

# **Campus Sexual Assault Resource & Information Sharing Tool**



**For Washington State College and  
University Campuses Addressing  
Sexual Assault**

**September 2002**

# Resource and Information Sharing Tool To Address Campus Sexual Assault



In February 2002, students, campus program coordinators, campus police, and local rape crisis centers gathered at Central Washington University to begin networking, sharing ideas and learning what campuses are doing to address sexual assault. The idea for this tool came out of that meeting, and has been made possible by a collaborative effort of the Washington Coalition of Sexual Assault

Programs and several campus representatives who contributed materials to make this a reality. Many thanks to Gail Farmer, Greta Leibnitz, Chandra Lindeman, Brian Pahl, Michelle Pingree, Sarah Rankin, Diane Scott Smith, and Rachelle White for contributing materials for this resource.

## Permission

You can find contact information for each campus that contributed to this tool. If you would like more information about any of the resources on this disc, please contact the person at that school. The information contained on this Resource and Information Sharing Tool is for the purposes of sharing resources among campuses interested in addressing sexual violence issues. **Please contact the author or producer of the materials if you wish to borrow from or reproduce any portion of the document.**

*Campus Tool Coordinators:*

Rachelle White  
Sexual Assault and Relationship Violence Information Service  
University of Washington

Cynthia Okayama Dopke  
Prevention Services Coordinator  
Washington Coalition of Sexual Assault Programs

## For additional copies of this CD-ROM, contact:

Cynthia Okayama Dopke, WCSAP  
Phone: 360-754-7583  
Email: [cynthia@wcsap.org](mailto:cynthia@wcsap.org)

**September 2002**



# How To Use This Tool

## **Tool Structure**

This CD-ROM tool is comprised of PDF Files of the resources contributed by campus programs. The schools are listed alphabetically and under each school name is a table of contents that lists each item from that school.

The PDF Files have been arranged in one large file to allow you access through the Bookmarks. If the title has a “+” next to it, click on the “+” to view additional sub-topics.

## **Multiple Page Documents**

The Bookmark link will take you to the first page or section indicated. Please note that some documents have multiple pages. Click on the page advancing button at the bottom menu to view additional pages.

## **PDF**

Each item was scanned or converted from a word processing file to PDF. For more information about PDF files, you can go to the Adobe web site at: [www.adobe.com](http://www.adobe.com)

# **Central Washington University**

Wildcat Wellness Center  
400 E. 8<sup>th</sup> Street, MS 7493  
Ellensburg, WA 98926  
(509) 963-3214

For more information, contact:  
Gail Farmer, Director  
[gail.farmer@cwu.edu](mailto:gail.farmer@cwu.edu)

web site:  
<http://www.cwu.edu/~wwc/>

## HED 101 Programming for Sexual Assault Education

- I. Introductions
- II. Rape Myths (Stereotypes)
- III. The Van Ride:
  - a) Read the scenario
  - b) Gather every two rows into a group
  - c) Pass out scorecards
  - d) Tally the scores
  - e) Discuss why the outcomes were differentBe seated
- IV. Survivor Statistics
- V. Definitions
  - a) Consent: assent, permission (L. con with *enfre* feeling)
  - b) Sexual Harassment
  - c) Sexual Assault
  - d) Rape
- VI. Common Victim Responses to Trauma
  - a) Acute Distress Phase
  - b) Apparent Readjustment Phase
  - c) Reorganization Phase
- VII. How To Help
- VIII. Sex IQ Game
- IX. Handouts
- X. End

## The Trip Home

Once upon a time there was a **college student named Rachel**. She had recently transferred from the community college in her hometown about two hours away. **Her boyfriend, Mark**, was still in school back home and Brenda hadn't seen him in nearly a month. In fact, she was hoping to get a ride over to see him that coming weekend and asked **her friend, Tony**, if he would take her. Unfortunately, Tony's car wasn't working, so Brenda didn't have a way to get there. She was really eager to see Mark because they had planned on spending a romantic weekend together.

**Another student, named Jimmy**, who lived in the same apartment building as Rachel and Tony, overheard them discussing her plans for the weekend. Jimmy mentioned that he lived close to Rachel's hometown and would be willing to take her there in his new sport utility vehicle. Rachel thought Jimmy was a little creepy and had heard some rumors about him. Tony had heard the same rumors, but thought that Rachel could handle herself. He told Rachel to stop worrying and instead get excited about seeing her boyfriend. Rachel finally agreed with Tony and accepted Jimmy's offer. Rachel ran upstairs to pack and change into Mark's favorite outfit, a skimpy summer dress.

Before they set off, Jimmy stopped at a convenience store and bought some beer, which he offered to Rachel. He was really attracted to her and thought she looked especially sexy in her outfit. Rachel enjoyed drinking beer and since she was feeling both nervous about riding with Jimmy and excited about seeing Mark, she drank four beers on the way. During the trip, Jimmy flirted with Rachel and she smiled back politely. The more beer she drank,- the more she realized that she found Jimmy attractive.

About halfway there, on a deserted stretch of road, Jimmy suddenly pulled over to the side of the road and told Rachel that he thought she looked really gorgeous in her little summer dress. He

started kissing her. Rachel was feeling pretty drunk by then and kissed him back. They started fooling around in the back seat, but then after about 3 minutes, Rachel started to feel guilty about her boyfriend Mark, so she pushed Jimmy away and tried to get out of the back seat. Jimmy gently but firmly held her there and indicated that he wanted to have sex with her. Rachel told him, "No, I want to stop this. I don't want to cheat on my boyfriend." but Jimmy insisted that everything was fine and continued on.

Afterwards, Jimmy told Rachel to get dressed and warned her not to say anything or her boyfriend would break up with her. When Jimmy dropped her off at Mark's, he told her, "Stop crying. No one has to know what happened between us. And don't worry, I'll still call you."

Upset and confused, Rachel told Mark what had happened. Mark became furious and yelled at her for being an unfaithful drunkard. He didn't believe that she had actually been raped, but instead thought that she was making it up to cover for "getting herself in a situation she couldn't get out of." Hurt, Rachel found bus fare and returned to the apartment at school.

Later that week, she found her friend Tony and told him what had happened between her, Jimmy, and Mark. Tony believed Rachel and was very sympathetic, but he also felt guilty for letting Rachel go with Jimmy. He grew increasingly angry at Jimmy for what he had done to Rachel, and that afternoon beat him up severely in the apartment parking lot, yelling at Jimmy, "Why did you rape Rachel?" while the other residents stared at them. Afterwards, he informed Rachel, "You won't have to worry about Jimmy anymore-I think he got the message," expecting Rachel to be relieved and thankful. Instead, she became even more upset and angry with Tony. Tony was totally surprised and didn't know what he had done wrong-after all, Jimmy deserved it, right?

NOW: Please rank the four characters' behaviors and decisions, 1 being least offensive and 4 being most offensive.

Please rank the four characters' behaviors and decisions, 1 being the *least offensive* and 4 being the *most offensive*..

Rachel Mark Tony Jimmy

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

# IMPORTANT DEFINITIONS

**CONSENT:** TO ASSENT, TO GIVE PERMISSION  
FROM THE LATIN: CON (WITH) AND SENTIRE (FEELING)

**Sexual Harassment:**

ANY UNWANTED, UNWELCOME, SEXUAL ADVANCES,  
REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR  
PHYSICAL CONDUCT OF A SEXUAL NATURE.

**Sexual Assault:**

WHEN SOMEONE IS FORCED OR TRICKED INTO SEXUAL  
CONTACT.

**Rape:**

AN ACT OF PENETRATION ORALLY, ANALLY, OR  
VAGINALLY, EITHER WITH A BODY PART OR OBJECT  
WITHOUT CONSENT.

# Common Victim Responses to Trauma

- I. Acute distress: *can last hours, days, or months*
  - a) characterized by anxiety, fear, guilt, depression, nervousness, hyper-alertness, shame, shock, denial, embarrassment, anger, sense of powerlessness, lowered-self esteem, social/ relationship problems, sexual adjustment issues, nausea, headaches, gastrointestinal disorders, nightmares, sleep disturbances.
  - b) PTSD
  
- II. Apparent Readjustment: *months to years*
  - a) characterized by denial
  - b) appearance of return to normal life
  - c) avoid being alone, dating, sexual relations
  - d) disrupted relationships, numbing of emotions, depression, self-esteem loss
  - e) men question their sexual orientation, masculinity. . . homophobia sets in
  
- III. Reorganization: *months to years*
  - a) some continuing symptoms
  - b) no denial
  - c) anger, long-term depression, guilt, self-hatred, eating disorders, self-hurting, death
  - d) regain sense of personal security
  - e) personal empowerment



# How To Help

Offer support:

- ↵ Believe
- ↵ Listen
- ↵ Encourage reporting (police, counselor)
- ↵ Allow victim to make own choices Never reveal the rape without permission

*Get Active:*

- ↵ Community volunteer work
- ↵ Social activism
- ↵ Be a leader within your peer group

*Know Your Resources:*

- ↵ CWU Sexual Assault Response Coordinator-Gail Farmer 963-3214
- ↵ SAFE at CVV'U: Students for an Assault Free Environment 963-3213
- ↵ ASPEN: Ellensburg's domestic violence/sexual assault resource and services office 925-9384

# sex iQ game

1. 64% of rapes are reported to the police.
2. Every day, 1,871 women are forcibly raped.
3. 84% of rape survivors were over 25 at the time of the assault.
4. About 80% of victims know their offenders.
5. 1 in 3 women will be assaulted once in their lifetime.
6. 1 in 5 men will be assaulted once in their lifetime.
7. 35% of college males reported the likelihood to rape if they wouldn't get caught.
8. 65% of college males surveyed would not rape even if they thought they wouldn't get caught.
9. Ellensburg has resources for victims of sexual assault.
10. Caring lovers degrade their partners with obscene or derogatory remarks about their gender, sexual performance or body.
11. Abusive partners take responsibility for their own actions and don't blame others for their problems.
12. Rapists think of the use of sexual violence as manly and believe that some people "ask to be raped."
13. Good lovers are careful not to deaden their partner's senses and they want their partner responsive and involved.
14. Good lovers usually ignore direct signals like crying, physically resisting or fighting off sexual advances.
15. It is unhealthy to talk about sexual expectations and respect sexual limits with your partner.
16. Sex with an intoxicated person can be considered rape under the law.
17. Rape is a premeditated act of sexual violence that is about power and control, not sex.
18. It is okay to coerce or force sex if your partner is not a virgin.
19. Reporting sexual assault is a good way to stop sexual assault.

20. It is okay for a sexual partner to say "no" at any time during a sexual interaction.
21. 90% of all college rapes include the use of alcohol.
22. Male college freshmen are at the highest risk for rape.
23. If your partner says nothing, you can assume that she or he wants sex.
24. "Straight" men are never the victims of sexual assault.
25. Some people deserve to be raped.
26. If a woman shares a drink with a man, she wants sex too.
27. Women and men can form powerful alliances to stop sexual assault at CWU.
28. Alcohol is never used as a date rape drug.
29. Rapists are more often strangers than personal acquaintances.
30. "No" means "Try harder."
31. Asking permission to touch or kiss can be very sexy.
32. Athletes, valedictorians, and friends never rape.
33. It is a waste of time to speak out about sexual violence at CWU.
34. Lovers don't need to discuss sexual issues.

1) F; 2) T; 3) F; 4) T; 5) T; 6) T; 7) T; 8) T; 9) T; 10) F; 11) F; 12) T; 13) T; 14) F; 15) F; 16) T; 17) T; 18) F; 19) T; 20) T; 21) T; 22) F; 23) F; 24) F; 25) F; 26) F; 27) T; 28) F; 29) F; 30) F; 31) T; 32) F; 33) F; 34) F

## **Sexual Assault Presentation**

What is the most useful thing you learned from this presentation?

What did you like best about this presentation?

What would you change in this presentation?

APRIL IS SEXUAL ASSAULT AWARENESS MONTH ... LET'S STAND TOGETHER AGAINST THE VIOLENCE

**STUDENTS FOR AN ASSAULT FREE ENVIRONMENT**

Presents

# **SELF-DEFENSE DEMONSTRATIONS ON BARTO LAWN**

**April 18, 2002**

**11:00 AM to 2:00 PM**

**Karate with Sue Young  
Ellensburg Police Department  
Martial Arts with JJ Mix**

## **Free Food!**

For more information contact SAFE at The Wildcat Wellness Center 963-3213

APRIL IS SEXUAL ASSAULT AWARENESS MONTH ... LET'S STAND TOGETHER AGAINST THE VIOLENCE

# Central Washington University



*Wildcat Wellness Center*

Central Washington University  
Sue Lombard 112 / MS7493  
400 E8th  
Ellensburg, WA 98926-7493  
[www.cwu.edu/~wwc](http://www.cwu.edu/~wwc)

Phone: 509.963.3213



# WHAT TO DO      HOW TO HELP

## ***IF YOU HAVE BEEN RAPED:***

- ✓ Understand that the rape was NOT your fault.
- ✓ Seek medical attention ASAP.
- ✓ Make sure you are safe.
- ✓ Consider reporting the crime to the police.
- ✓ Call a rape crisis line to help you sort it out.
- ✓ Join a support group.
- ✓ Be gentle with yourself, you have begun a long journey toward redefining your world.

Remember: you CAN survive this!

## ***FRIEND OF A VICTIM?***

- ✓ Keep calm.
- ✓ Listen without judging.
- ✓ Never blame the victim or suggest that s/he might have done something to prevent the attack.
- ✓ Help the victim to consider her/his options.
- ✓ Do not contact the rapist.
- ✓ Keep it strictly confidential.
- ✓ Call a rape crisis line to help you sort it out.

## **IMPORTANT PHONE NUMBERS TO REMEMBER**

CWU Sexual Assault Response Coordinator: Gail Farmer 963-3214

CWU Student Counseling: 963-1391

SAFE: 963-3213

National Crisis Hotline: 1-800-799-7233

ASPEN (24hr free counseling and referral services): 925-9384

Planned Parenthood of Ellensburg: 925-7113

CWU Police: 963-2958    Ellensburg Police: 962-7280    Emergency: 911

Kittitas Valley Community Hospital: 962-9841

CLEAR (free legal advice): 1-888-201-1014

CWU Student Affairs: 963-1515

Deaf and Hard of Hearing (24hr): 1-800-759-8331    TTY PIN: 8779516528

Gay Men's Crisis Line (24hr): 1-800-832-1901



# JUST THE FACTS

---

- ✓ A woman is raped every 90 seconds in the USA.
- ✓ 1 in 3 women will be sexually assaulted in her lifetime.
- ✓ 1 in 5 men will be sexually assaulted in his lifetime.
- ✓ 85% of victims know their offenders.
- ✓ 93% of rapes are between the same race.
- ✓ Only 16% of rapes and sexual assaults are reported to the police.
- ✓ Only 10% of reported offenders are ever convicted or receive jail time.
- ✓ False allegations of rape constitute 2% of reports and are no more common than with other crimes.
- ✓ 61% of unpunished offenders rape again.
- ✓ 6 out of 10 sexual assaults occur in the home of the victim, a friend, a neighbor or a relative.
- ✓ Sex with a legally intoxicated, drugged, or unconscious person is rape.
- ✓ "No" always and absolutely means no; silence is not equal to consent.
- ✓ 43% of reported rapes included more than one assailant; commonly known as "gang rape".
- ✓ 80% of victims will suffer from chronic physical or psychological conditions.
- ✓ Rape survivors are 13 times more likely to attempt suicide.
- ✓ Rape has the highest annual victim cost of any crime: \$127 billion. (Not including child sex abuse.)
- ✓ Rape and sexual assault are violations of an individual's fundamental (human) rights.
- ✓ An offender is responsible, no matter what the circumstances.
- ✓ Intoxication is not a legal defense against rape.
- ✓ Rape is a crime of violence, using sex, in which the offender sometimes uses weapons (8%), but more often uses hands, feet, body weight, psychological pressure and/or drugs to complete the assault (92%).





**SAFE@cwu.edu**

**963-3213**

The students of SAFE are a pro-active group of women and men who work to increase the awareness of sexual violence and the consequences of sexual assault. We provide training and educational programming revolving around sexual assault prevention, issues of consent and personal empowerment, drug and alcohol facilitation of sexual assault, and the building of better sexual communication skills. We embrace the uniting of genders, cultures, religions, and differing sexual orientation in the battle against sexual oppression and violence.

# **Eastern Washington University**

Health, Wellness and Prevention Services  
526 5<sup>th</sup> Street  
Showalter Hall 117  
Cheney, WA 99004  
Phone: 509-359-4279

For more information, contact:

Michelle Pingree  
[michelle.pingree@mail.ewu.edu](mailto:michelle.pingree@mail.ewu.edu)

Web site:  
<http://www.ewu.edu/StudentServ/stuhea/>

**Creating A Safe  
C.A.R.E.  
Work Environment**

Eastern Washington University  
[stuhealth@mail.ewu.edu](mailto:stuhealth@mail.ewu.edu)  
(509) 359 - 4279

## If you or someone you know is sexually assaulted:

- \* Call 911.
- \* Get to a safe place.
- \* Do not bathe or douche.
- \* Do not change your physical appearance.
- \* Save clothing and items involved.
- \* Tell someone you can trust.
- \* Get support!

*Consider reporting:* Report to EWU Police  
Red Barn  
359-6300

### *Seek medical attention:*

Hospital and clinic facilities can treat your injuries and, with your consent, collect evidence. Do this even if you feel your physical injuries are not serious, you may have unseen cuts and bruising that need medical attention. You may also want to rule out pregnancy or sexually transmitted diseases.

***Whether or not you wish to report the assault immediately, it is still helpful to collect medical evidence, in the event you wish to report at a later time.***

### On campus call:

C.A.R.E. 359 - 4279  
Counseling Services 359 - 2366  
Police Services (24 Hr.) 235 - 6235  
Women's Studies Center 359 - 2898

### In Spokane call:

SafeT 747 - 8224  
24 Hr. Crisis Line 624 - 7273 (RAPE)  
First Call for Help 838-4428



# What is sexual assault?

*Sexual assault* is any form of sexual contact without consent or permission. Sexual assault can occur between strangers, acquaintances, intimate partners, and family members. Sexual assault is *not* an accident. It is an intentional disregard of another human being. The victim is *not* responsible for the assault.

## Force

*Force* is physical force or the threat of physical force which places the victim in fear of injury or in fear of her/his life. Force can include threatening harm, ignoring requests to stop, or menacing looks or gestures. No particular amount of force is necessary and any amount of force which is used to overcome a victim's resistance is enough to constitute a sexual assault.

## Lack of Consent

*Lack of consent* may be expressed verbally or non-verbally. A person is legally considered unable to give consent if she or he is intoxicated, asleep, unconscious, developmentally disabled, or an underage victim according to state statutes.

## Victims' Rights

According to RCW 7.69.030, victims of violent crimes have the right to have a victim advocate present at any prosecutorial or defense interviews and any court proceeding including pre-trial hearing, trial, sentencing, or appellate proceedings.

## Types of Sexual Assault

- Oral sex
- Intercourse
- Unwanted touching
- Penetration by body parts or objects

***Help is available!***

**C.A.R.E. has**



**a vision**



**of a safe EWU campus**

The purpose of C.A.R.E. is to involve students in the prevention of sexual assault. C.A.R.E.'s ultimate mission is to end campus sexual violence. C.A.R.E. first implemented this goal in 1992, marked by a sexual assault awareness week.

Some of the activities C.A.R.E. has participated in are:

- \* Advocacy training;
- \* Group presentations;
- \* Clothesline Project at EWU;
- \* EWU's sexual assault policies.

C.A.R.E. Provides:

- Connections to counseling;
- Peer education experiences;
- Referrals to support services.

C.A.R.E. Volunteers Gain:

- Skills and training;
- Valuable hands-on experience.

***EWU students can speak-out  
against sexual assault!***

## Facts & Figures

More than 80% of all rapes are committed by someone the victim knows.\*

1 out of 3 women between the ages of 16 and 21 will be victims of acquaintance rape.\*

1 out of 5 men will be victims of rape.\*

Sexual assault changes a person's life.

The process of restoration to wholeness can be frustrating at times.

There is hope!

Sexual assault is never a victim's fault!

Rape is a crime punishable by law

Washington state law says that no one can legally consent to sexual activity while under the influence of drugs or alcohol.

\* Source: *Washington State Sexual Assault Incidence Survey  
Office of Crime Victims Advocacy 2001*



**C.A.R.E. is a student-based  
volunteer group with a  
vision of a rape-free EWU.**

**C.A.R.E. involves students  
in rape prevention through**

- ✓ **Activism**
- ✓ **Peer education**
- ✓ **Personal safety**
- ✓ **Rape survivor resources**



Educate yourself and  
help educate others!

To get involved  
contact C.A.R.E.  
(Creating A Rape-free Environment)  
at:

**Health, Wellness  
&  
Prevention Services**

**359 - 4279  
Showalter #117**



---

# CARE

---



Creating a Rape-Free Environment  
Information on rape prevention and how to assist  
a survivor of sexual assault

**C.A.R.E. (CREATING A RAPE-FREE ENVIRONMENT)**

**COERCIVE RAPE SCENARIO**

**DATE RAPE SCENARIO - ACQUAINTANCE RAPE SCENARIO**

**PREVENTION**

**WHAT TO DO IF YOU OR A FRIEND IS RAPED**

**LEGAL DEFINITIONS - SEXUAL MISCONDUCT POLICY**

**RESOURCES - WHERE TO GET HELP, WHERE TO REPORT**

Please take a few minutes to read this brochure. The information is important and useful. While the topic of sexual misconduct is not pleasant, it is important that we address it openly and honestly.

Eastern Washington University takes pride in providing an excellent student-centered learning environment with exceptional student support services, resources, and facilities. Sexual misconduct against any member of our community is harmful to the entire community, and we must take decisive action to confront it. To have zero tolerance for sexual misconduct as defined in our university policy, we must all be involved in educational efforts, in support for victims/survivors, and in the reporting of assailants.

Disciplinary action, when called for, is taken with due process and can include sanctions such as separation from the university and its premises. Immediate response to incidents of sexual misconduct is part of Eastern's responsibility to ensure an environment in which individuals can pursue their educational goals with a sense of personal security.

Dr. Stephen M. Jordan  
President

Laurie Connelly  
Human Resources Associate  
Human Rights and Risk Management

## ***CREATING A RAPE-FREE ENVIRONMENT***

Every student at Eastern Washington University has the right to pursue academic, social, and work activities without fear or intimidation. Yet, threats of sexual violence exist on all college campuses. From verbal harassment to physical assault, the Eastern campus is not immune to the "rape culture" in our society.

Creating A Rape-Free Environment (C.A.R.E.) is the purpose of this handbook. CARE involves creating awareness, changing attitudes, and confronting behaviors. The C.A.R.E. handbook provides information on aspects of rape culture, relevant laws and policies, suggestions for protecting oneself, and helpful resources within the college and surrounding communities.

The C.A.R.E. handbook is sponsored by Eastern's Sexual Assault Advisory Board, which is comprised of students, faculty, administrators, and staff. We offer special thanks to the EWU community, who assisted in creating and developing this brochure.

✓Every two minutes, somewhere in America, a woman is sexually assaulted. (U.S. Department of Justice, 1996)



## WOULD YOU CALL THIS RAPE ?

Yoko squirmed uncomfortably in her seat as she tried to pay attention to her humanities professor. She was aware Bob was staring at her. She didn't know him well, and his staring made her uncomfortable. She looked over at Bob anxiously, returned his smile politely, and looked down. After class, Bob approached Yoko and asked her to have a beer with him. In Yoko's culture, she would not go out for a beer with someone she didn't know well and trust, yet Bob seemed friendly. She was flattered to be asked out. She did not feel comfortable turning him down. "How about coffee instead?" she suggested. "Okay," he responded. "after that, let's go see a movie." "Umm ... well, yes that would be fine," Yoko agreed apprehensively. After the movie, Bob asked Yoko back to his place for a drink. She thanked him but told him she had to go home and study. Bob walked her back to her apartment. She tried to say goodbye, but Bob pushed his way through the door. She was uncomfortable with this, but did not know how to ask Bob to leave without being rude. Bob then approached her and sat down next to her. He started to kiss her. Yoko was very surprised and was not sure how to react. "What are you thinking about?" she asked as she pulled away. "Let me stay just a little longer," Bob said as he continued to kiss her, despite her protests. She felt very helpless and did not know how to change her situation. Bob proceeded to force himself on her and have intercourse with her.

**Does agreeing to go out with someone mean you are agreeing to have intercourse with her/him?  
Is there ever a time when you have to "pay off" a date with sexual activity?**

The above scenario is an example of **coercive rape**. Although Yoko never said "no" to Bob, she clearly did not consent to the sexual activity. Bob took advantage of the cultural differences between them and coerced her into having intercourse by pressuring her to go further. Coercive rape, using verbal pressure to engage a person in intercourse against her or his will, can also happen between people of the same culture and of the same sex. It is the least reported of all forms of rape, and is the hardest form to prosecute. A survivor of coercive rape usually has a difficult time overcoming the effects of the rape because she/he does not identify the act as rape.

The best method of preventing coercive rape is to avoid making assumptions about your date's sexual availability. Making sexual availability assumptions about your date's wishes can be dangerous, particularly if you base them on how the person is dressed or where you met that person. Respect the rights of others as you would your own rights. You don't have the right to pressure or force someone into sex or even to expect sex in any situation. Just because you've taken someone out to dinner does not give you the right to have sex with her/him. Just because you've had sex with someone before does not give you the right to have sex with her/him again. If a person changes her/his mind, you must respect her or him.

**Challenge the continued stereotypical attitude that women are sex objects and that men have the right to take whatever they please, especially in a dating situation. If you encounter such attitudes among friends, confront them. Point out attitudes that are both demeaning and cruel.**

- ✓ One in four college-aged women has been the victim of rape or attempted rape. Only 5% of female college students who were forced to have intercourse during the previous year reported it to the police. (Koss, M. et al. "The Scope of Rape: Incidence and Prevalence of Sexual Aggression and Victimization in a National Sample of Higher Education Students." *J. Consult Clin. Psychol.*, 1987:55(2): 162-170.) Note: 6,159 students from 32 colleges were surveyed).
- ✓ While 9 out of 10 rape victims are women, men and boys are also victimized by this crime. In 1995, 32,130 males age 12 and older were victims of rape, attempted rape, or sexual assault. (National Crime Victimization Survey. Bureau of Justice Statistics, U.S. Department of Justice, 1996.
- ✓ At the University of Oregon, 18% of lesbians and gays reported being sexually assaulted because of their sexual orientation (Task Force on Lesbian and Gay Concerns, 1990.)

## COERCIVE RAPE SCENARIO



## WOULD YOU CALL THIS RAPE?

Rob and Sally made a great couple. They had dated throughout the term, but still had that excited feeling whenever they were together. One rainy Washington Saturday night, they decided to stay home and have a quiet evening together. While Sally built a fire, Rob made some popcorn with plenty of butter and opened a chilled bottle of wine. Together they sat by the fire, munching popcorn, drinking wine, and watching a great old movie. When the movie finally ended and conversation lagged, they began to kiss. Rob and Sally were getting turned on. After a period of heavy petting, Rob began to take off Sally's clothes. Sally stopped him and said she was not ready to go all the way just yet. Rob persisted despite Sally's protests. When Sally pleaded for Rob to stop, he replied by saying he was too turned on to stop. Rob went on to have intercourse with Sally while she lay there very quietly and cried.

**Does one have an obligation to stop unwanted sexual activities even when she or he is turned on?  
Is there ever a time when "no" means "yes" or "maybe"?**

The above scenario is an example of **date rape**, being forced into sexual intercourse by someone the victim is or has been dating. Rob and Sally had been dating for a period of time when he used his physical strength to have sexual intercourse with her. Date rape is one of the prevalent forms of rape today. And the effects of the rape are very difficult to overcome because of the victim's prior trust in the perpetrator. Date rape can happen any time from the first date to the third year anniversary or later. What it comes down to is, you must respect your date's rights as well as your own. Be sensitive to your date's feelings and make yours known too. Most of all, give help when you can, get help when you need it, and talk to your date about the feelings that both of you have. You may end up with a friend as well as a lover.

**When dating, be explicit in your intentions and recognize that your date has the right to say "no" at any time, under any condition. Forced sex is rape, no matter what the circumstance, and it is against the law.**

## WOULD YOU CALL THIS RAPE?

Cathy and Jim were study partners for their math class. Together they had muddled through formulas and proofs for an entire term. Dead week came around and Cathy and Jim were at Jim's apartment studying for their math final. In the middle of the evening, Jim suddenly moved closer to Cathy and put his hand on her knee. Surprised by Jim's advances, Cathy pulled away and grew tense. Despite Cathy's verbal protest and rejection, Jim moved closer and continued his advances. Cathy could not resist Jim's strength. He forced intercourse with her. Afterwards, Cathy ran back to her dorm room in the dark. She did not tell anyone until a month after it happened.

**By going to Jim's apartment, did Cathy lead him to believe that she wanted to have intercourse?  
Should Cathy have to do more than struggle and verbally reject Jim to make him stop?**

The above scenario is an example of **acquaintance rape**, forced sexual intercourse by someone the victim knows. Cathy and Jim had known each other before he attacked her. Cathy trusted him enough to be comfortable alone with him in his apartment. If you feel you are receiving both "yes" and "no" messages from the person with whom you are interacting, assume she or he means "no." State your confusion and discuss it.

**Myth: Rape is just a little unwanted sex.**

**Fact: Rape is a crime of violence. Survivors suffer humiliation, degradation, and a loss of control over their lives and bodies. Recovery can be a lifelong process.**

✓ Approximately 68% of rape victims knew their assailant. Approximately 28% of victims are raped by husbands or boyfriends, 35% by acquaintances, and 5% by other relatives ("Violence Against Women," Bureau of Justice Statistics, U.S. Dept. of Justice, 1994).

✓ 75% of male students and 55% of female students involved in acquaintance rape had been drinking (National Victim Center, April 23, 1992).

## DATE RAPE SCENARIO - ACQUAINTANCE RAPE SCENARIO



## PREVENTION

This section is about taking active steps for self-protection. It contains suggestions that will decrease the likelihood of victimization. There is no one magic formula that works all the time. People must make their own decisions to survive danger or harassment the best way they can. This section provides information which may help people make choices.

### PERSONAL SAFETY

#### Prevention

- \*Know your own needs and wishes. Talk about what you want from your relationships, sexual or otherwise.
- \*If you are unclear whether or not you are interested in having sex with your date, discuss your intentions early on.
- \*Remain in control. Talk over the exact plans for the date beforehand. On a date, pay your own way (or let your date buy the movie tickets and you pay for pizza afterward).
- \*Don't leave a party, bar, or any other place with a person you don't know very well.
- \*Let someone know where you are going and when you will return.
- \*Beware of alcohol and other drugs. It's much harder for you to be in control of the situation if you are under the influence of these substances. Limit your intake of alcohol and request that your date do the same. Discuss these matters with your date. Be prepared to leave if your date becomes intoxicated and out of control.
- \*When going to a party or a bar, go with a friend and make plans to watch out for one another.

**Look at the expressions of violence against women on a continuum. Are some of the more common group behaviors (e.g. dirty jokes, suggestive remarks, "copping a feel") actually the beginning of aggression?**

#### Avoidance

- \*Avoid potentially dangerous situations, whatever you judge them to be. Trust your instincts. If a situation doesn't feel right, get out.
- \*Go slowly. Double date. Keep the date in a public place. Give the person time to earn your trust.
- \*Be very clear in communicating what you feel beyond just saying "no." If a date wants to go further sexually than you are willing, insist that she/he leave, or you leave. When you say "yes," be sure you first know what you're agreeing to.
- \*Be aware that your actions can be misunderstood. For example, a person may wish to go no further and continue engaging in a heavy make-out session. The physical activities may lead the partner to misunderstand the verbal message.

#### Interruption

- \*If a person is proceeding beyond the boundaries of what you want in terms of physical contact, take action. For example, if you are getting "bad vibes" about a person, leave the situation.
- \*If she/he is too aggressive or is treating you like her/his personal possession, end the date. Get angry. Be assertive, putting forth what you want and need without hostility or apology. Develop a body language to match.

#### ◆IF YOU ARE ATTACKED

- \*Go with your instincts. Depending on the situation, you may decide to run, scream, kick, hit, bite, etc.
- \*Keep in mind that your goal is to escape safely. If you believe that fighting will put your life in greater danger, then do not resist.

✓Rape takes its toll physically and emotionally. It may result in sexual and reproductive injuries, as well as a wide array of emotional problems including an inability to trust, phobias, depression, and even suicide in extreme cases (Marjorie Winkler Leidig, Ph.D., "The Continuum Of Violence Against Women: Psychological and Physical Consequences." *Journal of American College Health*, 40 (4) 1992, p. 149-155).

**REMEMBER:** Every rape situation is different. To the best of your ability avoid feeling guilty about what you did or did not decide to do.

Feelings that surface in a survivor of sexual assault, if not expressed and dealt with, could result in increased depression, decreased motivation and concentration, disturbance of sleep and appetite, and difficulty with academic and interpersonal functioning. Counseling can provide support, help the survivor understand feelings, and increase assertiveness and self-esteem.

#### ◆WHAT WE CAN DO FOR OURSELVES AND EACH OTHER

- \*We do not need to think of self-defense only in terms of something we do alone. We can discuss and practice strategies together.
- \*We can take care of each other by establishing safe house networks, warning one another about abusive strangers and acquaintances.
- \*We can support people who tell us they have been assaulted and defend people who are being persecuted for fighting back.
- \*All people suffer from the threat of abuse; many more people than we think are actually abused. Until EVERYONE is free of this fear, not one of us is really safe.

**Men can stop rape. Men can also help other men recognize behaviors which may lead to rape.**



## THINGS YOU CAN DO IF YOU ARE SEXUALLY ASSAULTED

Sexual assault can be physically and emotionally damaging. Feelings of fear, anger, confusion, guilt, and even post-traumatic stress are common. You should understand that the perpetrator was at fault, not you. There is help available to you whether you just now experienced this crisis or it was at some time in your past. These suggestions are not in a specific order. What you choose to do depends on you and your situation. We suggest that all of the following be considered for your safety and well-being.

1. **GO TO A SAFE PLACE** or call someone to help you. It is important that you protect yourself from further assault. Consider contacting the police for protection if necessary. If you live in a residential hall, contact a CA or a Hall Director.

2. These things are important in case you decide to press charges against the perpetrator. Evidence can be collected even if you are uncertain about naming/prosecuting the perpetrator.

**\*DO NOT STRAIGHTEN OR CLEAN UP  
THE SCENE OF THE ASSAULT.  
\*DO NOT DOUCHE.**

**\*DO NOT BATHE.  
\*DO NOT CHANGE CLOTHES.  
\*DO NOT COVER PHYSICAL INJURY**

**Note:** These are important because evidence to be used in legal proceedings can be gathered at the scene by the police, and from your body and clothes by a nurse practitioner or physician.

3. **CALL THE NEAREST CRISIS CENTER** for help, information, and support. Members of the center can go with you to the hospital or police and give you emotional support during the crisis. In Cheney, or if you are an EWU student, call 359-7273 (RAPE), or in Spokane County/City call the Sexual Assault hotline at 624-7273 (RAPE) or 911.

4. **NOTIFY THE POLICE OF THE CRIME.** There are two methods of reporting:

- Call police and give information which can lead to an arrest of the perpetrator.
- File a third party report. All the information can be given to a trained third party report staff person and submitted to the police. The victim's identity can remain confidential. It is important to have information about the perpetrator on file with your local law enforcement agency and school so they will have more knowledge about trends, locations, and methods of assault. The report can be submitted by the victim (ideally) or by someone else with knowledge of the situation. Third party reports are available through the Health, Wellness, Prevention Center; Residence Hall Directors and Community Advisors; Office of Student Life; the Women's Studies Center; and the Counseling Center. (See resource page for telephone numbers.)

✓ In a study of college students, 35% of men indicated some likelihood that they would commit a violent rape of a woman who had fended off an advance if they were assured of getting away with it (National Victim Center, April 23, 1992)

5. **GET MEDICAL ATTENTION** at Deaconess Medical Center emergency room or your private physician if the physician is someone with whom you have a good relationship. Your physical health is important. Any physical trauma or injuries need to be treated. Possible infections need to be treated. If desired, possible pregnancies may be prevented. Options for pregnancy prevention are most effective in the first 24 hours. If you intend to press charges, evidence also must be gathered for legal purposes. Take a change of clothes with you if possible.

✓ 75% of female rape victims require medical care after the attack. ("Violence Against Women." Bureau of Justice Statistics, U.S. Dept. of Justice, 1994)

6. **OBTAIN COUNSELING**, long or short term, from a counselor trained in dealing with sexual assault victims. One of the effective healing processes is to talk about the incident. Express all your thoughts, fears, and anxieties to a supportive counselor, advocate or friend. (See resource page of telephone numbers.)

7. **CONFRONTATION.** Use anger as a positive force for defense and for change. Rather than turn anger inward, be willing to turn it outward, holding assailants accountable.

## WHAT TO DO IF A FRIEND OR ACQUAINTANCE IS RAPED

The following suggestions are offered as guidelines for anyone assisting a sexual assault victim in the midst of the crisis or at a later point. Survivors may react in various ways -- they may be calm, numb, upset, or hysterical. They may feel angry and feel loss of control over what has happened. Feelings of safety and security may be seriously disrupted. Some survivors see the attack as at least partly their fault and have feelings of guilt.

### ◆ WHAT YOU CAN DO - IMMEDIATELY

- If danger of further physical assault exists, assist the victim to contact the police and/or to find a safe place.
- Suggestions for helping the victim:
  - Listen in a way that supports and validates the victim's feelings, encouraging free expression. Let the victim talk or cry.
  - Accept whatever the victim says and do not criticize.
  - Be compassionate, supportive, and patient. Let the victim know you care by helping in any way.
  - Let the victim make her/his own choices while encouraging action and recovery.
  - Assure the survivor that she/he is not to blame.
- Help the victim decide on an action regarding:
  - Medical attention
  - Emotional support
  - Notifying the police of the crime (Details of a, b, & c are described above under suggestions for the victim).

**REMEMBER:** Victims need to make their own choices. Respect their decisions.

## WHAT TO DO IF YOU OR A FRIEND IS RAPED



### *LEGAL DEFINITIONS FOR WASHINGTON STATE*

**First Degree Rape** - occurs when a person engages in sexual intercourse with another person by forcible compulsion where the perpetrator or an accessory:

- \* uses or threatens to use a deadly weapon.
- \* kidnaps the victim.
- \* inflicts serious physical injury.
- \* feloniously enters the building or vehicle where the victim is situated.

**Second Degree Rape** - sexual intercourse involving one or more of the following:

- \* forcible compulsion.
- \* victim is incapable of giving consent due to physical or mental incapacitation.
- \* victim is developmentally disabled and the perpetrator is not married to the victim and has supervisory authority over the victim.

**Third Degree Rape** - sexual intercourse with another involving one or more of the following where the victim and perpetrator are not married:

- \* a victim did not give consent to the act and this lack of consent was clearly expressed by words or conduct.
- \* where there is threat of substantial unlawful harm to property rights of the victim.

**Indecent Liberties** - occurs when a person who is not married to the other person causes the other person to have sexual contact with her or him by forcible compulsion or when the other person is incapable of consent or is developmentally disabled.



✓1 in 12 male students surveyed had committed acts that met the legal definition of rape. Furthermore, 84% of the men who had committed such acts said what they had done was definitely not rape. (National Victim Center, April 23, 1992)

## *SEXUAL MISCONDUCT POLICY OF EASTERN WASHINGTON UNIVERSITY*

Eastern Washington University affirms respect, responsibility, and caring in our academic community. Sexual misconduct is clearly inconsistent with the purposes of an academic community, and thus is a violation of the Student Conduct Code as well as a violation of state and federal law. Sexual misconduct includes but is not limited to:

- a. Unwanted verbal (including telephone), written (including electronic media), pictorial, or physical conduct of a sexual nature which a reasonable person would consider intimidating, hostile, offensive, and/or which adversely affects the learning or living environment of the campus.
- b. Unwanted forceful sexual contact. The use of force may include, but is not limited to, use of body weight, pushing or hitting, coercion, or threats.
- c. The use of force (e.g., hitting or pushing, use of a weapon, use of body weight, threats to kidnap or kill) to overcome earnest resistance to engaging in sexual intercourse. Earnest resistance may be verbal, physical, or both.
- d. Sexual intercourse, when it falls within the legal definition of statutory rape.
- e. Sexual intercourse, when the victim is incapable of consent by reason of mental incapacitation or physical helplessness and force is not used.

All complaints of sexual misconduct will follow the normal student conduct complaint or grievance procedure of the institution as outlined in the Student Handbook. Complainants and respondents have the option of using local support services or institutional counseling services. Depending on the nature, scope, and severity of the misconduct, sanctions levied through student conduct or grievance proceedings may include warning/written reprimand, probation, restitution for personal injury or property damages, restraint from contact, loss of privileges including use of institutional property, suspension, expulsion, or termination of employment. The University will comply with all public disclosure and privacy requirements. However, the university is required to warn the campus community about the crimes considered to be a threat to other students and employees. The institution will offer confidential consultation to victims within the confines of administrative rules and appropriate ethical precepts.



## REACH OUT TO SOMEONE FOR HELP

Survivors typically have feelings of shame, anger, wanting to withdraw, confusion, etc. It is very important that you talk to someone on campus or in the community who can help you get to the appropriate resources.

Obtain physical, emotional, academic, or legal/financial support following an attempted or completed assault. Immediate medical attention is important to assess and treat injuries, check for possibilities of sexually transmitted diseases, and obtain necessary evidence in the event the survivor decides later to pursue legal action. Do not change clothes, take a shower, or clean yourself before going in for an examination. Forensic evidence collected may be very important for future legal use. Crime Victims Compensation will pay for the exam whether or not you file a police report. Counseling and treatment of injuries is covered by Crime Victims Compensation only if a police report is filed within a year of the crime. Filing a police report does not mean charges have to be filed. There are no charges at EWU Counseling and Psychological Services for students residing on campus.

### Community Resources

#### Deaconess Medical Center

458-5800

\*Collects forensic evidence

\*Will offer morning-after pill if appropriate

#### Sacred Heart Medical Center

455-3131

\*Collects forensic evidence

\*Patient will need to contact family physician, Planned Parenthood, or other services for pregnancy concerns.

#### Holy Family Hospital

482-2460

\*Collects forensic evidence

\*Patient will need to contact family physician, Planned Parenthood, or other services for pregnancy concerns.

## CAMPUS RESOURCES

### Counseling and Psychological Services

359-2366, Martin Hall 225

- Individual counseling
- Referrals to other practitioners
- Support services on campus
- Group counseling with other survivors

### Sexual Assault Crisis Hotline

- 24 - hour crisis line 624-7273 (RAPE)

### Spokane Sexual Assault Center

747-8224, 7 South Howard, Spokane

- Individual counseling
- Group counseling with other survivors
- 24-hour crisis line

### Residential Hall Staff

Pearce	359-2771	L.A.Hall	359-4197
Streeter	359-7605	Dressler	359-7471
Dryden	359-7316	Morrison	359-7109

## ACADEMIC

When you have experienced a trauma such as harassment, assault, or rape, it could have an impact on your ability to attend class, take exams, or study effectively. You may be able to obtain help in making special arrangements for your classes by contacting any of the following:

- Dean of Students 359-2292
- Counseling and Psychological Services 359-2366

## LEGAL

You may believe that perpetrators of the harassment/assault/rape should be held responsible for their actions and be prosecuted for their acts against you.

### EWU and Cheney Police Department

911 or 235-6235 (24-hour emergency)

- Can dispatch an officer to apprehend suspect indicated by the survivor
- Can send a copy of report to prosecuting attorney

### Prosecuting Attorney 456-3662

- Copy of police report sent to them
- They will make determination to prosecute.

### Victim Witness 456-2366

- If you see a crime committed

### Dean of Students 359-2292

- Charges of misconduct can be brought against a student under the Student Conduct Code

### Third Party Report

Student Life	359-2292
CARE volunteers	359-4279
Student Health	359-4279
Counseling Center	359-2366
Women's Studies Center	359-2898
Residence Hall Staff	see above



**FOR MORE INFORMATION,  
PLEASE CONTACT:**

**COUNSELING AND  
PSYCHOLOGICAL SERVICES  
(509) 359-2366**

**DEAN OF STUDENTS  
(509) 359-2292**

**HEALTH, WELLNESS, & PREVENTION  
(509) 359-4279**

**WOMEN'S STUDIES CENTER  
(509) 359-2847**





## EWU POLICE SEXUAL ASSAULT RESPONSE COMMITMENT

*Sexual assault, including date/acquaintance rape, is a very serious concern of this Police Department. If you feel you are a victim of a sexual assault on campus, the Department of Public Safety and Police Services will guarantee the following:*

- 1 -

We will meet with you privately, at a time and local place of your choice, to take your report.

- 2 -

We cannot and will not notify your parents without your consent.

- 3 -

We will treat you and your particular case with courtesy, sensitivity, dignity, understanding and professionalism.

- 4 -

Our officers will not prejudice you, and you will not be blamed for what occurred.

- 5 -

We will assist you in arranging for any necessary hospital treatment or other medical needs. We will also assist in emergency housing if needed.

- 6 -

If you would feel more comfortable talking with a friend or advocate of your choice present, we will do our best to accommodate your request.

- 7 -

We will fully investigate your case, and will help you to achieve the best outcome. This may involve the arrest and full prosecution of the suspect responsible.

You will be kept up-to-date on the progress of the investigation and/or prosecution.

- 8 -

We will assist you in privately contacting counseling and other available resources.

- 9 -

We will continue to be available to answer your questions, to explain the system and process involved (prosecutor, courts, etc.), and to be a listening ear if you wish.

- 10 -

We will consider your case seriously, regardless of your gender or the gender or status of the suspect.

*If you feel you are a victim of sexual assault, call your Department of Public Safety and Police Services at 359-6300 (any time of day or night), to privately make a complaint.*

•OTHER RESOURCES AVAILABLE TO YOU ARE•

WOMEN'S STUDIES CENTER 359-2898 • COUNSELING & PSYCH SERVICES 359-2366

HEALTH, WELLNESS, & PREVENTION IN 117 SHW

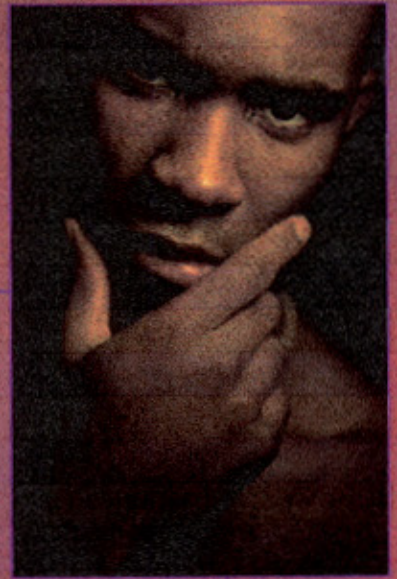
DEAN OF STUDENTS OFFICE 359-2292 • ANY RESIDENCE HALL DIRECTOR

SEXUAL ASSAULT & FAMILY TRAUMA RESPONSE CENTER 747-8224



**What do women find attractive  
in men?**

**Feeling safe.  
Being heard.  
Being treated with respect.**



**When I'm hooking-up with  
my date, I remember:**

- **Caring**
- **Dignity**
- **Respect**
- **Mutual Decision Making**
- **And when in doubt about  
*anything*, DON'T DO IT.**

**Brought to you by the rape prevention programs of EWU.**

**C.A.R.E. - 359-4279**

**C.E.A.S.E. - 359-6429**

**Keeping our dates pressure  
free and full of honest, open  
communication brings us  
mutual satisfaction.**

**I remember that  
"no means no".  
All the time.  
Every time.**







Stop and think for a  
moment of the  
six women closest to you.  
Now guess which one  
will be raped this year.

One in six college women will be sexually assaulted this year. YOU can help reduce these odds. Avoid situations that put you and your friends at risk:

- Obey security policies in your residence hall.
- Communicate clearly and consistently.
- Do not tolerate abusive behavior.
- Treat people with dignity and respect and demand they treat you the same.

Educate yourself and your friends.

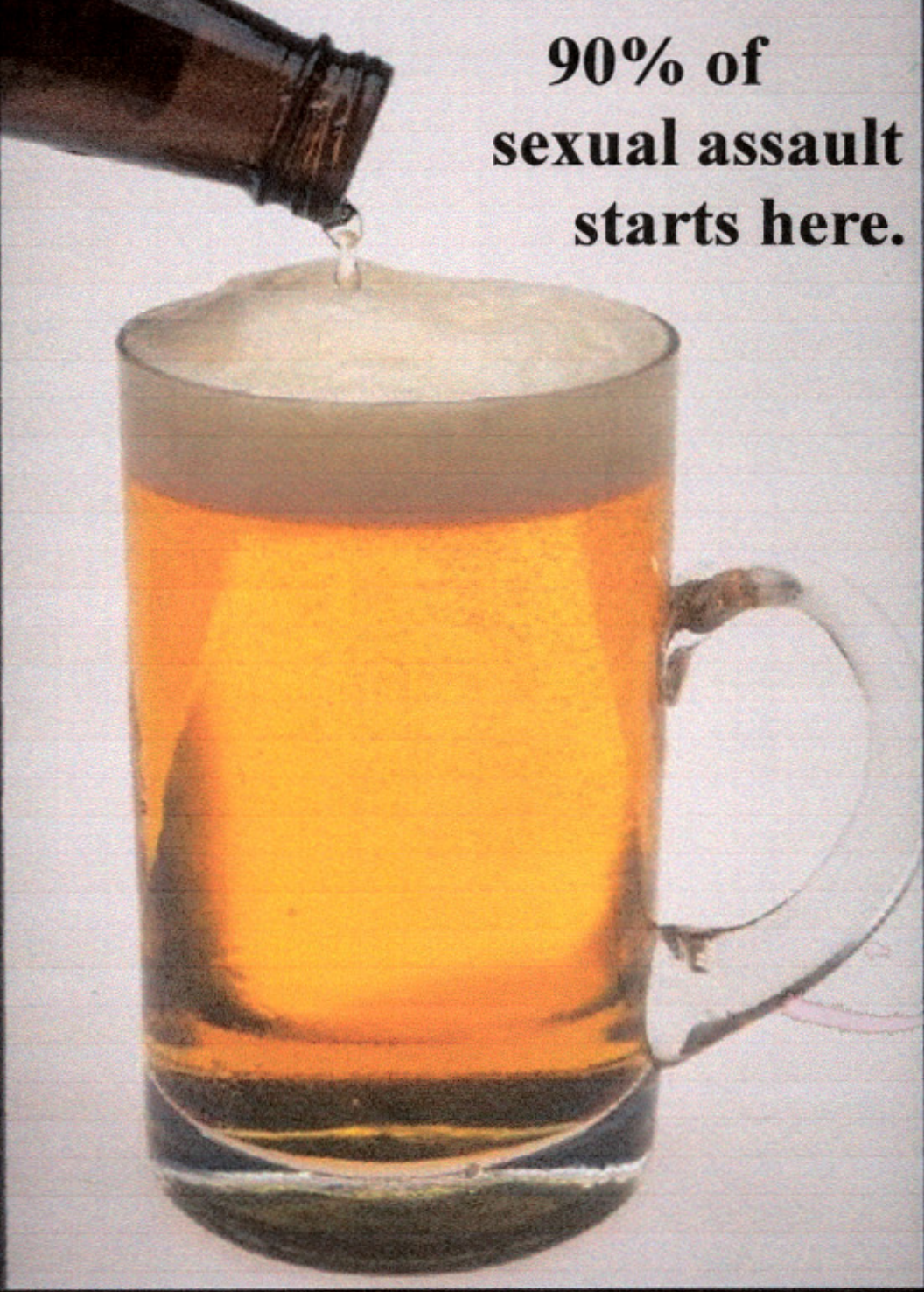
Share what you know with at least six of your female friends before one of them becomes another statistic.

Brought to you by the rape prevention programs of EWU.

C.A.R.E. - 359-4279

C.E.A.S.E. - 359-6429





**90% of  
sexual assault  
starts here.**

**If you misuse alcohol or drugs, you risk losing your head.  
You also risk going to jail.**

**Drinking too much is not an excuse for having sex without  
*expressed* consent. You are responsible for your own  
behavior, regardless of what condition you are in.**

**Sober thinking now can prevent big trouble later.**

**“No means no.” All the time. Every time.**

Brought to you by the rape prevention programs of EWU.

**C.A.R.E. - 359-4279**

**C.E.A.S.E. - 359-6429**



# **The Evergreen State College**

## **Olympia, WA**

<http://www.evergreen.edu/prevention/hmfr.htm>

For more information about TESC resources, contact:

Chandra Lindeman  
Sexual Assault Prevention Office  
2700 Evergreen Parkway NW, MS 4126  
Olympia, WA 98505  
[lindemanc@evergreen.edu](mailto:lindemanc@evergreen.edu)  
Phone: (360) 867-5221



# SEXUAL ASSAULT

*The Evergreen State College will not tolerate sexual misconduct, including rape, sexual harassment or sexual assault. Sexual misconduct can include any form of actual or attempted sexual activity perpetrated upon a person without that person's consent. This includes both sexual behavior coerced through physical or verbal threats, force or other forms of manipulation and sexual behavior when one person cannot give consent due to incapacitation. Such activities are against the law and are a direct violation of the College's Student Conduct Code, specifically the sections related to harassment/physical harm and/or the Sexual Harassment Policy. When violations are believed to have occurred, disciplinary action can be pursued.*

## IF YOU THINK YOU OR SOMEONE YOU KNOW HAS BEEN RAPED

The following information offers suggestions and options if you or someone you know has been sexually assaulted. Rape will be referred to as sexual assault throughout this document.

### 1. SAFETY

Get to a place where you will feel safe. If you are in immediate danger, call 911; if you are on campus, call the campus police at extension 6140.

### 2. MEDICAL OPTIONS

It is important to be checked for physical injuries, sexually transmitted diseases, HIV and pregnancy. In spite of a strong and natural desire to clean up, it is best if you do not bathe, douche or change clothes until after the physical examination. If you have to change your clothes, put the clothes you were wearing in a brown paper bag and take them with you to the hospital. (Avoid using a plastic bag as it can destroy chemical composition needed for testing). For accurate testing results, **it is important to get a rape exam within 72 hours; the sooner the better.** If you think you have been drugged with any date rape drug, you will need to ask the hospital to test for those specific drugs.

Local hospitals providing legal rape exams are St. Peter (413 Lilly Road 493-7289) and Group Health (700 Lilly Road, 456-1700 - members only). See Resource List for other area hospitals that provide legal rape exams. St. Peter Hospital will call a Safeplace advocate and a Sexual Assault Nurse Examiner for you. Rape exams at St. Peter Hospital are paid for through Crime Victims Compensation regardless of whether you file a police report or not.

If you decide to file a police report later and have not had a rape exam to collect evidence, it may be very difficult to convict your assailant. If you are 18 or older, the results of your rape exam will not be released to the police without your written consent. If you are under 18, the hospital is required by law

to report that a rape has occurred. It is your choice whether or not you answer the questions the police ask you. However, without your cooperation, it is highly unlikely that the case will be prosecuted.

While the College Health Center (Seminar 2110, 867-6200) is not equipped to conduct legal rape exams, the staff can treat many injuries and test for pregnancy as well as sexually transmitted diseases and free, anonymous HIV. The Morning-After treatment is also available.

### 3. LEGAL AND COLLEGE REPORTING OPTIONS

If you would like to report a sexual assault, contact the police or sheriff's department for the jurisdiction where the assault occurred.

A) Campus Police Services - Seminar 2150, 867-6140. An officer taking a report will thoroughly investigate the allegations and depending on the outcome will make an arrest and/or forward the information to the Thurston County Prosecutor. The officer will notify the Sexual Assault Prevention Coordinator as soon as possible. The coordinator will ask if you wish to have a trained student or Safeplace advocate present during evidentiary questioning and for on-going support. If the accused is identified, a report will be filed with the Thurston County Sheriff's office. When a campus police report is filed, the Grievance Officer is notified and will meet with you to discuss your grievance options.

B) Sexual Assault Prevention Coordinator - 867-5221. Even if you don't want to contact the police or are unsure what you want to do, call to discuss your options. Advocacy, referrals and resources are available.

The coordinator will provide support and assistance with making choices and seeking help.

C) The Grievance Officer - 867-5052 will meet with you to decide if the college will file a grievance. The Grievance Officer always conducts a thorough and unbiased investigation before reaching a conclusion about whether a violation of the Student Conduct Code has occurred. The college encourages all parties to have a friend or advocate with them during the parts of the grievance process that are not closed to observers. Sexual Misconduct/Assault allegations are covered under Harm/Harassment in the Student Conduct Code.

### 4. EMOTIONAL SUPPORT OPTIONS

A) Get support from a friend, faculty, family member, peer advocate, Sexual Assault Prevention Coordinator, Safeplace advocate, Housing Resident Assistant (RA), Housing Resident Director (RD), advisor from First People's Advising Services or anyone you trust for immediate and/or long term support.

B) Counseling Center - Seminar 4126, 867-6800. Licensed counselors are available during the academic calendar year. Conversations with a licensed counselor are confidential and free. Drop-in hours vary from quarter to quarter but can be obtained by calling.

C) Safeplace Rape Relief/Women's Shelter Services - 754-6300. Safeplace Crisis Line workers and advocates are available 24 hours a day and are specially trained to help survivors through all phases of recovery, including medical treatment and the legal system. Safeplace can also provide you with confidential shelter for women and children. Male advocates are available upon request.

D) Crisis Clinic - 24 hours, 586-2800. Note: the TESC Counseling Center is not available after hours or on weekends.



This publication was developed by the offices of the Dean of Student and Academic Support Services and Sexual Assault Prevention, January 2002.



# Sexual Assault Awareness Month

**Sponsored by The Evergreen State College Coalition Against Sexual Violence**

*All events are free and open to the public, some events require advance sign-up. Please contact the Coalition Against Sexual Violence if you need any special accommodations or assistance to attend an event. For more information or advance sign-up contact the Coalition Against Sexual Violence at 867-6749 or casv2001\_2002@yahoo.com.*

**April 8-12, 10am-4pm, The Clothesline Project, 2nd floor Library Lobby**

A display of T-shirts bearing the stories of people whose lives were touched by sexual violence. There will be supplies available for people to decorate a T-shirt to add.

**April 8, 5pm, Home Alive Self Defense Workshop, CAB 108**

A mental and physical self-defense training.

**April 9, 7pm, Sex, Drugs, and Rock'n Roll, the Edge in A dorm**

Jason Kilmer, Counseling Center, and Chandra Lindeman, Office of Sexual Assault Prevention Coordinator, will facilitate a workshop on the connections between drugs, alcohol and sexual assault.

**April 10, 1-3pm, Community Safety Forum, CAB 108**

This facilitated discussion will be a space for the community to discuss what is being done and to address new concerns around violence in our community.

**April 11, 7pm, Where I End and You Begin: Communication and Healthy Partnership, CAB 108**

Leslie Johnson, MSW, Counseling Center, will facilitate a workshop about healthy relationships. Sign up in advance through the Coalition Against Sexual Violence.

**April 12, 6pm, Take Back the Night Rally, Library Lobby 2nd Floor**

6pm, music with Reva, 7-8pm Community Speakers, Dance Experiment performance, 8pm march followed by an open mic. An event dedicated to ending violence against women. Child care is available call 867-5221.

**April 13, 2pm, Trans Film Series, location TBA, sponsored by the Evergreen Queer Alliance**

**April 14, 5pm, Tough Guise film and discussion, the Edge in A dorm**

5pm potluck, 6pm film and discussion. A documentary about men, violence and media images.

**April 15, 12-1pm, Clothesline Project discussion and debriefing, CAB 315**

**2pm, Book discussion: *Cunt*, by Inga Muscio, Women's Resource Center**

**6pm, Men Talking About Change and Violence, CAB 108**

Joshua Aaron-Eberle will facilitate a workshop about men and violence prevention.

**April 16, 5:30pm, Heartsparkle Players: Empowerment, Picking up the Pieces, 1st floor Library Lobby**

**3:30pm, Todd Deny and the Men's Violence Prevention Music Project, Lecture Hall 2**

**April 17, 6:30pm, Mindscreen: *The Accused*, Lecture Hall 1**

A film inspired by the notorious barroom rape that occurred in New Bedford, Massachusetts in 1983. The film is centered around the court cases that follow the assault.

**April 18, 7pm, Speaker Inga Muscio, author of *Cunt: A Declaration of Independence*, Longhouse**

Local author, activist and speaker will discuss sexual assault, followed by a book signing.

**April 19, 12-3pm, The Medical and Transgendered Communities, CAB 108**

A workshop discussing how the medical community can better meet the needs of trans patients, in particular survivors of sexual assault. Advance sign up through Coalition Against Sexual Violence.

**April 25, 6pm, *Jaded*, the Edge in A dorm, sponsored by the Evergreen Queer Alliance**

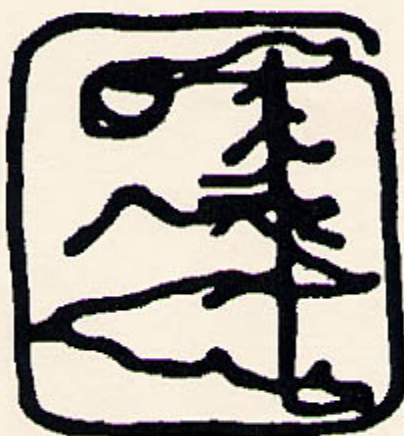
Unusual drama about a young woman who gets raped by a couple of women she meets.

