set of role plays. Online-meeting systems like Zoom offer randomized break-out rooms for set periods of time and set group sizes.</i></p> <p><i>Tell participants they will role play two challenging conversations, one between a faculty member and student, and another between two staff members.</i></p> <p><i>Pass out the role-play handout to all participants. Ask them to decide who will play which role, then have them read the background information for their character only, then begin the Role-Play Scenario A (PowerPoint slide 13)</i></p> <p><u>Scenario A</u></p> <p>Faculty Member <i>Read this if you're playing the role of the faculty member:</i></p> <p><i>One of your students, Amari, seems to be distracted and anxious. They're usually very engaged in class but recently they've seemed subdued, and are performing poorly on their assignments. You want to talk to Amari about what you've noticed and give them the chance to share their experiences with you.</i></p> <p>Amari <i>Read this if you're playing the role of the student in distress:</i></p> <p><i>You've been dating a student who goes to college with you, Greer, for the past month. Recently they've been calling and texting you repeatedly throughout the day and showing up to your dorm room when you don't answer. You're anxious about running into them on campus, to the point that you're having difficulty focusing in class, and on homework assignments.</i></p> <p><i>Give participants a one-minute warning, then conclude their first role-play session.</i></p> |

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| HEADING | DESCRIPTION |
|---|---|
| <p>Role Play (continued)</p> <p>50 min (110/120)</p> | <p><i>Have participants discuss the following questions with their role-play partners: (PowerPoint slide 14-15)</i></p> <ul style="list-style-type: none"><i>• If you played the role of the faculty member... What did you learn about Amari's emotional state and current situation? How successful was this conversation? What were some critical moments?</i><i>• If you played the role of the student... How did this conversation feel to you? What did the other person do in this conversation to make you feel comfortable and respected?</i><i>• How were the techniques from the simulation used? Alternatively, how could they have been used to make the conversation even better?</i><i>• What action steps might come from this conversation? Did you bring them up? If so, how?</i><i>• How could a conversation like this help a student in distress in the long run?</i><i>• What kind of advance planning, if any, is necessary for conducting a conversation like this? (Possible answers: checking your emotions to put aside any unhelpful thoughts or presumptions you may have about the student; considering how you might bring up the things you've noticed and what kind of language you will use)</i><i>• How else might you better support Amari at school?</i> <p><i>Ask participants to share some of their responses and reactions to the role-play with the group, then move on to Scenario B. Ask participants to swap roles from the previous scenario (i.e. whoever played the survivor, should play the listener this time).</i></p> |

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| HEADING | DESCRIPTION |
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| <p>Role Play (continued)</p> <p>50 min (110/120)</p> | <p>Scenario B (PowerPoint slide 16)</p> <p>Francis <i>Read this if you're playing the role of the supportive staff member:</i></p> <p><i>You notice that your colleague and friend, Kwasi, seems distressed lately. Today Kwasi asks to speak with you, and seems anxious. Give Kwasi a chance to share their experiences with you.</i></p> <p>Kwasi <i>Read if you're playing the role of the staff member in distress:</i></p> <p><i>The colleague you share an office with, Haruka, has been making inappropriate comments toward you. These comments have made it difficult to concentrate. You don't feel safe or respected. You choose to seek help from your friend and coworker, Francis.</i></p> <p><i>Give participants a one-minute warning, then conclude their last role-play session.</i></p> |

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| HEADING | DESCRIPTION |
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| <p>Role Play (continued)</p> <p>50 min (110/120)</p> | <p><i>Have participants discuss the following questions with their role-play partners: (PowerPoint slide 17-18)</i></p> <ul style="list-style-type: none"><i>• If you played the role of Francis... What did you learn about Kwasi's emotional state and current situation? How successful was this conversation? What were some critical moments?</i><i>• If you played the role of Kwasi... How did this conversation feel to you? What did your colleague do in this conversation to make you feel comfortable and respected?</i><i>• Did you try anything new in this conversation? What did you try and how did it work or not work?</i><i>• How were the techniques from the simulation used? Alternatively, how could they have been used to make the conversation even better?</i><i>• What action steps might come from this conversation? Did you bring them up? If so, how?</i><i>• How could a conversation like this help a colleague in distress in the long run?</i><i>• How else might you better support Kwasi at work?</i> <p><i>Ask participants to share some of their responses and reactions to the role-play with the group.</i></p> |

