

# Promoting Diversity, Inclusion and Equity in the Local Community Through Collaboration on Interactive Virtual Reality Training Tools

## Appendices

1/31/22

### Appendix A

#### *PIT-UN Case Study Draft Based on Qualitative Inquiry; SAFER*

*Researchers: Dr. Coleen Carrigan, Dr. Christine Hackman, Siena Parsons, Jet Tan*

#### *Proposed VR Training Scenario: Group Conversation at a Party*

##### Important Themes to Include:

gender box [stereotypical gender roles], salient identities, power, healthy relationships, boundaries, victim-blaming, consent, continuum of violence

##### Synopsis:

In this scenario, the protagonist [VR user] is at a party (specify type) and is discussing a SH/A presentation that was given in class. In this group, there are a peer educator, an antagonist and (#) individuals across the spectrum of support for the peer educator. The group is rather hostile toward the presentation and the peer educator seems uncomfortable, but their identity is not yet revealed as a peer educator. After a discussion overviewing our learning objectives and keeping in mind our important themes, the group disbands, and the protagonist is set loose into the party. As the party unfolds an instance of sexual assault or harassment increasingly becomes more escalated in terms of intensity and voracity of the assault as well as how visible it is to our protagonist. The protagonist will have opportunities to intervene, with the goal of them applying the knowledge from the prior conversation and intervening as soon as possible.

##### Learning Objectives:

#### 1. Destigmatizing Having Conversations about Sexual Assault (Victimhood/Discussion)

- *“...in the content of programming, for [our] priorities, is really helping folks to see where they can enter this [SH/A] conversation and making that really accessible to them in terms of I mean, one, just them becoming self-aware of really where am I in this conversation right now? Where are my strengths? Where do I have [the] opportunity to grow? Looking at their own spheres of influence and what can happen with that, but I think really being able to equip folks with that language so they can access this conversation.”<sup>1</sup>*

**2. Healthy Relationships and Setting Boundaries**

- *“But there's also this like I've never been told that I can set the boundaries. I've never been allowed to be my autonomous self in a relationship. What does that even look like?”<sup>2</sup>*

**3. Sex-Education, Consent, and Handling Rejection**

- *“So, asking someone for consent in the middle of having sex is very different from asking someone for consent if you want to go into their apartment. But like, what is the language around those things and how would those be opportunities to check-in and pause or stop or whatever?”<sup>3</sup>*

**4. Empowerment to Take Action/ Bystander Intervention**

- *“And then the goal of SLT is really to set folks up ready for action afterwards. So, the last day we talk about developing smart goals of like how to bring this into their work moving forward.”<sup>4</sup>*

<sup>1</sup> Excerpt from member-checked interview transcript, June 2nd 2021| SE001

[1:14] <sup>2</sup> Excerpt from member-checked interview transcript, June 2nd 2021|

SE002 [1:09] <sup>3</sup> Excerpt from member-checked interview transcript, June 2nd

2021| SE002 [1:32] <sup>4</sup> Excerpt from member-checked interview transcript, June 2nd 2021| SE002 [6:19]

## Appendix B

### *PIT-UN Case Study Draft Based on Qualitative Inquiry; GALA*

*Researchers: Dr. Jay Bettergarcia, Olivia Wallin, Ell Hundertmark*

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#### ***Proposed VR Training Scenario:***

Important Themes to Include: Intersectionality, consciousness raising, practicing bystander intervention skills, gender box [stereotypical gender roles], power, pronoun use, TGD identity, identity-based harassment

#### **Synopsis:**

In this scenario, the protagonist [VR user] is in a meeting/social event that includes introductions. At the beginning of the scenario the protagonist is introduced to VR by conducting an *Environmental Scan* in which they are allowed to freely move throughout the space. A group of individuals casually waves the protagonist over and introduces themselves.

The group consists of a “model” character, an antagonist, a target character, and 4-5 other individuals across the spectrum of support for the model character. Some of the group members (including the “model” character) also share their pronouns during their introductions. The target character introduces themselves with they/them pronouns. The antagonist introduces themselves after this and expresses annoyance regarding pronoun sharing--e.g. *“I don’t really understand why this is important but yeah my pronouns are...”*. Model character responds in a casual tone with a comment noting that pronouns are important, they like being able to share pronouns, and appreciate that people are sharing. Antagonist nods and weakly accepts this explanation (eye roll). Tension seems to dissipate, and miscellaneous activities (conversation/meeting/social event) begin.