**April 30, 4pm, This is My Body, sponsored by the Evergreen Queer Alliance**

Workshop for sexual assault survivors. Advance sign up through Office of Sexual Assault Prevention 867-5221.



*Rights and Responsibilities*



*Yours and Ours*

The Evergreen State College  
Olympia, WA 98505

---

**The Evergreen State College  
Office of the Vice President for Student Affairs  
Library 3236  
Olympia, Washington 98505  
Telephone (360) 867-6296**

September 2001

Student Members of The Evergreen State College Community:

Congratulations! You have become a member of our community and now share with all of us the right to, and responsibility for, maintaining the conditions under which learning can flourish. Let me tell you more about what this means.

While at Evergreen, you have all the rights afforded to you by the state of Washington, including right to due process if charged with a violation of one of our campus regulations. You also have the right to seek redress should you be negatively affected by the behavior of others. In addition, you must abide by the laws of the state of Washington, and the special regulations that apply to behavior on our campus.

This booklet, "Rights and Responsibilities-Yours and Ours," explains many of Evergreen's special goals and regulations. The place to start learning about these is the Social Contract, our unique statement of conditions necessary for positive educational relationships (see pages 5-7 of this booklet). Some of the values set forth in the Social Contract exist as ideals which cannot and should not be formulated as regulations, but over the years the College has created a wide range of specific policies and processes that flow from the Social Contract.

If you have not read the Social Contract, I encourage you to do so and to strive to live by its principles. If difficulties arise in academic programs, in housing, in your relationships with other students, in parking, in athletics, or in other areas, the other more detailed grievance and appeals procedures may well apply to you (see pages 8-15 of this booklet).

What an institution views as important is often embodied in its policies and procedures. In reading this booklet, you will understand what we value as a community. Grievance policies require adherence to procedures and deadlines. If you become involved in a grievance, your knowledge of the specific content of this document could be critical. Should you have any questions about the content of this publication, please call me at 867-6296.

Sincerely,

Art Costantino  
Vice President for Student Affairs



## TABLE OF CONTENTS

HOW TO USE THIS BOOKLET .....	1
CONFLICT RESOLUTION PROCESS MATRIX .....	4
THE SOCIAL CONTRACT - COLLEGE PHILOSOPHY .....	5
STUDENT CONDUCT CODE .....	8
Specific Examples of Student Conduct Code Violations	
Levels of Resolution	
Voluntary Mediation	
Campus Grievance Officer Review	
Formal Hearing Process	
Formal Grievance and Appeal Process Timeline - In Brief	
Formal Hearing Process - in Detail	
Outline of What a Hearing Might Look Like	
Examples of Corrective Action	
Definitions	
SEXUAL ASSAULT .....	16
ACADEMICS .....	22
Program Covenants	
Academic Honesty Policy	
Evaluation Appeals Process	
Academic Standing Policy	
FAMILY EDUCATIONAL AND PRIVACY RIGHTS ACT (FERPA) .....	24
COMPUTER SERVICES .....	25
EQUAL OPPORTUNITY AND NON-DISCRIMINATION .....	27
Sexual Harassment Policy	
Affirmative Action Policies	
Americans with Disabilities Act/Access for Students with Disabilities	
Gender Equity Law	
Grievance and Appeals Processes	
CAMPUS FACILITIES .....	32
Parking Policies	
Pet Policy	
Habitation Policy	
RECREATION AND ATHLETICS .....	37
STUDENT EMPLOYMENT .....	41
Student Employee Disciplinary Policy	
Student Employee Grievance Policy	
RELATED DOCUMENTS .....	43

## HOW TO USE THIS BOOKLET

### Introduction

This booklet contains a collection of policies and guidelines likely to be useful to students. The information in this booklet is especially important to students who find themselves in conflict with another person at the college or with a college policy. This introduction describes some important general principles underlying the policies in this booklet, provides some help in deciding which policies to refer to in specific cases, and describes some additional resources and sources of help.

### General principles

#### Direct communication

Many of Evergreen's core values and aspirations are described in the Social Contract, which is found on page 5 of this booklet. The authors of the Social Contract described a college that protects the right of individuals to express unpopular and controversial points of view and that values intellectual freedom and honesty. In such an environment, conflicts inevitably arise. The Social Contract says that "All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration." This means that, as a general rule, most conflicts should be addressed through direct and honest communication among the people involved. Like most general rules, this one requires some qualification (for instance, in cases involving discrimination, including sexual harassment).

#### Mediation

Sometimes people in conflict may need the assistance of a third person to communicate directly with each other. The Center for Mediation Services provides a group of trained volunteers with the skills to help parties in conflict examine their individual needs, identify common interests, and begin to craft a mutually beneficial agreement. The Center's clients sign agreements stating that information discussed in a mediation session will be confidential and not discussed outside that session. The Center for Mediation Services can be contacted at ext. 6656.

#### Safety

Direct communication would not be wise if it would compromise personal safety. Students who believe that their personal safety or the safety of the community is at risk should contact the Police Services office (ext. 6140). The office is open 24 hours a day, seven days a week. In addition to receiving the training necessary to become commissioned police officers, Evergreen's police officers receive additional training in areas such as conflict resolution, assisting survivors of sexual assault, and other topics that will better enable them to serve the college community. Police Services is located at Seminar 2150.

#### Sexual assault

Trained advocates are available to survivors of sexual assault. Police Services Officers (ext. 6140), the Campus Grievance Officer (ext. 5052), or the Sexual Assault Prevention Coordinator (ext. 5221) can help students get in touch with advocates. The section on Sexual Assault beginning on page 16 provides additional information for survivors of sexual assault.

#### Discrimination and Sexual Harassment

Evergreen is committed to creating a discrimination-free environment and has developed policies and practices for addressing allegations of discrimination, including sexual harassment. Students who believe they may have been victims of discrimination or sexual harassment may also use state and federal systems for pursuing their complaints. The section titled "Equal Opportunity and Non-Discrimination" beginning on page 27 provides some additional information about these options. The President's Special Assistant

for Civil Rights is available to assist students in understanding the options available and can be contacted at ext. 6386 (Library 3103).

### **Which Policy Applies?**

The policies and guidelines published in this booklet describe several additional processes for addressing grievances and resolving conflicts. When the general principles described above do not address or resolve a conflict, one of the processes listed below may be appropriate. This section is intended to help students determine which processes may be useful to them in specific situations. In some situations, a student may find that none of the processes in this booklet seem to apply or that more than one process seems appropriate. The office of the Dean of Student and Academic Support Services (ext. 6034) and the office of the Vice President for Student Affairs (ext. 6296) can assist students in understanding their options.

#### Other students

If a student has a grievance against another student and the general guidelines described above do not apply, it is likely that one of the following two processes might be used to address the grievance:

- If both students live in the residence halls and the conflict is centered in Housing, the Housing dispute resolution process may be appropriate. The process is described in the *Housing Handbook*. Residence Assistants can answer questions about the Housing process. Contact Housing at ext. 6132.
- In most other cases, grievances against students are pursued through the process described in the Student Conduct Code, printed on page 8. A student wishing to pursue a complaint through the Student Conduct Code would contact the Campus Grievance Officer (ext. 5052). The Grievance Officer might decide to seek a resolution by following the process in the Student Conduct Code or might refer the complaint to another dispute resolution process.

Complaints involving discrimination, including sexual harassment, may be directly referred to the President's Special Assistant for Civil Rights (ext. 6386).

#### Members of the faculty

The "Academic Programs" section of this booklet may be helpful to a student having a dispute with a member of the faculty (pages 22-24). The section outlines the specific process for resolving a dispute over academic credit or the content of student evaluations. Other disputes with faculty that are not addressed by the general principles described above can be referred to the Academic Deans' office (ext. 6870).

#### Student Employment

The "Student Employment" section of this booklet (on page 41) describes the process for resolving conflicts related to student employment. The Student Employment Office (L1115, ext. 5520) can assist students and employers with their questions about the grievance process. The office serves as a neutral contact for students with disputes related to their employment at the college.

#### Other conflicts

Many areas of the college have processes for resolving conflicts specific to those areas. Several of these processes are included in this booklet. For instance, the Parking Policy section beginning on page 31 describes the process for appealing parking fines to an infraction review board composed of students, faculty, and staff. If none of the processes described above or included in this booklet seem to apply, the office of the Dean of Student and Academic Support Services (ext. 6034) and the office of the Vice President for Student Affairs (ext. 6296) can provide additional assistance.

## **Important resources**

Below are some important resources and situations in which they might be used. For additional help, students can contact the office of the Dean of Student and Academic Support Services (ext. 6034, Library 1414) or the office of the Vice. President for Student, Affairs (ext. 6296, Library 3236).

## **Resources**

### **Places to Go - People to See**

#### **On Campus:**

1. Faculty
2. Academic Deans, ext. 6870
3. President's Asst. for Civil Rights and Legal Affairs, ext. 6386
4. On-campus Mediation Center, ext. 6656
5. Housing Staff, ext. 6132
6. Financial Aid, ext. 6205
7. Counseling Center, ext. 6800  
(hours: 8 a.m. 7 p.m. M-Th, 8 am.-noon, F)
8. TESC Health Center - ext. 6200
9. Sexual Assault Prevention Coordinator, ext. 5221
10. Campus Grievance Officer, ext: 5052
11. Ombudspersons-see campus phone book under "Sexual Harassment Ombudspersons," page A12 (in the back section).
12. Core Connector - call Academic Advising, ext. 6312
13. Academic Advising, ext. 6312
14. First Peoples' Advising (advocacy for Persons of Color), ext. 6467
15. Evergreen Police Services, ext. 6140 (call also for Housing or Counseling issues after office hours)
16. Access Services for Students with disabilities, ext: 6348

#### **Off Campus:**

17. Dispute. Resolution Center of Thurston County (DRC), 956-1155
18. Legal Aid (Thurston County Volunteer Legal Clinic Foundation), 705-8194
19. SafePlace, 754-6300 (24 hours)
20. Crisis Clinic of Thurston County, 586-2800:(24 hrs.)
21. Domestic Violence Hotline, (800) 562-6025
22. Planned Parenthood, 754-5522
23. Health Dept., 786-5581 or 786-5583
24. Thurston Co. Sheriff, 911 or 786-5500
25. Olympia Police Dept., 911 or 753-8300



# Some Example Situations with Suggested Resources

Below are some common situations that a student might bring to you.. The numbers after each refer to the Resources list on the previous page.

## Academic Issues:

- Evaluation or academic program conflict with faculty -1 first, then 2, 13
- Seminar conflict with fellow students –fellow students first, then 1, 4
- Accommodation for disabilities -16

## Social Issues:

- Roommate conflicts- Fellow roommate(s) first, then 5, 4, 7
- Sexual harassment (repeated unwanted gestures, comments, acts that do not cease upon request) - 3, 9, 11
- Discrimination (non-sexual harassment)-3,14
- Homelessness-13 (some info available), 20
- Domestic relationship issues-7, 18, 21

## Medical and/or Health issues:

- HIV testing - 8 or 23
- Pregnancy testing.- 8 or 22
- Drug and Alcohol evaluations - 8

## Legal Issues:

- Rape - Hospital (St. Peter's is only local hospital with rape kit), 7, 3, 19, 5 (if resident), 15
- Domestic violence-15, 7
- Landlord/tenant conflict-18, 17
- Non-college legal issues - e.g., Protection orders, arrest, DWI, etc. -18, 24, 25
- Financial problems - 6, 18



## **THE SOCIAL CONTRACT - COLLEGE PHILOSOPHY**

(WAC 174-121-010)

### **(1) GENERAL:**

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision-making consonant with these goals and purposes is required.

### **(2) PURPOSE:**

- (a) Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.
- (b) The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

### **(3) FREEDOM AND CIVILITY:**

The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence, and abuse.

### **(4) INDIVIDUAL AND INSTITUTIONAL RIGHTS:**

Each member of the community must protect:

- (a) The fundamental rights of others in the community as citizens;
- (b) The right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment, and money;
- (c) The rights and obligations of Evergreen as an institution established by the state of Washington; and
- (d) Individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

### **(5) SOCIETY AND THE COLLEGE:**

- (a) Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.



- (b) All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.
- (c) Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

**(6) PROHIBITION AGAINST DISCRIMINATION:**

There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment, or promotion. To this end the college has adopted an affirmative action policy approved by the state human rights commission and the higher education personnel board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., chapter 49.74 RCW; RCW 2813.16.100; chapter 251-23 WAC).

**(7) RIGHT TO PRIVACY:**

- (a) All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.
- (b) All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution.
- (c) Evergreen does not stand *in loco parentis* for its members.

**(8) INTELLECTUAL FREEDOM AND HONESTY:**

- (a) Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.
- (b) An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and are given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.
- (c) Honesty is an essential condition of learning, teaching, or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

**(9) OPEN FORUM AND ACCESS TO INFORMATION:**

- (a) All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place, and use of Evergreen facilities in these activities.
- (b) As an institution, Evergreen has the obligation to provide open forum for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.
- (c) The governance system must rest on open and ready access to information by all members of the community as well as on the effective keeping of necessary records.
- (d) In the Evergreen community, individuals shall not be intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.
- (e) Decision making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status, or role in the

community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

**(10) POLITICAL ACTIVITIES:**

The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members *of* its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community's members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

[Revised by Board of Trustees Resolution 88-25 dated 8-17-88; 87-30 dated 10-19-87; 83-32 dated 7-14-83; 78-50 dated 10-19-78; 71-15 dated 11-18-71]

(Previously part of WAC Chapter 120) Renumbered/Approved by Board of Trustees, October 11, 1989.

## **STUDENT CONDUCT CODE**

**PURPOSE:** Students at The Evergreen State College enjoy the basic rights of all members of society. At the same time, students have an obligation to fulfill the responsibilities incumbent upon all citizens as well as the responsibilities of their particular roles within the academic community. Students may be accountable to civil and criminal authorities and to the college for acts occurring on or off campus which constitute violations of law. Students may be accountable to civil and criminal authorities and to the college for acts occurring on college premises and at college sponsored events. (WAC 174-120-015)

### **SPECIFIC EXAMPLES OF STUDENT CONDUCT CODE VIOLATIONS**

(WAC 174-120-035)

- (1) **Academic dishonesty:** Cheating, facilitating academic dishonesty and plagiarism are violations of the academic honesty policy and if persistent or severe may be treated as violations of the student conduct code.
- (2) **Destroying or damaging property:** Intentionally, recklessly and/or persistently destroying or damaging college property or the property of others on college premises or at college-sponsored events.
- (3) **Disrupting college functions:** Intentionally, recklessly and/or persistently interfering with normal college or college-sponsored activities, including but not limited to studying, teaching, research, college administration, fire, police, emergency services, or public safety.
- (4) **Drugs:** Using, possessing, or distributing of any controlled substance or illegal drug on college premises or at college-sponsored activities (as defined in the Uniform Controlled Substances Act chapter 69.50 RCW, as amended). Public appearance on campus or at any college-sponsored event while under the influence of illegal drugs will be considered a violation.
- (5) **False accusations:** Intentionally making false charges against another member of the college community to harass, harm, defame and/or intimidate that individual.
- (6) **False alarms:** Intentionally causing a false police or fire alarm that involves college property or a college-sponsored event.
- (7) **False information:** Intentionally providing false information to the college for the purpose of gaining admission or employment or to avoid determination of facts in accordance with any college investigation or hearing.
- (8) **Harm/harassment:** Discriminating against, sexually harassing, and threatening or intimidating against another person by word or gesture, or physically molesting or assaulting another person which substantially harms or causes reasonable apprehension of such harm to that person or which is intended to harm him or her. This includes, but is not limited to, physical, psychological or sexual harm/harassment or harassment based on religion, nationality, ability/disability, gender, sexual orientation, racial or ethnic origin, cultural identity or political affiliation. This provision in the codes is intended to protect members of the college community against damage or threat of damage to property and injury or threat of injury to physical person or psychological well-being.

**WHO CAN FILE A GRIEVANCE:** Currently enrolled students (see definition), faculty and staff may initiate the student conduct code grievance process. If the person wishing to file a grievance against a student is not an enrolled student, staff or faculty but is here at the invitation of the college, they may contact the campus grievance officer, who will decide whether or not to take on the case on behalf of the college.

**See page 16 for resource information regarding "What to do in case of sexual assault."**



## *Student Conduct Code*

- (9) **Hazing:** According to chapter 2813.10 RCW hazing is defined as any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm.
- (10) **Housing contract violations:** Violation of residence hall contracts.
- (11) **Interfering with the adjudicative process:** Harassment of students, faculty or staff involved in the adjudicative process. Violation of any agreement made during the adjudicative process, including but not limited to no-contact orders. Perjury or retaliatory or disruptive behavior will also be grounds for further disciplinary action.
- (12) **Liquor:** Use, possession, or distribution of liquor on college property. This is not intended to apply to use by students of legal age in a residence or at a college-sponsored event provided the event has an approved alcoholic beverage banquet permit (chapter 174-157 WAC, as amended). However, public appearance on campus or at any college-sponsored event while intoxicated, as defined by state law, will be considered a violation.
- (13) **Refusal to desist from prohibited conduct:** Refusal of students to desist from conduct prohibited by these rules.
- (14) **Smoking:** Smoking in an area not designated as a smoking area as defined by college rules. (WAC 174-136-160 to 174-136-170, as amended.)
- (15) **Theft or conversion:** Deprivation of another's property, including college property or services, without that individual's or the college's authorization.
- (16) **Violation of published campus policies:** Violation of published campus policies including, but not limited to, the academic honesty policy, the habitation policy, the sexual harassment policy, the discrimination policy, the hazing policy and the pet policy.
- (17) **Weapons, firearms, explosives and dangerous chemicals:** Firearms and weapons, as defined by state law, are prohibited on campus. Unauthorized use, possession or storage of any explosives, dangerous chemicals, substances or instruments which may be used to inflict bodily harm on another individual or damage upon college premises or at a college-sponsored event are prohibited.

These examples of student conduct code violations are not designed to define violations in exhaustive terms. The student conduct code does not supplant other existing policies.

### **LEVELS OF RESOLUTION (WAC 174-120-045)**

(A) **Voluntary Mediation:** Community members who come into conflict with one another should make a determined effort to resolve problems peacefully and constructively between themselves. To facilitate this objective, the college encourages voluntary mediation through mediators (see definition). The mediators will assist the two parties to reach resolution. If successful, the parties will sign an agreement stating that resolution has been reached. If unsuccessful, both parties may agree to binding arbitration (see definitions) or either party may file a grievance with the Campus grievance officer (see definitions). If voluntary mediation is not agreed to and the matter is referred to the campus grievance officer, the case becomes a disciplinary matter between the accused and the college. The complainant serves as a witness during the college's presentation of evidence, if a hearing occurs.

### **(B) Campus Grievance Officer Review Process:** (WAC 174-120-045 & 174-120-055)

- (1) **The basic role of the campus grievance officer** is to seek justice and educate the students about their rights and responsibilities. The campus grievance officer is responsible for determining if violations of the student conduct code have occurred, handling investigations in a thorough and timely manner, proposing corrective action on behalf of the college if warranted and for keeping all records specified in these grievance procedures.

*Rights and Responsibilities*

Exceptions:

- (a) Students presenting imminent danger to others, college property, and/or the educational process may be immediately suspended from the college by the president, Vice President for student affairs, or their designee(s).
- (b) In cases involving violations of the housing contract, the director of housing or his/her designee shall act as the campus grievance officer.

**(2) Outline of the Campus Grievance Officer Review Process**

- (a) **Reaching a Settlement Agreement:** If the campus grievance officer decides to pursue a case in the name of the college, the student may accept or deny responsibility for the violation. If the student accepts responsibility, she or he may propose a sanction in writing to resolve the case. The campus grievance officer may also propose a sanction. If agreement on responsibility and sanction(s) are reached, the settlement agreement (see below) shall be made in writing and signed by the student and the campus grievance officer. The student may withdraw the settlement by submitting a written statement of withdrawal which is received by the office of the Vice President for student affairs within twenty-four hours after being signed by the student.
- (b) **Settlement Agreement:** An agreement on responsibility and sanctions, if appropriate, shall be written and contain:
  - 1. A description of the violation for which responsibility is accepted;
  - 2. The agreed sanction, if any;
  - 3. Signatures of the student and the campus grievance officer.
- (c) **Temporary No-Contact Order:** The campus grievance officer may impose a temporary order to restrict contact between parties or access to facilities for the duration of the student conduct code grievance and appeals process.
- (d) **Failure to Respond to the Campus Grievance Officer's Request for a Meeting:** Failure to respond to a request for a meeting will result in an adjudicator hold (see definitions) on a student's registration file and could result in more serious sanctions.
- (e) **Decision by Campus Grievance Officer of No Cause Finding:** If the campus grievance officer determines, based on the evidence collected, that the accused has not violated the student conduct code, the accuser may request in writing within twenty calendar days that the Vice President for student affairs review the process and evidence collected by the campus grievance officer. No further review will be allowed if the Vice President for student affairs agrees that the process followed by the campus grievance officer was appropriate and that the act did not constitute a violation of the student conduct code.
- (f) **Failure to Reach a Settlement Agreement:** If the Campus grievance officer is satisfied that sufficient evidence exists to substantiate a violation and if a settlement has not been reached, he/she shall send to the student a notice of the formal charges, recommended corrective action, and the right to a hearing. If a student is not charged with a violation potentially punishable by emergency suspension (see corrective action, item 1), he/she must petition the Vice President for student affairs for a formal hearing within twenty calendar days after receipt of the campus grievance officer's charges. If the student fails to petition the Vice President for student affairs for a formal hearing, the recommended disciplinary action shall go into effect (unless emergency suspension has already occurred).

- (3) Except in cases of emergency suspension, the student's status at the college shall not be altered until the final opportunity for appeal has passed.

**(C) Formal Hearing Notice, Process and Rights (WAC 174-120-065)****(1) Formal hearings will be subject to the following:**

- (a) Students have a right to a fair and impartial hearing on any charge of prohibited conduct and the right to confer with a representative present during the hearing.
- (b) Pursuant to state law, the college president authorizes the Vice President for student affairs to determine the trier of fact.
- (c) Unless the Vice President for student affairs determines otherwise, the trier of fact conducting a formal hearing shall be a hearing board.
- (d) Any such hearing shall be conducted pursuant to state law, RCW 34.05.410 through 34.05.494, as amended or superseded.
- (e) Hearings will be closed to the public and shall be deemed confidential
- (f) The student may request the presence of his/her representative.
- (g) An open hearing may be held, at the discretion of the trier of fact with the consent of the student.
- (h) In cases of emergency suspension, the process will be modified as set forth in WAC174-120-075 (student conduct code-- examples of corrective action).

**Outline of What a Hearing Might Look Like**

- a) Opening remarks by Trier of Fact/Chair of Hearing board
- b) Opportunity for parties to Challenge Trier(s) of Fact
- c) Opening Statement by Campus grievance officer
- d) Opening Statement by student appealing Campus grievance officer's decision
- e) Presentation of Campus grievance officer's findings (includes questioning of witnesses by all parties)
- f) Presentation of student appealing Campus grievance officer's decision's case (includes questioning witnesses by all parties)
- g) Closing statement by Campus grievance officer
- h) Closing statement by student appealing Campus grievance officer's decision
- i) Close hearing

**(2) Default judgment process:**

The failure of the appealing party to appear may result in a default

judgment. In cases of default judgment,

the student has a minimum of seven calendar days in which to file a written motion requesting that the order be set aside and stating the grounds for this request. The trier of fact must respond to this request in writing within seven calendar days. The student or campus grievance officer may appeal the trier of fact's response to the reviewing officer as set forth in WAC 174-120-080 (6) and (7).

**(3) Formal Hearing Process: Notice of the hearing, including a statement of the particular rules**

involved and matters asserted, shall be provided at least ten calendar days before any hearing. The appealing student and campus grievance officer shall inform each other of witnesses and, if applicable, representatives (through the office of the Vice President for student affairs) at least 3 calendar days before the hearing. Failure to provide a list of witnesses and/or the name(s) of their representatives at least three calendar days before the hearing will most likely result in disqualification of those witnesses and/or representatives. Both parties may submit brief written position statements to the designated Trier of Fact. Both parties have the right to:

- (a) Question witnesses and have a representative advise them throughout the process. The parties shall inform each other of their witnesses (with a maximum of one character witness) and representatives at least three calendar days before the hearing. Representatives may not appear in lieu of the student charged.
- (b) Have subpoena(s) issued by the Vice President for student affairs and/or trier of fact, subject to a convincing showing of the general relevance and reasonable scope of the evidence sought.
- (c) Petition for disqualification of a member of the hearing board.



*Rights and Responsibilities*

- (d) Challenge any hearing board member based on cause, such as personal bias. The unchallenged hearing board members shall hear the challenge for cause and make a finding. If cause is found, the Vice President for student affairs shall fill the vacancy forthwith. If the hearing board has an advisor, he/she may also challenge a hearing board committee member. Except for petitions for disqualification, hearing board members may be disqualified upon majority vote of the remaining board members.

**(4) Other Rules that Govern the Formal Hearing Process:**

- (a) The trier(s) of fact should not discuss the case outside of the hearing, and shall base their decision upon the evidence presented at the hearing.
- (b) The burden of proof shall be on the college which must establish, by a preponderance of the evidence (see definitions), that the student is responsible for a violation of the social contract and/or the student conduct code.
- (c) Formal judicial rules of evidence shall not be applicable, nor shall harmless procedural errors necessarily invalidate a decision or proceeding, unless significant prejudice to the rights of the student or the college would result. The trier of fact shall recognize rules of confidentiality and privilege, but shall otherwise admit all matters into evidence which reasonable persons would accept as having probative value in the conduct of their affairs.

**Formal Grievance and Appeals Process Outline - In Brief****I. Campus grievance officer renders proposed corrective action.**

- A. If accused agrees, no further action.

-or-

- B. If accused disagrees, has 20 calendar days from receipt of proposed corrective action to petition Vice President for student affairs for formal hearing.

**II. Vice President for student affairs Receives Petition for Formal Hearing**

- A. Hearing shall take place within 90 calendar days.
- B. Notice of hearing will go out at least 10 calendar days before the hearing.
- C. Appealing student and campus grievance officer shall inform each other of witnesses and, if applicable, representatives (through office of the Vice President for student affairs) at least 3 calendar days before the hearing.

**III. Hearing Date Arrives**

- A. If party appealing appears:

1. Hearing takes place.
2. Within 15 calendar days of close of Hearing (or 30 calendar days of receipt of petition, whichever is longer), Trier of Fact shall reach decision.
3. Within 10 calendar days of receipt of decision, student may file appeal with Reviewing Officer.
4. Within 15 calendar days of receipt of appeal, Reviewing Officer renders final written order.
5. No further agency appeal.

-or-

- B. If party appealing Campus grievance officer's proposed corrective action fails to appear:

1. Trier of Fact will serve a default judgment (see definitions) or decide to hear the witnesses and take action.
2. Within 7 calendar days, the student/Campus grievance officer may file written motion requesting order be set aside.
3. Within 7 calendar days, the Trier of Fact must respond.
4. Within 10 calendar days, appeal must be filed with Reviewing Officer.
5. Within 15 calendar days, Reviewing Officer renders final written order.
6. No further agency appeal.

- (d) Undue repetitious or irrelevant evidence may be excluded.
- (e) Illegally obtained evidence cannot be used.
- (f) The Trier of Fact shall reach a final decision within thirty calendar days of receipt of the petition or within fifteen calendar days of the close of the hearing, whichever is greater. Decisions of the trier of fact shall be by majority vote of the members present and voting. The trier of fact's written findings and conclusions shall be delivered to the accused student by hand or certified mail to his/her last known address. (WAC 174-120-065)

**(D) Procedural Appeal Process (WAC 174-120-085)**

Within ten calendar days of receipt of the trier of fact's findings and conclusions, either the campus grievance officer or the student may submit to the president (L3109, ext. 6100) a written appeal. The president will appoint a reviewing officer who will conduct a procedural review. The reviewing officer will review the written and audio taped record. Within fifteen calendar days of the filing of the appeal, the reviewing officer must render a final written order. No further agency appeal is required or provided.

If the accuser is a victim of conduct which is considered violent, she/he is entitled, according to the Federal Education Rights to Privacy Act, to receive the results of the process, upon request, after the final opportunity for appeal has passed.

**EXAMPLES OF CORRECTIVE ACTION (WAC 174-120-075)**

The primary purpose for imposing corrective measures is to educate, deter and protect. Notification of corrective action shall be in writing, and shall indicate the terms of any suspension or termination and any special conditions which must be met before readmission. Students who have been sanctioned are expected to fulfill their sanctions as prescribed. A student who has been sanctioned for violating the student conduct code will be required to complete the sanctions prior to the award of the degree by the board of trustees. Factors to be considered in mitigation shall be the present demeanor and past disciplinary record of the student, as well as the nature of the offense and the severity of any damage, injury, or harm resulting from it. Repeated or aggravated violations of any rule may result in greater corrective measures, such as expulsion or suspension, as may be appropriate. A student's off-campus criminal conduct may also be considered in determining what discipline is warranted for similar on-campus conduct.

1. **EMERGENCY SUSPENSION:** Students presenting imminent danger to others, college property, and/or the educational process may be immediately suspended from the college by the President, Vice President for student affairs, or their designee(s). A hearing will be scheduled within twenty days unless otherwise waived by the student. At the hearing, the trier of fact will determine whether or not the summary suspension shall remain in effect throughout the duration of the grievance and appeals process. At the time of the suspension, the student shall be notified in writing if possible, and otherwise orally, of the basis for the emergency suspension and of his/her right to a formal hearing. If oral notification is given at the time of the emergency suspension, written notification shall be personally delivered or sent to the student's last known address within twenty-four hours. At least three days before the hearing, the grievance officer shall notify the student of her/his findings, proposed sanctions, witnesses to be called at the hearing and, if intended, representative. Except as noted here, the process will be followed as set forth in 174-120-065 (Student Conduct Code -- Formal Hearing Notice, Process and Rights).
2. **EXPULSION:** Permanent separation from the college and termination of community membership. The student may also be barred from college premises and/or college-sponsored events.

3. **PROBATION:** A trial period during which the student's conduct is monitored. Any additional violations of the Student conduct code during this period may be subject to exceptional disciplinary action.
4. **REPRIMAND:** Warning(s) that further misconduct may result in more severe sanctions.
5. **RESTITUTION:** Payment may be made to the college or to other persons, groups, or organizations for damages incurred as a result of prohibited conduct.
6. **SUSPENSION:** Temporary dismissal from the college and temporary termination of community membership for a stated period of time, but no longer than one year. The student shall not participate in any college-sponsored activity and may be barred from college premises. Suspension implies that the student may eventually return if evidence or other assurances are presented that convincingly ensure that prohibited conduct will not be repeated.
7. **TEMPORARY EJECTION FROM THE PREMISES:** Students on college property who willfully refuse to obey an order of the president, the president's designees, or law enforcement officers to desist from conduct prohibited by the college's rules and regulations may be ejected from the premises for a specified period of time not to exceed forty-eight hours. After a temporary ejection takes place, the campus grievance officer will conduct an investigation to determine if a violation of the student conduct code has occurred and, if so, what additional corrective action should be proposed. Refusal to obey the temporary ejection order will subject the student to arrest under the state criminal trespass laws, in addition to such other sanctions as may be applicable.
8. **OTHER SANCTIONS AND CONDITIONS FOR ENROLLMENT:** Other sanctions or conditions may be imposed if related to the violation. Sanctions could include, but are not limited to: Limiting extracurricular activities, restricting registration of motor vehicles, assigning community service. Students may also be removed from college housing for contract violations. Conditions for enrollment could include, but are not limited to: a psychological assessment and/or counseling.

#### **DEFINITIONS (WAC 174-120-025)**

For the purposes of the student conduct code, the following terms have the meanings indicated:

- (1) **"Adjudicative hold"** means a notification by the campus grievance officer or Vice President for student affairs that a student will not be allowed to register for classes until he/she gets a clearance from the grievance officer.
- (2) **"Binding arbitration"** means a process in which parties in conflict submit their differences to the judgment of an impartial third party appointed by the campus mediator with the consent of both parties.
- (3) **"Calendar day"** means all days of the month not just working days. In cases where a specified due date falls on a weekend or holiday, the working day closest to the date due will be used (i.e., if the tenth day deadline falls on Saturday, the document will be done on Friday).
- (4) **"Campus grievance officer"** means a faculty or staff person who shall be appointed by and accountable to the vice-president for student affairs. The grievance officer is responsible for determining if violations of this policy have occurred, for investigating and initiating formal disciplinary action on behalf of the college, and for keeping all records specified in these hearings procedures.
- (5) **"College facilities/premises"** means property owned, leased, operated, controlled, or supervised by the college:
- (6) **"College-sponsored event or activity"** means activities or events involving planning or funding or other approved or authorized participation by the college.
- (7) **"Default judgment"** means a decision made by the trier of fact that, due to the appealing student's failure to appear, the proposed sanctions of the campus grievance officer will be adopted by the trier of fact.



- (8) **"Evergreen community"** means currently enrolled students and currently employed faculty and staff members.
- (9) **"Exception to trier of fact's findings"** means a written request by either the campus grievance officer or the student requesting a review of the findings by the reviewing officer.
- (10) **"Hearing board"** means five community members appointed by and from the different sectors of the college community, which includes one faculty; one classified or exempt staff; and three students; to hear appeals of the campus grievance officer's findings. The Vice President for student affairs shall be responsible for ensuring that hearing board members and their alternates are appointed. The Vice President for student affairs will appoint the chair of the hearing board, who, with technical and clerical assistance of the Vice President for student affairs' office, will write and issue the board's finding. An assistant attorney general, an administrative law judge, or any qualified community member may serve as a nonvoting advisor to the hearing board on the hearing process.
- (11) **"Housing grievance officer"** means the director of housing or his/her designee. The housing grievance officer is responsible for determining if violations of the housing policy have occurred, for investigating and initiating formal disciplinary action on behalf of the college, and for keeping all records specified in the procedures.
- (12) **"Mediator"** means an impartial, neutral third party who helps disputants reach their own mutually agreeable settlement. Trained volunteer mediators are available through the campus center for mediation services, which also provides telephone conciliation and resource referral. In addition, the dean of student and academic support service is the campus mediator and has been appointed by the Vice President for student affairs. Any third party may serve as a mediator if mutually agreed upon by the parties in conflict.
- (13) **"Preponderance of the evidence"** means the greater weight of evidence or evidence more convincing to the mind than not.
- (14) **"Reviewing officer"** means an individual designated by the president to provide a review of the trier of fact's findings, conclusions, and sanctions, if any.
- (15) **"Student"** means a person enrolled for any amount of credit at the college. On-leave students, i.e., those admitted but not currently enrolled, may have their enrollment eligibility withdrawn if they do not abide by the student conduct code while on campus and are accountable to civil and criminal authorities.
- (16) **"Trier of fact"** means the hearing board, administrative law judge, or any other individual(s) designated by the vice-president for student affairs and responsible for hearing appeals of the campus grievance officer's findings and proposed corrective action.

## SEXUAL ASSAULT

The Evergreen State College will not tolerate sexual misconduct, including rape, sexual harassment or sexual assault. Sexual misconduct can include any form of actual or attempted sexual activity perpetrated upon a person without that person's consent. This includes both sexual behavior coerced through physical or verbal threats, force or other forms of manipulation and sexual behavior when one person cannot give consent due to incapacitation. Such activities are against the law and are a direct violation of the College's Student Conduct Code, specifically the sections related to harassment/physical harm and/or the Sexual Harassment Policy. When violations are believed to have occurred, disciplinary action can be pursued.

### **IF YOU THINK YOU OR SOMEONE YOU KNOW HAS BEEN RAPED**

**The following information offers suggestions and options if you or someone you know has been sexually assaulted. Rape will be referred to as sexual assault throughout this document.**

#### **1. SAFETY**

Get to a place where you will feel safe. If you are in immediate danger, call 911; if you are on campus, call the campus police at extension 6140.

#### **2. MEDICAL OPTIONS**

It is important to be checked for physical injuries, sexually transmitted infections, HIV and pregnancy. In spite of a strong and natural desire to clean up, it is best if you do not bathe, take a shower, douche or change clothes until after the physical examination. If you have to change your clothes, put the clothes you were wearing in a brown paper bag and take them with you to the hospital. (Avoid using a plastic bag as it can destroy chemical composition needed for testing). For accurate testing results, **it is important to get a rape exam within 72 hours; the sooner the better.** If you think you have been drugged with any date rape drug, you will need to ask the hospital to test for those specific drugs.

Local hospitals providing legal rape exams are St. Peter(413 Lilly Road 493-7289)and Group Health (700 Lilly Road, 923-7000 - members only). See Resource List for other area hospitals that provide legal rape exams. St. Peter Hospital will call a Safeplace advocate and a Sexual Assault Nurse Examiner for you. Rape exams at St. Peter Hospital are paid for through Crime Victims Compensation regardless of whether you file a police report or not.

If you decide to file a police report later and have not had a rape exam to collect evidence, it may be very difficult to convict your assailant. If you are 18 or older, the results of your rape exam will not be released to the police without your written consent. If you are under 18, the hospital is required by law to report that a rape has occurred. It is your choice whether or not you answer the questions the police ask you. However, without your cooperation, it is highly unlikely that the case will be prosecuted.

While the College Health Center (Seminar 2110, 867-6200) is not equipped to conduct legal rape exams, the staff can treat many injuries, test for pregnancy and sexually transmitted infections, provide free and anonymous HIV testing, and supply The Morning-After treatment.

#### **3. LEGAL AND COLLEGE REPORTING OPTIONS**

If you would like to report a sexual assault, contact the police or sheriff's department for the jurisdiction where the assault occurred.

- A) Campus Police Services - Seminar 2150 867-6140 An officer taking a report will thoroughly investigate the allegations and depending on the outcome will make an arrest and/or will forward the information to the Thurston County Prosecutor. The officer will notify the Sexual Assault Prevention

Coordinator as soon as possible. The coordinator will ask if you wish to have a trained student or Safeplace advocate present during evidentiary questioning and for on-going support. If the accused is identified, a report will be filed with the Thurston County Sheriff's office. When a campus police report is filed, the Grievance Officer is notified and will meet with you to discuss your grievance options.

- B) Thurston County Sheriff - Courthouse Complex Building 3: Call 911 or 786-5500 if the assault happens off-campus within the county.
- C) Lacey Police Department, 420 College SE: Call 911 or 459-4333
- D) Olympia Police Department, 900 Plum Street SE: Call 911 or 753-8300 if the assault happens offcampus in the city.
- E) Tumwater Police Department, 555 Israel Rd SE: Call 911 or 754-4200,
- F) Sexual Assault Prevention Coordinator - 867-5221 M-F between 5am and 5pm and Police Services (867-6140) after hours Even if you decide that you don't want to contact the police or are unsure what you want to do, call to discuss your options. The coordinator will provide support and assistance with making choices and seeking help.
- G) The Grievance Officer - 867-5052 will meet with you to decide if the college will file a grievance. The Grievance Officer always conducts a thorough and unbiased investigation before reaching a conclusion about whether a violation of the Student Conduct Code has occurred. The college encourages all parties to have a friend or advocate with them during the parts of the grievance process that are not closed to observers. Sexual Misconduct/Assault allegations are covered under Harm/Harassment in the Student Conduct Code.
- H) Special Assistant to the President for Civil Rights and Legal Affairs - Library 3103 867-6386 is tasked with the responsibility to enforce the colleges commitment to promote, maintain and encourage a learning and work environment free from all forms of discrimination, including sexual harassment. Sexual assault is considered a form of sexual harassment. Please contact the Civil Rights office for more details about the sexual harassment policy and procedures.

#### **4. EMOTIONAL SUPPORT OPTIONS**

- A) Get support from a friend, faculty, family member, peer advocate, Sexual Assault Prevention Coordinator, Safeplace advocate, Housing Resident Assistant (RA), Housing Resident Director (RD), advisor from First People's Advising Services or anyone you trust for immediate and/or long term support.
- B) Counseling Center - Seminar 4126 867-6800 Licensed therapists are available during the academic calendar year. Conversations with a licensed counselor are confidential and free. Drop-in hours vary from quarter to quarter but can be obtained by calling.
- C) Safeplace Rape Relief/Women's Shelter Services - 754-6300 TDD 754-6300 Safeplace Crisis Line workers and advocates are available 24 hours a day and are specially trained to help survivors through all phases of recovery, including medical treatment and the legal system. Safeplace can also provide you with confidential shelter for women and children. Male advocates are available upon request.
- D) Crisis Clinic - 586-2800, TDD 754-2818 The Crisis Clinic is available to provide referrals to counseling, emergency housing, medical needs and legal support.

#### **Additional Campus Options**

You are encouraged and welcome to contact any of the following offices:

1. Housing staff - (See Resource List for telephone #s): can provide support and work with you to develop a plan to assure your safety and support. The Director of Housing may require either party to move to a different room temporarily or permanently.



2. **Campus Temporary No Contact Order:** The Campus Grievance Officer can impose a Temporary No Contact Order on any and all parties involved in a harassment/assault complaint during an investigation.
3. **The Vice President for Student Affairs - Library 3236 867-6296:** can impose an emergency suspension that results in an immediate eviction from housing and a temporary ban from campus. The Vice President for Student Affairs, or his/her designee, will determine if an all-campus bulletin is appropriate and, whenever possible, will consult with the survivor about content and composition of the bulletin.
4. **Academic Needs:** If you and your assailant are in the same academic program, you may have the option of changing programs, or arranging an alternative study plan with your faculty.

### **CAMPUS PROCESSES**

Survivors of sexual assault are strongly encouraged to use both the campus grievance process, sexual harassment complaint process, and the criminal justice system in pursuing action against the alleged assailant.

The Evergreen State College is committed to providing its students with an environment conducive to the pursuit of knowledge. Admission to the College carries with it the presumption that students will conduct themselves as responsible members of the community and refrain from actions that would endanger the health, welfare or safety of others.

Conduct constituting a sexual offense, such as rape, sexual or physical assault, or sexual harassment, will not be tolerated.

Students who commit sexual offenses of any form can be prosecuted under Washington State Criminal Code (RCW Chapter 9A) and/or disciplined under the College's Student Conduct Code (WAC174-120) and/or Sexual Harassment policy.

If the alleged assailant is a student, the survivor is encouraged to meet with the Campus Grievance Officer and/or Civil Rights Officer to file a written complaint. A written complaint allows the Grievance Officer and/or Civil Rights Officer to initiate an investigation.

The Grievance Officer and/or Civil Rights Officer will treat such a complaint with high priority and will conduct a fair and impartial investigation. Both parties will have the opportunity to tell their side of the event.

### **LEGAL POINTS AND OPTIONS**

Regardless of whether or not the alleged assailant is a student, the survivor is encouraged to explore legal avenues for criminal action. Sexual assault, like other serious criminal offenses, is considered a crime against the State. Therefore, the prosecutor acts on behalf of the State and not directly on the survivor's behalf. The survivor becomes a major witness for the prosecution. Usually the prosecutor will want to interview the survivor to verify the accuracy of the police report, obtain additional information, and explain the judicial process. There is a Crime Victim Witness Coordinator in the Prosecutor's Office (360/786-5540) who can assist with paperwork, explain what could occur and offer emotional support while using the legal system, inform the survivor of available financial and emotional support options and make referrals. If the State decides not to prosecute, the survivor has the right to a complete explanation of how and why this decision is made.

The Washington State Justice System is the only legal recourse students have if the assault happens off campus unless the assault occurred during a college sponsored activity and/or on-going, connected problems occur on campus or at college sponsored events off campus. The Criminal Justice System is punitive, whereas the Campus system is education focused. Safeplace can provide you with advocates who are specially trained to help rape survivors make informed decisions while going through the legal system. Campus advocates are also available through the Sexual Assault Prevention Coordinator (ext. 5221). There is a Crime Victim Witness Coordinator at the Thurston County Prosecutor's office who can also provide you with assistance. This office will determine whether or not they will pursue your case based on the amount of evidence present and chances of conviction. The College's counseling and medical support systems are available to students throughout the school year.

## **RESOURCES**

Seeking help or confiding in someone about being sexually violated can be difficult, particularly if the perpetrator was someone you knew and trusted. There are many resources on campus and in the community who want to help you.

### **On-Campus Resources**

THE EVERGREEN STATE COLLEGE .....	866-6000
	Extension
Access Services Students with Disabilities .....	6348 - TTYO 866-6834
Counseling Center .....	6800
Emergency Contact through Police Services .....	6140
Dean of Student and Academic Support Services .....	6034
First Peoples Advising .....	6467
Grievance Officer .....	5052 or 6296
Health Center .....	6200
Housing .....	6132 - TTY 866-6694
During non-business hours, contact Police Services to contact an on-duty Resident Director	
Police Services -24 Hours .....	6140 - TTY 866-6696
Sexual Assault Prevention Coordinator .....	5221
Special Assistant for Civil Rights (Sexual Harassment Complaints) .....	6386
Tacoma Campus .....	6602
(Contact the Tacoma Police Department to report a sexual assault)	
Tribal Based Program .....	6020
Vice President for Student Affairs .....	6296

Most offices are open during regular business hours unless otherwise indicated.

### **Student Groups**

Evergreen Queer Alliance .....	6544
Mens Center .....	6092
Peer Health Advocacy Team (PHAT) .....	6098
Coalition Against Sexual Violence .....	6749
Women of Color Coalition .....	6006
Women's Resource Center .....	6162

\*Additional student groups are listed in campus directory.

### **Off-Campus Resources**

Capital Medical Center (No Legal Rape Exam) .....	956-2590 - TTY 956-2570
Centralia Providence Hospital .....	(360) 736-2803
Crisis Clinic (24 Hour Crisis Line) .....	586-2800
Grays Harbor Comm Hospital (Aberdeen)(360) .....	532-8330 - TTY 800-833-6388
Group Health - Members Only .....	923-7000

Mason General Hospital (Shelton) .....	(360) 426-1611
St. Joseph Medical Center (Tacoma) .....	(253) 627-4101
St. Peter Hospital (Sexual Assault Nurse Examiners) .....	493-7766 - TTY 800-833-6388
Safeplace Rape Relief (24 Hour Crisis Line and Advocacy) .....	754-6300 - TTY 754-6300
Tacoma General Hospital .....	(253) 552-1000
Thurston County Prosecutor .....	786-5540
Washington Coalition of Sexual Assault Programs .....	754-7583

Unless otherwise stated, the listed hospitals provide legal rape exams and advocacy.

### **LIST OF TERMS**

**Acquaintance/Date Rape:** Acquaintance/Date rape is non-consensual sex between adults who know each other. Studies show that 8 out of 10 victims know their attackers by at least a first name. Acquaintance/date relationships include platonic, dating, marital, professional, academic or familial; it is the most common and most likely form of sexual assault to occur on college campuses. *Rape by an acquaintance or date is every bit as traumatic as rape by a stranger.*

**Advocate:** A man or woman chosen by a survivor of sexual assault for support in a crisis to:

- respect their right to confidentiality
- listen sympathetically and supportively to their story
- share knowledge of medical and legal proceedings
- present options and choices
- help with safety planning
- make referrals or act as a liaison
- support and listen to feelings, values and beliefs
- assist in dealing with the College and State Legal systems should they choose to use one or both of them

**Coercion:** is defined as force or the power to use force. Intimidation, threats and peer relationship pressure are common behaviors used to coerce unwanted sexual contact or activity.

**Consent:** Both parties must agree, or gain consent, to any sexual activity before initiation. Consent is the act of willingly and verbally agreeing to engage in specific sexual contact or conduct. Obtaining consent is an on-going process in any sexual interaction. The request of consent must be specific to each act and should be obtained with each new level of physical and/or sexual contact/conduct in any given interaction, regardless of who initiates it. **Don't ever make any assumptions about consent**, do not take silence as consent; it isn't. Consent must be clear and verbal.

The person with whom sexual contact/conduct is initiated is responsible to express verbally and/or physically her/his willingness or lack of willingness when reasonably possible. If someone has initially consented but then stops consenting during a sexual interaction she/he should communicate withdrawal verbally and/or through physical resistance. The other individual(s) must stop immediately.

**Controlled and illegal substances:** Alcohol, marijuana and other controlled substances are present in most sexual assaults; the use or abuse of any of these does not excuse sexual misconduct of any kind. A person under the influence of alcohol or drugs is legally incapacitated, and therefore incapable of giving consent to sexual activity. Knowing or setting your own personal boundaries, or respecting other people's boundaries, may be harder if alcohol or drugs are involved.



**GHB aka Home Brew:** Also known as a date rape drug, GHB is a potentially lethal substance that is odorless, colorless and sometimes tasteless and undetectable when dissolved in a beverage. It has most of the symptoms of rohypnol.

**Roofies aka Rohypnol:** Also known as a date rape drug, Roofies are an illegal drug that is a potent and fast-acting sedative. The physical effects of the drug may be noticeable within 20-30 minutes after ingestion. It causes partial amnesia, drowsiness, confusion, impaired motor skills, dizziness, disinhibition, impaired judgment, and reduced levels of consciousness. It is especially dangerous when it is mixed with alcohol and/or other drugs.

**Court orders:** May be obtained at the Thurston County Courthouse:

- Protection Order - against a family or household member
- No Contact Order - against a roommate
- No Harassment Order - against the harasser
- No Stalking Order - against the stalker
- Restraining Order - against a spouse or person with whom you have a child in common

**Incapacitation:** A person can never give consent to sexual activity if they are physically or mentally incapacitated or if they are a minor under the age of 18. A person who is unconscious or under the influence of alcohol, illegal substances or/and prescribed medication is incapacitated.

**Legal Rape Exam Kit:** Sexual Assault Evidence Collection Kit Physicians report, diagnostic impressions and description of trauma and injuries, pelvic exam, collect samples of pubic hair, vaginal, oral, rectal exam, fingernail scrapings, saliva, clothing, secretions, check for injuries, blood typing, (swabs, slides, syringes) foreign materials, alcohol/toxology samples.

**Rape:** is defined by the Washington State Criminal Code as engaging in sexual intercourse with another person under any of the following circumstances:

- **1st degree:** Forcible compulsion including the use, or threatened use of a weapon, or what appears to be a weapon; kidnapping the victim; inflicting serious physical injury; feloniously entering into a building or vehicle where the victim is located.
- **2nd degree:** Forcible compulsion when the victim is incapable of giving consent because he or she is physically helpless or mentally incapacitated for any reason, including being under the influence of any drugs or alcohol.
- **3rd degree:** The victim does not consent to sexual intercourse with the perpetrator and such lack of consent is expressed by the victim's words or conduct.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting an individual's employment or academic standing;
- Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating and intimidating, hostile or offensive work, learning or social environment.

## ACADEMICS

### Program Covenants

If you are a member of an academic program at Evergreen, (as opposed to taking an individual contract, or a single course), your program will probably have a covenant. Commonly, the covenant explains program expectations, and describes who is responsible for different aspects of program management. The covenant is also likely to explain the procedures to be followed if disputes arise among members of the program, and the grounds and procedures for the expulsion of students from the program.

If you are not aware whether your academic work is governed by a covenant, check with the faculty, or check to see whether a covenant has been filed in the Academic Deans' office.

### Academic Honesty Policy

Academic honesty is a necessity in a learning community. It makes coherent discourse possible, and is a condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are violations of the Social Contract and may be violations of the Student Conduct Code. Academic dishonesty may result in penalties as severe as expulsion from your academic program or even from the college.

### Amending Student Evaluations

- (1) **PURPOSE:** The Family Educational Rights and Privacy Act (FERPA) is intended to protect the accuracy of a student's educational records. Federal law provides students with a right to a hearing to address *only* factual errors, misleading statements of a factual nature, or statements which violate individual privacy or other rights as related to FERPA. The FERPA process is not intended to interfere with assessments or decisions of a substantive and evaluative nature made by faculty or other professional staff.
- (2) **Process for Amending Faculty Evaluations of Students.**
  - (a) Every quarter faculty write evaluations of students. The evaluation is a statement of the quality and quantity of student work as perceived by the faculty member based on her/his professional judgment. **A student does not have a right to a hearing with an academic dean regarding a disagreement with the faculty member's professional academic judgment about the quality of work or award of credit.**
  - (b) In matters related to faculty evaluations of students, **students are expected to first talk with, or write to, the faculty member who signed the evaluation within 30 calendar days from the date the final evaluation was received by the student.** (The exception to this time limit is when an evaluation is received at the end of spring quarter and either the student or faculty member will be absent from the institution during the summer, in which case the student needs to contact the faculty member within 30 calendar days from the date classes begin the subsequent fall quarter.) The *only* exception to the requirement to contact the faculty member directly is when the case may involve issues of discrimination. In such cases, while students are still strongly encouraged to talk directly with the faculty member involved, they are not required to do so. Students should consult the Special Assistant to the President for Civil Rights in any case

which may involve illegal discrimination, including sexual harassment, as defined by state and federal statutes.

- (c) If resolution cannot be reached with the faculty member responsible for the evaluation, then, in cases of a team-taught program, the student is expected to talk with, or write to, the faculty team for the program. The faculty team must respond to the student within 20 calendar days. **If the faculty team decides not to amend the evaluation as requested by the student, the team shall inform the student in writing of their decision and the student has 30 calendar days to request a hearing from an academic dean.** The team or the academic deans office shall provide the student with a form to be used to request a hearing.

- (d) **When an academic dean receives a request for hearing, s/he will then determine if the case is appropriate for a hearing.** This will require the dean to determine: 1) that the student's request is not based merely on a disagreement with a faculty member's professional judgment; 2) that the student's basis for requesting an amendment addresses factual errors, misleading statements of a factual nature, or statements which violate individual privacy or other rights as related to FERPA; and, 3) that the request is being made on a timely basis (within 30 calendar days from the date the faculty member or the faculty team sent the student notice of their decision).

If the dean determines that the case is not appropriate for review, s/he will notify the involved parties in writing, stating the specific reasons for the determination, within 20 calendar days. Since the record would remain unchanged and no hearing would occur in this case, the student would retain the right to place a statement in his/her self-evaluation commenting on the contested information and/or stating why the student disagrees with the final decision.

- (f) **If the dean determines that the case is appropriate for review, a hearing will be scheduled within a reasonable time, not to exceed 45 calendar days.**

The dean will serve as the hearings officer.

The dean will give the student and faculty member notice of the date, time, and place, reasonably in advance of the hearing.

Minimally, the hearing will include:

- 1) an opportunity for the student to present her/his case, including the submittal of any supporting evidence; and,
- 2) an opportunity for the faculty member to submit evidence to support his/her decision.

The student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney, at the hearing. Either party to the contested record must give advance notice if it is their intent to be represented by counsel at the hearing. In cases where the student exercises this option, the college will also have an attorney present.

- (g) **The dean will make a timely decision based solely on the evidence presented at the hearing.**

This decision will include appropriate action to be taken with the evaluation, which may include amending the evaluation. The dean must write a summary of the evidence and the reasons (based solely on evidence presented at the hearing), for the final decision to the involved parties. If the faculty member responsible for the evaluation still disagrees to amending the evaluation, the dean will write and sign the amended evaluation of the student.

- (h) **If the dean does not find the information in the faculty evaluation of the student to be factually inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student as related to FERPA, and the record of the student remains unchanged, the student has the right to place a statement in his/her self-evaluation commenting on the contested information and/or stating why the student disagrees with the final decision.**

### (3) Sample Student Hearing Request Letter

I hereby request a hearing to challenge the content of the student record referenced above. (Please attach a copy of the record you want amended to this form and indicate the specific language you object to in the record and why this language is factually inaccurate, a misleading



*Rights and Responsibilities*

statement(s) of a factual nature or otherwise in violation of your privacy or other rights as related to FERPA.) The following is the basis for my request:

**Academic Standing Policy**

The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of his or her standing in the college and is advised accordingly.

Evaluation by faculty of student achievement formally occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit is so notified in writing at mid-quarter by his or her sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

1. Academic warning. A student who earns fewer than three-fourths the number of registered credits in two successive quarters will receive an academic warning, issued by the dean of enrollment services. A student registered-for six (6) quarter-hours or more who receives no credit in any quarter will also receive an academic warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in student development. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which s/he is registered in two successive quarters.
2. Required leave of absence. A student who has received an academic warning and who, at the next evaluation period, receives either an incomplete or less than three-fourths of the credit for which s/he is registered will be required to take a leave of absence, normally for one full year. A waiver of required leave can be granted only by the academic dean whose desk assignments include academic standing upon the student's presentation of evidence of extenuating circumstances. A student returning from required leave will re-enter on academic warning and will be expected to make satisfactory progress toward a bachelors degree. Failure to earn at least three-fourths credit at the first evaluation period will result in dismissal from the college.

**Dismissal Policy:** A student who is dismissed from the college for academic reasons will not be allowed to register for any academic program or course at the college during any subsequent quarter. A student who has been so dismissed may only be readmitted to the college through a successful petition to the academic deans. The petition must convince the deans that there are compelling reasons to believe that the conditions which previously prevented the student from making satisfactory academic progress at Evergreen have changed.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA) concerns the right of students to access certain records and documents. The college's FERPA rules can be found in the Washington Administrative Code (WAC 174-280). These rules are also posted on the College's website at [http://www.evergreen.edu/user/pol\\_proc/WAC280.htm](http://www.evergreen.edu/user/pol_proc/WAC280.htm).

## COMPUTER SERVICES

*Note: For the most current and complete computer services policies, please refer to the policies available on the Evergreen web site or in the college computer center or computer center web site ([www.evergreen.edu/user/computing/academic/center/center.html](http://www.evergreen.edu/user/computing/academic/center/center.html)).*

### TESC COMPUTER CENTER USER POLICIES

- **Appropriate Accounts Usage:** Users of computer services are expected to use its resources in a responsible manner and with regard for other user rights. Users are responsible for their own actions, account holdings, and resources
- **Avoiding Abuse of Computer Resources:** Computer services relies on peer pressure, individual responsibility, Evergreen rules and policies, acceptable use policies of the K-20 network, and the general body of law (local, state, and federal) to prevent abuse of the college's computing resources.
- **Disciplinary Action:** Disciplinary action against an individual shall be according to college grievance and disciplinary procedures and policies. An attempt will be made to resolve differences at the lowest departmental or divisional level.

### K-20 NETWORK ACCEPTABLE USE POLICIES

The Evergreen State College is connected to the internet through Washington's K-20 network ([www.wa.gov/K20/topc/aup.htm](http://www.wa.gov/K20/topc/aup.htm)). The following is extracted from the K-20 Appropriate Use Policy.

1. Use of the network is restricted to educational purposes, i.e., activities consistent with the educational missions of the institutions and sectors. The determination of what is an "educational purpose" rests with each institution or sector. The term is intended to be defined broadly, and may include activities that directly or indirectly support the delivery of educational services. However, the following are presumed not to be educational uses:
  - Organized political or religious advocacy.
  - Resale or lease of K-20 shared bandwidth, electronics, or other equipment to private entities for commercial purposes. However, non-educational entities may utilize K-20 services under certain conditions set forth in paragraphs (2) and (3) below. For purposes of this document, resale or lease does not include educational institutions' arrangements with private entities for the transmission of (1) digital content developed by the educational entities as part of university-sponsored research; or (2) course materials, library resources, or ancillary materials, the dissemination of which is consistent with the institution's educational purpose.
  - The transmission of obscene material.
2. For the use of K-20 resources for videoconferencing services, priority shall be given to educational activities at K-20 Board-approved sites on a first-come, first-served basis. An institution may permit public sector non-educational entities to use its own (non-shared) videoconferencing facilities provided the following conditions are met:
  - The use involves facilities that would otherwise go unused.
  - The use involves only the on-site facilities and related equipment, and does not utilize K-20 transport or MCU capacity.
3. Where a shared component of a K-20 satellite uplink/downlink facility is underutilized, the trustee institution may find that the lease of the facility for non-educational commercial purposes is appropriate for limited periods to help offset the operational costs of the facility. Such lease arrangements are authorized provided the following conditions are met:

- The lease involves air time or equipment that would otherwise go unused.
  - The lease involves only the uplink/downlink facility and related equipment, and does- not utilize K-20 transport or other shared equipment.
  - The institution agrees to account to the K-20 Board for all monies obtained as a result of the lease.
4. The participants authorized by statute to use the K-20 network may only do so for activities which they are legally allowed to conduct and which do not conflict with state or federal law or policy which governs their endeavors. The network may not be used for illegal purposes. Entities have primary responsibility for enforcing the provisions of this document. While it is understood that enforcement here cannot be done through technology, it will instead be achieved at the end-sites and via the normal legal or policy channels relevant to appropriate investigation and adjudication.
  5. Where an entity is alleged to have violated one or more provisions of this document other than Section 1(3), the K-20 Board shall take appropriate remedial action, which may include suspension of an entity's network connection, only after providing the entity with notice of the specific allegations against it and an opportunity to respond to those allegations in writing or, at the entity's option, in public hearing. The K-20 Board shall set forth in writing the basis for any remedial action. Any entity whose connection to the network has been suspended by the K-20 Board may request reconnection to the network upon a showing that it has taken appropriate steps to correct the matter or matters that are the basis for the action.
  6. Nothing in this document is intended to preclude an entity from developing or enforcing its own acceptable use policies to supplement Section 2 of this document, provided its policies are not inconsistent with those set forth above. Where an entity proposes a policy that is inconsistent; it may at any time petition the K-20 Board for a waiver of one or more specific provisions. A petition for waiver shall set forth the provision or provisions for which waiver is sought; the grounds for such a waiver; the impact of a waiver, if any, on the technical operation of the network; and the fiscal impact, if any, on the network. The decision to grant or deny a waiver shall rest solely with the K-20 Board.



