



Office for Equity & Inclusion/Title IX  
North College, Room 317  
237 High Street  
Middletown, CT 06459  
(860) 685-4771

September 30, 2016

Subject: Wesleyan University report to Connecticut General Assembly, Public Act 14-11 (2016)

Dear Ms. Phillips:

Attached please find the 2016 submission of the report to the Connecticut General Assembly in accordance with PA 14-11.

**Wesleyan University Policies**

Wesleyan University posts its policies regarding sexual misconduct, sexual assault, domestic violence, intimate partner violence, and stalking in written format in our student handbook (<http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf>) and on our website (<http://www.wesleyan.edu/inclusion/misconduct/index.html>) for the entire campus community.

The following attachments conform to the requirement in section 2 (Institution Policies):  
Attachment A-1, A-2: Wesleyan University One Policy on Discriminatory Harassment and Sexual Misconduct and related definitions (updated August 2015).

**Victim's Rights and Options**

Wesleyan University provides written notification of a victim's rights and options under sexual assault, stalking, and intimate partner violence (<http://www.wesleyan.edu/healthservices/sexualassault/sartchart.pdf>). All members of the Wesleyan University Sexual Assault Response Team (SART), Title IX Officer, Deputy Title IX Officer, Public Safety Officers as well as the Dean of Students Office are instructed to provide both this written as well as verbal notification of their rights, followed up with email communications.

The following attachment conforms to the requirement in section 2 (Institution Policies):  
Attachment B: Sexual Assault Response Options (updated August 2015; currently being updated October 2016).

**Prevention, Awareness, and Risk Reduction Programs**

Wesleyan University provides prevention, awareness, and risk reduction programs throughout the academic year, to include New Student Orientation, New Faculty Orientation, New

Employee Onboarding, as well as through ongoing workshops, webinars and website educational opportunities found at: <http://www.wesleyan.edu/inclusion/misconduct/titleix.html>.

***Harassment Prevention Training Workshop description:***

In 2013, the university affirmed that **all** staff and faculty members are required to attend training on understanding and preventing harassment in order to comply with state and federal law. The program provides training and education on sexual harassment awareness and prevention as required by Connecticut law. In addition, it provides training and education on sexual harassment and discrimination under Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities, which receive Federal financial assistance. Finally, the program provides an overview of all non-discrimination laws and conversation about fostering a respectful and inclusive campus environment. By the end of the current academic year, over 40 sessions will have been offered.

The following attachment conforms to the requirement in section 2 (Institution Policies):  
Attachment C: TVII-TIX Training 16-17 – fac-staff.

**We Speak We Stand Bystander Intervention**

WE Speak WE Stand, is Wesleyan's Bystander Intervention program. WE Speak, WE Stand aims to create a community that is actively engaged in the prevention of sexual assault, relationship violence and advocates for the responsible use of alcohol. The goal of the program is to empower bystanders to intervene in high risk situations involving alcohol use, sexual assault and relationship violence. Empowered bystanders make the campus community safer by standing up and speaking out when they witness situations that could potentially harm the health and safety of others. Intervening with peers can be challenging for a number of reasons and training will provides skills to move from inaction to action and intervene safely and effectively. Participants will learn more about being an active bystander at one of our upcoming trainings. Participants must attend the full training. Snacks will be provided. The training features two distinct and separate tracks: sexual violence prevention and alcohol use intervention. The sexual violence track defines sexual assault, explores social messaging around sexual assault, details effective ways to respond, and provides an overview of reporting options.

Participants leave with tools and strategies to intervene when encountering attitudes and beliefs that foster an environment that tolerate sexual violence. The alcohol track provides tools needed to intervene in situations involving alcohol. Specifically, participants learn how alcohol affects physiology and behavior and how to recognize an alcohol related medical emergency. Participants demonstrate and practice appropriate ways to intervene when a fellow community member a problem with alcohol use.

**Training for Administrative Hearing Panelist and Title IX Committees**

Wesleyan University is committed to providing the professional tools and competencies necessary to contribute to the contentious improvement of our implementation of Title IX. Still

in development, a schedule of in-person and webinar training sessions will be implemented with members of all five Title IX Committees, the Administrative Hearing Panel, as well as those interested in serving as possible process advisors.

The following attachments conform to the requirement in section 2 (Institution Policies): *We Speak We Stand Bystander Intervention and Bystander Intervention booklet*

### **Prevention and Awareness Campaigns**

Training of the Residential Life student staff was augmented this year with more skill-building in bystander intervention, especially on issues involving high-risk alcohol use and sexual violence. The Resident Assistant student staff will undergo a new university funded and student developed year-long comprehensive Title IX training curriculum. The mandatory Haven student orientation session on sexual violence was modified this year to ensure 100% of first year students are educated on Wesleyan-specific policies and reporting avenues. “WE Speak WE Stand” featured a student cast and focused on bystander intervention. Two distinct peer-theater pieces addressed sexual assault prevention and high-risk alcohol use. As a result, new students had small residentially based discussions about the performances, where they also received information about sexual assault and alcohol use. At the beginning of each semester, the Dean of Students sends an e-mail to all students that contains links to Wesleyan’s sexual violence resources and policy. In consultation with students, and in light of the reauthorization of the Violence Against Women Act

(VAWA), the University made a number of changes to its Sexual Misconduct and Assault Policy and the procedures for adjudicating these cases. Our online reporting allows students to report violations of policy or behavior of another student that prompts concern and allows for anonymous reporting from anywhere in the world with an Internet connection. Last year the University modified its appeals processes. Now, if a student is appealing a case heard by the Honor Board or the Student Judicial Board, those appeals should be submitted to the Vice President for Student Affairs, who will work with a committee to review and determine whether the appeal has merit. Similarly, the Vice President for Equity & Inclusion/Title IX Officer will send updates on reporting and resource information to faculty and staff annually at the beginning of the academic year, with a reminder about their reporting obligations. At present, 85% of all faculty and staff, including graduate students, have undergone a two-hour intensive workshop on Title IV/Title IX. The goal is 100% by the end of 2017. All new faculty undergo a two-hour Title VII/IX training session prior to the beginning of the academic year and all new staff will need to complete Title VII/IX training within the first 30 days of employment.

The Sexual Assault Resource Coordinator, Director of WesWELL and the Title IX office work year-round to partner with various student groups to sponsor a wide variety of awareness campaigns, workshops and support groups, including:

- Bystander intervention training for students
- Three pre-made bulleting boards for all residential staff:
  - Reporting and resources
  - Consent and communication
  - Healthy Relationships
- NO RED ZONE campaign (new fall 2016)
- Healthy relationship workshop series with emphasis on IPV & stalking

- Consent campaign
- “Red Flag” campaign
- Sexual Assault Survivors Support Group
- “Mindfulness and Movement” holistic healing for survivors
- Yoga support group
- Male survivors support group

Specific training on sexual violence is provided to Wesleyan’s SART, to Public Safety officers, and to all the members of the administrative panels that adjudicate sexual misconduct cases. Trauma-informed service providers and adjudication panels continue to be our top priority. Public Safety now has trained Title IX investigators on every shift, bringing the total number of trained Title IX investigators to four. All staff and faculty members of the Title IX committees go through both onsite and offsite training.

The Office for Equity & Inclusion/Title IX sends an annual report on Sexual Violence to the campus community and follows that with an opportunity for open dialogue. This report is also an opportunity to reinforce the following from the Title IX Officer:

*The work is far from done, and we are continuing to improve our support for survivors, as well as our reporting and adjudication procedures. Each and every one of us must strive for a campus free of sexual assault, and I take this opportunity to issue the reminder that all faculty and staff, except those who have confidential status, are required by law to report incidents.*

The full report is published on the web site:

<http://www.wesleyan.edu/inclusion/titleix/Reports/SexualViolenceUpdate2016.pdf>

**Incident Reports to the Institution,**  
**Confidential and Anonymous Reports to the Institution,**  
**and Disciplinary Cases and Outcomes**

The table below summarizes the numbers and dispositions of cases formally reported to the University. The figures reported go beyond the mandated Clery numbers and include adjudication figures and outcomes. Based on our 2015 Title IX survey and national data, we know sexual violence is significantly underreported on all college campuses; our work in the coming years is dedicated to creating a culture of safe reporting. The data below is provided as part of our federal and state requirements as well as our interest in creating transparency, with the expectation that the number of incidents reported to the University will increase as we improve both our reporting mechanisms and the structures in place to support survivors in a manner that properly addresses trauma. Please note that the number of cases reported may differ from the number of cases adjudicated for a variety of possible reasons (e.g. the perpetrator was not identified or was not a student, the survivor did not wish to proceed with formal judicial charges at the time, etc.).

Calendar Year	<b>2015</b>
Sexual Misconduct** Incidents reported/Investigated/Confidential	17/5/12
Incidents resulting in a campus hearing	4
Students found responsible for violating University policy prohibiting sexual assault and sexual misconduct	4
Students found not responsible for violating University policy	0
Students suspended or dismissed from the University as a hearing outcome	2
Students who received other sanctions including disciplinary probation	2

\*\* Sexual misconduct refers to a broad spectrum of behavior encompassing sexual harassment and all forms of non-consensual sexual activity. For the purposes of this policy, the University prohibits the following specific forms of sexual misconduct: sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment and retaliation.

If you require additional information, please don't hesitate to contact me by email at [afarias@wesleyan.edu](mailto:afarias@wesleyan.edu) or at my office at 860-685-4771.

Sincerely,



Antonio Farias  
Vice President for Equity & Inclusion/Title IX Officer

# ONE POLICY: DISCRIMINATORY HARASSMENT AND SEXUAL MISCONDUCT

<http://www.wesleyan.edu/inclusion/titleix/titleix.html>

Wesleyan is an institution devoted to learning, openness, and the life of the mind. It follows that its character can be measured in part by the kind of human relationships built and sustained within this small but complex environment. Wesleyan strives to be a community built upon mutual trust and respect for its constituent members: students, faculty, staff and those visiting or under temporary contract.

A community will flourish only to the degree that the virtues of mutual respect, generosity, and concern for others are maintained. Therefore, it is vitally important that harassment and discrimination in all their forms not be tolerated. As noted in University Policy, members of the University community have the right to a safe and welcoming campus environment.

Wesleyan University will not tolerate **discriminatory harassment** and/or **sexual misconduct** (whether it comes in the form of **intimate partner violence, non-consensual sexual activity** and **sexual assault, sexual exploitation, stalking or sexual harassment**) against students, faculty, staff, trustees, volunteers, and employees of any university **contractors/agents**.

In an ongoing effort to prevent sexual misconduct on the Wesleyan campus, the University provides education and prevention programs for all members of the Wesleyan community and pursues available administrative and/or criminal remedies for complaints of sexual misconduct as appropriate.

All acts of sexual misconduct threaten personal safety and violate the standards of conduct -- mutual respect, generosity, and concern for others -  
- expected of all community members.

### Statement of Policy

Wesleyan University prohibits all forms of **discriminatory harassment** and **sexual misconduct**. Wesleyan University is committed to ensuring that each member of the university community has the opportunity to participate fully in the process of education and development. Wesleyan strives to maintain a safe and welcoming environment free from acts of discriminatory harassment and sexual misconduct. However, when incidents occur, it is the University is committed to respond in a manner that provides safety, privacy and support to those affected.

### Individuals and Entities Affected by this Policy

This policy shall apply to all individuals affiliated with Wesleyan University, including but not limited to students, faculty, staff, trustees, volunteers, and employees of **contractors/agents**. It is intended to protect the rights and privacy of the complainant, respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy may be subject to disciplinary or other corrective action.

This policy applies to anyone on the property of Wesleyan University and anyone present at Wesleyan-sponsored programs or events. This policy extends to off-campus violations by both students and employees in limited circumstances.

### Romantic Relationships

Wesleyan University is committed to maintaining learning and work environments as free as possible from conflicts of interest, exploitation, and favoritism. Where a party uses a position of authority to induce another person to enter into a relationship, the harm both to that person and to the institution is clear. Even where the relationship is consensual, there is significant potential for harm when there is an institutional power difference between the parties involved, as is the case, for example, between supervisor and employee, faculty and student, or academic advisor and advisee.

All members of the university community must be aware that romantic relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. Any member of the university community who participates in decisions concerning the person with whom they have or have had a romantic relationship creates the potential for conflicts of interest, exploitation, and favoritism in those situations. In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a power differential existed within the relationship.

#### Rights of Those Who Report Policy Violations

Those who report any type of **discriminatory harassment or sexual misconduct**, to a University employee will be referred to the Office of Equity & Inclusion / Title IX Office and informed of all their rights and options, including the necessary steps and potential outcomes of each option.

The University will provide assistance to those involved in a report of sexual misconduct or discriminatory harassment, including but not limited to reasonably available accommodations and modifications for academic, transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders.

#### Sexual Misconduct Support Services

Whenever the Title IX Coordinator or another employee receives a report that students, faculty, staff, trustees, volunteers, and employees of contractors/agents has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and assistance in accessing and using campus, local advocacy, counseling, health, and mental health services.

Those who report being subjected to sexual misconduct shall be provided information about their right to notify law enforcement and receive



assistance from campus authorities in making the notification.

### Procedures

Procedures for the investigation and resolution of complaints are specific for **students**, **faculty** and **staff** and are outlined in respective handbooks. Each process provides an equal, fair, and timely process for both complainants and respondents.

### Accountability, Investigation and Resolution

In determining whether alleged conduct constitutes discriminatory harassment or sexual misconduct, the University looks at the totality of circumstances including the nature of the conduct and the context in which the alleged incident(s) occurred.

The determination that the conduct violates University policy will be made on a case-by-case basis using the “preponderance of the evidence” standard. Violations of this policy may lead to disciplinary action up to and including academic dismissal or termination of employment. The University will take immediate and appropriate corrective action based on the findings in each case as outlined in the respective handbooks:

- [Student Handbook/Dean of Students Office link](#)
- [Staff Handbook/Human Resources Office link](#)
- [Faculty Handbook/FCRR link](#)

### Retaliation

Any individual subject to this policy who intentionally engages in **retaliation** may be subject to disciplinary or other corrective action as appropriate.

### Policy Oversight

The Department of Education’s Office for Civil Rights (OCR) has published clear guidance that instructs and directs the Office of Equity & Inclusion and the **Title IX Officer** to ensure campus-wide protocol is implemented and serve as the central person to whom all complaints or notice related to discriminatory harassment, sex/gender bias, sexual misconduct and

disability discrimination is directed.

