

# How To Prevent and Respond to Sexual Violence on Campus: Guideline and Tips for **University Professors**

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## How to Prevent and Respond to Sexual Violence on Campus: Guideline and Tips for University Professors

This guideline is designed to offer practical tips to prevent and respond to sexual violence on campus for university professors. This document is structured into two sections. The first section discusses the main principles in sexual violence prevention on campus. The second section offers at-hand tips for university professors when sexual violence cases are recognized and covers how to direct relevant services to victims in need.

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# Chapter 1 Prevention

Here we define sexual violence as sexually violent behaviors against any member of a university (i.e., students, faculty, and staff) that occurs on or off-campus. This definition also includes sexual behaviors occurring on campus against non-university affiliated individuals by the member of a university. In this regard, the consequence of sexual violence on campus can occur not only on an individual level, but also on a college and community level. Hence this chapter offers practical tips at individual and college levels to promote a safe environment on the campus.

## 1 Prevention in a classroom



### a. Include classroom policy about sexual harassment and sexual violence in a syllabus.

- A syllabus is an official document that can be treated as a contract between students and a professor and the expectation of them from the professor and from the university rules and regulations. Information and policy about sexual harassment and sexual violence in a syllabus can provide a professor with the authority to officially intervene in such a case when it occurs. Additionally, it offers students an opportunity to think about the importance of preventing sexual violence on campus.
- For example, a syllabus can state that sexual harassment and any type of sexual violence are prohibited at the university according to the rules and the school can intervene in the case if it happens.
- Examples of sexual harassment and sexual violent behaviors:
  - Discrimination based on gender and sexual identity
  - Hate speech (insulting others, discriminatory speech/remark)
  - Any speech against equality, particularly gender equality
  - Any form of sexual violence (rape, incapacitated rape, sexual assault, intimate partner violence, and hidden camera use)

#### Example

[Name of a university] prohibits sexual harassment and any types of sexual violence (The School Code 00). Based on the school code, official representatives of the school, including a professor, a dean, or a director, may intervene in the case and request a meeting to relevant members of a university. Participation and physical attendance to a class may be limited if needed. Please contact [the name of the counseling center/the name of gender equality center] if you have any concerns or questions (call: 123-123-1234; email: abc@abc.ac.kr).

## b. Notify students of certain relevant topics that can trigger trauma (trigger warning).

- If sensitive or controversial topics that may trigger trauma for students will be covered during the course, including trigger warning before the topic is discussed is strongly encouraged.
- Some of your students may have been directly or indirectly involved in sexual harassment or other types of sexual violence as a victim or offender. They may feel uncomfortable to listen about the contents of such sensitive topics.
- Examples of sensitive topics include:
  - Actual incidents that had happened on their campus or other campus locations
  - Sexual harassment, sexual violence, and dating violence
  - Crime and criminal victimization
  - Child abuse and domestic violence
  - Gender stereotypes
- Addressing these issues during class is highly encouraged. However, a professor should be aware of the fact that these topics can lead to a very controversial discussion between students and may trigger trauma for some students.
- Notifying about sensitive topics and reminding students to have respectful attitudes toward other students before the actual discussion begins can minimize the potential trauma for students and encourage a respectful class discussion.

### Example of a comment notifying students of an anticipated sensitive topic.

"As in a syllabus, we are going to talk about [insert sensitive topics] next week. Criminal cases will be explained and some of them may be graphic. In a discussion session, I am going to ask your opinion about the cases, offenders, and victims. Therefore, you should be prepared to participate in the discussion with a respectful attitude for other students. If there are concerns, please don't hesitate to contact me before the class."

"A syllabus says that we are going to discuss [insert sensitive topics] in week XX and week XX. These topics are very important parts of our course and it is my hope that everyone in this classroom shows respect towards each other. Problematic attitudes will be intervened and I won't tolerate a discussion that turns disrespectful."

# 2

## Prevention at Department and College Level



### a. Sexual Violence Prevention Education and Workshop

- Many universities hold annual sexual violence prevention education programs at the department or college level.
- The most common type of sexual violence prevention education are typically larger events that can be in the form of guest lecturing or online education program. However, a smaller education program or workshop is highly encouraged.
- Examples of preventive education and workshops are:
  - Sexual violence prevention education (on-line, off-line) for freshmen
  - Discussion workshop for members of the student committee
  - Workshop for students (at a department level) before festival season
  - Workshop for students (at a student club level) in the beginning of school year
- In some university, counseling centers or a center for gender equality (or other centers that cover sexual violence on campus) offers lectures. If on-campus resources are not available, a department or a college can invite expert lecturers outside of the university.
  - When lecturers outside of a university are considered, the relevant center may be able to recommend lecturers who are specialized in sexual violence on campus, gender equality on campus, and criminal victimization of university students.
  - In new school seasons (February – May), the Ministry of Education and/or the Ministry of Gender Equality may implement a program that offers sexual prevention lectures, hand-outs, and workshops at their expenses. These programs are usually sent out to the university officially and directed to the relevant school departments/centers. It is important to understand all available resources universities offer.

