Sexual Violence Intervention, Prevention, & Support

IN THE VIRTUAL CLASSROOM SETTING & BEYOND

Prepared by
THE OFFICE OF SEXUAL ASSAULT & RELATIONSHIP ABUSE EDUCATION & RESPONSE

In collaboration with
THE TITLE IX OFFICE AND THE CONFIDENTIAL SUPPORT TEAM
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Introduction

Sexual and relationship violence, stalking, sexual harassment, all forms of discrimination, including gender-based discrimination, and retaliation are unacceptable and are not tolerated at Stanford University. These concerns may show in different ways as we’ve transitioned to the online world and virtual classroom settings.

Although the physical campus is under the Santa Clara County shelter-in-place order, relevant offices remain available to provide support via phone, email, and video chat:

- **The Title IX Office** is continuing its work to respond to, remedy, and prevent interpersonal violence and gender-based discrimination.
- **The Confidential Support Team (CST)** remains available to assist you and students virtually during this time.
- **The Office of Sexual Assault and Relationship Abuse Education and Response (SARA Office)** remains dedicated to cultivating caring relationships, especially as we navigate creative ways for building a culture of consent in a digital reality.

Harassment or discrimination that occurs within a program or activity of the University, including all instruction, is subject to University policies. So regardless of where students, staff, and faculty are physically located, University policy applies to our conduct for University matters. Stanford may also respond to concerns in which harassment or discrimination happens outside of University activities when it causes significant harm within the University community or to a community member.

If you have feedback about this document, have questions, or want further consultation, please contact saraoffice@stanford.edu.
Reminders

We acknowledge that facing these issues can be difficult and that the impact of sexual and relationship violence, stalking, sexual harassment, and gender based discrimination is wide-reaching. Secondary effects of trauma often affect supporters in similar ways as direct survivors. We encourage you to care for yourself while managing these types of situations and remind you that there are resources available for you:

- Faculty Staff Help Center
- Ombuds
- BeWell
- Confidential Support Team (for support and consultation about how to help an impacted student)

Confidentiality Limitations

Trauma informed response involves transparency and trustworthiness. This means understanding and communicating clearly about your confidentiality limitations as a Responsible Employee, even before there is any situation to respond to. This kind of clear communication does not prevent students from disclosing situations they need help with - by contrast, it shows that you care about these concerns and take them seriously. It also provides students with clear expectations, predictability, and agency over what will happen if they share this kind of experience (all important to recovering from trauma). At the same time, you can also share information about confidential resources so that students have choices of where to get help. Below is an example of what you might say to your students:

I am a Responsible Employee, which means that I am obligated to share with the Title IX Office any information I learn about a student potentially experiencing sexual harassment, sexual assault, sexual misconduct, relationship violence, stalking, gender discrimination, or retaliation. This is because the university takes these matters seriously and requires a response. I can help you connect with services at the university that are here to support you in reporting any experience you’ve had. I can also connect you with confidential resources if you would prefer to talk to a counselor about your experience without making a report to the university.
Syllabus Statements

Consider adding a syllabus statement. Below is an example.

Title IX is a federal law that prohibits discrimination on the basis of sex and gender, including sexual harassment and sexual violence, in educational programs and activities that receive federal financial assistance. Stanford is committed to providing a campus environment that is free of such discrimination. If you are experiencing a Title IX-related concern, please be aware of the following confidential and non-confidential resources available to Stanford students.

Confidential Resource:
- The Confidential Support Team (CST) is reachable via a 24-7 hotline at 650.725.9955 for urgent support or at 650.736.6933 for non-urgent questions and scheduling appointments. CST offers free and confidential support to Stanford students impacted by sexual assault and relationship violence, including domestic abuse, intimate partner abuse, stalking, and sexual or gender-based harassment and discrimination. CST services include consultation about rights and reporting options, obtaining a forensic exam or medical care, academic support, residential changes, and other available resources. CST provides assistance in accessing these resources and supports, brief emotional support, support throughout a reporting or investigation process, and ongoing psychotherapy for mental health effects of these experiences.