The Vice President for Equity & Inclusion serves as Wesleyan's Title IX Officer and has the following responsibilities:

- Ensure prompt response to stop the harassment/discrimination
- Implement immediate remedial support for the victim
- Initiate the preliminary investigation
- Oversee action to reasonably prevent the recurrence
- Conduct ongoing educational campaigns and climate monitoring of sexual misconduct allegations.

Wesleyan Equity & Inclusion / Title IX Staff

Antonio Farias

Vice President for Equity & Inclusion / Title IX Officer

317 North College

860-685-4771

[afarias@wesleyan.edu](mailto:afarias@wesleyan.edu) Debbie Colucci

Equity Compliance Director / Deputy Title IX Coordinator

121 North College

860-685-2456

[dcolucci@wesleyan.edu](mailto:dcolucci@wesleyan.edu)

## **Definitions**

### **Wesleyan University**

#### **One Policy: Discriminatory Harassment and Sexual Misconduct**

The following definitions supplement Wesleyan's Policy regarding discriminatory Harassment and Sexual Misconduct.

##### **Discriminatory Harassment**

It is illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. Accordingly, the University recruits, hires, trains, promotes and educates individuals without regard to race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression. Wesleyan University administers all personnel action such as compensation, benefits, transfers, layoffs, return from layoffs, education, tuition assistance, and social and recreational programs without regard to race, color, religion, national or ethnic origin, age, disability, veteran status, sex, marital status, sexual orientation, gender identity or gender expression.

##### **Contractors/Agents**

This policy shall apply to all individuals affiliated with Wesleyan University, including employees of outside agencies such as those providing custodial, landscaping/grounds and/or dining services.

##### **Consent and related concepts:**

Consent is defined as a noun: a voluntary agreement to another's proposition; and also as a verb: to voluntarily agree to an act or proposal of another, which may range from contracts to sexual relations. To sexual relationships, Wesleyan defines consent and the related concepts as follows:

- **Consent:**
  - Sexual consent is when all parties agree to engage in sexual activity. Consent should always be mutual, voluntary and given without pressure, intimidation, or fear.
  - Consent must be freely and affirmatively communicated between all individuals in order to participate in sexual activity or behavior. It can be expressed either by words or clear, unambiguous actions. It is the responsibility of the person who wants to engage in sexual activity to insure consent of their partner(s).
  - Consent must be obtained at each step and present throughout the sexual activity - - at any time, a participant can communicate that they no longer consent to continuing the activity. If there is confusion as to whether anyone has consented or continues to consent to sexual activity, it is essential that the participants stop the activity until the confusion can be clearly resolved.
  - Silence, lack of protest, or no resistance does not mean consent.
  - Consent is not present if it results from the use of physical force, threat of physical force, intimidation, coercion, incapacitation or any other factor that would eliminate an individual's ability to exercise free will to choose whether or not to have sexual contact.
  - A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, a willingness to engage in sexual activity must be freely and affirmatively communicated.

- **Coercion:**
  - Coercion is the use or attempted use of pressure and/or oppressive behavior, including express or implied threats, intimidation, or physical force, which places a person in fear of immediate harm or physical injury or causes a person to engage in unwelcome sexual activity. This is something very different from the words of persuasion an individual might use to induce another to voluntarily consent to sexual activity. A person's words or conduct cannot amount to coercion unless they wrongfully impair the other's freedom of will and ability to choose whether or not to engage in sexual activity. Coercion also includes administering or pressuring another to consume a drug, intoxicant, or similar substance with the intent to impair that person's ability to consent prior to engaging in sexual activity.
- **Incapacitation:**
  - Incapacitation is defined as the inability, temporarily or permanently, to give consent, because an individual is mentally and/or physically helpless, unconscious, or unaware that the sexual activity is occurring. This may or may not be due to alcohol or other drugs (see below).
  - An individual who is incapacitated cannot consent to sexual activity.
- **Alcohol or Other Drugs:** The University considers any sexual contact while under the influence of alcohol or other drugs to be risky behavior. Alcohol and drugs impair a person's decision-making capacity, awareness of the consequences, and ability to make informed judgments. If there is any doubt as to the level or extent of the other individual's intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.
  - From the perspective of the complainant, the use of alcohol or drugs can limit a person's ability to freely and clearly give consent.
  - From the perspective of a respondent, the use of alcohol or drugs can create an atmosphere of confusion over whether or not consent has been freely and clearly sought or given.
  - It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person's level of intoxication. If there is any doubt as to the level or extent of the other individual's intoxication or impairment, the prudent course of action is to forgo or cease any sexual contact or activity.
  - Warning signs of incapacitation may include one or more of the following: slurred speech, vomiting, unsteady gait, combativeness, emotional volatility, sleeping.
  - The perspective of a reasonable person will be the basis for determining whether a respondent should have been aware of the extent and amount of the ingestion of alcohol or drugs by the complainant or of the extent to which the use of alcohol or drugs impacted a complainant's ability to give consent.
    - For example, an individual who is in a blackout may appear to act normally and be giving consent, but may not actually have conscious awareness or the ability to consent to or later recall the events in question. The extent to which a person in this state affirmatively gives words or actions indicating a willingness to engage in sexual activity (and the person reasonably could not have known of the person's level of alcohol consumption and/or level of impairment) must be evaluated in determining whether consent has been given.
  - Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual harassment, misconduct or violence and does not diminish one's responsibility to obtain consent.

**Sexual misconduct:** Wesleyan University prohibits all forms of sexual misconduct. Sexual misconduct refers to a broad spectrum of behavior encompassing sexual harassment and all forms of non-consensual sexual activity. For the purposes of this policy, the University prohibits the following specific forms of sexual misconduct: sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment and retaliation. Sexual misconduct affects individuals of all genders, gender identities, gender expressions, and sexual orientation and does not discriminate by racial, social, or economic background.

**Sexual assault:** Having or attempting to have sexual intercourse or sexual contact with another individual without consent. This includes sexual intercourse or sexual contact achieved by the use or threat of force or coercion, where an individual does not consent to the sexual act, or where an individual is incapacitated. Sexual assault includes the following acts:

**Related to Non-consensual Sexual Intercourse:** Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.

**Related to Non-consensual Sexual Contact:** Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.

**Sexual exploitation:** An act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage, or any non-legitimate purpose. The act or acts of sexual exploitation are prohibited even though the behavior does not constitute one of the other sexual misconduct offenses. Examples include, but are not limited to: observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved; non-consensual streaming of images, photography, video, or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved; prostituting another individual; knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge; and inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

**Intimate partner violence:** Intimate partner violence, also referred to as dating violence, domestic violence and relationship violence; includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual or dating relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate partner violence can encompass a broad range of behavior, including, but not limited to threats, assault, property damage, violence or threat of violence to one's self, one's sexual or romantic partner or to the family members or friends of the sexual or romantic partner. Intimate partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientation and does not discriminate by racial, social, or economic background.

The University will not tolerate intimate partner violence of any form. For the purposes of this policy, the University does not define intimate partner violence as a distinct form of misconduct. Rather, the University recognizes that sexual harassment, sexual assault, sexual exploitation, stalking, harm to others, emotional and psychological abuse, harassing conduct, and retaliation may all be forms of

intimate partner violence when committed by a person who is or has been involved in a sexual, dating or other social relationship of a romantic or intimate nature with the complainant.

**Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to: fear for their safety or the safety of others; or suffer substantial emotional distress. This includes cyber-stalking, a particular form of stalking in which electronic media to pursue, harass, or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another.

**Sexual harassment:** Sexual harassment is a form of discriminatory harassment occurring within an employment or educational context that federal and state law addresses with very specific provisions. In cases where sexual harassment is alleged, the University has a duty to act promptly, so as to assure that if such harassment is, in fact, occurring or has occurred, corrective action is taken and further harm is prevented.

The state of Connecticut defines sexual harassment as unwelcome sexual advances, requests of sexual favors, and/or other verbal or physical contact of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic or employment success,
- submission to or rejection of such conduct by an individual is used as the basis for academic or employment evaluation and decisions affecting such an individual, or
- such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive living, learning, or work environment.

The effect of sexual harassment will be evaluated based on the perspective of a reasonable person in the position of a complainant. A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

**Retaliation:** subjecting a person to an adverse employment or educational action because they made a complaint under this policy or responded to, assisted or participated in any manner in an investigation under this policy. Acts or attempts to retaliate or seek retribution against the complainant, respondent, or any individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual misconduct. Any individual or group of individuals, not just a respondent or complainant, can be guilty of retaliation. Retaliation may include continued abuse or violence, other forms of harassment, and slander and libel.

**Title IX Officer(s):** Additionally, Title IX Officer(s), as directed by OCR, have responsibilities in Recruitment, Admissions, and Counseling. The Title IX Officer reviews materials used for counseling students, in terms of class, or career selection, or for counseling applicants for admissions, to ensure that the recipient does not use different materials for students based on sex and/or gender identity or expression, or use materials that permit or require different treatment of students based on sex and/or gender identity or expression.

# SEXUAL ASSAULT RESPONSE OPTIONS

Sexual assault is never the survivor's fault. If you or someone you know has been sexually assaulted, or if you are not sure whether you are dealing with a case of sexual assault, a variety of resources are available to you, many of which are confidential.

**Have you experienced unwanted sexual contact?**

**YES UNSURE**

Consider speaking with a confidential resource to discuss the situation and to learn more about reporting options, no-contact orders, and academic and housing accommodations. Confidential resources include therapists at Counseling and Psychological Services, chaplains in the Office of Religious and Spiritual Life, and some clinicians at the Davison Health Center. Talking with someone may help you clarify your thoughts and feelings about the situation.

**Did it happen in the last 72 hours?**

**YES NO**

Consider having an evidence collection kit administered at Middlesex Hospital. The kit collects physical evidence that can be used at a later time in a criminal case. The kit is assigned a number and sent anonymously to the police if a formal report is made later.

- Public Safety can provide rides to the hospital.
- Counseling and Psychological Services staff and counselors at the Women and Families Center are on-call 24/7 and are available to accompany you to the hospital.

Consider contacting the Davison Health Center for STI screening and pregnancy testing (if applicable). All fees for services are waived. Consider contacting Counseling and Psychological Services, the Office of Religious and Spiritual Life, and/or the Women and Families Center for emotional support.

Consider speaking with a confidential resource on campus or in the community to learn more about no-contact orders and academic and housing accommodations. CAPS therapists and counselors at the Women and Families Center can provide you with a safe place to clarify your thoughts and feelings about the situation and identify the options that work best for you.

**Would you like to report what happened?**

**YES NO**

**To Wesleyan:** Contact a Title IX Investigator to make a report. You have the option of meeting with a confidential resource in Counseling and Psychological Services, the Office of Religious and Spiritual Life, and the Health Center to discuss your options before making the report. You can bring a support person to your meeting with the investigator.

**To the Middletown Police Department:** Contact Captain Gary Wallace at 860.638.4141 or [gary.wallace@middletownct.gov](mailto:gary.wallace@middletownct.gov). You can also work with a Title IX Investigator to arrange to have an officer come to campus to take the report. The Sexual Violence Resource Coordinator is available to accompany students to the police station and provide support during any part of the reporting process.

**To both Wesleyan and Middletown Police:** Students have the option of reporting sexual assault to both Wesleyan University and the Middletown Police Department. To initiate a report, contact a Title IX Investigator who will assist with helping you report to the police. You can also go directly to the Middletown Police Department to report.

Wesleyan policies and processes differ from Connecticut criminal law and will yield different outcomes. In general, the entire process of investigating and adjudicating at Wesleyan will take no longer than 60 days from the time of the initial report.

**Anonymously:** You may file an anonymous report by clicking the "Report an Incident" link at [wesleyan.edu/inclusion](http://wesleyan.edu/inclusion). You do not have to provide any identifying information. Because identifying information is not used in this type of report, Public Safety cannot investigate the incident and there cannot be a formal judicial follow-up by the University.

**To discuss reporting concerns, please call  
Antonio Farias, Title IX Officer: 860.685.3927**

## CAMPUS RESOURCES

### \* Counseling and Psychological Services

Provides free individual therapy and support groups.

**24/7 ON-CALL SERVICE: 860.685.2910**

### \* Office of Religious and Spiritual Life

[wesleyan.edu/orsl](http://wesleyan.edu/orsl) **860.685.2278**

### \* Davison Health Center

**860.685.2470**

**MONDAY-THURSDAY: 9 A.M.-6 P.M.**

**FRIDAY: 9 A.M.-5 P.M.**

**SATURDAY: 10 A.M.-2 P.M.**

\* These individuals are confidential resources. They must file a report but do not include identifying information.

### Public Safety

**EMERGENCY: 860.685.3333**

**NON-EMERGENCY: 860.685.2345**

### Sexual Assault Response Team (SART)

SART members are Wesleyan faculty and staff who are trained to provide support and assistance to any student who is a survivor of any form of sexual violence. SART members can help by explaining options for medical care, mental health care, housing and academic concerns, and reporting options. For more information about SART, please visit [wesleyan.edu/healthservices/sexualassault](http://wesleyan.edu/healthservices/sexualassault).

## TITLE IX INVESTIGATORS

**DEBBIE COLUCCI**, Deputy Title IX Coordinator: **860.685.2456**

**LT. PAUL VERRILLO**, Public Safety: **860.685.2818**

**VALERIE WALKER**, Public Safety: **860.685.2345**

**MELISSA WIDLAK**, Public Safety: **860.685.2345**

## COMMUNITY RESOURCES

### Women and Families Center

[womenfamilies.org](http://womenfamilies.org)

Provides hospital accompaniment and free counseling services

100 Riverview Center, Suite 274, Middletown, CT 06457

**HOTLINE (ENGLISH): 888.999.5545**

**(SPANISH): 888.568.8332**

**OFFICE: 860.344.1474**

### Middletown Police Department

222 Main Street, between Court and College Streets

**OFFICE: 860.638.4000**



## Attachment C

Dear colleagues,

In 2013, the university affirmed that in order to comply with state and federal law, all staff and faculty members are required to attend training on understanding and preventing harassment; this training is directly connected to Wesleyan's [ONE POLICY: DISCRIMINATORY HARASSMENT AND SEXUAL MISCONDUCT](#) implemented in the fall of 2015. While we are getting closer to our goal of 100%, we are not there yet.

With this e-mail, we begin the '16-'17 schedule of training sessions, bringing the total to forty sessions since October 2014. Many thanks to those of you who have previously attended this training; you are not expected to attend these sessions, although upcoming changes in the law will require recurring training. If you are unsure if you have fulfilled the requirement, please reach out to Trisha Stephenson-Gordon [pblount@wesleyan.edu](mailto:pblount@wesleyan.edu) or Debbie Colucci [dcolucci@wesleyan.edu](mailto:dcolucci@wesleyan.edu).