### How to implement an education program or workshop:

1. Email or call a representative at a counseling center, center for gender equality, center for human rights, or student affairs about "lecturing opportunities regarding sexual harassment and sexual violence prevention on campus (성희롱·성폭력 등 예방교육)."
2. Utilize material gathered from these centers in a classroom or workshop setting.
3. In case that those lectures cannot be offered at the university level, a department or college can assign a budget for those programs. This budget would then be used in a process for looking for the most

appropriate lecturer and for designing education/workshop. The relevant centers at your university can help with providing a list of potential contacts.

4. Many universities allow professors to include a special lecture on sexual violence prevention that was relevant or replace a course with the special lecture when needed. A professor can ask an administration staff if that is acceptable.

## b. Benchmarking Other Schools' Best Practices

- Sexual violence incidents are highly concentrated around the start of the semester (February, March, August, and September) and festival season (May).
- Implementation of season-specific programs is expected to be effective, and to be more effective if those programs are designed in collaboration with students and implemented in small units such as a department or a student club.
- Examples of season-specific programs are:
  - **Freshmen orientation and *Sae-teo* (membership training for freshmen):** education for members of student organizations, education for freshmen, sticker or bracelet that says 'no' to drinks, guardians for safe environment (appointed students who monitor the sign of sexual harassment and sexual violence).
  - **Festival season:** oath to respect human rights, guardians for a safe environment (appointed students who monitor the sign of sexual harassment and sexual violence).

### Best Practices from Other Schools:

- **Education for members of student organizations:** a small size educational workshop for members of the student organization at a department or a school. The members can assess programs and policies of their departments/schools and share concerns for sexual violence in their student groups. Unlike the other large size education programs, this approach can draw students' voluntary and proactive participation.
- **Guardians for safe environment (appointed students who monitor the sign of sexual harassment and sexual violence):** the guardians are trained before events (MT, orientation, and official social hours) to effectively intervene a risky situation and to prevent potential harm.
- **Sticker or bracelet that says 'no' to drinks:** it can be hard for some students to say 'no' to drinks considering Korean culture of strongly suggesting a drink multiple times (i.e., binge drinking culture). These measures are based on the consensus of a student group that 'no' means 'no,' and potentially lower the risk for sexual violence victimization facilitated by alcohol.
- **Monitoring during *Sae-teo* and festival:** This program allows students to monitor their own behavior, programs, and intervene in the risky situation before the situation gets serious. This time specific program is designed to prevent crimes before it happens and before punishment needs to be discussed.
- **Oath to respect human rights:** these programs offer chances to the student to think about the human rights of their self, others, and to value human rights on campus.

# Chapter 2 Response

This chapter aims to provide appropriate responses when meeting and interacting with a student. The vulnerability a student shows is to be taken seriously and this section will ensure your ability and confidence to respond appropriately. Please keep these principles in mind and try to use resources available to you.

**First**

**Make sure to understand a student's unique situation and allow them to feel heard. It is crucial to you foster a safe meeting environment for students.**

- Students may have been hesitant to reveal their stories to you and they may still be worried about choosing to trust their professor.
- One of the main goals of the meeting is to encourage students to share their concerns and to provide appropriate and correct information. The information they give you might only be a portion of the entire truth. It's important to let them know they can open up at their pace. The last thing professors should do is to make them feel forced to open up.

**Appropriate responses:**

- Please encourage students to share their concerns and make sure that you tell them that they are safe.
- Please understand that many students come to you only to discuss their concerns. Some may expect the proactive engagement of a professor and a school to help them take the next steps.
- Please make a safe environment for the student to talk about their concerns.
  - Please make sure that you do not have an unexpected person in the meeting. If a student asks a meeting with you, you should explain who will be at the meeting and why they should be at the meeting.
  - Please make sure that you have a safe place to have a student. The safe place can be a faculty room, a meeting room, or a counseling room. Public coffeeshop or other open public space are not considered as a safe place especially in terms of confidentiality.

**Inappropriate responses:**

- Please do not avoid meeting with a student without any reasons.
  - Avoiding a meeting will not solve the problem itself. If a meeting is requested, please try to accommodate a student's needs and requests.
  - In any cases that there are conflicts of interests or other personal reasons why you can't have a meeting with a student, please refer a student to an appropriate person and fully explain the reason to a student.
- Please do not invite other people without asking or notifying a student in advance
  - If there are reasons why the third party needs to attend the meeting, you should explain the reason to a student and ask the students' consent.