## **EQUAL OPPORTUNITY AND NON-DISCRIMINATION**

### **From Evergreen's Affirmative Action and Equal Opportunity Policy**

Evergreen maintains a policy of non-discrimination with regard to race, color, national origin, gender, age, marital status, sexual orientation/practice, religion, or disability.

Evergreen's Policy is in compliance with Title VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Federal Education Amendment of 1972, RC W Chapter 2813, RCW Chapter 49.60 as well as other applicable federal and state law and statutes.

A copy of the full text of Evergreen's Affirmative Action and Equal Opportunity Policy can be obtained by contacting the Special Assistant to the President for Equal Opportunity: (360) 8676368, or on the College's website under Policies & Procedures ([www.evergreen.edu](http://www.evergreen.edu)).

### **From Evergreen's Policy and Procedures on Sexual Harassment**

A member of the Evergreen community will be judged to have committed an act of Sexual Harassment in either of the following circumstances:

- when the person uses authority or power to coerce another person into unwanted sexual relations or punishes another person for his or her refusal to engage in such relations.
- when that person through verbal, written, or physical conduct of asexual nature, adversely affects another person's ability to work or learn, by creating a hostile, intimidating or offensive environment.

Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct of a sexual nature constitute sexual harassment when:

- a person threatens (explicitly or implicitly) another individual's employment or education as a consequence of that individual not submitting to such sexual conduct;
- a person makes decisions regarding an individual's employment or education based on that individual's submission to or rejection of a request for sexual favors;
- such sexual conduct interferes unreasonably with an individual's work or academic performance, or when such sexual conduct creates an intimidating, hostile or offensive environment.

Sexual harassment is a form of discrimination and is illegal. The College's policy on sexual harassment addresses violations of RCW Chapter 49.60, Title VII of the 1964 Civil Rights Act as amended, Title IX of the federal education amendment of 1972 as well as other applicable federal and state laws and statutes.

A copy of the full text of Evergreen's Policy and Procedures on Sexual Harassment can be obtained by contacting the Special Assistant to the President for Civil Rights: (360) 867-6386, or on the College's website under Policies & Procedures ([www.evergreen.edu](http://www.evergreen.edu)).

#### From Evergreen's Policy for Students with Disabilities

The College is obliged to provide reasonable accommodation to a qualified student with a known disability. The College determines which accommodations are appropriate for on a case-by-case basis consistent with the College's policy.

No student shall, on the basis of his or her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any college program or activity.

Equal opportunity will be provided to students in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, RCW 2813.10.910 through .914, RCW 49.60, as well as other applicable federal state laws and statutes.

A copy of the full text of The Evergreen State College Students with Disabilities Policy can be obtained by contacting Access Services for Students with Disabilities: (360) 867-6348.

#### From RCW chapter 28B.110

The Evergreen State College is committed to following the provision of Gender Equity law of Washington State found in RCW chapter 28B.110.

The gender equity law requires that institutions of higher education eliminate possible gender discrimination towards students, including sexual harassment in the areas of student employment (to include pay scales, duties assigned, opportunities for advancement, conditions of employment) admissions standards, counseling and guidance services, academic programs, recreational activities including club sports and intercollegiate athletics, financial aid, benefits and services as well as other areas impacting the learning environment.

A copy of the full text of RCW chapter 28B.110 can be obtained by contacting the Special Assistant to the President for Civil Rights: (360) 867-6368.

### **Discrimination Grievance Procedures**

The following information is intended as a guide to assist you in understanding your options for resolving complaints under Evergreen's non-discrimination grievance procedures. For a complete understanding of the complaint process please refer to the applicable policies.

Policies covering Equal Opportunity, Sexual Harassment and Students with Disabilities accommodation seek to protect students from discriminatory acts within the Evergreen Community because of race, color, national origin, gender, age, marital status, sexual orientation/preference, religion, or disability. Students who feel they have been discriminated against based on these factors are urged to utilize the grievance procedure provided through the President's staff office (Equal Opportunity and Civil Rights).

Policies covering discrimination also seek to protect complaining parties from any retaliation which might result from the filing of a complaint. Although the College's procedure for taking

action when probable cause exists varies depending on a person's membership in the campus community, the procedures leading to the action are the same. Members of the Evergreen community who come into conflict on issues of discrimination are encouraged to make an effort to resolve problems between themselves in a constructive and mutually agreeable manner. If the situation remains unresolved, a complainant (the person making the complaint) or a respondent (the person complained about) may contact the Special Assistant to the President for Civil Rights for the purposes of policy clarification, advice, assistance or mediation.

The Evergreen policy allows formal complaints to be filed within 300 days of the alleged act of discrimination, however, any formal complaint should be filed by the complainant as soon as possible. The complainant should be aware that facts are harder to substantiate and the investigation becomes more difficult as time passes. Records of formal complaints and their determination will be kept by the Special Assistant to the President for Civil Rights.

The college reserves the right to initiate an investigation conducted by the Special Assistant for Civil Rights, or appropriate designee, of an employee, student, or faculty member where there is substantial evidence that discrimination has occurred, regardless of whether a written complaint is filed.

Disclosure of names in complaints is required only in verbal notification, mediation and formal complaint cases. In preliminary reviews of a complaint, every effort should be made by all parties to protect the privacy of the complainant and the respondent. Confidentiality cannot be assured if information is requested by those having legal authority to review such materials, or if the facts of the case as presented are such that the person receiving the information would have a legal obligation to officially report the information (such as a case of sexual abuse, rape or an action involving violence).

The Special Assistant for Civil Rights maintains documentation and records with names only when complaints are processed and resolved by mediation or formal procedures. Disciplinary actions, including sanctions, may become part of an employee or faculty member's official personnel record or a student's educational record.

**The following resolution processes identify a range of options from seeking clarification, to mediation, to filing a formal complaint with the Special Assistance for Civil Rights. A complainant may choose to pursue any of these options. These are not steps that need to be pursued sequentially. Rather, they are a range of types and degrees of action.**

- 1. Advice from Special Assistant for Civil Rights.** Individuals may obtain information without filing a complaint. In cases of sexual harassment, in addition to the Special Assistant for Civil Rights, a second person of a gender opposite that of the Special Assistant will be designated and trained to help facilitate individuals (complainant and respondent) through the complaint resolution process. The Special Assistant for Civil Rights maintains a neutral position and should in no way be considered an advocate for either party. The Special Assistant for Civil Rights provides clarification and information to all individuals involved. Records will be kept regarding date and time of the inquiry, constituency of person making



the inquiry and of the accused, and nature of advice given. No names or specific characteristics of the situation will be kept. This ensures a minimal form of institutional record keeping without identifying individuals, while allowing the college to track generally the type and number of concerns. All participants are encouraged to exercise considerable discretion to assure confidentiality to the extent possible.

2. **Direct Resolution.** An individual may resolve the matter directly with the other party. This requires no intervention by the Special Assistant for Civil Rights.
3. **Verbal Notification.** People may seek the assistance of the Special Assistant for Civil Rights to notify an individual that a concern has been brought to the Special Assistant's attention. In this capacity the Special Assistant for Civil Rights does not mediate but merely informs the individual of perceived discriminatory action. The verbal complaint must be distinct and clear. The Special Assistant for Civil Rights must reveal the name of the person who has brought the concern forward. Records will be kept by the Special Assistant for Civil Rights regarding the date and time of the complaint, constituency of both parties, and resulting action taken or not taken. No names or specific characteristics of the situation will be kept. This ensures a minimal form of institutional record keeping without identifying individuals.
4. **Mediation.** An individual may seek the assistance from the Special Assistant for Civil Rights to locate a qualified mediator(s). Mediators work with both parties and provide assistance in reaching a mutually acceptable solution. Records of the mediation itself will not be kept by the mediators, except for documents signed by both parties agreeing to mediate in good faith and the final resolution document. Mediators may not become witnesses in any subsequent proceedings. (This is consistent with other mediation models which have been legally tested in court.) Information regarding the request for mediation and any specifics that parties voluntarily share with the Special Assistant for Civil Rights regarding the situation will be kept by the college as required by law. It is not required at this stage of the process that the names of other parties involved be revealed to the Special Assistant for Civil Rights, but if they are, the Special Assistant for Civil Rights may include that information in his/her files.
5. **Informal Resolution.** This applies only in cases brought under the Affirmative Action and Equal Opportunity policy. If the situation remains unresolved, either party may seek the assistance of the Special Assistant for Civil Rights. The purpose shall be to identify, clarify, discuss, and seek informal resolution of the concern with the appropriate parties. The parties are encouraged to attend and make a good faith effort to seek consensus and resolution.
6. **Formal Complaint.** Any person may begin formal grievance procedures concerning discrimination, to include sexual harassment or retaliation by any person or unit of the college, by filing a written description of alleged violation of this policy with the college's Special Assistant for Civil Rights. The Special Assistant for Civil Rights will provide forms for this purpose. Statements should be detailed, accurate and truthful, and must include a suggested resolution.

The respondent will be notified within three business days by the Special Assistant for Civil Rights that a formal complaint has been filed. The Special Assistant for Civil Rights will provide a copy of the complaint to the respondent. The respondent is encouraged to provide the

Special Assistant for Civil Rights a written response to the complaint within seven business days from date of the receipt. If the respondent fails to, or chooses not to answer a charge or participate in an investigation, this will not prevent the process from proceeding by his or her silence or absence. Failure to respond may result in the investigation proceeding solely on the basis of the complainant's testimony and evidence.

After a complaint is filed a resolution conference will be held to discuss the complainant response, clarify the issues and attempt a resolution. If not resolution is reached the following steps will occur:

An investigation is conducted by Special Assistant to the President for Civil Rights. If a finding of probable cause is made, the respondent could be subject to a range of sanctions from public acknowledgment and/or apology to termination of employment/dismissal from the college.

Respondents should refer to the Policy on Affirmative Action and Equal Opportunity and/or the Policy and Procedures on Sexual harassment for appeal rights.

The College considers the intentional of a false complaint of discrimination, including sexual harassment, to be serious misconduct. Sanctions for such an offense might include dismissal from the college or termination of employment.

The College prohibits retaliation against a complaint or anyone who assists the College in gathering evidence or being a witness.

A person who believes he or she has been the subject of discrimination/sexual harassment may choose to file with the following agencies:

Washington State Human Rights Commission  
711 S Capitol Way, #402  
Olympia, WA 98504-2490  
(360) 753-6770  
(800) 300-7525 (TTY)

Office for Civil Rights, Region X  
U.S. Department of Education  
915 Second Avenue, Room 3310  
Seattle, WA 98174-1099  
(206) 220-7900  
(206) 220-7907 (TTY)

U.S. Equal Employment Opportunity Commission  
Seattle District Office  
Federal Office Building  
909 First Avenue, Suite 400  
Seattle, WA 98104-1061  
(206) 220-6883  
(206) 220-6882 (TTY)

## **PARKING REGULATIONS**

### **Purpose.**

- (1) To expedite college business, protect state property, provide maximum safety and convenience for all.
- (2) To assure access at all times for emergency vehicles and personnel.
- (3) To provide funds to obtain and maintain suitable campus parking facilities.
- (4) To protect and control vehicular traffic.
- (5) To protect the environment by encouraging parking and transportation alternatives that minimize the need for additional parking lots.

Drivers and owners of vehicles on the property of The Evergreen State College are responsible for safe and lawful operation of those vehicles. Individuals operating or parking vehicles on college-owned property must at all times comply with the campus regulations, ordinances of Thurston County and laws of the state of Washington.

**Enforcement.** Whenever an unattended vehicle is observed in violation of the regulations, the parking or public safety department shall take the registration number and other identifiable information and shall fix to the vehicle a parking infraction in a conspicuous visible location.

### **Responsibility for illegal parking.**

- (1) The registered owner or permit holder is responsible for all parking violations involving the vehicle on which the permit is displayed.
- (2) In any review, appeal or hearing alleging the violation of any parking regulation, proof that the particular vehicle described was stopped, standing or parked in violation of such regulation together with proof that the person named in the complaint or infraction at the time of such violation was the registered owner or permit holder of such vehicle constitutes evidence that the registered owner or permit holder was the person who parked or placed the vehicle in the location the violation occurred.

### **Parking--Prohibited places.**

- (1) No vehicle shall stop, stand or park so as to obstruct traffic along or upon any street or sidewalk or in any parking lot.
- (2) No vehicle shall park, stop or stand in a location likely to interfere with traffic flow except momentarily to pick up or discharge passengers.
- (3) No vehicle shall be parked on any lawn or grass areas except as required for maintenance or construction authorized by the director of facilities.
- (4) No vehicle shall be parked so as to occupy any portion of more than one parking space or stall as designated within the parking area. The fact that other vehicles may have been so parked as to require the violator to occupy a portion of more than one space or stall shall not constitute an excuse for a violation of this section.

### **Impounding of vehicles.**

- (1) No disabled or inoperative vehicle shall be parked on the campus for a period in excess of seventytwo hours. Vehicles which have been parked for periods in excess of seventy-two hours and which appear to be disabled or inoperative may be impounded and stored at the expense of the registered owner. Neither the college nor its employees shall be liable for loss or damage of any kind resulting from impounding and/or storage services provided by a private vendor. Notice of intent to impound will be posted on the vehicle twenty-four hours prior to impound. In any case, the owner or operator of a disabled vehicle should notify the public safety or parking office of the vehicle's location and estimated time of removal or repair.



- (2) Any vehicle parked upon property of The Evergreen State College in violation of these regulations, including the motor vehicle and other traffic laws of the state of Washington, may be impounded and removed to such place for storage as the director of public safety selects. The expense of such impounding and storage shall rest solely on the owner or operator of the vehicle. Vehicles in violation of campus regulations or state traffic laws may also be impounded in place. Release from in-place impounds is contingent on payment of all outstanding fines and charges prior to release of the impounded/immobilized vehicle. The college and its employees shall not be liable for loss or damage of any kind resulting from such impounding and/or storage services provided by a private vendor.

**Fines. (1) Payment.**

- (a) Persons cited for violation of these regulations are required to pay a fine within ten days of the date of notice of infraction.
- (b) All fines are payable at the parking office. Fines may be paid in person during normal business hours or by mail. The notice of infraction must accompany any fine payment.

**(2) Unpaid fines.**

If any fine remains unpaid after ninety days from the date of the notice of infraction, the account may be referred to the controller's office for collection and the following actions may be taken:

- (a) All services on campus may be withheld including academic registration for the following academic period.
- (b) Transcripts may be withheld for any persons having outstanding unpaid fines.
- (c) The college has authority to contract with collection agencies in order to collect public debts according to RCW 19.16.500.
- (d) A vehicle accumulating three or more unpaid citations with one or more being ninety days delinquent in payment, may be impounded in-place until the outstanding fines are paid.

**Deciding whether to pay or contest a notice of infraction.** The notice of infraction issued pursuant to these regulations shall direct the alleged violator that he/she may elect either to pay the fine applicable to the violation charged or to request a review with the infraction review committee within ten calendar days of the date of the infraction.

- (1) If the alleged violator chooses to contest, a written request for a review will be filed with the chairperson of the infraction review committee, through the parking office. Requests for review forms are available at the parking office and at the parking booth. Requests for a review may be submitted without posting of the fine within ten calendar days after date of infraction.
- (2) The infraction review committee will review the written request for review and notify the appellant by mail of its decision.

**Appeal/hearing procedure.**

- (1) If the decision of the infraction review committee is not supportive of the alleged violator's request, the alleged violator may request one hearing before the review committee to present his/her case in person. The infraction review committee will meet a minimum of once a month to hear such appeals.
- (2) Persons requesting a hearing before the infraction review committee must make such requests to the chairperson of the committee in writing within ten calendar days of notification of the initial review decision.
- (3) The appellant will be notified by the chairperson of the infraction review committee of the time and date of such hearing. Decisions rendered by the infraction review committee on appeals heard shall be binding.

**Appeal/hearing procedure--Rules of evidence.** The rules of evidence applicable to courts of law do not apply. Any oral or documentary evidence may be received. The chairperson of the infraction review committee may exclude evidence as is irrelevant, immaterial or repetitious.

**Appeal/hearing--Procedure--Review decision.** Upon conclusion of the review and/or appeal, the chairperson of the infraction review committee shall render the decision of the review committee as to appropriateness of the assessed fines. The decision shall be recorded in the records maintained by the parking office and the secretary of the infraction review committee shall endorse his/her signature therein, certifying the record to be correct.

**Appeal/hearing--Mitigation and suspension of fines.** Upon the showing of good cause or mitigating circumstances, the infraction review committee may impose any lesser fine than those established in WAC 174-116-260 of these regulations or may dismiss the fine. The chairperson may grant an extension of time within which to comply with the review and/or appeal decision. A person charged with a parking infraction who deems himself or herself aggrieved by the final decision in an internal adjudication may, within ten calendar days after written notice of the final decision, appeal further by filing a written notice with the parking office indicating their intention to pursue the infraction through the civil courts. Documents relating to the appeal shall be maintained for such court process.

WACs 174-116-010 Purpose. and 174-116-011 Regulations. and 174-116-020 Authority. and 174-116-030 Enforcement. and 174-116-040 Parking permits--General information. and 174-116-041 Parking permits--Special exceptions. and 174-116-042 Parking permits--Special permits. and 174-116-043 Parking permits--Issuance and display. and 174-116-044 Parking permits--Validity periods. and 174-116-046 Parking permits--Revocations. and 174-116-050 Responsibility and presumption in reference to illegal parking. and 174-116-060 Designated and assigned parking areas. and 174-116-071 Parking--Prohibited places and fines. and 174-116-072 Impounding of vehicles. and 174-116-080 Access. and 174-116-091 Special parking and traffic regulations and restrictions authorized. and 174-116-092 Parking of motorcycles. and 174-116-119 Fines. and 174-116-121 infraction. and 174-116-122 Appeal/hearing procedure. and 174-116-123 Establishment of infraction review committee. and 174-116-124 committee. and 174-116-125 Appeal/hearing procedure--Rules of evidence. and 174-116-126 Appeal/hearing--Procedure-Review decision. and 174-116-127 Appeal/hearing--Mitigation and suspension of fines.

Election to pay or contest a notice of

Jurisdiction of the infraction review

## RESPONSIBILITIES DRIVING ON CAMPUS: QUESTIONS AND ANSWERS

**Where may I park?** In any marked stall in a designated parking lot. If you hold a permit for B, C and F lots, you may NOT park in the MODS lot without a clearance from the Parking Office or (after Parking Office hours) Police Services. MODS lot permit holders may park in any lot. All other areas are prohibited to parking.

**Are there time restrictions?** The parking in all areas other than B, C, or F lot is time restricted and signed as such. Some stalls in B lot are restricted to one-hour parking and are marked as such; a one-hour pass from the Parking Booth is required to park in these stalls.

**If I need to park in a restricted area, what do I do?** Phone the Parking Office, ext. 6352, to request a clearance. Be prepared to give car make, model, color, location and license plate number. If the request is granted, you must vacate the spot by the time agreed upon. Otherwise: unless you are cleared, you are liable to being cited. Don't assume you are cleared by leaving a message at the office. When the Parking Office is closed, call Police Services, ext. 6140.

***I received a parking ticket and want to contest it. What do I do?*** You must file an appeal within ten days of receiving the citation (as stated on the back of the citation). Appeals are read by the Infraction Review Committee, which represents the campus community: two students, one faculty, one classified staff and one exempt employee compose the committee. Appeal forms are available at the Parking Booth and the Parking Office.

***Can't the Office just tear a ticket up?*** Sorry, no. Being licensed to issue citations by the Attorney General means that we may only cancel tickets which are in obvious error or which are one of a few well defined special cases. Mitigating/extenuating circumstances must be heard through the appeal process.

***Why not build more parking lots closer to classrooms and make parking free?*** Evergreen has a long history of environmental activism. We try to be as responsible as possible about our impact on the ecosystem surround the College. Parking lots have serious consequences for storm water runoff and habitat for salmon and other species. We need to be aware of the costs of parking-both financial and ecological-while working toward more sustainable transportation alternatives.

***Why do Evergreen police patrol the Parkway?*** Although the Parkway is used by many nonEvergreeners, it runs through college property and falls under the jurisdiction of the College's Police Services. Over the years, there have been a number of serious accidents on the Parkway that have led to many requests from community members for increased traffic enforcement.

## PET POLICY

**Pet policy - purpose.** The intent of this policy is that pets and other animals must at all times be treated with due care and consideration for their well being.

**Pet policy - animal control.** All persons bringing animals onto college property shall be subject to Thurston county code 9.10.050 et seq., as amended, relating to the keeping and control of pet animals. Pets and other animals will not be allowed in campus buildings except for: guide animals accompanying disabled persons, shows or other similar approved events, or research or other study of animals sponsored as part of the instructional program. Pets and other animals may be on campus only when under the physical control of their owners or keepers. No animal shall be permitted to run at large; animals left tied up in the absence of the owner shall not be considered under direct control but, rather, to be running at large. Any pet animal found in a college building, or on campus not under direct physical control, is subject to impounding according to provisions of the Thurston county code, as amended, attached to and made a part of this policy.

**Pet policy - enforcement.** Any pet or other animal in a college building, or on the campus, not under the direct physical control of its owner or keeper, is subject to impounding by campus police. Owners or keepers may be subject to disciplinary action. Although principal responsibility rests with campus police, community support is urged in reminding pet owners of their obligation if a violation is observed by a community member. Impounded animals may be turned over to Thurston county animal control if left unclaimed, and fines may be imposed by county animal control.

**Pet policy - definitions.**

Pets and other animals means any animal other than:

- a human being;
- a caged bird;
- a fish in an aquarium.

Physical control means: control by means of a leash, cage, bridle, bowl, or other restraining device held by the owner/keeper and leading to the pet or animal. Voice control or indirect control by tying a leash to a railing, for example, **shall not** constitute physical control.

Owner or keeper means: the person the pet or other animal is accompanying.

## HABITATING IN UNAUTHORIZED PLACES

**Purpose.** In the interest of health and safety, and to preserve campus ecosystems, The Evergreen State College expressly prohibits overnight habitation by any person in any place on the campus, including its buildings.

This prohibition does not apply to: The facilities provided for such specific purpose by the college housing operation; The permanent domiciles located on the college's "organic farm," on the extension of Indian Rock Road; Individuals for whom the prohibition is waived by a Vice President or his or her designee for fixed temporal periods and at fixed locations.

**Penalties for violation.** Any person who violates the above section may be referred to civil authorities for appropriate prosecution, including prosecution for violation of the law of criminal trespass. Students may be subject to the Student Conduct Code for repeated violations of this policy. (WAC 174-136-040 and WAC 174-136-042 36)



## **RECREATION AND ATHLETICS**

**THIS DIVISION SUPPORTS CRC BUILDING USERS, RECREATIONAL ACTIVITIES AND ATHLETICS, BOTH INTERCOLLEGIATE AND CLUB.**

**Each program has its own mission, codes and covenants, of which examples can be found below. Students in any of these programs may also be held accountable for violations of the Student Conduct Code.**

### **THE WILDERNESS RESOURCE CENTER**

#### **A. MISSION**

The Wilderness Resource Center (WRC) exists to act as a resource for individuals who have interest in wilderness activities such as hiking, climbing, cross-country skiing, bird watching, bicycling, and rafting. The WRC's goal is to enhance each individual's experiences in the outdoors, as well as to increase his or her awareness and responsibility for the areas they venture into. The privilege of sharing the wilderness entails a responsibility to understand its character and its vulnerability.

#### **B. SAMPLE ADVENTURE TRAVEL COVENANT**

Major decisions shall be made by consensus if possible; however, that failing, a majority vote shall rule with the minority opinion recorded. In the event of a tie the trip leader(s) will make the decision. We agree to abide by the final decision. In decisions regarding participant safety, a conservative opinion of the trip leader will prevail.

While important where ever we are, sanitary habits become critical when traveling as a group in the back country of a less developed country. We agree to take extra care to protect ourselves individually and as group members by adhering to the sanitation guidelines provided.

All recommended immunizations and other recommended health precaution practices will be satisfied unless they represent undue risks to one of us; in which case he/she will substantiate that with medical documentation.

Physical stamina and mental discipline will be essential on at least parts of any Evergreen Adventure trip. We will do our best to satisfy the minimum requirements.

We will insure that we equip ourselves with all of the recommended gear, and will agree to a pre-trip inspection of equipment.

We will not place ourselves or the group in jeopardy by using physical or mind altering drugs during Adventure Travel trips.

**RECREATION CLUB SPORTS****A. MISSION**

To actively program recreational opportunities that promote fitness, reduce stress, enhance self-esteem, and provide relaxation for individuals involved. Encourage participation and sense of belonging . by appealing to diverse cross-sections of the Evergreen community.

Philosophy- Clubs are formed by students to provide students, faculty, staff, and community members the opportunity to become involved in an organized sport or activity; assist in operating, the club; and compete constructively through extramural competition.

This allows an environment that promotes social interaction, peer bonding, and inclusion on campus.

**B. CONDUCT CODE**

Upon confirmation of acceptance as a trial or continuing Sport Club, that club will be permitted to use the name of The Evergreen State College affiliation with the respective club title. In using the name of the College, the club officially 'represents both The Evergreen State College and the Division of Recreation and Athletics. The club is required to conduct activities in accordance with the rules and regulations of The Evergreen State College, Division of Recreation and Athletics, and the state of Washington. Club members are expected to conduct themselves in accordance with the student conduct code, policies of the Division of Recreation and Athletics and the state of Washington, and act in a mature and responsible manner both on and off campus. This applies to all club members whether or not they are currently enrolled students of The Evergreen State College.

Failure of any club (or club member) to abide by the rules and regulations contained in the documents listed above and/or failure to follow the policies of the Division of Recreation and Athletics and/or engage in unbecoming conduct that is detrimental to the College and/or the Division of Recreation and Athletics, will be subject to disciplinary action. The disciplinary action taken will depend on the offense and the history of the club (or club member) and may include: probation, loss of club recognition, restitution, suspension of club and/or club member(s), loss of financial support or other appropriate action(s) determined by the Recreation Programs Manager. Examples of illegal actions, violations of the student conduct code or policy of the Division of Recreation and Athletics:

1. Use alcoholic beverages in an inappropriate manner (e.g. public drunkenness, inability to participate due to alcohol misuse, consumption and/or distribution of alcohol on campus without a valid banquet permit, consumption of alcoholic beverages by minors).
2. Possess, consume or sell alcoholic beverages at College athletic events. This applies to everyone at on and off campus events and to varsity, intramural or club sports. This applies to students, faculty, staff and guests or others in attendance at the event (RCW 66.04.010 (2;) and 66.44.100).
3. There shall be no form of "drinking contests" in either promotion for the event or in the event itself.
4. Alcohol shall not be used as an inducement to participate in a campus event.
5. Promotional materials shall not make reference to the availability or the amount of alcoholic beverages.
6. Use controlled substances (drugs) including marijuana.
7. Misuse vehicles (e.g. use vehicles for private concerns, transport alcohol or drugs, exceed posted speed limits, and/or interior or exterior vehicle uncleanliness).
8. Damage to personal or public property, buildings, belongings and so forth. This applies on and off campus.

9. Public use of profanity and/or profane gestures.
10. Violations of criminal or civil law.
11. Failure to comply with the non-discrimination policy and the, social contract of The Evergreen .State College.

### **NAIA AND TESL INTERCOLLEGIATE RULES**

#### **NAIA STATEMENTS CONCERNING ELIGIBILITY**

To be eligible to represent a member institution in any manner (scrimmages, intercollegiate):

- **YOU MUST**, if an entering freshman\*, meet two of three entry level requirements:  
 \*An entering freshman is defined as a student who, upon becoming identified with an NAIA institution, has not been previously identified with an institution of higher learning for two semesters or three quarters (or equivalent).
  - a. Achieve a minimum score of 18 on the ACT or 860 on the SAT. Tests must be taken on a national testing date (residual tests are not acceptable). Scores must be achieved on a single test. The ACT/SAT test must be taken on a national testing date and certified to the institution prior to the beginning of the term in which the student initially participates.
  - b. Achieve a minimum overall high school grade point average of 2.000 on a 4.000 scale.
  - c. Graduate in the top half of your high school graduating class.
- **YOU MUST** be enrolled in a minimum of 12 institutionally-approved or required credit hours at the time of participation. Should participation take place between terms, you must have been identified with the institution the term immediately preceding the date of participation.
- **YOU MUST** have accumulated a minimum total of twenty-four (24) institutional or required credit hours the two immediately previous terms of attendance. Up to 12 institutional credit hours earned during the summer and/or non-term may be applied to meet the 24-hour rule, provided such credit is earned **AFTER** one of the two immediately previous terms of attendance.
- **YOU MUST**, if a transfer student having ever participated in intercollegiate athletics at a four-year institution, reside for 16 consecutive calendar weeks (112 calendar days), not including summer sessions, at the transferred institution before becoming eligible for intercollegiate competition in any sport in which you participated while attending the previous four-year institution.
- **YOU MUST** be within your first 10 semesters, 12 trimesters, or 15 quarters of attendance as a regularly enrolled student. A term of attendance is any semester, trimester or quarter in which you enroll for nine or more institutional credit hours and attend any class. (Summer sessions are not included, but night school, extension or correspondence courses are applicable to this ruling.)
- **YOU MUST**, to participate in the second season of a sport, have accumulated at least 36 quarter institutional credit hours.
- **YOU MUST**, to participate in the third season of a sport, have accumulated at least 72 quarter institutional credit hours.
- **YOU MUST**, participate in the fourth season of a sport, have accumulated at least 108 quarter institutional credit hours.
- **YOU MAY NOT** participate for more than four seasons in any one sport. A season of competition is defined as participation in one or more intercollegiate contests, whether as a freshman, junior varsity or varsity participant, or in any other athletic competition in which the institution, as such, is represented during a sport season.

**SAMPLE TEAM COVENANT**

The following covenant, or agreement, was negotiated on by those whose signatures appear below. Each of the covenant articles listed is understood in spirit and intent by each of the signatories.

WE will attend practices regularly and will abide by procedure stipulated by our team mates, team captain, and coaches.

WE will schedule our academic work as top priority and schedule study time in such a way as to allow us to participate in soccer.

WE will abide by the common law, especially as it pertains to illegal drugs and weapons.

WE will abide by state, school, and team regulations governing the use of alcoholic beverages and illegal drugs.

WE will represent our team and school in sportsmanlike manner both on and off the field. WE will communicate grievances to our team captain and/or coach directly.

**ATHLETES AND ILLEGAL DRUG USE**

**This College maintains a sanction that applies to all students participating in the different programs.**

**DRUGS: Immediate Suspension:** Student Athletes found to have violated Chapter 69.41 RCW, legend drugs -- prescription drugs shall, upon conviction, be immediately suspended from participation in school sponsored athletic events by the director of athletics. The period of loss of eligibility to participate will be determined by the director at the conclusion of a brief adjudicative hearing, to be commenced within twenty days of the suspension.

**CRC BUILDING USERS**

The users of this building are obliged to abide by the equipment use, safety rules, fees and conduct standards set up by Recreation and Athletics for each of the facilities.



## **STUDENT EMPLOYMENT**

These policies apply to students whose employment at Evergreen is based on a work-study award, and to "institutional" student employees who have not been awarded work-study through Financial Aid.

### **DISCIPLINARY ACTION AND TERMINATION**

#### **Fair practices relating to disciplinary action and termination of student employees.**

Employers must advertise student jobs with accurate job descriptions, stating the eligibility requirements and full job description. Employers will provide a copy of these requirements to employees, discuss their job expectations with them, and provide training and orientation where necessary. Consideration of terminating student employees should be based upon the assumption that job orientation and training has occurred. All student positions will terminate at the end of the fiscal year unless otherwise agreed at the time of hiring.

An evaluation of work performance is required on a student employee's monthly time report. This evaluation should be thoughtfully done by the supervisor. An unsatisfactory evaluation signals the need for discussion with the student concerning his or her job performance. Written documentation of such discussion is advisable.

An employer must advise a student employee in writing of unsatisfactory performance at least once before termination. A written warning should precede actual termination by two weeks; however, this two week warning may be waived for incidents involving gross misconduct. A copy of written warning or termination must be maintained within the office of origin.

**Reasons for terminating a student employee may include, but not be limited to,** completion or elimination of job, loss of funding, failure to carry out work assignments, lack of cooperation with coworkers or supervisor, repeated tardiness or absence from work, unsatisfactory work, or gross misconduct. In the event a student employee feels unjustly treated with regard to pay rate, termination, or other employment related circumstances, that student shall first seek recourse with his or her employer. If satisfaction is not obtained, the employee may then request a review by the financial aid office. The financial aid office, in turn, will attempt to seek a solution that is mutually agreeable to the student and the employer.

### **STUDENT EMPLOYEE GRIEVANCE PROCEDURE**

#### **PURPOSE.**

It is the intent of The Evergreen State College to assure that student employees are accorded the same rights and access to processes that other employees enjoy. This policy is intended to provide a grievance process that student employees can use to resolve conflicts related to employment that are not covered by other institutional policies.

#### **INFORMAL RESOLUTION.**

In the event a student employee feels unjustly treated with regard to pay rate, termination or other employment related circumstances, that student is strongly encouraged to first seek recourse with his/her employer. Student employees and the employer may decide together to make use of the mediation process through the Center for Mediation Services. In the absence of a satisfactory resolution, the student should seek intervention by the Director of Student Employment located in the Student Employment Office.

**REFERRAL TO OTHER APPROPRIATE COLLEGE PROCESSES.**

In cases involving violations of college policy regarding discrimination, sexual harassment or sexual assault, or in cases of violation of state or federal law, the Director. will refer the student to the appropriate office.

**DIRECTOR OF STUDENT EMPLOYMENT.**

One role of the Director of Student Employment is to facilitate a resolution that is agreeable to the student and the employer. The Director of Student Employment does not decide in favor of one party or the other.

**GRIEVANCE PROCESS**

Before action can be taken by the Director of Student Employment, a grievance should be put in writing. The grievance must be filed within 30 days of the action being contested. The written grievance should include the specific nature of the concern, dates and times of action being challenged and copies of relevant written materials and requested remedy.

The Director of Student Employment will collect any necessary and pertinent information relevant to the employment grievance and provide a copy of the student's grievance to the employer.

If necessary, the Director of Student Employment will arrange a joint meeting between the employer and the student employee.

If a joint meeting is scheduled, the Director of Student Employment will also request a written response from the employer.

If a meeting with the employer and the student employee is scheduled, either person may invite a support person to be present. Students may obtain the names of support persons from the Student Workers Organization or the Office of the Vice President for Student. Affairs. If either party invites a support person, the Director of Student Employment should be notified at least three days before the meeting so that the other party in the dispute can be informed and secure a support person if he or she wishes.

**FAILURE TO REACH RESOLUTION BY DIRECTOR OF STUDENT EMPLOYMENT PROCESS.** If a resolution is not reached, the student employee may seek a decision by the Vice President responsible for the student's area of work or a designee appointed by the Vice President. It is expected that the Vice President or his or her designee will request the written materials prepared for the Director of Student Employment and may collect other necessary information related to the complaint. The decision of the Vice President or his or her designee is the final appeal in the internal grievance process.

*Who to see...*

43

## RELATED DOCUMENTS

*Many of these documents are also available from the Evergreen home page:*

*<http://www.evergreen.edu>.*

**Student Advising Handbook**, Available from Academic Advising, L1401.

**Housing Handbook**, Available from the Housing Office, Dorm A, Room 322.

**Enrollment Services Regulations**, Available in Enrollment Services, L1221.

**Family Educational Rights and Privacy Act (FERPA) rules**,

[http://www.evergreen.edu/user/pol\\_proc/WAC280.htm](http://www.evergreen.edu/user/pol_proc/WAC280.htm).

**Sexual Harassment Policy**, Available in the President's Office, L3109, x6100.

**Affirmative Action Policy**, Available in the President's Office, L3109, x6100.

**Annual Crime Statistics Report**, Available from the Police Services Office, SE 2150 x6140.

**Pet Policy**, Available from the Police Services Office, SE 2150 x6140 or the Office of the Vice President for Student Affairs, L3236 x6296.

**Habitation Policy**, Available from the Police Services Office, SE 2150 x6140 or the Office of the Vice President for Student Affairs, L3236 x6296.

**Policy and Procedures on Sexual Assault**, Available from the Vice President for Student Affairs, L3236

**Substance Abuse and Prevention brochure**, Available from the Vice President for Student Affairs, L3236

**Recreation and Athletics Users' Covenants and Policies**, Available in the CRC office.

**Student Athlete Handbook**, Available in the CRC office, or at [www.evergreen.edu/CRC](http://www.evergreen.edu/CRC).

# **The University of Washington**

**Sexual Assault and Relationship Violence Information Service:**

**SARIS**

**Room 104-C, HUB**

**Box 352230**

**Seattle, WA 98195-2230**

**Phone: 206-685-HELP**

**Fax: 206-685-8749**

**Email: [saris@u.washington.edu](mailto:saris@u.washington.edu)**

**Contact: Rachelle White, MSW**

**Web site:**

**<http://www.washington.edu/students/saris/office/>**



**sexual  
assault  
and  
relationship  
violence**

**silence is not consent**  
**no one asks or deserves**  
**to be sexually assaulted**  
**exercise your right to set limits**  
**there's no excuse for**  
**relationship violence**

The University of Washington is committed to providing its students with an environment conducive to the pursuit of knowledge. Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the community, and refrain from actions that would endanger the health, welfare or safety of others. Conduct constituting a sexual offense (i.e., rape or sexual assault), sexual harassment or an incident of relationship violence will not be tolerated. Students committing sexual or physical offenses in any form can be prosecuted under Washington State Criminal Code (Title 9A RCW) and/or disciplined under the Student Conduct Code (WAC 478-120).

Rapes in the first and second degrees are considered Class A felonies punishable under the Washington State Criminal Code by up to life in prison and/or a \$50,000 fine. Third degree rape is a Class C felony punishable by up to five years in prison and/or a \$10,000 fine.

Incidents of domestic (relationship) violence are punishable according to the severity of the offense under which they are prosecuted. Further, perpetrators prosecuted under domestic violence laws are subject to firearms restrictions throughout their lives.

## **c o n t e n t s**

page

Definitions	1
Relationship violence	2
Communication	3
Reducing your risk	4
Taking precautions	5
If you have been assaulted	6-7
Supporting a survivor	8
Resources	9



## definitions

The following are brief summaries of the laws in Washington State. For more complete information see the Washington Criminal Code in the Revised Code of Washington (RCW) at [www.leg.wa.gov/wsladm/ses.htm](http://www.leg.wa.gov/wsladm/ses.htm).

**rape** is defined as engaging in sexual intercourse with another person without that person's consent. Sexual intercourse means penetration of the vagina or anus with a penis or an object. The law also prohibits forced oral sex. It is gender neutral and recognizes that rape occurs between members of the same as well as different sexes.

**The law divides rape into three degrees:**

**1st degree:** the victim is threatened with or harmed by a weapon, is kidnapped, has serious physical injury inflicted, or the offender feloniously enters the building or vehicle where the victim is located.

**2nd degree:** there is forcible compulsion and the victim is incapable of consent because he or she is physically helpless or mentally incapacitated, including being under the influence of alcohol and/or other drugs (e.g., Rohypnol, Gamma Hydroxy Butyrate [GHB]), or when the perpetrator has supervisory authority over the victim.

**3rd degree:** the victim does not consent to sexual intercourse and such lack of consent is expressed by the victim's words or conduct.

**indecent liberties** is similar to 2nd degree rape, but includes other types of sexual contact including sexual acts obtained by forcible compulsion. It does not include sexual intercourse.

**acquaintance and date rape**, though familiar terms to students, are not legal terms. Both are prosecuted as rape.

**sexual assault** is defined as engaging or attempting to engage in unwanted sexual activity.

**stalking** occurs when a person intentionally and repeatedly harasses or follows another person, and the person being harassed is fearful of being injured.

**relationship violence** occurs when an individual uses a pattern of sexual, physical, emotional and/or verbal abuse to control an intimate partner. Relationship violence is a broad term that includes domestic violence crimes, such as assault, rape and criminal trespass.

Domestic violence remains the leading cause of injuries to women, ages 15 to 44, more common than muggings, automobile accidents and cancer deaths combined. (Journal of Interpersonal Violence, Vol. 9, 1994)

## relationship violence

Abusive individuals usually have a need for power or control over someone else to compensate for their own low self-esteem, insecurity, fear and confusion. Abusive relationships typically develop over time, not on the first date. Be wary of a partner who:

- makes all of the decisions in the relationship;
- loses his or her temper and then blames you for causing this loss of control;
- checks up on you frequently and always wants to be with you to the exclusion of anyone or anything else in your life.

If you think you or someone you know may be in an abusive relationship, these are some steps you may take to increase your safety:

- Plan ahead by developing a range of options for your safety before the next violent period erupts; however, be careful not to leave appointment, address or telephone books, or other clues to your plan laying around;
- Tell a friend, relative, faculty or staff person what is happening;
- Contact SARIS at 206-685-HELP, or call one of the resources listed on page 9 of this brochure;
- If you have left the person who is abusing you, file a protection order. Instructions on how to start this process may be obtained from the University Police or SARIS;
- In an emergency, dial 911 or 9-911.

For more information on relationship violence, call the Domestic Violence Recorded Information Line at 206-205-5555.



## communication

The following are some points to keep in mind when engaging in sexual activity with another person. They are intended to aid in communication and to prevent situations that are conducive to sexual assault and relationship violence.

- Respect your partner. Remember that it's never okay to force yourself on someone, even if you have previously had sexual relations.
- If you are getting an unclear message about any sexual act, do not assume you know what your partner wants. Partners should seek clarification by discussing each other's wishes. A few moments of embarrassment are quickly forgotten; sexual assault affects people's lives forever.
- Silence is not consent. If your partner isn't responding to you, stop to ask if what you are doing is okay.
- A person's clothing has nothing to do with his or her desire to be sexual. No one asks to be sexually assaulted. A person may flirt without wanting anything more.
- Remember that rape is a crime. You are responsible for your actions.
- In order to consent, your partner must be able to make a decision. If he or she is physically or mentally incapable of making a decision, the act of sexual intercourse is rape.
- Use of alcohol and/or other drugs interferes with clear thinking and effective communication. If you commit a sexual offense while under the influence of alcohol and/or other drugs, you are still responsible for your actions. Keep in mind that a person who is intoxicated or under the influence of other drugs cannot give consent.

In 1998, 74% of rape or sexual assault victims knew their offenders, and 18% of victims were victimized by an intimate. (Bureau of Justice Statistics, July 1999)

## reducing your risk of acquaintance rape

Unfortunately, there is no absolute protection against assault. Remember, abuse of any kind is **never** the fault of the survivor and the offender is **always** to blame. No one asks or deserves to be assaulted. While there is no absolute protection against sexual assault, there are precautions you can take to help reduce your risk of being sexually assaulted by an acquaintance. Some suggestions follow:

- Know your sexual desires and limits. Exercise your right to set those limits. Be assertive. Passivity is often incorrectly interpreted as permission. Be direct and firm with someone who is sexually pressuring you. Say what your feelings are in a simple, honest statement. Use words like, "What you're doing is making me uncomfortable," "You're hurting me," "Stop touching me," "You're raping me."
- Think carefully about leaving a party with someone. If you do leave, tell another person that you are leaving and be sure to say with whom.
- Pay attention to what is happening around you. Watch for nonverbal cues. Try to avoid ambiguous situations in which you may be vulnerable.
- When dating someone be aware of controlling behaviors by your companion, such as: making all the decisions, paying for everything, telling you how to dress or with whom to associate, pressuring you to have sex or forcing you to consume alcohol and/or other drugs.
- When out with someone, make sure you are not dependent on your companion for a ride home. Carry money for a taxi, take your U-PASS or bring the telephone number of a friend who would give you a ride home.
- Trust your instincts. If you feel something is wrong, it probably is.
- Be aware that the use of alcohol and/or other drugs may interfere with your ability to think clearly and communicate effectively.



- If you choose to use club drugs such as GHB (Gamma Hydroxy Butyrate), Ecstasy or Ketamine, be aware that you may be at greater risk of sexual assault.
- Be careful not to leave your drink unattended as club drugs or other drugs like Rohypnol may be slipped into it.

## **taking precautions against stranger rape and other violent crimes**

There are some precautions you can take to reduce your exposure to the risk of crime:

- lock your doors and windows;
- wear clothes and shoes that allow you to move quickly;
- walk with a purpose and project an assertive image;
- pay attention to your surroundings and anticipate potentially dangerous situations;
- avoid walking alone at night;
- when on campus, call UWCARES, the night security escort service at 206-685-WALK, or take Night Ride, the van service that picks up students at campus stops and takes them to destinations within one mile of the campus.
- if you believe you are being stalked there are specific precautions and actions you can take. For more information contact the University of Washington police at 206-543-9331 or SARIS at 206-685-HELP.

Only 16% of women who are raped ever report it to the police. (Rape in America: A Report to the Nation, 1992)

## **if you have been assaulted**

Seeking assistance or confiding in another person about sexual or relationship violence can be painful and difficult for the survivor, particularly if the perpetrator was someone he or she knew and trusted. If you are the survivor of an assault, there are resources available on and off campus to help you. You may want to:

- **Call a friend** or someone else you trust for support.
- **Seek medical attention** since not all injuries are readily apparent. While the best evidence is obtained immediately after the incident, forensic evidence may be collected up to 72 hours after the assault. Tests to detect sexually transmitted diseases and pregnancy may be performed and emergency contraception is available. Additionally, if you suspect that you were given a sedating substance, a urine test can be performed up to 72 hours following ingestion. At Harborview Medical Center trained medical personnel will treat your injuries and, with your consent, collect evidence. The Crime Victims Compensation Program (CVCP) will cover the expense for the initial exam and for evidence collection. If you choose to file a police report, you may apply to have additional medical and/or mental health expenses covered by the CVCP. Hall Health Primary Care Center does not perform forensic examinations, but does provide medical examinations, STD and pregnancy testing, emergency contraception and follow-up care.
- **Call SARIS at 206-685-HELP (685-4357)**, e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu), or visit the Web site at [www.washington.edu/students/saris/office/](http://www.washington.edu/students/saris/office/). SARIS is a free, confidential and safe starting point for all students, men and women. A resource specialist connects survivors and friends or family with available services, including medical assistance, individual and group counseling, legal advocacy and shelter services. You may also anonymously report sexual assault or relationship violence to SARIS, which means you do not have to give your name or the name of the victim.
- **Call the Police at 911** (off campus) or **9-911** (on campus). If you are assaulted on campus, the University Police will work with you to achieve the best outcome. If you are assaulted in a sorority or fraternity, Seattle police will take your report. Reporting incidents to the police is encouraged



regardless of the availability of evidence. You may request that your personal information on the report be kept confidential. In some cases under Washington State laws, the Prosecuting Attorney's Office may choose to file charges and pursue prosecution without your consent.

- **Call the Office of the Vice President for Student Affairs at 206-543-4972** to report the incident. Staff members can assist you in arranging for counseling and resolving other concerns (e.g., academic, registration and financial aid). They will discuss the campus discipline process with you and determine if disciplinary action can be taken should you wish to pursue that option. The discipline process is separate from police or legal procedures.
- **Call the Student Counseling Center at 206-543-1240** for counseling. Psychologists and counselors are available all year to work with currently enrolled students.
- **Call a resident adviser** if you are assaulted in a residence hall. Resident directors and advisers can provide you with the names of helpful services and will determine if campus judicial proceedings can be initiated should you wish to pursue that option.
- **Within the Greek Community** survivors may confidentially report the incident to the Panhellenic Advisor at **206-543-1810** and/or the Alumni Interfraternity Council Executive Director at **206-685-9005**.

Whether you are assaulted on or off campus, you may wish to seek help from the resources listed on page 9.

**If you are unsure where to begin,  
call SARIS at 206-685-HELP.**

**You are not at fault.  
Help is available.**

SARIS (Sexual Assault and Relationship Violence Information Service)	(206) 685-HELP (206) 632-7273
Seattle Rape Relief	911
Police (off-campus)	9-911
Police (on-campus)	(206) 543-4972
Student Affairs, Vice President for	(206) 543-1240
Student Counseling Center	

## **supporting a survivor**

Because sexual assault and relationship violence are common crimes, someone may disclose the details of a violent act to you. If this happens, it is important to **listen** to that person and to **believe** what is being shared. You may want to suggest options (e.g., reporting the crime to the police or referral to SARIS), but remember that the final choice of action remains with the survivor. In the case of some acquaintance rapes, the survivor may not identify the experience as rape. Some things you may want to say to someone who is disclosing a violent situation are:

- **I believe you.**
- **It's not your fault.**
- **I'm sorry it happened to you.**
- **I'm glad you're alive.**
- **You survived; you did the right thing.**
- **What can I do to help?**

If someone is disclosing an abusive relationship, encourage the survivor to make a safety plan. A safety plan may include telephone numbers and addresses of friends and organizations who can help in case the survivor needs to leave quickly. The safety plan can also include a place to hide extra clothes, money, keys or important documents. Be careful not to advise someone to leave a violent relationship without first developing some type of safety plan. Frequently, the most dangerous time in an abusive relationship is when the abused person attempts to leave.

Remember that the survivor is disclosing to you because he or she trusts you. Keep what is said confidential. If you need to talk to someone, call SARIS at 206-685-HELP. You may remain anonymous when using this service.



## resources

If you need information about sexual assault or relationship violence, call SARIS, the Sexual Assault and Relationship Violence Information Service at 206-685-HELP (685-4357), visit our Web site at [www.washington.edu/students/saris/office/](http://www.washington.edu/students/saris/office/) or e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu). (Please note we cannot guarantee the confidentiality of contacts made to SARIS via e-mail.)

### on-campus resources

ASUW CORE (Committee Organizing Rape Education)	206-543-4238
Hall Health Acute Care	206-685-1025
Hall Health Mental Health	206-543-5030
Hall Health Women's Clinic	206-685-1031
Ombudsman for Sexual Harassment (complaints against faculty and staff)	206-543-0283
Police emergency, medical aid from campus phones	9-911
from off-campus phones	911
UW Police emergency line for hearing impaired	206-543-3323
UW Police business line	206-543-9331
Residence Hall after hours on-duty Resident Adviser	206-934-3889
Student Affairs, Office of the Vice President for	206-543-4972
Student Counseling Center	206-543-1240

### off-campus resources

Asian Counseling and Referral Service	206-695-7600
Abused Deaf Women's Advocacy Service	
Sexual Assault Crisis Line (TDD/TTY)	206-236-3134
Consejo Counseling and Referral Service	206-461-4880
Crisis Clinic 24-hour crisis line	206-461-3222
TDD/TTY	206-461-3610
Domestic Abuse Women's Network	425-656-7867
Domestic Violence Recorded Information Line	206-205-5555
Eastside Domestic Violence Program	1-800-827-8840
Harborview Medical Center-Emergency Department	
TDD/TTY accessible	206-731-3074
Harborview Center for Sexual Assault and Traumatic Stress	206-521-1800
TDD/TTY	206-521-1808
King County Sexual Assault Resource Center Crisis and Information Line	1-800-825-7273
New Beginnings (shelter) 24-hour hotline	206-522-9472
Northwest Network (LBTG)	206-568-7777
Providence Sexual Assault Center (Snohomish County)	206-252-4800
Seattle Counseling Service for Sexual Minorities	206-323-1768
Seattle Indian Health Board	206-324-9360, ext. 2291
Sexual Assault Center of Pierce County	1-800-756-7273
Washington State Domestic Violence Hotline	1-800-562-6025

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206-543-6450/V, 206-543-6452/TTY, 206-685-7264 (FAX), or [dso@u.washington.edu](mailto:dso@u.washington.edu).

**Sexual Assault and Relationship Violence Information Service — S A R I S**

University of Washington

Room 104-G HUB, Box 352230

Seattle, WA 98195-2230

206-685-HELP (685-4357)

[www.washington.edu/students/saris/office/](http://www.washington.edu/students/saris/office/)

e-mail: [saris@u.washington.edu](mailto:saris@u.washington.edu)



Safety In



# Watch **Out** *for yourself*

**Office of the Vice President**

**for Student Affairs**

**University of Washington**

**2002-2003**

# Information and *Welcome*

## **to the University of Washington**

Produced by the Office of the Vice President for Student Affairs, the University of Washington Police Department and the Associated Students of the University of Washington, this brochure is designed to provide you with important information on crime prevention and campus safety. It is intended to be a reference that you will find useful in making the campus as safe as possible.

## **The University of Washington Police Department**

Located at 1117 N.E. Boat St., the police station is staffed 24 hours a day every day. The department consists of commissioned police officers who enforce state and local laws, and patrol the campus on a 24-hour basis. In addition, the officers staff a detective unit, a crime prevention unit, a traffic unit, a bicycle patrol, and the Residence Hall Patrol.

## **Help the Police Help You**



Be alert for suspicious persons in and around campus buildings and in parking lots: Are they hanging around for no apparent reason? Are they carrying valuable property out of buildings after normal business hours? Are they going from room to room trying doorknobs? Are they looking in cars as they walk through parking lots? Do not pursue them, however—call the police.

Watch for suspicious circumstances: Is there a broken window in a building? Is there an open or broken door? Is there one person with two bicycles?

If you observe anything that seems suspicious or out of the ordinary, call the police at 911 from noncampus telephones, such as pay telephones or 9-911 from campus phones, such as those in residence hall rooms and offices.

## **Protecting Yourself**

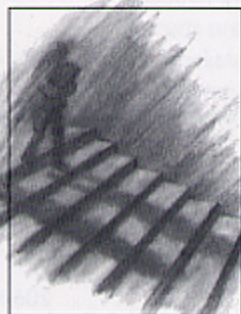
### **At Home or in the Residence Halls**

- Lock all doors and windows even when you are going to be out for only a short time. Never prop open outside doors, and never let anyone you do not know into the building.
- Keep emergency telephone numbers next to the telephone.
- Secure doors and windows when you are alone or when you are asleep at night. Do not leave your room unlocked even when you run down the hall for just a minute.
- When answering the door, look through your peephole or a window first to see if it's someone you know. If not, do not open the door. If the stranger is representing some group, insist on identification. Don't worry about being polite.
- If a stranger asks to use your telephone, do not let the individual in. Instead, offer to make any emergency telephone call for him or her.
- Do not leave house keys hidden in a traditional location, such as under a doormat.
- Do not put your home address on your key ring.
- Get to know your neighbors. You can help keep an eye on their homes and rooms, and they may return the favor by watching yours.



# Crime Prevention

- Call 911 to report suspicious persons or activity in or around your neighborhood or hall.
- Do not leave messages on your door or answering machine indicating that you won't be back for a lengthy period of time.
- Do not keep large sums of money, jewelry, or valuable items in your room.
- Take your valuables home when you are on vacation.



## **When Walking or Driving**

- Avoid walking alone at night. Use UWCARES and Night Ride.
- Choose major walkways or a route that avoids dark, vacant areas.
- Know where emergency telephones are along your route.
- Wear clothes and shoes that allow you to move quickly.
- Walk with a purpose. Project an assertive image.
- Be conscious of your surroundings. Anticipate potentially dangerous situations.
- When walking along a street, walk on the side facing traffic to see approaching persons or vehicles.
- Have your car or house key ready before getting to the door so that you are not delayed by fumbling for it.
- Look into the car before you get in to be sure no one is hiding inside. When you get into your car, lock all doors and roll up the windows.
- Drive on well-traveled streets and NEVER pick up hitchhikers.
- Have change in your car for telephone calls.
- If you are being followed, drive to a police

station, fire station, or open business to seek help. If you fear getting out of your car, sound your horn to get attention.

- If you see occupants of a stationary vehicle who are seeking assistance, do not stop. Go to a telephone and call assistance for them.
- If your car breaks down, raise the hood, then get back in your car and lock the doors. If someone does stop to help, do not get out; instead ask that a call for help be made.
- When leaving your car for servicing or in a parking lot where you must provide your car keys, leave only the car keys, not a key ring with other keys.

## **Protecting Your Property**

### **General**

Theft is the most common crime on campus. The best means of prevention is to reduce or remove the opportunity.

- Whenever you leave your office, laboratory or residence hall room, lock the door and all windows.
- Never prop open otherwise locked doors to buildings.
- When storing a purse or wallet in an office, put it in a seldom-used file cabinet, then lock the cabinet.
- Do not leave backpacks, purses, or briefcases unattended in public places, especially in libraries or cafeterias.
- Record the serial numbers and descriptions of your valuables.
- Engrave personal property with your driver's license number. Engraving pens can be checked out at the University of Washington police station at no charge.

## **Cars, Mopeds, Scooters and Bicycles**

- Always lock your vehicle and remove the ignition key.
- When parking at night on the street or in a parking lot, try to park in a well-lighted area that is also well traveled.
- Never leave items visible in your car.
- If you must leave something in your car, lock it in your trunk **BEFORE** arriving at your parking location.
- Mopeds, scooters and motorcycles are also stolen from campus. Owners should use a U-shaped lock on the tire to prevent thieves from driving it away.
- Lock your bicycle with a U-shaped lock.
- When locking your bicycle, make sure both wheels and the frame are locked to the bike rack.
- Register your bicycle without charge at the University police station or the ASUW Bike Shop in the HUB.

## **If You Sense a Potential Threat**

- Consider your options, then take action.
- Try to get away from the danger.
- Yell or scream. Create a commotion. If you carry a whistle, that's the time to use it. When yelling, be specific: "Call the Police."
- Run toward well-lighted public areas.
- Go into open businesses. Call the Police immediately.
- Be able to describe what happened, where it happened, the suspect, and his or her direction and method of travel.



# Safety Information

- If you are in immediate danger, telephone 911 if possible. If that's not possible, scream or, if all else fails, consider pulling a fire alarm if one is accessible. Remember a false alarm is NO joke, but it is an appropriate action in an emergency situation.

## If You Are the Victim of a Crime

Using the crime prevention techniques suggested in this brochure may reduce your chances of becoming a victim. But if you are confronted with a threatening situation, you will have a better chance of not being harmed if

you have considered possible scenarios and your reactions in them: Would you be able to scream? Are you capable of using physical force? What items that you normally carry (e.g., keys, pens, umbrellas) could be used to defend yourself?

Keeping property is not worth endangering your life. If you are confronted by an armed person or

someone who claims to be armed, and he or she demands your money or property, give it up. If you believe that your life is in immediate danger, do anything that you can to escape (e.g., kick, poke, scream). Judge each situation on an individual basis and do whatever you need to do to survive.

At the first opportunity, call 911 or 9-911 to report the incident. Remember, calling 911 from a pay telephone is a free call.

## Sexual Assaults and Rape

Following the suggestions outlined earlier in this brochure for protecting yourself may reduce your chances of becoming a victim of rape or sexual assault by a stranger. In many cases, however, a sexual assault or rape may occur between acquaintances or on a date without realizing that the incident meets the legal definition of rape.

No one has the right to force or pressure another to have sex. Any sexual activity must be mutually agreeable to both parties. Know your own sexual limits and communicate them clearly. If you find yourself in an uncomfortable situation, leave. Know someone you can call for a ride or have money for a taxi. The consumption of alcoholic beverages and drugs tends to reduce your awareness level. Don't leave your drink unattended. Take action immediately, don't worry about being polite! Brochures on sexual assault and relationship violence are available at Campus Information Centers.

## Reporting a Rape

If you are raped or sexually assaulted, call SARIS, the UW Sexual Assault and Relationship Violence Information Service, at 206-685-HELP. SARIS is a free, safe and confidential service for students and connect victims/survivors with needed services, including medical services, counseling and legal advocacy.

If you are sexually assaulted on campus, call the University Police who support a Sexual Assault Response Commitment that pledges to assist you with courtesy, sensitivity and professionalism.

If you are a victim of a sexual assault off campus, call the Seattle Police Department.

Call a friend or someone you trust for support.

Seek medical attention — It is a good idea to go to a hospital for treatment and be tested for sexually transmitted diseases and pregnancy, whether or not you choose to report to the police. It is important to remember that evidence will be destroyed if you shower, bathe, or change clothes.