### Harassment Prevention Training

#### **Facilitator:**

Debbie Colucci  
Equity Compliance Director & Deputy Title IX Coordinator

#### **Description:**

The program provides training and education related to harassment awareness and prevention as required by Connecticut law. In addition, it provides information on discriminatory harassment under Title VII of the Civil Rights Act and Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities receiving Federal financial assistance. Finally, the program provides conversation about fostering a respectful and inclusive campus environment.

#### **RSVP**

So that we know how many seats are needed, please let Trisha Stephenson-Gordon know when you will attend by sending your RSVP to her at [pblount@wesleyan.edu](mailto:pblount@wesleyan.edu) or calling her at x4771.

#### **Schedule:**

##### **Tuesday, October 4, 2016**

1:30 – 3:30pm  
Usdan Room #108

##### **Friday, October 7, 2016**

9:30 – 11:30am  
Usdan Room #108

##### **Monday, October 17, 2016**

9:30 – 11:30am  
Usdan Room #108

##### **Wednesday, October 26, 2016**

1:00 – 3:00pm  
ESC Room #184 (Woodhead Lounge)



**Tuesday, November 8, 2016**

1:30 – 3:30pm

ESC Room #184 (Woodhead Lounge)

**Friday, December 2, 2016**

9:30 – 11:30am

Downey House Room #113

**Thursday, January 19, 2017**

9:30 – 11:30am

Usdan Room #108

**Wednesday, February 1, 2017**

10:00 – 12:00pm

Usdan Room #108

**Tuesday, February 14, 2017**

9:30 – 11:30am

Usdan Room #108

**Monday, March 6, 2017**

9:30 – 11:30am

Usdan Room #108

**Wednesday, March 8, 2017**

1:00 – 3:00pm

Usdan Room #108

**Tuesday, March 28, 2017**

1:30 – 3:30pm

Usdan Room #108

**Friday, April 7, 2017**

9:30 – 11:30am

Boger Hall Room #112

Thank you for participating in this important process. By attending a harassment prevention-training workshop, you are helping Wesleyan fulfill Connecticut's legal requirements and you are continuing to build our community.

Best wishes,

*Joyce, Julia and Antonio*

Joyce Jacobsen

Provost and Vice President for Academic Affairs

Julia Hicks, SPHR

Director of Human Resources

Antonio Farias

Vice President for Equity and Inclusion/Title IX Officer

# FOUNDATION FOR BYSTANDER INTERVENTION AS A PREVENTION PROGRAM



# Bystander Intervention Prevention Program

- Rape does not result from misunderstanding or failure for the parties to communicate, nor is it a one-time mistake.
  - Research by David Lisak found:
    - Approximately 1 in 16 men reported that they had committed rape.
    - On average, each of these men committed approximately 6 rapes.
    - Rapists target vulnerable victims, they use alcohol as a weapon, as it makes the victim more vulnerable at the time but also impairs their credibility with the justice system should they choose to report the rape.

Source: Lisak, David (October 1994).

["The psychological impact of sexual abuse: content analysis of interviews with male survivors"](#). *Journal of Traumatic Stress* 7: 525–548.

# Bystander Intervention Prevention Program

- Enthusiastic Consent
  - Is effective sexual health education.
  - It is not sexual assault prevention.
    - You can not teach a predator to communicate in order to prevent rape.
  - Is effective healthy relationship education.
- Bystander Intervention
  - Is effective sexual violence prevention.
  - A predator needs to see society's reaction to realize it is wrong.
    - Ex: peers intervening, friends speaking out, being expelled, lawsuits against them, being arrested, etc.

# Bystander Intervention

## Prevention Program

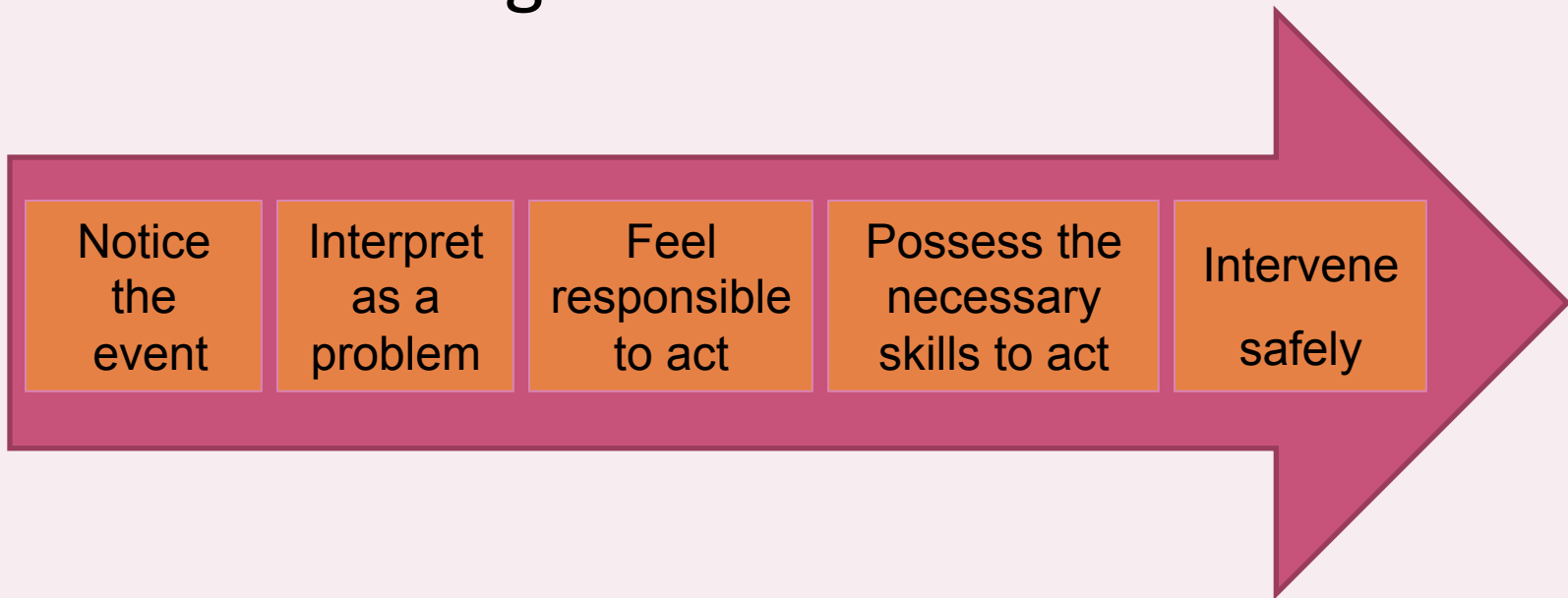
- Bystander Model asks that each student take responsibility for a community problem
  - Effective training teaches skills to empower students to be competent and work together to de-escalate a risky situation
- High risk behaviors are complex and have multiple causes
- Diversity of our campus means there is no “one size fits all”
- Prevention approaches must go beyond changing individuals to changing systems

# Engaging Students to ACTION

- Increasing awareness of the issue/problem
  - Student buy-in
- Providing reflection
  - *I am a bystander*
- Forcing a CHOICE POINT
- Training for action
  - What holds you back
    - Role of social norms
- Supportive environment

# 5 Stages of Bystander Intervention:

## Moving from Inaction to Action



# We Speak We Stand Implementation

- Trainings for Residence Life Staff
  - Since Fall 2012 have trained all staff
- Orientation Leaders
  - Trained all leaders since Fall 2013
- First Year Orientation Performance
  - Transitioned to be bystander intervention focused since Orientation 2012
- Supplemental Workshops
  - conducted approximately 20 workshops since Fall 2012 with over 400 students in attendance.
- Social Marketing Campaign
  - This a passive programming technique geared to those who would not normally attend a workshop or training. It includes posters, stickers, booklets, and a web presence.





# We Speak We Stand Implementation

- Campus Wide Training
  - High Risk Alcohol Use
  - Sexual Assault and Relationship Violence
    - Since Fall 2012 have held 3 full trainings with over 75 students in attendance
- Skills Enhancement Workshop
  - Since Fall 2013 have held 2 workshops with over 15 students attendance



# Challenges and Responses

- “Preaching to the Choir”
  - Meeting students where they are
  - Train the trainer model
  - Student led and informed organizing



# Successes

- Sexual Assault Reporting rates are up
- Alcohol medical transports are up (called in by a peer)
- Positive anecdotal feedback
  - It feels humane and personal
  - Recognize their neglect of their community
  - Sharing of intervention stories



# Assessment

- Revised Summary of Selected Bringing in the Bystander In-person Program Bystander Attitude and Behavior Measures developed by University of New Hampshire
  - Administered via Survey Monkey
  - Pre-test, Training evaluation, 30 & 60 day Post-test
  - Preliminary evaluation results indicate that our program is effective in changing attitudes, increasing knowledge, and building students' capacity and willingness to intervene.

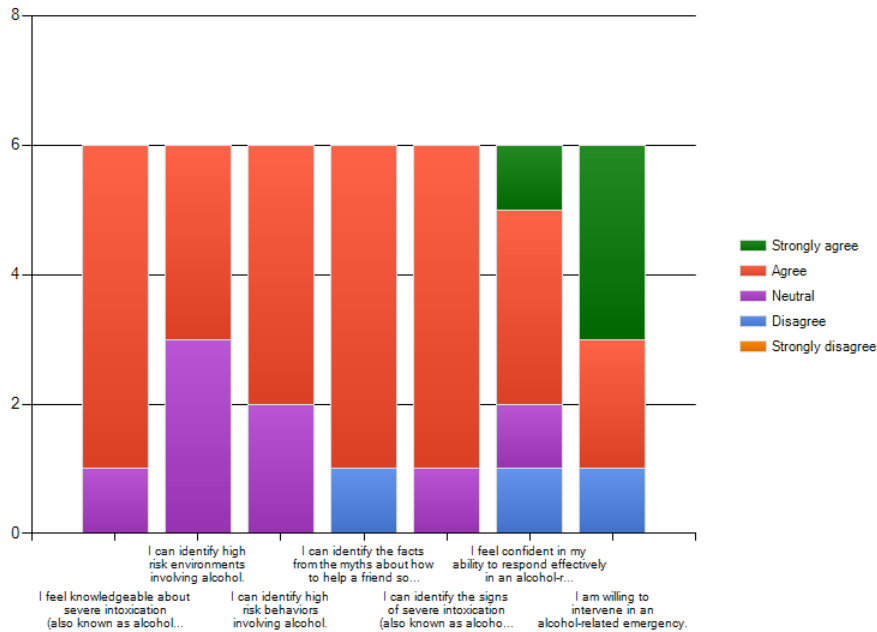


# Assessment Results

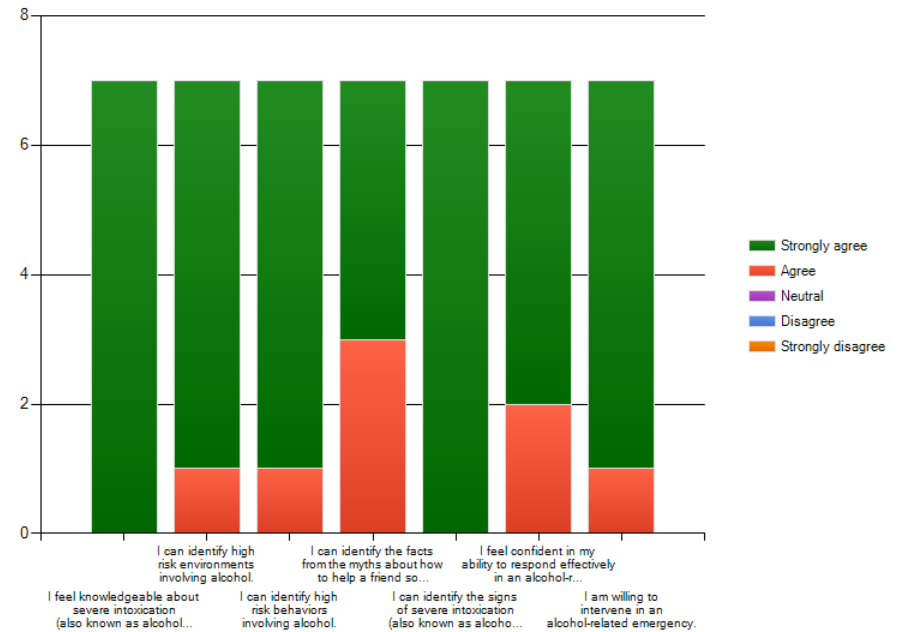
## We Speak We Stand Pre-Test

## We Speak We Stand Training Evaluation

Please indicate your level of agreement with the following questions.



Please indicate your level of agreement with the following questions.

