



Dear Faculty:

Given the recent report of a sexual assault on campus, we are asking that you take time to acknowledge this event and provide some basic resources to your students. We are also looking to respond with a series of educational programming followed with a long-term campaign that will address specifically sexual violence. Additionally, we will address more broadly issues of exclusion, harassment, and bigotry. Our aim is to identify ways to build community, support, and safety for every member of our De Anza community.

Below you will find our call to action, which at this time centers around leading classroom discussions on the recent assault on campus. If you are not comfortable or do not feel prepared to engage in such a conversation, we ask that you please refrain from leading an in-depth dialogue. However, at a minimum, we ask that every faculty member make an announcement acknowledging these recent events, reiterating our commitment to addressing these issues and concerns, and identifying available resources. Please also make sure these resources are posted in your classroom and/or office.

Below you will find a series of modules to select from, which will help guide your class dialogue on this topic. Please begin by review your options: Option 1 is for those of you who may not feel prepared or that your class is not a safe space for an in-depth dialogue no the assault case. Option 2 provides a basic guide for helping you prepare your class for having a difficult conversation. If you and your class are already prepared for such engagement, please consider moving directly to Option 3. Before you engage in any of these class lessons, please take time to consider your own level of comfortable and ability in guiding these conversations; some reflection questions are also provided below.

Thank you for taking time to support our students during this difficult period.

Sincerely,
Veronica Neal
Faculty Director

Faculty Resources

Step 1. Getting Started

Faculty Self-reflection Questions:

1. How have you created or maintained an inclusive atmosphere?
 - a. Have you established classrooms guiding principles or ground rules?
 - b. Have your students shared contact information with each other?
 - c. Are you facilitating ongoing community building activities with your class?
2. Have you encouraged students to feel safe sharing with you issues of threat, safety, or assault?
3. Are you prepared to support students facing these issues or concerns? If not, what resources or training might you need? Do you know whom to contact?
4. Have you provided resources or safety protocols to the class? Do you know where to find these types of resources?
5. Are you prepared to guide the class in a conversation about the recent sexual assault that took place on campus?
6. If a student is uncomfortable or emotional are you prepared to provide them with support services?

Step 2. Select a Classroom Lesson Plan

Option1. The Minimum	Option 2. Building Capacity for Dialogue	Option 3. Dialogue about Sexual Assault
<p>Self-assessment: I am not comfortable. I do not have time. I don't know what to do.</p>	<p>Self-assessment: I would like to do this but the class isn't ready. I have not established ground rules. We don't have a lot of dialogue in class.</p>	<p>Self-assessment: I am ready. I am comfortable facilitating difficult dialogues. My class is prepared for this conversation and we have ground rules.</p>
<p>-Introduce the subject by reading the latest police summary. -Show police sketch (sent in email from Marisa Spatafore) http://www.sccgov.org/sites/sheriff/Press%20Releases/Documents/De%20Anza%20Sexual%20Assault%20Nov%202013%20w%20Sketch.pdf</p> <p>- Check to see what emotions/feelings or concerns are coming up for the students.</p> <p>-Let the students know about the resources that we have on campus regarding harassment, safety, psych services, etc. (Health Services: http://www.deanza.edu/healthservices/)</p> <p>*Health Services provided handouts last week – check your faculty mailbox</p>	<ul style="list-style-type: none">- Begin by establishing ground rules.- Facilitate a practice activity on how to have a difficult conversation (lesson plan attached)- Once you feel your class is fully prepared to engage in the dialogue, review the sexual assault module (option 3).- If you do not feel your class is ready for an in-depth dialogue on the sexual assault incident, please only review the information provide in option 1 (to the left).- Adapt the modules to fit your needs.	<ul style="list-style-type: none">- Review your established ground rules or agreements for engaging in difficult dialogue- If you feel your class is prepared to engage in a respectful dialogue, you may skip any practice activities on how to engage in difficult dialogues (a reminder is still needed.)- Move directly to option 3 for review and discussion of the sexual assault incident on campus.- Adapt the modules to fit your needs.

