

TITLE IX

RESIDENT ASSISTANT RESPONSIBILITIES

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WHAT DOES A TITLE IX COORDINATOR DO?

- Make sure that students are “in the know” about Title IX and the University Policy and Procedures around issues of sexual and gender-based harassment;
- Receives disclosures about incidents of sexual and gender-based harassment.
- Make sure that students are receiving accurate, consistent information about the resources and options that are available to them;
- Take steps to address community safety concerns that may arise; and,
- Help to mitigate challenges that come up following incidents of sexual or gender-based harassment.

INTERIM MEASURES

- Fundamentally about attempting to restore and ensure access to all of the resources and opportunities available at Harvard
 - Coordinating academic measures
 - Adjusting course schedules
 - Changing lab assignments
 - Altering living arrangements
 - Implementing no contact orders
 - Increased monitoring of certain areas
 - Targeted training



ODR & TITLE IX COORDINATORS

- Office of Dispute Resolution
 - Requests for information or advice
 - Request for informal resolution
 - To file a formal complaint
- Title IX Coordinators are resources for:
 - Questions about policies and procedures
 - Interim Measures
 - Connecting to on and off-campus resources
 - Seth Avakian and Jackie Yun are your GSAS Title IX Coordinators
 - Emily Miller and Jeffrey Berg are Title IX Coordinators for the College



WHEN SOMEONE DISCLOSES: WHEN TO CALL TITLE IX COORDINATORS

- Someone has made a disclosure of sexual assault or sexual harassment to you.
- You would like to share allegations that may constitute sexual assault or sexual harassment.
- You or someone else would like to explore options for filing a formal or informal report.
- You or someone else would like access to interim measures (examples include: coordinating class schedule adjustments, lab assignment changes, living arrangements changes, executing no contact orders).
- You have questions about sexual and gender-based harassment or seek information about the university policy and procedures
- You or someone else would like information about the wide range of resources available to the community.

THE POLICY

- It **applies to everyone** at Harvard University: Faculty, staff, students, third parties, and appointees
- It applies to **sexual or gender-based harassment**, which includes harassment based on **sexual orientation** or **gender identity**
- It **prohibits retaliation** for making a complaint, participating in an investigation, or opposing discriminatory practices

SEXUAL HARASSMENT

Our policy describes **sexual harassment** as “**unwelcome conduct of a sexual nature**” this includes “unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic, or physical conduct of a sexual nature” when:

EITHER...

Submission to or rejection of that conduct is made either explicitly or implicitly **a condition** of an individual's employment or academic standing or is used as the basis for employment decisions or academic evaluation, grades, or advancement – the FAS has extended this to include membership or standing in student organizations (This is called **“quid pro quo” harassment.**)

OR...

Such conduct is sufficiently **severe**, **persistent**, or **pervasive** that it interferes with or limits an individual's ability to participate in or benefit from the University's education or work programs or activities (This is called "**hostile environment**" harassment.)

GENDER-BASED HARASSMENT

Our policy defines **gender-based harassment** as “verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently **severe, persistent, or pervasive** that it interferes with or limits a person’s ability to participate in or benefit from the University’s education or work programs or activities.”

FAS POLICY – SPECIFIC PROVISIONS

- Spells out prohibitions on certain relationships between people of different university status;
- Expands quid pro quo harassment to include the conduct of individuals in student organizations and clubs;
- Expands the jurisdiction of the University Policy to include conduct that occurs off-campus even in cases when it may not have the effect of creating a hostile environment in the Harvard community; and,
- Establishes that complaints against faculty or staff will now also be investigated by ODR.



FREEDOMS IN OUR COMMUNITY

- A community committed to reason and rational discourse
- Imperative that freedom of expression, including unpopular and even obnoxious speech, be protected
- Obligations of civility and respect for others that underlie rational discourse
- Racial, sexual, and intense personal harassment not only show grave disrespect for the dignity of others, but also prevent rational discourse

WHAT ABOUT CONFIDENTIALITY?

- Confidential

- OSAPR
- Counseling and Mental Health Services
- HUHS
- Clergy
- Response Peer Counseling
- Bureau of Study Counsel
- Office of BGLTQ Student Life

WHAT ABOUT CONFIDENTIALITY?

- Who is not confidential? What does that mean?
 - You!
 - Title IX Coordinators
 - ODR
 - Tutors and Proctors
 - Faculty
 - Coaches
 - (Almost Everybody)



WHEN SOMEONE DISCLOSES: DO YOUR PART

- **Privacy-** If possible, gently remind them that you are not confidential before information is disclosed. Reinforce that privacy and sensitivity are still a priority. If they want to maintain confidentiality, direct them to appropriate resources. (listed below)
- **Appreciate-** Say “Thank you for telling me that, I really appreciate you being willing to share something so difficult” or something similar. This may be someone’s first time seeking external support for this issue. Even if it’s not the first disclosure, the person came because they felt you are safe, trustworthy, and knowledgeable.
- **Responsibility-** You have a responsibility to provide support by consulting with a Title IX Coordinator. “I am going to let the Title IX Coordinator know we talked so we can make sure you have access to your resources. This doesn't mean you're filing a complaint and it doesn't launch an investigation. If you'd prefer I can talk to the Title IX Coordinator for you or with you.”
- **Tell Someone-** Agree on a plan to connect to TIX/ OSAPR/other resources and if they want you to follow up with them.