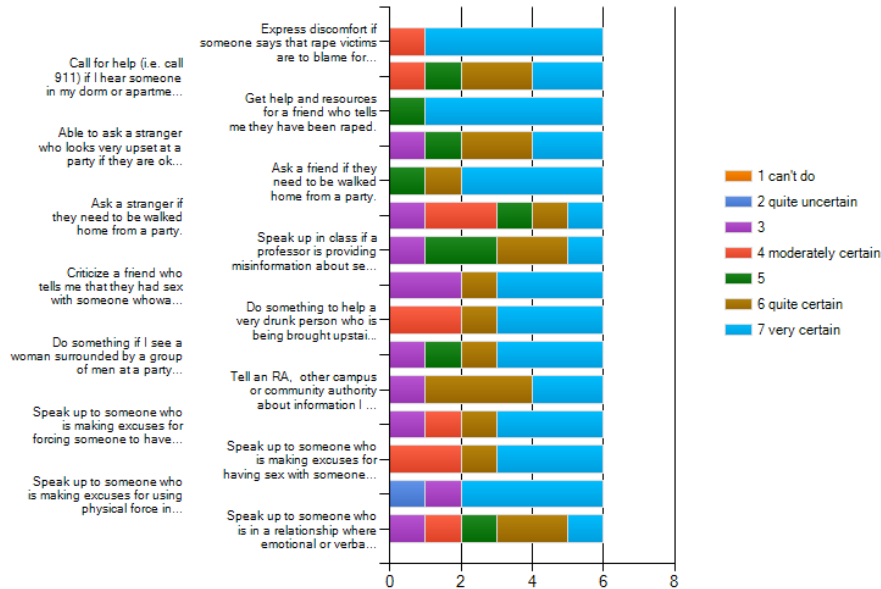


# Assessment Results

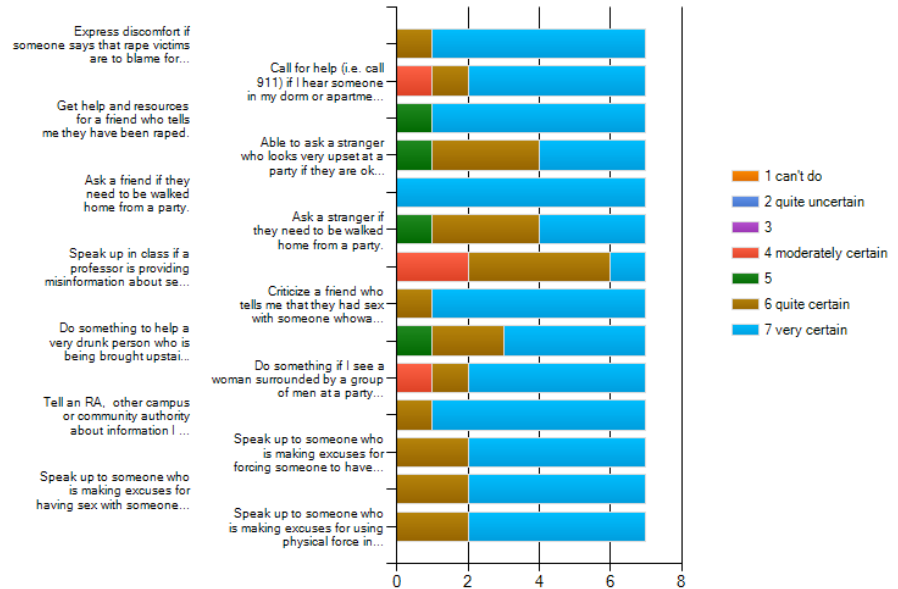
## We Speak We Stand Pre-Test

## We Speak We Stand Training Evaluation

Please read each of the following behaviors. Indicate how confident you are that you could do them. Rate your degree of confidence by recording a number from 1 to 7.



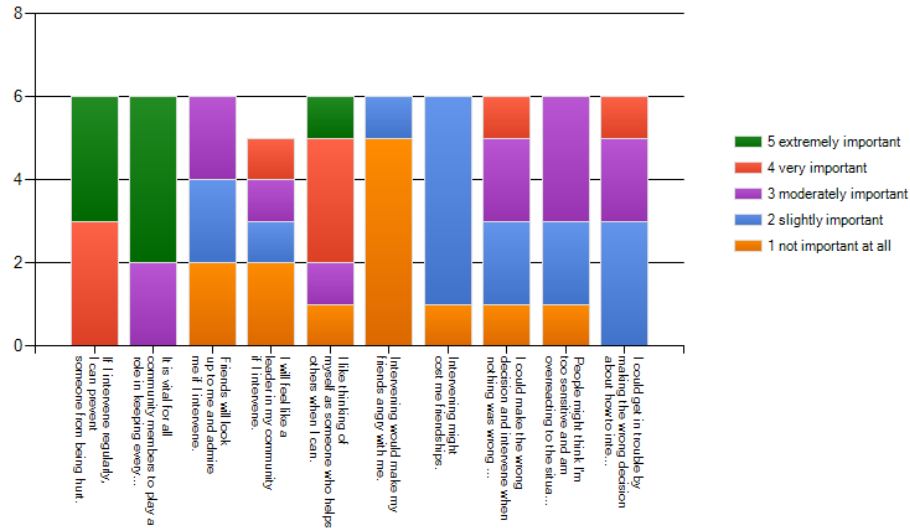
Please read each of the following behaviors. Indicate how confident you are that you could do them. Rate your degree of confidence by recording a number from 1 to 7.



# Assessment Results

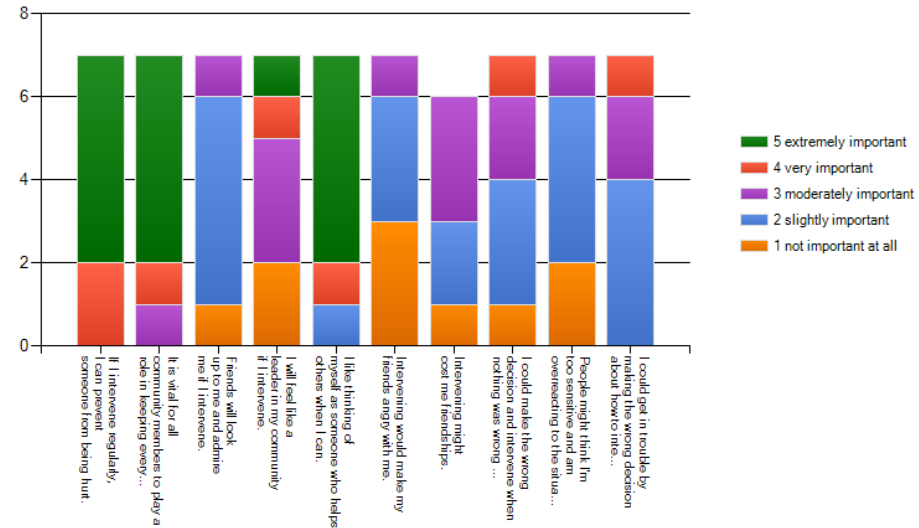
## We Speak We Stand Pre-Test

Each statement represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble. Please indicate how important each of these statements would be to you if you were considering intervening in a situation where you thought someone might be being hurt or was at risk of being hurt. Please choose the number that best describes how important each statement would be to you if you were deciding whether or not to intervene.



## We Speak We Stand Training Evaluation

Each statement represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble. Please indicate how important each of these statements would be to you if you were considering intervening in a situation where you thought someone might be being hurt or was at risk of being hurt. Please choose the number that best describes how important each statement would be to you if you were deciding whether or not to intervene.



# Important Partnerships

- Administration
  - Buy-in from student affairs staff to the President
    - Legitimizes the work on an institutional level
  - We Speak We Stand mission ties into the mission of the University
  - Wesleyan invests in building community and the We Speak We Stand program enhances that





# Important Partnerships

- Students
  - Train the Trainer model
  - Student are emotionally invested in the content and then connect with peers
  - Our students have a strong distrust of authority and administration which makes a partnership critical in order for the program to be a success



# Contact Information

**Tanya Purdy, MPH, MCHES**

Director of Health Education

**Wesleyan University**

[tpurdy@wesleyan.edu](mailto:tpurdy@wesleyan.edu)

**Alysha Warren, LPC**

Therapist/Sexual Violence Resource Coordinator

**Wesleyan University**

[awarren@wesleyan.edu](mailto:awarren@wesleyan.edu)

# Selected Articles

- Banyard, V. L., Plante, E. G., & Moynihan, M. M. 2005. Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention. Grant Report. No. 2002-WG-BX-0009, Washington, D. C.: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. <http://www.unh.edu/preventioninnovations/media/pdfs/Rapepreventionthroughbystandereducation.pdf>.
- Banyard, V. L., Plante, E. G., & Moynihan, M. M. 2004. Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology* 32: 61—79.
- Banyard, V. L., Moynihan, M. M., & Plante, E. G. 2007. Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology* 35: 463—481.
- Berkowitz, A. D. 2009. RESPONSE ABILITY: A complete guide to bystander intervention. Beck & Co.
- Burn, S.M. 2009. A situational model of sexual assault prevention through bystander intervention. *Sex Roles* 60: 779-792.
- Moynihan, M. M., & Banyard, V. L. 2008. Community responsibility for preventing sexual violence: A pilot with campus Greeks and intercollegiate athletes. *Journal of Prevention and Intervention in the Community* 36: 23—38.
- Moynihan, M. M., & Banyard, V. L. 2008. Improving individuals' change in response to sexual violence: Reducing backlash using a bystander approach. *Sexual Assault Report. Kingston, NJ: Civic Research Institute*.
- Potter, S. J., Stapleton, J. G., & Moynihan, M. M. (2008). Designing, implementing, and evaluating a media campaign illustrating the bystander role. *Journal of Prevention and Intervention in the Community* 36: 39—56.

# Selected Articles

- Potter, S. J., Moynihan, M. M., Stapleton, J. G., & Banyard, V. L. 2009. Empowering bystanders to prevent campus violence against women. *Violence Against Women* 15: 106—121.
- Scully, M. & Rowe, M. 2009. Bystander training within organizations. *Journal of the International Ombudsman Association* 2: 1—9. <http://web.mit.edu/ombud/publications/bystander.pdf>

## Collection of Resources

- National Sexual Violence Resource Center Bystander Intervention Resources

<http://www.nsvrc.org/projects/150/bystander-intervention-resources>.

## Campaigns and Programs

These are examples and is not meant to be an exhaustive list.

- Mentors in Violence Prevention (MVP)

<http://www.jacksonkatz.com/mvp.html>

- Stanford Program

[www.assu.stanford.edu/bystander/pledge](http://www.assu.stanford.edu/bystander/pledge)

- Step Up! <http://www.stepupprogram.org>

The University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national experts, developed *Step Up! Be a leader, Make a difference to educate students and athletes about proactive, pro-social behavior. Step Up! is based on research and theory about teaching intervention skills to bystanders in order to promote more active and engaged behavior.*

- University of Kentucky, Green Dot Program

<http://www.uky.edu/StudentAffairs/VIPCenter/greendot.html>

<http://www.kdva.org/greendot/>

- University of New Hampshire, Bringing in the Bystander

<http://www.unh.edu/preventioninnovations/> (click on Projects)

- Bringing in the Bystander, Marketing Campaign Components

<http://www.unh.edu/preventioninnovations/index.cfm?ID=BCD091D3-924C-8774-7B4F4AEEB9D50C9A>

- Vermont University Bystander materials (adopted from William and Mary) <http://www.stopabuse.vt.edu/pdf/playbook.pdf>

- William and Mary Bystander On-Line Materials [http://web.wm.edu/sexualassault/geteducated\\_community\\_intervention.php](http://web.wm.edu/sexualassault/geteducated_community_intervention.php)



# **SEXUAL VIOLENCE PREVENTION, RESPONSE AND HEALING AT WESLEYAN**



## TABLE OF CONTENTS

I. Wesleyan Sexual Misconduct Policy.....	4
II. The Truth about Sexual Assault.....	5
A. Supporting a Friend.....	7
III. Intimate Partner Violence.....	8
A. Relationship Red Flags.....	9
B. Supporting a Friend.....	10
IV. Stalking.....	14
A. Staying Safe Online.....	16
B. Documenting Stalking Incidents.....	18
V. Consent.....	19
A. Enthusiastic Consent.....	20
B. Before You Hook Up.....	21
C. Body Language.....	22
D. Consent Phrases.....	23
VI. Bystander Intervention.....	24
A. How Can I Intervene.....	25
B. Bystander Intervention Strategies.....	26
C. Stages of Confrontation & Shifting Attitudes.....	27
VII. Outreach and Education.....	28
VIII. Healing, Education and Support.....	30
IX. Frequently Asked Questions.....	32
X. Sexual Assault Reporting Options.....	35
XI. Resources.....	41



## **WESLEYAN POLICY STATEMENT: SEXUAL ASSAULT AND MISCONDUCT**

**Wesleyan University prohibits all forms of sexual misconduct.** Sexual misconduct refers to a broad spectrum of behavior encompassing sexual harassment and all forms of non-consensual sexual activity. For the purposes of this policy, the University prohibits the following specific forms of sexual misconduct: sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment and retaliation. Sexual misconduct affects individuals of all genders, gender identities, gender expressions, and sexual orientation and does not discriminate by racial, social, or economic background. Wesleyan's University's Sexual Misconduct and Assault Policy can be found in it's entirety online at <http://www.wesleyan.edu/studentaffairs/studenthandbook/>.

*Sexual violence has no place in our community. College campuses are a microcosm of society and just as sexual violence happens in the larger society, it also occurs on college campuses. Wesleyan University is committed to sexual violence prevention and creating a careful and caring response model for survivors of sexual violence. This booklet contains information about sexual assault, intimate partner violence, stalking, consent, bystander intervention, reporting protocols and resources. It can be found online at [www.wesleyan.edu/healthservices/sexualassault](http://www.wesleyan.edu/healthservices/sexualassault).*

# THE TRUTH ABOUT SEXUAL ASSAULT

Sexual assault refers to any unwanted sexual activity that is forced on one person by another, which may or may not involve penetration. Sexual violence includes a wide range of behaviors including rape, unwanted sexual contact (touching, grabbing or fondling), rape and incest. Sexual assault is violence, although it may not always involve a weapon, overt threat or physical force. Sexual activity that occurs when an individual is incapacitated, due to alcohol or drug intoxication, is considered sexual assault and is illegal under Connecticut law.

**There are many myths about sexual assault, which may cause someone to minimize their experience.  
It is sexual assault, even if:**

**The survivor was intoxicated.** Many students, especially those under 21, are concerned about reporting a sexual assault to Public Safety or a police agency, because they are afraid they will receive an alcohol citation. In cases of sexual assault, students will not receive a citation for drinking or using drugs. The primary concern of Public Safety, the Office of Student Affairs and the Wesleyan University community is supporting students. Wesleyan recognizes that drinking and/or using drugs does not make a person responsible for an assault. Alcohol does not cause sexual assault. Alcohol is typically used by offenders to exploit a victim's vulnerability. The responsibility for sexual assault lies solely on the shoulders of the offender. Alcohol is frequently used in sexual assaults because it decreases a potential victim's judgment, impairs motor control skills and ability to consent.

**The survivor consented to other forms of sexual activity.** Giving consent to one activity is **not** automatic consent for other activities to occur.

## THE TRUTH ABOUT SEXUAL ASSAULT

**The people know each other.** It's a myth that most perpetrators are strangers. While assaults by strangers do happen, in 2/3 of sexual assaults, the survivor knows the person who hurt them (U.S. Department of Justice, *2005 National Crime Victimization Study*, 2005). This is especially true on college campuses.

**Force was not used.** In the majority of sexual assaults, physical force is not used. Instead, implied threats or social status may be used to coerce the person.

**The person did not fight back.** Many people are overcome by shock or denial and do not actively "fight" back. Many people are also afraid that if they fight back that the assailant will become more violent. There are no "right" responses.

**The person did not report the assault immediately.** Delayed reporting to friends, family and law enforcement is common. There are a number of reasons that someone might delay reporting an assault including shame, fear of not being believed or shock and disbelief.