**Second**

**Clarify what you can and can't do.**

- Sometimes professors struggle with defining their roles in helping the student with solving sexual violence cases. The main role of professors is 'to be a helper' and not 'to be a problem solver.'
- A professor should accept their role as a helper and set a clear boundary on the range of helps they can offer.
- A professor should keep in mind that the student is walking into the room with trauma and potential confusion about how to best respond. The best help a professor can offer is bridging students to resources that meets their specific need and causes the least harm for them.

**Appropriate responses:**

- Clarify what you can (and what you can't) do to help them.
  - Example: "I am glad that you are here to talk with me. I think this is a meeting where we both can explore what you can do, and how I can help that with. I have to say this before the meeting that there are some things that I cannot help you with, but after listening to your situation, I can help direct you to trained staff. However, I know we can think through this together."
- Clarify what the meeting is about and what they should expect after the meeting.
  - Example: "Just to be clear that today's meeting is only to talk about your concerns. Nothing you say in today's meeting will be treated as an official report to the school. That means two things. The school will not intervene in your cases without your consent and you need to file an official report if you want the intervention of school. Anything you say here will remain in this room. Please share your concerns and let's think about what will be best for you."

**Inappropriate responses:**

- Please do not report to the school or the police on behalf of victims.
  - Please support them to report their own victimization or the cases that they witnessed. You can be supportive of a student but the report should be made by themselves.
  - This rule does not apply to any urgent cases that need immediate help (i.e., you witnessed a case, a student is still exposed to a danger, a student was harmed by a perpetrator, a student is unconscious or any other cases that need immediate help).
- Please do not force a student to do something even if you think it is for their own good.
  - A student should be the one who makes decisions. Please allow them to think about the options they have and support their decision.

- Please do not report to school or their parents without a victim's request or consent.
- Please do not investigate the case in your own discretion.
  - An investigation should be conducted by school authority or official law enforcement authority and with the legal or official ground to do so. If you want to investigate the case, please consult with personnel in relevant department or center and proceed only with administrative or legal grounds.

### Third

#### Make sure that you understand the responsibility and liability of your position.

- It is a very important step to check the responsibility and liability of your position (i.e., professorship and positions in school services).
- Define your position and check if any responsibility such as mandatory reporting may be need to be informed to a student.
- Check the responsibility or potential conflict of interests closely, especially if you are serving a member of any committee.

#### Appropriate responses:

- Please make sure to check if you are responsible to report sexual violent cases on campus
  - What to consider: professorship, service, committee, relationship with the victim or the individual(s) reporting.
- Please explain the responsibilities you may have to a student if they are relevant.
- Please refer to another trained staff member or a different department only if you feel there is a conflict of interests and explain to a student why you cannot help them.

#### Inappropriate responses:

- Please do not decline a request for a meeting without any explanation.
- Please do not request any information or action beyond what you are allowed.
- Please do not abuse your authority to 'resolve' the case in your own way (e.g., ordering the accused to apologize the victim in public, forcing victims to accept the apology, or threatening victims not to file an official report).

### Fourth

#### Delineate the boundary of help that you are allowed to offer.

- Letting students know the types of help they can get from you or other personnel is very important for them to explore feasible option and to simplify the reporting process.
- You should be upfront and transparent with the student if the case has the potential to be publicized or reported.
- It is highly discouraged to summon someone to talk or intervene in the case without any authority to do so.
- Some students consider a meeting as an official report to the school and expect the school to proactively be involved in the case or expect the school to automatically do something about the case. However, a professor and a student should follow due process of the school rules, which may require a student to report the crime or victimization directly to the school authority instead of a professor. Delineating the boundary can acknowledge the potentially necessary additional steps involving the school.

#### Appropriate responses:

- Please only refer personnel or a center where a student can get direct and professional help from.
- Please suggest other healthy ways to help a student's adjustment to school life and to relieve negative psychological stress that derives from a case.
  - Example: separating the accused from the victim or additional counseling.

#### Inappropriate responses:

- Reporting to the school authority or the police on behalf of the victim
  - Concern for students may render a professor to report cases on behalf of their students or even to solve the cases for them.
  - However, it is imperative that victims need to be ready to cooperate with the police and the school and should be able to deliver their sides of the story directly to them.
  - An official report should be encouraged and should be made by students only.
  - This rule does not apply to any urgent cases that need immediate help (i.e., you witnessed the case, a student is still exposed to a danger, a student was harmed by a perpetrator, a student is unconscious or any other cases that need immediate help).
- The following examples list the type of help that is not commonly accepted as the typical types of help that a professor can offer to a student.
  - To report to the police on behalf of the victim.

