

BE THE BRIDGE

A Drexel employee toolkit for the prevention of, and response to, sexual misconduct.



DREXEL UNIVERSITY
Office for
Institutional Equity
and Inclusive Culture

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Dear Drexel University Faculty and Professional Staff,

The responsibility to protect and support each Drexel student is an important one and shared by all members of the University. We are grateful for the relationships you build with students in your individual roles, and we kindly ask that you join us in taking a strong, visible stand against sexual violence.

Drexel University derives strength from the varying identities and experiences of the individuals that make up our community. We also recognize that sexual violence impacts our community across these identities and experiences. Sexual violence crosses all demographic boundaries, and the rates of sexual violence are extremely high nationally. It can seem like a daunting task to make change in our society regarding such a prolific and broad problem. As a University, Drexel has joined the conversation and is looking forward to being a part of the change that is on the horizon.

In working closely with employees at Drexel, we have received feedback about how we could better support mandated reporters in being able to have compassionate and informed conversations with our students. We appreciate your willingness to partner with us to help reduce violence, improve safety, and thereby improve the educational experience available to our students. For your convenience, we have compiled this toolkit in the hopes of offering simple suggestions that you can refer to or implement through the academic year that will allow for you to actively share in creating a safe campus without ever having to leave your classroom or office. This document outlines how to connect a student in crisis to appropriate resources, what to do when a report/disclosure is made, how to help or have difficult conversations with your colleagues, as well as proactive ways that you can make a statement against sexual violence thereby helping us make this campus a safe place for all students. We hope you find this toolkit helpful. Thank you for all you do to create a safe space for our students.

Sincerely,

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I. Defining Sexual Misconduct

Title IX of the Education Amendments of 1972 (known as “Title IX”) prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual and gender-based harassment and sexual misconduct are considered forms of sex discrimination.

Sexual misconduct includes, but is not limited to, sexual assault, sexual violence, sexual abuse, stalking, intimate partner violence, and any form of nonconsensual sexual conduct*.

**For a full list of definitions and prohibited conduct at Drexel, please see Section IV, part C of the [“Sexual Harassment and Sexual Misconduct Policy \(EIC-3\)”](#)*

II. Understanding University Responsibility

According to Drexel University's [EIC-3 Policy](#) ("Sexual Harassment and Misconduct Policy"), in accordance with the Title IX legal mandate, the University prohibits sexual and gender-based harassment and misconduct in any form. Every member of the faculty, administration, and professional staff of Drexel University, who are responsible for student (on-campus or online) or patient welfare, is obligated to immediately report any incident of sexual assault, sexual violence, rape, or other forcible sexual offense against any member of the University community upon learning of the incident as a University-designated Mandated Reporter.

Additionally, every member of the faculty, administration, and professional staff is similarly obligated to report any incident of intimate partner violence or stalking against any student at the University upon learning of the incident. Retaliation in any form is not tolerated against an individual who makes a report in good faith with the University or participates in an investigation of any such report. *Even when the individual requests confidentiality of the incident, the employee has a responsibility to report the incident, the name of the individual disclosing the incident, and the names of all individuals disclosed.*

The University adheres to all federal, state, and local requirements for intervention, crime reporting, and privacy provisions related to sexual misconduct.

III. Responding to Disclosures – Ensuring Safety

When a student discloses an incident to you, you cannot promise confidentiality. Assure the student that you maintain their privacy, listen closely, and offer support and direction to assist. Remind them that you have a responsibility as a mandated reporter to share the information with only those who need to know.

If appropriate, and if no imminent danger exists, you can encourage the student to also report the information to Public Safety. You can offer to accompany the student to Public Safety or you can call their office and a Public Safety officer will come to the student.

If a student reports information that describes imminent danger, call 911 and Public Safety directly. You should call immediately. It is important to tell the student that you will need to report what you have learned, even if the student does not want to.

Public Safety can be reached 24 hours a day, 7 days a week.

Drexel Public Safety

University City: 215.895.2222 (TTY: 215.571.4141)

Queen Lane: 215.991.8102

The Academy of Natural Sciences of Drexel University: 215.299.1019

Responding to Disclosures – Responding Sensitively and Appropriately

When a student chooses to disclose sensitive information to you, they have made the difficult choice to confide in someone they trust.