## Important Telephone Numbers

### Campus Resources:

UW Police (emergency, fire, medical aid)	
From noncampus telephones	911 (free call from pay telephones)
From campus telephones	9-911
UW Police business line	206-543-9331 <a href="http://www.washington.edu/admin/police/">http://www.washington.edu/admin/police/</a>
UW Police – emergency line for the hearing impaired	206-543-3323
Office of the Vice President for Student Affairs	206-543-4972 <a href="http://depts.washington.edu/ovpsa/">http://depts.washington.edu/ovpsa/</a>
Hall Health Primary Care Center (information)	206-685-1011 <a href="http://depts.washington.edu/hhpccweb">http://depts.washington.edu/hhpccweb</a>
Sexual Assault and Relationship Violence Information Service (SARIS)	206-685-HELP <a href="http://www.washington.edu/students/saris/office/">http://www.washington.edu/students/saris/office/</a>
University Ombudsman and Ombudsman for Sexual Harassment	206-543-6028
Night Ride (day phone)	206-543-0450
(wheelchair accessible van at night)	206-255-7160 or 206-685-9255 <a href="http://www.washington.edu/upass/">http://www.washington.edu/upass/</a>
UWCARES	206-685-WALK <a href="http://www.washington.edu/students/handbook/safety.html">http://www.washington.edu/students/handbook/safety.html</a>
Bike Registration	206-543-9338 <a href="http://www.washington.edu/admin/police/prevention/bikereg.html">http://www.washington.edu/admin/police/prevention/bikereg.html</a>
Report lights out on campus	206-685-1411

### Off-campus Resources:

Crisis Clinic 24-hour crisis line	206-461-3222 <a href="http://www.crisisclinic.org/">http://www.crisisclinic.org/</a>
King County Sexual Assault Resource Center (24 hours)	1-800-825-7273 <a href="http://www.kcsarc.org/">http://www.kcsarc.org/</a>
Domestic Violence Hotline (24 hours)	1-800-562-6025 <a href="http://www.kccadv.org/resource.html">http://www.kccadv.org/resource.html</a>

### UWCARES

(University of Washington Campus Area Resident Escort Service) is a nightwalk escort service. The program operates from 5:30 p.m. in Autumn and Winter quarters and 8:30 p.m. in Spring quarter until 12:30 a.m., Sunday through Thursday, and serves the majority of the campus areas. Call 206-685-WALK and a team of two escorts will be dispatched from the program's headquarters in the HUB to your location to walk with you to your destination. Escorts are readily identifiable, wearing bright red jackets with "UWCARES" on the back and displaying photo identification badges.

### Night Ride

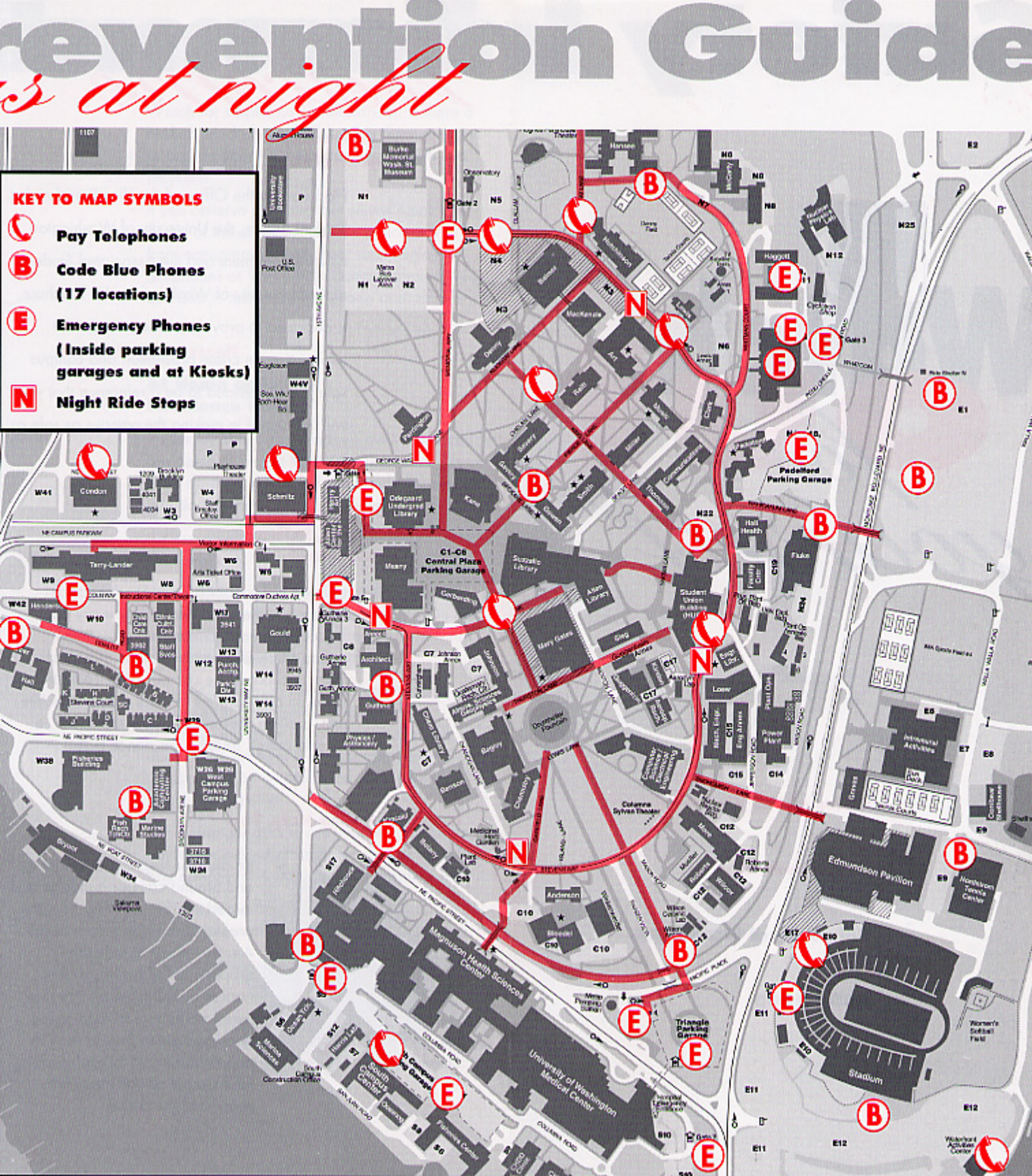
Night Ride vans operate from 6:00 p.m. in Autumn and Winter quarters and 8:30 p.m. in Spring quarter to 12:30 a.m., Sunday through Thursday. They carry students, faculty and staff from campus to their destinations in three zones within one mile north, east, and west of campus. Passengers can ride free with a U-PASS or purchase a \$1 ticket at the HUB on weekdays until 10:00 p.m. Shuttles will pick up passengers every 15 minutes at five stops—at the HUB, southwest of Meany Hall, at the Art Building, Stevens Way at Garfield Lane and at the flagpole southeast of Parrington Hall. Students in East Zone vans will be let off along Whitman Court upon request. A wheelchair-accessible van is available by calling 206-255-7160 or 206-685-9255 during hours of operation.

### Major Walkways

The map indicates the most frequented walking routes through campus. You are encouraged to walk with friends or to call UWCARES.

The map also indicates the approximate locations of many emergency telephones situated on the UW campus. University parking structures are equipped with telephones providing communication directly with the UW Police Department. In an emergency, just pick up the "Code Blue" Phones; or dial 9-911 from a campus telephone or 911 from a noncampus or pay telephone (remember, dialing 911 from a pay telephone is a free call).





**KEY TO MAP SYMBOLS**

- Pay Telephones
- Code Blue Phones (17 locations)
- Emergency Phones (Inside parking garages and at Kiosks)
- Night Ride Stops



**your**

*Safety...*

**Y O U R**

*Health*

*A Student Guide to  
Campus Safety and  
Substance Awareness*

**Office of the Vice President  
for Student Affairs  
University of Washington  
Seattle, Washington**

**2002-2003**

*(includes 1999, 2000 and 2001 statistics)*

The University of Washington is one of the nation's outstanding universities. For a community of approximately 35,000 students and 17,000 faculty and staff, it is a relatively safe place to be; however, it is subject to many of the same problems that occur in the greater urban community in which it is located. The following information has been prepared to increase your awareness of the current programs that exist to protect your safety and well-being. Portions are also provided in compliance with laws of the State of Washington (RCW 28B.10.569), the federal Drug-Free Schools and Communities Act (20 USC §1145g), and the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, originally known as the Student Right-to-Know and Campus Security Act (20 USC §1092).



## CAMPUS SAFETY

The University of Washington Police Department (UWPD) is committed to the accurate gathering and timely dissemination of crime statistics and related

information. The UWPD attempts to disseminate timely warning reports about crimes through postings on the Department's Web page and the use of e-mail. Crime victims and witnesses are encouraged to report crimes to the UWPD and may do so on a confidential basis. Professional counselors in the Student



Counseling Center inform students who are victims or witnesses of crimes of the option of reporting the crimes confidentially to the UWPD. The UWPD monitors and records, on an annual basis, information provided by the Seattle Police Department about criminal activity in geographical areas of Seattle that include off-campus locations of student organizations.

The UWPD is located at 1117 N.E. Boat Street and is a fully accredited state police force. The department employs 53 police officers who are fully commissioned by the State of Washington and have the same authority as other law enforcement officers. All of the officers are graduates of the Washington State Criminal Justice Training Commission Academy. The UWPD has primary responsibility for law enforcement on the campus and works closely with the Seattle Police Department and other law enforcement agencies throughout Washington State. Commissioned officers patrol the campus on a 24-hour basis and staff a detective division, a traffic unit, the Residence Hall Patrol, a unit specifically assigned to the residence halls, and a Crime Prevention Unit which offers a variety of programs and services on personal and property protection to the campus community. In addition to the commissioned officers, the department also employs approximately 25 full- and part-time noncommissioned security guards who assist in the enforcement of University rules and regulations and the safeguarding of the campus community.

The University has well defined rules governing access to its facilities and building security, as outlined in the Operations Manual, D 13.3, "Building Security Regulations," and the policy on Use of University Facilities (CH. 478-136 WAC), and enforced by the UWPD and security personnel.

If you observe anything suspicious, sense a potential threat, or become the victim of a crime, you are encouraged to call the UWPD at 911 from non-campus telephones, or 9-911 from such campus telephones as those in offices.



# UNIVERSITY OF WASHINGTON POLICE DEPARTMENT CAMPUS AND OTHER CRIME STATISTICS\*

<b>Homicide/Manslaughter</b>	
<b>Forcible Sex Offenses Total</b>	
Forcible Rape	
Forcible Sodomy	
Forcible Fondling	
Sexual Assault with an Object	
<b>Non-Forcible Sex Offenses Total</b>	
Statutory Rape	
Incest	
<b>Larceny</b>	
<b>Robbery</b>	
<b>Aggravated Assault</b>	
<b>Burglary</b>	
<b>Motor Vehicle Theft</b>	
<b>Arson</b>	
<b>Simple Assaults</b>	
<b>Hate Crimes Total</b>	
Race	
Sexual Orientation	

Non-Campus Buildings or Public Property (SPD)	1999	
	On Campus Student Housing (# Included in Total)	On Campus Total
0	0	0
3	1	4
3	0	1
n/a	1	1
n/a	0	2
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
1437	69	793
67	0	1
73	2	7
192	18	62
246	2	46
4	3	5
177	11	48
n/a	0	1
n/a	0	1
n/a	0	0

## Arrests for Specific Crimes

<b>Liquor-Law Arrests</b>	
<b>Drug-Law Arrests</b>	
<b>Weapons-Law Arrests</b>	

n/a	20	74
n/a	22	118
n/a	1	3
n/a	86	703

## Total # of Arrests for All Crimes\*\*

\* UWPD statistics cover UW-Seattle campus and its adjacent owned facilities; Seattle Police statistics do not include UW campus statistics.

\*\* Includes all other crimes not listed above.

n/a = data is not available

Statistical information provided in compliance with the Campus Security Act, 1998 Amendments thereto, and said definitions of crimes (Uniform Crime Reporting). Discrepancies with previously published information is due to review of records management system, and application of crime definitions. Statistics reflect only those crimes reported to the University of Washington Police Department (UWPD) and Seattle Police Department (SPD). SPD crime statistics are for public property or non-campus buildings adjacent to UW Campus (census tracts 041, 043, 053.01 & 053.02). Criminal activity engaged in by students in off-campus facilities that are contiguous to the campus and owned by student organizations registered with the UW are included in the SPD statistics.

## UNIVERSITY-WIDE STUDENT CONDUCT CODE DISCIPLINARY STATISTICS AND RESIDENCE HALL ALCOHOL, DRUG AND WEAPONS VIOLATIONS

(May also have been reported to UWPD as crimes and included in their statistics)

Calendar Year Reported Violations	1999		2000		2001	
	Univ. Wide	Res. Halls	Univ. Wide	Res. Halls	Univ. Wide	Res. Halls
<b>1. Alcohol Violations</b>	28	317	23	276	26	323
<b>2. Drug Violations</b>	7	28	7	39	11	60
<b>3. Weapons Violations</b>	1	1	0	0	1	0
<b>4. Assault/Fighting</b>	3	N/A	0	0	2	0
<b>5. Sexual Offenses</b>	0	N/A	0	0	0	0
<b>6. Theft</b>	4	N/A	3	1	12	17

<b>2000</b>		
Non-Campus Buildings or Public Property (SPT)	On Campus Student Housing (# included in Total)	On Campus Total
0	0	1
6	1	2
6	1	1
n/a	0	0
n/a	0	1
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
1164	97	758
50	0	2
105	0	2
185	38	76
242	0	39
4	3	6
205	8	63
n/a	0	0
n/a	0	0
n/a	0	0

<b>2001</b>		
Non-Campus Buildings or Public Property (SPT)	On Campus Student Housing (# included in Total)	On Campus Total
0	0	0
2	1	2
2	1	2
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
n/a	0	0
1027	93	798
56	1	4
80	0	6
244	35	92
271	11	38
7	1	2
183	6	38
n/a	0	0
n/a	0	0
n/a	0	0

n/a	13	163
n/a	19	121
n/a	0	6
n/a	72	880

n/a	30	65
n/a	24	149
n/a	0	5
n/a	90	761

During the 2001 calendar year there were 24 sexual assaults reported to the Sexual Assault and Relationship Violence Information Service (SARIS). Of those, 22 involved students. These assaults may also have been reported to the UWPd and/or the Office of the Vice President for Student Affairs and included in their statistics and summary.



*Watch out—for yourself*, a brochure published by the Office of the Vice President for Student Affairs, contains important information on crime prevention and campus safety, including tips for students on protecting themselves

and their property, and a map of major walkways and emergency telephones. Copies are available at the University Police station, the Office of the Vice President for Student Affairs in Schmitz Hall, the Student Union Building (HUB), South Campus Center, and the front desks of McMahon, McCarty, Haggett and Terry residence halls.



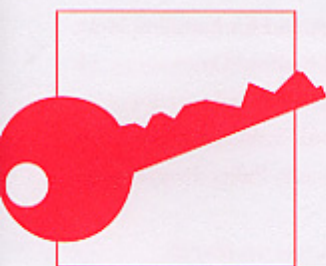


**UWCARES** (University of Washington Campus Area Resident Escort Service) is a nightwalk escort program. The program generally operates from dusk (5:30 p.m. in Autumn and Winter quarters; 8:30 p.m. in Spring Quarter) until 12:30 a.m., Sunday through Thursday, and serves the majority of the campus. Students can call 206-685-WALK and a team of two escorts will be dispatched from the program's headquarters in the HUB to their locations and walk with them to their destinations. Escorts are carefully hired and are readily identifiable, wearing bright red jackets with "UWCARES" on the back and displaying photo identification badges.



**Night Ride** vans operate Sunday through Thursday from 8:00 p.m. to 12:15 a.m. during Autumn, Winter and Spring quarters, but do not operate during Summer quarter. The vans carry students, faculty and staff from campus to their destinations in three zones within one mile north, east, and west of campus. Both the zone and the color are displayed on the front and side of each van. Passengers can ride free with a U-PASS or purchase a \$1 ticket at the HUB on weekdays until 11:00 p.m. The vans pick up passengers every 15 minutes at five stops—at the HUB, Stevens Way at Garfield Lane, Meany Hall, at the flagpole southeast of Parrington Hall and at the Art Building. Upon request, East Zone vans will drop off passengers along Whitman Court, McMahon, Haggett, McCarty and Hansee Halls; however, the Night Ride does not pick up passengers. A wheelchair-accessible van is available by calling 206-255-7160 (or from a campus telephone, 5-9255) during hours of operation. Schedules are posted at each of the Night Ride stops. For more information, call the Transportation Office at 206-543-0450 during business hours, visit [www.washington.edu/upass/shuttle\\_services/night\\_ride.html](http://www.washington.edu/upass/shuttle_services/night_ride.html) or e-mail [upass@u.washington.edu](mailto:upass@u.washington.edu).





## STUDENT HOUSING

The University's Residential Life program is designed to promote a safe and secure environment for residents. Most outside door entrances to the

residence halls are locked on a 24-hour-a-day basis. Those main entry doors immediately adjacent to front desks are generally locked beginning at 9:00 p.m., requiring keys to enter thereafter. Those residence halls which provide food service operations after 9:00 p.m. have the main entry doors locked after the closure of food service operations. A Resident Adviser is on duty every night in each residence hall, and a Resident Director, who responds to problems in all the halls, is also on duty every night. The Residence Hall Patrol, consisting of at least two UWPD police officers, is specifically responsible for patrolling the halls at night.

Procedures for temporarily checking out keys in the case of students being locked out of their rooms have been established to keep unauthorized people from securing room keys, and the procedures are strictly enforced. No door-to-door soliciting or distributing of leaflets by non-hall residents is allowed.

As members of the residence hall community, students are encouraged to assist in the protection of their and others' safety. The housing staff also presents information and ongoing programs related to crime prevention, including personal protection seminars, engraving of personal property, and acquaintance rape seminars.

**Family Housing and Student Apartments,** although an extension of the University's housing program, are more similar to private community housing situations. Residents are responsible for following safety practices to protect themselves and their homes. Door-to-door solicitation and/or distribution of leaflets by non-housing organizations are prohibited. There are procedures established and

enforced for replacing lost keys and for handling lock-outs. All housing units, except Radford Court Apartments, are within the jurisdiction of and are patrolled by the UWPD. Radford Court Apartments are under the jurisdiction of the Seattle Police Department.

## **SEXUAL OFFENSES**

The University is committed to providing its students with an environment conducive to the pursuit of knowledge. Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the community, refraining from actions that would endanger the health, welfare or safety of others. Conduct constituting a sexual offense, whether forcible or nonforcible, such as rape, assault or sexual harassment, will not be tolerated. Students committing sexual offenses in any form, including acquaintance rape, can be prosecuted under Washington State criminal statutes and/or disciplined under the Student Conduct Code.

The Washington State Criminal Code (Title 9A RCW) defines rape as engaging in sexual intercourse with another person by forcible compulsion; **or** when the victim is incapable of consent by reason of being physically helpless or mentally incapacitated (e.g., when the victim has consumed alcohol and/or other drugs, either voluntarily or involuntarily); **or** when the victim does not consent to sexual intercourse with the perpetrator and such lack of consent was expressed by the victim's words or conduct.

In some instances the victim may know the assailant and often does not realize the incident meets the legal definition of rape. Acquaintance rape may fall into any of the following categories: First or second degree rape, Class A felonies punishable under the Washington State Criminal Code by up to life in prison and/or a \$50,000 fine; third-degree rape, a Class C felony punishable by up to five years in prison and/or a \$10,000 fine.

When they occur on campus, rape and other forcible or nonforcible sex offenses also violate the Student Conduct Code and may result in a variety of disciplinary actions, including suspension or permanent dismissal from



the University. In cases involving an alleged sexual offense, the accuser and the accused are entitled to have others present during a disciplinary hearing. Both the accuser and accused shall be informed of the outcome of any campus disciplinary proceeding as a result of an alleged sexual assault.

**If** you are sexually assaulted, resources are available on and off campus to help you.

**Call** a friend or someone you trust for support, and seek medical attention at once since all injuries are not readily apparent. Do not bathe, douche, change or wash your clothes. It is important to preserve evidence in case you decide to press charges.

**If** you are raped or sexually assaulted on campus, call the University Police, who support a Sexual Assault Response Commitment that pledges to assist you with courtesy, sensitivity and professionalism. Also, officers will provide transportation to Harborview Medical Center, which has a sexual assault team specifically trained to help victims of sexual assault. Reporting the incident to the police is encouraged regardless of the availability of evidence. The Prosecutor may choose to file charges and pursue prosecution with or without the victim's consent.

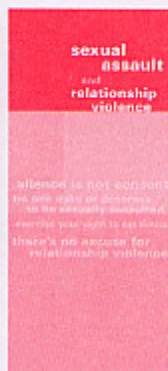
**If** you are the victim of a sexual assault off campus, call the Seattle Police Department.

**Call SARIS** (Sexual Assault and Relationship Violence Information Service). SARIS, located in the HUB, is a free, confidential and nonjudgmental haven for students. A Resource Specialist connects victims/survivors

with the services that they need, including medical services, individual and group counseling and legal advocacy.

**In** addition to the University of Washington Police Department and SARIS, you are encouraged to seek help from a variety of trained staff members at the Student Counseling Center, residence halls, Hall Health Primary Care Center

and the Office of the Vice President for Student Affairs. If





asked, they can assist you in reporting to the police, which can be done confidentially, in coping with the aftermath of the assault, and in exploring and arranging for counseling, academic adjustments or different living situations. There are also many off-campus resources that have physicians and counselors trained in sexual assault trauma, and offer treatment, information, support and referral. (See Directory of Services)

*Sexual Assault and Relationship Violence*, a brochure published by the Office of the Vice President for Student Affairs, contains valuable information concerning sexual assault and relationship violence, tips on reducing risks of acquaintance and stranger rape, what to do if you are sexually assaulted or experience relationship violence, and a list of campus and community resources. Copies are available at the University Police station, the Office of the Vice President for Student Affairs and the Student Counseling Center in Schmitz Hall, SARIS, the HUB, South Campus Center and the front desks of McMahon, McCarty, Haggett and Terry residence halls.

In addition to the other programs and services described elsewhere in this publication, University of Washington students and staff provide educational programs aimed at the prevention of sexual offenses and at reducing the likelihood of students becoming victims. The ASUW Committee Organizing Rape Education (CORE) provides sexual assault educational programming to the campus community. The University Police, through its Crime Prevention Unit, offers a variety of programs and services on personal and property protection. Programs of the Student Affairs Committee on Alcohol and Substance Awareness address the relationship between alcohol abuse and sexual assault. Advisory staff in the residence halls coordinate programs for residents on date and acquaintance rape.

## **ALCOHOL AND ILLEGAL DRUGS**



Generally, possession and consumption of alcoholic beverages are not permitted on campus. The exceptions are 1) meetings or other functions when a state

banquet permit has been obtained—applications are available in the Office of the Vice President for Student Affairs and the permit is issued pursuant to regulations of the University and the Washington State Liquor Control Board, or 2) in residence hall rooms or apartments with the doors closed, except that kegs or other common-source containers are never allowed in the residence halls. As prescribed by state law, it is illegal to sell alcohol without a permit and no one under age 21 is permitted to consume alcohol.

The Alcohol and Drug Abuse Policy of the University of Washington is found in the Operations Manual, D 13.7, copies of which are available at the Visitors Information Center (4014 University Way N.E.) and campus reference stations.

***General Policy:** With a view toward ensuring the safety and well-being of faculty, staff, students, and the general public, the University is committed to maintaining a campus environment that is free of illicit drugs (or controlled substances) and alcohol. Accordingly, the consumption of alcoholic beverages by students and employees on University property, except in accordance with appropriate state of Washington liquor license procedures, is prohibited. Further, the unlawful possession, use, distribution, or manufacture of alcohol or controlled substances (as defined in Chapter 69.50 RCW) on the University campus or during University-sponsored activities is prohibited (Chapter 478-124 WAC). Violation of these alcohol and drug prohibitions will be the basis for University disciplinary or other appropriate action.*

Students and employees who are found to be in violation of this stated prohibition may be subject to arrest and conviction under the applicable criminal laws of local municipalities, the State of Washington, or the United States. Conviction can result in sanctions including probation, fines and imprisonment. Students found in violation of this stated prohibition are also subject to discipline in accordance with the requirements and procedures of the Student Conduct Code (CH. 478-120 WAC). Discipline may include disciplinary probation or dismissal from the University. The Student Counseling



## HEALTH RISKS

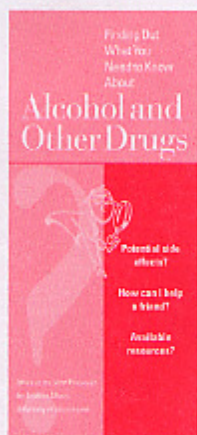
### COMMONLY ABUSED SUBSTANCES

Substance	Some Possible Effects
Alcohol	toxic psychosis, physical dependence, neurological and liver damage, fetal alcohol syndrome, impaired judgment, seizures, asphyxia, death
Nicotine (cigarettes, cigars, smokeless tobacco)	cancer, heart, blood vessel and respiratory diseases, psychological dependence, physical dependence – similar effects associated with second-hand smoke and smokeless tobacco products
Marijuana (cannabis) <i>pot, grass, blunt, weed, smoke</i>	bronchitis, conjunctivitis, mood swings, paranoia, lethargy, impaired concentration, psychological dependence
Amphetamines (including methamphetamine) <i>speed, crank, meth, black beauties</i>	delusions, hallucinations, heart problems, hypertension, irritability, insomnia, toxic psychosis, rebound depression, seizures, sudden death
Barbiturates <i>barbs</i>	severe withdrawal symptoms, possible convulsions, toxic psychosis, depression, physical dependence, impaired judgment
Benzodiazepines (Valium, Xanax, Ativan, Dalmane, Rohypnol) <i>benzos, tranks, roofies (rape drug)</i>	impaired judgment, sedation, panic reaction, seizures, psychological dependence, physical dependence, disinhibition, amnesia, severe withdrawal and death
Cocaine & Cocaine freebase <i>coke</i>	depression, weight loss, seizure, heart attack, stroke, hypertension, psychosis, chronic cough, nasal septum injury, hallucinations, sudden death
Gamma hydroxybutyrate acid (GHB)/Gamma butyrolactone (GBL) <i>liquid ecstasy</i>	nausea, vomiting, headache, confusion, somnolence, dizziness, euphoria, respiratory depression, hallucinations, delirium, restlessness, excessive or poor muscle tone, amnesia, coma, slow heart rate, poor balance, urinary incontinence, difficulty breathing, uncontrollable shaking, seizure-like activity
Narcotics (Heroin, morphine, codeine, oxycodone [Vicodin and Oxycontin]) <i>smack, dope, T-3s, T-4s</i>	physical dependence, constipation, lethargy, respiratory depression, accidental fatal overdose
Inhalants <i>amies, gas, laughing gas, poppers, snappers</i>	psychological dependence, psychotic reactions, confusion, frozen airway, sudden death
Ketamine <i>Spectral K, green, K</i>	increases in blood pressure and heart rate, respiratory depression or arrest, airway obstruction, rigidity, peripheral anesthesia, hallucinations, delirium
LSD <i>acid</i>	may intensify existing psychosis, panic reactions, can interfere with psychological adjustment and social functioning, insomnia, flashbacks
MDMA, methylenedioxy- methamphetamine, <i>ecstasy, xtc</i>	sleeplessness, nausea, confusion, increased blood pressure, sweating, paranoia, disinhibition, heart/kidney failure, addiction
Psilocybin <i>magic mushrooms, shrooms</i>	may intensify existing psychosis, hallucinations, severe gastrointestinal upset
Steroids <i>roids, juice</i>	cholesterol imbalance, acne, baldness, rage, masculinization of women, breast enlargement in men, premature fusion of long bones preventing attainment of normal height, atrophy of reproductive organs, impotence, reduced fertility, stroke, hypertension, congestive heart failure, liver damage, depression



Center offers counseling for a variety of personal concerns and treatment for substance abuse. The Hall Health Primary Care Center offers counseling and referral for alcohol- and other drug-related problems, as well as preventive education programs. Counseling and other types of alcohol and other drug education for students are offered in the residence halls.

A brochure published by the Office of the Vice President for Student Affairs provides students with a handy source of information on the harmful effects of some abused substances and on programs at the University and in the community to assist them. Copies are available at campus information centers.



The Vice President for Student Affairs has established a committee of students, faculty and staff members to develop and

implement a broad range of substance-education programs. Students who wish to participate in the planning of programs and other activities of the Student Affairs Committee on Alcohol and Substance Awareness should contact the Office of the Vice President for Student Affairs.

## **FEDERAL DRUG LAWS**

The possession, use, or distribution of illicit drugs is prohibited by federal law. Strict penalties are provided for drug convictions, including mandatory prison terms for many offenses. The following information, although not complete, is an overview of federal penalties for first convictions. All penalties are doubled for any subsequent drug conviction.

### **A. Denial of Federal Benefits (21 USC §862)**

A federal drug conviction may result in the loss of federal benefits, including school loans, grants, contracts, and licenses. Federal drug trafficking convictions may result in denial of federal benefits for up to 5 years for a first conviction, 10 years for a second conviction, and permanent denial of federal benefits for a third conviction. Federal drug convictions for possession may result in denial of federal benefits for up to 1 year for a first conviction and up to 5 years for subsequent convictions.

<b>Substance</b>	<b>Amount</b>	<b>Penalty— First Conviction</b>
<b>Heroin</b>	1 kg. or more	<b>Prison:</b> Not less than <b>10 years</b> , not more than <b>life</b> . <b>Fine:</b> up to <b>\$4 million</b> .
<b>Cocaine</b>	5 kg. or more	
<b>Crack Cocaine</b>	50 gm. or more	
<b>Methamphetamine</b>	100 gm. or more	
<b>PCP</b>	100 gm. or more	
<b>LSD</b>	10 gm. or more	
<b>Marijuana</b>	1,000 kg. or more	<b>Prison:</b> Not less than <b>5 years</b> , not more than <b>40 years</b> . <b>Fine:</b> up to <b>\$2 million</b> .
<b>N-Phenyl-N-propanamide</b>	400 gm. or more	
<b>Heroin</b>	100–999 gm.	
<b>Cocaine</b>	500–4,999 gm.	
<b>Crack Cocaine</b>	5–49 gm.	
<b>Methamphetamine</b>	10–99 gm.	
<b>PCP</b>	10–99 gm.	<b>Prison:</b> up to <b>3 years</b> . <b>Fine:</b> up to <b>\$250,000</b> .
<b>LSD</b>	1–10 gm.	
<b>Marijuana</b>	100–1,000 kg.	
<b>N-Phenyl-N-propanamide</b>	40–399 gm.	
<b>Amphetamines</b>	Any amount	
<b>Barbiturates</b>	Any amount	
<b>Marijuana</b>	50–100 kg.	<b>Prison:</b> up to <b>20 years</b> . <b>Fine:</b> up to <b>\$1 million</b> .
<b>Hashish</b>	10–100 kg.	
<b>Hash Oil</b>	1–100 kg.	
<b>Flunitrazepam (Rohypnol, "roofies" or "roaches")</b>	1 gm.	
<b>Marijuana</b>	less than 50 kg.	<b>Prison:</b> up to <b>5 years</b> . <b>Fine:</b> up to <b>\$250,000</b> .
<b>Hashish</b>	less than 10 kg.	
<b>Hash Oil</b>	less than 1 kg.	
<b>Flunitrazepam (Rohypnol, "roofies" or "roaches")</b>	less than 30 mg.	

## **B. Forfeiture of Personal Property and Real Estate** (21 USC §853)

Any person convicted of a federal drug offense punishable by more than one year in prison shall forfeit to the United States any personal or real property related to the violation, including houses, cars, and other personal belongings. A warrant of seizure may be issued and property seized at the time an individual is arrested on charges that may result in forfeiture.

## **C. Federal Drug Trafficking Penalties** (21 USC §841)

Penalties for federal drug trafficking convictions vary according to the quantity of the controlled substance involved in the transaction. The list above is a sample of the range and severity of federal penalties imposed for first convictions. Penalties for subsequent convictions are twice as severe. If death or serious bodily injury results from the use of a controlled substance which has been illegally distributed, the person convicted on federal charges of distributing the substance faces a prison term of not less than 20 years, but not more than life, and fines ranging up to \$8 million.

Persons convicted on federal charges of drug trafficking within 1,000 feet of a University (21 USC §860) face penalties of prison terms and fines which are twice as high as the regular penalties for the offense, with a mandatory prison sentence of at least 1 year.



#### **D. Federal Drug Possession Penalties (21 USC §844)**

Persons convicted on federal charges of possessing any controlled substance face penalties of up to 1 year in prison and a minimum fine of \$1,000, or both. Second convictions are punishable by not less than 15 days but not more than 2 years in prison and a minimum fine of \$2,500. Subsequent convictions are punishable by not less than 90 days but not more than 3 years in prison and a minimum fine of \$5,000. Special sentencing provisions for possession of crack cocaine impose a mandatory prison term of not less than 5 years but not more than 20 years and a minimum fine of \$1,000, or both, if:

- a. it is a first conviction and the amount of crack possessed exceeds 5 grams;
- b. it is a second conviction and the amount of crack possessed exceeds 3 grams;
- c. it is a third or subsequent crack conviction and the amount exceeds 1 gram.

Civil penalties of up to \$10,000 may also be imposed for possession of small amounts of controlled substances, whether or not criminal prosecution is pursued.

Special sentencing provisions for possession of Flunitrazepam (Rohypnol, "roofies" or "roaches") impose a prison term of not more than 3 years, a fine up to \$5,000, or both.

#### **WASHINGTON STATE DRUG LAWS**

(RCW 69.50)

The following is a partial list of illicit drugs considered to be controlled substances by the State of Washington: Narcotics (opium and cocaine, and all drugs extracted, derived, or synthesized from opium and cocaine, including crack cocaine and heroin); Marijuana; Methamphetamine; Barbiturates; and Hallucinogenic Substances (LSD, peyote, mescaline, psilocybin, PCP, THC, MDA, STP).

##### **A. State Penalties for Illegal Sale of Controlled Substances**

The illegal sale of any controlled substance is punishable by up to 5 years in prison, \$10,000 fine, or both.

##### **B. State Penalties for Illegal Manufacture or Delivery of Controlled Substances**

Narcotics—Up to 10 years in prison, \$25,000 to \$100,000 fine, or both.

Non-narcotics—Up to 5 years in prison, \$10,000 fine, or both.

##### **C. State Penalties for Possession of Controlled Substances**

Possession of any controlled substance is punishable by up to 5 years in prison, a \$10,000 fine, or both.

Possession of less than 40 grams of marijuana and possession of drug paraphernalia are misdemeanors in the State of Washington.

More severe penalties are provided for persons convicted of providing controlled substances to minors, to repeat offenses, and on or near schools or parks.

---

The University of Washington provides equal opportunity in education without regard to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Viet Nam era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

Materials copyrighted by the Office of the Vice President for Student Affairs. Inquiries or requests to use or duplicate portions of this document should be made to this office at 206-543-4972.



---

## DIRECTORY OF SERVICES

### CAMPUS RESOURCES:

---

#### UW police emergency, fire, medical aid

From off-campus telephones 911

From campus telephones 9-911

UW police business line 206-543-9331

#### UW police-emergency line for the hearing impaired 206-543-3323

Office of the Vice President for Student Affairs 206-543-4972

Addictive Behaviors Research Center 206-685-1200

Hall Health Primary Care Center (acute care) 206-685-1025

Hall Health Primary Care Center (information) 206-685-1011

Night Ride (business hours) 206-543-0450

(wheelchair accessible) 206-255-7160

Night Ride Van or 206-685-9255

Psychological Services & Training Center 206-543-6511

SARIS (Sexual Assault and Relationship Violence Information Service) 206-685-HELP

Student Counseling Center 206-543-1240

University Ombudsman and 206-543-6028

Ombudsman for Sexual Harassment 206-543-0283

UWCARES (University of Washington Campus Area Resident Escort Service) 206-685-WALK

---

### OFF-CAMPUS RESOURCES:

---

Al-Anon (24 hours) 206-625-0000

Alcohol and Drug 24-hour Help Line 206-722-3700  
1-800-562-1240

Alcoholics Anonymous (24 hours) 206-587-2838

Crisis Clinic 24-hour crisis line 206-461-3222

Domestic Violence Hotline (24 hours) (statewide) 1-800-562-6025

Harborview Medical Center  
Emergency Trauma 24-hour 206-731-3074  
Center for Sexual Assault and  
Traumatic Stress  
(8:30 a.m.-5:00 p.m., M-F) 206-521-1800

King County Sexual Assault  
Resource Center (24 hours) 1-800-825-7273



# Getting to the **CORE** of the Issues

VOLUME 1, ISSUE 1

WINTER, 2001

## WELCOME BACK FOR WINTER QUARTER!

We would like to welcome back our returning volunteers, and our new training class. Last fall, volunteers presented to 17 Greek houses and 3 dormitories. Many students also received sexual assault education through a theater event sponsored by SARIS, "When a Kiss is Not a Kiss". We would like to thank all of the volunteers who spent their evenings educating others about sexual assault—your work does make a difference!

Due to budgeting constraints, CORE almost lost funding for its Assistant Director position this year. However, in November the Interfraternity Council generously offered to donate the money to cover the costs of

the position. Amy Pritchard was hired as Assistant Director in November, and has been working with Tara to plan for the upcoming training and spring events. CORE is grateful for the support from the IFC, and would like to extend their thanks to all its members.

This winter, we hope to reach out to those communities who are not required to receive sexual assault training, including non-recognized fraternities and sororities, classrooms, and athletic teams. If you have not had the opportunity to present lately, or have not fulfilled your volunteering requirements, please contact

Tara at

tarals@u.washington.edu to discuss presentation possibilities. And, if you know of any groups on campus who would be interested in receiving a CORE presentation, please let us know!

We also recently received a donation from the University Book Store which will enable us to reprint CORE bookmarks with updated information. If you have any input on the bookmarks, please contact Amy at

pritchar@u.washington.edu.

Thanks to all of you for your support and great work!



Inside this issue:	
Letter from Tara	2
Letter from Amy	2
Volunteer Opportunities	2
Sedating Substances	3
Training Schedule	3
Calendar of Events	4

## Sexual Assault & Relationship Violence Awareness Week (SARVAW) Update

The first meeting of the Sexual Assault & Relationship Violence Awareness Week Planning Committee will occur on Tuesday, January 23rd at 2:30 pm. We will be meeting outside the CORE office on the HUB Third Floor.



SARVAW Committee members will meet regularly throughout winter quarter to plan the events for SARVAW, a week dedicated to raising campus awareness through events such as "Take Back the Night". Past events have also included films, lectures, and exhibits.

We would like to invite everyone to participate in planning and attendance of this event.



## LETTER FROM CORE'S DIRECTOR

Hello:

This is my second year at the helm of CORE. As the Assistant Director last year, I enjoyed meeting and working with volunteers around the issue of sexual assault. From my experiences last year, I am very excited about the programming, volunteers, and potential of CORE for this year.

This year has brought its share of challenges such as trying to secure CORE funds and the search to hire an Assistant Director. Even though we faced such struggles, I would like to take the time to highlight some of the positive and exciting activities CORE has been conducting and been involved with. This fall in conjunction with SARIS and the Office of the Vice President of Student

Affairs, CORE helped with the peer theater production entitled, "When a Kiss is not just a kiss" in Meany Hall. This production filled Meany Hall and had much positive reception. Stay tuned, there is talk of a possible repeat performance.

Secondly, I am happy to report that volunteer training is underway with 20 excited and interested volunteers. Old volunteers are welcome to attend any of the trainings. (See the training schedule listed on page 3). Lastly, I want to encourage all volunteers to get to know Amy Pritchard, the new Assistant Director. Amy was hired in November and is very committed to CORE.

In addition, the Sexual Assault and Relationship Violence Awareness week committee will be meeting in Jan. 2001 to begin planning for SARVA week in April. Please take the time to attend meetings or lend a hand. If you are interested in getting involved, please contact me. Thanks again for all your help and support.

Tara Steinke



## LETTER FROM CORE'S ASSISTANT DIRECTOR

I wanted to take the opportunity to introduce myself to CORE volunteers, and welcome those of you who will be joining us in training this winter.

My name is Amy Pritchard and I am a junior majoring in Comparative History of Ideas and Classical Studies.

My commitment to increasing awareness around issues of assault and abuse began at an early age, and I have experience working with battered women's shelters and community & government organizations dedicated to addressing violence against women.

I am excited to have the opportunity to work with you and the campus community on these issues. I welcome your ideas on how we can improve CORE, and look forward to meeting everyone soon.

Amy Pritchard

## GET INVOLVED WITH THE SA COMMUNITY

In this column, we hope to present opportunities for volunteering in Sexual Assault community based organizations. Each issue we will highlight one organization and the positions they have available.

Communities Against Rape and Abuse (CARA), a grassroots organization committed to addressing issues of oppression and abuse, is seeking anti-rape organizers and activists to be-

come involved with their program. Volunteer opportunities include:

- Organizing support groups
- Building coalitions with other groups and movements
- Joining CARA's working board

- Joining CARA's communications committee
- Organizing Political Action
- Facilitating Community Forums and Discussion Groups.



If you would like to become involved, or would like more information, please contact CARA at (206) 322-4856.

To dream a world into being  
is regarded by many as insanely  
impractical.

*We know there is a world  
without rape and this world is  
in our minds.*

As we struggle across the plains  
towards the mountains of freedom  
we know

what to take with us  
and what to leave behind. Traveling  
light

we know when to speak or be  
dumb (eyes glazed with the madd  
of our knowing)

we know when to run, or to lie  
in the sun. We know when to run  
from danger

and circle and weave and return  
from behind, clearing the plains  
of the cancer.

And the plains will rise up,  
the mountains sink down  
when we dream

this world into being.

—Elizabeth Ward



# SEDATING SUBSTANCES & SEXUAL ASSAULT: The Connection



Sedating substances are drugs, both legal and illegal, that are sometimes used by perpetrators to subdue a potential victim prior to engaging in sexual activity. The perpetrator may encourage the potential victim to consume alcohol and/or other drugs, with the intention of decreasing the victim's inhibitions or subduing the victim to the point of unconsciousness. The perpetrator may "slip" a drug unknowingly into a victim's drink. Some perpetrators look for potential victims who are intoxicated or high, thinking that those individuals will be willing participants, or will more readily agree to participate in sexual activity than somebody who is sober.

## Is this rape?

- Yes! Sexual intercourse with an individual who is physically or mentally incapacitated meets the definition of 2nd degree rape.
- Washington State Law stated: "A person is guilty of rape in the second degree... When the victim is incapable of consent by reason of being physically helpless or mentally incapacitated for any reason."
- A person is not capable of consenting if they are physically or mentally incapacitated due to the consumption of alcohol and/or other drugs.

## Some Types of Sedating Substances:

### Alcohol

Alcohol is often used to subdue potential victims. Koss (1988) found that 55% of female sexual assault victims and 75% of male sexual assault perpetrators had used alcohol and/or other drugs at the time of the assault. Alcohol is commonly referred to as a "social lubricant" due to its disinhibiting side effect. Many people believe the myth that sexually "taking advantage" of an intoxicated individual is not rape.

### Gamma Hydroxy Butyrate - GHB

Gamma Hydroxy Butyrate (GHB) is an illicit drug that is frequently manufactured in home labs. It is sold on the street in white powder form or as a clear liquid that has a salty taste. In the 1980's GHB was available in health food stores. In 1990 the Food and Drug Administration banned the sale of GHB due to harmful side effects.

### Rohypnol

Rohypnol is illegal in the United States and is classified as a Schedule I Controlled Substance in Washington. It is legally available as a prescription sleeping medication in more than 60 other countries, including Mexico and Colombia. Rohypnol is sold illegally on the streets as a small pill in bubble packs. The current formulation of Rohypnol is undetectable when dissolved in a liquid, as it is odorless, tasteless, and colorless.

*To reduce the risk of being drugged and/or sexually assaulted consider utilizing the following strategies:*

- Keep your beverages with you at all times or with a trusted friend.
- Accept beverages only from people that you know and trust.
- At bars, clubs and restaurants accept beverages from the waitstaff and bartenders only.
- When possible choose a closed container drink rather than an open container drink.
- Be aware of punch bowls (they may be spiked with alcohol or drugs).
- Use a buddy system and be alert to the behavior of friends.

*This information was taken from the Sexual and Relationship Violence*

*Information Service (SARIS)'s*

*homepage. For more information on sedating substances, please visit:*

*<http://www.washington.edu/students/saris/office/Substances.html>*

## WINTER 2001 TRAINING SCHEDULE

Winter Training, 2001, begins on January 9th. We welcome all of our new volunteers, and encourage returning volunteers who would like more information on any of the following topics to attend the sessions. Please contact Tara at [taras@u.washington.edu](mailto:taras@u.washington.edu) for more information.

Tuesday, Jan. 9th: Intro to CORE, Rape Culture, Socialization

Tuesday, Jan 16th: Survivor Stories & Survivor Responses

Tuesday, Jan 23rd: Alcohol and Rape, Sedating Substances

Tuesday, Jan 30th: Medical Issues: Harborview Rape Kit, Harborview Social Worker, STDs

Tuesday, Feb 6th: Legal Issues: KC Prosecutor & KCSARC Advocate

Tuesday, Feb 13th: Legal Investigation: SPD Detective & UW Ombudsman

Saturday, Feb 17th: Oppression, Community Issues, Relationship Violence

Tuesday, Feb 20th: CORE Exercises, Risk Reduction & Prevention

Tuesday, Feb 27th: Presentation Issues, Panel of CORE Volunteers

Saturday, Mar 3rd: Practice Presentations





ASUW's  
Committee Organizing  
Rape Education

Tara Steinke,  
Director  
Amy Pritchard,  
Asst. Director



Phone: 206-543-4238  
Email: [asuwcure@u.washington.edu](mailto:asuwcure@u.washington.edu)

Winter Office Hours:  
Tara: Monday 3:30-4:30 pm  
Tuesday 12:30- 9:00 pm  
Wed. 12:30- 4:30 pm  
Friday 12:30-3:30 pm  
Amy: Tuesday 12:30- 4:00 pm  
Thursday 12:00- 3:30 pm

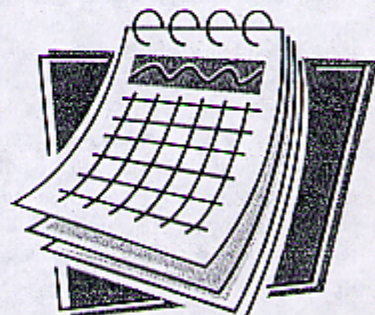
*Core is comprised of student  
volunteers committed to ending  
sexual assault through peer education.  
We serve the university community by  
providing presentations and  
facilitating discussions on issues  
surrounding sexual assault.*

## UPCOMING EVENTS: WINTER 2001

January 23rd, 2:30 pm: Sexual Assault & Relationship Violence Awareness Week (SARVAW)  
Planning Committee Meeting, HUB 304 M/N (committee is tentatively set to meet Tuesdays @  
2:30 pm throughout the quarter).

February 20th & 22nd, 7:00 pm: V-day, "The Vagina Mono-  
logues", Kane Hall 130

April 23-27th: Sexual Assault & Relationship Violence  
Awareness Week Events



The Sexual Assault & Relationship Information Service (SARIS) is available to  
provide student survivors referrals and resources. Students can contact SARIS's  
specialist, Rachelle White, at 685-HELP or [saris@u.washington.edu](mailto:saris@u.washington.edu). For more  
information, please visit <http://www.washington.edu/students/saris/office/>

ASUW CORE  
Box 352238  
University of Washington  
Seattle, WA 98195



# VOLUNTEERS NEEDED FOR

# CORE

## ASUW Committee Organizing Rape Education

### Did you Know?

One in four women and one in five men will be sexually assaulted in their lifetime.

### Sexual assault is a crime of violence

which affects people regardless of gender, racial/ethnic background, sexual orientation, socioeconomic status, age, or disabilities.

**Both men and women of all backgrounds are needed as CORE volunteers.**

### CORE is

comprised of student volunteers committed to ending sexual assault through peer education. We serve the university community by providing presentations and facilitating discussions on the issues surrounding sexual assault.

### We are recruiting

student volunteers who will receive 40 hours of training on sexual assault issues and public speaking. Then groups of volunteers will lead discussions and presentations in residence halls, sororities, fraternities, classrooms, etc.

**Applications are available in the ASUW CORE office, HUB 304 M/N, and the ASUW office, HUB 204L.**

**Deadline for applications is 5:00pm Thursday, November 9, 2000.**

**For more information stop by the CORE office or call 206/543-4238.**

To request disability accommodations, contact the Office of the ADA Coordinator at least 10 days in advance of the event. 206/543-6450 (voice); 206/543-6452 (TDD); 206/685-3885 (FAX); [access@u.washington.edu](mailto:access@u.washington.edu) (e-mail)



MONDAY NOVEMBER 6, 2000



# DON'T WANT TO THINK ABOUT IT?

DON'T WANT TO THINK THAT SOMETHING IN YOUR DRINK COULD MAKE YOU FORGET?  
DON'T WANT TO THINK THAT IT COULD BE A FRIEND?  
DON'T WANT TO THINK YOU CAN'T TRUST SOMEONE?  
DON'T WANT TO THINK ABOUT FEELING HELPLESS?  
DON'T WANT TO THINK ABOUT BEING POWERLESS?  
DON'T WANT TO THINK ABOUT THE PHYSICAL AND EMOTIONAL PAIN?  
DON'T WANT TO THINK ABOUT THE TERRIBLE VIOLATION?  
DON'T WANT TO THINK THAT IT MIGHT HAPPEN TO YOU?  
DON'T WANT TO THINK THAT IT HAPPENS TO MEN TOO?

## DON'T WANT TO THINK THAT RAPE CAN HAPPEN TO ANYONE?

- ONE IN FOUR WOMEN WILL BE SEXUALLY ASSAULTED IN HER LIFETIME.
- ONE IN FIVE MEN WILL BE SEXUALLY ASSAULTED IN HIS LIFETIME.

**Watch your drinks.  
Watch out for your friends.  
Protect yourself.**

# BE SAFE!



SARIS (SEXUAL ASSAULT AND RELATIONSHIP VIOLENCE INFORMATION SERVICE) IS A FREE, CONFIDENTIAL SERVICE FOR UNIVERSITY OF WASHINGTON STUDENTS, MEN AND WOMEN, TO OBTAIN INFORMATION ABOUT SEXUAL ASSAULT AND RELATIONSHIP VIOLENCE. TELEPHONE (206) 675-HELP, STOP BY ROOM 104-G IN THE HUB OR EMAIL [SARIS@U.WASHINGTON.EDU](mailto:SARIS@U.WASHINGTON.EDU)

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS.



# CAMPUS-RELATED VIOLENCE STATISTICS

- ⑤ **Every 21 hours on each college campus in the U.S. there is a rape.**  
(Campus Outreach Services)
- ⑤ **From 1993-1998, women ages 16 to 24 experienced the highest per capita rates of intimate violence (19.6 per 1000 women).**  
("Intimate Partner Violence," Bureau of Justice Statistics, May 2000)
- ⑤ **A woman is most likely to experience an assault during her first two months of college.**  
(Campus Outreach Services)
- ⑤ **For completed and attempted rapes, nearly 90% of the victims knew the offender, who was usually a classmate, friend, ex-boyfriend or acquaintance.**  
("The Sexual Victimization of College Women," National Institute of Justice and Bureau of Justice Statistics, January 26, 2001)
- ⑤ **Alcohol is more closely linked to rape, date rape, and child sexual abuse than any other drug. Alcohol use by the victim, perpetrator or both is linked to 75% of date rapes of college students.**  
(The National Center on Addiction and Substance Abuse at Columbia University, 1999)
- ⑤ **Approximately 33% of college students reported having sustained some form of physical violence from their dating partner, varying from slapping and hitting to more life-threatening violence.**  
(Journal of Interpersonal Violence, vol 9, 1994)

If you need information about sexual assault or relationship violence, call SARIS, the Sexual Assault and Relationship Violence Information Service, at (206) 685-HELP (685-4357), visit our Web site at <http://www.washington.edu/students/saris/office/>, or email [saris@u.washington.edu](mailto:saris@u.washington.edu).

ASUW Core (Committee Organizing Rape Education), phone: (206) 543-4238, email: [asuwcore@u.washington.edu](mailto:asuwcore@u.washington.edu)  
ASUW WAC (Women's Action Commission), phone: (206) 543-1817, email: [asuwomn@u.washington.edu](mailto:asuwomn@u.washington.edu)



UNTIL THE VIOLENCE STOPS

VAGINA MONOLOGUES:  
PERFORMANCES FEBRUARY 12, 14, AND 15  
HUB AUDITORIUM 7 PM  
FREE ADMISSION

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS  
STUDENT ACTIVITIES AND UNION FACILITIES



One will quench your thirst.  
The other could set you up for rape.  
**Which would you drink?**



Rape is a sad reality. And it can happen to anyone. *Even you.*

When secretly slipped into a beverage, even a glass of iced tea, a sedating substance can leave *anyone* vulnerable to sexual assault. You may not be able to see it, smell it, or taste it. And you don't have to be at a bar or club. It could happen in any social setting. The tragic fact is that the reasons for rape really have nothing to do with you. It happens only because there are people who wish to harm others.

**There are some things that may help reduce your risk:**

- Always keep your beverage in sight
- Don't accept open-container drinks from anyone
- Watch out for yourself and your friends

If you experience dizziness, intense drowsiness, or other sudden and unexplained symptoms, call someone you trust. Go to a hospital emergency room immediately. Try to retain a sample of the beverage for testing.

Don't be afraid to get help.

## **SARIS**

Sexual Assault and Relationship Violence Information Service

SARIS is a free, confidential, and safe starting point for students seeking information and/or referrals regarding sexual assault and relationship violence.

Call SARIS at 206-685-HELP, e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu), or stop by the office in HUB 104-G



السكوت لا يعني القبول!

LE SILENCE N'EST PAS MON CONSENTMENT

Mlčeni neni souhlas

Schweigen bedeutet nicht zustimmen

El silencio no es consentimiento

침묵이 동의는 아니다

Milczenie to nie jest zgoda

taushet er ikke samtykke

No matter what language you speak ...  
silence is NOT consent!

Tacere non est assenti

चुप रहना कोई स्वीकृति नहीं है।

Krou té n'qué Kalédi

Silencio nao é consentimento

Soumaya té né sagoye

Jian mo bu deng yu xu

Tišina ne znači pristanak

سكوت علامت رضایت نیست

沈黙は同意ではない。

Sexual Assault and Relationship Violence Information Service

SARIS is a free, confidential, and safe starting point for students seeking information and/or referrals regarding sexual assault and relationship violence.

Call SARIS at 206-685-HELP, email [saris@u.washington.edu](mailto:saris@u.washington.edu), or stop by the office in HUB 104G.

**SARIS**

Office of the Vice President for Student Affairs  
University of Washington



**Easy Lay**, Great Hormones, **G-juice**,  
Energy Drink, **Grievous Bodily Harm**,  
**Liquid Ecstasy**, Liquid X, **Liquid E**,  
**G**, vita-G, **Bedtime Scoop**, **Soap**,  
**Somatomax**, **Gamma 10**,  
**Georgia Home Boy**

No matter what it's called, **Gamma HydroxyButyrate** can cause dizziness, nausea, vomiting, confusion, seizures, respiratory depression, intense drowsiness, unconsciousness, coma, and "anterograde amnesia" (memory loss for the events following ingestion). When GHB is ingested with alcohol or other drugs, the consequences may be fatal.

GHB is most commonly made in a clear liquid form that is colorless and odorless. It is sometimes produced as a white crystalline powder. You may not be able to see it, smell it, or taste it. When secretly slipped into a beverage, GHB can leave anyone vulnerable to sexual assault.

- Watch out for yourself and your friends.
- Always keep your drink in sight.
- Don't accept open-container drinks.

If you experience any of the above symptoms, call someone you trust and go to a hospital emergency room immediately. If you are sexually assaulted, help is available.

**SARIS-Sexual  
Assault and  
Relationship Violence  
Information Service**

SARIS is a free, confidential and safe starting point for students seeking information and/or referrals regarding sexual assault and relationship violence.

Call SARIS at (206) 685-HELP, e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu), or stop by the office in HUB 104-G (inside the HUB administration office).

Office of the Vice President for Student Affairs  
University of Washington

MONDAY, JANUARY 28, 2001



DO YOU KNOW HOW TO  
DEFEND YOURSELF?

# HOME ALIVE

Free Workshop

Tuesday, April 16

6:30 - 7:00 pm HUB 108

Home Alive is a Seattle based anti-violence project that offers affordable self defense classes, provides public education and awareness, and leads local community organizing efforts.

Part of Sexual Assault and Relationship Violence Awareness Week, April 14-19



SARIS  
Office of the Vice  
President for  
Student Affairs

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: 206.543.6450/V, 206.543.6452/TTY, 206.685.7264 (FAX), or e-mail at [dso@u.washington.edu](mailto:dso@u.washington.edu).

TUES, APR 16, 2002



# SILENCE IS NOT CONSENT

Silence means no words were said,

It does not mean, "Yes, go ahead."

NO can be said in many ways,

Through voice, action or silent gaze.

So if you partner is quiet and still,

Ask yourself if this is against his or her will.

Sexual assault is not a crime about sex,

It's a crime about power through use of force or threats.

You're most likely to be assaulted by someone you know,

So talk with your partner about how far to go.

— JCW

**Know your limits, listen to your partner and communicate with him or her, before things get out of control.  
Sexual assault is a criminal offense.**

**SARIS (Sexual Assault and Relationship Violence Information Service)** is a free, confidential and safe starting point for students seeking information and/or referrals regarding sexual assault and relationship violence.

**Call SARIS at 685-HELP, e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu), or walk in to the office in HUB 104-G HUB.**  
For more information about SARIS visit our web site at <http://www.washington.edu/students/saris/office/>

Office of the Vice President for Student Affairs - University of Washington

TUESDAY OCTOBER 10, 2000



WED, APRIL 17, 2002

Sexual Assault and Relationship Violence Awareness Week

## Voices Against Violence

come to the

# Take Back the Night Rally

on the HUB lawn, rain or shine!  
Thursday, April 18th, 7pm

The rally will feature empowering speakers from the community and a vignette from the **Vagina Monologues**. The annual **Speak Out** will immediately follow the rally.

Take back the night is a time for us all to come together to speak out against violence in our homes, on our campus and in our streets. Please join us in raising public awareness of sexual violence and empowering the survivors of that violence.

SARIS



CORE



Office of the Vice President  
for Student Affairs

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: (206) 543-6450/V, (206) 543-6452/TTY, (206) 685-7264 (FAX), or [dso@u.washington.edu](mailto:dso@u.washington.edu)



## TOP TEN TRUE THINGS YOU PROBABLY WERE NEVER TOLD...

10. Date-rape drugs, GHB (gamma hydroxy butyrate) and Rohypnol, are tasteless, odorless and undetectable in a drink.
9. Alcohol is involved in 75% of acquaintance rape cases.
8. Over 85% of rape survivors know their attackers who may be friends, dates, family members or acquaintances.
7. Alcohol is involved in the majority of rapes reported to the Sexual Assault and Relationship Violence Information Service (SARIS).
6. Nearly 25% of respondents in a study on the rate of sexual assault experiences among UW students said their partners had misinterpreted their desire for sexual intimacy.
5. One out of every five males has experienced some form of sexual assault or molestation by the age of 18.
4. It is estimated that a woman is raped every 46 seconds in the U.S.
3. Someone who is drunk or mentally incapacitated is legally incapable of giving consent for sex.
2. Only 16% of women who are raped ever report it to the police.
1. Alcohol and drugs, combined with unfamiliar surroundings, can lead to a dangerous situation.

BE CAREFUL!

TRUST YOUR INSTINCTS!

WATCH OUT FOR YOUR FRIENDS!

RESPECT YOURSELF AND YOUR PARTNER!

IF YOU DON'T FEEL COMFORTABLE, SPEAK UP!

IF YOU CHOOSE TO DRINK, WATCH YOUR DRINK!

## BE SAFE!

SARIS is a safe, confidential place for the University of Washington students to obtain information about sexual assault and relationship violence. Telephone 206.685.HELP, or email [saris@u.washington.edu](mailto:saris@u.washington.edu).

*Office of the Vice President for Student Affairs*



# Sexual Assault and Relationship Violence Awareness Week

April 15-19  
2002

**Monday, April 15th**

**Silent Witness Exhibit:** in the Quad [10am-2pm]

Voices Against Violence

**Tuesday, April 16th**

**Clothesline Project:** HUB Lawn [10am-2pm]

Women's Action Commission, **Home Alive Self-Defense Workshop:** HUB 108 [6:30pm]

**T-Shirt Making for the Clothesline Project:** [HUB 304M]

**Wednesday, April 17th**

**Clothesline Project:** in the Quad [10am-2pm]

**T-Shirt Making for the Clothesline Project:** [HUB 304M]

**Thursday, April 18th**

**Silent Witness Exhibit:** HUB Lawn [10am-2pm]

**Resource Fair:** HUB Lawn [12pm-2pm]

**Take Back the Night Rally:** HUB Lawn [7pm]

**All week there will be an art display in the HUB Art Gallery.**

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation contact the Disability Services Office at least ten days in advance at: (206) 543-6450/V, (206) 543-6452/TTY, (206) 685-7264 (FAX), or dso@u.washington.edu

SARIS



Office of the Vice President  
for Student Affairs



**Easy Lay**, Great Hormones, **G-juice**,  
Energy Drink, **Grievous Bodily Harm**,  
**Liquid Ecstasy**, Liquid X, **Liquid E**,  
**G**, vita-G, **Bedtime Scoop**, **Soap**,  
**Somatomax**, **Gamma 10**,  
**Georgia Home Boy**

No matter what it's called, **Gamma HydroxyButyrate** can cause dizziness, nausea, vomiting, confusion, seizures, respiratory depression, intense drowsiness, unconsciousness, coma, and "anterograde amnesia" (memory loss for the events following ingestion). When GHB is ingested with alcohol or other drugs, the consequences may be fatal.