- To inform the accused that she/he is reportedly to commit sexual violence without a victim's consent.
- To rebuke the accused as a victim requested.
- To publicize the cases without a victim's consent and without any grounds to do so.
- To force the accused to apologize for their behavior to victim.
- To disseminate any information that can reveal the identity of the accused, the victims, or the case.

### Fifth

#### **Make sure to check if you are required to report any crimes or sexual violence against students or on campus.**

- Depending on the school rules, a professor may be subjected to report any crimes or sexual violence against students or that has occurred on campus.
- When a victim is a minor (under 19 years old), a professor may need to report the victimization to the school authority and to the police according to the Protection of Children and Juvenile Act.
- Therefore, it is imperative to check what exactly your responsibility and liability is in terms of sexual violence and criminal offenses before meeting with a student.

#### Appropriate responses:

- Please check your responsibility
  - How to: the school rules should specifically outline the rule regarding ones' responsibility. The easiest way is to call personnel at the relevant department/center within the school.
  - The detailed information about the case does not need to be revealed to the personnel. Instead, a hypothetical case can be used as an example to ask questions to the personnel to learn how to respond to the crime.
  - If it is mandatory to report such cases, please explain this to a student.
  - If it is not mandatory to report such cases, please explain it to a student that the meeting is not an official report and the student needs to make an additional official report if they pursue it.

#### Inappropriate responses:

- Please do not ignore the responsibility
  - If you are required to report the case, please follow the protocol to deal with the case at hand.
  - If the case is not reported based on one's discretion against the school policy or the Prevention of Child and Juvenile act, the professor may be subject to an internal investigation of disruption of the cases and may be subject to criminal sanctions based on the Act.
- Please do not report the case against students' request if there is no ground to do so.
- Please do not avoid a meeting with a student with an excuse that you are mandatory/not mandatory to report the case.
  - A student may just want to share their concerns with a professor because they are a trusted figure within the university.
  - The main goal of a meeting isn't necessarily to make an official report, but instead to offer an appropriate response, connect the student to resources that will enable them to achieve continued success their classes, and minimize the harm done from the victimization experience.
  - Some students want to get involved in a larger way by aiding in further classroom policy that aims at preventing similar or further victimization.

## Sixth

### Listen carefully and support the decision.

- The primary goal of a meeting and consulting a student is to provide appropriate information and to let students know that there are services available when needed.
- One of the main reasons why students voluntarily visit the professor and share their concerns with them is to earn the professor's support and to gain practical knowledge about problem-solving in sensitive circumstances.
- It is important to know a professor does not need to give the best answer to their students. Rather, it is more about listening to their concerns, thinking about how to deal with a case together, and supporting their decision (even if it is against your opinion).

#### Appropriate responses:

- Please support their decisions even if the decisions are against your personal opinion.
- Please keep the case and what was said during the meeting confidential.

#### Inappropriate responses:

- Please do not use definitive expressions.
  - Example: "she/he should be suspended from the school." "The case is not sexual violence at all." "I have the ability to punish her/him immediately, so they do not do such things ever again." "If you made that decision right now, I am sure you are going to regret it."
- Please do not record a conversation without the other party's consent and do not force them to write down a statement.
- Please do not rebuke them or blame them.
  - Example: "you should have acted in a different way." "I think you might have misunderstood her/his intention."
  - Remarks like these may potentially make a student feel that they are to blame for the incident. As much as they need to trust you, they need you to show that you trust them back.

## Seventh

### Please refer to the right person or center to contact.

- Through the meeting, the student should be ushered in the right direction while exploring all available options they can possibly choose from.

#### Appropriate responses:

- Please give and ensure correct information about the personnel, services, or centers that victims can report to, receive counseling from, or to meet alternative professionals. Below lists the services where a victim can get help:
  - Centers within a school (counseling center, center for gender equality, center for human rights, student affair center, or center for international students)
  - Police (112 or a police officer who covers the school territory)
  - National Human Rights Commission of Korea (Visit the website)
- When a student is extremely worried about visiting a school counselor a professor can schedule a meeting with a counselor to follow up with the case with the student's consent.

#### Inappropriate responses:

- Please do not stop a student from making an official report.
- Please do not intentionally restrict information that students can potentially receive.
- Please do not give uncertain information that is not verified.
- Please do not give a subjective opinion as if it is an objective opinion.
  - Example: "It sounds like there is not anything that the school can do," "I think that this behavior is not enough to constitute a sexual violence case." "I think this is 90% a misunderstanding on your side, so it won't make a big difference even if you do report your incident."



Please fill out the forms below so you can provide the correct and appropriate information to your students.



### Where to contact in school

Department/Center	
Contact person	
Tel	
Email	
Website	
Location	

### Where to contact police in a school jurisdiction

Police office/department	
Contact person	
Tel	
Email	
Website	
Location	