The narrative progresses, and, during a conversation regarding, the antagonist misgenders the target character by referring to them with the incorrect pronouns. The model character intervenes by affirming the target character in a non-confrontational way. The target character responds to this by subtly expressing gratitude.

The model character’s intervention should overview these important points:

- Avoid monologue or bringing unnecessary attention to the target.
- If you’re not sure the person would appreciate the extra attention given the context, you can immediately chime in using their correct pronouns, such as, “I agree, they did make an excellent comment.”
- If you think it’s likely the person would appreciate the correction, you can say, “I think the wrong pronouns were used earlier so I want to acknowledge that Aiden’s pronouns are he/him.”

Model character announces they need to leave early for another appointment and exits the scene. As the scene continues, a series of de-validating remarks from the antagonist, directed toward the target character, increase in severity and in their visibility to the protagonist. Severity and

visibility is demonstrated via verbal and nonverbal responses and discomfort expressed by the target character.

The protagonist will have opportunities to intervene in different ways at various times as the situation escalates, with the goal of them applying the skills they learned from the model character and intervening as soon as possible in the most productive way. This includes providing appropriate education without singling out the target character or drawing excessive attention in the scene, and continued corrections. There should be opportunities for the VR user to respond to misgendering when the target is present and when they are not present. They will receive a range of positive and negative responses from the antagonist, the model, and the rest of the group depending on which intervention option they choose.

The protagonist will have the opportunity to practice how to ask about pronouns, when and how to correct others, and how to fix it if they make a mistake. The [pronoun guide](#) can be really helpful to show examples of these nuances and some options for best practices.

## Learning and Skill Building Objectives

### 1. Practicing Affirming Pronoun Use

- *“How do you just ask, in a hopefully non awkward manner, like hey what pronouns do you use or hey I’m so and so, and how do you sort of not make assumptions? But maybe that’s already included, and I think to me that feels like the baseline most exciting thing is like practicing pronouns, practicing not misgendering somebody, practicing how to ask you know, in a not awkward way”*
- *“People are coming away from this with more practical skills than they had and really if somebody says that they understand now how to treat a transgender person who comes into their space that is to me that’s really, what I want them to walk away from it with. yeah, I feel like maybe skills acquisition.”*
- *“We do want to add in more practical skill building into our trainings.”*

### 2. Empowering to Take Action/ Bystander Intervention/ Responding to Misgendering

- *“So maybe it’s that one member of the youth group is constantly misgendering another member of the youth group deliberately to get a rise out of them like, how do you as a group facilitator deal with that”*
- *“I’d like to suggest that there be a misgendering, and then the person who does the misgendering apologizes to the person who’s been misgendered, putting the misgendered person in the position of having to say, ‘that’s ok.’ Really, it would be better that they didn’t apologize when they were corrected and that they just said, ‘thank you for correcting me’ or something.”*

### 3. Interpreting Context and Understanding Spectrum of Affirming Intervention

- *“Maybe a module that looks like out in public... how do you kind of intervene and say like Oh, you know, is that the pronoun you use? Would you prefer different/do you use a different pronoun? You know so something for everybody to see”*
- *“It is really nuanced, and giving people a chance to practice that and really deepen their understanding is going to be key to building that empathy.”*
- Now that you’re empowered, *how* do you intervene effectively and how might effective intervention change based on context?
- See pronoun fact sheet: <https://www.apadivisions.org/division-44/resources/pronouns-fact-sheet.pdf>
  - i. How do I ask about pronouns?
  - ii. When and how should I correct others?
  - iii. What to do if I made a mistake?

