

2025 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education

University of Kansas

Card Series

Relevant Rubric Area(s):

Response: Trauma-Informed Programs and Practices, Improved Communication and Increased Transparency

Remediation: Increased or Enhances Confidential Resources and Support Services

Description of Work:

Our Director of Intake, Outreach, and Compliance Ash Wilson, and Assistant Director, Sam Deming, developed this card series to provide supplemental and on-demand access to information. Physical cards are provided at OCRTIX tabling events, at in-person presentations, and placed in key spaces around our campuses. The information on the cards was determined through consultation and feedback with stakeholders and users across campus (students, faculty, and staff). The cards are a result of combining frequently asked questions, identifying barriers to reporting, prevailing myths of Title IX offices, and what staff deemed important for the campus community to be aware of.

Collectively as a series, the cards connect to various Office of Civil Rights & Title IX (OCRTIX) sponsored policies, either as One-University policies (applying to all KU campuses) or as Lawrence specific policies (applying to the Lawrence campus specifically). Eventually, we hope to create comparable cards for all KU campuses referencing the appropriate policies; of note are: [Mandatory Reporting](#), [Sexual Harassment](#), and [Crime Reporting](#). The cards are also connected to office processes; of note are: [Hearing Procedures for Complaints of Sexual Harassment](#) and [Title IX Resolution Process](#).

Purpose and Goals:

Collectively, the purpose and goals of this series were to help users remember our office exists, remember what is required of mandatory reporters, as well as how to utilize our office. The card series was initially designed with KU's former university wide brand, and then redesigned utilizing newly released branding expectations (2025), which allows the community to recognize the legitimacy of the resource.

Individually, the purpose and goals of the individual cards are outlined below:

1. [Mandatory Reporter Help Card](#): The purpose of this card is to serve as a quick and ever-available tool for mandatory reporters to use when they question what they need to report, as well as to generally provide mandatory reporters with quick access to reporting requirements. Although we provide a comprehensive annual training, we've found from our presentations, mandatory reporters often don't realize or remember the extent to which they are obligated to report. This card serves as an educational tool to supplement the annual training. It includes the definition of a mandatory reporter, the 16 protected

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classes per policy, the definition of sexual harassment, examples of less overt/known sexual harassment, and information on reporting.

2. [Ready Made Responses card](#): The purpose of this card is to help mandatory reporters know how to communicate best with the complainant in the moment of receiving reportable information. Although OCRTIX staff manage sensitive information and reports every day, many members of our community do not. With that, there can be discomfort and/or uncertainty with receiving this kind of information. The card provides some ready-made responses, some tips for being trauma-informed, options to offer pertaining to safety and evidence preservation, and helps people understand our office's process. The card is intended for our mandatory reporters to build confidence and their interactions around information needing to be reported, as well as to provide key information to complainants about our processes and anticipated experience with our office. A goal of the card is for mandatory reporters to disclose their mandatory reporter status and notify complainants that a report will be made while avoiding further trauma.
3. [What Happens Next card](#): The purpose of this card is to help mandatory reporters communicate to complainants what to expect after a report is submitted to the OCRTIX office. Although we train mandatory reporters of the best practice to inform complainants a report will be made, we've found through conversations with mandatory reporters and complainants that mandatory reporters were unclear what to tell complainants about what would occur after the report was filed. The card also provides a trauma-informed way to support mandatory reporters who are receiving challenging information, allowing them to lean on a resource rather than remembering next steps and other important information. This card provides a trauma-informed approach to reporting in giving complainants access to information before even meeting with our office. The hope is that the mandatory reporter will physically hand this card to the complainant for them to refer back to as needed. During presentations, we encourage people to take multiple cards to have them on hand. The card includes an overview of our intake process, support measures, resolution options, and helpful information (e.g., right to an advisor). It also includes general information about our office. The goal of this card is to communicate to complainants about what occurs after a report is submitted to our office.
4. [Confidential Employees & OCRTIX card](#): The purpose of this card is to help confidential employees understand their role as a confidential employee, and per KU's policy, how their status can change between confidential and mandatory reporter depending on the situation. In conversations with those determined to be confidential employees, we learned their awareness of our processes were minimal. This was because they rarely, if ever, reported incidents to our office due to those disclosures being deemed confidential (e.g., therapists, medical providers). Because our office/processes were less known, confidential employees were also unaware that they were not always deemed confidential. For example, if a colleague disclosed an instance of sexual harassment occurring at work, that employee would not be considered confidential in that interaction, and would need to report. The nuance of the changing status was unknown to confidential employees. Because of this we developed a new presentation specifically for confidential employees and this card. Included in this card are examples of what

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should and should not be reported to our office, ways to support people with confidential disclosures, as well as a brief overview of our office. The goal of this card is to assist confidential employees in navigating the dichotomy of their role.