## HOW TO BE A SUPPORTIVE FRIEND TO A SURVIVOR

- **Listen and believe.** Listen actively and non-judgmentally. It is not about saying the “right” things, but instead creating a supportive space for a person to disclose a really difficult experience. Focus on listening and allow the person to disclose as much, or as little, as they want. Allow your friend to go at their own pace and be careful not to press for details.
- **Believing someone is one of the most important things you can do.** The first disclosure often sets the tone for how people engage with their healing process. People who disclose to someone and are believed are more likely to seek help. People who are not believed tend to shut down. A negative response can also reinforce any feelings of guilt and self-blame the person may feel.
- **Restore choice, provide options.** Healing occurs by making choices about what to do next. Respect and support your friend’s decisions. If you feel very strongly that your friend should report their experience to the police, but they decline to do so—respect that.
- **Stay committed and flexible.** Healing is not a linear process. There are some days that will be better than others. Be careful not to assign an arbitrary timeline to your friend’s healing. Ask your friend what support means to them, since we all have different definitions and expectations about support.
- **Know your limitations.** Sexual assault may bring up strong emotions and reactions for you. Talking with someone on the Sexual Assault Response Team, at Counseling and Psychological Services, the Office of Religious and Spiritual Life or a counselor at the Women and Families Center can be helpful to you. Be careful not to let the event consume you. Set boundaries. Ask for help.
- **Understand social issues.** Gender identity, race, ethnicity, class and religion and other identities may factor into how a survivor navigates their experience. Be mindful of how this may impact someone’s experience and interaction with different institutions.

## INTIMATE PARTNER VIOLENCE

Intimate partner violence or relationship violence occurs when one person in a relationship attempts to physically and psychologically dominate their partner by using threats, gestures or emotional and physical abuse. Violence in relationships usually escalates from threats and emotional abuse to physical violence. Intimate partner violence occurs in heterosexual, gay, lesbian, bisexual and transgender relationships. People of all gender identities are affected by intimate partner violence, although women tend to report more than men.

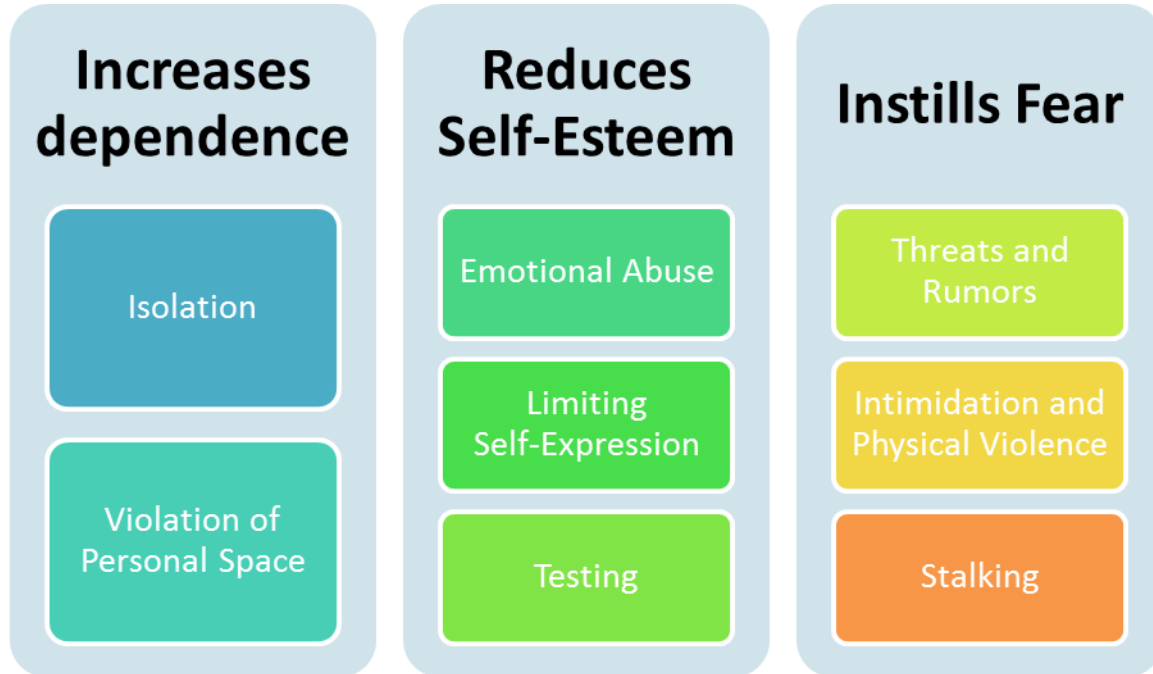
### **Relationship Red Flag Behaviors:**

- Enduring humiliating language or being made to feel bad about yourself and other forms of emotional abuse used to undermine self-esteem.
- Being asked to give up their needs and wishes to satisfy the abusive partner.
- Intimidation includes behaviors like breaking things, cornering someone or standing over them in a threatening manner.
- Receiving excessive texts, emails or phone calls from a partner. Monitoring or checking social media accounts, email or phone without permission.
- Spending less time with friends than usual because it upsets your partner when you do.
- Partner is jealous and/or possessive.

### **In a relationship where one partner identifies as trans, these abusive behaviors may also be present:**

- Using pronouns that disregard the partner's preference.
- Ridiculing how their partner's body looks .
- Telling their partner they are not a "real" man or woman.
- Ridiculing or belittling their partner's identity .
- Hiding or throwing away hormones, binders, clothes, etc.
- Telling their partner that they would harm the LGBTQ community if they exposed what was happening in the relationship.

## Relationship Red Flag Behaviors



Source: Rebecca Harrington @ SUNY Oneonta.

## INTIMATE PARTNER VIOLENCE: SUPPORTING A FRIEND

*It can be painful and sometimes, frustrating, to see a friend being hurt in a relationship. Friends may not know what to do or think that they are being neutral by not getting involved, but ignoring it doesn't help. Here are some guidelines for helping a friend who is in a unhealthy relationship:*

**First, release yourself from the idea that you have to have all of the answers and know the perfect things to say.**

**Approach the conversation with sensitivity.** For example, "I'm worried about you because I noticed that..." You may have to have this conversation several times. Let your friend know that you are concerned and want to help and provide support. You don't have to know all of the answers. The important thing is to break through the isolation that most people in these situations feel.

**Believe.** Listening without judgment is one of the greatest gifts you can provide to someone in an abusive or unhealthy relationship. It can be very difficult for someone who is in an unhealthy relationship to open up. They may feel embarrassed, uncomfortable or be afraid that they will be judged. Again, it may take a few times before your friend feels comfortable disclosing what's happening in their relationship. Be patient.

**Take the abuse seriously.** Physical and emotional abuse have no place in a healthy relationship. **Any type of emotional or physical abuse is a "big deal" because abuse tends to escalate over time.**

## INTIMATE PARTNER VIOLENCE: SUPPORTING A FRIEND

**Focus on safety, both your safety and your friend's.** Help your friend plan for ways to stay safe, identify resources on campus and in the community. Remember, resources are available to both you and your friend. Their partner, who may be a mutual friend, may not appreciate you getting involved so be mindful about what you do and when you do it. Call Public Safety to help de-escalate situations and the Counseling Center for emotional support when you need it.

**Help your friend recognize the warning signs of unhealthy relationships.** It is very common for people who are experiencing emotional or physical abuse to minimize what is happening or not classify it as abuse. Very often, they have a difficult time noticing the pattern of behaviors that constitute abuse. Referencing the Power and Control Wheel may be helpful.

**Encourage your friend to talk to a therapist** to clarify their feelings and think about what they would like to do. Also, counseling services are available to support you as you attempt to help them deal with the situation. Call Counseling and Psychological Services at 860.685.2910 to schedule an appointment.

**Don't give up.** Break-ups and reconciliations are common in the context of relationship violence. This cycle can be one of the most frustrating things to watch for friends of people who are in unhealthy relationships. It typically takes 7-9 attempts to leave a relationship before the person doesn't go back. Be patient.



## INTIMATE PARTNER VIOLENCE: SUPPORTING A FRIEND

**Reassure your friend the abuse is not their fault.** Remind your friend of their strengths, challenge them when they put themselves down and praise them for every step they take and let them know they have your support.

**Take care of yourself.** Providing support to someone who is involved in an unhealthy or abusive relationship is challenging. It is okay, and important, for you to set boundaries when you feel overwhelmed. Remember it is not your job to save your friend. Ultimately, your friend will need to decide what to do.

**Be understanding and compassionate** if your friend is confused or unsure about what to do or if they still has feelings for their partner. Breaking up is difficult in the best of circumstances and even more so if emotional or abuse is involved.

## INTIMATE PARTNER VIOLENCE: SUPPORTING A FRIEND

### COMMUNICATION ROADBLOCKS

**Don't blame your friend for the abuse.** Chances are very good that your friend is already blaming themselves. In addition, their partner is probably blaming them, too. Place the blame where it belongs - squarely on the shoulders of their partner. Remember, there is nothing that your friend could do that would justify being abused by another person.

**Don't focus on trying to understand the partner's reasons for being abusive.** Concentrate on supporting your friend. If you're concerned about how your friend is acting towards their partner, encourage them to get help.

### Helpful Questions to Ask:

What can I do to help?

What can you do to keep yourself safe?

How have you been dealing with things?

Would you like me to go with you to CAPS to set up an appointment?

Do you know about resources in the community?

## **WESLEYAN POLICY DEFINITION: STALKING**

“A course of conduct directed at a specific person that would cause a reasonable person to: fear for their safety or the safety of others; or suffer substantial emotional distress. This includes cyber-stalking, a particular form of stalking in which electronic media is used to pursue, harass, or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another.”

*Source: <http://www.wesleyan.edu/studentaffairs/studenthandbook/universitypolicies/sexualmisconduct.html>*

# STALKING

When most people think of stalking, they may think that only celebrities or famous people are stalked. However, the vast majority of stalking cases are people who are not in the public spotlight. Stalking happens to people of all gender expressions and may involve family members, friends, current or ex-partners or co-workers. Most stalking takes place between people who know each other.

Stalking can happen anywhere, but the closed setting of a college campus can make it easier for stalkers to trace the movements of their victims. Some examples of what stalking behavior may look like on a college campus include:

- Leaving harassing or unwanted notes under someone's door or on their dry erase board
- Constantly checking someone's online profile to keep watch on their activities
- Constantly texting, messaging or calling someone who does not wish to communicate with you
- Posting information, whether it be true or false on a website for the purpose of embarrassing, scaring or harming someone's reputation
- Tracking someone's schedule or activities on social networking purposes for the purpose of following them or intimidating them
- Hacking and/or monitoring a person's computer, emails or social networking profiles
- Posting pictures of someone online to try to embarrass or scare them

*If you are engaged in any of these behaviors or are being harassed,  
please contact Counseling and Psychological Services to get help and support at 860.685. 2910.  
Stalking can be reported to Public Safety at 860.685.2345.*

## STAYING SAFE ONLINE

Social networking sites are great ways to share the latest in your life with friends and family members. However, social networking sites can also provide stalkers with a wealth of information about you, your interests and your whereabouts.

*Here are some suggestions for keeping yourself safe on social networking sites and online:*

**Keep your primary email address private.** Use a separate email account for online activity. For example, you may use your Gmail account for friends and family and a Hotmail account for online activities. Keeping separate email accounts lessens the chances that someone will be able to hack into your account and gain access to private information.

**Protect your pictures.** Be mindful of the pictures that you post on social networking sites. When choosing to post a picture, remember that the audience may not only include your friends, but family members, professors and potential employers. Also, anyone who can view your picture can copy it and distribute it without your permission. Unless you utilize available privacy settings, people can see your pictures fairly easily on most social networking sites.

## STAYING SAFE ONLINE

- **Use privacy settings.** Social networking sites offer a multitude of ways to keep your information private. The default setting on most social networking sites is the least restrictive privacy setting.
- **Be mindful of the personal information you post.** Many social networking sites invite you to create a profile that includes your interests, hobbies, address and other information. When creating a profile, be careful not to include your location or other information that would lead a stalker to you.
- **Google yourself.** A quick way to learn about your online reputation is to enter your name in search engines such as Google, Bing and Dogpile.
- **Save all communication** if you are being harassed by someone online, contact Public Safety at 860.685. 2345.

## DOCUMENTING STALKING INCIDENTS

Stalking is a serious crime and can significantly disrupt a student's college experience. The stress caused by being stalked can lead to a variety of symptoms including difficulty sleeping (either unable to stay or fall asleep), anxiety, depression, anger, fearfulness and constantly feeling "on edge". Stalking may also disrupt a student's life in other ways such as having to change their phone number, residence or change other aspects of their life.

**It is important to document all incidents of stalking that occur even if you are not sure what you will do with the information.** Be sure to write down each time the stalker contacts you. The log should include the time, date, location and the words and actions of the stalker. **Be sure to save any and all texts, emails, unwanted gifts and other attempted contacts that the stalker makes.**

**If you are being stalked**, it can be very helpful to talk to someone to help you deal with your feelings. Contact Counseling and Psychological Services at 860.685.2910 to set up an appointment.

**Contact Public Safety at 860.865.2345 to report stalking incidents.**

## WHAT IS CONSENT?

Consent is a voluntary, **sober**, imaginative, **enthusiastic**, creative, wanted, **informed**, **mutual**, **honest** and *verbal* agreement.

Consent is an **active agreement**; consent cannot be coerced.

Consent is a **process**, which must be asked for every step of the way;

Consent is **never implied** and cannot be assumed, even in the context of a relationship. Just because you are in a relationship does not mean that you have permission to have sex with your partner.

A person who is incapacitated cannot legally give consent. If someone is too incapacitated to make decisions and **communicate** with their partner, they are too drunk to consent.

The absence of “no” doesn’t mean “yes.”

Both people should be **involved** in the **DECISION** to have sex.

*Good sex involves consent!*



## ENTHUSIASTIC CONSENT

*“There is a reason for the “enthusiastic” part of the phrase. Consent without enthusiasm is rather lukewarm. “OK FINE go ahead.” “I don’t care.” “I have no opinion.” “Whatever, if it gets you to get off my back.” Consent that is in place because it’s easier than saying “no” isn’t much different from rejection. It is given because the giver feels there is no other choice (besides the potential for abuse, violence, and other bad things).*

***We need to stop assuming that we can communicate desires through some convoluted dance of subtle cues and half-no’s. Consent should be uncomplicated: only “Yes!” and other such affirmative variants can mean “yes”...***

~Jeff Vandermeer

Source: <http://www.jeffvandermeer.com/2010/07/31/on-enthusiastic-consent/>

## BEFORE YOU HOOK UP, ASK YOURSELF:

Have I expressed what I want?