### 4. Including Intersectional Identities & Systems of Oppression

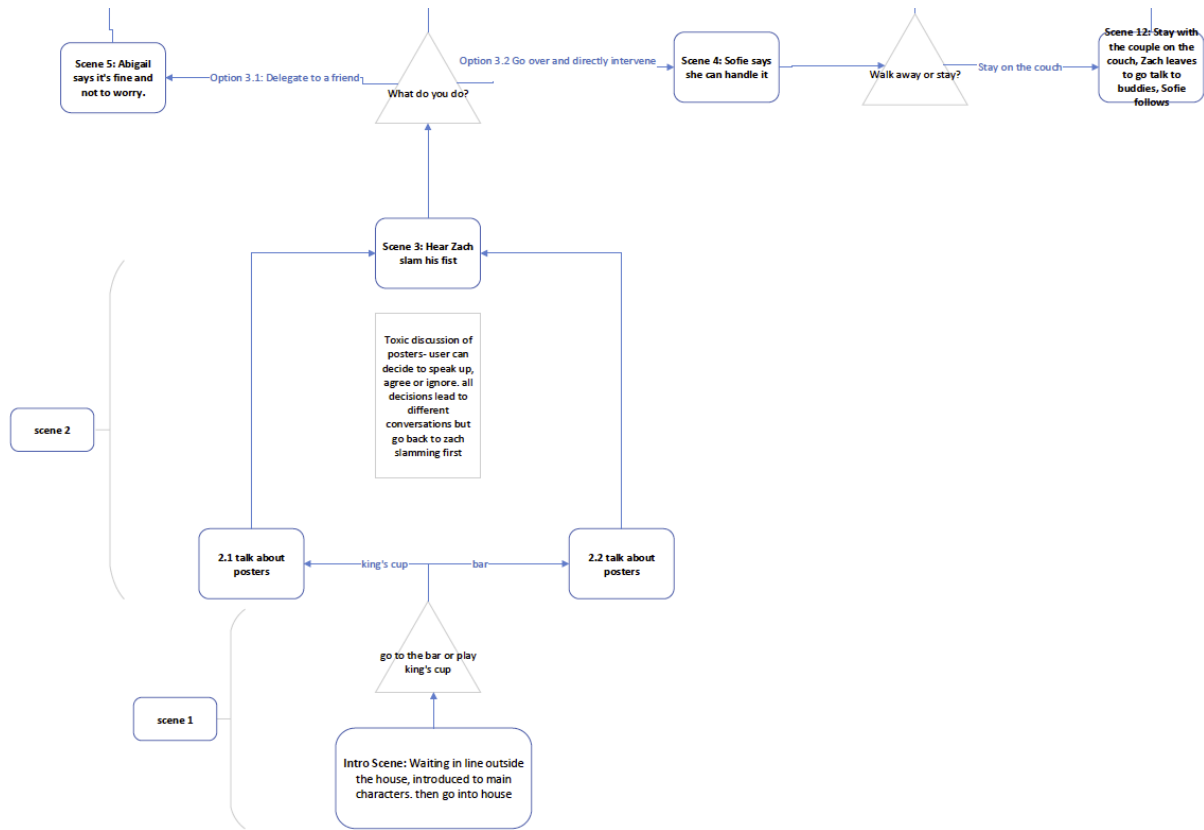
- Want to ensure representation of a variety of gender identities and gender expressions. Want to have diversity around age, race/ethnicity, etc.
- *“For all of our training programs that like Michelle said is very intersectional includes disability, it includes race, it includes aging...”*