5. [Consider Self-Reporting: Access to Options card](#): The purpose of this card is to help confidential employees provide referral information to complainants who have disclosed sexual harassment in a confidential situation (e.g. therapy, medical appointment). In respecting and honoring the confidential employee's role, our office felt it was important to equip confidential employees with referral information to our office in the event they receive reports. Similar to the "What Happens Next" card described above, this card provides an overview of our processes. This card, however, also includes the benefits of reporting, and talks more about the office's trauma-informed approach and network of resources. The goal is to increase transparency so complainants can make informed decisions about if they self-report to our office. The goal of this card is to provide a reporting referral to those disclosing information to Confidential Employees.
6. [Pregnant & Parenting Students card](#): The purpose of this card is to help all KU employees and students understand our responsibility and services to pregnant and parenting students. Through the 109 presentations and 11 tabling events we facilitated over the last year, we realized employees had little to no understanding that pregnant and parenting students are explicitly mentioned within Title IX, and are afforded certain rights. With this gap in knowledge, we partnered with human resources, the office of Graduate Medical Education, and various ADA offices (because many of our students are employed) to develop a card that could be utilized by both pregnant students and employees. Included in the card is an overview of our process of contacting a pregnant/parenting student, examples of reasonable modifications, as well as QR codes to websites pertaining to potential needs of a pregnant/parenting student (lactation room policy and locations, HR related policies, and more). Given KU has various campuses, we created cards for both main campuses based on the differing policies or practices of both. The goal of this card is to provide information regarding pregnant/parenting students and federal requirements for others at KU to best include them.
7. [The Clery Act card](#): The purpose of this card is to help the campus community, and specifically Campus Security Authorities, understand the Jeanne Clery Campus Safety Act, what crimes to report, and how to do so. Because our office oversees both mandatory reporters for discrimination and harassment and Clery compliance for our campus, we see confusion from people. At times, people are only mandatory reporters, and at others they are both Campus Security Authorities (CSAs) and Mandatory Reporters. Because the Clery Act is less known across campus, the term "Campus Security Authority" is also lesser known. Because of the confusion, and also to spread general awareness of the Clery Act and Campus Security Authorities, we developed a resource for people to gain a better understanding of this information. Included in the card is a brief overview of the Clery Act, who could be considered CSAs, Clery reportable crimes, and QR codes to report Clery crimes. The goal of this card is to

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provide Campus Security Authorities (and mandatory reporters) information on what and how to report Clery crimes.

Assisting peer institutions for adaptation:

The creation process was largely described in the purpose and goals section for each card. The questions we received that led to the creation of these materials are not specific or unique to our institution. Because of this, I believe they will be highly applicable to other institutions.

Things to consider when developing card resources:

- What questions do staff receive about policies or processes?
- Are there units who you do not receive any reports from? This may mean they could benefit from the card series.
- What reports do you receive most frequently? This may indicate a lack of knowledge about that type of concerning behavior.
- Are there policies that are widely unknown? If so, they could be highlighted with a card.
- Who are your main audiences? For KU, we have a traditional campus, medical campus, and commuter/nontraditional campus. Developing unique cards for each campus/audience can be helpful.

New/Novel/Particularly impactful:

New work: This card series is new. Intake Specialist Sam Deming started in our office in July of 2024. Sam holds a Bachelor of Fine Arts and is a talented designer. Combining their skill with staff knowledge, Ash and Sam developed this series over the past year.

Novel work: The card series is a novel way of supplementing information (often presentations) or be a stand-alone accessible resource for users. Staff and/or users can select the cards individually based upon their needs, or the cards can be employed as a series (often in departments across campus). As Ash and Sam have presented over 100 times across the university (including a medical campus, a traditional campus, and a commuter/non-traditional campus) in the past year, they bring these supplemental materials to each session. They also continue to add cards to the series as need arises, either by request of the audience, or by their own assessment of need.

Particularly impactful or effective work: The series started by a request from mandatory reporters to have a “cheat sheet” they could use to remind themselves what they are mandatory reporters for, and how to report. They asked for it to be able to be at their desk, but not obtrusive. We created the first card ([Mandatory Reporter Help card](#)) from this request and deployed it to the requesting unit. The feedback we received was overly positive. The resource, itself, was helpful, and that our office listened to their needs and created a tool for them; essentially, validating that we were a helpful and responsive campus partner.

From the first card and its reception, we continued to grow the selection. We made it a goal to have relevant cards for each presentation, and audience. Over Summer 2024 and Fall 2024, we presented to the mandatory reporters of our College of Liberal Arts and Sciences (the largest college at KU hosting over 1/3 of the undergraduate majors), with approximately 65 presentations. We received gratitude for having a physical take-away(s) that mandatory reporters could continue to reference.

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We further know the presentations and cards are effective because after the presentations or tabling events where the materials were deployed, we would receive an uptick in reports from the units we just presented/tabled for. Often the reports would reference receiving helpful information through the presentation/cards, and a new understanding of their role as a mandatory reporter. Additionally, the cards have assisted in removing barriers to reporting and understanding the processes.

The cards are now known to our campus partners and receive requests for re-prints due to the high volume of distribution and suggestions or requests for new content.

Current status of the work:

The card series is active and utilized in presentations, tabling opportunities, on resource tables across campus, as well as hosted on our website for on-demand access (open to the [public](#)). We will continue to add cards as staff and community identify need. The next cards we plan to develop will focus on managing student accommodations/disability discrimination and information regarding advisors to parties through OCRTIX grievance procedures.

Evaluation:

The series is continually being informally evaluated through requests for more print versions (indicating high distribution), requests from campus for additional card content, state and federal guidance, and feedback received through presentations or information conversations/communication. The series was also redesigned based on KU's newly released branding guides in early 2025. No formal evaluation is planned.

Next Steps:

Staff are identifying more locations to deploy individual cards, in addition to the series. One commitment for Fall 2025 is for all housing staff to carry the series in their on-call bags, allowing housing staff to refer to the resources for relevant situations, as well as to distribute the appropriate card to residents affected by these incidents. We are also continuing to evaluate what cards should be added to the series based on frequently asked questions, changing policies, nuances, barriers to report, specific audience/campus needs, and more.

Website for further information (if applicable): <https://civilrights.ku.edu/collection-materials>

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