GHB is most commonly made in a clear liquid form that is colorless and odorless. It is sometimes produced as a white crystalline powder. You may not be able to see it, smell it, or taste it. When secretly slipped into a beverage, GHB can leave anyone vulnerable to sexual assault.

- Watch out for yourself and your friends.
- Always keep your drink in sight.
- Don't accept open-container drinks.

If you experience any of the above symptoms, call someone you trust and go to a hospital emergency room immediately. If you are sexually assaulted, help is available.

**SARIS-Sexual  
Assault and  
Relationship Violence  
Information Service**

SARIS is a free, confidential and safe starting point for students seeking information and/or referrals regarding sexual assault and relationship violence.

Call SARIS at (206) 685-HELP, e-mail [saris@u.washington.edu](mailto:saris@u.washington.edu), or stop by the office in HUB 104-G (inside the HUB administration office).

Office of the Vice President for Student Affairs  
University of Washington

MONDAY, JANUARY 28, 2001



# **Washington State University**

Health and Wellness Services  
PO Box 644134  
Pullman, WA 99164-4134  
Phone: 509-335-6358  
Fax: 509-335-2092

Contact: Gretal Liebnitz, Ph.D.  
Email: [liebnitz@wsu.edu](mailto:liebnitz@wsu.edu)

[www.hws.wsu.edu](http://www.hws.wsu.edu)

Washington State University  
Sexual Assault Task Force  
Fall, 2002

CHAIR: Gretal M. Leibnitz, Ph.D.  
Wellness Programs Administrator  
Health and Wellness Services  
(509) 335-6358  
[Leibnitz@wsu.edu](mailto:Leibnitz@wsu.edu)

AREA/COLLEGE: Student Affairs

MISSION STATEMENT:

The Sexual Assault Task Force was established to respond to the sexual victimization of WSU students and members of the community. It is the mission of the Task Force to collect and review information on sexual assault and to advise the University on how best to address the wide scope of issues related to this problem; including the formulation of policy, prevention, education, services for victims, reporting assaults and accountability of perpetrators.

GOALS:

1. Provide recommendations on the content, extent, and process of educational programming.
2. Serve as a resource in the on-going evaluation of sexual assault programming.
3. Collect, analyze and utilize data on sexual assault and sexual violence at WSU.
4. Promote the accurate and consistent reporting of incidents of sexual assault.
5. Encourage the provision of fair processes for holding perpetrators accountable.
6. Provide a network for coordinating University and Community Services to effectively respond to victims and others affected by sexual assault.

FUNDING:

Vice Provost for Student Affairs



## Table of Contents

- [Sexual Assault Prevention](#)
- [Common Myths About Rape](#)
- [National Statistics on Sexual Assault](#)
- [Sexual Assault Awareness](#)
- [Definitions](#)
- [Resources](#)
- [Reporting](#)

**Back**

# *Sexual Assault Prevention Resource Guide*

- The Women's Resource Center publishes a Sexual Assault Prevention Resource Guide to provide general information about policies, programs, and services pertaining to sexual assault prevention, educational outreach, and survivor support. It is our intention to inform members of Washington State University and Pullman communities of the serious nature of sexual violence and its impact on our society. Sexual assault affects people regardless of gender, age, sexual orientation, physical ability, ethnic origin, and economic status.

*Women's Resource Center  
Wilson Hall, Room 8  
Pullman, WA 99164-4005  
Telephone: (509)335-6849  
Fax: (509)335-4377*

# *Common Myths that Perpetuate the Rape Culture*

- Rape myths are prejudicial, stereotyped, or false beliefs about rape, rape victims, or rapists. Rape myths have the effect of denying that many instances involving coercive sex acts are actually rapes. To understand how a rape myth works, one must understand the legal definition of rape and then ask why many people are still not willing to identify an assault situation even when faced with a sexual assault that fits the legal definition of rape.
- Rape myths are part of the general culture. People learn them in the same way they acquire other attitudes and beliefs - from their families, their friends, newspapers, movies, books, dirty jokes, and lately, music videos. The culture reinforces the behavior, and the behavior re-informs the culture and becomes the reality. To break this continuing cycle of beliefs, we must unlearn false beliefs that perpetuate the rape culture.
- **The followings are examples of false statements, yet they are often concepts believed to be true.**
  1. Women enjoy sexual violence; lay back, relax, and enjoy it.
  2. Women ask for it through: (a) dress; (b) behavior; (c) saying no and not meaning it.
  3. Women want/need to be raped in order to have their function in life affirmed.
  4. Most sexual assault involves strangers attacking women.
  5. No woman can be forced against her will to have sex.
  6. Men cannot control their sexual urges.
  7. Most men cannot do anything about the problem of rape, because most men do not rape.
  8. Sexual assaults happen on dark streets and walkways.
  9. Drinking with friends and acquaintances has no influence on coercive sexual incidents.
  10. Acquaintance rape is not really such a serious problem.
  11. All rapists rape for sex.
  12. Women could avoid acquaintance rape if they really wanted to.
  13. When a women says "No," she might mean "Yes."
  14. A man has to push for all he can get because a woman won't let him know what she wants.
  15. After shelling out for dinner, entertainment and drinks, you deserve something in return.
  16. Victims of acquaintance rape deserve it: They should not have gone out with the guy if he is such a creep.
  17. Acquaintance rape only happens to a few women.
  18. Women who dress seductively are asking to be raped.



19. The majority of reported rapes turn out to be false accusations.
20. Rape is no big deal. The media has blown it all out of proportion.
21. When two people are drunk, it is not fair to blame the man if the woman says she was raped.
22. The victim is to blame.

# *National Statistics on Sexual Assault*

---

1. 1 in 3 adult women will be sexually assaulted in her lifetime.
2. 25% of women and 7% of men will be victims of domestic violence and or partner rape.
3. Somewhere in America, a woman is raped every 45 seconds.
4. In 1996, 307,000 female and 32,130 males were the victims of rape, attempted rape or sexual assault.
5. Rape is the fastest growing violent crime in the United States.  
*Source: Center for Disease Control, 1994*
6. The United States has the highest rape rate of the countries that report such statistics; 4 times higher than Germany, 13 times higher than England, and 20 times higher than Japan.  
*(Source: Sexual Assault Information Page, 1996)*
7. Only 20% of rapes and sexual assault are reported. (Approximately 10 times as many rapes are called in to crisis lines as are reported to the police).  
*(Source: National Crime Victimization Survey. Bureau of Justice Statistics, US Department of Justice, 1997)*
8. 68% of rape survivors knew the assailant.
9. 1 in 4 rapes took place in public place or in a parking garage.
10. 68% of rapes reported occurred between the hours of 6pm and 6am.  
*(Source: Violence against Women. Bureau of Justice Statistics, US Dept. of Justice, 1994)*
11. 58% to 71% of all rapes are planned.
12. 75% of male college students and 55% of female college students involved in date rape had been drinking or using drugs. *(Source: NWS, "Rape in American: A Report to the Nation," 1992)*
13. National Victim Center reports that approximately 700,000 women are raped or sexually assaulted each year. (61% are between the ages of 11 and 18)
14. Women with a history of rape or sexual assault as children or as teens are twice as likely to experience such victimization during college years. They are three times as likely to experience domestic violence at the hands of a partner or spouse.
15. FBI reports a woman is battered every 15 seconds.
16. During the 6 months following an episode of domestic violence, 32% of battered women are victimized again.  
*(Source: Bureau of Justice Statistics. Preventing Domestic Violence Against Women. 1986.)*
17. Women separated from their husbands were three times more likely to be victimized by spouses than divorced women, and 25 times more likely to be victimized by spouses than married women.  
*(Source: U.S. Department of Justice Statistics, Bureau of Justice Statistics)*
18. 15-50% of abused women report interference from their partner with education, training, or work.
19. Each year an estimated 3.3 million children are exposed to violence by family members against their



mother or female caretakers.

*(Source: American Psychological Association. Violence and the Family. 1996)*

20. 40-60% of men who abuse women also abuse children.

*(Source: American Psychological Association. Violence and the Family. 1996)*

21. In homes where partner abuse occurs, children are 1,500 times more likely to be abused.

22. In one study, nearly half of the victims who obtained a protection order were reabused within two years.

*(Source: Buzawa and Buzawa (eds.). Do Arrests and Restraining Orders Work? 1996.)*

23. The prevalence of domestic violence among gay and lesbian couples is approximately 25-33.

*(Source: Barnes. "It's Just a Quarrel." American Bar Association.)*

24. Each year medical expenses from domestic violence total at least \$3 to \$5 billion. Businesses forfeit another \$100 million in lost wages, sick leave, absenteeism, and no-productivity.

*(Source: Stark and Flitcraft. General Facts about Domestic Violence. 1998)*

# *Sexual Assault Awareness*

---

## **How Rape Affects Men**

To most men, rape is a women's issue, not something that affects them or demands their immediate attention. But the reality here, too, is not what men generally believe it to be. Whether or not men choose to recognize it, men are hurt, just as the entire society is hurt, by attitudes and behaviors that restrict a person's freedom and limit one's equal access. Because of rape we pay a terrible price in the quality of our relationships with women and with men.

### **● Rape Affects All of Us**

1. A national survey estimated 1 out of every 4 college women reported being a victim of rape or attempted rape.
2. Nearly 85% of all rapes involving college students are between people who know each other.
3. Between 3-10% of all sexual assault survivors are men.
4. For both men and women, the average age when a rape incident occurred (either as a perpetrator or a victim) was 18.5 years old.
5. While most men are not rapists, most rapists are men. Roughly 95% of the perpetrators of rape and sexual assault are men.

*Source: Warsaw, Robin (1988) I Never Called it Rape*

### **● Taking Action Against Rape.....Some important facts for you to consider!**

1. Rape is an act of aggression.
2. Rape is a crime punishable by law.
3. Women do not provoke rape because of their appearance, behavior, or reputation.
4. A high percentage of campus rapes involve the use of alcohol.
5. False reports of rape are extremely rare.

### **● Some suggestions for ways men can help reduce the incidence of rape:**

1. If you are unsure of what a woman wants, ask her. Discussing mutual expectations and clarifying any mixed messages are effective ways of eliminating confusion and greatly reducing the risk of sexual assault.
2. Take "no" for an answer. Do not assume that women say "no" when they really mean "maybe" or "yes." If she really means "yes," then it's up to her to communicate her consent. If you are not willing to accept "no" from a partner, then a "yes" really has no meaning either.



---

## *Local Sexual Assault Resources*

---

- **Programming**

**Sexual Information and Referral Center:** 335-SIRC, Health and Wellness Services Office in Ad Annex.

**Alternatives to Violence of the Palouse:** 332-0552 or 883-HELP

**WSU Police:** 335-COPS

- **24 Hour Emergency Services**

**Crisis Line:** 332-1505

**Alternatives to Violence of the Palouse:** 332-HELP or 883-HELP

**Pullman Memorial Hospital:** 332-2541

**WSU Police:** 332-COPS

- **Counseling, Support, & Advocacy**

**WSU Counseling Services:** 335-4511

**Alternatives to Violence of the Palouse:** 332-HELP or 883-HELP

- **Safety Services**

**Women's Transit:** 335-6830

- **Reporting**

**WSU Police:** 335-COPS

**WSU Office of Student Affairs/Sexual Assault Task Force:** 335-4531

**Pullman Police:** 332-2521

- **Spokane Sexual Assault Center**

Symore Bldg., #200 S 7 Howard St.

Spokane WA 99204

24 Hour Crisis: (509)624-RAPE

(800)545-7554

Business: (509)747-8224

FAX: (509)747-0609

- **YWCA Alternatives to Domestic Violence:** (509)326-2255

- **WSU Spokane Student Services:** (509)358-7526

---

# Reporting

---

## ***If You Have Been Raped:***

- Find a safe place and stay there.
- Talk to a friend, relative or someone that you can trust.
- You may choose to call Crisis Line, 335-1505 or ATVP, 332-HELP or other services listed. They will support you and help you explore your options. An advocate is also available to accompany you to the hospital and/or police station.
- You may seek medical attention at the hospital, 332-2541. Remember there will be more evidence if you do not take a shower or change your clothing. You may also receive medical attention for the prevention of pregnancy and the treatment of sexually transmitted infections. A report does not have to be filed if you choose to go to the hospital.
- You may choose to report the assault with the police, 335-COPS or 332-2521.
- You may choose to report the assault to Student Affairs, 335-4531, if the perpetrator is a WSU student.
- **If you are a male sexual assault survivor...**  
Some of the feelings a male sexual assault survivor may have are similar to those of a female sexual assault survivor. You may face different issues, however, and may have special questions about medical procedures, reporting to law enforcement and finding resources and support. Crisis centers, law enforcement agencies, counseling centers, and medical facilities can help you explore your options.

---

## ***If Someone You Know Has Been Raped:***

- Support the victim. You may want to ask what she/he needs you to do.
  - Help her/him look at the options and resources available; let the victim decide what is best for her/him. It is important that the victim have the power to choose what is most comfortable and safe.
  - The victim may need you to accompany her/him to the hospital, police station, home or shelter. She/he may need you to compile a list of resources for her/him to contact.
  - You may experience feelings of anger, confusion, powerlessness, and guilt after someone close to you has been sexually assaulted.
  - It is normal for you to also need support. You may want to contact a counselor, ATVP, or any other resources available.
  - It is important that you turn to someone other than the victim for support. The victim may feel guilty if her/his traumatic experience causes problems for you.
  - Understanding the traumatic emotional effects of sexual assault on the survivor is important and will make the crisis less difficult for both of you.
-



## ***Possible Reactions Following A Rape:***

- Weight gain or loss.
- Changes in eating or sleeping habits.
- Dressing differently than you did before the rape.
- Changes in your social habits, i.e., spending more time alone or with other people than you did before the rape.
- Feeling guilty or responsible.
- Feeling out of control.
- Unexplained fear or anxiety.
- Feeling depressed or hopeless.
- Changes in your attitudes towards men.
- Frequent angry exchanges between you and your partner that did not exist before the rape.
- Fear of your partner.
- Remembering other situations when you felt afraid and/or powerless.
- Changes in your sexual responses, i.e., lack of desire, lack of orgasm, painful intercourse, etc.
- Changes in your sexual behavior, either lack of interest in sex or increase in sexual partners.
- Inability to continue a sexual experience due to anxiety or memories of the rape.
- Wanting to talk to someone about the rape and/or your feelings.
- Memories of past sexual assault or abuse.
- Although these are some common reactions, victims may react in different ways, Sexual assault survivors may experience emotional trauma, often referred to as "post-traumatic stress disorder" (PTSD) or "rape trauma syndrome." Counseling may be a viable option for you to consider as you begin your healing process.

---

## ***Reporting:***

### **● Common Protocol for Reporting of Sexual Assault**

1. Complete the initial report of the sexual assault.
2. Encourage the victim to obtain a medical examination to ensure her/his physical well-being and to provide for the collection of evidence.
3. As soon as possible, encourage the direct involvement of law enforcement as an investigator or in the consultant capacity for the purpose of collecting the necessary evidentiary items.
4. Manner of reporting:
  - (A) The sexual assault uniform report may be filled out by the victim or by the person in contact with the victim. Simply reporting is extremely important.
  - (B) In order to pursue any action whether criminal or university judicial hearings, permission must be granted by the victim to law enforcement. If granted, police will conduct an investigation which will include the collection of evidence and the interviews of all parties involved.
  - (C) If law enforcement is not involved initially, successful prosecution is unlikely. Gathering facts and medical evidence immediately will enhance criminal and civil proceedings in the future.
  - (D) The victim may decide to prosecute at a later date.

(E) The victim may elect to remain anonymous. Any information about the suspect involved will be shared with local law enforcement agencies to determine the possibility of repeat offenders.

5. Inform the victim of additional services on campus and in the community. If you wish to file an unofficial report of a coercive sexual experience, you may obtain a Washington State University Unwanted Sexual Conduct Report Form from your residence advisor, a counselor, an advocate from ATVP or other support services. The Unwanted Sexual Contact Report Form is not a police report. This form is designed to provide for a confidential report of incidents of unwanted sexual contact and sexual assault against student members of the WSU Campus community. The information will be used to help track incidents and to assist with prevention/ education efforts.
6. Discuss with the victim any additional questions or concerns she/he may have (e.g. whether and how to tell family and friends, how to access support for others.)



- Spokane Police Department: (509)625-4000
- Tri Cities Sexual Assault Response Center  
640 Jadwin Ave., Suite D  
Richland, WA 99352  
24 Hour Crisis: (800)946-7273  
Business: (509)946-2377  
FAX: (509)946-6348
- Columbia Basin Domestic Violence Services: (509)582-9841
- WSU Tri-Cities Student Services: (509)372-7208
- Pasco Police Department: (509)545-3421
- Kennewick Police Department: (509)585-4208
- Richland Police Department: (509)946-5111
- Clark County Sexual Assault Program  
1115 Esther St.  
Vancouver, WA 98660  
24 Hour Crisis: (360)695-0501  
(800)695-0167  
Business: (360)696-0167  
FAX: (360)693-1864
- YWCA - Sexual Assault Support Group  
3609 Main Street  
Vancouver WA 98663  
(360)694-7046
- Counseling Center of Vancouver  
521 East 33rd Street  
Vancouver WA 98663  
(360)694-7046  
Note: WSU pays for the first five visits for personal counseling with a referral from the Office of Student Services.
- WSUV Office of Student Services: (360)336-9567
- YWCA safechoice: (360)695-0501
- Vancouver Police Department: (360)696-8292

---

# *WSU Sexual Assault Task force*

## ● **Mission:**

The Sexual Assault Task Force was established to respond to the sexual victimization of students and members of the University community, with the purpose of decreasing and ultimately eliminating coercive sexual experiences. It is the mission of the Task Force to collect and review information on sexual assault and to advise university administration on how to address the wide scope of issues related to this problem including formulation of policy, prevention education, victim support services, reporting assaults and accountability of perpetrators.

## ● **Goals:**

In support of its mission, the Sexual Assault Task Force has identified these primary goals:

1. Provide a structure that assumes a leadership role in addressing sexual assault issues within the WSU community.
2. Collect, analyze, and utilize data on sexual assault.
3. Increase public awareness of sexual assault issues and resources.
4. Provide a network for the design, implementation, coordination, and evaluation of sexual assault research and prevention education programs.
5. Provide a network for coordinating services to effectively respond to victims and others affected by sexual assault, and to effectively report such incidents.
6. Promote the accurate and consistent reporting of incidents of sexual assault and encourage the provision of fair processes for holding perpetrators accountable.
7. In order to fulfill these goals, three sub-committees have been established. The sub-committees are Data Collection and Research, Education and Outreach, and Response and Reporting.



3. Don't pressure a woman to have sex. It is never okay to use force or coercion. Realize that women don't provoke rape by their appearance or by agreeing to go to a man's apartment. The person responsible for the rape is the person who coerces.
4. Avoid excessive use of alcohol or drugs. Avoid having sex with a woman who is intoxicated. A woman who is incapacitated or too intoxicated to consent is by law not consenting.
5. Understand how sexual stereotypes influence attitudes and behaviors. Do not give in to peer pressure to have sexual intercourse. Learn ways to express feelings directly and nonviolently.
6. Confront peers who joke or brag about rape.

## ● If You Are A Male Sexual Assault Survivor

Some of the feelings a male sexual assault survivor may have are similar to those of a female sexual assault survivor. You may feel powerlessness, self-blame, and fear. You may face different issues, however, and may have special questions about medical procedures, reporting to law enforcement and finding resources and support. Crisis centers, law enforcement agencies, counseling centers, and medical facilities can help you explore your options.

---

## Party Safety

Whenever there's drinking or drugs, things can get out of hand. So it's no surprise that many campus rapes involve alcohol. But you should know that under any circumstances, sex without the other person's consent is considered rape. Rape is a felony punishable by prison. Drinking is no excuse. That's why, when you party, it's good to know what your limits are. You see, a little sobering thought now can save you from a big problem later.

## ● Choice, not chance

- Go only where you want to and with whom you want...don't be pressured into a tough spot or drink more than you feel comfortable with.
- Get out of a situation when your gut says "No Way"...say what you mean and stick with it.
- If you drink, stay in control...many date and gang rapes involve the use of alcohol and/or the use of drugs, so if you have a clear idea of both your drinking and sexual limits, you are less likely to get in a situation where indecision may be interpreted as consent.
- Demand that others respect your limits. Communicate clearly and deliver the message that you intend...it's important that actions match your words.
- If an individual gives you verbal or nonverbal messages that he/she does not want sex, don't persist...No means No!
- "This Bud's for you..." Before you go out, create a buddy system. Don't leave a friend without a ride home; and be assertive in a potentially dangerous situation.
- If you have reason to believe someone is being raped, call the police immediately!
- Learn to defend yourself.

- **Making Choices to Reduce Risk**

- Use campus resources to learn about issues of sexual assault awareness, alcohol awareness, sex roles and dating expectations.
- Talk openly to friends about these issues and speak out when you hear comments that degrade women.
- Before a party, make guidelines with friends for responsible party behavior.
- Be aware of peer pressure. Get help from friends to avoid a potential problem.

- **Suggested Ways to Avoid Circumstances Which Might Lead to Rape**

- **Suggestions For Men:**

1. Understand your sexual desires and limits. You are responsible for your actions as an individual and as a member of a group. Resist social pressure.
2. Being turned down when you ask for sexual relations is not a rejection of you personally. A woman who says "no" to sexual relations is not necessarily rejecting you. She is expressing her unwillingness to participate in a specific act at a specific time.
3. Accept the women's decision. "No" means "no." Don't read in other meanings. Don't continue after the women says "no."
4. Don't assume that just because a woman flirts or dresses in a manner which you consider sexy that she wants to engage in sexual activity.
5. Don't assume that previous permission for sexual activity applies to the current situation.
6. Avoid excessive use of alcohol and drugs. Alcohol and drugs interfere with clear thinking and effective communication.

- **Suggestions For Women:**

1. Understand your sexual desires and limits. Believe in your right to set those limits. If you are not sure, stop.
2. Communicate your limits clearly. If someone starts to offend you, tell him so, firmly and promptly. Polite approaches might be misunderstood or ignored. Say "no" when you mean "no."
3. Be assertive. Passivity might be interpreted as permission. Be direct and firm with someone who is pressuring you sexually.
4. Pay attention to what is happening around you. If you feel threatened, don't be embarrassed to ask for help or leave.
5. Trust your intuition. If you feel you are being pressured into unwanted sexual relations, don't hesitate to express your unwillingness, even if it might appear rude.
6. Avoid excessive use of alcohol and drugs. Alcohol and drugs interfere with clear thinking, effective communication, and your ability to respond in your own best interest.



## Date Rape Drugs

Rohypnol, Ketamine, and GHB are commonly known as "Date rape drugs," which are used by perpetrators to drug victims and then sexually assault them. Drugs have been used for the purpose of sexual assault/exploitation for years, but recently there has been a suspected increase in their use for this purpose, especially on college and university campuses.

### ● Risk Reduction:

1. Never leave your drink unattended.
2. Don't accept open-container drinks from anyone but a bartender or server.
3. Keep your drink near you at a bar or club to prevent someone from slipping a drug into it.
4. Only go out with a group of friends, arranging beforehand to watch each other's drinks. If you arrive as a group, leave as a group.
5. Watch out for your friends. If a friend shows symptoms of date-rape drug ingestion, seek medical attention immediately.

### ● Testing and Treatment: If a victim believes he/she may have been drugged he/she can do the following:

1. Get medical attention, including requesting specific tests for Rohypnol and GHB;
2. Rohypnol can be detected in a person's urine for up to 7 hours after ingestion; GHB for 12 hours.
3. Tests for Rohypnol and GHB can be done in an emergency room and by other medical providers;
4. Consider reporting the assault to the police and getting an exam as soon as possible. This is the usual protocol for sexual assaults.

● **Legal Consequences:** As with all drugs and alcohol, a person on Rohypnol, GHB, or Ketamine is never capable of sexual consent, no matter how clear-headed they appear. Even if the person says she/he willingly gives consent, it is still rape if that person has sex with another individual. If your partner seems to be under the influence of alcohol or drugs, wait until the effects wear off until pursuing any sexual activity.

● **Rohypnol:** Rohypnol is sedative similar to Valium, but with ten times the strength. Slipped in a drink, Rohypnol leaves no detectable taste, odor or color. (Chemical name: Flunirazepam. Street names: Roofies, Roach, R-2, Mind Erasers, circles, Mexican Valium, rib, roach-2, roopies and rope.)

- Sedative effects begin within 30 minutes of ingestion and can last up to 8 hours.
- Victims often pass out or become so dazed that they cannot remember nor control what is going on around them. To other people, he/she will appear to be heavily intoxicated.
- In conjunction with alcohol or narcotics, Rohypnol can be lethal.

● **GHB:** Most often a clear liquid with a salty taste, GHB is a central nervous system depressant. (Chemical names: Gamma-hydroxybutyrate; Gamma-hydroxy-butylamine; Gamma- hydroxybutyric acid. Street name

include: Grievous Bodily Harm, Liquid G. Somatomax, Cherry Meth, Easy Lay and Gamma 10.)

- Physical symptoms can appear within 15 minutes of ingestion; can cause intoxication followed by deep sedation, lasting up to 8 hours.
- Victims may experience reduced inhibitions, nausea, convulsions, amnesia and loss of consciousness.
- Can slow heart beat, decrease respiratory effort.
- Mixed with alcohol, GHB can cause the central nervous system to shut down, resulting in respiratory distress, coma or death.

● **Ketamine:** Ketamine Hydrochloride is a powerful drug which is often found in raves and similar atmospheres. Ketamine is a fast-acting general anesthetic. (Chemical names: Ketaset, Vetalar. Street names: Special K, Ket K, Vitamin K, Kit Kat, Keller, Cat Valium, Purple and Super C.) Physical effects/symptoms include:

- Effects typically last for an hour, but can last up to 6 hours. Generally, victims do not recover completely for up to 48 hours.
- Impairs judgement, causes paranoia, confusion, amnesia, numbness, and respiratory depression.
- Causes a trance-like state accompanied by dizziness, hallucination, and unconsciousness.
- Can lead to oxygen starvation to the brain and muscles.

---

## When A Date Becomes A Crime

It happens when an individual forces another to have sex against his/her will. And even when it involves college students, it's still considered a criminal offense, a felony, punishable by prison. So if you want to keep a good time from turning into a bad one, try to keep this in mind. When does a date become a crime? When one individual says "No," and the other refuses to listen.

### ● Date Rape is...

- Not the victim's fault.
- Forcible sexual activity against an individual's will by someone he/she knows.
- A majority of incidents involve women between the ages 17 and 24.
- The rapist uses verbal and/or physical force to overpower his/her date.
- The survivor of a date rape may feel guilty, ashamed or confused. She/he may mistakenly believe it was his/her fault or that the incident could have been prevented. After an attack, a victim's sense of trust in his/her own judgment in others may be violated.
- A survivor may be afraid to face the rapist again. He/she may be anxious about others finding out and may not seek help and support.

### ● Take an Assertive Stand...

- Stay in touch with your feelings and values... your uncertainty may make it difficult to communicate clearly.



- Believe in your right to express your feelings and learn to do it assertively.
- Know you have a right to set sexual limits and nobody has the right to force you to do something you don't want to.
- Beware of specific situations in which you don't feel relaxed and in control. Trust your feelings!

### ● **Control Your Environment**

- Decide how much personal information you are comfortable giving out without jeopardizing your safety.
- Be aware that if you accept a ride home from someone you don't know or feel comfortable with, you are jeopardizing your safety.
- Let someone know your plans (name of your date, when you will be coming home, etc.)
- Make responsible decisions about alcohol and/or drugs.
- Take a self defense class to familiarize yourself with basic techniques for dealing with sexual assault.

### ● **Take Action Against Rape**

- Remember, date rape is not a victim's fault.
- It is NEVER OK to force yourself on another person...even if you think she/he might be teasing you or leading you on.
- Men are often pressured to be aggressive, forceful and to "score." These unproductive interactions can lead to sexual aggression.
- Beware of attitudes you hold that may foster aggression in relationships... "I'm less of a man if I don't score." "Her lips say no but her eyes say yes." "Men who are sensitive are wimps."

### ● **What to do if you've been raped**

- GET HELP- you don't have to go through this alone.
- Find a safe place to go.
- You have many options. You may choose what you want to do and what you don't.
- Call a friend, family member, or a rape crisis center for support.
- You may also call a rape crisis hotline for information and help in exploring your options.
- You may go to a hospital for treatment of external and/or internal injuries, tests for pregnancy and sexually transmitted diseases, evidence collection, and support services.
- You may choose not to bathe, change clothes, or straighten up the area. You may want to have evidence collected at the hospital, in case you decide to report the assault in the future.
- Reporting to the police is your choice. You don't have to decide immediately but it is advisable that you do.

# Washington State University



**web site:**

<http://www.hws.wsu.edu/wellness/menonly/main.htm>



## **History of MEN ONLY at WSU**

The MEN ONLY program was developed in Spring 1996 in response to a need for new programming to address sexual assault. Gretal Leibnitz, Ph.D., HWS Sexuality Education Coordinator, originated the program with the assistance of Bruce Palmer, Emeritus Professor of Psychology; Jim Nielsen, Common Ministry Minister. Randy Jorgenson, Residence Life Director, was also involved occasionally. These men were instrumental in developing a Men's Studies class (ironically as part of the Women's Studies Program) and were thus open to the idea of sexual assault programming provided by men for men. (As an aside, the MEN ONLY program was initially called BY MEN FOR MEN—but that was confused with bi-men, or bisexual men, for men.)

Discussions with the original group of four began in Fall 1995. A model developed by Alan Berkowitz, Ph.D., used at Hobart College, a small liberal arts institution, was used as the foundation for the MEN ONLY program. Ironically, Charles Neis, a graduate student who worked with Dr. Berkowitz at Hobart was seeking his graduate degree at Washington University at this time. Brock Salzman, the SIRC/CEAK Graduate Advisor, introduced Charles to Gretal. Charles assumed the position of primary trainer and coordinator of the first MEN ONLY program facilitators at WSU.

During the first couple semesters, the Hobart model of a mentor paired with trained peer-educators to provide outreaches to all male audiences, was used. Later, it became evident that this model was not particularly useful. The mentors did not seem to have a significant role. Subsequently, Charles continued to provide training, demonstrated how to give an outreach, then had the trainee provide an outreach with him, and trainees provided their own outreaches. Typically the outreaches were provided by two peer-educators.

The MEN ONLY program continued in various forms, Charles providing the majority of the training and programming; Charles teaching a leadership class whose members provided outreach; and Gretal once more assuming the responsibility for the MEN ONLY program in 1998-9. In the Spring of 1999 Craig Ortega, supervised by Gretal, volunteered his time to develop a training manual. Once Gretal assumed responsibility for the MEN ONLY program, she asked for S & A fee money to support the program through the SIRC/CEAK group. S & A fees provided money to hire a ¼ graduate assistant for Fall 1999.

Jose Gutierrez, a former SIRC peer educator, was hired at the graduate assistant in November 1999. Jose and Gretal developed Spring 2000 goals. These goals included recruiting 5 male peer-educators, providing a training retreat with Charles as trainer, providing 1 campus wide MEN ONLY presentation and a monthly presentation for fraternities/residence halls/ other all-male audiences. Jose has exceeded those current goals!

Steven Nettles, ABD Graduate in Education, was hired as the graduate assistant in September 2000. Steven, although an ex-military man and a non-traditional student, was well received by the peer educators. Under his mentorship the group became very diverse ethically, culturally, and had both undergraduate and graduate student presenters.

Irshad Altheimer continued the tradition of demanding professionalism initiated by Steven Nettles. Facilitators attend , Men ONLY presented at a National BACCHUS and GAMMA peer-education network Conference in San Francisco, as well as Vancouver, BC and 3 Universities in the Ukraine. Despite the fact that we maintain a small program (about 5-8 facilitators) the program is well received and highly successful.



## Men ONLY Program Model Outline

- I. Introduction of program and facilitators
- II. Ice Breaker (e.g., “name” and “Extent to which you think rape is a problem on campus?”)
- III. Facilitator reason for Men ONLY involvement
- IV. Format and Program agenda
- V. Definitions, Facts, Figures, (Laws)
- VI. Exercises (e.g., “ Ideal Man/Ideal Woman “, Language and objectification)
- VII. Video presentation and discussion (e.g., “Is this depiction realistic?”; “How common is something like this?”)
- VIII. Consent (i.e., rape prevention programming)
- IX. Final Questions/Thought Homework
- X. Campus and other resources

Job Description  
MEN ONLY Coordinator  
10 hour/week part-time position

Brief description of required duties for the MEN ONLY assistantship:

- Report weekly to the Sexuality Education Coordinator
- Serve as a liaison between the MEN ONLY, SIRC, and the Sexuality Education Coordinator
- Develop/update a MEN ONLY training manual to be used in training recruits
- Recruit trainees for the MEN ONLY program
- Organize, coordinate, and provide training, including a retreat
- Offer guidance and support to MEN ONLY trainees
- Assist MEN ONLY trainees in programmatic contribution to Sexual Assault Awareness Week and Safe Spring Break Week.
- Keep trainees on task and organized
- Oversee outreach scheduling and evaluation
- Promote the MEN ONLY program
- Attend the Sexual Assault Task Force Meetings
- Provide a semester program summary to the Sexuality Education Coordinator
- Other duties as pertinent

Qualifications Required:

- Must have B.S./B.A

Qualifications Preferred:

- Graduate student in the fields of Psychology, Sociology, Education, Communications, Human Development, Leadership Development or related fields
- Background experience with peer education program.
- Education in areas of human sexuality, gender studies, multicultural studies and/or substance abuse
- Work-study



Dear WSU community member:

My name is \_\_\_\_\_, graduate coordinator of the MEN ONLY program for 200X-200X. I am asking for your assistance in helping me to identify excellent male peer-educators you think might be willing to volunteer or participate for credit in a program with a socially charged mission.

The MEN ONLY program was developed to provide males with an open and free forum for discussing issues concerning sexual responsibility, sexual assault, and rape. The objective of the program is to address gender role conditioning and social pressures that may cause men to place themselves in compromising situations that have social, emotional, and legal consequences.

MEN ONLY is a professional program that strongly adheres to honesty, integrity and confidentiality. We serve the community by providing educational outreach to various groups of men within residence halls, fraternities, off-campus groups and departments (e.g., Athletics, ROTC). MEN ONLY advocates social and sexual responsibility by challenging men to hold each other accountable for their community's safety and well-being. Facilitators in the MEN ONLY program recognize that rape is a social ill and believe that issues associated with rape culture can, should, and need to be addressed.

We are currently seeking your help in identifying campus leaders who you believe have the potential to serve as MEN ONLY facilitators for the 200X-200X school year. If you are aware of anyone that is interested please recommend him or contact me directly at (509) 337472-8234 or (email address).

Respectfully,

Name  
MEN ONLY program coordinator

# **Western Washington University**

**Crime and Sexual Assault Support Services (CASAS)  
Prevention and Wellness Services, OM 565**

**MS 9039**

**Bellingham, WA 98225**

**Phone: (360) 650-7982**

**Fax: (360) 650-7919**

**For more information, contact:  
Sarah Rankin at [sarah.rankin@wwu.edu](mailto:sarah.rankin@wwu.edu)**

**CASAS Web site:**

<http://www.ac.wwu.edu/~casas/>

**WEAVE Web site:**

<http://www.ac.wwu.edu/~wellness/laprogram/lapweave.html>

**Western Men Against Violence Web site:**

<http://www.ac.wwu.edu/~wellness/laprogram/lapwmav.html>

**For More information about WMAV, contact:  
Brian Pahl at [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu)**





# CASAS

Crime And Sexual Assault Support Services

## 650-3700

**24 Hour Help Line for Students**

**A Confidential Resource for  
Recent and Past Assaults**

*A program of*

**PREVENTION  
& WELLNESS SERVICES**

Western Washington University

**For more information about CASAS ,  
Visit our website:  
[www.wvu.edu/~casas](http://www.wvu.edu/~casas)**

# Prevention & Wellness Services Response to Violence

*A primary goal of PWS is to provide both intervention and prevention resources for our students.*

## Intervention

### CASAS

The CASAS program is Western's compassionate response to acts of violence, focusing special attention on violence against women. The three most common forms of violence against women on college campuses are *dating violence, sexual assault, and stalking*. These typically involve two people who know each other and, many times, are or were in a dating relationship.

The CASAS case manager assists students in accessing all available resources, in an effort to ensure the student continues to be academically successful and has the tools necessary to heal from the incident(s). For more information, e-mail [casas@wwu.edu](mailto:casas@wwu.edu).

## Prevention

### Men's Violence Prevention Project (MVPP)

The MVPP, also a program of Prevention and Wellness Services, was established to get men involved in the effort to stop violence against women. Changing the attitudes and behaviors of perpetrators is the key to stopping violence. Given that 98% of reported sex offenders are male, men have a special responsibility to prevent violence.

MVPP is based on the belief that violence *is* preventable, and that men must work with other men to create a nonviolent culture. Men at Western are being reached through classroom presentations, workshops, retreats, poster campaigns, a literary journal, and a group called Western Men Against Violence (WMAV). For more information, call 650-3290 or e-mail [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu).

## Student Activism

### WEAVE and WMAV

WEAVE's (Women's Empowerment And Violence Education) mission is to promote and nurture the empowerment and strength of women. WEAVE, a group of women dedicated to ending all forms of violence against women, encourages communication between the sexes, coordinates events to raise campus awareness, and takes action when violence occurs.

WMAV is a group of male students who meet regularly, and conduct educational presentations, community service projects, and awareness campaigns. Common themes of WMAV's work include: making violence prevention a priority, treating others with respect and dignity, transforming traditional definitions of masculinity, and making the connection between individual and community wellness.



*While perpetrators are the only ones who can actually prevent violence, there are things people can do to reduce their individual risk for being assaulted.*

## **Reducing Your Risk For Sexual Assault**

1. Always use the buddy system, especially when going to parties or other events on or off campus.
2. Use Western's personal safety escorts, or "Green Coats", who provide safety services on campus, 650-3555.
3. Communicate your wants early. Know what your limits are for both alcohol and sex before going to a party or bar.
4. Be assertive about communicating what you want from another person. Ask the person you are with to do the same.
5. Trust your instincts. If a situation makes you uncomfortable, there is probably a good reason.
6. Be aware of the effects of alcohol on your body. Alcohol interrupts your ability to make sound decisions and impair your ability to communicate.
7. Do not leave your drink unattended, especially at a bar or party.
8. Avoid being alone with an unfamiliar person, especially when alcohol is involved. If you are alone, make sure that your friends know where you are and how long you'll be gone.
9. When on a date with someone new, make sure that you are responsible for your own transportation. It is always safer to meet someone than to rely on an unfamiliar person for a ride.
10. Take a self-defense class. This may increase your confidence to be assertive in uncomfortable situations.

## **Another less talked about form of violence on college campuses is stalking.**



### ***What is Stalking?***

Unwanted pursuit is probably the best phrase to define stalking. But there are many different behaviors that can be called stalking, all sharing two common features: the behaviors involve actions that the victims do not want, and they threaten or cause the victims to be fearful. No list can encompass all forms of stalking, but it often includes:

*Following or surveillance*

*Inappropriate approaches or confrontations*

*Appearing at place of work or residence*

*Unwanted phone calls, pages, or email*

*Threats*

*Threats to family or friends*

*Unwanted letters or gifts*

*Damage to property*





# If You've Been Sexually Assaulted...

*Remember that it was not your fault. Whatever happened, you did nothing to deserve it. Sexual assault can happen to anyone and it is never the victim's fault.*



*Both men and women can be the victim or perpetrator of sexual violence.*

## **What to do after a rape or sexual assault:**

- ❖ *Go to a safe place.*
- ❖ *Do not bathe, douche, or change your clothes.*
- ❖ *Do not move anything in the place where the assault occurred.*
- ❖ *Call a friend or family member for support.*
- ❖ *Get help.*

Seek medical care as soon as possible. If you want to file a police report, it is best to get care within 24 hours of the assault. Contact CASAS for information about where to get medical assistance.



24 Hour Help Line for Students

For police or medical emergencies:  
Call x3911 on campus or 911 off campus

## **Medical procedures**

Medical staff can:

- ❖ *Determine if you have been injured in any way, including injuries you may not be aware of.*
- ❖ *Screen you for sexually transmitted infections and pregnancy.*
- ❖ *Collect medical evidence for possible future prosecution.*

Seeking medical assistance does not obligate you to report the assault to the police. You have the legal right to decide if you want the police involved.





## Possible Reactions to Being Sexually Assaulted Include:

*Anger*

*Depression*

*Confusion*

*Shame*

*Denial*

*Distrust*

*Fear*

*Anxiety*

*Guilt*



An individual who has experienced trauma may respond in a wide variety of ways. Whatever you feel *is* a natural response to the sexual violence or violent crime.

Many survivors find it helpful to talk to a professional trained to understand and assist victims of sexual assault.

Talking to someone trained in responding to sexual assault can help you recover a sense of control over your life, think through the pros and cons of reporting, get back on track academically, decide who will be the best support during recovery, cope with not being believed, or deal with self blame and loss of confidence.

## If Someone You Know has Been Sexually Assaulted...

*Remember that it was not her/his fault. Whatever happened, s/he did nothing to deserve it. Sexual assault can happen to anyone.*

### Helping your friend.

- ❖ *Believe unconditionally.*
- ❖ *Let the victim control the situation.*
- ❖ *Assure your friend it was not her/his fault.*
- ❖ *Give your full attention.*
- ❖ *Encourage your friend to get medical attention as soon as possible.*
- ❖ *Don't be afraid to ask for outside help.*

### Helping yourself.

- ❖ *Understand your own feelings.*
- ❖ *Don't be afraid to ask for help.*
- ❖ *Know and respect your own limits.*
- ❖ *Keep the rest of your life on track.*
- ❖ *Remember that it was not your fault.*
- ❖ *Realize that coping with sexual assault is a long-term process.*





# Dating Violence

Dating violence is a pattern of abusive and coercive behaviors or actions whereby one dating partner seeks control over the other. Abusive behaviors occur along a continuum of violence, building upon one another, forming patterns and creating situations in which the mere threat of abuse can have devastating, numbing effects on the abused partner.

## Types of Abuse

### Verbal and Emotional Abuse:

*Name calling; jealous behavior; restricting a partner's social life or scaring away friends and family; humiliating a partner in private or in public; threatening suicide or other forms of self-harm; use of physical size to intimidate; or threatening to physically hurt the partner.*

### Physical Abuse:

*Hitting; punching; slapping; biting; kicking; choking; grabbing; pushing; or destroying the partner's possessions.*

### Sexual Abuse:

*Degrading treatment based on the partner's gender; criticizing a partner sexually; forced sexual contact; exposing oneself; or forced sexual intercourse.*

### Economic Abuse:

*Expectation of sexual acts in return for rent, tuition, textbooks, or gifts; interfering with the partner's work or not letting the partner work; taking the partner's money; taking the partner's car keys or preventing the partner from getting to work.*

*Both men and women can be victims or perpetrators of relationship violence.*



*Emotional, sexual, physical, and verbal abuse can also occur in same sex relationships.*



## **What is Abusive Behavior?**

Has your partner:

- ❖ *Hit, slapped, punched, shoved, or kicked you?*
- ❖ *Threatened to hurt you or your friends?*
- ❖ *Consistently ridiculed or insulted you?*
- ❖ *Become extremely jealous if you talked to other people or went out without him/her?*
- ❖ *Made you account for the time you are away from him/her?*
- ❖ *Forced you to touch him/her or have sex with him/her?*
- ❖ *Accused you of dating other people behind his/her back?*
- ❖ *Threatened to hurt you or him/herself if you break up with him/her?*
- ❖ *Used being drunk or high as an excuse for violent behavior?*
- ❖ *Blamed you for provoking violent behavior?*

If you answered yes to any of these questions, you may have experienced dating violence. Know that you are not alone, and that help is available. Call CASAS for information on resources, support services, orders of protection, and safety plans.

## **Suggestions for Helping a Friend Involved in an Abusive Relationship**

**Here are some basic steps you can take to assist someone who may be in an abusive relationship:**

- ❖ Voice your concerns.
- ❖ Don't force them to break up until they are ready to do so on their own terms.
- ❖ Tell them that they do not have to face the situation alone.
- ❖ Offer your support and guidance, and refer them to the appropriate resources.
- ❖ Educate yourself about abusive relationships.

**Here are some basic steps to confronting a friend you suspect is abusive:**

- ❖ Let your friend know that you are concerned about some of their behaviors that you have witnessed or heard about. Let them know that there is help available. Be prepared for your friend to be defensive or angry at your accusations, but realize that you may have provided your friend with a path to receiving help.
- ❖ Gather information about the services available for abusers and share these with your friend.
- ❖ Ask for outside help. You can talk to CASAS, a counselor, or residence hall staff about how to best deal with the situation.



**CASAS Services Include:**

24 hour help line for students  
Medical/Legal Assistance  
Professional Counseling  
Information and Referral  
Accompaniment of victims to the hospital and police station  
Support Group Resources  
Academic Support

**You can call CASAS if you or someone you know  
has experienced any of the following situations:**

Attempted Assault	Obscene phone calls
Attempted Rape	Harassing email
Dating Violence	Physical violence
Hate Crimes	Rape
Indecent Exposure	Sexual Assault
Incest	Stalking
Molestation	Unwanted Touching

# 650-3700

**For more information about CASAS services,  
Visit our website:  
[www.wvu.edu/~casas](http://www.wvu.edu/~casas)**

**Other Resources:**

University Police: x3911	Prevention and Wellness Services
Paramedics: 911	Old Main 560 • 650-2993
St. Joseph Hospital	SHAIC
360-734-5400	High Street Hall 115 • 650-2961
Student Health Center	Counseling Center
High Street Hall 25 • 650-3400	Old Main 540 • 650-3164

EO/AA/Title IX Institution

This publication is available in alternate formats upon request.

Contact 650-2993 or come to Old Main 560G.

*This project was supported by Grant No. 1999-WA-VX-0001 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.*



## DEPARTMENTAL RESPONSIBILITIES

### **RESPONDING TO REPORTS OF VIOLENCE**

This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.

1. **WWU Employees Actively Support Students and Notify University Police**

WWU employees are responsible for actively supporting students in accessing the institutional coordinated violence response services and procedures. WWU employees are also responsible for reporting acts of violence on campus to University Police.

2. **CASAS (Prevention & Wellness Services) Provides Case Management Services**

CASAS provides case management services, including coordinating the support, information, and referral services provided to student victims of violence.

3. **University Police Department Investigates and Informs University Community**

University Police Department conducts a criminal investigation of reports of violence and determines if a "timely warning" to the community is needed. University Police Department informs key staff of the need for university or university residence community response and informs Vice Presidents of the potential activation of University Emergency Response procedures.

4. **Student Health Center Provides Medical Services to Student Victims of Violence**

5. **Counseling Center Provides Counseling Services to Student Victims of Violence**

6. **Counseling Center On-Call Counselor Provides Emergency Mental Health Services to Student Victims of Violence and Other Students Impacted by the Incident of Violence**

7. **Residence Life Staff Coordinates Response to Reports of Violence Occurring in University Residences**

Residence Life staff reports violent incidents occurring in University Residences to University Police when appropriate. Residence Life staff ensure that CASAS services are available to students and coordinates and implement the residence hall community response programs as appropriate.

8. **University Judicial Officer Investigates and Adjudicates Reports of Violence Perpetrated by Students**

University Judicial Officer follows the Student Rights and Responsibility Code to investigate and adjudicate reports of violence perpetrated by students.



9. **Dean of Students Coordinates Community Response to Acts of Violence on Campus and Ensures That Support Is Provided to Students**

Dean of Students coordinates the community response to an act of violence on campus and ensures that support is offered and provided to students impacted by the violence.

## TASK OUTLINE

### RESPONDING TO REPORTS OF VIOLENCE

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving a report of violence from a student, the **Employee**:

1. **Calls** University Police and reports the incident if the report/situation entails:
  - Apparent/potential danger to persons
  - Likely to continue and/or re-occur
  - Violence resulted in physical harm
2. **Listens** to student and provides support as appropriate.
3. **Actively supports** student in contacting (i.e. offers to make phone call, walking student to CASAS, meeting with student and CASAS staff, providing printed information on CASAS).
4. If student is unwilling to contact CASAS, employee is **encouraged to consult** with CASAS to obtain information on next step to take.
5. If employee is designated as a "campus security authority" under the federal Clery Act, employee is **required to report** the incident using the on-line Clery Act Incident Report form.

## TASK OUTLINE

### RESPONDING TO REPORTS OF VIOLENCE

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving a report of violence from a student, **CASAS Staff:**

1. **Ensures** student is safe.
2. **Offers** immediate medical support. (Health Center procedures)
3. **Offers** immediate emotional support (Counseling Center procedures)
4. **Refers** student to University Police. (University Police procedures)

If student is unwilling to report to University Police, CASAS offers option of providing offender profile to University Police. (CASAS procedures)

If student is unwilling for CASAS to submit offender profile, CASAS submits anonymous offender profile for incidents that occur oncampus or poses threat to the community at large. (CASAS procedures)

5. **Ensures** that comprehensive case management support, information and referral services have been offered. (CASAS Checklist)
6. **Follows up** with student to ensure needs are being addressed. (CASAS procedures)

After receiving a report of violence from a third party, **CASAS Staff:**

1. **Contacts** student on-site or by phone.
2. **Coordinates** response with University Police if appropriate.
3. **Offers** immediate medical support. (Health Center procedures)
4. **Offers** immediate emotional support. (Counseling Center procedures)
5. **Refers** student to University Police. (University Police procedures)

If student is unwilling to report to University Police, CASAS offers option of providing offender profile to University Police (CASAS procedures).

If student is unwilling for CASAS to submit offender profile, CASAS submits offender profile for incidents that occur on-campus or poses threat to the community at large. (CASAS procedures).



6. **Ensures** that comprehensive case management support, information and referral services have been offered. (CASAS Checklist)
7. **Follows up** with student to ensure needs are being addressed. (CASAS procedures)

After receiving a call from an employee seeking a consult regarding a report of violence, **CASAS Staff:**

1. **Provides** immediate referrals for medical, legal and/or counseling services as appropriate.
2. **Reviews** all appropriate services with the employee to review with student.
3. **Forwards** CASAS brochures to employee.
4. **Follows up** with employee regarding questions or needs the student may have had and to ensure that needs of both employee and student are addressed.

## TASK OUTLINE

### **RESPONDING TO REPORTS OF VIOLENCE**

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving a report of violence on campus, **University Police Officer:**

1. **Investigates** and, if possible, **apprehends** perpetrator (University Police protocol)
2. **Calls** CASAS and **coordinates** with CASAS to ensure advocacy resources are provided.
3. **Determines** if "timely warning" of community is necessary.

If timely warning of community is necessary, **contacts** key staff. (Emergency Response Procedures)

**Informs** Dean of Students, Associate Director of University Residences

If timely warning of community is not necessary, **informs** Dean of Students, Associate Director of Residence Life, next working day.

4. **Ensures** protocol of criminal justice is followed (University Police protocol)



## TASK OUTLINE

### **RESPONDING TO REPORTS OF VIOLENCE**

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving call/contact from student victim, **Health Center Staff:**

1. **Provides** medical assistance as requested/needed. (Health Center protocols)
2. **Actively supports** student in contacting CASAS

If student refuses referral, consults with CASAS case manager.

3. **Acts** as CASAS Liaison with student and ensures provision of selected CASAS information and referral services. (Student Health Center procedures).
4. Provides medical follow up as appropriate.

## TASK OUTLINE

### **RESPONDING TO REPORTS OF VIOLENCE**

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving request for counseling services from student victim, **Counseling Center Staff:**

1. **Provides** counseling services as appropriate. (Counseling Center procedures)
2. **Actively supports** student in contacting CASAS.

If student refuses referral, **consults** with CASAS case manager.

**Acts** as CASAS Liaison with student and **ensures** provision of selected CASAS information and referral services. (Counseling Center procedures)

3. **Provides** counseling services follow up as appropriate.

## TASK OUTLINE

### **RESPONDING TO REPORTS OF VIOLENCE**

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving report from CASAS or other staff member that a student victim or other student requires immediate emotional support, **On-Call Counselor:**

1. **Makes** direct contact with student(s) either via the phone or in person.
2. **Assesses** emotional support needed and provides support as appropriate.  
(On-Call Counselor procedures)
3. **Ensures** appropriate follow-up with Counseling Center staff and/or CASAS so that CASAS case management support, information and referral services are offered.



## TASK OUTLINE

### RESPONDING TO REPORTS OF VIOLENCE OCCURRING IN UNIVERSITY RESIDENCES

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

Action by:

Resident Advisor  
-OR-  
Resident Director

Action:

1. **Calls** University Police and reports incident if report entails:
  - Apparent/potential danger to persons
  - Likely to continue and/or re-occur
  - Violence resulted in physical harm
2. **Listens** to student and provides support as appropriate.
3. **Actively supports** student in contacting CASAS (i.e. offers to make phone call, walks student to CASAS, meets with student and CASAS staff, provides printed information about CASAS).

If student is unwilling to contact CASAS, informs student that RA/RD is required to consult with CASAS.
4. **Informs** CASAS of incident.
5. **Informs** Resident Director of incident.
6. **Informs** Assistant Director of Residence Life of incident.
7. **Informs** Associate Director of Residence Life of incident.
8. **Assess** nature of incident and climate of residence hall.
9. **Develop** strategy for University Residences community response in conjunction with Dean of Students and University Police as appropriate.
10. **Implement** University Residences community response as appropriate.

Resident Director

Assistant Director

Resident Director,  
Assistant Director,  
And Associate Director

## TASK OUTLINE

### RESPONDING TO REPORTS OF VIOLENCE

This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.

After receiving a report of violence perpetrated by a student, **University Judicial Officer:**

1. **Refers** victim to University Police.
2. **Refers** victim to CASAS.
3. **Consults** with CASAS.
4. **Determines** if incident falls within jurisdiction of the Student Rights and Responsibilities Code.

If incident falls within jurisdiction of Code, **initiates** judicial proceedings.

If incident does not fall within the jurisdiction of the Code, **reviews** case and, if appropriate, **issues** informal "no contact" order to accused student. If "no contact" order violated, initiates judicial proceedings.

5. **Determines** outcomes and sanctions.
6. **Follows up** to ensure compliance with sanctions.

## TASK OUTLINE

### **RESPONDING TO REPORTS OF VIOLENCE**

**This includes all types of violence to persons, including assault, domestic violence, sexual assault, etc.**

After receiving notification of an act of violence on campus, **Dean of Students:**

1. **Consults** with key staff (i.e. University Police, Residence Life staff, Vice President of Student Affairs, etc.) to determine campus climate, to identify students directly impacted by situation, and to review expected community impact of violence.
2. **Coordinates** development of an educational/informational program to ensure community is informed of incident (as appropriate) and of action taken by university.
3. **Coordinates** services to ensure that students have the support needed to deal with emotional impact of violence.
4. **Implements** educational/information programs.
5. **Continually assesses** campus climate to ensure on-going community response is appropriate to situation.
6. **Implements** additional programs/services as needed.



# Gender Mending Facilitator's Outline

Program Length: 1 ½ hrs.

- Provide nametags if you think that this would help the group dynamics. Use your best judgement.

## **STANDARD LIFESTYLE ADVISOR INTRODUCTION** (5 minutes)

- Hi, my name is \_\_\_\_\_ and I'm part of the LA Program. LA's are trained to be peer health educators on a variety of topics such as the one I'm talking about tonight.
- We do a variety of different projects such as Men Against Violence, WEAVE, HIV testing, CPR, etc.
- If you want to learn more about the program we have brochures available on the table. We'll hang around to talk after the program, or you can go to Prevention and Wellness Services on the 5th floor of Old Main.
- Thanks for coming tonight and special thanks to (RA's name) \_\_\_\_\_ for asking us here tonight.

## **GROUND RULES** (3-5 minutes)

These will be posted up in the room. Elaborate on points that you think are important.

- Listen to and respect each other--don't interrupt the speaker.
- Be honest. We're all here to learn from each other. It's time to break down barriers.
- Verbally attacking someone is not OK.
- Respect confidentiality.
- Speak to your own experience--don't make generalizations.
- Make no assumptions (about anyone's background, their values or who they love)
- Try to avoid dominating the conversation.
- Participation. Let's talk together. You also have the right to pass.
- Because of time restraints, we may not get to every question.

Ask the group if everyone can agree to this list or if we have left anything out.

## **PURPOSE OF THIS WORKSHOP and Format** (5 minutes)

The reason we're here tonight is to have a conversation in an open atmosphere about women and men. We often hear about the "Battle of the Sexes" or "Men are from Mars, Women are from Venus," but there is very little out there that helps us break down stereotypes and learn to understand each other better. We think this is a pretty fun way for women and men to learn more about ourselves and each other and figure out ways for us to improve our relationships. This exercise isn't just about intimate relationships between men and women, but includes friendships, family relationships, working relationships, etc.

Some things we hope you get out of the workshops include:

- An increased awareness and respect for the differences between the genders.
- Tools to improve communication and understanding.
- Real information you can use to break down stereotypes and improve relationships.

## **FORMAT**

This workshop has three parts:

1. Separate into groups of men and women. If you identify as transgender, you can go with the group you feel comfortable.
2. Come back to large group to share what was discussed in the small groups.
3. Finally, we'll wrap it up with an exercise where you ask questions on everything you want to know about women or men.

## **BREAK INTO SINGLE GENDER GROUPS** (20 minutes)

Appoint someone from group to make 3 butcher paper charts of what the group comes up with. If you have problems getting the group to talk, give your own examples to get things started.

- Think for a moment about what it's like being a man or a woman.
- We're going to spend 5 minutes on each question.
  1. What do you like/love about being a woman or a man?
  2. What is challenging or difficult about being a man or woman?
  3. (Index Card Exercise, Green Women, Yellow Men.) What do you want to know about men or women? (color-code the questions.)

At the end of the time, appoint a spokesperson for each chart.

## **GROUP DISCUSSION** (20 minutes - 5 to 10 minutes for each group)

- Decide who goes first.
- Let the groups know that they must wait to respond until both groups have spoken and are completely finished reporting on the charts. You will only be reporting on questions 1 and 2. Ask the group to write down comments they want to come back to in discussion.
- After both groups are done reporting on their lists, stop and have a short group discussion using the following questions as discussion starters. This is the time when you will need to use your facilitation skills. Try not to let things drag, and if you see or hear something that feels disrespectful or hurtful, stop. Call it on the spot, and ask people to remember the Ground rules we all agreed to follow. You could also ask for responses to the statement. Example: "All men are pigs." Response "Is this an accurate statement?" You can follow this by reminding participants one of the purposes of the workshop is to break down stereotypes, not to continue acting them out.

## **Questions to ask the group (if you think you have time):**

- Were you surprised by anything you heard?
- What did you learn?
- What more do you want to hear about?
- What did you hear that you had not thought about before?

### **The Index Cards** (around 20 minutes)

- \* WEAVE rep. reads questions for men to answer. WMAV rep. reads questions for women to answer.
- \* Instruct the participants that there is not open discussion. or follow up on the questions until everyone in the specific group has answered. Also let them know we might not have time to ask ALL questions.
- \* Again, pay attention to time and flow. Do not stay on one question too long.

### **END OF WORKSHOP** (5-10 minutes)

The following are questions you'll want to ask if they haven't already been addressed.

- What did you learn that you really want to remember?
- What did you learn that you would like to pass on to someone else?
- What can you do to put what you learned into action?

**Be sure to pass out Participant Evaluation.**



PREVENTION  
WELLNESS SERVICES  
Western Washington University

Assessing the Issue of Crime Victimization  
For Women with disAbilities

Funded by the Department of Justice  
Ending Violence Against Women Grant

Conducted by Sarah Rankin  
Crime and Sexual Assault Victim Services Coordinator

November 21, 2000

## Project Objectives and Overview

---

A focus group with Women with disAbilities was conducted in an effort to ensure that Prevention and Wellness Services *Crime and Sexual Assault Support Services* (CASAS) Program provides quality, inclusive, and sensitive services to all Western students.

The purpose of this focus group was to conduct an assessment of the issue of violence for women with disAbilities in order to: 1) assess their perception and definition of violence; 2) identify barriers to seeking services; and 3) evaluate the effectiveness of current advertisement and prevention efforts. The following questions were developed to address these points:

1. How do you feel women with disAbilities view the issue of violence?
2. What are your thoughts on how to develop the knowledge with people with disAbilities that they are at higher risk to be victims of crime and provide risk reduction strategies?
3. Do you think there are specific forms of violence that are unique to people with disAbilities?
4. What are the barriers to reporting or telling someone she's been victimized for women with disAbilities?
5. If violence were to affect you, where would you seek assistance? What are the barriers?
6. Series of questions about CASAS materials.
7. Is there any question I didn't ask that you think I should have or would have been helpful?

Throughout the focus group, participants also provided feedback about the general level of safety on campus and generated ideas for additional prevention and educational efforts.

## Focus Group Participants

---

To recruit students as participants for the focus group, the Office of Student Life mailed approximately 150 invitations to every female student registered with a disAbility (see appendix A). The disAbility categories served by the Office of Student Life are: deaf and hard of hearing, mobility, learning disAbility, visual impairment, chronic/acute health, neurological impairment, psychological disAbility.