Step 3. Facilitating Class Dialogues

*We understand that facilitating dialogues around sexual assault, harassment, exclusion, or safety can be very difficult. If you are not comfortable facilitating a classroom dialogue on the recent event that have taken place on campus, or any other related issues, please contact the Equity Office, Health Services, or the Office of Professional and Organizational Development for support. We are always happy to assist you with resources and facilitation needs.

Option 2: Module For Faculty Ready To Engage Students

Facilitating the Difficult Dialogue: Role Plays

Adapted from an EdChange project © Paul C. Gorski, 1995-2012

Purpose: Teachers often are hesitant to raise topics such as sexual assault, harassment, bullying, exclusion, homophobia or heterosexism in the classroom because their training has not prepared them to handle the issues and exchanges that may result. This activity provides participants an opportunity to share stories about when discussions about these topics took an unexpected turn they were unprepared to handle, then to share ideas about how to address these circumstances in the future.

Time: This activity requires 50-60 minutes

Preparation: Divide participants into groups of four or five. Prepare enough space in the room for small groups to perform skits.

This activity will be most effective if you already have engaged in a discussion about the importance of dealing with issues of social justice in the classroom.

Instructions:

1. Ask participants to share a story about a time when they participated in, or facilitated, a discussion on sexual assault, bullying, or discrimination that resulted in positive change or discomfort and misunderstanding. If the situation ended in shouting or hard feelings, what could have helped improve the exchange?
2. Some questions to guide the discussion related to these stories:
 - What worked in the discussion?
 - How could the discussion have been more fruitful?
 - How did the facilitator or educator or participants try to address the issue?
 - What about the tension felt unresolvable?
 - How did the conversation end?
3. Ask each group to choose one story to role play for the rest of the class. Some people are less comfortable "performing" in front of the class, so encourage them and mention that everybody will have an opportunity to participate in a role play. Role plays should last no longer than two minutes.
4. After providing time for small groups to plan their role plays, ask for groups to volunteer to perform their role play for the class. You may only have time for 1 or 2 role plays.
5. Following each role play, use or adapt the following questions to tease out the issues and strategies for addressing them:
 - What are the primary issues introduced by this situation?
 - What are the dangers of continuing a dialogue in response to the situation?

- What are the educational opportunities introduced by the situation?
 - What are some strategies for managing the situation without immediately ending the conversation?
6. Following each role play, process the activity by asking participants whether they noticed any parallels in the stories. Look for strategies for building active listening and supportive dialogues.

Facilitator Notes: It is always important when activities call for participants to share their own stories and make themselves vulnerable to remind the group about active listening. Consider starting the activity by sharing a story from your own experience to ease the tension.

Option 3: Module Addressing the Recent Sexual Assault on Campus

Purpose: To review the issues of sexual assault on De Anza campus and provide students with resources and an opportunity to discuss their feelings or reflections about the incident.

Time: 45 – 60 min.

Facilitator Note: It is strongly recommended that you do not try to have this conversation in less than 45 minutes. Please consider setting aside a full-class session. If you have not set aside time previously to establish ground rules or community agreements, please begin by discussing conversation ground rules. The following modules may be tailored to fit your timeframe.

Preparation: Please make sure to have any handouts about the incident or website available for review. Please also provide a list of campus resources.

1. Introduce the subject by reading the latest police summary
 - A. Show police sketch (sent in email from Marisa Spatafore)
<http://www.sccgov.org/sites/sheriff/Press%20Releases/Documents/De%20Anza%20Sexual%20Assault%20Nov%202013%20w%20Sketch.pdf>
 2. Let students state some of the rumors that they have heard regarding the assault
 - A. Mention (again) that the only facts that we have are provided in the latest police report
 3. Then transition to a discussion about safety on campus
 - A. Break class into small groups
 - B. Ask students to consider following questions
 - 1) What can we do, as a community, to make the campus safe for everyone? (Ask students to refrain from victim-blaming)
 - 2) What type of events, resources, response(s) would you like to see happen on campus because of this situation?
 4. After the groups have time to discuss, bring everyone back to the large group
 - A. Ask students to share-out (either individually or as a group)
 - B. Have a student record (written) highlights from the share-out
 5. Let the students know about the resources that we have on campus regarding harassment, safety, psych services, etc.
 - 1) (Health Services: <http://www.deanza.edu/healthservices/>)
- *Health Services provided handouts last week – check your faculty mailbox