*Do I know what my partner wants?*

Am I certain that consent has been given?

**Is my potential partner sober enough**  
to decide whether or not to have sex?

**Am I sober enough**  
to know that I've correctly gauged consent?

### A NOTE ABOUT CONSENT IN LONG-TERM RELATIONSHIPS:

**Recognizing that each sexual interaction requires consent**, explore how you will communicate consent in your relationship. **Don't make assumptions.**

# BODY LANGUAGE

There are many ways of communicating. The look on someone's face and their body language is also a way of communicating and may have more meaning than their verbal communication.

*However, this is **not** a reliable indicator of consent in sexual interactions.*

## IT IS **ALWAYS** A GOOD IDEA TO HAVE A **VERBAL CONVERSATION** ABOUT CONSENT.

### Signs that your partner is not comfortable with what is happening:

- ⇒ They're not pulling you closer, touching you or reciprocating
  - ⇒ Pushing you away
- ⇒ Holding their arms tightly around their bodies
- ⇒ Turning away from you or hiding their face
  - ⇒ Stiffening muscles
- ⇒ Obviously things like tears, shaking;
- ⇒ Lack of any sort of verbal feedback

Asking questions and being aware of body language helps you to figure out if the person you're with is consenting and feeling comfortable, or not consenting and feeling uncomfortable. **If you get a negative or non-committal answer to any of these questions, or if your partner's body language is like any of the above examples, then you should**

**STOP** what you are doing and **TALK** to them about it.

## CONSENT PHRASES

**“Do you like it when I touch you there?”**

***“I like it when you do that,  
do you like that too?”***

**“Does it feel good when I...?”**

**“Keep going. Don’t stop.”**

**“What would you like?”**

*Instead of: “I want to do....is that okay?” “Do you want to...?”*

## WHAT IS BYSTANDER INTERVENTION?

Bystander Intervention is a term used to describe a person's willingness and ability to help in a situation. WE Speak, WE Stand is Wesleyan's Bystander Intervention program. It aims to create a community that is actively engaged in the prevention of sexual violence, including sexual assault and intimate partner violence, and advocates for the responsible use of alcohol. Empowered bystanders make the campus community safer by standing up and speaking out when they witness situations that could potentially harm the health and safety of others. Intervening with peers can be challenging for a number of reasons and We Speak We Stand training provides students with the skills to move from inaction to action and intervene safely and effectively. The sexual violence track provides students with an in-depth understanding of the dynamics of sexual assault and relationship violence, separates myths from facts and provides opportunities to practice effective ways to intervene with friends, fellow students and community members. The alcohol track of the training equips students with the tools needed to intervene in situations involving alcohol abuse and addresses how alcohol affects them physiologically and behaviorally and teaches them to identify alcohol emergencies.

*Contact Alysha B. Warren (awarren@wesleyan.edu) or Tanya Purdy (tpurdy@wesleyan.edu) to learn more about attending bystander intervention training. Information can also be found at [www.wesleyan.edu/weswell/services/Bystanderintervention.html](http://www.wesleyan.edu/weswell/services/Bystanderintervention.html))*

## HOW CAN I INTERVENE?

*There are many strategies for intervening in any situation.*

*The most important thing to remember is to intervene in the way that you feel most comfortable.*

### DIRECT, DISTRACT, DELEGATE.

The **DIRECT** approach means you are directly interacting with the person. For example, you may say, “Hey – what are you doing?” or it may just be checking in with a friend, “Are you OK?”

The **DISTRACT** approach focuses on diversion. If you see a situation and can think of a way to divert the attention of the people in the situation, distract is a perfect option. *Sometimes, all a situation needs to diffuse is a little diversion.*

The **DELEGATE** approach is best if you are uncomfortable intervening directly or if you feel like someone else might be better suited to handle the situation (friend, police, Resident Assistant), delegating is a good option. When you delegate, you are asking someone else to help in the situation. It also has the additional benefit of making someone else aware of what is going on and that something needs to be done. There is also the additional benefit of you providing a helping model and normalizing intervening.

# BYSTANDER INTERVENTION STRATEGIES

## "I" STATEMENTS

Three parts: 1) state your feelings, 2) name the behavior, 3) state how you want the person to respond.

*Focuses on your feelings rather than criticizing the other person.*

EXAMPLE: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that anymore.

## SILENT STARE

Remember, you don't have to speak to communicate.

Sometimes a disapproving look can be far more powerful than words.

## "BRING IT HOME"

Prevents someone from distancing themselves from the impact of their actions.

EXAMPLE: "I hope no one ever talks about you like that."

Prevents someone from dehumanizing others as well.

EXAMPLE: "What if someone said your best friend deserved to be assaulted?"

## "WE'RE FRIENDS, RIGHT..."

Reframes the intervention as caring and non-critical.

EXAMPLE: "As a friend, I've gotta tell you that getting someone drunk to have sex isn't cool, and could get you in a lot of trouble. Don't do it."

## STAGES OF CONFRONTATION

1. Express concern and caring

Show interested in the person and how they are doing, either in general or in relation to your area of concern. This establishes a helpful tone. Pick an appropriate time and place to create optimal conditions for the discussion.

2. Share the basis of your concern with specifics

Let the person know what you have noticed and describe it in detail. For example, rather than saying, "I think you have a drinking problem," you could say, "I've noticed that you've been out partying a few nights this week and slept through your morning class."

3. Share how it makes you and others feel

State your concern in the form of an "I" statement. For example, "I know that it is important to you to do well in classes this semester, and I was concerned that you might be getting behind in your work." It is very important to tell the person how their actions/behaviors make you feel.

4. Ask the other person if they understand your point of view

This is a chance to listen and hear how the person is responding to your feedback.

5. Brainstorm what can be

Consider alternatives to the behavior and go over them together, including possible consequences for the behavior. Make sure to solicit ideas from the person you are confronting.

6. Offer support of change

Let the person know that you are willing to help, and give examples of how you might do this. Suggest or impose consequences if necessary.

7. Have a plan for follow-up

Let the person know that you plan to follow up with them and that you should both plan to discuss and evaluate if the behavior has changed.

## SHIFTING ATTITUDES

Helping someone understand their motivation for engaging in behavior and understand why it is problematic so they will be less likely to engage

Take care of yourself

- If you are upset, get support for yourself first. Otherwise, you won't be able to listen openly to the other person.
- This will prepare you for a more respectful, productive dialogue with the person you are intervening with.

Give respect to the other person

- Listening is the most effective tool we have to resolve conflict.
- Listening does not mean you agree or condone the behavior or that you are compromising what you believe.
- Listening does mean offering another person basic respect in hope that dialogue can occur

Listen for the upset that is underneath

- Problematic behavior is often a sign that a person is frustrated about something. The behavior may be a sign that the person is "lashing out" because they feel disrespected.
- Trying to understand the underlying cause of the behavior will help you help them resolve the problem.

Notice what increases or decreases defensiveness

- The purpose of "shifting attitudes" is to help the person gain understanding and insight, not to put them in a defensive position or make them feel attacked.
- Don't argue with or convince the person they are wrong.
- Rather, listen openly and show interest in their point of view.

Engage in "open talk"

- The beginning of any change starts with listening and feeling listened to. Doing so means making a conscious choice to stay in a relationship with someone and make the situation better, even if you find their behavior objectionable.



## SEXUAL VIOLENCE PREVENTION IS A COMMUNITY ISSUE.

**Student Advisory Title IX Committee:** Nikita Rajgopal, the Sexual Assault Response Team (SART) Intern, coordinates this group. It connects students and groups interested in working on sexual violence issues by providing training, collaborative programming and works in partnership with the Sexual Violence Coordinator and Title IX Coordinator to develop campus wide programming. *If you are interested in joining the committee, contact Nikita Rajgopal '17 (860.685.4673 (HOPE) or (nrajgopal@wesleyan.edu).*

**We Speak, We Stand,** Wesleyan's bystander intervention program, works to create a community that is actively engaged in the prevention of sexual violence including sexual assault, relationship violence and stalking and advocates for the responsible use of alcohol. The training provides students with tools and skills to intervene in different situations. *To become an empowered bystander, contact Alysha B. Warren, LPC, Sexual Violence Resource Coordinator in Counseling and Psychological Services (860.685.3217) or Tanya Purdy, Director of WesWell (860.685.2466).*

**Students for Consent and Communication (SFCC)** is a student run group that works on improving Wesleyan's sexual assault resources and programming. They present workshops about consent, supporting survivors and coordinate Take Back the Night in the spring. *Contact Nina Gurak '16 (ngurak@wesleyan.edu) for more information.*

## SEXUAL VIOLENCE PREVENTION IS A COMMUNITY ISSUE.

**Peer Health Advocates (PHAs)** create and implement peer-led health education outreach efforts on a variety of health issues including stress management, drugs, sexual health and sexual violence. *Contact Tanya Purdy (tpurdy@wesleyan.edu) or 860.685.2466 for more information.*

**WeconSent Facebook Page:** “Like” the WEconSent Facebook page to learn more about upcoming events on campus that focus on sexual violence prevention.

## HEALING, EDUCATION AND SUPPORT AT COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

**Counseling and Psychological Services (CAPS)** provides support for survivors of sexual violence including sexual assault, childhood sexual abuse, intimate partner violence and stalking. Experiencing a sexual assault, being in an abusive relationship and/or experiencing stalking are major stressors and can significantly impact your life and how you may begin to think about yourself and respond to different relationships and situations. Seeking counseling can help you to sort out your feelings about the event(s), assist you in making decisions about what you would like to do next and help you begin the healing process.

**Individual Support:** Making the decision to come to counseling is the first step in the healing process for many survivors. In collaboration with a counselor, a survivor can explore their feelings about their experience and move forward in a safe and supportive environment. *Contact Alysha B. Warren, LPC, Therapist/Sexual Violence Resource Coordinator, or any of the therapists in CAPS to schedule an appointment – 860.685.2910.*

**Mindfulness and Movement: Holistic Healing for Survivors of Sexual Violence:** Created for survivors of sexual violence, this retreat teaches participants how to incorporate mindfulness skills and practices into their lives, improve sleep, augment self-care skills and culminate in a relaxing gentle yoga/movement session. *“Like” the WEconSent page on Facebook for more details about the retreat and other events throughout the semester.*

## HEALING, EDUCATION AND SUPPORT AT COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

**Group Support:** Joining a group can be an empowering and transformative experience for survivors of sexual assault. It provides an opportunity to connect with other survivors who have had a similar experience, helps survivors learn new ways to cope with the aftermath of a sexual assault and enables survivors to see people in various stages of the healing process. CAPS offers a variety of different groups each year. The groups below are a sample of the different types of groups that are offered. *Contact Alysha B. Warren, LPC at [awarren@wesleyan.edu](mailto:awarren@wesleyan.edu).*

**Sexual Assault Survivors Support Group:** This group is a place where female identified survivors can regain their power through connection with other survivors. The group follows an open support group format and participants determine group topics each week. The group meets for 1.25 hours each week. The group is offered during the fall semester.

**Experiences of Healing** is a structured psycho-educational support group that meets for 9 weeks for an in-depth exploration of a variety of topics of particular interest to survivors of sexual violence including trust and safety, boundaries, disclosures, coping mechanisms and sexuality through discussion, art and other activities. The group meets once a week for 75 minutes.

**Befriending the Body: Mindful Healing through Yoga:** Many survivors of sexual violence find yoga to be a helpful complement to their healing. This 10 week support group incorporates yoga and discussions of self-care, mindfulness, body awareness, and other topics to assist survivors in their healing. The group meets once a week for 1.5 hours. Yoga experience is not required.

**Male Identified Survivors Support Group:** This group is open to male identified survivors of childhood sexual abuse, sexual assault and rape. Meetings will follow an open support group format and participants determine topics each week. The group meets for 1.25 hours for 8 weeks.

**Healing Forward: Self-Care for Survivors:** A structured 9 week psycho-educational support group that focuses on helping students develop sustainable self-care practices. Each week, the group focuses on a different aspect of building sustainable self-care practices. Topics include sleep compassion, sleep hygiene, mindfulness and creativity and play. Sessions include art, movement and other activities. The group meets once a week for 1.5 hours.

## FREQUENTLY ASKED QUESTIONS

### **How long will it take to get over this?**

Healing from the trauma of a sexual assault is not a linear process. Many survivors of sexual assault enter counseling with the expectation that a therapist will tell them exactly what they need to do to move forward from the abuse. Unfortunately, this is not a realistic expectation. Given the uniqueness of each situation, there is not a one-size-fits-all solution. Making the decision to come to counseling is the first step in the healing process. In collaboration with a therapist, a survivor can explore their feelings about the experience and move forward in a safe and supportive environment.

### **I was not sexually assaulted, abused or stalked; my friend/partner was—how can counseling help me?**

Providing support to a friend or partner who has been sexually assaulted, is in an abusive relationship or being stalked is challenging. You may experience an increase in your stress levels, changes in your relationship and, in cases of sexual assault, your sense of safety in the world. Talking with a therapist can help you sort out your feelings and help you develop a plan for taking care of yourself as you support your friend. Seeking counseling can help ensure that you do not lose sight of your needs as you support your friend. Talking with someone may be especially helpful if you have a history of sexual violence, because sometimes hearing about someone else's experience can bring forth unresolved feelings and painful memories.

### **I was sexually abused a long time ago. How will it help to talk about it now?**

Whether the abuse happened when you were 2 months old or 18 years old, or somewhere in-between, a history of sexual abuse can significantly affect the way that you see yourself, how you view relationships, your trust in yourself and others and how you feel about your body among other things. Many survivors report feeling "different" and often mistakenly believe that they are bad, damaged or unworthy. These beliefs are untrue and were often planted by the perpetrator(s) to blame the survivor for their behavior and prevent them from telling others about the abuse. Breaking the silence is the first step in the healing process. Counseling can help.

## FREQUENTLY ASKED QUESTIONS

**Do I have to talk about my experience every session? There are other things going on in my life.**

No. Sessions will move at your pace. You will not be forced to talk about things that you do not feel comfortable discussing.