A total of 5 participants attended the two-hour focus group. Although there were few participants, each female student received the initial letter demonstrating Western's desire to create inclusive and sensitive programs. All participants had either a learning or psychological disAbility. However, the participants expressed viewpoints of other disability groups in an effort to give their concerns a voice.

## Focus Group Results

Seven questions about the issue of violence and availability of services were posed to the group for their perspective and feedback. Each question is followed by a series of quotes or major themes that emerged during the discussion.

### 1. How do you feel women with disAbilities view the issue of violence?

"You're told if you're going someplace at night you should walk briskly and look like you know where you're going, you can't do that in a chair, or on crutches."

"They (people in wheel chairs) should be made aware of green coats and emergency phones."

"You can call green coats but what if you're deaf? How do you get that support? Is there another way of doing that?"

"Provide CASAS materials in Braille for blind students and have someone who signs at presentations to make that open so it doesn't have to be a special request."

"I have a night class and a woman who has a mobility issue and I always walk out with her to make sure she gets to her car safely."

## **2. What are your thoughts about how to develop the knowledge with people with disAbilities that they are at higher risk to be victims of crime and provide risk reduction strategies?**

"Set up staged act in Red Square to get a bunch of attention. We could set up signs, brochures, and fliers. We all know about Bible Bob because he's there, he's loud, and he gets his point across." "It creates dialogue too." "Would perhaps get more males interested too."

"You also miss cues if you're not aware of things; you miss cues that you're in danger."

"I think having a disability can be an ego blow and it can really lower your self-esteem. I think that rape is still romanticized, it's a myth that a man wants some starlet and maybe students don't feel they're that amazing sexual amazon that men are looking to rape and not recognizing it's an act of violence and not necessarily a sexual act."

"I would say that for myself and my own struggle with self-esteem, I think 'why in the hell would anybody want me?' That's not what it's even about, an issue of somebody wanting me. It's just an all out violent act, an issue of power and control."

"Self-esteem is an issue. I know for myself, I was like 'I'm an attractive, intelligent being' but I didn't feel that way because I struggled so long just getting through the education system and interacting and connecting with people. That was an issue and I think I missed important cues that put me at risk. I learned about being in situations that I shouldn't be in but I missed them because I just didn't catch them. Part of that was self-esteem and part of that was just not catching the visual and auditory and not trusting my intuitive sense to pick up those pieces."

"I think there's a problem with certain illnesses that make a person hypersexual. Often times with certain personality disorders or bipolar disorders just even depression, it will alter your ability to make good choices for yourself. And I think that's a concern for mentally ill students. It's really sad because this hyper-sexuality is part of their illness and they can't see anything else and if they got in the wrong hands they could be terribly abused. It's very complex."

## **3. Do you think there are specific forms of violence that are unique to people with disAbilities?**

"I think there are certain forms of violence that contribute to certain disabilities. I don't know that I would even be registered with the disAbility group here or be on all the medications I'm on or be in the therapy sessions I was in if I had not been emotionally abused all those years in my marriage. Who's to stay how it starts with emotional disabilities. Does it start with your chemistry, in your environment, are they in your genes, what is it? But I really think it's a spiral and once you start experiencing it becomes part of your physiology and it changes the way your brain thinks and that's permanent. So some ways you can backtrack that and you can treat it but a lot of the medications I'm on are just going to cover up symptoms so I can live a full life. They're going to infiltrate my brains to balance me because I was abused because of who I am. How do you stop that? How do you know where to begin? I think in particular, abuse contributes to disability."

"I know in thinking about all the pieces I had to do, I could handle going to school or I could deal with the sexual assaults but I couldn't do both and when I tried to do both it was very complicated. I felt like a complete and total mess and no one wanted to hear it so I shouldn't talk about that."

"We should have more programs where you see, like they have *I'm a breast cancer survivor*, where you see *I'm a survivor of rape* and really like that shock value. Shaking it up."



"We should have more programs where you see, like they have I'm a *breast cancer survivor*, where you see I'm a *survivor of rape* and really like that shock value. Shaking it *up*."

"It's always had that connotation that it's your fault and I know we've come a long way to making that go away but I still come up against that whole thing that mental illness is something you have to be quiet about. I was recently made to feel ashamed because of who I am and what I have to deal with. We still need to get that education out there and I think a button would be great (I'm a survivor of rape)."

"I think including information about victim blaming is very important."

#### **4. What are the barriers to reporting or telling someone she's been victimized for women with disabilities?**

"She may not realize she's been abused. It took me years to realize I'd been abused. I didn't have a clue, I thought it was all me."

"I think women with disabilities share the same shame and feeling of not being believed because perhaps maybe they don't even believe in themselves and don't even recognize they're being abused. I don't think there's much difference in the effect that it has on people."

"You already feel marginalized and I think that would add to it."

#### **5. If violence were to affect you, where would you seek assistance? What are the barriers?**

"Encourage them to go to the police. Then I'd find out who the specialists are who know how to contend with violence."

"Advisors and heads of departments are places people might go. Advisors should be educated about referrals."

"Talk to friends who need to know how to help and also need support for themselves."

"If someone's been through sexual victimization they might not feel comfortable going to the police because of the self-blame thing but they'd probably go to a close friend about it."

#### **6. Materials feedback**

- What are the brochures saying to you? "Help is available." "Good attention getter."

"Don't like the bright, neon color. Difficult to focus on." "Need text broken up." "Like the Dating Violence poster." "Thought the 2 sexual assault brochures were two different colors of the same brochure. Need to differentiate the two." "Like having a pouch that holds cards you can take with you." "Like the safety whistles."

- Picture of the woman on the brochures: "Like the picture." "Bothered that you can't see her face in the picture. It's almost like she's ashamed and is hiding. It looks like a victim." "I see it as saying it's private, your identity is safe." "I think of it as a woman in a confessional so the confidentiality aspect comes across. I think 'oh, they're not going to tell anybody'." "Seeing a woman's face on the poster looking at you would be really really powerful. It would make you realize it's a person, a human being, a whole person, a woman being abused." "Also see her as the woman on the other line waiting to talk to you." "I thought the phone was kleenex and she was crying."

- Do the services described in the materials seem inclusive and welcoming? "Yes." "I like it that you're located on the 5th floor, it's private up here." "I wish they gave you real walls in your office though."

**7. Is there any question I didn't ask that you think I should have or would have been helpful?**

"Just as far as being more aware of CASAS and it's services, what can we as students do to help out."

"I'd like to help you spread the word."

"Teachers need to receive training about this issue. They're the one constant on campus, every student has professors."

**8. General comments regarding safety and availability of services on campus that emerged throughout the focus group:**

- The Green Coats Service:

"A woman that works there would ask 'can't you walk, it's not that far' when I call for an escort."

"Green Coats need to be trained on dealing with everybody, not just people with disabilities."

"Treated like you're calling just because you don't want to walk."

Lighting on campus: "The lighting on this campus sucks."

"Too many dark puddles everywhere and even where there is a light, it's too dim."

"That's true for campus and just slightly off-campus too. I have to walk down Indian and High Street and I always have to walk in the street because there's no lights there and there's all this bramble on the side and it scares me. It's not cut back. Even though I know I'm more likely to be assaulted in my home and by an acquaintance, it's still very disconcerting. I don't stay on campus at night because I'm uncomfortable with the lighting issues."

"I don't take evening classes. I just won't do it."

Advertisement of services: "Need to advertise services better" (CASAS, Green Coats, support groups, free counseling services)

"Use e-mail list serve of Western students to notify people about services."

Freshmen "Safety Orientation" "Safety should be a required part of orientation. Sexual assault is more likely to occur in the first quarter of school so having that as part of the orientation process and having a safety workshop focusing on the green coats and rape awareness and all the other pieces that go along with that would be good."

"First year students are unsure where they are, don't know where they're going. They've got that posture and you are victimized a lot because of your posture because of what you put out."

"While we're waiting until we can do freshmen orientation, it would be nice to get some information into freshmen hands. I'm thinking it wouldn't be a bad idea to have a refrigerator magnet made up that's got phone numbers and a reminder to make sure someone knows where you are or whatever you want to put on there for safety's sake."

"Summer start could be one way of opening up a channel. Have a certain part be about prevention and wellness. We could get people before they've even moved into the dorms. I kept all the information from summer start. That could be one way of reaching people. Also, going to classes like you [the focus group facilitator] came to my class. Try to require professors to take 10 minutes out of the end of their class to talk about it."

- Raising awareness of the issue of sexual assault:  
"Have a stage in Red Square with actresses doing rape scenes."

"Remember that not all students have time to hang out in Red Square. Also, for some students being so blatant is overwhelming and not acceptable and it's hard to hear the message when you're completely overwhelmed by the presentation. It needs to be presented in a way that isn't always overwhelming and is sensitive to cultural issues.

## Discussion of Results and Recommendations

---

The purpose of this project was to assess the issue of violence and barriers to seeking services for women with disAbilities. The responses described within this report include various themes service providers for people with disAbilities should strive to understand. Strategies for improving the feeling of safety on campus and raising awareness about victimization also emerged.

In summary, participants expressed several themes:

1. Fear of walking on or around campus after dark.
  - Western provides Green Coats, or escorts, for this purpose. It was agreed that training for Green Coats would improve their sensitivity to this fear.
  - Increasing the amount of lighting on campus and its surrounding area would also increase comfort levels.
2. All participants also strongly agreed that a mandatory freshmen safety orientation would increase students' ability to prevent being victimized.
3. Safety issues are different for women with disAbilities.
  - Women with disAbilities are especially in need of education about how to notice and react to warning signs or cues of danger and how to identify behaviors as abusive or inappropriate.
  - Other effective ways to educate students about victimization included classroom presentations and information through professors. As one participant noted "teachers need to receive training about this issue. They're the one constant on campus, every student has professors."
4. Additional barriers women with disAbilities face that emerged include
  - Minimizing their risk level for being sexually assaulted due to low self-esteem.
  - Admitting to anyone that they have been victimized is also increasingly difficult because it is one more way they are made to feel marginalized or different from the general population.
5. Women with disAbilities need alternative forms of information.
  - Brochures translated into Braille and signing interpreters at CASAS events would send the message that CASAS is available to visually and hearing impaired students.
  - Avoiding neon colors and too much text is important, especially for people who struggle with reading in general.



# Be a Good Friend

- ♦ Watch out for your female friends
- ♦ Don't be afraid to interrupt if you sense a friend is getting unwanted attention
- ♦ Help her get a safe ride home

**1 in 4** women will be the victim of rape or attempted rape in her lifetime

- ♦ If you feel uncomfortable about the situation, imagine how she feels.

If you or someone you know has been the victim of unwanted sexual contact:

**WWU Students Only**

**CASAS**

Crime And Sexual Assault Services  
24-hour help for rape, abuse, stalking  
and other forms of violence.

**650-3700**

**Non-WWU Students**

**Whatcom Crisis Services**

24-hour sexual assault hotline  
and domestic violence services 9-5pm

**(360) 715-1563**

WEAVE: A Lifestyle Advisor Program

PREVENTION & WELLNESS SERVICES

Western Washington University An EO/AA Title IX Institution: This publication is available in alternative formats upon request.  
TTY users may call the State Relay System at 1-800-833-6388.



# What 8 Year olds Think "LOVE" is....

"When someone loves you, the way they say your name is different. You know, that your name is safe in their mouth."

"When you give somebody some of your French fries without making them give you any of theirs."

"Love is when your puppy licks your face even after you left him all day."

"Love is when a girl puts on perfume and a boy puts on cologne and they go out and smell each other"

**...the point is, Love Shouldn't Hurt!!**

## OCTOBER: Dating Violence Awareness Month

### Does your Partner....

- Insult you in public or private?
- Put down your friends and family?
- Destroy your belongings?
- Lose their temper frequently and easily?
- Tell you that jealousy is a sign of love?

If you experience any of these behaviors, you do not deserve it. You could be in danger of getting hurt.

### YOU ARE NOT ALONE!

Consider getting some help. Talk with friends or family and call CASAS about your resources.

## C.A.S.A.S.

Crime and Sexual Assault Support for Western Students

(360) 650-3700

24 Hr. Student Help Line

PREVENTION & WELLNESS SERVICES  
WESTERN WASHINGTON UNIVERSITY 2000

An EO/AA Title IX Institution: this publication is available in alternative formats upon request.  
TTY users may call the State Relay System at 1-800-833-6388



# Gender Mending



Celebrate the Similarities and  
Differences between Men and Women  
and Have Fun Doing It!

**\*Talk about Issues \*Examine Biases \*Challenge Stereotypes**

**\*It's an opportunity to get answers to the questions  
you've thought about and never dared ask!**



Date:

Time:

Place:





# Think Before Sex!

"Would I do this with this person if I was sober?"

## Good Sex is....

**FUN**

*experimental*

**MUTUAL**

**Drug-free**

*Pleasure*

**KINKY**

# Sober

Drunk sex is not consensual sex.

75% of acquaintance rapes involve alcohol.

(Koss, 1998)

If you have been the victim of unwanted sexual contact, please call:

**WWU Students Only**

**CASAS**

Crime And Sexual Assault Services  
24-hour help for rape, abuse, stalking  
and other forms of violence.

**650-3700**

**Non-WWU Students**

**Whatcom Crisis Services**

24-hour sexual assault hotline  
and domestic violence services 9-5pm

**(360) 715-1563**

WEAVE: A Lifestyle Advisor Program  
PREVENTION & WELLNESS SERVICES

Western Washington University An EO/AA Title IX Institution: This publication is available in alternative formats upon request.  
TTY users may call the State Relay System at 1-800-833-6388.



HOW MUCH I  
EAT. WHO CAN TOUCH  
ME. HOW MUCH I  
EXERCISE. HOW I  
WEAR MY HAIR. IF I  
WEAR MAKE-UP. IF I FEEL  
BEAUTIFUL. HOW I DRESS.  
WHERE I GO. WHAT I EAT.  
IF I SHAVE. WHO I LOVE.  
HOW MUCH I EAT. WHO  
CAN TOUCH ME. HOW  
MUCH I EXERCISE.  
HOW I WEAR MY HAIR.  
IF I WEAR MAKE-UP. IF  
I FEEL BEAUTIFUL. HOW I  
DRESS. WHERE I GO. WHAT  
I EAT. IF I SHAVE. WHO I LOVE.  
HOW MUCH I EAT. WHO CAN TOUCH  
ME. HOW MUCH I EXERCISE. HOW  
I WEAR MY HAIR. IF I WEAR  
MAKE-UP. IF I FEEL BEAUTIFUL.  
HOW I DRESS. WHERE I GO.  
WHAT I EAT. IF I SHAVE.  
WHO I LOVE. HOW MUCH  
I EAT. WHO CAN TOUCH  
ME. HOW MUCH I EXERCISE.  
HOW I WEAR MY HAIR.  
IF I WEAR MAKE-UP. IF  
I FEEL BEAUTIFUL. HOW I DRESS.

# I Decide...

Where I go.

What I eat.

If I wear make-up.

Who can touch me.

How much I exercise.

How I wear my hair.

How much I eat.

If I feel beautiful.

How I dress.

Who I love.

If I shave.

# It's my body.

PREVENTION  
& WELLNESS SERVICES  
Western Washington University

**WEAVE Women's Empowerment And Violence Education**

This publication is available in alternative formats upon request. TTY users may call the State Relay System at 1-800-833-6388. AA/EO Institution. This project was supported by Grant no. 1999-WA-VA-0001 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the author and do not represent the official position or policies of the U.S. Department of Justice.



# ARE YOU INTERESTED IN BECOMING A LIFESTYLE ADVISOR?



DO YOU CARE ABOUT PEOPLE?

X

DO YOU CARE ABOUT HEALTH?

X

DO YOU WANT QUALITY TRAINING FOR  
PRACTICAL WORK EXPERIENCE?

X

DO YOU WANT TO TAKE A CLASS THAT  
CAN IMPACT THE REST OF YOUR LIFE?

X

ARE YOU COMMITTED TO MAKING A  
DIFFERENCE IN YOUR WORLD?

X

Applications for the 2001-2002  
Lifestyle Advisor class are now being taken!

**PREVENTION  
& WELLNESS SERVICES**

Western Washington University  
OLD MAIN 560 • 650-2993

To request disability accommodation, contact 650-2993. TTY users may call the State Relay System at 1-800-833-6388.



# Men of Western Speak Out



**WESTERN**  
WASHINGTON UNIVERSITY



**Andrew Hatzalla**

Major: Business  
Activities: Lifestyle Advisor  
- Will Act For Change

*"I have been affected by violence more than I like to think about, but I realize we can play a significant role in preventing it if we try. We can be models to children and to other men by making it clear that violence is not acceptable. Men can prevent violence by leading a peaceful, non-violent lifestyle and supporting other men to do the same."*



**Peter Johnson**

Major: Theater Arts and English  
Activities: R.A. - Nash, Dead Parrots Society, Campus Buddies, Concert Choir

*"Violence is a part of my world. It hurts me and it hurts others. We are a world that is interwoven, and what happens to others impacts me. I can try to help my fellow humans by using myself for the good of our world. Change happens one second at a time, let's start now."*



**Corey Eichner**

Major: Political Science and Social Studies  
Activities: A.S. V.P. for Student Life, YMCA and Bellingham Food Bank Volunteer

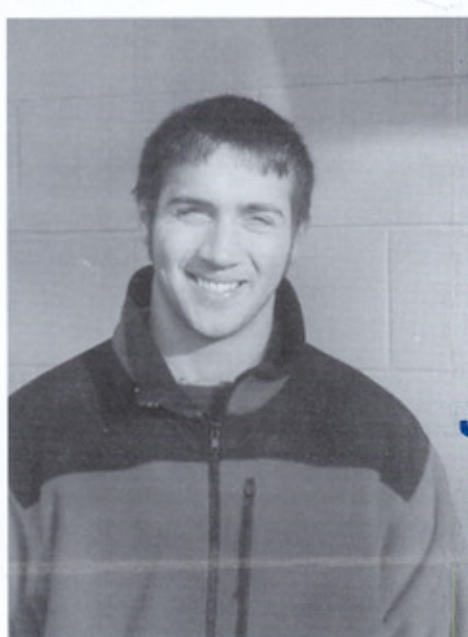
*"I have both witnessed violence and known people who have been victimized. I have known countless people who have been ridiculed because of who they are. Men can have a profound impact by standing up and not tolerating violence in our community. We must show our support for victims and hold perpetrators accountable."*



**Narinder Gautam**

Major: Bioanthropology  
Activities: Lifestyle Advisor - CPR/First Aid, Pre-Med Club, Indiamystica

*"Violence disturbs my peace of mind, my ability to concentrate, and it affects my relationships with women and men. Men can work to prevent violence by getting involved, and we can support those who have suffered. Men can be open, loving, and understanding, and we have the power to make a difference."*



**Mike Van Dyke**

Major: Environmental Science  
Activities: Catholic Campus Ministry, Peer Minister Social Justice, WWU TaekwonDo

*"It is unacceptable and depressing that our girlfriends, sisters, and mothers can't feel safe after dark. Men of the community must come together and voice our disgust with the way things are."*



**Sean Epling**

Major: Industrial Technology - Vehicle Design  
Activities: R.A. - Nash, Society of Automotive Engineers

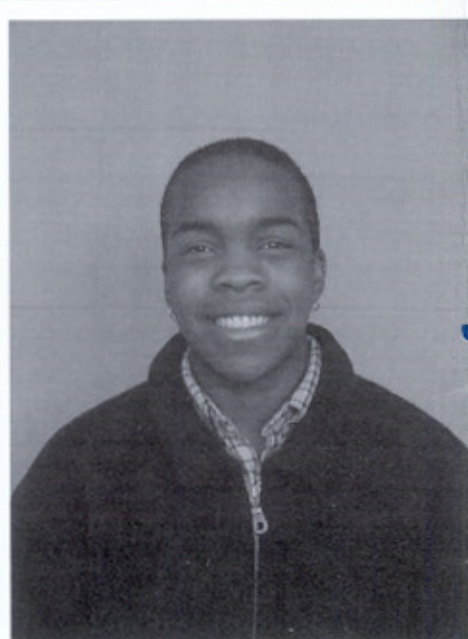
*"Violence reaches deep within people and brings out the worst in us - violence spawns more violence. If we make an attempt, I believe we can end most violence. It only takes a few extra seconds to listen and think about a situation instead of throwing a punch or hurling an insult."*



**David Lindsey**

Major: Pre-Med  
Activities: Lifestyle Advisor - Social Marketing

*"I have witnessed violence and been the target of it. I have chosen not to respond with violence but with education. I work to help educate people about living a peaceful life where we are all tolerant of the differences and the variety that we all add to life. Knowledge solves problems, violence is one."*



**Isaak Hayes**

Major: Art  
Activities: Center for Service Learning, Center for Educational Pluralism, Brown Pride

*"I have to deal with it everyday. It isn't always as easy to see as people would like to think. We must be aware that it affects relationships of all kinds. Talking about it with each other is one way we help end it."*



**Joe Wooding**

Major: American Cultural Studies  
Activities: R.A. - Fairhaven

*"Violence instills fear and often people who exercise violence are fearful. Men can prevent violence through awareness. Developing a sense of self fosters personal efficacy. A man who is comfortable with himself has more control of how he interacts with his environment."*



**James Flynn**

Concentration: Marginalized Groups in America: Education, Communication and Empowerment  
Activities: R.A. - Fairhaven, HASTA Program, African American Alliance

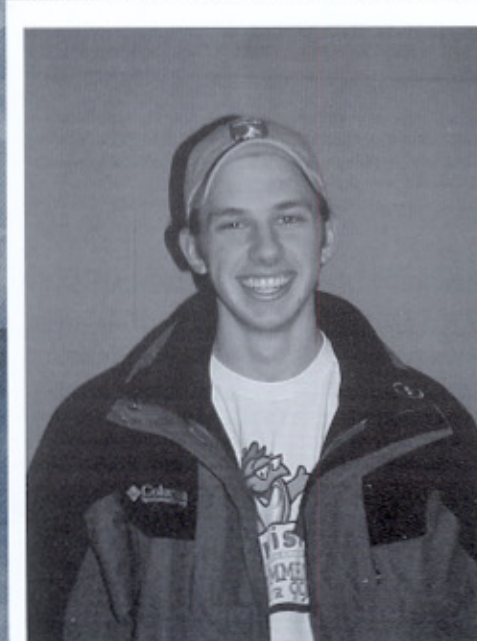
*"Fear of violence affects when and where I voice my opinions. On the other hand, I have to challenge myself to remove violence from my actions and attitudes. Through awareness of our actions, we will consciously and unconsciously reduce and remove violence from our lives."*



**Travis Neuman**

Major: History  
Activities: R.A. - Omega

*"Violence affects me in that I cannot feel completely comfortable with friends walking late at night alone. It is not fair that anyone should feel alone because of violence, and it's everyone's responsibility to help end it. Men can help prevent violence by speaking up and letting others know that they are supported and not alone."*



**Rob Caden**

Major: Undeclared

*"I grew up in an abusive household and Western Men Against Violence has given me the opportunity to learn how to help stop situations like mine. We can start by taking responsibility and acknowledging that a problem exists. Men need to realize how much power we have to do something about it."*

## Add Your Voice

Contact Brian Pahl, Men's Violence Prevention Project Coordinator  
Old Main 565 360.650.3290 brian.pahl@wwu.edu

This poster is sponsored by Prevention and Wellness Services, Western Washington University and Western Men Against Violence. Supported by Grant No. 1999-WA-VX-0001 awarded by the Violence Against Women Office, Office of Justice Programs and the U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice.  
Poster designed by Renee Peterson, WWU student, 2001.



# Most Western Men Have Consensual Sex

## Consent is:

- ◆ Saying “yes”
  - ◆ Being sober
  - ◆ Always mutual
- 

**Respect Yourself**  
**Respect Your Partner**  
**Get Consent**



# FRIED GREEN TOMATOES

TUESDAY APRIL 9th

Viking Union 552

7-9 PM



# FREE!



## Come Celebrate Women Making Positive Changes in Their Lives!

Sponsored By

Women's Empowerment And Violence Education (WEAVE) and  
Men Against Violence Lifestyle Advisor Programs in Recognition  
of April as Sexual Assault Awareness into Action Month.

This Project was funded by Grant # 1999-WA-VX-0001 awarded by the VAW Office of Justice Programs, U.S.  
Dept. of Justice

For Disability Accommodations Please Call Sarah Rankin @ 650-7982.  
TTY Users May Call the State Relay System @ 1-800-833-6388.







The Women's Center and the Sexual Assault Survivors Group  
Invites You To A

# Night of Testimony

Come to Share Your Sexual Assault Experience or  
to Listen to Other's Stories in a  
Safe, Confidential, and Supportive Environment

*This Night of Testimony is open to all. Survivors will share their stories and experiences. This is an opportunity to hear first hand how sexual assault impacts lives and how people cope with their experiences.*



**Tuesday, April 16th**  
**6-8 PM**  
**Science Lecture 240**



PREVENTION & WELLNESS SERVICES Western Washington University  
An EO/AA Title IX Institution. This publication is available in alternative formats upon request.  
TTY users may call the State Relay System at 1-800-833-6388.

Cosponsored by: The Women's Center and Prevention and Wellness' CASAS (Crime and Sexual Assault Services) and Women Supporting Women Sexual Assault Survivors Group



# **Remember**

## **Women are your:**

**sisters**

**mothers**

**friends**

**aunts**

**classmates**

**girlfriends**

**cousins**

**roommates**

**Treat all women with respect.  
Have consensual sex.**

**Consent is:**

- saying "Yes"
- being sober
- always mutual

( Based on Washington State Rape Law, RCW Chapter 9A.44)

**1 in 4 women** will be the victim of rape or attempted rape in her lifetime. (Warshaw, 1994)

( Based on Washington State Rape Law, RCW Chapter 9A.44)



~~obscene jokes~~  
~~grabbing someone~~  
~~sexual coercion~~  
~~pornography~~  
~~sexual harassment~~  
~~humiliating comments~~  
~~molestation~~  
~~rape~~

Sexual Violence is a Continuum,  
**WHERE DO YOU DRAW  
THE LINE?**

PREVENTION & WELLNESS SERVICES

Western Washington University

An EO/AA Title IX Institution: this publication is available in alternative formats upon request. TTY users may call the State Relay System at 1-800-833-6388



• Women's Empowerment • How to be an Activist

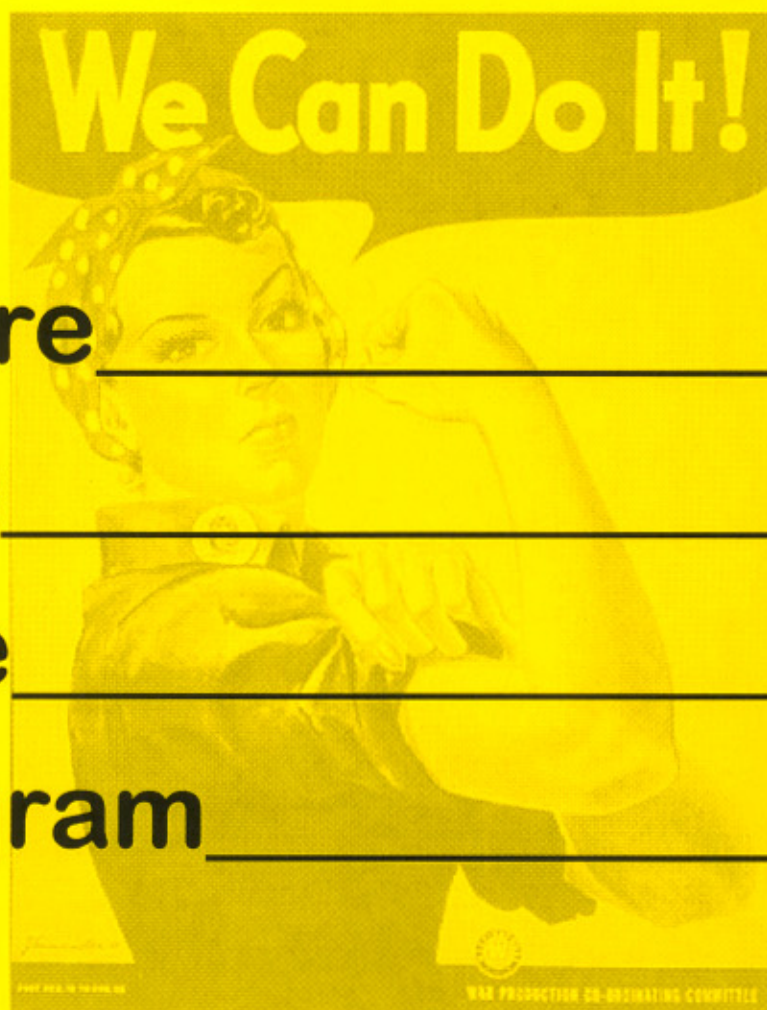
• How to Support Survivors • Safety Whistle Campaign • How to Build Healthy Relationships

# "W.E.A.V.E." got your back

WOMEN'S EMPOWERMENT  
AND VIOLENCE EDUCATION



Come learn how to keep  
yourself and other women safe!



Where \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_  
Program \_\_\_\_\_

WEAVE • Lifestyle Advisor Program • PREVENTION & WELLNESS SERVICES • WESTERN WASHINGTON UNIVERSITY

EO/AA Title IX institution: This publication is available in alternative formats upon request.  
TTY users may call the State Relay System at 1-800-833-6388



• Breaking Down Gender Stereotypes & Myths • Sexual Assault Risk Reduction • Resources

• Myths and Facts About Violence Against Women





# What they were taught

- Boys don't cry
- Boys should take charge
- Boys will be boys

# What they know

- Men do have emotions
- Men believe in equality
- Men take responsibility

This project was supported by grant no. 1999-WA-VX-0001 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice.

Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

PREVENTION & WELLNESS SERVICES • Western Washington University • WMAV • Lifestyle Advisor Program • Designed by David W Lindsey, Social Marketing Team

EO/AA Title IX Institution: This publication is available in alternative formats upon request. TTY users may call the State Relay System at 1-800-833-6388

DWL





# **FREE!** Western Women's Festival

*Why should I  
go to WWF?*

**Free Girl Bands**

**Good and fun workshops**

**Meet New People**

**Come learn about...**

**Sexual Health**

**Break dancing**

**Zine making**

**Self defense**

**Positive body image**

*April 27th*

*12-8 PM*

*WWU Viking Union*

*Food will be provided.*

Sponsored by the Women's Center.







# *What is CASAS?*

*Crime And Sexual Assault Support Services*

*24 Hour Help Line for  
Enrolled Western Students*

*A Confidential Resource for  
Recent and Past Assaults*

*Sexual Assault*

*Stalking*

*Dating / Domestic Violence*

# *650-3700*

*For more information about CASAS,  
Visit our website:*

*[www.wvu.edu/~casas](http://www.wvu.edu/~casas)*

*e-mail: [casas@wvu.edu](mailto:casas@wvu.edu)*

*A program of*  
**PREVENTION  
& WELLNESS SERVICES**  
Western Washington University

EO/AA/Title IX Institution

This publication is available in alternate formats upon request.  
Contact 650-2993 or come to Old Main 560G.

This project was supported by Grant No. 1999-WA-VX-0001 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice.  
Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.





**In a college survey, 12 out of  
13 men reported that they  
always get consent from their  
partner. (Warshaw, 1994)**

### **What is consent?**

- ♦ Saying yes
- ♦ Being sober
- ♦ Always mutual

### **What is rape?**

- ♦ Penetration of vagina, anus or mouth by a sex organ or object
  - ♦ Forced or coerced sexual acts
  - ♦ Consent is not given

**Most Western Students  
get consent for sex  
Do you?**

**If you have been the victim of unwanted sexual contact, please call:**

WWU Students Only:

**CASAS**

**Crime And Sexual Assault Services.**  
24-hour help for rape, abuse, stalking and  
other forms of violence.

Non-WWU Students:

**Whatcom Crisis Services**  
24-hour sexual assault hotline and  
Domestic Violence Services.  
9-5 p.m.



# Will Act For Change

(A Lifestyle Advisor Program)

*Presents An Interactive Theater Experience:*

**“Against her will no more!”**  
How you can make it happen.

**Tuesday, April 30, 2002**

**Miller Hall 163**

**7:00 pm**



**Free Performance!**  
**Open to everyone.**

**AA/EO Institution**

To request disability accommodation, please contact Prevention and Wellness Services at 650-2993.

**PREVENTION  
& WELLNESS SERVICES**  
Western Washington University





# Women

# Supporting

# Women

## A Support Group for Survivors of Sexual Assault

### Including:

- Date Rape
- Child Sexual Abuse
- Molestation
- Stranger Rape
- Past or recent assault/abuse

We'll talk about feelings, boundaries, guilt, anger, fear, and developing coping skills.

*This group is confidential, convenient, and safe*

For more information please contact:  
Sarah Rankin at **650-7982**  
Please call to register before April 19th

Facilitated by professional staff from Whatcom Crisis Services/Sexual Assault Program &  
sponsored by WWU PREVENTION & WELLNESS SERVICES

Western Washington University

An EO/AA Title IX Institution. This publication is available in alternative formats upon requests.

TTY users may call the State Relay System at 1-800-833-6388



### Women Supporting Women

Including:  
Date Rape  
Child Sexual Abuse  
Molestation  
Stranger Rape  
Past or recent assault/abuse

*This group is  
confidential,  
convenient,  
and safe.*

We'll talk about feelings, boundaries, guilt, anger, fear, and developing coping skills.

For more information, please contact Sarah Rankin at 650-7982.  
Please call or register on or before April 19th



# "Some Leaders are Born Women..."

- Sarah Weddington

## Pamela Whalley and Allison Smith, AS President



Year: Senior  
Major: International Business  
Minor: Spanish  
Activities: AS President for Student Life

I admire Pamela Whalley for her dedication to her family and to her work. When she received her own education, she was one of only a handful of females struggling to be included in the business profession. Those women were involved in the movement for such things as on-site childcare and extended maternity leave and benefits. It is inspiring to know that my future has been shaped by women like her.

## Sara Nichols and Jodi Gerald



Year: Sophomore  
Major: Interest in Communications and Marketing  
Activities: Women's Basketball Team, Attending church in Tumana

I admire Sara Nichols, my assistant coach here at Western. She is not afraid to be herself and she approaches every situation with a smile. If something does not go right, she always looks for the positive side and tells everyone about that first. She sees problems as opportunities that happen to be in "work clothes". I admire Jodi for her strength, optimism, loyalty, and originality. She is someone I can trust. She brings confidence and encouragement with her wherever she goes.

## Cassandra Howe and Shirley Osterhaus



Year: Senior  
Major: Fairhaven Concentration "Social and Environmental Justice in Agriculture"  
Activities: Western Environmental March, Students Against Sweatshops, Students for Fair Trade, Ultimate Frisbee with the Women's team "Chaos," and singing.

I think of Shirley as a role model because of her honesty and exposed love for the world and its people, which smoothly flows into her everyday life: riding her bike, walking, practicing nonviolent communication, reaching out to people, and giving caring time to groups working for justice. In giving her whole heart and mind to help empower the disadvantaged of this country and others, she gives love a new meaning. No longer can I love something without the will to act for its preservation. Her ceaseless energy and the spirit she shares with her friends and her work is so incredibly inspirational. I hope to work with as much dedication and love as she does.

## Cori Ready and Dr. Rosanne Kanhai



Year: Graduated in June 2002  
Major: English Studies with an emphasis on Postmodern Cultural Theory and Feminism  
Activities: Co-coordinator of AS Women's Center, KUGS Specialty Show DJ, and Hip Swingin' Hula Hipsters Club

"My role model is Dr. Rosanne Kanhai. Dr. Kanhai's feminism in action shows that I too will be able to dissolve negative dichotomies professionally and personally. In her classes and in her work as Director of Women's Studies, Dr. Kanhai asks students to listen to the voices that have been silenced by history. Role models like her will ultimately rewrite history, to include the words and actions of those women of color upon whom backs contemporary society is constructed."

This poster recognizes a few of the many female student leaders at Western and the women they consider their role models. Together, these women represent the many intelligent, compassionate, and powerful female leaders striving to make a difference in our world. Their stories challenge the media's focus on women as victims or potential victims of violent crimes. However, acts of violence against women still happen every day. If you or someone you know has been a victim of violence (e.g. sexual assault, domestic/dating violence, or stalking), contact CASAS, Western's 24-hour help line, at 650-3700.

**CASAS**  
Crisis and Sexual Assault Support Services

**PREVENTION & WELLNESS SERVICES**  
Western Washington University

## Michelle Vendiola and Dr. Violet Malone



Year: Graduated in June 2002  
Major: American Cultural Studies and Elementary Education K-8  
Activities: Ethnic Student Center, Ethnic Center Alliance, Native American Student Union, Teacher of Color Support Network, and AS Social Issues Coordinator

Some people are taught leadership while being gently guided along their path by wiser people before them. One of my mentors, Dr. Violet Malone, blazed trails into higher education so that other women of color could follow. As an Indigenous woman, leadership means working to remove the barriers that hinder economic and social justice, promoting education and traditional knowledge, and living a healthy lifestyle. Being a leader in my community is a responsibility and a necessity. Violet encouraged me to pursue my degree; gave words of love and support when obstacles appeared, and shared stories of wisdom containing lessons of humility and humor. Some women are born leaders - Violet is one of them.

## Dr. Carmen Werder and Aubrae Vanderpool



Year: Graduated in June 2002  
Major: English  
Minor: Anthropology  
Activities: RA, Assistant Resident Director, The Teaching and Learning Academy

Carmen is my role model for many reasons, but mainly because she has taught me about the value of passion. As I struggled to discover my major and my future educational goals, she talked me through my decision. She taught me that whatever I do, should ignite my learning passion. My experiences with Carmen have allowed me to see how she pursues her own learning passion, how she trains students as equal learning partners, and how she helps them in whatever ways she can. I am grateful to have had the pleasure of working with this giving, brilliant, and caring woman.

## Dr. Midori Takagi and LaMesha Melton



Year: Junior  
Major: Fairhaven Concentration "African American Women's Empowerment"  
Activities: AS Child Development Center and a Lifestyle Advisor in WEAVE

Dr. Takagi is not only my advisor at Fairhaven and one of my professors; she is also my friend. She encourages me, is always willing to listen, and expects a great deal from me. She also helps me to analyze everything I see and hear, and helps me when I don't understand. She has high expectations for all of her students and wants us to do well. I think all of her students respect her because she is very professional and does her job extremely well.

## Laramie Smith and Carol Guess



Year: Senior  
Major: Psychology  
Minor: GLBT Studies through the American Cultural Studies Program  
Activities: LGBTQIA, Sexual Awareness Center, and Just Us Youth Group sponsored by PFLAG

Professor Carol Guess is a strong independent thinker who stands by her beliefs. I respect her for calling things how she sees them, without candy coating them to make people feel comfortable. I admire the strength it takes to do it because it causes people to think about alternative points of view.



# Social Norms Quarterly

Spring 2002  
Volume 1, Issue 3

## Feature Article: Advertising Myths About Sexual Behavior



A recent national professional email discussion of how "emergency contraception" is being marketed serves as a wake up call to examine how different constituencies might

use normative messages for different purposes. While it remains clear that there are too many unwanted consequences of sexual behavior among college students, it is important to consider how we as professionals may inadvertently perpetuate myths by over generalizing the behavior of a minority of students.

For example, a recent "emergency contraception" advertising campaign had the tag line: "So many men, so many reasons to have back-up contraception." The ad agency website asserts that it is trying to be sexy, to make people think, and to grab attention. This is what all ad agencies aim to do to help their clients sell products or services. However, is it possible that many people will mistake the hype for reality and assume that "Everyone is doing it with so many men" or that "So many men are irresponsible partners?" What would such a mistake mean from a social norming perspective?

### The True Social Norm

Research indicates that on any given day, most college students are not having sexual intercourse, and when they do, they do so infrequently. Further, for many students "two timing" is considered "low" and unacceptable, and most students who are sexually active have only one partner and usually in the context of what is felt to be a committed, faithful dating relationship. Thus, the true social norm is not captured in the advertising campaign's slogan.

Let's look at the advertisement from the "So many men" angle. Data suggests that hav-

ing "so many" partners is not the norm. Cecil & Pinkerton, for example, found at their campus that 74 percent of the students considered themselves sexually active in the prior three months, although it is not clear how often that activity involved heterosexual vaginal intercourse (Cecil, H. & Pinkerton, S.D. 1998. Reliability and validity of a self-efficacy instrument for protective sexual behaviors. *Journal of American College Health*, 47, pp. 113-119). Thus, 26 percent of the sample were not sexually active in the prior three months, while 48 percent of the total sample said they had only one partner. Six percent reported having two or three partners. And 10 percent of those sexually active in the prior three months had four or more partners.

Further, when Cecil & Pinkerton asked students who had ever had sexual intercourse how many partners they have had in their lifetime, almost 1 in 5 said they had only one partner. Fourteen percent reported having two or three partners. Sixteen percent reported having four or five partners. And only 2 in 5 reported having 6 or more partners in their lifetime.

So, which segment of this sample is the social norm? Perhaps there are specific target messages that need to be crafted for each category to be more effective in preventing unwanted pregnancies. These numbers may also change dramatically from campus to campus depending on the average age of students, religious affiliation, urban versus rural, and race. At my university in 1995, for example, 43 percent of the students reported not having had sexual intercourse in the prior year, if not longer. Other universities have reported higher rates of not engaging in sexual intercourse in the past year as well.

*continued on page eight*



# Editor's notes

This issue of the *Social Norms Quarterly* focuses on the application of social norms theory to the prevention of sexual assault, coinciding with the Centers for Disease Control's 2002 National Sexual Violence Prevention Conference to be held May 28-31 in Chicago. This conference will feature a number of sessions on the social norms approach. There is growing evidence that issues of sexual assault and violence prevention may be amenable to social norms interventions, although many questions remain regarding how such campaigns should be conducted.

The topic of college students' alcohol use is once again in the news with the release of the NIAAA's report "A Call to Action" and new research from the Harvard Alcohol Study. They remind us of our culture's persistent and habitual focus on the negative aspects of young peoples' behavior to the exclusion and neglect of the positive, as discussed in Working Paper #1 ("Cultural Cataracts: Identifying and Correcting Misperceptions in the Media") by Jeff Linkenbach, in which he states: "The widespread inaccuracy of how we view young people affects us all, for it has distorted our ability to view our future leaders for who they really are." It is interesting to note that we seldom hear reports on the aggregate negative effects of the alcohol use of older adults, who provide the role models for our youth. This is not to deny the serious nature of alcohol abuse at any age, but to point out the adultism that results in our focusing too much attention on the negative actions of young people rather than on our own, while also overlooking their positive achievements.

The contents of this issue suggest that the past year has been an impressive one for social norms, both for the increasing attention given to the model, the growth of interventions across topical areas and populations, and new studies providing empirical support for its effectiveness. If you have anything that you would like to suggest or contribute to the *Social Norms Quarterly*, please let us know.

Sincerely,

Alan D. Berkowitz, Ph.D., Editor

*The Social Norms Quarterly*

e-mail: alan@flg.net / telephone: 607 387-3789

## Award for Research on Social Norms.

The National Social Norms Resource Center is still soliciting research articles on the social norms approach for an award that will be given at the 5th Annual Conference on the Social Norms Model. Winners will be invited to present their research at the conference. Submitted articles must be published or have been accepted for publication. For information contact Michael Haines at mhaines@niu.edu.

## Sexual Assault and Violence Prevention Surveys

A number of campuses have developed survey instruments to collect data for sexual assault and violence prevention campaigns. These surveys assess attitudes and perceptions about rape myths, sexual activity, discomfort with sexist remarks, frequency and nature of sexual activity, and/or bystander behavior.

### JMU Attitudes and Behavior

**Survey.** Developed by Susan Bruce at James Madison University to collect data for the "A Man" program (see "From the Field," this issue). Contact Susan at the University of Virginia: seb7Q@cms.mail.virginia.edu

### NCHA Violence Supplement.

Developed by Patricia Fabiano at Western Washington University to be used as a supplement to the National College Health Survey. Download from: [www.wvu.edu/~wellness](http://www.wvu.edu/~wellness) or e-mail: Pat.Fabiano@wwu.edu.

### RIT Student Survey.

Developed by Julie White and Laverne McQuiller Williams as part of a campus prevention program (see "From the Field," this issue). Contact Julie White, 585 475-7464, jawwom@rit.edu.

### Sexual Attitudes and Behavior

**Survey.** The Colorado Coalition Against Sexual Assault (CCASA) developed this survey as part of a multi-campus study titled "Sexual Violence Prevention: An Investigation of Beliefs, Attitudes and Behaviors Among College Age Men." Contact Teresa Wroe at 877-27CCASA or at [teresa@ccasa.org](mailto:teresa@ccasa.org).

### Sexual Social Norms Inventory.

This is a longer version of the CCASA instrument which was tested and validated as part of a research study at the University of Northern Colorado (see "Research Notes," this issue). Available from Jennie Bruner, 970 351-1490, [jennie.bruner@unco.edu](mailto:jennie.bruner@unco.edu).



# Recent Research

## Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts.

(2002) Perkins, HW. *Journal of Studies on Alcohol, Supplement #14*, p164-172.

This review of the literature on the effects of norms on student drinking behavior is part of a special issue that is devoted to drinking in college (see "The Gathering Place," this issue). Research on parental, faculty, resident advisor and peer norms are reviewed, with the conclusion that peer norms and misperceptions of peer norms are the strongest influences on student drinking. A brief overview of the social norms approach to alcohol abuse prevention in college and supporting empirical research is presented.

## Measuring Rape Supportive Attitudes, Behaviors and Perceived Peer Norms Among College Students: Validation of a Social Norms Survey.

(August 2002). Jennie B. Bruner.

Dissertation submitted to the University of Northern Colorado College of Education.

A survey was developed with scales to measure rape supportive attitudes and behaviors,

comfort with sexism, bystander behaviors, and sexual behaviors. Male students perceived other men's attitudes to be more negative than their own with respect to rape supportive attitudes and behaviors, comfort with sexist language and behavior, and willingness to intervene when witnessing violence against women, confirming findings from a number of previous studies. Although differences were found between male students and their perceptions of their friends with respect to frequency of sexual activity and number of sexual partners, these were not significant.

## Test of a Social Norms Approach to Understanding Disordered Eating Practices in College Women.

(May 2002) Janice Kusch. Dissertation submitted to Washington State University, Department of Psychology.

A social norms theory paradigm was used to assess overestimation of peer thinness ideals and determine whether this factor relates to body dissatisfaction, disturbed eating and exercise behavior, and other eating disorder-related measures. 163 female and 136 male participants identified ideal female body size using Stunkard silhouettes ranging from extreme thinness to obesity and answered a question set that asked for actual and ideal female heights and weights. The latter were converted into Body Mass Index (BMI) scores. Specifically, female participants used both of these measures to identify

- ◆ their own actual size,
- ◆ their self-ideal,
- ◆ the size they believed their female peers would select as ideal, and
- ◆ the size they believed their male peers would select as ideal.

Results indicated that women significantly overestimated the degree of thinness their female and male peers select-

ed as ideal based on both the silhouette and BMI reports. In addition, these overestimations were found to positively correlate with measures of body dissatisfaction, disturbed eating, and concern with appearance. Contrary to expectations, sorority women did not overestimate peer thinness ideals significantly more than non-sorority women.

## A Multi-faceted Social Norms Approach to Reduce High-Risk Drinking: Lessons from Hobart and William Smith Colleges.

(2002) Perkins, HW & Craig, DW. Available from The Higher Education Center for Alcohol and Other Drug Prevention. (800 676-1730 or [www.edc.org/hec/pubs/hws.pdf](http://www.edc.org/hec/pubs/hws.pdf)).

This recently released monograph provides the most thorough and comprehensive evaluation of a social norms marketing campaign to date. The intervention combined a standard poster campaign with electronic media, an interactive web site, class projects that developed parts of the campaign, and teacher training for curriculum infusion.

A number of evaluations were conducted to determine the effectiveness of the campaign. Results included:

- ◆ increases in drinking during the first year of college were eliminated;
- ◆ a campus-wide decrease in frequent heavy drinking from 41 percent to 28 percent; and
- ◆ successive decreases in alcohol-related arrests over a four-year time period.

Corresponding reductions were also found in misperceptions of use, heavy drinking at a party, and negative consequences associated with alcohol use. Surveys conducted at three time periods over a five-year period indicate successive linear decreases in all of these measures over time.



# from the field

## Social Norms Interventions to Prevent Sexual Assault

*Editors Note: Each issue of the Social Norms Quarterly will feature model programs or interventions that have been successfully implemented in a community setting. This issue features two such programs.*

**T**he James Madison University "A MAN" Sexual Assault Education Program. Until recently most traditional sexual assault education programs have targeted only potential victims without addressing the socio-cultural roots of this problem. In contrast, the James Madison University sexual assault prevention program for men is based on two models: the socio-cultural theory endorsed by Berkowitz (1992) that coercive behavior by men is rooted in traditional male socialization, and social norming theory. Berkowitz (1992) suggests that since most of the factors that facilitate male sexual coercion are learned in all male groups, prevention programs should also be delivered by men to all-male groups. Currently, there are a number of different programs that emphasize men's responsibility for preventing sexual assault (Berkowitz, 2002).

The "A MAN" program contains three interrelated components:

- 1) social norms marketing
- 2) a theatre presentation addressing male socialization issues
- 3) male peer-to-peer education

Data was collected using a survey based on the College Date Rape Attitudes and Behavior Scale (Lanier & Elliott, 1997) and Kilmartin's research (Kilmartin et al, 1999). Results from two years of program implementation found positive change in perceptions and behaviors among the target population.

The first year of the project involved a quasi-experimental design. Four all-male organizations were recruited to serve as treatment groups. These groups had social norms marketing flyers posted in their living and

working areas, attended Dr. Christopher Kilmartin's play "Crimes Against Nature" addressing male socialization issues, and participated in a small group presentation delivered by a male peer education group. In addition, four additional all-male student groups were recruited as a comparison group. The social norms posters contained the following messages:

- ◆ **A Man Always Prevents Manipulation:** Three out of four JMU men think it's NOT okay to pressure a date to drink alcohol in order to increase the chances of getting their date to have sex.
- ◆ **A Man Talks Before Romance:** Most JMU men believe that talking about sex doesn't ruin the romance of the moment.
- ◆ **A Man Respects a Woman:** Nine out of ten JMU men stop the first time their date says "no" to sexual activity.

At the post-test (four weeks after the posters went up) the treatment groups reported more accurate perceptions of male student behavior while the perception gap increased for the comparison groups. A comparison of the ten behavioral items on the pre- and post-test surveys indicated positive behavioral change among members of the treatment group. In contrast, there was an increase in negative behaviors among members of the comparison group.

In the second year, social norms flyers were posted in all-male areas including locker rooms, male residence hall bathrooms, and fraternity houses. "Crimes Against Nature" was presented again and the male peer education group continued to offer presentations to male

groups. A variety of materials were distributed with the "A man respects a woman" message.

The results of the second year campus-wide post-test indicated that men had become more accurate in their perceptions of other men's behaviors. This campaign was successful in improving behavior in a positive direction among the treatment group for six of the ten outcome variables, including a significant increase in the percentage of men who indicated they "stop the first time a date says no to sexual activity," and a significant decrease in the percentage of men who agree that "when I want to touch someone sexually, I try and see how they react" (a more detailed analysis of this data is available from the author). This campaign suggests that a social norms media intervention can be effective in changing heterosexual men's attitudes and behaviors regarding sexual intimacy with women.

Susan Bruce  
Center for Alcohol and Substance Education  
University of Virginia  
434 924-5276  
seb7Q@cms.mail.virginia.edu  
www.jmu.edu/healthctr/aMan

**Rochester Institute of Technology's Social Norms Intervention to Prevent Sexual Assault.** Rochester Institute of Technology (RIT), as part of the Department of Justice Campus Grants to Reduce Violence Against Women Program, is developing and implementing a comprehensive approach to the prevention of sexual and relationship violence based on the principles of social norms theory.

As part of the grant, a baseline survey was administered in the spring of 2000 to 954 students in 50 randomly selected RIT courses. The survey incorporated questions from the College Date Rape Attitudes and Behavior

*continued on page five*



## From the Field

Survey (Lanier et al., 1997), the Discomfort with Sexism Scale (Kilmartin et al., 1999) assessing students' level of comfort with sexist situations and their perceptions of other students' level of comfort with sexist situations, and measures from the National College Health Assessment survey for actual and perceived levels of sexual activity.

The survey results indicated that students overestimated the frequency of sexual activity among their peers, underestimated the incidence of behaviors that would reduce the risk of sexual assault, and overestimated the acceptance of rape myths.

Interestingly, we found differences between men and women related to misperceptions about rape myths, but not for other variables. While women only slightly underestimated other women's adherence to rape myths, the gap between perceptions and actual attitudes was greater for men. For example, 92 percent of women responded that they disagreed or strongly disagreed with the statement, "If a woman dresses in a sexy dress, she is asking for sex" but only 82 percent felt that most or almost all RIT women would disagree with that statement. In contrast, 83 percent of men responded that they disagreed or strongly disagreed with the same statement but only 51 percent thought that most or almost all RIT men would disagree. Similar gender differences were found for other attitude measures.

In the category of incidence of protective behaviors, i.e. those that reduce the risk of sexual assault, we found no significant gender differences. We did, however, find large gaps between students' reported attitudes and their perceptions of their peers for these protective behaviors.

For our social norms marketing campaign we chose the statement: "Most (92 percent) of RIT students stop the first time their date says 'no' to sexual

activity." All demographic categories were similar in terms of their own responses to this statement, as well as the underestimation of their peers' for this behavior. Initially we considered addressing misperceptions about rape myths in our media campaign. However, because there was only a small perception gap for women, we could have only done this for men, a strategy we did not think would work on our campus, which has a student population that is 65 percent male. In addition, we felt that focusing only on men would increase men's defensiveness, and potentially contribute to a divisive climate. In contrast, we felt that a message about respect and consent would be more favorably received by the entire campus community.

Our social norms approach to violence against women incorporates a variety of strategies, emphasizing community norms regarding protective behaviors and students' perceptions of the unacceptability of violence developed and implemented in collaboration with student leaders, who help us interpret the data, conduct focus groups and test media messages. These strategies include:

- ◆ a social norms marketing campaign especially targeted to first-year students, with the message mentioned above
- ◆ a skit for use in New Student Orientation, which was presented in a way to emphasize healthy norm
- ◆ training workshops for student leaders, utilizing a Small-Groups Norms-Challenging Intervention (Far 2001)
- ◆ Men Against Violence group visibility efforts focused on presenting a healthier model of masculinity and raising awareness about violence against women

In spring 2002, post-test data will be collected to assess changes in the incidence and perceptions of violence

*continued from page four*

on campus, as well as exposure to the interventions. Additionally, we have begun a targeted approach for Deaf and Hard-of-Hearing students, who comprise approximately 9 percent of our student body, in partnership with the National Technical Institute for the Deaf (which is one of RIT's colleges) community. We would be happy to discuss our research and interventions with other campuses interested in applying social norms strategies to prevent sexual and relationship violence.

Julie White

Coordinator, Women's Center  
LaVerne McQuiller Williams, JD  
Rochester Institute of Technology  
585-475-7464  
jawwom@rit.edu

## References

- Berkowitz, A. (1992). College men as perpetrators of acquaintance rape and sexual assault: A review of recent research. *Journal of American College Health*. Vol. 40, Jan. 175-181.
- Berkowitz, AD (2002) Fostering Men's Responsibility for Preventing Sexual Assault. Chapter 7 in: Paul A. Schewe, (Ed), *Preventing Intimate Partner Violence: Developmentally Appropriate Interventions Across the Lifespan*. Washington D.C: American Psychological Association.
- Far, J (2001), The Small Group Norms Challenging Model. *Social Norms Quarterly*, 1(1):1-5. PaperClip Communications, Garfield, N.J.
- Kilmartin, C., Conway, A., Friedberg, A., McQuoid, T., and Tschan, T. 1999. *Social conformity and sexism in all-male peer groups*. Paper presented at the Virginia Psychological Association Spring Convention, Virginia Beach.
- Lanier, C.A. & Elliot, M.N. (1997). A New Instrument for the Evaluation of a Date Rape Prevention Program. *Journal of College Student Development*, Vol. 38, No. 6, 673-676.



## Book Review: *Social Norms* By Michael Hechter and Karl-Dieter Opp (Eds.) N.Y., Russell Sage Foundation, 1991

**H**ow do norms emerge, do unhealthy norms change for the better, and what factors contribute to the continuation of unhealthy norms? How can individuals and groups contribute to norms change and what are the barriers to such change? These are some of the relevant questions for social norms marketing practitioners raised in Hechter and Opp's collection of essays. There is great value to be gained from reading this book, although the conceptually thick and challenging essays were originally intended for academics concerned with developing theoretical propositions about norms emergence. Social norms marketing practitioners may find it worth the struggle because of its broad conceptualization of when, why, and under what conditions norms emerge and change.

### Issues and Questions

Within the social norms movement most research has focused on answering the question of whether behavior changes with the introduction of new information regarding actual norms. The general theory guiding social norms marketing is that false norms contribute to unhealthy behavior and that correcting them is a way to promote health. Because misperceptions function as norms until they are corrected it is important to understand how norms are developed, maintained, and altered. This volume serves this purpose and raises some very important questions. For instance, are there groups whose self-interest is advanced by the marketing of more healthy norms and does successful norms marketing depend upon them? Conversely, does sacrificing the false norm produce greater costs for some students? How cohesive are norm disseminators and how does this affect norms change? What social meanings do students give to their behavior and those who seek to transform it? How do these meanings emerge through social interaction and how might these interactions affect social norm marketing efforts?

What is the role of credible information sources, mechanisms of information transmission, the power of constituencies, and the presence or absence of norm enforcers for the success of norm marketing interventions?

### Overview

Hechter and Opp's collection is a treasure-trove of theoretical perspectives and empirical case studies that answer these questions through an expansive analysis of social norms. While none of them explore efforts to transform alcohol use norms, the analyses of norms with respect to marriage, sexual behavior, political protest, national self-determination, and objectivity among journalists, for example, are engaging and valuable for their insights. The strength of this collection is that it undertakes an incisive analysis of social norms that brings the complexity of their emergence and change into sharp relief. Although they offer no one definition of social norms or a theory about their emergence and change, most of the essays argue that social norms arise to satisfy the demands of promoting positive and self-interest goals of groups. This is referred to as the "instrumentality of norms." The instrumentality argument suggests that norms emerge and change as the result of the benefits gained by individuals or groups.

### Topics and Concepts

Thus, in a chapter on norms regulating sexual practices Horn suggests that unwillingness to alter practices such as genital mutilation may stem from benefits from the practice (real or perceived) and the costs associated with noncompliance. Even with the introduction of technical information on hazards, people might resist giving up the norm. According to Opp, protest norms emerge when groups perceive that a certain political action will increase the benefits to the group and further the attainment of group goals.

Another important point is the role of social networks in the emergence of norms. Social networks that exist within and between groups produce incentives for the emergence of norms and are critical in norms development, particularly when people within those networks are closely related. Gary Alan Fine explains how networks influence the interpretation and negotiation of norms within a social context or environment. It is out of this stew of interaction within particular contexts that norms emerge. The broader context is also relevant in the evolution of new norms, as another author illustrates. Various events can trigger normative change such as new scientific or technical information, loss of key group members, and other types of "exogenous shocks" that can produce a cascading or "tipping point" effect. For instance, new and credible scientific information on the health risks associated with firsthand and secondhand smoke coupled with norm entrepreneurs such as Surgeon General Everett Koop led to dramatic reductions in smoking. A focus on context is important for, even with increased information, the transaction costs of not smoking may outweigh the costs of smoking. Thus, smoking continues to be fashionable among many young people because it represents opposition to mainstream, middle-class values.

The concepts of instrumentality and social networks, while perhaps new to social norms theory, are implicitly understood by social norms practitioners. For instance, are there some groups in a community that may systematically undermine social norming efforts? On some campuses faculty members may ridicule the campaign in front of students for methodological reasons, lack of understanding of social norms theory, or in order to ingratiate themselves with them. Their self-interest in appealing to students by ridiculing a campaign may severely contaminate social norms

*continued on page seven*



## Book Review

*continued from page six*

efforts. Similarly self-interested stakeholder members who are abstainers or abusers may seek to assert preferences that may not resonate with the majority of students. Thus, practitioners need be aware of the instrumental gains or losses to various groups, understand how these groups might facilitate or undermine a social norm campaign, and seek ways to gain their cooperation.

The concept of social networks and their role in the emergence of norms reminds us that norms emerge and change within the context of social interaction. For instance, how do students react to a campaign? Do they see the campaign as credible and communicate this, leading to a correction of the social norm, or do they see it as flawed and express this to others, thereby reinforcing the misperceived norm. If some students define the social norm campaign as simply a public relations effort by an administration to improve the image of the college or university, its success may be limited, particularly when this "definition of the situation" becomes dominant.

### Summary

Overall, this is a valuable book that raises and explores issues familiar to social norms marketing theorists and practitioners. While the terminology used may be unfamiliar, the central issues of social norms, their emergence and change, and the factors contributing to each are quite accessible. The reader of these essays will come away with a deeper understanding of the theory and context for norms correction efforts and hopefully lead to the development of more effective and successful campaigns.