- Know what to say and do.
 - It's important to note that you must share that you're a mandated reporter before the student discloses sensitive information. This is so the student can best understand your responsibilities and decide whether they would like to disclose. If the student chooses not to disclose after you've shared that you're a mandated reporter, you can still provide the student with confidential resources.
 - Explain that you are obligated to share any information they are about to share with the Office of Institutional Equity and Inclusive Culture (EIC), but you maintain their privacy.
 - Example: *"While I will keep the information you tell me private, I am not a confidential resource. I have an obligation to bring certain matters to EIC, but you do not have to feel pressured to respond to them. We want you to have resources, should you choose to use them, and feel supported."*
 - Example: *"Thank you for coming to me. Before we continue, I want to let you know that I am a mandated reporter for the University, which means anything you discuss with me past this point will be brought to EIC. We have mandated reporters so that people who may need help get the support and resources they may need – our priority is helping you. I am here and ready to listen, if you'd like to share; otherwise, I'm also happy to give you information for confidential resources with whom to speak."*
 - Listen without interruption; use nonverbal actions like nodding your head to signal that you are still listening, even if you're not speaking.
 - Be comfortable with expressions of emotion, verbally and nonverbally.
 - Example: *"I'm sorry you're going through this."* or *"This sounds like a difficult situation to discuss, please take your time."*
 - Acknowledge their courage in sharing.
 - Example: *"I can imagine it was not easy to share your story, thank you for being brave enough to speak."* or *"You have been courageous through this ordeal."*
- Know what **not** to say and do.
 - Do not ask why or judge their actions.
 - Example: *"What were you wearing?"* or *"Why would you drink to the point..."*
 - Avoid telling them what to do or making promises; offer support, not advice.
 - Example: *"The police need to know about this."* or *"You need to tell your family."* or *"We will catch the person who did this."*
 - Do not minimize what they are experiencing or feeling.
 - Example: *"At least it's not..."* or *"You shouldn't feel that way."*
- If you are a faculty member, find out what they need to still be successful in your class; if you are a supervisor for a student employee, find out what they need to still be successful in carrying out their responsibilities.
 - What support systems can you provide for the student to help them be successful?
 - How will you ensure their privacy while providing that support?

As a mandated reporter, it is your responsibility to listen, provide resources, and report everything you know about the incident, *as it was told to you*, as soon as possible. It is *not* your responsibility to determine a guilty party, involve more people than necessary, talk to someone else the student may have mentioned, or make decisions on behalf of the student. If you feel strongly about getting advice or confirmation from a supervisor, use non-identifying language to ensure privacy of the complainant (i.e., “The individual was sexually harassed in class,” versus “The TA was sexually harassed in his research methods class.”). Again, it’s best to involve only the individuals necessary — if you have questions about making a report, please reach out to EIC directly.

IV. Resources and Support

After the student has disclosed, it's important to remind them that support is available and that you're able to refer them appropriately. Depending on the needs of the student, you can offer the following:

Department of Public Safety
3201 Arch Street, Suite 350
215.895.1550

Drexel University Police Department
3219 Arch Street
215.895.2222

Amy Spiller, Victim Services Coordinator
Drexel University Public Safety
3201 Arch Street, Suite 350
215.895.6921

Alison Dougherty, Title IX Coordinator
James E. Marks Intercultural Center (JEMIC)
3225 Arch Street, Suite 011
215.571.3604
ad3974@drexel.edu

Counseling and Health – University City Campus
Creese Student Center, Suite 201
General: 215.895.1415
Crisis Line: 215.416.3337

[*Spiritual & Religious Life*](#)
Rush Building, SCDI (Student Center for Diversity and Inclusion)
30 North 33rd Street
inclusion@drexel.edu

Resources and Support – Confidential Resources

As previously described, a student may share that they're unsure if they want this information shared with anyone else. You should let the student know that you are there to listen but if they're uncomfortable with your mandated reporter responsibilities, there are other resources. For example, *"Before you continue, I want to make sure that you understand the difference between confidentiality and privacy so that I can be helpful to you in this situation."*

Confidential resources are available:

University City Campus

Counseling Center

Creese Student Center, Suite 201
General Line: 215.895.1415
Crisis Line: 215.416.3337

Drexel Student Health Center

University City Science Center, Suite 105B
215.220.4700

Spiritual & Religious Life

Rush Building, SCDI (Student Center for Diversity and Inclusion)
30 North 33rd Street
inclusion@drexel.edu

Off Campus & Online

Philadelphia Sexual Assault Response Center (PSARC)

Forensic and Medical Evaluations
300 E. Hunting Park Ave
Philadelphia, PA 19124
Non-emergency phone: 215.800.1589
Emergency, on-call sexual assault nurse examiner (SANE): 215.425.1625

RAINN (Rape, Abuse and Incest National Network)

National Sexual Assault Hotline
Hotline: 1.800.656.HOPE
[Online Chat](#)

Philadelphia Center Against Sexual Violence (WOAR)