# Appendix C

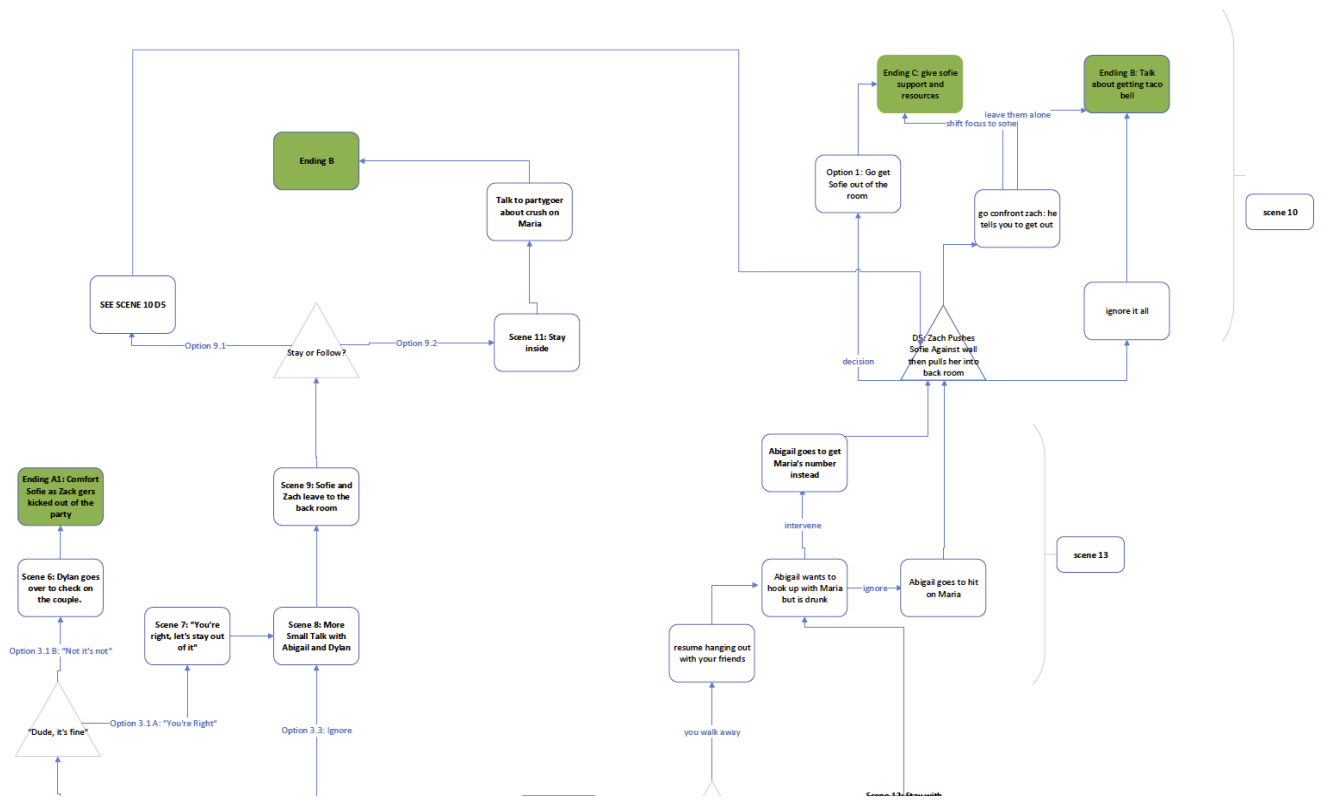
## *PIT-UN Case Study VR Branching Tree Narrative Based on Qualitative Inquiry with SAFER*

*Researchers: Dr. James P. Werner, Siena Da Costa Pinto, Sarah Rauh, Arthur Waidhofer*