Robert Granfield, Ph.D., Department of Sociology, University of Denver, rgranfie@du.edu



*Editor's Note: The "Gathering Place" brings together news, announcements, and important developments in the field of social norms.*

**Social Norms Campaigns for Athletes.** The National Collegiate Athletic Association has approved funding for a pilot social norms campaign on Division III campuses. The NCAA STARR program (Student-Athletes Taking Active Responsible Roles) has awarded eight institutions grant money to develop a two-year pilot social norms campaign for their athletics programs including print and electronic media. The eight institutions have already held a two-day orientation and an initial social norms survey, and are currently developing campaign messages and installing an interactive Web database. The project will include a second social norms survey for evaluation purposes and continued campaign promotion, concluding in summer 2003. For more information about the NCAA Division III Pilot STARR Social Norms Campaign, please contact Sarah MacInnis at the NCAA national office via e-mail at [smacinnis@ncaa.org](mailto:smacinnis@ncaa.org) or by phone at 317/917-6222.

**The Fifth Annual National Conference on the Social Norms Model** will be held July 10-12, 2002 in Philadelphia, hosted by The BACCHUS and GAMMA Peer Education Network in conjunction with The National Social Norms Resource Center, and with support from The Pennsylvania Liquor Control Board. It will begin with an optional, introductory session designed to explore the fundamental aspects of social norms theory and be followed by the two-day main conference, offering a stimulating blend of in-depth presenta-

tions on current theory, research, and practice. Topics to be covered include: data collection and analysis, conducting focus groups, developing messages from data, creating social norms media, using web-based surveys, media relations, applications to LGBT, racial tolerance and social justice issues, community based campaigns, small group interventions, responding to the critics, and middle and high school campaigns.

Malcolm Gladwell, author of *The Tipping Point*, will be this year's keynote speaker. In his address, Gladwell will reflect on the implications of his notion of "social epidemics" for the field of social norms.

A limited number of time-slots will be provided for participants to schedule campaign consultations with selected conference presenters at no additional charge.

Whether you are new to the field or are an accomplished practitioner, The National Conference on the Social Norms Model is a unique and exciting opportunity to challenge your thinking and to expand your knowledge of the social norms approach. For more information, see [www.socialnorm.org](http://www.socialnorm.org).

**A Call to Action: Changing the Culture of Drinking at U.S. Colleges.** The National Institute on Alcohol Abuse and Alcoholism recently released a comprehensive report on drinking in higher education. The report includes information on the social norms approach, which was cited as a promising practice in need of more empirical research. This report, which will be reviewed in a forthcoming issue of the *Social Norms Quarterly*, is available from [www.collegedrinkingprevention.gov/](http://www.collegedrinkingprevention.gov/) or by calling 301 443-3860. A supplementary issue of the *Journal of Studies on Alcohol*, released at the same time of the report, contains articles examining college drinking from a variety of perspectives (see "Recent Research," on the next page) and can be obtained by calling 732 445-2190.



## Advertising Myths

When students at my university are shown the data from their own anonymous survey responses that 43 percent of the students have not had intercourse for a year or more, they are generally suspicious and try to generate reasons why the data cannot be true. The data challenges the myth that everyone in college is having sexual intercourse, all the time. An expectation is not met and the students respond by trying to reject the conflicting information.

## Are We Perpetuating Myths?

What is the origin of these expectations? There is no shortage of channels perpetuating the myth, running from pornographic magazines that publicly recruit women from college campuses for "college editions," to beer advertising, music video programming, morning radio "shock jocks" and images from Hollywood, and the conversations of our students and ourselves. A challenging question raised by the tag line for the post-coital contraceptive cited above might be: Is the tag line perpetuating the myth and creating a false social norm for women to have many sexual partners while in college?

The Cecil & Pinkerton data reports that of students who were sexually active in the prior three months, 74 percent had either zero or one partner. So what do these data suggest about the "So many men" tag line—aspirations of female college students, or the marketing department for the pharmaceutical company?

As a thought experiment, imagine that the ad agency used real data. It might not be as "sexy" to say, "In one sample of those who were sexually active in the prior three months, 16 percent of your peers had two or more sexual partners, so use our product." And what about health promotion programs and sexual health educators? The data is clear that too many students contract sexually transmitted diseases

no matter how small the actual numbers. Too many students are getting pregnant, who do not want to be, and frankly, shouldn't be, given their developmental context. However, it is interesting to consider whether health education programs might actually perpetuate myths about rates of sexual activity in their important efforts to try to reduce the harms and risks that result when students choose to be sexually active.

In summary then, this exploration raises many questions. Which norm is the student population perceiving, the true norm or the media fostered misperception? Are there multiple norms for different sub-populations? According to Cecil & Pinkerton, nearly one third of the students (30.2 percent) have had no sexual partner in their lifetime, or only just one (and that one could have been in high school). Nearly another third (30 percent) have had two to five partners in their lifetime. And finally, more than a third (39 percent) have had six or more partners.

Yet there are unhealthy behaviors. Cecil & Pinkerton also report that 18 percent of their sample reported using no form of protection against pregnancy or STDs, and 35 percent said they did not intend to use condoms in the future. Although these are alarming numbers from a public health perspective, they

are minority behaviors and not truly normative. Who would want to market these last numbers as the norm? There may be some very important and serious implications behind why each of us announce when the glass is half empty versus when we announce it is half full. An additional consideration when we make those choices ought to be whether we are perpetuating myths regarding normative behavior or actually describing deeply troubling realities.

Paul Myers, Ph.D., Director, University Health Center, University of Portland, (503) 943-7134, myers@up.edu.

## Contributions:

Do you have a promising practice or successful application that you would like to contribute to the *Social Norms Quarterly*? Would you be interested in reviewing research and/or program materials or making recommendations to your colleagues? Is someone doing creative work in this field that should be recognized? If you have anything that you would like to contribute to the *Quarterly*, or if you would like to suggest a topic for a working paper, please contact:

Alan D. Berkowitz, Ph.D., Editor, *The Social Norms Quarterly*, e-mail: alan@ftg.net • telephone: (607) 387-3789

*Social Norms Quarterly* is published by PaperClip Communications. Its goal is to provide information resources and ideas on the Social Norms approach. *Social Norms Quarterly* is published four times per year as part of the overall *The Report on Social Norms*. Copyright 2002. No portion of this newsletter may be reproduced without the express written consent of PaperClip Communications, Inc. 51 Blodgettville Ave. • Garfield, NJ 07026 • 973-546-3097 • fax 973-546-3599 • www.Paper-Clip.com

## Editorial Advisory Board:

William DeJong, Ph.D. • Higher Education Center • Patricia Fabiano, Ph.D. • Western Washington University • Jeanne Fur, Ph.D. • Washington State University • Michael Hayes, M.S. • National Social Norms Resource Center • Karen Johannessen, M.S.W. • University of Arizona • Jeff Linkenbach, Ed.D. • Montana State University • H. Wesley Perkins, Ph.D. • Hobart and William Smith Colleges

## Editorial Staff:

Alan Berkowitz, Ph.D., Editor • Andy McLaughlin, Publisher

Joellen Collins-Cardona • Julie Phillips  
Sharon Gordon



# Social Norms Quarterly

Summer 2002  
Volume 1, Issue 4

## Feature Article: Frequently Asked Questions About the Social Norms Approach



My original experience with the social norms approach began in 1994 at the University of Arizona (UA), where our social norms marketing campaign

has produced a 29 percent reduction in heavy and high risk drinking. Since then I have supervised six social norms substance abuse prevention federal grants and I am frequently asked to consult with colleagues who are developing their own social norms campaigns. In my work I have observed a number of common problems and pitfalls with which many social norms practitioners struggle. In addition there seem to be a number of generic questions that repeatedly come up in consultations, group workshops and presentations. This article summarizes my top ten most frequently asked questions about social norms campaigns along with my usual responses and observations.

**Is a social norms campaign the same as any other advertising campaign?** A social norms campaign is not about the sale of a product or the sale of a concept. It is about using social marketing techniques to reach students with information that corrects misinformation that may be guiding a student to a misinformed conclusion. A social norms campaign should *not* look like an advertising campaign – slogans and gimmicks have a very limited shelf life. The best campaign aims to inform, not persuade, chastise or threaten. In the first few years of the UA alcohol social norms campaign, “4 or fewer” was the mantra but student feedback taught us that in order to keep their interest, maintain visibility and provide the data needed to inform, we had to do more. The current campaign provides information about what students do to enhance their safety when they drink in addition to how much they drink, and other key

factors related to consumption (including drinks over time, BAC, etc.). It also explores whether they agree with or endorse campus alcohol policy and state laws, plus attitudes they hold about how much is too much.

A social norms campaign is a public health education campaign that uses market research techniques to engage, not pitch to a target audience. Students are savvy consumers and easily recognize a sales pitch. A campaign that appears to have something to sell has very little to say.

**Does it really matter who sponsors the campaign?** Messages are only as good as the messenger—if you, your techniques or your motivation are suspect, so is the social norms campaign that bears your logo. Projects that are attached to a well-respected organization that students trust and believe has their best interest at heart have much greater credibility than those with a negative reputation among students. Projects that are attached to a well-respected source don’t have to fight the suspicion that the institution is acting more out of concern for its own liability than the health and safety of its students.

**Does social norms trample on the rights of the individual?** The norms are—simply stated—“what the majority of students do, and the attitudes and beliefs they hold.” The UA alcohol norms campaign has not caused heavy drinkers shame or blame, or caused students to feel manipulated. Broadcasting college norms simply turns up the volume on how most students safely handle alcohol, without passing judgment on those who do not typically make safe choices. (Note: Issue #2 of the *Social Norms Quarterly* has a discussion of the “conformity” issue from a variety of perspectives.)

*continued on page two*



# Editor's notes

This issue of the *Social Norms Quarterly* coincides with the Fifth National Conference on the Social Norms Approach to be held from July 10-12 in Philadelphia. It contains a review of the book *The Drinking Hourly* by Malcolm Gladwell and will be the conference's keynote speaker. Korea Yonhamsung answers to the 10 most frequently asked questions about social norms, and a model program featuring and increasing the role of the student body president as a feature of the Social Norms, providing examples of the "good and bad" that is being said about social norms.

The Recent Research Forum for this issue is subtitled "Does Prevention Work?" It contains an analysis of findings from three national studies and concludes that programs adopting a single, only consistent with social norms are effective and likely to be successful in reducing high-risk drinking on campus.

Finally, the recently released NIAAA's NSC Force on College Drinking report suggests that social norms has disrupted the place of the tank of promising and recommended single prevention strategies. Many of us will complain (myself included) that we've actually demoted our place on the head table (even as a keynote speaker), but nonetheless we have been recognized and validated in this report. It is likely that direct, direct support of social norms will continue to grow and hopefully the reform will follow. At the same time, we must expect and be prepared for an ongoing, fluid battle against out-of-control prevention with the negative at the expense of the positive.

As always, if you have any comments or reactions to this issue or any suggestions for future ones, please let us know.

Sincerely,

Alan D. Berkowitz, PhD

Editor

*The Social Norms Quarterly*

e-mail: alan@flt.net • telephone: (607) 387-3789

## Contributions:

Do you have a promising practice or successful application that you would like to contribute to the *Social Norms Quarterly*? Would you be interested in reviewing research and/or program materials or making recommendations to your colleagues? Is someone doing creative work in this field that should be recognized? If you have anything that you would like to contribute to the *Quarterly*, or if you would like to suggest a topic for a working paper, please contact:

Alan D. Berkowitz, Ph.D., Editor, *The Social Norms Quarterly*, e-mail: alan@flt.net • telephone: (607) 387-3789

## FAQs

continued from page one

**Why aren't we telling students to drink less?** We have enough data at this point to know that telling students not to drink, no matter how cleverly we deliver the message, is not likely to result in less drinking.

College students look to their peers for shortcuts to social success and often make choices based on what they believe those who are socially successful do in social situations. This seems especially true if they are new to the social scene. As with student choices in clothing, music and speech, many alcohol choices are as much about being chosen as they are about personal likes and preferences.

Thus, the cornerstone of a social norms approach is to provide students with a more accurate picture of their actual referent group—a group that is invisibly making fewer risky choices than is commonly believed.

I administered the Core but can't find information about healthy drinking norms to feed back to students. In order to provide this information we have to identify the appropriate questions to ask students. In past years the Core did not ask specific enough questions about drinking norms, attitudes and beliefs to provide enough positive information to students, so supplemental questions were needed. If you are using the Core Survey, I would suggest adding questions about the following:

- ◆ drinks students had the last time they drank
- ◆ drinks consumed per week
- ◆ drinks per hour
- ◆ weight (in order to calculate BAC)
- ◆ behaviors students engage in in order to protect themselves if they know they will be drinking
- ◆ attitudes they hold about how much is too much

The UA Health and Wellness survey has a good variety of these questions and can be found at [www.social-norms.campushealth.net](http://www.social-norms.campushealth.net).

continued on page seven



# Recent Research

## Does Prevention Work?

In the past few months there has been an explosion of information and research published on social norms. This is partly due to the release of the much awaited NIAAA Task Force on College Drinking Report that coincided with a special supplemental issue of the *Journal of Studies on Alcohol* and a recent issue of the *Journal of American College Health*. This column reviews three of these important studies, with the remaining to be reviewed in a future issue.

- ◆ **Trends in College Binge Drinking During a Period of Increased Prevention Efforts.** (2002). Wechsler, H et. al. *Journal of American College Health*, 50(5):203-217.
- ◆ **Epidemiology of Alcohol and Other Drug Use Among American College Students** (2002), O'Malley, PM & Johnston, LD. *Journal of Studies on Alcohol*, Supplement 14:23-39.
- ◆ **Prevention Efforts Underlying Decreases in Binge Drinking at Institutions of Higher Education.** (2002) Ziemelis, A, Bucknam, RB & Elfessi AM. *Journal of American*

*College Health*, 50(5):238-252.

These three articles provide an interesting perspective on the question: *Are our efforts making a difference?* Both

the title and the content of Henry Wechsler's latest analysis of the College Alcohol Survey (CAS) suggest that we are not. Wechsler and his colleagues report that "during a period of increased prevention efforts" 'binge' drinking rates have remained constant. At the same time the percentages of abstainers and frequent heavy binge drinkers has increased, with more abstainers on campus and more heavy drinking off campus. These findings contain two implications: that things are not getting better even though we are doing more, and that drinking patterns are getting polarized with the exporting of heavy drinking to off-campus settings.

In contrast, O'Malley and Johnston's analysis of data from the Monitoring the Future (MTF) project suggest that things are getting better: 30 day prevalence of drinking is down from 83 percent in 1982 to 70 percent in 1999 and heavy drinking has decreased from 45 percent in 1984 to 40 percent in 1999. Who, then, are we to believe? Without going into the details of different longitudinal studies, sampling techniques and measurement, it is important to note that the Wechsler data is not the last or definitive word on this subject, despite the media blitz and attention that it has received, which appear to confirm our culture's preoccupation with the negatives of alcohol.

While one could debate the findings of CAS and MTF, neither will help us determine what actually works in prevention. In particular, we have no way of knowing from these national data sets what programs or strategies are being used on college campuses and which ones work. This brings us to the Ziemelis study, which is perhaps the most important and most overlooked of the three. Ziemelis and his colleagues studied campuses that received FIPSE grants in the early 1990s and tried to determine if there were any differences

between campuses that reported increases and decreases in high-risk drinking during the period of their grant.

Here's what they found:

- 1) FIPSE schools showed greater decreases in problem drinking than CAS schools,
- 2) more FIPSE schools showed decreases in problem drinking than CAS schools, and, most importantly,
- 3) decreases in drinking were associated with certain prevention strategies.

In other words, if you do certain things, you are likely to see a greater decrease in problem drinking than if you don't. Bingo: Prevention works!

Ziemelis and his colleagues found that positive changes were associated with programs that had:

- 1) activities "directed towards changing the campus social/cultural environment and efforts to influence campus norms regarding substance abuse," and/or
- 2) regulatory and physical change efforts that "involve students in their development and implementation," and/or
- 3) "prevention strategies that focus on discouraging or deglamorizing substance use are associated with better program outcomes than those merely banning or restricting such use."

Further support for these findings is the fact that schools reporting no change in high-risk drinking were already using these strategies, suggesting that they had already reaped the benefits from them.

While Ziemelis's findings are not an explicit endorsement of social norms, they are extremely consistent with what we do: focus on and involve students, influence and change norms, and don't impose solutions on students.

by Alan Berkowitz, PhD, Editor



## Small is Powerful—A Review of Malcolm Gladwell's *The Tipping Point*

In epidemiology the term "tipping point" refers to the fact that small changes have little discernible impact on a system until a critical mass is achieved. Then one additional small change can dramatically tip the system, resulting in a large and seemingly disproportionate effect. In *The Tipping Point: How Little Things Can Make a Big Difference*, Malcolm Gladwell suggests that the best way to understand the various changes that occur in our lives—be they fads or trends—is to think of them as epidemics. "Ideas and products and messages and behaviors," he writes, "spread just like viruses do."

Of course, not all viruses result in widespread infection. Those that do, however, seem to share a number of characteristics, and Gladwell proposes that these simple principles of epidemic transmission also characterize agents of social change. In his view, all social epidemics follow what he calls the three rules of the tipping point: The Law of the Few, The Stickiness Factor, and The Power of Context.

**The Law of the Few** posits that any kind of social epidemic is largely dependent on the involvement of a small number of people who possess very specific social skills. Three types of individuals are identified. *Connectors* are people specialists who circulate in many different worlds and link them all together. *Mavens* are information specialists, people who accumulate a fund of detailed knowledge and broker it liberally. Finally, *Salesmen* are specialists in persuasion who have both the verbal and non-verbal skills to enhance the reception of a seemingly dubious message.

**The Stickiness Factor** suggests that "in order to be capable of sparking epidemics, ideas have to be memorable and move us to action." That is, they need to stick with us, to adhere to our consciousness in a motivating way. The point is perhaps self-evident; but what is not self-evident is the fact that ideas or messages are often caused to tip when small and apparently trivial changes are made in the way they are presented.

This, Gladwell notes, "is largely counterintuitive," given our deeply held belief that the power of ideas resides more in their intellectual substance than in the minutiae of their style.

**The Power of Context** is the last rule. It refers to the tremendous influence that social environments have in shaping behavior. This runs counter to general thinking since we are accustomed to consider behavior as a function more of inner nature than of social context. For example, a criminal is commonly thought to commit a crime because he (or she) is, inherently, a bad person. But the Power of Context suggests that "a criminal may instead be prompted to commit a crime based on his perception of a permissive environment." As Gladwell points out, this notion is essentially equivalent to Wilson & Kelly's Broken Windows Theory, which posits that crime is the inevitable result of signs of social disorder, however small. In this view, even something as apparently insignificant as a broken window can send a message of widespread apathy and appear to give license to illicit action. Thus, even in the larger social context it is the little things that loom large.

**Which Change Causes the Tip?** "One of the things I'd like to do," Gladwell has stated, "is to show people how to start 'positive' epidemics of their own. The virtue of an epidemic, after all, is that just a little input is enough to get it started." (For the text of this interview go to <http://www.gladwell.com/books2.html>). This has obvious appeal as a formula for creating positive social change—"little things can make a big difference"—especially as it might appear to make it all so easy to achieve. But as Gladwell's case studies reveal, determining precisely which small change to make in a system in order to trigger its dramatic transformation can be incredibly painstaking work. The creators of "Sesame Street," for example, routinely assured its appeal by repeatedly asking the questions: Is the audience attending to the message? Does the

audience understand the message? But who would suspect that the investigation of these apparently simple questions would lead, in the case of one episode, to collaboration with a team of Harvard researchers who employed an infrared Eye-View Monitor to track children's fovea movements? That is precisely what it took to answer the question: Are the kids seeing and learning about the words, or are they just looking at the Muppets? Well, it's the little things that can make a big difference, and the devil is in the details.

**Implications for Social Norms.** Most, if not all, of the ways that Gladwell suggests for comprehending rapid and widespread social change will be familiar to those in the field of social norms. After all, our work is based on a profound appreciation of the immense influence exerted by the social context—both real and perceived—as well as a solid sense of what it means to assure that one's message repeatedly reaches, is understood, and is retained by one's audience. Less clear, however, are the implications of Gladwell's Law of the Few for the field of social norms, and I would like to close by briefly examining this question.

Almost any discussion of the influential sway that a small group of individuals can exert—at least in a college context—will inevitably evoke the image of peer educators. Interestingly, the importance of these groups is frequently alleged by quoting Alexander Astin's statement: "The student's peer group is the single most important source of influence on growth and development during the undergraduate years" (p. 398). Less well known, however, is a related passage in which Astin asks rhetorically: "How, then, does the peer group exert influence on its individual members?" And answers: "The key to understanding this process may well lie in the norms and expectations of the group members" (p. 401). I point this out to show that Astin's comment is not the ringing endorsement of peer

*continued on page five*



**Review** *continued from page four*

educators that it is often taken to be. Beyond that, however, I think it important to urge caution on those who would see an easy equivalence between any group of peers—be they educators or leaders—and the few connectors, mavens, and salesmen that Gladwell argues are indispensable to a social epidemic. Data gathered in social norms campaigns consistently show that students do not rate peers as highly credible sources of health-related information. Given that, is it reasonable to limit our search for the influential few solely to the realm of students? I'm not so sure.

An interesting attempt was made recently at Kansas State University (KSU) to identify those individuals whom students rated consistently as embodying the qualities that Gladwell enumerates, namely: trendsetters, communicators, and those linked to many social networks. Of the fifty-five students identified, twenty responded to an invitation to participate in focus groups. Their contributions to KSU's social norms campaign was significant: they provided feedback on ads, commented on proposed campus policies, and yielded insights into the development of student attitudes and behaviors. Important as their involvement was, however, there is nothing here to suggest that they were even remotely responsible for causing an epidemic of change to tip. Which leads me to wonder: Shouldn't we also consider looking for the indispensable few of our social norms campaigns among ourselves? After all, don't we use our skills as connectors, mavens and communicators to make our messages effectively resonate, or stick, with their intended audience? It's a little something to think about.

Rich Rice, MA, National Social Norms Resource Center, [rrice@niu.edu](mailto:rrice@niu.edu)

**References:** Astin, A. (1993) *What Matters in College: Four Critical Years Revisited*. Jossey-Bass, San Francisco.; Newton, FB, & Newton, D. (2001) "Marketing Good Student Behavior: What The Tipping Point Can Teach Us." *About Campus*, November/December 2001, p 26-28.



*Editor's Note: The "Gathering Place" brings together news, announcements, and important developments in the field of social norms.*

### **A Call to Action: Changing the Culture of Drinking at U.S. Colleges**

The much-heralded report of the Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism has been released, with a packet of materials sent to all college and university presidents. Although the media and publicity on this report tends to reinforce the negative and focus on exaggerations of the problem, there is also much of value to social norms practitioners in the report itself. In particular, the Final Report of the Panel on Prevention and Treatment, titled: "How to Reduce High-Risk College Drinking: Use Proven Strategies, Fill Research Gaps" provides a strong endorsement of the social norms approach (along with other strategies) and contains a comprehensive overview of what we know about what works in prevention. You can get it from your campus president, by calling 732 445-2190 or from [www.collegedrinkingprevention.gov](http://www.collegedrinkingprevention.gov). On the positive side, this report clearly places social norms on the map as one of the most promising and effective strategies available for drug prevention. On the other hand, the publicity for the report tends to exaggerate the problem and reinforce misperceptions, 'social norms gets buried in a long list of other "promising but not proven" strategies, and the high bar of "scientific proof" used tends to diminish the

impressive findings in favor of this approach. (See "Recent Research" this issue for additional information.)

### **Examining Social Norms Marketing: A Special Supplement to *The Dartmouth***

The daily student newspaper of Dartmouth College ran a special supplement on social norms marketing on May 15, 2002. It contains articles on the growth and history of social norms, beverage industry funding, applications to other issues, an assessment of its success, and Dartmouth student reactions, along with comments from prominent social norms advocates and critics. The article on student reactions to the campaign at Dartmouth is of particular interest. The Editors of *The Dartmouth* seem to fall prey to the naïve assumption that if students say they disagree with the campaign, it must not be working. In fact, student disagreements are to be expected as part of almost any campaign. The articles can be downloaded from [www.thedartmouth.com/article](http://www.thedartmouth.com/article).

### **The kids are all right: 'Social Norming' may be the strategy to keep them that way**

The May 28, 2002 issue of *USA Today* prominently featured the social norms approach in a very favorable article on the front page of the Life section. The article, along with other recent reports in the national media, can be accessed through the website of the National Social Norms Resource Center ([www.socialnorm.org](http://www.socialnorm.org)).

### **Dying to Drink: Confronting Binge Drinking on College Campuses**

... is the title of a book by Dr. Henry Wechsler to be released this summer by Rodale Press ([www.rodale.com](http://www.rodale.com)).



# from the field

## No "Crash Cars" on our Campus!

*Editors Note: Each issue of the Social Norms Quarterly will feature model programs or interventions that have been successfully implemented in a community setting.*

As a Health Educator I have formed the conviction that something good can come from unfortunate circumstances. I have been involved with alcohol prevention using mostly the BACCHUS & GAMMA materials during an alcohol awareness week with data collected from our campus. I know, and even teach social norms theory in my classes, but it wasn't until a campus tragedy resulted in our students being stereotyped into behaviors that are not representative of the norm, that the campus had to shift from knowing about social norms theory to incorporating it into our prevention strategies. This was not an easy shift to make when negative scare tactics had been the basis of our

previous approach to prevention.

The event in question took place in May 2000, when our city police were called to campus to break up a large party. Alcohol was clearly a factor contributing to the melee.

This incident brought into focus that this one event was not representative of our student body as a whole, but it still contributed significantly to a misperception of the norm by both students and community members.

To make a long story short, this began our process of applying for grants and receiving funding to plan, implement and evaluate a social norms misperception campaign addressing high-risk drinking behavior. After receiving our grant we developed posters with messages from our own data, worked on communicating more effectively on campus and with our community, and offered more late night, alcohol-free activities for our students. I realized how I had truly started to speak the language of social norms with students and staff when our campus task force was planning for the October 2001 Alcohol Awareness Week on campus. A student wanted to bring a "Crash" car from the Oregon Department of Transportation to campus. I educated them that this kind of intervention was counterproductive to a social norms campaign and might even encourage some risk-taking students to drink and drive for the thrill of the adventure. The obvious came to light. "Let's have a shiny, new, sporty car parked out in the Quad with a social norms message posted on four sides instead." Brilliant!

I am amazed at how easy it was to organize this intervention. Phone calls to the local car dealers were successful in bringing a different brand of car for four of the five days of the week. Our poster stated: "Alcohol Awareness Week 2001, Most Linfield Students are making healthy choices! 77 percent have NOT driven a car under the influence of alcohol or other drugs. Pledge to make it 100 percent." The students were encouraged to sign a pledge at a nearby information table.

Many people on campus were talking about the car. I spent thirty minutes one afternoon off to the side asking students their opinions. One responded by saying, "I never thought about it that way." Another said, "It's cool. That crash car last year was hard to look at." We provided an opportunity for students to look at alcohol use and subsequent consequences in a different way, AND talk to about it. Seeing a brand new car in the Quad certainly made students stop and think, "What is that cool car doing here?" Some felt that it was a more positive way to encourage low-risk alcohol use.

Having the opportunity to implement a social norms intervention has brought the theory into practice for our campus and community. And we are already starting to see the impact of positive approaches. I received two phone calls from student groups, one week after Alcohol Awareness Week, to ask for funds for late-night, alcohol-free events. Student norms and alcohol use was the subject of the student-created newspaper cartoon for two weeks in a row. Our city police have increased enforcement of underage drinking laws and officers attended a Halloween toga party (that in years past had to be broken up) and reported that they didn't see any violations of the laws. These little steps are contributing to a larger environment of corrected misperceptions.

So, to those of you who are just beginning a social norms approach, initial program planning can be frustrating and it takes a tremendous amount of time, but these positive approaches to changing behavior are the most rewarding.

by Susan Chambers, M.Ed., Adjunct Faculty, Health and Human Performance, Linfield College (Oregon), [schambe@linfield.edu](mailto:schambe@linfield.edu)



## FAQs

Other surveys include the American College Health Association (ACHA) National College Health Assessment and the CORE survey. The National Social Norms Resource Center ([www.social-norms.org](http://www.social-norms.org)) has additional resources and examples for survey development. If you do not have the resources to conduct your own survey, consider asking normative questions on other health and lifestyle surveys conducted by your institution. Many colleges are also experimenting with online surveys, which is usually much less expensive and can reach a wide audience of students. If you don't feel you have the expertise to conduct a survey or analyze data, you may want to team with campus faculty. This is an excellent way of sharing expenses, gaining expertise and creating faculty buy-in for your substance abuse prevention efforts.

**My campaign is quite clever and creative but I am not seeing results.** No amount of creativity can make up for cutting corners on market research and testing when you are developing a campaign. Student feedback is essential at each stage of development in order for a campaign to be successful at reaching your target population and dosing the information enough to make an impact. You need to know what images, information, placements and designs are most likely to be seen/read/heard by students. In order to do this you have to know where students get their information, what they like to look at and when, how

much or how little information is necessary, etc.

For example, some schools have discovered that providing bus posters reaches more students than residence-based or classroom posters which have to compete with other sales materials for student attention. Wes Perkins and David Craig have demonstrated success utilizing campus computer networks and curriculum infusion to reach students with campus norms. Still others disseminate social norms through small group interactive sessions.

Other potential pitfalls to program success include: program believability; credibility of the source; lack of authenticity in design and message development; mixed messages; misinterpretation of the data; failure to provide convincing evidence that perceptions are incorrect; poor survey design and interpretation; and faulty data collection strategies. (See *Working Paper #3* for a discussion of the believability issue.)

**How do you get information about what the majority of students are doing when you only have data on what the minority is doing?** Social norms are a way of thinking, and communicating. The glass that is one-third empty is also two-thirds full. For example, if you have information about alcohol-related consequences and how often a student experiences these consequences, then you also have information about the *lack* of consequences. Another way to look at this data is as follows: most students who

drink are safe drinkers—or—when they drink, most students drink moderately and experience few consequences as a result of drinking. If the data tells you that 10% of students got into a fight or argument as a result of drinking, it also tells you that 90% did not. Take some time to think about the interpretation of the data you have, and also about what additional information you will need in order to counteract misperceptions about drinking.

**Can I have a social norms campaign and a zero tolerance campaign operating at the same time?** Social norms information makes sense to students when consistent with other substance use communications, policies and practices but can easily be dismissed if rules, words and deeds are contradictory. Students understand and support rules about drinking and every campus should have consistent, well-publicized rules. However, a public campaign that declares war on heavy drinkers and overstates the incidence and prevalence of college drinking can be counterproductive. This type of campaign fails to mobilize students and others who are moderate drinkers and may inadvertently divert attention from health and wellness issues.

Social norms campaigns can work synergistically with other environmental management strategies and early intervention techniques. The Higher Education Center has outlined an eight-step college substance abuse prevention standard that includes social norms. Other strategies that can work synergistically include techniques that specifically target populations needing early intervention more than primary prevention, utilized in programs such as BASICS. BASICS and other brief motivational interviewing strategies are very compatible with social norms strategies and, in fact, most include peer alcohol norms when working one-on-one and in group settings with students as a way of

*continued on page eight*

## notable quotes

*...an occasional feature sampling praiseworthy and critical comments about the social norms approach*

The Panel suggests that colleges and universities... Use social norms interventions to correct mis-

perceptions and change drinking practices. (p. vii) ... Initial results from programs adopting an intensive social norms approach are promising.... Together these findings provide strong support for the potential impact of the social norms approach. Although any case report in this literature could be challenged methodologically, the results of each study are remarkably consistent (p.13) Final Report of the Panel on Prevention and Treatment Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism. April 2002



## FAQs

influencing heavy and high-risk drinkers to moderate their use.

Shouldn't a good campaign develop one recognizable and specific signature—for example, "Drinking... not everybody's doing it"? One-line slogans lose their punch quickly. Social norms campaigns should be like Dragnet—just the facts! The facts should add up to a more accurate picture that demonstrates how most students make reasonable decisions about their health and well being. Most of us would agree that developing a capacity for critical thinking and sound decision-making based on good information is an important developmental goal for all young adults.

Who is a key stakeholder and how do you work with key stakeholders? A key stakeholder can be a person who influences, leads and guides but can also be anyone who passes on information about college drinking to students. Key stakeholders can be administrators, teachers, campus press, building monitors (the ones in charge of campus postings) or even the person selling hot dogs in front of the Student Union (as was the case at UA). Information about community practices and standards surrounding alcohol use is passed along through campus policies and practices, speeches, mission statements, interviews, articles, pronouncements, lectures, presentations, and word of mouth. Students can find information about alcohol use on promotional materials (fliers tacked to a campus kiosk, or classroom bulletin board) and even online.

Developing relationships with key stakeholders that are mutually beneficial is a key to success. You can help them succeed in their own missions in many ways. Here are two examples:

- 1) The mission of the Office of Public Affairs may be to keep the community aware of the benefits the institution can provide to the community and thus enhance support for the

college. Providing positive information about student behavior allows public affairs staff members to use these points in articles, interviews and press releases. This helps them succeed in their mission and helps the prevention practitioner get the word out to those who interact with students.

- 2) One of the missions of the Office of the Dean of Students is to create and maintain a civil learning environment. By sharing survey information that says the majority of students endorse more conservative attitudes related to alcohol policies, the dean may feel less reluctant to set more conservative campus wide party policy then she would have if she received feedback from representatives from student government or Greek organizations.

One of the important goals of a social norms campaign is to change the public conversation on campus about alcohol from "all students are heavy users" to "most students drink moderately." And this can't happen if key stakeholders make decisions based on inaccurate information. For example, a faculty member may falsely conclude that most students go drinking on Thursday nights and therefore not schedule tests for Friday mornings.

*continued from page seven*

Key stakeholders tend to fall into two categories – "with you" or "against you." They can easily spread misinformation about college drinking (even when they mean well). But they can also help you correct misinformation in a number of ways. For example, stakeholders who are knowledgeable and informed about your campaign can:

- ◆ speak up about the norms,
- ◆ consider the moderate drinking and more conservative attitudes about campus drinking before creating alcohol policy,
- ◆ consistently enforce campus alcohol policy and law abiding behavior,
- ◆ fund regularly scheduled campus activities that provide opportunities for students to socialize, volunteer, and interact with faculty.

**Summary.** Social norms is still considered a new and emerging prevention strategy to reduce high-risk drinking but there is a growing body of literature that speaks to its efficacy. I hope this question and answer discussion has addressed some of the issues you have been thinking about when you consider utilizing a social norms strategy.

Koreen Johannessen, M.S.W., Senior Advisor for Prevention for the Campus Health Service, University of Arizona, [koreen@dakotacom.net](mailto:koreen@dakotacom.net)

*Social Norms Quarterly* is published by PaperClip Communications. Its goal is to provide information resources and ideas on the social norms approach. *Social Norms Quarterly* is published four times per year as part of the overall *The Research on Social Norms*. Copyright 2002. No portion of this newsletter may be reproduced without the express written permission of PaperClip Communications, Inc. 125 Patterson Ave. • Little Falls, NJ 07424 • 973-256-1234 • Fax 973-256-3083 • [www.Paper-Clip.com](http://www.Paper-Clip.com)

### Editorial Advisory Board:

William D'Augelli, Ph.D. • Higher Education Center • Patrice Tabbara, Ph.D. • West in Washington University • Joanne Fox, Ph.D. • Washington State University • Michael Haines, M.S. • National Social Norms Resource Center • Koreen Johannessen, M.S.W. • University of Arizona • Jeff Linkenbach, Ed.D. • Montana State University • El. Wesley Perkins, Ph.D. • Hobart and William Smith Colleges

### Editorial Staff:

Alan Berkowitz, Ph.D., Editor • Andy McLaughlin, Publisher  
Dorothy Collins, Editor  
Julie Phillips



# W.E.A.V.E.

## Women's Empowerment And Violence Education

### **Mission:**

*The mission of the Women's Empowerment And Violence Education team (WEAVE) is to promote and nurture the empowerment and strength of women. We are dedicated to ending all forms of violence against women through encouraging communication between the sexes, coordinating events that raise campus awareness, and taking action when violence occurs.*

### **Outcomes:**

1. Increase the number of reports to CASAS.
2. Increase the number of events on campus dealing with women's empowerment and healthy relationships.
3. Increase awareness of violence against women (sexual assault and dating violence).
4. Decrease negative attitudes toward women (use of negative words, victim blaming, and stereotypes).

### **Activities:**

#### FALL QUARTER

- Vagina Monologues
- Develop **CASAS** web page: [www.wvu.edu/casas](http://www.wvu.edu/casas)
- Bathroom Stall Outreach
- On-campus public bathrooms, dorms, bars
- Programs
- Rape Awareness

#### WINTER QUARTER

- Vagina Monologues
- Bathroom Stall Outreach (cont.)
- Take Back the Night Promotion
- Programs
- Rape Awareness
- Gender Mending
- Juvenile Detention
- Develop Dating Violence (Healthy Relationships) Outline

#### SPRING QUARTER

- Programs
- Rape Awareness
- Gender Mending
- Juvenile Detention
- Dating Violence (Healthy Relationships)
- Sexual Assault Action Week



**Healthy Relationships:  
*Love Shouldn't Hurt*  
Presentation Outline**

**Presented by**

**W E A V E**

**Women's Empowerment And  
Violence Education**

**Lifestyle Advisor Program**

**PREVENTION  
& WELLNESS SERVICES**  

---

Western Washington University



**W.E.A.V.E.**  
**Women's Empowerment And Violence Education**  
**Healthy Relationships:**  
***Love Shouldn't Hurt***  
**Program Outline**

**Introductions**

**Ice Breaker**

**Ground Rules**

**"Socialization" Exercise**

**"Turn On's/ Turn Off's" Exercise**

**Domestic/ Dating Violence**

- What's the big deal?
  - Briefly review some statistics
- What is Domestic Violence?
  - Power and Control Wheel Exercise
    - Most frequently asked question
    - Brainstorm barriers to leaving

**Warning Signs and How to Help**

**Rescuing vs. Helping**

- Scenarios

**Healthy Relationships Wheel**

**Closing**

- Describe CASAS and handout brochures with the 24-hour number and web address.
- Evaluations
- Thank participants and RA for inviting you.
- Mention that you'll stay to talk to anyone who needs to debrief.



## **WEAVE Program Facilitators Ground Rules**

The following ground rules were developed by WEAVE to guide our approach as Sexual Assault and Healthy Relationship program facilitators. During programs that we are facilitating, we will:

- Begin each program recognizing the difficulty of this subject and encourage participants to do what they need to do to take care of themselves.
- Respect silence or passing
- Respect diverse opinions and perspectives.
- Ask participants to speak from their own experiences
- Address victim-blaming statements in a non-confrontational manner (see facilitators manual regarding how to address controversial subjects).
- Maintain confidentiality. The only exception is that you need to notify Sarah of any disclosures, but you won't be asked to disclose the identity of that person.
- Avoid self-disclosures about personal experiences of sexual or domestic violence. If asked by a participant, you could say that, as a woman in this culture, it is difficult to grow up without experiencing some form of violence, prejudice, or harassment.



## **Healthy Relationships: *Love Shouldn't Hurt***

### **Introductions**

- Introduce yourself and briefly describe the LA program.
- Thank them for being there and RA for inviting you.
- Give your reason for being there.
- Explain general set up of the program:
  1. *First we'll talk about how we're socialized to be men and women.*
  2. *Then we'll talk about what we want and what we don't want in a relationship.*
  3. *After that we'll talk about how to avoid getting in to relationships that aren't giving us what we want.*
  4. *Finally we'll talk about how to help yourself or someone else in an abusive relationship and campus resources.*

### **Ice Breaker**

Choose one:

- Have each participant talk about the best date they've ever had and why.
- Hand out note cards and ask people to make a list of the top 5 characteristics they think are the most important in a partner. Mix them up and pass them around. Have everybody pick a card and read it.
- Make up your own icebreaker.

### **Ground Rules**

*So that everyone is clear about what to expect, we're going to cover a few ground rules:*

- ~ We're here to have a dialogue with each other and encourage openness
- ~ We want to give everyone a chance to speak, and because we only have about an hour and a half, we may ask you to limit your comments.
- ~ You also have the "right to remain silent."
- ~ What we talk about with each other stays here.
- ~ We make no assumptions about the gender of the people you date.
- ~ Respect others' opinions if they are different from your own. We're here for discussion and not debate.
- ~ Some of us come from homes where there may have been domestic violence. Please be respectful when talking about this issue.
- ~ If this program brings up the need to talk with someone or to refer another person, we will be giving resources at the end of the program. We will also be around for a while after the program, if anyone has questions.
- ~ We will be discussing a difficult subject. You are free to leave the room at any time. We just ask that you find an RA or friend to talk to.



### **Socialization Exercise**

- Have the group generate STEREOTYPICAL characteristics of men and women. List these on a sheet of paper. *How are we socialized to be as men and women?*
- *Which characteristics are related to relationships?*
- *Looking at the lists, you'll see that there are potential conflicts when men and women are in a relationship, especially if one person, for whatever reason, seeks to control the relationship by abusing their "power".*

### **Turn On's/ Turn Off's Exercise:**

- Draw a line down the middle of a large piece of paper. Put "Turn On's" on one side and "Turn Off's" on the other.
- *What do you want in a relationship? Characteristics of the person and how you want to be treated?*
- *What do you not want in a relationship?*
- *To avoid getting into a relationship where we're not getting what we want we have to:*
  1. Know what we want.
  2. Be able to recognize when we're not being treated appropriately.
  3. Understand the dynamics and warning signs of abusive relationships.

### **Domestic/ Dating Violence**

- What's the big deal?
  - Briefly review the following stats:
    - 1 out of 4 women report that they have been physically abused by a partner at some point in their lives.
    - Among all female murder victims in 1995, 26% were known to be slain by husbands or boyfriends.
- What is Domestic Violence?
  - *Domestic/ Dating Violence is a series of tactics used to gain power and maintain control over the other person.*
    - Hand out pieces of the "power and control wheel" and ask everybody to sit in a circle. As each of the wedge is added to the wheel, ask the group to talk about examples of each tactic. How would that tactic take someone's power away?
    - *What's the number one question people ask when they hear a woman is being abused by her partner? (Why doesn't she leave)*
    - *Who are we blaming by asking this question? A more appropriate question would be to ask why the perpetrator doesn't seek help for their abusiveness.*
    - *What are some barriers to leaving that people face?*
    - *What about if it's two women in a relationship? Or two men? What additional barriers do homosexual couples face?*



### **Warning Signs and How to Help**

- Abusive relationship warning signs
  - Refer to the list in the CASAS brochure.
- How to help.
  - Discuss the importance of letting him/her decide what to do.
  - Have the group brainstorm the differences between rescuing and helping.
  - *How does rescuing make the person feel?*
  - Read a couple of scenarios and let the group decide what would “help” the person and what would “rescue” the person.

### **Healthy Relationships Wheel**

- Put the Healthy Relationships on the wall or in the middle of the room.  
*Remember, the alternative to the power and control wheel looks something like this.*

### **Closing**

- Describe CASAS
  - Assists students who've been affected by any kind of crime including sexual assault, dating/domestic violence, and stalking.
  - 24-hour help line for students.
  - Confidential
  - Provides an overview of all available resources including:
    - Academic assistance, medical care, legal resources, support groups
- Hand out whistles
- Pass out evaluations
- Thank people for participating



## SCENARIOS

1. Nicky and Nina are friends at school. Nina comes to school one day with a black eye. Nicky knows that Nina's boyfriend is very possessive and always tells Nina what to do and where to go. Nicky questions Nina about the black eye, and sure enough, Nina admits her boyfriend hit her. Nina says, "I asked for it though. I told him I was coming over at five and when I was late, he got worried. He hit me because he cares about me."
  2. Maria's partner Shannon has been very possessive lately and demands to know where Maria is and who she's with at all times. Shannon has started telling Maria that she shouldn't hang out with you anymore. Maria continues to hang out with you and Shannon has recently been making statements like "maybe your mom would like to know who you're dating" and threatens to out Maria to her family. Maria has turned to you for help.
  3. Julie and Karen are best friends. Julie has noticed that her friend Karen has been acting depressed lately. Julie finally asks Karen what is up. Karen hesitates, then tells Julie how while out on a date with her boyfriend, they ended up having sex. Karen explains, "I didn't want to have sex but when I told him that he just pushed me down to the ground and told me to shut up and do it anyway." Julie says to Karen, "Why did you let him do that?"
- 
1. Nicky and Nina are friends at school. Nina comes to school one day with a black eye. Nicky knows that Nina's boyfriend is very possessive and always tells Nina what to do and where to go. Nicky questions Nina about the black eye, and sure enough, Nina admits her boyfriend hit her. Nina says, "I asked for it though. I told him I was coming over at five and when I was late, he got worried. He hit me because he cares about me."
  2. Maria's partner Shannon has been very possessive lately and demands to know where Maria is and who she's with at all times. Shannon has started telling Maria that she shouldn't hang out with you anymore. Maria continues to hang out with you and Shannon has recently been making statements like "maybe your mom would like to know who you're dating" and threatens to out Maria to her family. Maria has turned to you for help.
  3. Julie and Karen are best friends. Julie has noticed that her friend Karen has been acting depressed lately. Julie finally asks Karen what is up. Karen hesitates, then tells Julie how while out on a date with her boyfriend, they ended up having sex. Karen explains, "I didn't want to have sex but when I told him that he just pushed me down to the ground and told me to shut up and do it anyway." Julie says to Karen, "Why did you let him do that?"





**Sexual Assault:**  
*Awareness Into Action*  
**Presentation Outline**

**Presented by**

**W E A V E**

**Women's Empowerment And  
Violence Education**

**Lifestyle Advisor Program**

**PREVENTION  
& WELLNESS SERVICES**  
Western Washington University



**W.E.A.V.E.**  
**Women's Empowerment And Violence Education**  
**Sexual Assault: *Awareness Into Action***  
**Program Outline**

**Introductions**

**Ice Breaker**

**Ground Rules**

**Scope of the Problem**

- Briefly review statistics
- Violence Continuum Exercise
  - Have participants arrange the cards from least to most severe and discuss why they chose that arrangement.

**Why does sexual violence happen?**

- Sexual Violence Continuum

**Impact of sexual assault**

- Have group brainstorm how a sexual assault would impact a person.
- Importance of not victim blaming.

**Prevention**

- The only people who can truly prevent sexual violence are perpetrators.
- Women can reduce their individual risk but that won't eliminate the problem from happening to someone else.
- Brainstorm individual risk reduction strategies
- Societal prevention strategies

**Closing**

- Describe CASAS and handout brochures with the 24-hour number and web address.
- Evaluations
- Thank participants and RA for inviting you.
- Mention that you'll stay to talk to anyone who needs to debrief.



## **WEAVE Program Facilitators Ground Rules**

The following ground rules were developed by WEAVE to guide our approach as Sexual Assault and Healthy Relationship program facilitators. During programs that we are facilitating, we will:

- Begin each program recognizing the difficulty of this subject and encourage participants to do what they need to do to take care of themselves.
- Respect silence or passing
- Respect diverse opinions and perspectives.
- Ask participants to speak from their own experiences
- Address victim-blaming statements in a non-confrontational manner (see facilitators manual regarding how to address controversial subjects).
- Maintain confidentiality. The only exception is that you need to notify Sarah of any disclosures, but you won't be asked to disclose the identity of that person.
- Avoid self-disclosures about personal experiences of sexual or domestic violence. If asked by a participant, you could say that, as a woman in this culture, it is difficult to grow up without experiencing some form of violence, prejudice, or harassment.



## Sexual Assault: Awareness Into Action

### Introductions

- Introduce yourself and briefly describe the LA program.
- Thank them for being there and RA for inviting you.
- Give your reason for being there.
- Explain general set up of the program:
  1. *First we'll talk about who sexual violence affects*
  2. *Then we'll do an exercise on the continuum of violence.*
  3. *After that we'll talk about why sexual violence occurs in our society and how we can support survivors.*
  4. *Finally we'll talk about prevention strategies and available resources for survivors and their friends.*
- Give the group permission to not like being there. Tell them they may be glad later on that they came.

### Ice Breaker

Choose one:

- Pass-out blank index cards and pencils. Ask the group to NOT put their names on the cards, but to write a question about sex or sexual violence, which they would like to get an answer to. Explain that you will collect the cards and select a few to read out loud, but that you will be asking everyone in the group to help provide the answers. Read-back 4 or 5 at the most, and spend a few minutes getting answers or reactions to each one; then ask the group why you had them do this exercise -- if they are clueless, explain that many students enter into sex with no prior discussions about their values, their boundaries, or their desires. This activity is intended to encourage people to talk more!
- Divide the group into sub-groups of 3 to 5 members each. Give each sub-group a newsprint and marker, and appoint a "recorder/reporter". Ask each sub-group to list as many alcoholic drinks as they can which include a reference to sex in their names (they can include ingredients lists if they want!). When they appear ready, call each recorder/reporter to the front of the room and have them compare lists. Ask for their opinions as to why alcohol is assumed to be a "required" ingredient for good sex. Then point-out that alcohol -- or other drugs -- are involved in almost 75% of all campus acquaintance rapes.
- Pass-out a "Find Someone Who" sheet and pencils. Tell the group they have 5-10 minutes to collect signatures of different individuals, in response to the questions raised on the sheet. When they seem ready (or you need to move-on), call "time", and ask them if any of the items on the sheet caused confusion or raised questions. Ask if anyone learned anything new. And also ask: 'were you more comfortable asking people, or being asked?' 'Why?'. Point-out that WEAVE is here to raise people's comfort levels, and to help Western students share what they know about healthy relationships.
- If the group is small, tell them that you want to go around the room and have each person say one fact that they know about sexual violence -- and that each person has to come up with a different fact, no duplicating responses. As each person speaks, you can post what they say on a newsprint, or merely keep track verbally. When done, ask if anyone heard a 'fact' that surprised them or which they want to challenge or question. If you heard anything erroneous, wait until everyone has spoken before you call attention to it. And see if anyone in the group can correct



it before you do.

- If the group is small, pass-out pencils and copies of the quiz "What Do You Know About Campus Sexual Violence?". Tell the group that you realize many of them already know a lot about sexual violence on campus, and that this quiz is a way to share what some of us know. Give them a few minutes to complete it, then go through the questions, soliciting answers. If you hear a 'wrong' answer, ask the group if anyone has a different answer before you offer the 'correct' version. Encourage debate -- if anyone insists that the Quiz is 'wrong' on any point, ask him/her to be specific about the source of their information.
- Go around in a circle and have each participant say what they LOVE ABOUT BEING A WOMAN (can also end with this as a way to end on a positive note).
- Make up your own icebreaker.

### **Ground Rules**

*So that everyone is clear about what to expect, we're going to cover a few ground rules:*

- ~ We're here to have a dialogue with each other and encourage openness
- ~ We want to give everyone a chance to speak, and because we only have about an hour and a half, we may ask you to limit your comments.
- ~ You also have the "right to remain silent."
- ~ What we talk about with each other stays here.
- ~ We make no assumptions about the gender of the people you date.
- ~ Respect others' opinions if they are different from your own. We're here for discussion and not debate.
- ~ Our focus is on rape prevention and the legal issues. We're not lawyers, so we may not know the answers to legal questions.
- ~ We use the terms "victim" and "survivor" a lot. People have mixed preferences for these terms so we choose to incorporate both.
- ~ If this program brings up the need to talk with someone or to refer another person, we will be giving resources at the end of the program. We will also be around for a while after the program, if anyone has questions.
- ~ We will be discussing a difficult subject. You are free to leave the room at any time. We just ask that you find an RA or friend to talk to.

### **Scope of the problem**

- Briefly read some of the statistics and ask people if they are surprising to them.
- Mention that *violence crosses all class, race and lifestyle lines. It happens to millions of people and we often never know about it. Victims may be young or old, straight or gay, male or female. Perpetrators may be a family member, neighbor, professor, friend, date, partner or stranger.*

### **Violence continuum exercise:**

- Ask everyone to stand up and hand out violence continuum cards.
- Ask them to organize themselves in order of what they consider to be least severe in intensity to most severe in intensity.
- Explain that there is no correct way, and that everyone may have a different idea about what is more severe.
- Let them play with it for several minutes, then begin to ask questions to probe conversation.
- Ask the person holding the molestation card to define it.



-Ask the person holding the pornography card to define it and ask the group why pornography is included.

-Ask the person holding the coercion card to define it.

-Help them define the terms or correct them if they define it incorrectly.

-Ask some of the following questions:

- *How did you arrive at the position you are in?*
- *Does everyone agree with the position you are in? Does anyone want to change their position?*
- *How do less severe behaviors relate to the more extreme?*
- *Why did we include non-physical behaviors?*
- *What do all of these behaviors have in common, regardless of the intention?*
- *How can women recognize and confront these behaviors in their own lives and in the lives of other women?*
- *How do women contribute to or condone these behaviors?*

### **Why does sexual violence happen?**

*-We've talked about the different forms of sexual violence and that it ranges from verbal to physical. Now let's talk about why it's happening to try to figure out how we can work towards eliminating it.*

➤ Put the sexual violence continuum in the middle of the room or somewhere visible to everybody.

*This pyramid shows how things like our attitudes and beliefs provide the foundation that supports sexual violence.*

*Attitudes and beliefs...*

*~What do you think is meant by "women and children are less valuable?"*

*~What are some examples of men being socialized to be tough while women are taught to be nice*

*~How do we normalize violence?*

*~What are the most common questions people ask when they hear a woman has been raped? (What was she wearing, what was she drinking, and where was she).*

*These questions hold the victim responsible and ask nothing about the perpetrator.*

*Sexism...*

*~Women still earn \$.74 to the man's dollar.*

*~What do you think are the only two professions that women out-earn men?*

*(Prostitution and modeling)*

*As we continue up the pyramid we can see how each layer supports the next. If we each commit to addressing things like our own attitudes and beliefs and speak up when we hear things like sexist comments, we can gradually work toward breaking down this pyramid.*

### **Impact**

*-Now that we've talked about who this affects and why it's happening, let's talk about how it affects people.*

*-Brainstorm ways sexual assault affects someone.*

*-Explain that everyone reacts differently; someone may become very emotional while another person may become very calm and quiet.*

*-Reiterate the importance of supporting the person and validating their feelings, whatever they may be.*

### **Prevention**

*-We believe the only people who can truly prevent sexual violence are the perpetrators. Given*



*that the majority of perpetrators are men, WWU has a group called "Men Against Violence" who work to mobilize other men around the issue of gender justice and ending violence against women.*

*-While only perpetrators can prevent violence, there are ways women can reduce their individual risk.*

*-Have group brainstorm risk reduction strategies (go to parties in groups; cover your drink; avoid being alone with someone you don't know very well, especially at parties or when there's been drinking; take a self-defense class...)*

*-Sexual intimacy needs to be consensual for it to not be rape.*

- *What do we mean by "consent"? (Mutually agreed upon, both people want the same thing...)*
- *How do you know you have consent?*
  - *Verbally is the most common answer but how do you ask the question or give consent. It can feel weird to talk about sex because that's not what we're taught to do.*
- *How can women show they are interested in the sexual contact?*
- *How can women show they're not interested?*
- *How does alcohol influence your ability to get and give consent?*
  - Know that getting and giving consent can be very difficult when alcohol is involved. Drunk sex may not be consensual sex.*

### **Societal Prevention Strategies**

*-There are things we can also do on a societal level to address things that perpetuate sexual violence.*

*-Break the group up into pairs and ask each group to decide how they would respond to one of the following situations:*

- *A local restaurant has a drink called "the panty-dropper" on their menu.*
- *After reading in the Western Front that a female student was raped over the weekend at a party, a friend comments that "she'd probably had too much to drink and got herself into a bad situation."*
- *You're at a family function and your nephew falls down and starts crying. His mom tells you that she can't believe her son is such a "wussy."*

### **Closing**

*-Describe CASAS*

*-Assists students who've been affected by any kind of crime including sexual assault, dating/domestic violence, and stalking.*

*-24-hour help line for students.*

*-Confidential*

*-Provides an overview of all available resources including:*

*-Academic assistance, medical care, legal resources, support groups*

*-Hand out safety whistles*

*-Pass out evaluations*

*-Thank people for participating*



# SEXUAL ASSAULT STATISTICS

## NATIONAL STATS

- **22% of all rape victims are between the usual college ages of 18-24.**  
Kilpatrick, 1992. Rape in America: A Report to the Nation. National Victim Center.
- **75% of male students and 55% of female students involved in date rape had been drinking or using drugs.**  
Koss, 1998. "Hidden rape: Incident, Prevalence and Descriptive Characteristics of Sexual Aggression and Victimization in a National Sample of College Students." Rape and Sexual Assault, Vol. II.
- **In a study surveying more than 6,000 students at 32 colleges and universities in the U.S.**
  - **1 in 4 women had been victims of rape or attempted rape.**
  - **84% of those raped knew their attacker, and 57% of the rapes happened on dates.**
  - **Only 27% of the women whose sexual assault met the legal definition of rape thought of themselves as rape victims.**
  - **42% of the rape victims told no one about the assault and only 5% reported it to the police.**Warshaw, 1994. "I Never Called It Rape:" The Ms. Report on Recognizing, Fighting and Surviving Date & Acquaintance Rape.
- **9% or 32,130 out of the 340,380 victims of adult rape in 1995 were men. 1 out of 7 boys will experience some form of sexual abuse by age 18.**  
National Crime Victimization Survey, 1995

## WESTERN FACTS

- **In a study surveying more than 600 Western students**
  - **77% indicate their disapproval when they hear a sexist comment**
  - **91% stop sexual activity when asked to, even if they are aroused**
  - **89% believe it is not okay to push or slap your partner when arguing.**
  - **30% reported having 0 sexual partners within the last school year**
  - **53% reported having no more than 1 sexual partner within the last school year**American College Health Association, College Health Behavior Survey, Spring 2000, n=619



## Find Someone Who...

Ask any person ONE (1) of the following questions.

If s/he can say "yes" to the question, s/he should sign the blank next to it.

IF S/HE SIGNS IT, you can then move on to another person and ask them a different question on the list.

If s/he says "no" to the question, and therefore cannot sign the blank, s/he can then ask YOU one of the questions. If you can answer "yes", then sign the blank on his/her sheet and move on to someone else.

It's OK to talk to someone more than once -- just avoid having the same person sign your sheet twice in a row.

Find someone who...

Has a best friend (OTHER THAN a girlfriend or boyfriend) who is of the opposite gender

---

Can name TWO (2) different types of sexual violence

---

Can recommend a film that presents sex or relationships in a positive, healthy way

---

Considers him/herself a feminist

---

Knows someone who has been sexually assaulted (no names, please)

---

Has a definition for "regrettable sex"

---



## What Do You Know About Campus Sexual Violence?

Please choose the phrase, etc. which you feel best completes each sentence.

The information below comes from national surveys, FBI crime reports, and testimony from experts who deal with social and legal aspects of campus sexual violence (e.g. harassment, assault, acquaintance rape, stranger rape). Statistics are open to critique and we do not pretend that they are always the most accurate or the "final word" on these issues.

1. On U.S. campuses, sexual assaults and acquaintance rape are most frequent during \_\_\_\_\_.  
a) Spring Break      b) 1st six weeks of Fall Quarter      c) finals
2. About \_\_\_\_\_ of acquaintance rape accusations prove to be false accusations.  
5%      15%      25%      55%
3. On U.S. campuses, about \_\_\_\_\_ of acquaintance rapes occur while at least one of the people involved is under the influence of alcohol or other drugs.  
15%      35%      55%      75%
4. A woman is more likely to be raped or assaulted if she \_\_\_\_\_.  
a) is dressed provocatively  
b) has a reputation on campus for sleeping around  
c) is dressed very conservatively  
d) There is no correlation between clothing, reputation, and likelihood of being raped.
5. If you sense you are in danger that an acquaintance is going to force intercourse on you, you might be best advised to...  
a) let the assailant have his/her way, in order to avoid public embarrassment, additional violence, and possible injury.  
b) make a scene, fight back, and even yell "Stop -you're raping me!"  
c) use verbal persuasion to make the assailant think twice, such as "I have herpes" or "I'm having my period."
6. When males report being forcibly penetrated (raped), they most often cite \_\_\_\_\_ as the assailant.  
a) a gay or bisexual male      b) a straight woman      c) a straight male
7. If a female Western student is concerned about pregnancy as the result of forced intercourse, Student Health can \_\_\_\_\_.  
a) provide an abortion during the first trimester  
b) give her 'Emergency Contraception' (morning-after pill) within 60 hours of the attack  
c) Link her with couples seeking to adopt
8. If a student discloses to you that s/he was raped or assaulted, and indicates that s/he has not previously told anyone or received help, you should: \_\_\_\_\_.  
a) call 911 immediately.  
b) contact Western's Judicial Affairs Office to make sure they know about it.  
c) make sure the person is aware of the various options regarding how to report it, and let her/him make the



decision about how to proceed.

d) contact the person's family members or close friends.