Non-Confidential Resources:
- The Title IX Office is reachable at 650.497.4955 or via email at titleix@stanford.edu. The Title IX Office receives and responds to Title IX concerns involving students, including but not limited to assisting with academic and housing accommodations, conducting investigations and adjudication processes. Please note that many employees of Stanford, including faculty members, course instructors, and teaching assistants, are required to report Title IX-related concerns to the Title IX Office.
- The Office of Sexual Assault and Relationship Abuse Education and Response (SARA) is reachable at 650.725.1056 and saraoffice@stanford.edu. The SARA Office provides healing workshops, prevention education, advocacy services, consultation or referrals, and transformations of our institutional and cultural systems to end violence. We aim to promote healthy sexualities, healthy relationships, and end sexual and relationship violence, stalking, gender discrimination, and sexual harassment.

Much more information, including full lists of both confidential and non-confidential resources, is available online here:
- sexualviolencesupport.stanford.edu
- relationshipviolencesupport.stanford.edu
- transgendersupport.stanford.edu
Example warning for specific readings

On pages X-X in our text, there is a graphic description of sexual violence. The sexual violence is referenced but not discussed in detail in other passages. Below I list some optional practices for self-care while reading, and you may also choose to skip over the most explicit pages of the text:

- Take breaks from the text
- Journal as you read
- Practice grounding (e.g., stop reading and identify 5 things you can see, 4 things you hear, 3 things you can feel)
- Read with a trusted support person (make sure they know what you’re working through and are available to be a support to you right now)
- Schedule counseling or other support services or activities to coincide with your reading or class schedule
- Call CST for support at 650.725.9955

If you have questions or concerns, I’m happy to set up an appointment or talk more during office hours. You may also want to connect with other resources to build a strategy for safety and self-care.

Example general acknowledgment

In this class, we talk about sexual and relationship violence. I acknowledge that these issues can be upsetting to face and may cause unique distress or discomfort for students with experiences of these or other forms of trauma. In my effort to create an accessible learning space, I will do my best to tell you in advance when a reading, film, or lecture discusses potentially distressing topics. If you have questions about the content, please come talk to me. I also encourage you to practice self-care before, during, and after we engage with these materials. If you find that you are struggling to process the material we cover, please let me know as soon as you feel able and/or consider reaching out to our Confidential Support Team or SARA Office for additional support.
Working Guidelines

1. **Be explicit about what students will be exposed to.** Is it a general discussion of the social issue? Does it include explicit behavioral descriptions? First-person accounts? This information helps impacted students to decide how they will engage with the content.

2. **Offer accommodations.** Whenever possible, provide options for staying engaged in the course while minimizing harm. This is especially important in courses where an impacted student could not know that the course would include sexual violence as a subject matter when enrolling. That took away their choice to opt-out of the course altogether to protect themselves from unproductive distress. Accommodations may include:
   a. **Skipping the most explicit content,** but still engaging with the rest of the material (must provide page numbers or time stamps if a video)
   b. **Skipping the entire content** and dropping corresponding assignments from the student’s overall grade
   c. **Providing alternative content or activities** that achieve learning goals for the course while minimizing harm. For example, if a course goal is for students to understand the impact and importance of addressing gender-based violence, then an instructor may assign a text focusing on the prevalence and impact of sexual assault. While statistics and impact research can be useful, it may create more harm or distress for impacted students. Alternative content that could be meaningful to an impacted student and relate to the larger class conversation could be watching Tarana Burke’s TED talk and writing an open reflection paper in response. Try to work collaboratively with the student as much as possible to identify an alternative assignment.

3. **Offer strategies for taking care of oneself while engaging in difficult content.** Provide **behavioral practices** and resources. This may help all students, not just directly impacted students. For support in developing strategies directly related to the content of concern, the **SARA Office** and the **Confidential Support Team** are available to help.