### Sexual Assault Narrative Mind Map - Part 1



# Sexual Assault Narrative Mind Map - Part 2

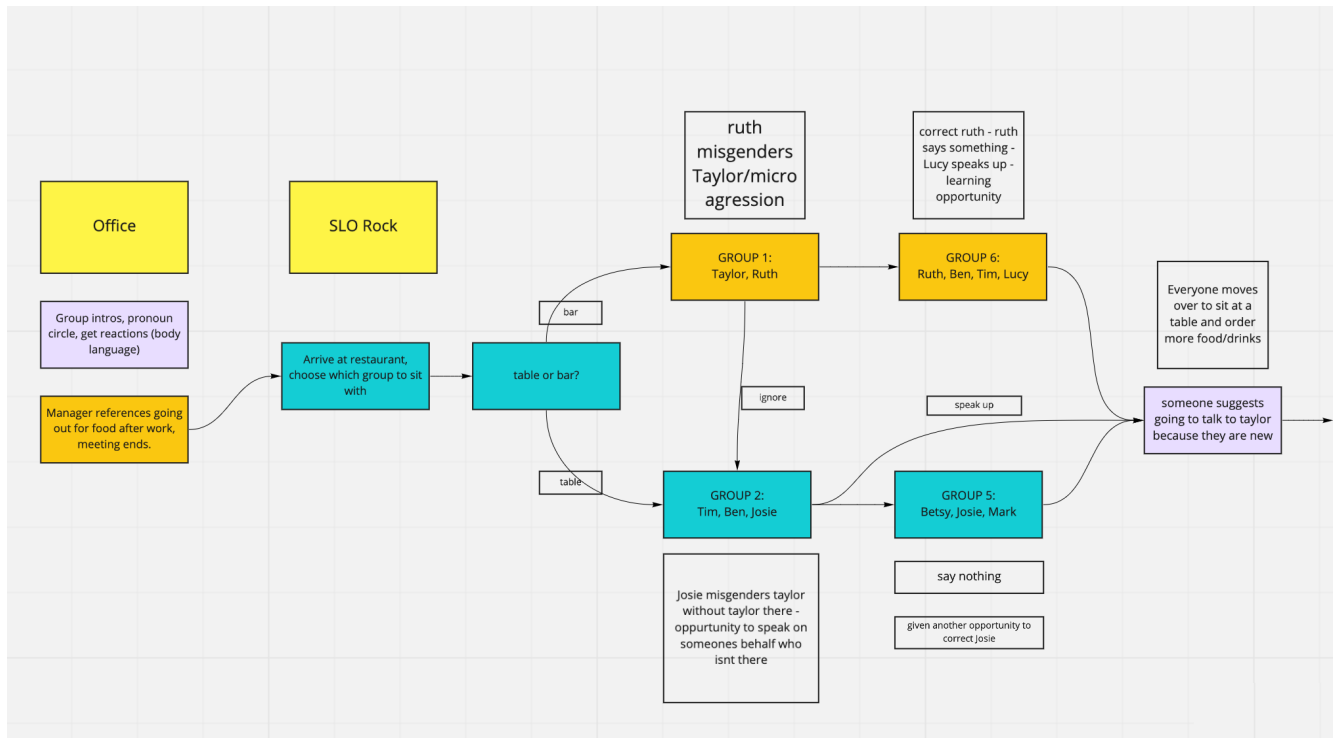


# Appendix D

## *PIT-UN VR Branching Tree Narrative Based on Qualitative Inquiry with GALA*

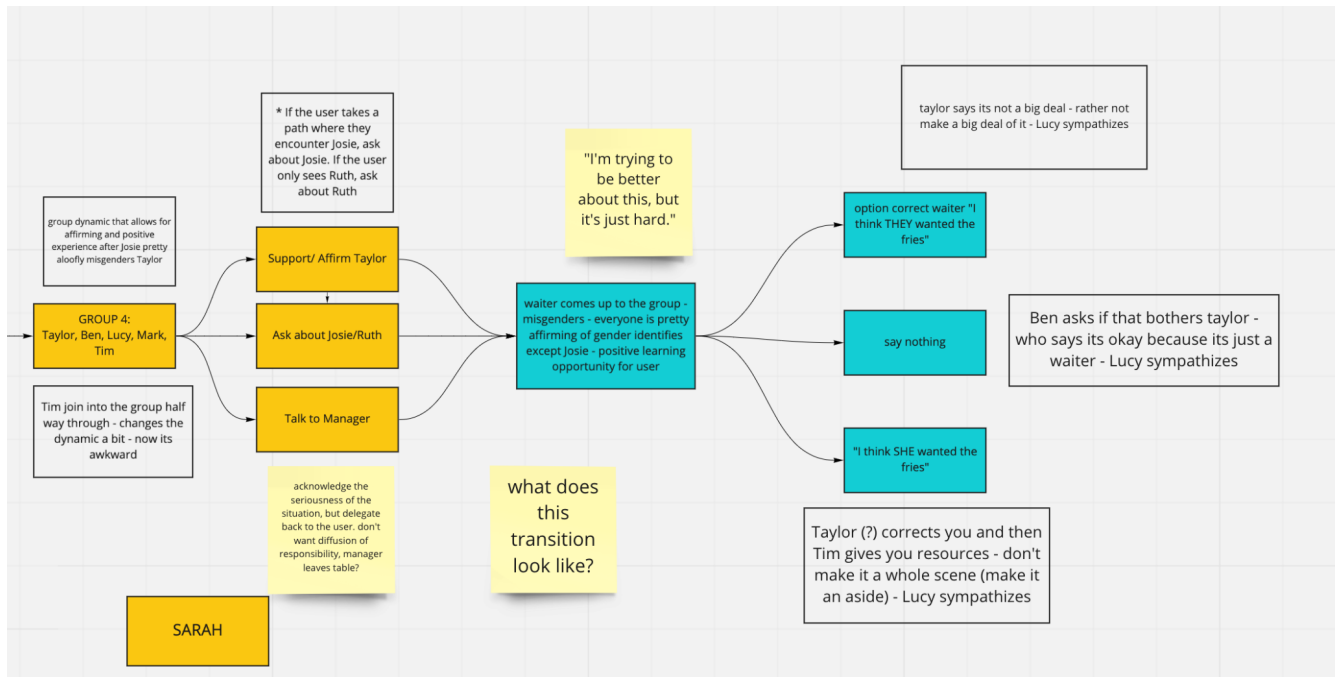
*Researchers: Dr. James P. Werner, Siena Da Costa Pinto, Sarah Rauh, Arthur Waidhofer*