WHEN SOMEONE DISCLOSES: HELPFUL LANGUAGE

- You do not need to determine whether or not what is alleged would be a violation of the policy.
- Mirror their language. *Don't* label their experience.
- Offer choices, avoid advice
- Focus on how they are doing and what they need instead of the details of what happened.
- *Avoid* "Why" questions and making judgments
- *Don't* make promises you can't keep.
- If you don't know the answer, it's ok to say "I'm not sure, let me find out"
- It's ok to say "This isn't something I'm good at, but there are people at Harvard who are."

SCENARIO #1

It's in the middle of your first semester as a RA. While you were initially nervous about how you would balance RA responsibilities with lab, academics, and life, you now feel like you're getting into a groove and have developed a rapport with most of the residents on your floor.

Ryan, a student from your hall, wants to talk with you one-on-one after a community event. They tell you that they were at a bar last weekend and went home with someone, but the rest of the night is fuzzy. Their next clear memory is waking up in their bed without their clothes. Since then, they are having trouble studying and have been missing assignments. They don't want you to tell anyone; they just want help figuring out what to do about classes.

What do you do?

SCENARIO #2

You are out for a drink with your best friend who also works at Harvard, and as you start in on your second round, your friend confides in you that he thinks he is being sexually harassed by a faculty member. He says that he has cancelled his last few meetings with them because the meetings are too uncomfortable, but that he knows that cancelling is just going to hurt him in the end. This faculty member is very highly regarded in their field, and your friend fears that if they find out how uncomfortable he is with the conduct, the faculty member will make his professional future very difficult. **What do you do?**

SCENARIO #3

Reese, one of your residents has consistently come to you for help. While they struggled at the beginning of the semester, they improved significantly. In the past month, you've gotten a sense that they are developing a crush on you, asking questions about your interests, becoming more effusive in their praise of your assistance, and there's something in the way they look at you that strikes you as...different. While they've not said or done anything that you'd consider "over the line" you're now uncomfortable around them. Today, Reese comes to your room after the end of the semester to thank you, and asks if they can treat you to dinner as a thank-you for all of the assistance you've given them. **What do you do?**

SCENARIO #4

You're in the dining hall with your friends, and you over hear Jesse mention to their table that their advisor has been making them feel uncomfortable. At a department party, their advisor commented on how they looked, checked them out, and tried to get them alone. Since that time, the advisor continues emailing Jesse asking if they would like to go to a conference together. While Jesse would like to go to the conference, they don't really know what to do. **What do you do?**

SCENARIO #5

Sara, one of your residents, just announced that they are pregnant last week. Today, she tells you that a classmate told her that her advisor told the friend that they were really disappointed to hear about Sara's pregnancy. They had been seriously considering bringing Sara on to a project they recently received a grant for, but now that they know Sara will be out for months and distracted by their newborn, they need to find someone else to do the work. Sara doesn't want to betray her friend's confidentiality and does not want her advisor to know she knows what they said, but also feels like she's being treated unfairly. **What do you do?**



SCENARIO #6

Kennedy knocks on your door and discloses to you that they are concerned for their safety after an incident with another resident, Taylor. During the fall semester, Taylor asked Kennedy out countless times even though Kennedy always said no. The pressure and attention from Taylor have been getting to Kennedy since the spring semester started. Kennedy has tried to avoid Taylor, though they pop up in numerous places. As the semester's continued, Kennedy has been feeling increasingly alert and uneasy in the hall and even around campus. After lab today, Kennedy came back to their room to find the door ajar and another request for a date written in a doc on their computer. Kennedy can't remember if they locked their door but know that their computer needs a password to use it. They dread the idea of being in their room and don't know what else Taylor did to their computer. **What do you do?**



SCENARIO #7

You were Taylor's RA last year and now they live across the road in Perkins. Taylor texts you at the beginning of the spring semester to ask for your advice about a situation, so you decide to meet up in person. Taylor tells you that their RA has been making them feel uncomfortable. Last week, their RA asked to meet in the RA's room, commented on their appearance, and walked them back to their room— even though Taylor said they were okay walking alone. Since that time, the RA has been checking in and asks Taylor if they would like to hang out outside of the hall. Taylor doesn't know how to handle this.

What do you do?

THANK YOU!

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