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| HEADING | DESCRIPTION |
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| <p>Conversation Debrief</p> <p>5 min (115/120)</p> | <p><i>The participants will have also played the online program's conversation with Jules, a student who expressed concern over their group assignment relating to an issue of sexual misconduct. (PowerPoint slide 19)</i></p> <p><i>Take a moment for the group to think about how these steps and techniques were used in similar ways with a student and with a peer. See if there is an experience they've had at their institution they would like to share where they think this process could help.</i></p> |
| <p>Final Note</p> <p>5 min (120/120)</p> | <p><i>As faculty and staff, we want to work in a positive campus environment where everyone feels safe, supported, and all have a strong sense of belonging and inclusion.</i></p> <p><i>Creating an inclusive culture is everyone's responsibility. By modeling caring behavior – being active bystanders, addressing behavior, being there to listen, and supporting those who are affected – we can make a difference in the lives of our students, colleagues, and create an equitable school community.</i></p> <p><i>Final questions: (PowerPoint slide 20)</i></p> <ul style="list-style-type: none"><i>• How confident do you feel in your abilities to support survivors of misconduct, and why?</i><i>• If you had to state one thing you took away from this experience, what would it be? How does it relate to your role as a faculty or staff member?</i> <p><i>Thank the participants for their commitment and contribution, and allow for questions. (PowerPoint slide 21)</i></p> |

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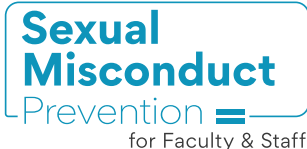
Discussion Handouts for Learner

Role-Play Scenarios

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Role-Play Scenario A



Faculty Member

Read this if you're playing the role of the faculty member:

One of your students, Amari, seems to be distracted and anxious. They're usually really engaged in class but recently they've seemed checked out, and are performing poorly on their assignments. You want to talk to Amari about what you've noticed and give them the chance to share their experiences with you.

Amari

Read this if you're playing the role of the student in distress:

You've been dating Greer, a student who goes to college with you, Greer, for the past month. Recently they've been calling and texting you repeatedly throughout the day and showing up at your dorm room when you don't answer. You're anxious about running into them on campus, to the point that you're having difficulty focusing in class, and on homework assignments.

Discussion Questions for Role Play Scenario A

- If you played the role of the faculty member... What did you learn about Amari's emotional state and current situation? How successful was this conversation? What were some critical moments?
- If you played the role of the student... How did this conversation feel to you? What did the other person in this conversation do to make you feel comfortable and respected?
- How were the techniques from the simulation used? Alternatively, how could they have been used to make the conversation even better?
- What action steps might come from this conversation? Did you bring them up? If so, how?
- How could a conversation like this help a student in distress in the long run?
- What kind of advance planning, if any, is necessary for conducting a conversation like this?
- How else might you better support Amari at school?

Role-Play Scenario B



Francis

Read this if you're playing the role of the supportive staff member:

One of your students, Amari, seems to be distracted and anxious. They're usually really engaged in class but recently they've seemed checked out, and are performing poorly on their assignments. You want to talk to Amari about what you've noticed and give them the chance to share their experiences with you.

Kwasi

Read if you're playing the role of the staff member in distress:

You've been dating Greer, a student who goes to college with you, for the past month. Recently, they've been calling and texting you repeatedly throughout the day and showing up at your dorm room when you don't answer. You're anxious about running into them on campus, to the point that you're having difficulty focusing in class, and on homework assignments.

Discussion Questions for Role Play Scenario A

- If you played the role of the faculty member... What did you learn about Amari's emotional state and current situation? How successful was this conversation? What were some critical moments?
- If you played the role of the student... How did this conversation feel to you? What did the other person in this conversation do to make you feel comfortable and respected?
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