### Transgender Affirmation Narrative Mind Map - Part 1





# Transgender Affirmation Narrative Mind Map - Part 2



## **Appendix F**

### **Budget Transaction Report:**

Org Keys: 47082 to 47082

Object Codes: 800000 to 999999

Key Status: \*

SubsSys: 0 to ZZ

Funds: 00 to 99

Division: \*

Functions: 0001 to 9999

Dept: 0000 to 99

Key	Object	Post Date	Reference	Description		SS	Trans Amt	Update
47082	800005	05/28/2021	01011DP	Associate Projec	GRS.	3	659.43	06/02/2021
47082	800005	07/09/2021	01014DP	Associate Projec	GRS.	3	1,245.59	07/14/2021
47082	800005	07/23/2021	01015DP	Associate Projec	GRS.	3	1,172.32	07/28/2021
47082	800005	08/06/2021	01016DP	Associate Projec	GRS.	3	1,758.48	08/11/2021
47082	800005	08/20/2021	01017DP	Associate Projec	GRS.	3	952.51	08/25/2021
47082	800005	09/03/2021	01018DP	Associate Projec	GRS.	3	439.62	09/08/2021
47082	800005	09/17/2021	01019DP	Associate Projec	GRS.	3	1,611.94	09/22/2021
47082	800005	01/21/2022	JF051811	47082/35226 DISALW EXPS HACKM		JE	(726.84)	01/24/2022

\* Object Code: 800005

Beginning Balance: 0.00

7,113.05

Ending Balance: 7,113.05

47082	800011	09/03/2021	01018DP	Faculty	GRS.	3	911.20	09/08/2021
47082	800011	09/17/2021	01019DP	Faculty	GRS.	3	3,189.20	09/22/2021
47082	800011	10/15/2021	01021DP	Faculty	GRS.	3	2,050.20	10/20/2021
47082	800011	10/29/2021	01022DP	Faculty	GRS.	3	1,139.00	11/03/2021
47082	800011	01/13/2022	9980CARRIGF21	CPSU UNIVERSITY Faculty		OH	4,904.76	01/13/2022

\* Object Code: 800011

Beginning Balance: 0.00

12,194.36

Ending Balance: 12,194.36

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47082	800020	10/15/2021	01021DP	Project Director	GRS.	3	743.64	10/20/2021
47082	800020	10/29/2021	01022DP	Project Director	GRS.	3	1,425.31	11/03/2021
47082	800020	11/12/2021	01023DP	Project Director	GRS.	3	1,487.28	11/17/2021
47082	800020	11/26/2021	01024DP	Project Director	GRS.	3	1,363.34	12/01/2021
47082	800020	12/10/2021	01025DP	Project Director	GRS.	3	929.55	12/15/2021