9. Which strategy to stop sexual assault is "real" prevention? \_\_\_\_\_

- a) teach people how to counsel and support victims/survivors of sexual violence
- b) inform people of current laws and penalties that can be used to prosecute an assailant
- c) foster open dialogue about sexual expectations between men and women
- d) publicize the stories of people who have been assaulted

10. If a Western student was sexually abused as a child or teen by a family member, it's likely that \_\_\_\_\_

- a) coming to college is liberating because it gives the person a chance to put it all behind and forget about it, now that home is distant.
- b) he or she will commit an acquaintance rape or sexual assault while at Western.
- c) the person is just beginning to struggle with the experience, because being away from family (and being surrounded by sexually active students) can make one feel isolated and "different" from peers.
- e) he or she will quickly meet many supportive Western students and staff who understand this issue and are already busy raising campus awareness about it.

\*Adapted from Penn State's "Students Together Against Acquaintance Rape" Prevention Education Curriculum



**ANSWERS TO:  
What Do You Know About  
Campus Sexual Violence?**

1. On U.S. campuses, sexual assaults and acquaintance rape are most frequent during \_\_\_\_\_.

- a) Spring Break      ☒ b) 1st six weeks of Fall Quarter      c) finals

Many first-year students are experimenting with sex as well as alcohol/other drugs, and finding their limits. They are also anxious to be accepted socially and "fit-in". This is a time when it is difficult for many to set boundaries or to respect others' boundaries if under the influence or if feeling pressured to be experienced and 'adult'.

2. About \_\_\_\_\_ of acquaintance rape accusations prove to be false accusations.

- ☒ 5%      15%      25%      55%

FBI Uniform Crime Reports indicate that many types of interpersonal violence, even murder, have a similar low rate of false accusation. Many valid cases have no physical evidence (semen, hair, clothing fibers) to support them, so prosecutors and courts have no basis to determine guilt.

3. On U.S. campuses, about \_\_\_\_\_ of acquaintance rapes occur while at least one of the people involved is under the influence of alcohol or other drugs.

- 15%      35%      55%      ☒ 75%

One or both parties under the influence may not be clear-headed enough to set explicit boundaries or to honor those boundaries when they are made clear. Shame about being under the influence may also lead a victim/survivor to delay reporting - or to never report an assault.

4. A woman is more likely to be raped or assaulted if she \_\_\_\_\_.

- a) is dressed provocatively  
b) has a reputation on campus for sleeping around  
c) is dressed very conservatively

☒ d) There is no correlation between clothing, reputation, and likelihood of being raped.

Even today, women's clothing and body language is implicated as a contributing factor in ways that men's clothing and body language rarely is. Actual reports of sexual violence reveal no consistent pattern about this - many times, a woman who seems "virginal" or "inexperienced" attracts the attention of an assailant because she seems less assertive and less aware.

5. If you sense you are in danger that an acquaintance is going to force intercourse on you, you might be best advised to...

- a) let the assailant have his/her way, in order to avoid public embarrassment, additional violence, and possible injury.

☒ b) make a scene, fight back, and even yell "Stop -you're raping me!"

c) use verbal persuasion to make the assailant think twice, such as "I have herpes" or "I'm having my period." This is open to debate - however, when acquaintances are in a sexual situation, an assailant is often expecting quick compliance. Weapons or heavy force are less likely in such scenarios. Only the person at risk can judge whether it's safe to resist aggressively, but it is an option that used to be discouraged - not all victims have to feel they must 'lay there and take it'.

6. When males report being forcibly penetrated (raped), they most often cite \_\_\_\_\_ as the assailant.

- a) a gay or bisexual male      b) a straight woman      ☒ c) a straight male

If sexual assault is less about sex and more about power, it may not be a surprise



that when men are assaulted it appears most often to be by other men. All types of sexual assault are underreported, and male victims/survivors have many social reasons not to disclose being assaulted.

7. If a female Western student is concerned about pregnancy as the result of forced intercourse, Student Health can \_\_\_\_\_.

a) provide an abortion during the first trimester

b) give her 'Emergency Contraception' (morning-after pill) within 60 hours of the attack

c) Link her with couples seeking to adopt

The Health Service does not provide abortions, and referrals for abortion and adoption are best provided after a woman has made a decision and received counseling.

8. If a student discloses to you that s/he was raped or assaulted, and indicates that s/he has not previously told anyone or received help, you should: \_\_\_\_\_.

a) call 911 immediately.

b) contact Western's Judicial Affairs Office to make sure they know about it.

c) make sure the person is aware of the various options regarding how to report it, and let her/him make the decision about how to proceed.

d) contact the person's family members or close friends.

Empower the person - their power was taken away during the assault, so check your impulse to make decisions for them. They may feel overwhelmed at first; in time they are likely to appreciate your sensitivity to their right to make personal decisions.

9. Which strategy to stop sexual assault is "real" prevention? \_\_\_\_\_

f) teach people how to counsel and support victims/survivors of sexual violence

g) inform people of current laws and penalties that can be used to prosecute an assailant

h) foster open dialogue about sexual expectations between men and women

i) publicize the stories of people who have been assaulted

All the above strategies are important to raise awareness and sensitivity. Prevention means working with a population at-risk for a problem but not necessarily experiencing the problem on a large scale. The educator's job is to keep healthy people healthy. Prevention is intended to do this - it includes fostering verbal assertiveness and clear discussion about sexual expectations. It also includes open challenges to sexism.

10. If a Western student was sexually abused as a child or teen by a family member, it's likely that \_\_\_\_\_.

a) coming to college is liberating because it gives the person a chance to put it all behind and forget about it, now that home is distant.

b) he or she will commit an acquaintance rape or sexual assault while at Western.

c) the person is just beginning to struggle with the experience, because being away from family (and being surrounded by sexually active students) can make one feel isolated and "different" from peers.

d) he or she will quickly meet many supportive Western students and staff who understand this issue and are already busy raising campus awareness about it.

Life does not magically start over at college for most people. Our sexualized campus tends to overlook or make fun of sexual abuse because it does not fit widespread hopes of hooking-up and guiltless pleasure.



# **SEXUAL ASSAULT: HOW TO RESPOND**

- ◆ Provide safety. If possible, stay with the person. This may be a difficult time for her/him to be alone.
- ◆ Accept what you hear and listen. Suspend your own disbelief, judgments, and opinions.
- ◆ Confirm the seriousness of the problem.
- ◆ Let the person know he/she is not to blame. Many people who experience sexual assault blame themselves.
- ◆ Allow the person to make her/his own decisions about their solution to the assault. Survivors need to regain a sense of control over their lives.
- ◆ Give information about all available options, including CASAS (Crime And Sexual Assault Support Services), medical services, reporting, counseling, etc.
- ◆ Allow the person to disclose as little or as much as is comfortable for them.
- ◆ Put aside your feelings of anger or rage. It does not help a survivor to have to deal with your emotions. Talk to another friend or call CASAS for yourself.
- ◆ Do not reveal the survivor's identity unless you have his/her permission to share that information.





## **Western Men Against Violence**

Western Men Against Violence, a program sponsored by Prevention and Wellness Services, consists of Western male students, staff, and faculty committed to ending violence in all its forms, with a special emphasis on ending men's violence against women. We are working to end men's violence by promoting men's health and wellbeing. WMAV is building a community of healthy men through educational outreach programs, discussion groups, service projects, and special events aimed at encouraging men to value themselves and all members of the community.

### **Some of our Main Messages include:**

- Men must take responsibility for ending violence against women.
- Men can and do control violent and sexual urges.
- We live in a culture which silently supports violence. We can change that culture.
- Violence thrives in silence. Speak up when you hear sexist or degrading language.

### **Ways YOU can be involved...**

Simply make a commitment to treat others with respect and dignity. If you would like to be affiliated with the group, here is what we do:

**Speaker's Bureau** Members of the Speaker's Bureau commit to 4 hours of service per week. Presentations are done in a variety of settings on and off campus in residence halls, classrooms, special events, and at the juvenile detention center. You may also have the opportunity to present off campus in collaboration with community agencies on issues of domestic and sexual violence.

**Community Service** At least once a quarter, Western Men Against Violence aims to do a community service project. Ongoing projects may include: assisting community agencies with fund raising, office work, or providing technical assistance and computer support, establishing a mentoring program to work with Western students in need, or to work with boys in the community.

**Awareness** Our Awareness Team uses various forms of media to inform the community about the reality of violence, and provides information and tools people can use to prevent violence. Examples include: writing letters to the editor, opinion pieces, helping write and produce a newsletter, assisting social marketers in creating advertisements, posters, and brochures. The Awareness Team may also staff information tables and conduct outreach on campus.

**Events** This group works as a team to create events for the campus community or collaborates with other groups on already established campus events. Some examples include: Red Square Info Fair, Domestic Violence Prevention Months activities, a White Ribbon Campaign (to show support for ending men's violence against women), bringing speakers to campus, Sexual Assault Action Week, and Take Back the Night.

# WESTERN MEN AGAINST VIOLENCE



FINDING THE  
BEST IN MEN

WORKING TO  
END VIOLENCE

PREVENTION  
& WELLNESS SERVICES  
Western Washington University



# **Western Men** **Against Violence**

*The mission of Western Men Against Violence (WMAV) is to create a campus and community free of violence, to promote relationships based on equality and respect, to encourage positive, healthy expressions of masculinity, and to be visible, outspoken allies for all who experience prejudice and discrimination.*

**"WE MUST BE THE CHANGE WE  
WISH TO SEE IN THE WORLD"**

**MAHATMA GANDHI**

Western Men Against Violence (WMAV) is a group of Western students, sponsored by Prevention and Wellness Services, committed to social change by ending violence in our lives. WMAV gives men the opportunity to work together to ensure the health and well-being of all members of our community.

The group brings men together and raises awareness through educational programs, community service projects, special events, and regular meetings.

Topics of discussion have included: men's roles in preventing stalking, sexual assault, and dating violence; tips for improving men's health; building healthy relationships; and prejudice reduction.



## **All men are welcome.**

The group is comprised of men with a variety of interests and backgrounds. What they all share is the desire to end violence in order to create a safer, more welcoming community for everyone.

## **Guys like you.**

Group members are athletes, musicians, artists, and environmentalists. They are introverts and extroverts. Academic pursuits range from education to business to physics. What makes this group unique is that everyone's differences are welcomed, respected, and appreciated.

## **Give what you can.**

You can be involved regardless of your schedule. Some members volunteer three hours a week, while others only have a few hours a month. You can participate by attending meetings or discussion groups, writing a letter to the editor, joining a community service project once a month, or by sharing information with your friends. No one is expected to do it all. What is most important is that we do SOMETHING rather than nothing.



# 10 Things Men Can Do To End Violence

- 1. Join** Western Men Against Violence.
- 2. Make a personal commitment** to treat yourself and others with respect.
- 3. Speak out** against acts of discrimination and prejudice.
- 4. Educate yourself about issues of oppression.** Share that knowledge with people around you.
- 5. Be a positive role model** for boys and for other men.
- 6. Reject traditional stereotypes** about men that devalue emotions and "feminine" qualities.
- 7. Never pressure anyone for sex.** Communicate your desires clearly and ask your partner to do the same. Do not make assumptions about what the person wants based on the person's clothing or actions.
- 8. Start or participate in a discussion group** about men's roles in ending violence and creating safer, healthier communities.
- 9. Volunteer.** Mentor a child, become a tutor, help out at the women's center or off-campus at a rape crisis center or domestic violence shelter.
- 10. Believe someone who tells you about an assault.** Listen carefully and ask how you can help. On campus, refer them to CASAS at 650-3700.



**Reflecting On A Day Of Service**



**Mentoring Neighborhood Boys**



**Men's Retreat Breakout Session**



**Take Back the Night**



# To Get Involved

## Contact Brian Pahl, Project Coordinator

Old Main 565

650-3290

brian.pahl@wwu.edu

## Resources

### CASAS – Crime and Sexual Assault Services

Old Main 585B

650-7982

24 Hour Student Help Line

650-3700

[www.wwu.edu/~casas](http://www.wwu.edu/~casas)

### Student Health Services

25 High Street Hall

650-3400

### University Police Department

Emergency

650-3911

Non-emergency

650-3555

### Counseling Center

Old Main 540

650-3164

## PREVENTION & WELLNESS SERVICES

Western Washington University

Old Main 560

516 High Street

Bellingham, WA 98225

Phone (360) 650-2993

[www.wwu.edu/~wellness](http://www.wwu.edu/~wellness)

**AA/EO Institution** To request this brochure in an alternate format, call 360 650-2993

This project was supported by Grant No. 1999-WA-VX-0001 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice. Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

The following is an example of material that may be covered during a two to three day training for male (and female?) peer educators working to prevent violence on a college campus. It comes out of the work we are doing in the Men's Violence Prevention Project, Prevention and Wellness Services, at Western Washington University. The exercises used here may be used as you see here in the training, and some of them can make up entire programs themselves. If you have any questions, please contact Brian Pahl, Project Coordinator, at 360.650.3290 or [brian.pahl@wwu.edu](mailto:brian.pahl@wwu.edu) or [www.wwu.edu/~wmav](http://www.wwu.edu/~wmav).

### **Topics/Issues to be Covered:**

1. Team Building exercises (weaved throughout the 2 days)
2. Structural/philosophical framework of the group
3. Outcomes Based Planning
4. Curriculum Development/Program Ideas
5. Facilitation Skills Building
6. Recruitment

### **August 22 Schedule**

8:30 – 9:00 Breakfast/Team Building  
9:00 – 9:30 Opening Circle: Introductions, Groundrules, Expectations, Why are you HERE?  
9:30 – 10:30 Education and Violence Prevention Theory  
10:30 – 10:45 BREAK  
10:45 – 11:30 Intro Dynamics of Violence  
11:30 – 12:30 LUNCH  
12:30 – 12:45 Team Building/Energizer  
12:45 – 2:00 Dynamics of Violence continued  
2:00 – 2:15 BREAK  
2:15 - 4:00 Gender Socialization  
4:00 – 4:30 Closing Circle

### **August 23 Schedule**

8:30 – 9:00 Breakfast  
9:00 – 9:30 Opening Circle: Check-in, Questions regarding previous day  
9:30 – 10:30 Knowing/Teaching/Discussing Consent  
10:30 – 10:45 BREAK  
10:45 – 11:30 Main Messages/Outcomes Based Planning  
11:30 – 12:30 LUNCH  
12:30 – 12:45 Team Builder/Energizer  
12:45 – 1:30 Outcomes continued  
1:30 – 2:00 Closing Circle

### **Team Building Exercises**

- **Sing Down** – The facilitator divides group into 3-4 teams. The facilitator calls out a word. Teams have one minute to come up with as many songs as possible that include the word. Each team has a turn to sing a song that includes the chosen word. Once a team sings the part of the song that includes the word, the next team gets a turn and so on. Everyone in the group must sing. When a team runs out of songs to sing, they are out of the game. The last team “standing” is the winner.



- **Clap Exchange**

Step 1 – The group sits in a tight circle, knees almost touching. The facilitator “sends” a clap around the circle. It will travel like this: I turn my body, twisting at the waist, to face the person on my right and that person turns to face me. We clap our own hands together in unison. One sound. That person twists to face the person on her right. They clap in unison. ...and so on. Listen to the rhythm. After the clap has gone around the circle and people understand the point, continue the exercise at an increased speed.

Step 2 – Instead of a single clap, try a rhythm. Think of a heartbeat. The way this clap moves is that the person on my left and I clap our hands together, like a “high five,” then I clap my own hands together, then twist to my right for a “high five” with the person on my right, who claps his hands together, then twist for a “high five” with the person on his right...and so on.

Once the group understands this, start to send may of this same rhythm around the circle. Keep them together. One sound. It should not sound like applause. A third step can be added to this game making the rhythm more complex.

- **Knots**

Method #1 – Everyone stand in a circle, facing inward, holding hands, eyes open. Slowly people intertwine by crossing over and under each other’s arms across the circle, but never letting go of the hands they are holding. Then, without talking, they undo the knot with eyes open. If they are really good at this, then try with the eyes closed.

Method #2 - Everyone stand in a tight circle, shoulder to shoulder. Raise your hands above your heads, and step in further, breaking the circle, but still facing the center. Now reach across and each hand should take a hand. Don’t take the same person’s two hands. The facilitator should check for this and help to match any “lonely” hands. Without talking undo the knot. For a real challenge do this with the eyes closed.

## **Groundrules**

I use the “CARING” Groundrules

C- Confidentiality

A – Ask Questions at any time

R – Right to Pass

I – Make “I” Statements

N – No put downs

G – Give EQUAL time

## **Expectations**

- You will take the Groundrules seriously.
- You know what you need. Take notes or participate in the discussion at a level that works for you. I will occasionally make suggestions for you to write down elements of the training I think might be particularly helpful.
- There is no ONE truth. What is being shared here is a collection of research, stories, experiences, and opinions. It is important that you contribute to the sharing and keep in mind that there are individuals

not represented here who also have their own unique truths. Your contribution to the group process is vital.

- Keep in mind that everything we cover should be thought of in 2 distinct ways: 1) What does all this mean for me, personally? and 2) How can I use these tools and information to work with other men? It is important that we not exclude ourselves from the opportunity for growth. It is far too easy to approach this work as “what can I do to help ‘those’ guys” and forget that each of us has the opportunity for growth and development.

### **Why are you HERE (when you could have chosen to do anything else with your time)?**

(Some answers I have received:)

*I'm tired of guys always being the problem.*

*Because I don't want anyone to have to go through what my friend went through.*

*I want to combine this work with my interest in medicine.*

*I am active in other social justice work and it made sense to get involved in this, too.*

*I like how I feel when I am in this group.*

(The following came out of a training I did with a group of men. As part of their introductions and “why they are here” many of them mentioned their interest in the interconnectedness of oppressions. Out of this discussion came a discussion on the intersections of racism, homophobia, and sexism with violence against women. Some of that discussion is listed next. It was a great lead into discussing the theoretical and structural framework of the group. My questions are in bold; their answers are bulleted.)

### **How does violence against women affect men?**

- When women are assaulted, you care and you feel helpless.
- If you know the person, it really hits home. Even if you don't know the person, it makes you feel powerless.
- It forces men to reconsider their societal role as the protector of women; it makes you reconsider your role, period.
- Men feel powerless to do anything about it.
- It creates an inherent distrust between women and men.
- It confines men or groups men into “Perpetrators.”
- I have to witness women's fear when they cross the street, or get out of an elevator because of my presence.
- It speaks ill of society. If men are not speaking out against violence, we are condoning it.

### **How is violence against women related to racism?**

- It is oppression.
- People make assumptions about what a rapist looks like.
- Society, some parts of society, deem some rapists to be “worse” than others based on their race.
- The ways white men perceive women of color as hyper sexualized objects. There are unreasonable sexual expectations and assumptions made about these women.
- Some women of minority groups are actually targeted for rape based on these assumptions or based on their “second class” status.
- Men of color who rape are treated differently, worse, than white men who rape.



## What is the connection between homophobia and violence against women?

- Men reduce men by using homophobic remarks. Some men use this as motivation for violence to “recover” their status as “real” men.
- Homosexual men are not considered masculine. They are considered womanlike and weak and dispensable.
- Homophobia leads some men to adopt a super imposed (hyper) masculine ideal.
- It makes you afraid your friends won’t respect you if you have any identifiable feminine qualities.
- To be considered masculine, there is a notion that men have to be aggressive when it comes to sex. To be a real man means to be in control.
- There is a huge emphasis in our “training” to be men that we need always to be in control.
- It limits people from being fully human.
- Even if intimacy is what men want in their interactions with women, homophobia leads men to reject that aspect of themselves.

## Educational and Violence Prevention Theory

This is a BRIEF interpretation of theories used at WWU to support the work of the Men’s Violence Prevention Project. You will find a description of the theory as well as how it is used in working with men against violence.

### A. Social Norms Theory

We use Social Norms Theory to address the so called “collective mindset” of the community. While the specific social norms about violence as they exist in our particular communities may not be known, we can hypothesize a few that exist based on examination of the community and other evidence.

1. Men are predisposed to commit violence and rape. The reality is that most men do not commit rape, do not beat their partners, and are not in jail. The messages we send to “men at large” should bring this to light and at the same time encourage men to actively participate in prevention efforts.
2. Men do not care. Research compiled at college campuses around the country proves otherwise. Men in large numbers DO care about violence and want to do something but they think other men do not care, so they remain silent and inactive. See Alan Berkowitz’s work at [www.alanberkowitz.com](http://www.alanberkowitz.com). This false belief is known as **Pluralistic Ignorance**.
3. There is nothing I can do about violence. Unfortunately the number of folks who believe this to be true is still alarmingly high. Effective violence prevention projects will illuminate #’s 1 and 2 above AND give concrete, realistic tools for people to use in the effort to end violence. The messages should be Positive, Inclusive, and Empowering. See [www.socialnorms.org](http://www.socialnorms.org).

### B. Stages of Change

Stages of Change theory is another useful tool in building a framework that shapes our work to end violence. It assumes that change is not as simple as turning on a light bulb, realizing that change is necessary, and then going about the work of making the change a reality.

1. Precontemplation – not thinking about a change or not thinking a change is necessary.
2. Contemplation – some realization a change might be called for and weighing the pros and cons of making a change.
3. Preparation – Making little changes and figuring out to deal with the real hard parts.
4. Action – Doing it.

5. Maintenance – Making it a part of our lives.
6. Slips – Falling off the wagon and going through all the stages several times before the change really lasts.

### **C. Diffusion of Innovations**

Diffusion of Innovations (D.O.I.) addresses how new ideas, products and social practices spread within society or from one society to another. We use this theory to guide our approach and our message and in deciding who the targets of our messages will be. D.O.I. breaks an audience into 5 groups:

1. Innovators – a small group who are more likely to take risks.
2. Early Adopters – a somewhat larger group characterized by a high degree of opinion leadership.
3. Early Majority – a much larger group, willing to adopt new ideas just before the average member of a system.
4. Late Majority – another large sized group less willing to adopt new ideas but who “go along” with what it seems others are doing.
5. Laggards – a small group on the “other” end of the spectrum with traditional values, they are last in the social system to adopt an innovation. They pay little attention to the opinions of others.

At Western, our approach has been to target messages to Innovators and Early Adopters. Some consider this “preaching to the choir” but I believe establishing this foundation is absolutely necessary if we are eventually going to be successful with messages aimed at the Early and Late Majority. In my experience, approaching the most stereotypically masculine guys with a message that asks them to redefine masculinity or with a message about male privilege is doomed for failure. As a group, they are not ready to hear it, and men who are in the group but do not share the group mentality are not safe speaking up against it. Ultimately we will be more successful if we increase the numbers of men in our “ranks” who are speaking out against violence against women, who are demanding safety and equality in our communities, and who model healthy intimate relationships.

### **D. Standpoint**

Standpoint is the place from each of us views the world. It is based on things like our sex, gender identity, ethnic background, economic and educational status, sexual orientation, religious or spiritual traditions, life experiences and so on. Standpoint recognizes there is no ONE truth or reality, but that each of us based on the above factors in our lives has our own truth, our own reality.

Rather than approach our audiences from a place of judgmentalism, we must attempt to keep in mind Standpoint if we are to meet our audiences where they are. Standpoint assumes the best about people, and in so doing we can explore together the issues at hand. When I am working with a group of men, they are much more likely to engage in dialogue, to look at difficult issues, and to be motivated to get involved if they feel respected and heard by me.

While we keep Standpoint in mind as we approach audiences, it is also something we teach audiences to make them aware of their own prejudices and judgments. This is especially helpful when incorporating discussions on the intersections of oppressions to violence against women work.



## E. What else do we know that frames how we do the work?

- Men (as all people) are inherently “good”
- Most men are not violent
- Gender is a construct
- Stereotypical masculinity is linked to violent behavior
- People respond positively when they are respected and heard
- People respond negatively if they are silenced, if their life experiences are not respected and validated
- We CAN change the culture

## Dynamics of Violence

### A. Definitions and Examples of Violence

1. **What is Violence?** – physical, sexual, emotional, verbal harm done to a person by another person, or an act that one does to her/himself. The person “receiving” the act (the victim/survivor) is the one who determines whether she has experienced violence.
2. **Sexual Assault, Dating Violence, Stalking** – see your state, local, and campus resources to familiarize yourself with the definitions as they apply to the population you will be working with.
3. **Break into small groups.** Brainstorm examples for each of the following as they relate to intimate partner violence specifically but also as they relate to the larger society: Physical, Sexual, Verbal, Emotional/Other Violence
  - **Physical** – hitting, punching, slapping, biting, kicking, grabbing, scratching, using weapons
  - **Sexual** – Rape, incest, molestation, attempted rape, sexual assault or abuse, coercion, degrading remarks/jokes, harassment, fondling, unwanted touching
  - **Verbal** – yelling, screaming, jokes, name-calling, harassment, rumors, put-downs, threats
  - **Emotional/Other** – all of the above constitute emotional violence as well, cheating, lying, broken promises, isolation, intimidation, blaming the victim, ignoring, passive aggression, racism, poverty, sexism, all forms of oppression, war

**Purpose:** The purpose of this exercise is to NAME the violence. This can be healing for survivors, and it is very helpful to us in working to prevent violence because violence becomes tangible. What makes these things violence? The impact. An audience can argue with you all day long about the examples listed here. What **can not** be argued is the impact or effect these things may have on a person. In fact you may have had disagreements in your group about what you listed, or you may have withheld an example for fear that your group members would not agree. That is an important part of the exercise to point out what a victim/survivor experiences. If you had trouble deciding in your group what was violence, then imagine the difficulty a person who has experienced violence has in NAMING what happened to him. **It is important if you use this exercise that you avoid arguments about which acts are and are not violent. The point is not to convince your audience that “cheating” is violence, for example, the point of the exercise is to encourage them to 1) name violent acts, 2) struggle through that naming process, and 3) gain an understanding about how each of us defines and is affected by violence differently.**

### B. The Violence Against Women Continuum

On the next page you will find the Violence Against Women Continuum. It is used as a tool to examine the “state” of violence against women in our culture and to point out that acts of rape, physical assault, and the murder of women do not happen in a vacuum. It is used to counter the

beliefs that violence is normal in men, and that there is nothing we can do about violence except change the behavior of women or maybe jail the perpetrators. It is used to support an approach to violence prevention that addresses societal and cultural “viewpoints” which lead to and ultimately accept violent behavior. It is used in conjunction with the previously mentioned theories to address collective responsibility for working to end violence against women.

As you can see, the continuum exists on a pyramid modeling the reality that things at the bottom of the pyramid occur far more frequently than acts along the top. It also illustrates that what occurs at the bottom of the pyramid serves to support what exists at the top. If we can wipe out or at the very least reduce the bottom, we are more likely to do the same at the top.



# Violence Against Women Continuum

## **DEATH..**

Rape with murder  
Domestic Homicide  
Suicide

## **SEXUAL MUTILATION**

Cutting and burning

## **.....RAPE/DOMESTIC VIOLENCE.....**

Forced oral, anal, or vaginal penetration  
Marital/Partner Rape  
Physical, Verbal, Emotional Abuse

## **.....UNWANTED SEXUAL TOUCH.....**

Molestation  
Sexual Assault

## **.....UNWANTED PHYSICAL TOUCH.....**

Grabbing/ touching  
Brushing against body

## **.....INVASIONS OF SPACE.....**

Jokes/ catcalls  
Obscene phone calls  
Harassment  
Looks/ leers  
Intimidation/threats

## **.....SEXISM.....**

Male qualities/attributes more valued than female qualities  
Men dominating positions of power  
Women/ children portrayed as sexual objects in the media  
Pornography

## **.....ATTITUDES AND BELIEFS.....**

Women and children are less valuable  
Males should be tough and strong  
Women should be nice  
Violence is normal  
Victims are to blame

### C. The Heart Exercise

The Heart Exercise, adapted from the Oakland Men's Project, enables us to further examine possible causes for violent behavior as well as to discuss the impact violence has in our lives. It assumes that all of us are born "good" and that we all experience a variety of events in our lives that lead to pain and suffering. It is this unresolved pain and suffering experienced by each and every one of us that has the potential to lead any person to violence. **VERY IMPORTANT:** This is not an excuse for violent behavior. Violence should not be tolerated whatsoever; however, if our aim to stop violence, the Heart Exercise provides us with a model for understanding that behavior and tools that enable us to work toward its prevention.

*Facilitator draws a large heart on the board. To the audience:* Picture a baby (represented by the heart on the board). Think of one word you would use to describe the baby. What are some words that come to mind? *Facilitator writes the words given by the audience inside the heart. Write down whatever examples you are given. "Beautiful, intelligent, curious, innocent, vulnerable, loveable, dependent" are frequent examples.*

*To the audience:* For those of you taking notes, write your name above the heart. Take a moment to think about these words as a description of you. Do they fit? Can you see these things in yourself? If no, why not? What kinds of things get in the way of seeing ourselves in a way you just described?

Now comes a series of questions about ways people get hurt/experience violence as they are growing up. *Facilitator asks this series of questions. For each response you get, put a small line across a word in the heart. We will discuss this more in a moment, but the lines represent pain and scars in our lives.*

Picture that baby now as a 2 year old child. What gets said to or done to this child when her parents or caretakers don't have time for her. What happens when he needs attention or food or love and his caretakers don't want to be bothered? *"Not now! the child gets hit or slapped, ask your mom (or dad), they get put into their room, they are restrained, put in front of the TV" are common responses. Occasionally someone will argue about this question and about the responses. Redirect them to the goal of the exercise which is to examine the impact these actions have on people.*

Now picture the child as a teenager. What gets said to or done to this girl who isn't acting the way girls are "supposed" to act? What happens if she is not pretty enough, or if she likes sports, or doesn't wear the right clothes, or doesn't follow other stereotypical norms for girls? How is she treated by her peers? *"She gets isolated, left out, teased, picked on, made to feel unattractive, unworthy" are common responses. Ask this question for boys. Then ask the question for a child who does not have white skin, or is not from the United States, does not speak English, or speaks with an accent? What gets said to or about, or what gets done to a child who is lesbian, gay, bisexual, transgendered, or questions her sexuality?*



*Remember for each response to put a line on the heart. Make a point of discussing the physical violence people experience just because they don't "fit in." Many of the responses begin to sound similar so I will ask the questions differently and not spend too much time on one. If you aren't getting responses, move on to another question or reframe the question. When you are finished, take a moment, step back and examine what has been created. What you originally wrote inside the heart should be covered somewhat by the lines you used to mark up the heart.*

What do you think these lines represent? (*scars, pain, hurt*) From these experiences, can you imagine how difficult it gets to see what is good about ourselves?

*Draw 3 large arcs around the outside of the heart. What are some ways the violence this person experienced may have affected their behavior? What are things this person might do in response to the violence he experienced? Write the responses in various places throughout the arcs that you drew. "Become violent, join a gang, isolate, abuse alcohol and drugs, think about suicide, eating disorders, attempt suicide, act like everything was fine, good grades/bad grades, class clown, top athlete" are common responses.*

What do these arcs (and your responses) represent? "*Shields, barriers, boundaries to avoid further hurt, to try and forget about the hurt, cover it up.*" Why do we put up these barriers? "*To cover up the pain, to keep our pain private, to try and make it disappear, to avoid being hurt even more.*"

#### **Further points to include in discussion...**

- Violence that we enact toward others is often the result of our own unhealed hurts; we are doing this to try and protect ourselves.
- People who are violent are not BAD people; they are people who have been hurt who do bad things. The fact they have been hurt does not excuse their behavior, but it helps us begin to understand why people may do the things they do.
- It is possible to get back to all the ways we described a baby as being. Instead of putting up shields, we can work to heal the scars the pain.
- This is how violence affects us as individuals AND as a community. We are all walking around with our shields up and instead of dealing with each other in a straightforward manner; we have to deal with each other's shields.
- Violence IS preventable. Violence IS NOT acceptable behavior. Though we are all capable of violence, we are also capable of healing from that which has hurt us; hence, we are capable of nonviolence.

## **Using this in our work with men**

### **A. Act Like A Man**

This exercise is another that was adapted from Paul Kivel's *Men's Work* and from work done by the Oakland Men's Project. The purpose of the exercise to engage men in dialogue about where and how they developed their ideas of masculinity and to identify the links that exist between stereotypical masculinity and violence, sexism, domination, power and control, and homophobia.

*Facilitator: Draw a circle on the board large enough to write a few words inside. Ask the group: What are some feelings typically not acceptable for men to feel? Write the responses inside the circle. "Sad, scared, hurt, weak" are typical.*

In response to a boy or man having these feelings someone might say "Act Like A Man!" What are they telling you that you are supposed to or to be like when they say this? *Draw a large box around the circle. Write the responses inside the box, outside the circle. "Be tough or strong, don't cry, don't show emotion, keep it in" are typical responses.*

We call this the Act Like A Man Box. It shows how stereotypical masculinity traps or hides who we are inside. What potentially happens when we hold this inside for a long period of time? We explode – either by actively or inactively doing damage to ourselves, or by hurting someone else.

What names do boys and men get called when they do show the feelings you see here? *Write these outside the box on the right. Typical responses include "girl, faggot, gay, homo, weak, mama's boy, sissy, pussy. What effect do these names have? What happens to boys and men physically when they're not acting like men "should?" Write these on the left side of the box. Typical responses include "beaten up, hit, kicked, attacked, slapped, abused."*

A kind of physical mistreatment males experience which doesn't get much attention is sexual abuse. A study by David Finkelhor in 1992 found that 1 out of 6 males was sexually abused by the age of 18. Most of these boys are sexually abused by a man who is NOT gay, and like most perpetrators of sexual assault he appears "normal." As you can imagine, the way boys and men are mistreated and boxed-in make it extremely difficult to talk about or to seek help. When we combine all of these variables, we can see how males are being trained to walk around like a time bomb. It's very possible that this has much to do with the rate of violence committed by males.

### **OTHER POSSIBLE DISCUSSION:**

What are times in your life you have felt "boxed in?"

How does this pressure affect your relationships with other men? What about with women?

What can you do or have you done to resist the pressure or to "re-write" what is expected of men?



## B. Playing the Game

This exercise was originally developed to examine social and cultural “scripts” around gender and sexuality, and the values placed on men and women regarding sexual “choices” they make. It was used in HIV and AIDS prevention curriculum to provide students with something tangible to view and discuss what inhibits people from making safer choices around sex when pretty much everyone has information on ways to prevent the spread of STD’s and HIV. The exercise was adapted to incorporate a discussion about the relationship between sexual “scripts” and male violence.

*Facilitator draw a large box on the board. Draw a line down the middle of the box vertically and then do the same horizontally, creating 4 smaller boxes. On the top of the 2 boxes on the left write “male” and on top of the boxes on the right “female.” To the left of the boxes on top, write “sex” and to the left of the boxes on the bottom “no sex.”*

	male	female
sex		
no sex		

*To the audience:* This is an activity to look at and discuss ways society views and treats women and men based on their choices. Before we begin, would you say that women and men are treated the same or differently based on how much sex they have had? *“Hell no! Men who have sex become like gods and women who have sex become trash!” is essentially what I hear from people.* Okay, well keep that in mind as we go through this. I am going to ask you for words or terms used for women and men based on their sexual choices here in a moment. Please do not censor yourselves. It is important to the exercise that you give honest feedback.

What do men called or labeled if they have lots of sex or if they are PERCEIVED to have lots of sex? *Write the responses in the top left box. “stud, player, pimp, daddy, mack, god, Adonis, he-man, Da Man, pig, dawg are among the many I have heard.*

Are these terms typically positive or negative? Right, for the guys up here, these things are positive; they are compliments. *Draw a “+” to the left of the box and circle it.* What about “pig and dawg?” They don’t seem very complimentary? *What I often hear is that the person saying it might not mean it in a positive way, but it is claimed as a compliment just as you get “points” in some crowds for having served*

*time, or for drinking an exorbitant amount of alcohol, for failing a class, or pissing off a teacher. Interesting, isn't it?*

What about boys and men who haven't had sex or who are perceived not to have sex? *Write these in the bottom left box. "pussy, fag (or any number of other gay slurs), wimp, mama's boy, weak, Boy, sissy, loser, limp dick" among other things.*

Are these typically positive or negative? *Write a " – " outside the box and circle it. Right, it is generally not a compliment to be called a pussy or any of these other things for that matter.*

Let's move over here to women. *There have been occasions when I haven't finished this sentence and men start shouting out "tramp, whore, slut..." If that happens, I point out the eagerness to get to this box and ask the group to keep that in mind for the discussion. What comes next is actually women who do not have sex.*

So, women who are not sexual or who are perceived to not be engaging in sex. What do we call them? *Write these in the lower right box. "tight, frigid, clean, pure, sweet, good girl, daddy's girl, religious, straight, square, lesbian (or a number of other lesbian slurs), Bitch, and Tease often comes up. I write "Tease" outside the boxes "straddling the line" between the top and the bottom boxes. We'll address it during the discussion.*

Again, ask for whether these are positive or negative terms. *I used to do this exercise with a lot of high school students and some college students. They responded immediately to the question saying that the terms could be positive OR negative. The more I have worked exclusively with college audiences, the fewer responses I get labeling this area as possibly positive. I'm not exactly sure what this is about, audiences have been same sex and mixed sexes, but it appears to me to be a manifestation of the growing pressure to be sexual the older one gets. Write a "+ and –" outside the box.*

Okay, and finally, the one you have all been waiting for, what do we call women who have lots of sex or who are perceived to be sexual? *"Whore, slut, tramp, ho, dirty, 'hood rat, hoochie, trick, Bitch, sleeze, trash" and on it goes. Everywhere I have done this, regardless of the age or the ethnic make up group, the geographic location, the group always comes up with more names, they get louder, and they enunciate these words more clearly.*

And these words, terms, are they positive or negative? Right, of course. Not only are they meant as insults, they are often taken as insults. *Although, like with many movements, I have heard that women are reclaiming some these terms or are reclaiming this "box" so to speak. Be prepared to address that should it arise in discussion.*



I want you to take a moment and just look at what you have created. Compare the boxes. Compare the value judgments placed on each of the behaviors. And don't get too caught up on the terms themselves. The point of this is mainly to look at the judgment of the behaviors for women and men, not to debate whether the words are used or what exactly their intent is.

Please write down a few of your thoughts. Keep them brief, but jot down a few things you notice from carefully examining what is up here.

*Facilitator, you can take this exercise in so many different places. I am only going to cover a few of them here. I try to complete the exercise in anywhere from 20 to 40 minutes depending on how much the group is willing to participate.*

What are some things you notice? *Here are synopses of replies. As I said above you can decide how much time to spend on each, or where you want to go with the conversation. Ultimately, we will get to what this all has to do with sexual assault, but if you have the time, see what the group comes up with first.*

*It is acceptable, laudatory even, for men to be sexual and it is completely unacceptable for women. The funny thing is, if men are supposed to be sexual and women aren't, who are men supposed to be having sex with? It just points out a lot of contradictions that exist in the culture.*

*Women are bitches if they do have sex and bitches if they don't. We're "screwed" either way. According to this model, do women have control over their sexual choices? Are they free to make whatever choices they want about their sexuality? No, she might be trying to please her family, or god, or morality or whatever on one hand, but also wanting to please her sexual partner. There is no room for her to make her own choices free of judgment. This is precisely why I wrote "Tease" out here in the middle. Sometimes a woman who is trying to walk a fine line between both of these areas is labeled a "tease." She's just trying to figure out what she wants, or she is trying to please everyone. Maybe she dresses a certain way, or maybe she'll do some things sexually and not others. All of this earns her that label. You can see how unfair it is.*

I also want to make really clear that I do not endorse this model. Rather than approving of all this, I am using the model to point out how things exist in our culture. We call it "The Game" because it gets in our heads and we play along often without even knowing it. But as you can see, and as we will continue to discuss, no one wins.

Other things you notice? *Men don't really have a choice either. There is only one place for them to go if they don't want to be considered a loser.*

*The only thing according to this that is completely positive is for men who are having sex.*

*If homophobia isn't brought up, I will bring it up.* According to this model, where am I if I am not heterosexual? The only place for me is down here in these negative places. What does that say about me and my sexuality? Some people argue that words are just words, that they don't mean anything. I don't agree. If I am a LGBT or questioning youth and all I hear is "That's so gay! and Fag!" trust me, it has a huge impact on how I feel about myself and how I think others may feel about me. According to national statistics, 1/3 of teenagers who commit suicide identify as LGBT or questioning.

Now, looking at this more closely, what might it have to do with sexual assault in our culture? *Well, with what you were just talking about, someone might force a female to have sex to prove he is not gay.*

*He might be so concerned with what others think of him that he will try to have sex with as many women as possible in order to avoid being labeled any of those things on the bottom.* And if this is in his mind, do you think he is really concerned about whether the sex is consensual? Probably not. In fact, if he goes to a group of his friends, as some guys are known to do, and tells them that he got some, do you think they ask him "Was it consensual?" *Lots of laughter and some discussion usually follows this.*

*What a guy learns according to this is that the only way to be "the man" is to have intercourse; forcing a woman to do something she doesn't want to do. This also refers to people as things rather than as people. Males who do not have sex and all women are negative things. This objectification combined with the pressure for a male to be sexual, powerful, and in control can lead to a male raping a woman or a man in order to exhibit that power. Also according to this model, a man is powerless unless he is being sexual. Power is gained through sex, consensual or otherwise.*

*If a woman isn't encouraged and supported in saying "yes" to sex, how can be empowered to say "no?" According to this, women are stripped of their ability to choose for themselves.*

How might this actually hurt men? It looks like men get all the benefits, but can you imagine that it could also be really destructive? *This doesn't allow men to find any meaning in their lives. It's all about sex.*

*We aren't really able to establish relationships with women or men. It's more about establishing power over them.*

*Men can't be satisfied with what this means for them.*

*Men are probably the targets of a great deal of men's violence.*



*It must be really exhausting for men always trying to prove themselves. Yes, it leads to a lot of pretty destructive behaviors for us.*

*Again, there are many other topics that may come up. I will leave you with the ones above. Keep in mind that this is an exploration of the topic, it is not an exact science. I have learned that some of these come up with some audiences and not with others. Some are more willing to discuss than others. Try not to get frustrated. Go with where the group is at. Use their examples and use other stories wherever you can to make your points clear.*

What can we do to CHANGE it? (A few examples of things that come up or that I will introduce)

- Be conscious about our language and choice of words.
- Interrupt when we hear these words being used.
- Teach and encourage boys and men to adopt a full range of intimate behaviors, not just relying on sexual intercourse to meet their “needs.”
- Teach boys and men that they have other options when they are horny. No one has died from blue balls. It isn’t up to their date or partner to take care of them.
- Model, teach and encourage boys and men to find power in healthy, respectful behavior. “Giving up” power can be just as powerful (if not more so) as constantly seeking to “take it” from others.
- Teach and encourage women to reclaim ownership of their bodies and of their sexuality. Their sexuality is not for men’s pleasure.
- Honor males and females who choose to be abstinent.
- Honor and support a multitude of sexual orientations.

### **C. Men’s Stand Ups**

This is another exercise from Allan Creighton and the Oakland Men’s Project. I use the other two exercises in Gender Socialization to establish firmly that gender is a construct; it is fluid, changeable. They are also used to provide concrete examples of ways gender construction in men is linked to violence and domination over other men and of women. Weaved throughout these exercises are not discussions and arguments over definitions or statistics or “fault,” but discussions of IMPACT and EFFECT. What is revealed through these exercises are real, tangible examples of ways people are hurt by violence, coupled with discussions and strategizing about what can be done to create change. These Men’s Stand-ups are meant to provide a final, real life example for men of how their masculinity was constructed in a way that limits them, that inhibits them from being fully human.

*To the audience:* I am going to read a number of statements. If you decide the statement is true for you, please stand up. It is important that this exercise be done in silence. Each of you decide for yourself whether you want to stand. If you decide to stand up, do so silently, look around the

room to see who is standing with you, and sit back down. Notice what you are feeling and thinking as each statement is read.

Stand up if you've ever

- worn blue jeans.
- worried you were not tough enough.
- exercised to make yourself tougher.
- been disrespected by an adult.
- been called a wimp, queer, or a fag.
- been told to act like a man.
- been hit by an older man.
- been forced to fight.
- been in a fight because you felt you had to prove you were a man.
- been deliberately physically injured by another person.
- been injured on a job.
- been physically injured and hid the pain.
- been sexually abused or touched in a way that you didn't like by another person.
- stopped yourself from showing affection, hugging, or touching another man because of how it might look.
- got so mad while driving you drove fast or lost control of the car.
- drunk or taken drugs to cover your feelings or hide pain.
- felt like blowing yourself away.
- hurt another person physically or sexually.

*Give the group a minute or so to collect itself. Depending on the size of the group, ask these processing questions all together, or if the group is too large, break into small groups and give each group a sheet with the questions written down.*

1. What feelings or thoughts did you have while going through the list above?
2. Which of these experiences are most alive in your memory? Which of these experiences have been the most painful?
3. Identify 3 qualities from the Act Like a Man Box that you are still trying to unlearn. (be tough, don't show your emotions, get a girl to do what you want, be ready to fight, make lots of money, boss people around, don't compromise, be in control, say the last word, etc.)
4. What were some of the names used in your youth to keep guys in the box? Are there any new ones? Are there any that you find yourself using on other people?



5. Do you have any “fighting words” that make you feel attacked and make you want to defend yourself? Why are they so powerful for you?
6. What are you doing to take care of yourself, to unlearn these things?

### **Closing Circle**

This circle is an opportunity to say anything you want about the day. Share feelings or thoughts. Ask questions. Or you have the right to pass.

Some of what has been shared:

*This has been really motivating.*

*I am excited to get started on the work.*

*I feel closer to the group than I ever have.*

*I have a lot to think about.*

*I feel like we have the tools to do this now.*

## **DAY 2**

### **Concrete, Tangible Tools for Unlearning Stereotypical Masculinity and for Engaging Men to Join the Effort**

#### **A. Men Benefit from Doing This Work. We have to show them this is true.**

What are the benefits for men to be non-violent/ outside of the masculine stereotype?

- Intimacy and openness in relationships
- Breaking down of sexual barriers
- Able to express emotions
- Trust
- Free expression
- Better interactions with women
- Comfort with women and self
- Lack of fear of women and how they are perceived
- “Weight lifted” Pressure release of unrealistic expectations
- Able to verbalize how they feel
- They feel better

#### **B. Knowing, Teaching, Discussing CONSENT**

From my experience working with males as young as 11 and on into adulthood, most of them agree rape is bad and wrong, and they have some general idea of what the law says about rape, but when it comes to a discussion of Consent, they are relatively clueless. This is what leads me to believe that there is an unknown quantity of men out there committing rape not because they hate women, or because they are seeking power over women, but because among other things, they don't REALLY know what rape is. Of course, I believe this is still related to sexism and patriarchy as systems of domination and control, but I have learned that they affect men and are practiced by men in different ways. It has also enabled me

to take a more compassionate approach educating men about ways we can make our sexual experiences safe, equal, and always consensual.

### **1.What is Consent? How would you define it in a sexual situation?**

- a. an agreement
- b. approval
- c. saying “yes”
- d. getting parental permission (ha-ha – it can feel like this is what is needed sometimes)
- e. an agreement where both people are sober
- f. a situation where there is free will; the freedom to say “yes or no”

These are all (mostly) good. I typically simplify it to “a sober agreement between the people involved, free of any sort of coercion or pressure.” Although this discussion can make having sex sound extremely complicated, that is not my intent. I do however believe men have a greater responsibility to create safe, equal sexual interactions.

### **2. Being Sure Sex is Consensual**

So, I assume you all want to make sure that your sex is consensual. How do we go about doing that? If I am with my sexual partner, and I want to make sure that person wants to have sex, what do I do?

*It’s funny, “ask” is almost always the first thing people say, but then there is lots of conversation and disagreement around that.*

a. Okay, so the best thing for me to do is ask. It is at the top of our list because a verbal response is probably the clearest response we are going to get. If I ask, I am going to get a “yes, a no, or a maybe” or variations of those three things. *There is the potential for a lot of discussion here: When does one ask? How often does one ask? What exactly is one asking for? And WHAT exactly does one say?*

b. Alright, so you want to be sure to get your partner’s consent, and you have heard that the best to do that is verbally. What do you say? How do you ask?

- 1. Is this okay? Do you want to keep going?
- 2. Would you like to engage in sexual activity? (*I actually had a guy suggest this once.*)
- 3. Can I touch you here? Would you put your hand where you’d like me to touch you?
- 4. Do you want to have sex?
- 5. I was wondering if sex was in our future?
- 6. Would this be a good time to ask if I should use a condom?
- 7. Are you comfortable with this? Not can I get you another pillow, but are you comfortable with what is happening?
- 8. Before we go any further we should talk.



These are all possibilities. Some you might feel are better than others or more realistic for you than others. Some of you might still be thinking I'm nuts. That's okay. I know this is a difficult thing to talk about. I also know that we have few if any examples of this taking place in reality. I am going to ask you to trust me. It's like riding a bike; you might fall off a few times, you might feel really stupid, but you will eventually get the hang of it, and it could even make the intimacy between you and partner grow considerably.

*Again, there are so many directions this discussion can go that I can't cover them all here. Other questions I might ask to spark discussion are:*

1. Why do we find it so hard to talk about sex?
2. Why does this seem so unrealistic to some of you?
3. Why might someone flat out refuse to ask? What might they be afraid of hearing?
4. If you ask for sex, and the answer is "no" does that have to be the end of the event? *(Trying to make the point that intimacy does not HAVE to = intercourse. There are other things a couple can do to please each other, to be close to each other than intercourse.)*
5. Do you have to ask the question every 5 minutes?
6. Is consent to one activity, say sexual touching, consent to oral sex, or consent to intercourse?

c. Paying attention to body language can be another way of determining if the interaction is consensual. However, let me be clear, in many situations, this is not anywhere near as reliable as getting consent verbally. If your partner is sober, fully conscious, and actively and willingly participating in what you are doing, it is reasonable to believe that consent exists.

Again, for all of the reasons I have listed, I still encourage you to have a conversation with your partner about sex. If you refuse to do this, and are relying on body language alone, also pay particular attention to your partner's facial expressions, her body's level of rigidity or reluctance, and whether or not she is actively participating in what you are doing.

*This is often where a discussion arises about alcohol and consent. Avoid arguments about the law. They are pointless and they are some men's way of rejecting your suggestion that men take responsibility for establishing consent. I also personalize it sometimes: "I don't care what the law says. I want my sexual partner to be fully conscious and aware of what is happening. I want to have sex with a person, with all of that person's capabilities."*

d. Finally, it is pretty safe to assume consent exists if your partner initiates a particular activity; however, it is consent only for that activity. Don't assume that your partner is interested in intercourse if he initiates oral sex. I

sometimes share stories I heard at the rape crisis center of this kind of thing happening. A woman would be interested in a guy, attracted to him, and initiate something on a date. This went from a fun, enjoyable thing for her (and what she thought would be for him) into a situation where she gets sexually assaulted. He often felt like she owed him because she started it, or that it was his right because she had aroused him. We have to teach guys differently.

### **C. Outcomes Based Planning**

We often engage in this work mulling about day to day with ideas about where we are headed but without having clearly expressed those ideas or without defining the direction we are headed. It is simple to plan and carry out activities without a clear goal in mind, but ultimately it is not as effective as plotting your course.

It is imperative to set goals and objectives in order to and to measure where we are in the process, as well as to look back on the route we have taken. Outcomes should be measurable. In order to accomplish this, it is a good idea to begin the outcome with “increase or decrease.” Once the goals and objectives are established, projects and activities can be planned that have a direct link to a specific goal.

#### **Potential Outcomes for a Group:**

- Increase the size of the group
- Increase name recognition on campus
- Increase awareness of violence against women and other forms of violence
- Decrease incidents of dating/domestic violence

#### **Outcome related Activities/Events/Projects**

- **Increase Size of Group**
  - Website – will begin early in Fall Quarter, someone has contact?
  - Email list – begin to generate list at campus involvement event?
  - Use existing announcement systems
  - Newspaper
  - Be pro active
  - Letter to the editor
  - Nominations/Sign up sheets
  - Recruit at every event
  - Create different ways for involvement
- **Increase Name Recognition On Campus**
  - Everything from “Increase size of group”
  - Talk to leaders on campus
  - Talk to faculty; ask for brief time in class
  - Tables
  - Flyers
  - Create a Logo, Buttons, T-shirt, Bumper sticker



- **Increase Awareness of Violence Against Women and Other Forms of Violence**
  - Table tents
  - Flyers
  - Newsletters
  - Bulletin board kit for RA's
  - Press kit
  - Classroom speaking
  - Educational programming
- **Decrease incidents of dating/domestic violence**
  - Meet all other goals and objectives ☺
  - Encourage/teach healthy relationship behaviors
  - Encourage/teach men to adopt less rigid notions of masculinity
  - Decrease tolerability of violence
  - Provide education on clear communication
  - Give examples of respectful relationships
  - Create dialogue about the importance of equality in relationships

Once all of this has been brainstormed and discussed, narrow it down to “doable” activities given the number of men in the group and the amount of time each person has. It is also very important to establish a timeline for the completion of the objectives and a list of tasks for each member to complete.

**D. Main Messages – I suggest getting these down to 4 or 5, but it's a good start. Use these consistently in your advertising, speaking, etc. Be sure all members can address each one verbally. This will provide good facilitation/speaking practice and will prepare the group for explaining the concepts to its audiences.**

**These are extremely important. I have had men involved in the program for as many as 3 years and they still struggle to define and explain what the group is about. If all members can articulate the main messages, they will be well on their way to helping others understand the purpose and goals of the group.**

1. Men ('s voices) play an integral role in violence prevention
2. MAV is pro-male/pro-female/pro-people
  - Proud to be feminist
  - Pro-feminist
  - Feminist does not equal anti-male
3. Violence affects everyone
4. Rape is not just a women's issue
5. Stereotypes lead to violence
6. Men don't have to be violent
7. Men can be peaceful
8. Aggression does not equal male

**E. Recruiting/Marketing Strategies – Reaching as many men as possible**

1. Peer education around the issues
2. Incorporating Positive/Inclusive/Empowering messages
3. Teaching men what they CAN do instead of telling them what NOT to do
4. An interactive Website
5. Literature/Brochures
6. Information Tables
7. Power point slides for professors
8. Awareness events
9. Coalition building
10. Scheduling with events that already exist

**F. Ideas for Collaboration – these have come out of work with various university men's programs as ideas for collaboration.**

1. Athletes – be present at games, ask them sign nonviolence commitment or pledge cards
2. Lesbian Gay Bisexual Transgender Alliance – guess the straight person panels, National Coming Out Day, World AIDS Day, Drag Show
3. Women's Group/Advocates – co-facilitate programs, table together, off campus service projects, a survivor panel made up of females and males, create a new program together, co-design the website, hold class/meeting time together, socials, potlucks, have a group liaison, co-design literature
4. (Other groups geared toward social justice)
5. Center for Multicultural affairs, Ethnic Student Center
6. Women's Center
7. Black Student Union
8. Asian Student Union
9. Muslim Student Association
10. Hillel
11. Women's Studies Student Council
12. Commuter Student Association



# **Web Links and Resources Related to Campus Sexual Assault**

Please note: The contents of the following web sites and resources are not necessarily endorsed by WCSAP.

## **Intercollegiate Coalition Against Sexual Assault**

<http://students.syr.edu/icasa/index.html>

## **The National Network of the Clothesline Project**

<http://www.clotheslineproject.org>

## **National Organization for Women: Focus on Campus Rape**

<http://www.now.org/nnt/fall-99/campus.html>

## **National Sexual Violence Resource Center**

[www.nsvrc.org](http://www.nsvrc.org)

## **Our Stories (video)**

[www.OurStoriesOnline.com](http://www.OurStoriesOnline.com)

## **Rape Is...(video)**

[www.rapeis.org](http://www.rapeis.org)

## **Rape Treatment Center: Santa Monica—UCLA Medical Center**

[www.911rape.org](http://www.911rape.org)

**Safe Schools Coalition, Inc.** (sponsor of annual International Sexual Assault and Harassment Conference)

<http://www.ed.mtu.edu/safe/>

## **SAFER: Students Active for Ending Rape**

[www.safercampus.org](http://www.safercampus.org)

**Security on Campus, Inc.**  
<http://www.campussafety.org>

**SOAR: Speaking Out About Rape**  
[www.soar99.org](http://www.soar99.org)

**SpeakOut: The North American Student Coalition Against Sexual Violence**  
<http://members.aol.com/nascasv/coalition.html>

**V-Day: Until the Violence Stops**  
[www.vday.org](http://www.vday.org)

**Violence Against Women Net**  
<http://www.vawnet.org/>

## **Pacific Northwest Organizations**

**Center for the Prevention of Sexual and Domestic Violence** (religious resources)  
[www.cpdsv.org](http://www.cpdsv.org)

**Dynamic Directions**  
*Provides safety assessments of college, university of facility environments.*  
P.O. Box 73, Cataldo, ID 83810 Phone: (208) 682-4564

**Hate Free Zone**  
<http://www.hatefreezone.org>

**Home Alive**  
*Teaching tools for a life free from violence and hate.*  
[www.homealive.org](http://www.homealive.org)

**Me Ra Koh: author of Beauty Restored** (religious resource)  
[www.merakoh.com](http://www.merakoh.com)



**The Northwest Network**

*Support and advocacy for bisexual, trans, lesbian and gay survivors of abuse & dating violence.*

[www.nwnnetwork.org](http://www.nwnnetwork.org)

**Tools for Change**

[www.toolsforchange.org](http://www.toolsforchange.org)

**Washington Coalition of Sexual Assault Programs (Olympia, WA)**

[www.wcsap.org](http://www.wcsap.org)

**National Reports on Campus Sexual Assault****National Baseline Study on Campus Sexual Assault: Adjudication of Sexual Assault Cases © 2000**

by Sophie W. Penney, Ph.D., Lawrence Tucker, Ph.D., and John Wesley Lowery

[http://asja.tamu.edu/news/baseline\\_study.htm](http://asja.tamu.edu/news/baseline_study.htm)

**The Sexual Victimization of College Women, December 2000**

by Bonnie S. Fisher, Francis T. Cullen and Michael G. Turner

<http://www.ojp.usdoj.gov/bjs/abstract/svcw.htm>

# NATIONAL SEXUAL VIOLENCE RESOURCE CENTER

A PROJECT OF THE PENNSYLVANIA COALITION AGAINST RAPE

123 North Enola Drive, Enola, Pennsylvania 17025

Toll Free: 877-739-3895 or 717-909-0710

TTY: 717-909-0715 - Fax: 717-909-0714

www.nsvrc.org

## College Campus Resources Fax Order Form

**Fax to: (717) 909 - 0714**

**Attention: Barbara Dwyer**

**From: Name**

**Job Title**

**Organization**

**Address**

**Phone #**

**Fax #**

**Email**

The resources listed below are free and provide information specific to college campus communities. Identify your selection(s) by circling the box to the left of each resource. Thank you!

- ☐ *General Sexual Violence Information for campus communities*
- ☐ *Poster Campaigns*
- ☐ *Speakers, Trainers and Consultants*
- ☐ *National Directory of Projects Working to Eliminate Sexual Violence*
- ☐ *The Resource* - Newsletter of the NSVRC - Fall/Winter 2001. Featured inside: Talking to Men About Rape, Blind Reporting, NSVRC and VAWnet Collaboration, Coalition Spotlight... and more.
- ☐ *Sexual Assault Awareness Month Resource Book* - Provides guidelines, tips, strategies, and ideas to sexual assault coalitions, local rape crisis centers, colleges, and others interested in public awareness and education activities to highlight and prevent sexual violence.
- ☐ *Other, please describe below.*





*The Tools for Change* is a multicultural organization providing training, [consulting and facilitation](#) services on issues of gender, racial and class justice, women's empowerment, healing and maintaining well-being in the midst of crisis. We offer long-term consultation, large group meeting design and facilitation, as well as training on power, diversity and vision-building. For those engaged in making social and ecological justice, we host gatherings to inspire dialogue, open the imagination, deepen relationships and empower people's work.

Our sister organization is the *Tools For Change Institute* a non profit dedicated to bringing history, heart, spirit, values and vision into the center of public life. We assist groups and individuals to cultivate holistic approaches that open the imagination and foster creativity. When heart and spirit are a part of everyday interactions, people come to trust their own wisdom, build authentic relations, inspire mutual support, work more effectively, and avoid burnout—all of which are vital to succeed in bringing about a just and sustainable society. The *Institute* sponsors [Circles for Change](#), a network of circles for people who come together to both gain clarity and the courage to act for justice.

Co-founder, Margo Adair is the author of [Meditations on Everything Under the Sun](#), [Working Inside Out](#) and co-authored, [Breaking Old Pattern Weaving New Ties](#) which has been a center piece in the campus Intergroup Dialogue campus movement.

For an overview of some of the issues related to culture and sexual assault please see their paper [The Intersections of Racism, Classism & Gender Oppression Addressing Domestic Violence and Sexual Assaultt.](#)

Some workshops offered:

- ❖ [Gender Justice](#)
- ❖ [Healing the Healer](#)
- ❖ [Women' Empowerment](#)
- ❖ [Communication & Conflict Resolution Skills](#)
- ❖ [Freeing Ourselves from Interlocking Oppressions](#)
- ❖ [Visioning Justice and Sustaining Activism](#)

We offer many free resources for groups working to create just relations see our websites: [www.toolsforchange.org](http://www.toolsforchange.org) and [www.instituteforchange.org](http://www.instituteforchange.org)

Write us at [info@toolsforchange.org](mailto:info@toolsforchange.org) or call 206 329-2201.

---