Philadelphia Sexual Assault Hotline and Rape Crisis Center
1617 JFK Boulevard Suite 1100
Philadelphia, PA 19103
Office: 215.985.3315
Hotline: 215.985.3333
Email: info@woar.org

Women Against Abuse

Services for Survivors of Intimate Partner Violence and Community Education

100 South Broad Street, Suite 1341

Philadelphia, PA 19110

215.386.1280

24-hour Hotline: 1.866.723.3014

1in6

Resources and Support for Men

[Confidential, Anonymous, Weekly Support Groupchat](#)

Mazzoni Center

LGBTQ+ -focused Health and Wellness Services

1348 Bainbridge Street

Philadelphia, PA 19147

Main: 215.563.0652

Health Center: 215.563.0658

Legal: 215.563.0657

Women's Law Project

125 S. 9th Street, Suite 300

Philadelphia, PA 19107

215.928.9801

Email: info@womenslawproject.org

MaleSurvivor

Support and Education for Men

Cordea*

Assessment and Treatment for Individuals Who Commit Intimate Partner Violence

215.242.2235

office@cordea.org

**Treatment is confidential*

V. Making a Report

As a mandated reporter, you have a legal obligation to report sensitive information, the name of the student who disclosed, and the names of all individuals mentioned as part of the disclosure, but it can sometimes be difficult to share sensitive information about a student who has placed trust in you; there can often be feelings of uncertainty or even guilt when beginning the process of writing a report. The student could be grappling with things like indecision, anxiety, depression, and fear; they may not know what they need, what they want, or what the next step is for them. In reporting, whether you realize it or not, you are helping the student find what they need to move forward, to get the help they need, to be successful, to feel confident, to feel secure in a space where that security was once questioned. If you are experiencing feelings of guilt or anxiety while reporting, you are encouraged to reach out to EIC to learn more about the process or speak with a confidential resource via [SupportLinc \(through the Employee Assistance Program\)](#).

In order to report the incident, use one of the methods below:

- Make a report using the [Incident Reporting Form](#) (fastest and most secure delivery of information; preferred method).
- Email the office at eic@drexel.edu.
- Walk into the office (located on the ground floor of the Academic Building, located at 34th and Arch streets in the James E. Marks Intercultural Center) Monday–Friday from 10 a.m.–4 p.m.

Your report should include the following information:

- Date
- Name of student who brought concern forward
- Student contact information (email address or phone number)
- Description of concern, including names of all individuals disclosed
- Referrals made or resources provided

We understand that you may have a vested interest in the outcome of the situation, but you will **not** be contacted or updated after the report is made unless additional information or clarification is required from our office. Our office takes privacy very seriously and only shares information on a need-to-know basis. In most cases, EIC does not have a need to share information with a mandated reporter, including the status of a given matter reported to EIC. Following a report submitted by a mandated reporter, EIC makes every effort to reach out to impacted individuals. Whether a student speaks with EIC or not *is their choice*. You can be assured that once you submit a report, our office makes every effort to contact impacted student(s) and work with them through any process.

After a report is made, the Title IX Coordinator is informed and oversees the intake and any investigative process. The student has contact with EIC about their options for formal reporting procedures and available medical, counseling, academic, legal, and housing resources. When a report is made, under most circumstances, the student maintains agency and autonomy in choosing how to proceed. As previously stated, EIC makes every effort to contact the impacted student(s), but students have the option *not* to engage with EIC once they are contacted. Procedural options following the report may include informal, remedies-based resolutions or formal, sanctions-based resolutions. The University balances an individual's expressed preferences with its obligation to provide for campus safety and the requirements of the legal regulations.

VI. What You Can Do

It's on all of us to change the dynamic of sexual violence and to do what we can to end it. Students hearing this message from you will reinforce that sexual violence is not tolerated at Drexel University. With just a few seconds, you can help establish concern for student safety and bystander intervention as the campus norm. With repeated exposures across various settings, students and colleagues will begin to have the expectation that everyone plays a part in community safety.

Syllabus Paragraph

Adding a paragraph to your course syllabus can help us reinforce the zero-tolerance message. An example is below; however, do feel free to tailor this to suit your needs. If you hand out physical syllabi and would like a QR Code for our website to add to the message, please email us at eic@drexel.edu:

"Drexel University takes pride in being a welcoming and safe community. Please join me in preventing sexual violence by intervening when you notice a harmful situation. It's on us to be part of the solution, to do something to get in the way of sexual assault and harassment. If you have, or someone you know has, been a victim of sexual violence or misconduct, Drexel offers many resources. Visit <https://drexel.edu/EIC/reporting/Title-IX/> to learn more about what options are available."