4. **If the text will be discussed in class, be sure to establish and enforce shared expectations for discussion.** Remind everyone that there are likely impacted students in the room. Revisit norms around respectful, inclusive dialogue. Request no explicit descriptions of acts of violence. Restate the importance of taking breaks as needed, either in the room or by stepping out (normalize this throughout the term). Embed in-class opportunities for written reflection during the discussion that will allow someone to actively de-escalate if they are experiencing distress without missing course content.
Tips for Supportive Conversations with Impacted Students

Remind them of your confidentiality limitations.

I’m glad you felt comfortable coming to me and I want to help. I also want to remind you that I am a Responsible Employee, which means that I am obligated to share with the Title IX Office any information disclosed to me about sexual harassment, sexual assault, sexual misconduct, relationship, violence, stalking, gender discrimination, or retaliation. I want you to make an informed choice about what you share with me. I can help you connect with services at the university that are here to support you in reporting any experience you’ve had or I can connect you with confidential resources on campus. If you want to connect with a confidential resource instead of communicating further, then I can provide that information to you now. Do you want to connect with a confidential resource or do you want to continue talking with me?

Check in about their safety

Below are examples of things to consider communicating:

- Do you feel safe enough where you are to discuss openly about what’s going on?
- Do you feel concerned that you will be overheard? Do you feel that the device you are using to communicate with me is being monitored? Would it feel safer to connect via a phone call or other means?
- If we get disconnected through a technical issue or if you need to disconnect quickly, how would you like to follow-up? Would you call/email me back or should I call/email you?
- How would you like me to follow-up, if you’d like me to do so? Are there methods of communication that feel safe and secure? (e.g. Do you want me to leave voicemails?)
Intervention Guidelines

If You Witness Harmful Behavior During Your Class

There are many different ways to safely respond, including the 4 Ds of intervention:
1. Direct: Check in verbally or using the chat feature to contact the impacted person or the person causing harm
   a. Examples of helpful questions for the impacted person: Are you okay? How are you doing? What do you need? Would you like to go?
   b. Examples of things to say to the person causing harm: What you’re doing is not ok; please stop.
2. Distract: Interrupt the situation or redirect individuals that may be at risk.
   a. Example: change the subject, direct a question unrelated to the content to someone.
3. Delegate: Tell another person who can help you intervene
   a. Example: if the instructor is co-facilitating with a TA or another faculty member, the co-facilitator may be better equipped to intervene (perhaps because of identity, peer-like role, or even just because the instructor is busy doing something else).
4. Delay: Check in with impacted parties after the incident occurred and continue with follow up. Address the harmful behavior with the individual who was enacting it, and report to appropriate offices if applicable.

For more information, visit sara.stanford.edu/upstanderlife.
Intervention Guidelines

If You Are Concerned About a Student Experiencing Violence or Abuse

You are encouraged to check in with your student if you have any concerns that they have experienced or are experiencing sexual or relationship violence, stalking, sexual harassment, gender discrimination, or retaliation. It is recommended you check in with them privately and either via phone or video chat, if possible, rather than text, email, or other messaging in case their devices are being monitored. As a reminder, this isn’t about trying to investigate, determining if the behavior did or didn’t happen, or requiring anyone to share, but about providing yourself as a resource and reminding the student that they are cared for and noticed. Remember to disclose your role as a Responsible Employee and provider information about confidential resources as an option.

If you are unsure of what to say, you can try:

- "I am willing to listen if you decide that you want/need to talk about this. I don’t want to pressure you if you are not ready—just let me know if/when you are."
- "I am here to support you—regardless of what you choose to do."
- "Please tell me what I can do to help you through this."
- "You seem to be having a really rough time with this. If you want to talk about it, I’d be glad to just listen or help you connect with a confidential counselor."

Assess their physical safety and offer connection to medical attention in their locality. Get immediate assistance if needed, which could include calling 911.

Share information about available resources.
Reporting Title IX Prohibited Conduct

All Responsible Employees reporting incidents of sexual or relationship violence, stalking, sexual harassment, gender discrimination, or retaliation should contact Cathy Glaze, Interim Title IX Coordinator, at titleix@stanford.edu or (650) 497-4955.