**Does CAPS offer groups for survivors of sexual assault?**

CAPS offers groups for survivors of sexual assault each semester. Joining a group can be an empowering and transformative experience for survivors of sexual assault. First, it provides an opportunity to connect with other students who have had a similar experience, provides an opportunity for learning ways to cope with the aftermath of a sexual assault and enables students to see people in various stages of the healing process. There is an expectation that information that is shared in the group will be kept confidential. *If you would like to join a group, please contact Alysha B. Warren, LPC, Sexual Violence Resource Coordinator, at 860.685.3217.*

**My friend was sexually assaulted. Ze needs to go to counseling. How can I make hir go?**

Your friend is fortunate to have someone who is concerned about their emotional well-being. It is important that your friend is in charge of whether or not ze decides to seek counseling. When someone is sexually assaulted, they lose their sense of power and control to make decisions. One of the most important and supportive things a friend can do is to provide the survivor with opportunities to make choices. This means letting hir decide when/if ze chooses to come to counseling. Provide your friend with information about all of their options and available resources and allow them to make the final decisions. For example, you can direct them to the sexual violence website, ([www.http://www.wesleyan.edu/healthservices/sexualassault/](http://www.wesleyan.edu/healthservices/sexualassault/)), provide a non-judgmental listening ear and consider counseling for yourself as you support your friend.

## **FREQUENTLY ASKED QUESTIONS**

**My friends have pointed out that my partner doesn't treat me very well and I'm starting to see it, but I do not want to break up. If I come to counseling, will the counselor pressure me into leaving the relationship?**

Our goal is to help students build healthy relationships that are free of violence, emotional abuse and intimidation. While therapists are concerned about your emotional and physical well-being, they cannot make you leave a relationship. Therapists are also sensitive to the conflicting emotions that students may experience as they contemplate ending a relationship. The therapist will help you explore all of your options and assist you in coming to a decision. In instances where you are not ready to leave a relationship, the therapist will help you identify ways that you can keep yourself safe.

**Sexual violence, whether it's relationship violence, stalking or sexual assault, is really hard to deal with alone. Support is available. Contact CAPS to schedule an appointment, if you have been affected by issues of relationship violence, stalking or sexual assault at 860.685.2910.**

## SEXUAL ASSAULT REPORTING OPTIONS: THE FIRST 72 HOURS

*Sexual assault is never the survivor's fault.*

**Evidence Collection Kit at Middlesex Hospital:** An evidence collection kit is administered by specifically trained nurses at the hospital in order to collect physical evidence that can be used at a later time in a criminal case. Even though this is a hard first step to take, it is crucial to do before showering or changing, within the first 72 hours, just in case a person wishes to pursue a criminal case at a later date.

- A counselor at the Women and Family Center on Main Street in Middletown (888-999-5545) can accompany students to the hospital emergency room for a forensic evidence collection kit and also to the police station if they wish to file a report immediately. The evidence from the forensic evidence collection kit is given a case number and sent anonymously to the police, just in case the survivor ever decides to file a report.
- Public Safety can also provide safe rides to the hospital and the police station (860-685-3333).
- You can contact a Davison Health Center provider prior to visiting the ER; the provider will then alert the ER so that appropriate support staff is available (860-685-2470).
- Counseling and Psychological Services (CAPS) at the Davison Health Center (860-685-2910), and the counselors at the Women and Family Center (888-999-5545) are on call 24/7.



## **SEXUAL ASSAULT REPORTING OPTIONS: CONFIDENTIAL RESOURCES**

*Sexual assault is never the survivor's fault.* If you or someone you know has been sexually assaulted, or if you are not sure whether you are dealing with a case of sexual assault, a variety of resources are available to you, many of which are confidential.

**NEED SOMEONE TO CONFIDE IN?** Confidential help and support are available for students who are not sure if they are ready to report to the University.

### **Confidential campus support resources include:**

- Clinicians and Nurses/Davison Health Center (on call 24/7)
- Therapists/Counseling and Psychological Services (on call 24/7)
  - Chaplains/Office of Religious and Spiritual Life

They provide a confidential space for students to discuss their options; emotional, spiritual, or medical support; and information about campus and community resources. These members of the community are legally protected because of their professions. The only report they are compelled to submit is a record that a student (whose name they do not have to disclose) has reported a sexual assault or misconduct to them.

## SEXUAL ASSAULT REPORTING OPTIONS: WESLEYAN SEXUAL ASSAULT RESPONSE TEAM (SART)

*Sexual assault is never the survivor's fault.*

SART members are Wesleyan faculty and staff who are trained to provide support and assistance to any student who is a survivor of a sexual assault or other forms of sexual violence. SART members strive to ensure that a survivor has the resources they need, while ensuring their privacy. The supportive function of a SART member includes helping survivors by explaining options for medical care, mental health care, housing, and academic concerns, and how to file a report with the University.

### **SART Members – Confidential Resources\***

Jennifer D'Andrea, CAPS, 860-685-2910

Sandy Frimel, Health Services, 860-685-2470

David Leipziger Teva, Chaplain, 860-685-2278

Tracy Mehr-Muska, Chaplain, 860-685-2277

Alysha Warren, CAPS, 860-685-3217

*\*Other confidential resources who are not specifically trained as SART members also include all clinicians in the Davison Health Center, all therapists at the Counseling and Psychological Services Office, and all clergy members.*

# SEXUAL ASSAULT REPORTING OPTIONS: WESLEYAN SEXUAL ASSAULT RESPONSE TEAM (SART)

*Sexual assault is never the survivor's fault.*

## **SART Members – Responsible Reporters**

### **All Class Deans:**

- Jennifer Wood - 2019, 860-685-2774
- To Be Announced – 2018, 860.685.2764
- Louise Brown – 2017, 860-685-2758
- David Phillips – 2016, 860-685-2765

Elisa Cardona, Student Activities and  
Leadership Development, 860-685-2143  
Maureen Isleib, Residential Life, 860-685-3166  
Nikita Rajgopal, SART Intern 860-685-4673 (HOPE)

**SART members will respect the privacy and confidentiality of the students with whom they work.** It is in the best interest of the student to keep the number of people involved to a minimum. In instances where it is necessary to discuss the student's situation with other members of the University community, the SART member will seek the student's prior consent. The student's name is not to be shared unless deemed necessary.

**The SART intern, Nikita Rajgopal '15, acts as a liaison between students and on- and off-campus resources for sexual violence, advocates for campus sexual violence resources, and creates space for campus dialogue, education, and awareness around issues of sexual violence.** The SART intern can help you or a friend navigate a room change, Counseling and Psychological Services, the Davison Health Center, reporting, the administrative panel process, difficulties completing coursework, and any other services you may want or need. The SART intern coordinates the Title IX Student Advisory Committee, which works in collaboration with administrators to review policies and develop programming.

## SEXUAL ASSAULT REPORTING OPTIONS: OTHER SOURCES OF SUPPORT

*Guidance and advice for students who are not entirely sure if they are ready to file a formal report  
(with either the University or the police)*

Davison Health Center is available for sexual assault follow-up including STI treatment/prevention, and pregnancy prevention. The Health Center is open six days a week, and a physician is on call 24/7 while classes are in session. **All fees for services, testing, and treatment are waived in the event of a sexual assault.** The Health Center does not administer an evidence collection kit nor collect evidence for prosecution. A student who may be interested in pursuing legal prosecution is encouraged to seek care at Middlesex Hospital Emergency Department.

A student may choose to talk to other members of the community like an area coordinator, a resident assistant, a student affairs staff member, a faculty member, or a class dean who cannot have a legally privileged conversation without reporting the assault to the University. **Students are encouraged to report assaults to the University and regardless of who receives the report, the survivor's privacy will be respected during any investigation. To the extent possible, a survivor's wishes will be followed in determining whether to move forward with a hearing.**

**A student who is deciding whether to make a formal report to the University should talk to Debbie Colucci, Deputy Title IX Coordinator, Lt. Paul Verrillo, Public Safety or a confidential resource in Counseling and Psychological Services or the Office of Religious and Spiritual Life.**

**You may also file a confidential crime report online at [www.wesleyan.edu/inclusion/report\\_incident.html](http://www.wesleyan.edu/inclusion/report_incident.html).** Because identifying information is not included in this type of report, Public Safety cannot investigate the incident and there cannot be formal judicial follow-up by the University.

## SEXUAL ASSAULT REPORTING OPTIONS: CONSIDER MAKING A FORMAL REPORT

*Public Safety and counselors from the Women and Family Center can assist students with filing a report to the police. In cases where the incident is reported to both the police and the University, the police investigation is normally done first with the assistance of university resources.*

**If you would like to file a report with the police, you can pursue any of these options:**

**Call Public Safety** to assist with the report (860-685-3333).

**Call the Women and Family Center in Middletown** to assist with reporting (888-999-5545).

**Call the Middletown Police Department** at (860-344-3200) and ask them to send a specially-trained officer to take the report from the student's room or another safe space on campus.

**Middletown Police Department is located** on Main Street between Court and College Streets.

**The Therapist/Sexual Assault Resource Coordinator is available to accompany students to the police station and provide emotional support during any part of the formal reporting process.**

**If you would like to take your case to the university judicial process:**

**Report directly to a Title IX Investigator.** (See next page for names of investigators).

**Filing a detailed report and pursuing sexual assault charges against another student can result in a judicial hearing with an administrative panel** composed of two male and two female administrators, one of whom is always a representative of the Office of the Dean of Students to ensure that protocol and procedure is followed.

**Antonio Farias, Title IX Officer, monitors incidents and ensures an effective university response to each complaint.** At any point in the process, you may contact him by phone at 860.685.3927 or by email at [afarias@wesleyan.edu](mailto:afarias@wesleyan.edu).

### **Women and Families Center – Sexual Assault Crisis Services**

The Women and Families Center offers support services and support groups for survivors of sexual violence. They also provide accompaniment and advocacy through medical, police and legal systems.  
[www.womenfamilies.org](http://www.womenfamilies.org)

**24 Hour Crisis Hotline:** 888.999.5545 (English)/  
 1.888.568.8332 (Spanish)

Sign language interpreters are available  
**All services are free and confidential.**

*it's okay to ask for help*

#### **TITLE IX INVESTIGATORS**

**Debbie Colucci, Deputy Title IX Coordinator**  
**860.685. 2456**

**Lt. Paul Verrillo,**  
**Public Safety, 860.685.2818**

**Valerie Walker,**  
**Public Safety, 860.685.2345**

**Melissa Widlak,**  
**Public Safety, 860.685.2345**

#### **Online Resources:**

***Rape, Abuse and Incest National Network***  
 (www.rainn.org)

***Male Survivor***  
 (www.malesurvivor.org)

#### **Public Safety**

[www.wesleyan.edu/publicsafety](http://www.wesleyan.edu/publicsafety) or  
 860.685.2345 (860.685.3333—  
 emergencies)

**Middletown Police  
 Department, 860.685.3200**

#### **Counseling and Psychological Services (CAPS)**

Davison Health Center  
 327 High Street

**Hours:** 8:30am-4:30pm

**Phone:** 860.685.2910

**After-hours on-call therapist:** 860.685.2910

#### **Davison Health Center**

327 High Street

**Hours:** Mon-Thursday, 9am –6pm, Fridays, 9am-  
 5pm, Saturdays, 10am-2pm

**Phone:** 860.685.2740

#### **WesWell, Office of Health Education**

Davison Health Center  
 327 High Street

**Phone:** 860.685.2466

**Contact:** Tanya Purdy, MPH, MCHES

#### **Office of Spiritual and Religious Life**

<http://www.wesleyan.edu/orsl/>

**Phone:** 860.685.2278

#### **Sexual Assault Resource Team (SART) Intern**

Nikita Rajgopal '17, 860.685.HOPE

**Visit [www.wesleyan.edu/healthservices/](http://www.wesleyan.edu/healthservices/)  
 sexualassault for more information about sexual  
 violence and an online version of this booklet.**

# Speak Up



**WE SPEAK WE STAND**  
**WESLEYAN'S COMMUNITY OF CARE**

Don't be afraid to say something when you feel uncomfortable. Language matters, and you have the power to stop rape culture.





## Bystander Intervention Reminders

**Investigate an ambiguous event.** It's not always easy to tell if an event will lead to sexual violence. It's always best to check it out using one of the intervention strategies (direct, distract or delegate). Consider how you would want someone to respond if you or a loved one were in a similar situation. If you think something is "off," you're probably right and not the only person noticing.

**Be mindful of pressure to conform and be prepared to react to it.** If we're not sure if a situation is an emergency, we look to others and see how they are responding. If they aren't responding, we tend not to respond either. Everyone begins to wait for someone else to intervene. **You can be the person that intervenes and changes the outcome of a situation.**

**Trust your gut.** If you think something isn't right about a situation, you're probably right. Trust yourself.

**Respond with respect so that situations aren't escalated unnecessarily.**



# ASK FOR HELP

By asking someone to help  
you, you gain support and  
spread awareness.

Can you **come with  
me** to help that  
person over there?

I don't feel  
comfortable going  
alone.



**WE SPEAK WE STAND**  
WESLEYAN'S COMMUNITY OF CARE

<http://www.wesleyan.edu/weswell/services/BystanderIntervention.html>

\*Funded by the Connecticut Healthy Campus Initiative.

# USE A DISTRACTION

Sometimes the best way to intervene is to divert attention.

Hey, man.

Let's get out of here. We can grab **grilled cheese** and hang out.



**WE SPEAK WE STAND**  
WESLEYAN'S COMMUNITY OF CARE

<http://www.wesleyan.edu/weswell/services/BystanderIntervention.html>

\*Funded by the Connecticut Healthy Campus Initiative.

# "BRING IT HOME"

Prevent someone from distancing themselves from their actions by making it personal.

How would **you** feel  
if someone cat  
called **your** friend?



**WE SPEAK WE STAND**  
WESLEYAN'S COMMUNITY OF CARE

<http://www.wesleyan.edu/weswell/services/BystanderIntervention.html>

\*Funded by the Connecticut Healthy Campus Initiative.

## USE "I" STATEMENTS

Focus on your feelings  
rather than criticizing the  
other person.

**I feel** really  
uncomfortable  
when you grind on  
people without  
asking first.



**WE SPEAK WE STAND**  
WESLEYAN'S COMMUNITY OF CARE

<http://www.wesleyan.edu/weswell/services/BystanderIntervention.html>

•Funded by the Connecticut Healthy Campus Initiative.