Email Signature

Add an endorsement statement of some kind. Examples are below:

"I am committed to supporting and encouraging students, professional staff, and faculty to take responsibility for safety and preventing sexual violence on our campus. [Learn how to be an active bystander.](#)"

"If you or someone you know experience stalking, harassment, intimate partner violence, or any form of sexual misconduct, please know that you are not alone. There are resources that can help – you can talk to a [confidential resource](#) or make a [report](#) with the Office for Institutional Equity and Inclusive Culture."

"I pledge to be a positive and active bystander. My classroom and office are safe places if you or someone you know has experienced sexual misconduct or sexual violence."

"[It's On Us](#) to always do the right thing. Combat sexual misconduct and violence on campus."

Shared Awareness

- Include a brief statement reflecting your commitment to a safe campus during your first day of classes.
- Have local or EIC resources visible in your office. Contact EIC for copies.
- Place an EIC reporting QR code in your department or around faculty offices.

Visibility

Our community is one of active, civically engaged citizens who believe in the power of doing. Consider participation in a community or campus event focused on violence prevention or victim support (Sexual Assault Awareness Month, SAAM – April; Domestic Violence Awareness Month – October) or writing an article for a community, local, or University publication about the importance of violence prevention. Contact EIC at eic@drexel.edu if you would like to partner on an event or program.

VII. Broaching the Subject with Your Colleagues

We recognize that, for some of you, while most of your time is spent in the classroom or otherwise working with students, you also have constant interactions with supervisors, department heads, and colleagues around the University. Helping or confronting our peers can often be just as, or even more, difficult than working with students in this way. We would like to provide some additional talking points and guidance should you find yourself in situations where a colleague may need help or where you feel a colleague's behavior is, or could be, problematic.

Helping a Colleague

The topic of sexual misconduct can be brought up solely as the basis of the conversation, but it can sometimes inadvertently find its way into a casual, unrelated conversation or present itself in nonverbal, changed behavior. If it is not shared outright, some common signs of concern or distress could be:

- Significant and ongoing difficulty concentrating on work tasks or meeting deadlines
- Avoiding common areas and interaction with colleagues
- Repeatedly absent or late to work or meetings
- Receiving phone calls and/or emails that result in an employee being distracted or upset

Individuals experiencing sexual harassment or violence, in the workplace or elsewhere, may exhibit one or more signs, or none at all. Not showing any visible signs of distress does not diminish the veracity or severity of their experiences. If you notice these signs:

- Do
 - Approach your colleague and share that you've noticed that something may be bothering them; ask if they'd like to talk.
 - Ask them what they need. Maybe it's for you to be an ally and accompany them to a supervisor, Human Resources, or the Office for Institutional Equity and Inclusive Culture, or just continuing the conversation and helping them address the impact of the harassment on their well-being or work.
 - Remind them that help is available through EIC or the Employee Assistance Program.
- Do Not
 - Ask what they did to cause the harassment or violence; someone else's abuse of power is not your colleague's fault.
 - Ask "What's wrong with you?" or "Why are you so distracted?" Consider instead, "Would you like to talk?" or "Do you need help?"
 - Make your colleague feel like they must do something or imply that their changed behavior can get them into trouble.

If a colleague confides in you about the specific circumstance or concern, you can support them in the same way you may support any student — know what to say and what not to say. Although it may seem out of place given the working or professional relationship, it's important to still remind your colleague that you're obligated to make a report to the Office for Institutional Equity and Inclusive Culture.

Confronting a Colleague

In the same way we encourage our students to be active bystanders, it's important that we are positively and appropriately challenging others when it comes to comments or behaviors about sexual assault or harassment. If you hear or see something, especially if you notice that it's making others visibly uncomfortable, consider a response that feels most comfortable for you.

- Do
 - Assume best intent, but say something in the space.
 - Examples: *"You may not realize it, but your comments are making others uncomfortable."*; *"What do you mean by that?"*; *"Have you thought about how your comments can make X feel?"*
 - Ask to speak with the person privately about the incident.
 - Ask for help from a colleague to address the situation.
 - Report the incident to a supervisor or the Office for Institutional Equity and Inclusive Culture directly.
 - Check in with others in the space who were seemingly uncomfortable.
- Do Not
 - Try to speak on behalf of others who may be affected.
 - Encourage behavior, either by joining in or positively reacting.
 - Ignore the behavior.

In these moments, consider how you can ACT:

Ask yourself – Does this person know the harm in their word choice? Do you understand the implications of what you're witnessing? Does this seem like a safe situation? Do these actions or words make the environment hostile towards others?

Choose – Doing something is a choice, just like doing nothing is a choice; it's important to remember that your silence implies that you agree.

Teach – Lead by example; help, support, and educate others.

However you choose to ACT, be sure to always follow with a report to EIC.