\* Object Code: 800020

Beginning Balance: 0.00

6,940.64

Ending Balance: 6,940.64

47082	804005	05/28/2021	01011DP	Student Assistan	GRS.	3	386.25	06/02/2021
47082	804005	06/11/2021	01012DP	Student Assistan	GRS.	3	172.50	06/16/2021
47082	804005	06/25/2021	01013DP	Student Assistan	GRS.	3	506.25	06/30/2021
47082	804005	07/09/2021	01014DP	Student Assistan	GRS.	3	225.00	07/14/2021
47082	804005	07/23/2021	01015DP	Student Assistan	GRS.	3	138.75	07/28/2021
47082	804005	08/06/2021	01016DP	Student Assistan	GRS.	3	195.00	08/11/2021
47082	804005	08/20/2021	01017DP	Student Assistan	GRS.	3	652.50	08/25/2021
47082	804005	09/03/2021	01018DP	Student Assistan	GRS.	3	165.00	09/08/2021
47082	804005	09/17/2021	01019DP	Student Assistan	GRS.	3	341.25	09/22/2021
47082	804005	10/01/2021	01020DP	Student Assistan	GRS.	3	352.50	10/06/2021
47082	804005	10/15/2021	01021DP	Student Assistan	GRS.	3	356.25	10/20/2021
47082	804005	10/29/2021	01022DP	Student Assistan	GRS.	3	723.75	11/03/2021
47082	804005	11/12/2021	01023DP	Student Assistan	GRS.	3	667.50	11/17/2021
47082	804005	11/26/2021	01024DP	Student Assistan	GRS.	3	405.00	12/01/2021
47082	804005	12/10/2021	01025DP	Student Assistan	GRS.	3	337.50	12/15/2021
47082	804005	12/17/2021	JF051615	47082/82923 STUD SAL CST SHR		JE	(1,431.30)	12/17/2021
47082	804005	12/24/2021	01026DP	Student Assistan	GRS.	3	1,128.75	12/22/2021
47082	804005	01/07/2022	01001DP	Student Assistan	GRS.	3	97.50	01/12/2022

\* Object Code: 804005

Beginning Balance: 0.00

5,419.95

Ending Balance: 5,419.95

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47082	805002	07/23/2021	01015DP	Intermittent Sal	GRS.	3	210.00	07/28/2021
47082	805002	08/06/2021	01016DP	Intermittent Sal	GRS.	3	135.00	08/11/2021
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47082	805002	10/01/2021	01020DP	Intermittent Sal	GRS.	3	90.00	10/06/2021
47082	805002	10/15/2021	01021DP	Intermittent Sal	GRS.	3	75.00	10/20/2021

Org Keys: 47082 to 47082

Object Codes: 800000 to 999999

Key Status: \*

SubsSys: 0 to ZZ

Funds: 00 to 99

Division: \*

Functions: 0001 to 9999

Dept: 0000 to 99

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47082	809020	06/11/2021	01012DP	Fringe Benefits	2	6.90	06/16/2021
47082	809020	06/25/2021	01013DP	Fringe Benefits	2	27.93	06/30/2021
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47082	809020	07/23/2021	01015DP	Fringe Benefits	2	133.83	07/28/2021
47082	809020	08/06/2021	01016DP	Fringe Benefits	2	183.56	08/11/2021
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47082	809020	10/01/2021	01020DP	Fringe Benefits	2	116.41	10/06/2021
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47082	809020	10/29/2021	01022DP	Fringe Benefits	2	270.64	11/03/2021
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47082	809020	12/24/2021	01026DP	Fringe Benefits	2	54.18	12/22/2021
47082	809020	01/07/2022	01001DP	Fringe Benefits	2	4.68	01/12/2022
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47082	901000	08/20/2021	01017DP	MNTLY INDIRECT COSTS @TDC	JE	361.17	08/25/2021
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47082	901000	01/13/2022	9980CARRIGF21	MNTLY INDIRECT COSTS @TDC	JE	1,512.59	01/13/2022
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		Ending Balance:		0.00			
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Multi-Year Project Transactions

Ledger: FD

Fiscal Year/Period 2018-01 to 2022-12

Org Keys: 47082 to 47082

Object Codes: 800000 to 999999

Key Status: \*

SubsSys: 0 to ZZ

Funds: 00 to 99

Division: \*

Functions: 0001 to 9999

Dept: 0000 to 99

<u>Key</u>	<u>Object</u>	<u>Post Date</u>	<u>Reference</u>	<u>Description</u>	<u>SS</u>	<u>Trans Amt</u>	<u>Update</u>
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