**WE SPEAK WE STAND**  
WESLEYAN'S COMMUNITY OF CARE



FOR MORE INFORMATION:

[www.wesleyan.edu/healthservices/sexualassault](http://www.wesleyan.edu/healthservices/sexualassault)

[www.wesleyan.edu/weswell/services/BystanderIntervention.html](http://www.wesleyan.edu/weswell/services/BystanderIntervention.html)

Updated: August 2015



September 2016

To: Wesleyan University Community

From: Antonio Farias, Vice President for Equity & Inclusion/Title IX Officer

**Re: Annual Report on Wesleyan's Response to Sexual Violence**

**Background:** In the spring of 2011, the Sexual Violence Task Force (SVTF) issued recommendations to improve Wesleyan's response to sexual violence on campus. Significant and continuous progress has been made in implementing the recommendations and improving support systems for survivors of sexual violence. This report reflects institutional data and initiatives during the 2015-16 academic year, as well as efforts underway for the current academic year.

**Clery Report:** The full Clery Report can be found [here](#). The table below summarizes the numbers and dispositions of cases formally reported to the University since the fall of 2009. The figures reported go beyond the mandated Clery numbers and include adjudication figures and outcomes. Based upon a number of internal and external data sources, we know sexual violence is significantly underreported on all college campuses; our work in the coming years is dedicated to creating a culture of safe reporting. The data below is provided as part of our federal and state requirements as well as our interest in creating transparency. With an increase in activism and awareness, as well as making changes related to reporting and adjudication structures and processes, we expected the number of incidents reported to the University to increase and then remain consistent. Please note that the total number of cases reported may differ from the number of cases adjudicated for a variety of possible reasons (e.g. the report was confidential, or the

perpetrator was not identified or was not a student, or the survivor did not wish to proceed with formal judicial charges at the time, etc.).

Calendar Year	2009	2010	2011	2012	2013	2014	2015	2016*
Incidents of sexual misconduct ** reported to the University	3	6	7	1	17	44	17	12
Incidents resulting in a campus hearing	3	3	4	1	10	15	4	2
Students found responsible for violating University sexual misconduct policy	2	2	3	1	5	9	4	0
Students found not responsible for violating University policy	1	1	1	0	5	6	0	2
Students suspended or dismissed from the University as a hearing outcome	1	1	2	1	5	8	2	0
Students who received other sanctions including disciplinary probation	1	1	1	0	0	1	2	0

\*Denotes partial year figures up to August 1, 2016.

\*\* *Sexual misconduct refers to* a broad spectrum of behavior encompassing sexual harassment and all forms of non-consensual sexual activity. For the purposes of this policy, the University prohibits the following specific forms of sexual misconduct: sexual assault, sexual exploitation, intimate partner violence, stalking, sexual harassment and retaliation.

SVTF's original recommendations were grouped into four categories and were augmented by the work of the Board of Trustees Title IX Working Group, which completed its review and reported its findings during the summer of 2014. The [full report](#) as well as the checklist of the completed recommendations is available on the OEI website. The categories remain relevant and are listed below.

## **1. Staffing and Resources:**

Alysha Warren continues to serve as the Sexual Assault Resource Coordinator (SARC) in the Counseling Center and also as one of the tri-chairs on the Title IX Education Committee. In these capacities, she is the point person for Wesleyan's sexual violence prevention efforts. Alysha and all of the therapists in the Counseling Center at the Davison Health Center serve as confidential resources for any student dealing with a personal issue or just needing someone to confide in. For a summary of what to do in the event of an assault, please go [here](#). The SARC coordinator also collaborates with the director of WesWELL, the SART student intern, relevant student groups and other Student Affairs staff to provide ongoing education and training for students, faculty and staff.

Wesleyan's SART meets periodically throughout the year to share information and for additional training. The team promotes awareness of members' availability to students as a resource and is a part of the broader Title IX Policy & Education Committee.

Antonio Farias, Vice President for Equity & Inclusion/Title IX Officer, is tasked with constructing a sustainable long-range organizational structure that would ensure compliance with law and guidance in a manner consistent with the shared governance ethos of the University. The office has transitioned into a service-based resource whose mission, vision and values can be found on the [OEI website](#). In June 2014, Debbie Colucci serves as Equity Compliance Director/Deputy Title IX Coordinator and oversees and ensures the University's compliance with applicable law and guidance, including but not limited to: Title IX, VII, IV, the Violence Against Women Act (VAWA), Equal Employment Opportunity, the Americans with Disabilities Act, and Section 504 (a civil rights law). She will also serve as a principal Title IX investigator and has already begun a cycle of continuous education on Title IX/VII as applicable to faculty, staff, and students.

## **2. Education and Prevention:**

Training of the Res Life student staff was augmented this year with more skill-building in bystander intervention, especially on issues involving high-risk alcohol use and sexual violence. Res Life student staff members were trained in bystander



intervention strategies that focused on sexual assault and high risk alcohol use. The RA staff will undergo a new university funded and student developed year-long comprehensive Title IX training curriculum.

The mandatory Haven student orientation session on sexual violence was modified this year to ensure 100% of first year students are educated on Wesleyan-specific policies and reporting avenues. “WE Speak WE Stand” featured a student cast that performed two distinct theater pieces that addressed sexual violence prevention and alcohol use and introduced bystander intervention strategies. Afterwards, new students participated in small residentially based discussions about the performances and received information about sexual assault and alcohol use.

At the beginning of each semester, the Dean of Students sends an e-mail to all students that contains links to Wesleyan’s sexual violence resources and policy. In consultation with students, and in light of the reauthorization of the Violence Against Women Act (VAWA), the University made a number of changes to its Sexual Misconduct and Assault Policy and the procedures for adjudicating these cases. I would encourage everyone to review this [policy](#). Online reporting allows students to report policy violations and behavior that harms the campus community anonymously. The appeals process for judicial cases was modified last year. If a student is appealing a case heard by the Honor Board or the Student Judicial Board, those appeals should be submitted to the Vice President for Student Affairs, who will work with a committee to review and determine whether the appeal has merit.

The Vice President for Equity & Inclusion/Title IX Officer will send updates on reporting and resource information to faculty and staff annually at the beginning of the academic year, with a reminder about their reporting obligations. At present, 92% of all faculty and 75% of all staff have undergone a two-hour intensive workshop on Title IV/Title IX. The goal is 100% by the end of the current academic year. All new faculty undergo a two-hour Title VII/IX training session prior to the beginning of the academic year and all new staff are expected to complete Title VII/IX training within their first 30 days of employment.

The Sexual Violence Resource Coordinator, Director of WesWELL and the Title IX office work year-round to partner with various student groups to sponsor a wide variety of awareness campaigns, workshops and support groups, including bystander

intervention training for students and athletes, a significant portion of the work in 2015-2016.

Specific training on sexual violence is provided to Wesleyan's Sexual Assault Response Team, to Public Safety officers, and to all the members of the administrative panels that adjudicate sexual misconduct cases. Trauma-informed service providers and adjudication panels continue to be our top priority. Public Safety now has at least one trained Title IX investigators on every shift, bringing the total number of trained Title IX investigators to four. All staff and faculty members of the Title IX committees go through both onsite and offsite training.

### **3. New and Ongoing Initiatives:**

#### New Initiatives:

- Expanded New Student Orientation to include:
  - Updated curriculum for small group discussion in the residence halls following WE Speak WE Stand
  - This includes information/conversation about consent, resources/reporting and relationships. Additional discussions will be implemented at the beginning of the spring semester.
  - (Passive) follow-up to those conversations in the form of pre-printed bulletin boards for all residence life staff.
- All first-year undergraduate students as well as full-time graduate students participate in the Haven on-line education program:
  - Nationally implemented program designed to reduce incidents of sexual misconduct on college campuses
  - Specifically customized for Wesleyan to include updated policy and definitions
- Creation of three Title IX bulletin boards for Residence Life staff:
  - Reporting Information
  - Consent and Communication
  - Healthy Relationships
- Programming focus to include Relationship Education (violence and stalking):

- Wesleyan will partner with the One Love Foundation to bring their program (Escalation) to the campus community in the fall of 2015.
- Additional Title IX sub-committee is being added to the committee structure to discuss issues related specifically to athletics.

#### On-Going Initiatives and Response:

- Timely and thorough investigations by (4) trained investigators:
  - A trained Title IX investigator is available 24 hr/day.
  - Will use the third-shift investigator to help increase presence and visibility in the residential areas as well as to follow-up to some of the initiatives.
- Faculty and staff participation in Title VII-Title IX sessions; striving for 100% by the end of 2016-2017:
  - Fall 2016 sessions for new graduate students and new faculty
  - Schedule of thirteen sessions in 2016-2017 (in addition to the 31 sessions completed 2014-2016)
- Ongoing professional development opportunities for all Title IX committees and Administrative Hearing panel members
- Ongoing training for student groups through WesWell and CAPS (grieks, athletes, clubs, etc) including Bystander Intervention, Consent, Healthy Relationships, etc.
- All Title IX committees (Core, Policy, Education, Student Advisory, Athletics) continue to move their initiatives forward.

#### **4. Policy, Reporting, and Adjudication:**

Due to the ever-shifting legal landscape and research around prevention and support for survivors surrounding Title IX, VAWA and Clery, we make continuous effort to stay current with laws and guidance coming from the federal and state governments. Most of the policy changes outlined in the spring 2011 “Dear Colleague” letter from the Office of Civil Rights (OCR) had already been incorporated into Wesleyan’s policy prior to 2011; changes made for the 2015-16 academic year fully comply with OCR’s recommendations and requirements related to reauthorization of VAWA. Specifically, Wesleyan’s policies and reports now track dating violence, domestic violence and stalking. In order to increase the safe reporting process, the Title IX

Officer is now empowered to make a more nuanced determination regarding confidentiality.

## **5. Community Resources and Collaboration:**

Wesleyan's partnership with the Women & Family Center and the Connecticut Sexual Assault Crisis Services (CONNSACS) continues. We are now partnering with the One Love Foundation in order to assist us in educating the campus on domestic violence, dating violence and stalking. These community organizations have provided training to our SART and other campus groups, and continue to be valuable community resources for survivors. The University has solidified these partnerships through an official Memorandum of Understanding. Community partners will increase their presence on campus as part of our educational campaigns and serve in an advisory role on policy reviews.

Throughout 2014-2015, a number of students opted to report alleged assaults to the Middletown Police (MPD) for criminal investigation. As we've supported students through this process, it has become apparent that strengthening our relationship with MPD and conducting some cross-training would benefit all parties, especially survivors. This will be a priority now that a formal memorandum of understanding between the MPD and Wesleyan University was signed in the fall 2014 semester. As a result of the increased cooperation, MPD officers and attorneys from the State Attorney's Office now take part in Title IX and Clery Training occurring throughout the year on the Wesleyan campus.

## **Continuous Improvement:**

The Title IX Policy & Education Committees will continue to review and develop trauma-informed policies and educational campaigns in a transparent manner that brings the broad campus community into the conversation and ensures all opinions are heard in a respectful and thoughtful manner. *The 2016-2017 Title IX Committee structure is as follows:*

## Wesleyan's 2016 - 2017 Title IX Committee membership & structure:

Core Committee	Policy Committee	Education Committee	Student Advisory Committee	Athletics Title IX Committee
<p>Antonio Farias Mike Whaley Rick Culliton Jen D'Andrea Paul Verrillo Dave Winakor Debbie Colucci</p> <p><b><u>Role:</u></b> Meet regularly</p> <p>Discuss legislative changes and Title IX guidance Review and participate in professional development and training initiatives</p> <p>Confidentially discuss specific cases, from multiple frames of reference</p>	<p><b><u>Tri-Chairs:</u></b> Faculty: TBD Staff: Debbie Colucci Student: Nila Ravi ('18)</p> <p><b><u>Members:</u></b> Laura Patey Maureen Isleib Frank Gramuglia Sheryl Culotta Kate Mullen Kevin Butler Kate Macken ('19)</p> <p><b><u>Role:</u></b> Meet regularly</p> <p>Discuss legislative changes and Title IX guidance related to policy and procedure</p> <p>Review campus policy, draft changes and updates, vet as appropriate</p> <p>Review Title IX procedures related to student, faculty, and staff investigation / adjudication; draft changes and updates, vet as appropriate</p> <p>Review and participate in training related to Title IX</p> <p><b><u>2016-17</u></b> Finalize relationship policy language</p> <p>Work with Student Affairs to finalize and implement changes to the sanctioning language and guidelines</p>	<p><b><u>Tri-Chairs:</u></b> Faculty: TBD Staff: Alysha Warren Student: Lex Spirtes ('17)</p> <p><b><u>Members:</u></b> Bill Holder Tracy Mehr-Muska David Phillips Emily Pagano Miriam Cope Joe Reilly Ethan Savel ('18)</p> <p><b><u>Role:</u></b> Meet regularly</p> <p>Discuss legislative changes and Title IX guidance related to education</p> <p>Review all education and awareness campaigns; implement new initiatives</p> <p>Review and weigh in on the recommendations of the Policy Committee; recommend ideas for communicating policy to the community</p> <p>Review and participate in training related to Title IX</p> <p><b><u>2016-17</u></b> Communicate relationship policy changes within Wesleyan community</p> <p>Partner with Student Advisory and/or Athletics Committee to implement initiatives</p>	<p><b><u>Co-Chairs:</u></b> Kate Macken ('19) Ethan Savel ('18)</p> <p><b><u>Members:</u></b> Nikita Rajgopal ('17) Nila Ravi ('18) Lex Spirtes ('17) Tatiana Ettensberg ('18) Hannah Wilton ('18) Gayon Yang ('19) Nick Yeager ('19) Aurora McGuckin ('19) Aviv Rau ('19)</p> <p><b><u>Role:</u></b> Meet regularly</p> <p>Facilitate student feedback sessions and make recommendations to Policy and Education committees as necessary</p> <p>Review and weigh in on the recommendations of the Policy and Education Committees</p> <p>Review and participate in training related to Title IX</p> <p><b><u>2016-17</u></b> Develop and implement 1-2 annual prevention initiatives</p>	<p>Michael Whalen Kate Mullen Joe Reilly Debbie Colucci Harry Rafferty ('17) TBD ('18) Joy Zelikovsky (<i>as the CAPS liaison to Athletics she will occasionally work with this committee.</i>)</p> <p><b><u>Role:</u></b> Meet regularly</p> <p>Discuss legislative changes and Title IX guidance related to gender equity in athletics</p> <p>Initiate programming for student athletes regarding sexual misconduct prevention</p> <p>Serve as a resource for student athletes and coaches in terms of Title IX policy, procedure, reporting, etc.</p> <p><b><u>2016-17</u></b> Develop and implement 1-2 targeted prevention programs / initiatives</p>

In a caring learning community, every single one of us has an obligation to each other to intervene when we see others in trouble. Ours is such a community, and we need to commit to intervene when we see or hear of incidents of harassment or sexual violence on our campus. We can do better and we will.