Reports emailed to the Title IX Office should include the following information if known (and don’t worry if you don’t have all of this information as is often the case):

- Name of Responsible Employee making report
- Name of impacted party (Complainant)
- Name of accused party (Respondent)
- Date and time disclosure made to the Responsible Employee
- Approximate date and time that incident occurred
- Where incident occurred
- What was disclosed

The Title IX Office will follow up by sending outreach, via email, to the impacted student so they are made aware of their resources and options. Reporting to the Title IX Office does not automatically begin an investigation nor does it notify the accused that a concern about their conduct has been submitted. The impacted student will have the opportunity to decide for themselves where they want to go from there.

For more information, visit titleix.stanford.edu.
Establish Privacy and Safety Norms

Examples below.

- Our class sessions will be recorded using Zoom’s recording feature. You will receive a message at the start of the recording notifying you that recording has begun, which you will need to click to acknowledge. If you have questions or concerns, please let me know.
- Audio, images, or video should not be recorded or shared by any participants or observers without the consent of all parties. To the best of your ability, please ensure that folks in your vicinity are not able to hear, watch, or record our conversations to protect the privacy and safety of your classmates.
- (If the instructor is allowing screen sharing and annotation by students) All screen sharing and annotation must uphold the University’s Fundamental Standard and avoid violating any University policy. (e.g., no sexual misconduct in screenshare/annotations like sexist jokes or sexual drawings/images.)
- If you have concerns with these guidelines, please let me know. Thank you for your understanding and cooperation.

Technology Safety for Students

Technology is critical to our ability to teach and connect with our students during this time. Unfortunately, folks can also use it to track and contact people in unwanted ways. Consider sharing information about technology and social media safety with your students. Below is an example.

If you have concerns about someone using technology and/or any other means to track, monitor, or contact you, etc., please reach out to the Confidential Support Team, the SARA Office, and/or DPS.

Below are a number of resources to explore related to technology and social media safety.
- Technology Safety & Privacy: A Toolkit for Survivors
- Tech & Social Media Safety
- Technology Safety
Engaging in classes with content related to sexual violence may not only be difficult for students because they’ve been impacted. It may also be difficult for other reasons such as concern about their discussion of class content being overheard by:

- others in their vicinity (family, parents, siblings, roommates, etc.);
- an abusive partner or family member;
- someone monitoring their online activity (for example, knowingly by an abusive partner or unknowingly by someone who’s using technology to stalk them.)

Although well-intentioned and often helpful, consider the necessity of requiring students to have their video on during class meetings. If it is critical, invite students to connect with you privately if they have concerns so that you can support them. They may be concerned about others being able to record their image or what they say.

For many reasons, including but not limited to those named above, students may be concerned about participating in live classroom sessions. For these reasons, consider allowing students to watch recorded sessions and participate in another way, e.g. a reflection paper.

Remind students that any Title IX-related accommodations they have still apply in the virtual classroom setting. For students who shouldn’t be in physical classrooms together because of academic accommodations related to a Title IX matter, considerations should also be made in virtual classrooms. If you or they have questions or concerns, contact the Title IX Office at titleix@stanford.edu.
Zoom Meeting Security

Below are some relevant tips from “How to Protect Your Zoom Meetings”

Enable only authenticated users to join: This option ensures that only users with SUNet accounts can attend your class. (Note: It does not prevent Stanford students who are not registered for a class from joining.) Students who have not claimed a student Zoom account will have one automatically created by going to https://stanford.zoom.us/ and clicking Log In.

Require a password when scheduling new meetings: Turn this on. There is now a policy that instructors add a password to their Zoom-based classes. Turning this setting on will auto-generate a password for each future meeting. Note: This provides little additional security if passwords are included in broadly shared meeting information. It is therefore recommended to provide the password in a separate message to enrolled students.

Embed password in meeting link for one-click join: Leave this on. If you change the password, a new meeting link will be generated and the old one becomes invalid. Note: this is how the Canvas Zoom tool links to password-protected meetings, even if you turn this setting off.

Disable “Join before host“: Deselect Join before host when creating the meeting (or edit settings if already scheduled). This will allow students to connect ahead of time, but they will see a pop-up message that says, “The meeting is waiting for the host to join.” Students won’t be able to join the meeting until after you join.

Assign one or more co-hosts: The instructor may want to ask a Teaching Assistant (TA), and/or a trusted student in the class to serve as a co-host. They can help mute/unmute students, help monitor the chat for questions and problems, and remove any disruptive attendees. The host can click on More next to a name in the Manage Participants window after the meeting has begun and select Make Co-host.

Mute participants upon entry: All meeting participants will enter with their audio muted and will need to unmute themselves to speak. This can cut down on ambient noise from having many active microphones. The host can also click Mute all at the bottom of the Manage Participants window to silence all participant microphones.

Restrict screen sharing to host only: To ensure that only the meeting host can screen share, click the up arrow to the right of the Share button at the bottom of the main Zoom window, then select Advanced Sharing Options. In the Advanced Sharing Options window, under Who can share?, click Only Host.

Adjust Recording Settings: Go to Recording Settings and turn the settings on/off per the requirements and recommendations provided under Recording Settings in Use Zoom to support your course on the Teach Anywhere website.

Additional protections you might wish to take:

- Enable the “waiting room” option that requires the host to admit participants into the meeting by selecting this option when you set up the meeting or edit the meeting.
- “Lock” the meeting once you believe no one else will join. When you’re in the meeting, click Participants at the bottom of your Zoom window. In the participants pop-up box, you will see a button that says Lock Meeting. When you lock the meeting, no new participants can join, even if they have the meeting ID and password.
Zoom-Bombing

How to Avoid Zoom Bombing

There are many ways to set up your Zoom meeting event to prevent others from disrupting or crashing the event. We recommend the following articles on changing your Zoom settings and cybersecurity from UC Berkeley, Stanford, and from the Anti-Defamation League. To change your Zoom settings, log into Zoom at https://stanford.zoom.us using your web browser, and follow any of the recommended articles.

If a zoom-bombing happens, what should you do?

If you witness a zoom-bombing, you can report the incident as a hate crime or act of intolerance in two ways directly to the university: under the Clery Act and as an Act of Intolerance report to the Dean of Students in Student Affairs. You may also reach out to your department chair, department staff (e.g. SSOs) or OPA who can report this event on your behalf if you are feeling overwhelmed, anxious, or scared to report the event.

Under the Clery Act, anyone can report the incident to the Stanford Department of Public Safety (DPS) at their non-emergency number at 650-329-2413. DPS will ask for basic information, such as date, time, and incident. If it is an emergency, dial 9-11 or 9-911 from any campus phone.

If the event includes pornographic imagery or language that can be defined as sexual harassment, gender discrimination and/or sexual violence, report the incident to the Title IX Office in addition to the above departments. We also encourage you to reach out to the Office of Sexual Assault & Relationship Abuse (SARA) and Confidential Support Team (CST), as these offices are equipped to support you in the reporting process and any emotional support you may need from witnessing this event.

Zoom also has a reporting process to report acts that violate their terms and services.
Resources and references

For more information:

- Stanford Sexual Violence Support & Resources
- Stanford Relationship Violence Support & Resources
- Stanford Transgender Community Support & Resources
- Office of Sexual Assault & Relationship Abuse Education & Response (SARA)
- Confidential Support Team (CST)
- Title IX Office
- Institutional Equity & Access
- Stanford Campus Climate Survey
- Faculty Staff Help Center
- Office of the Ombuds
- BeWell
- Upstander Intervention
- Tarana Burke: "Me Too is a movement, not a moment"
- Grounding Tips
- Technology Safety & Privacy: A Toolkit for Survivors
- Tech & Social Media Safety
- Technology Safety
- UC Berkeley Information Security Office Settings for Securing Zoom
- Stanford University IT "How to Protect Your Zoom Meetings"
- Anti-Defamation League "How to Prevent "Zoombombing"
- Stanford Zoom
- Reporting abusive behavior on Zoom

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