THE ROYAL PACT PROGRAM

Promoting Awareness of the College Transition

THE UNIVERSITY OF SCRANTON
A JESUIT UNIVERSITY

Developed and facilitated by the Jane Kopas Women's Center as part of the
Division of Student Life and the Counselor Training Center at The University of Scranton

THE ROYAL PACT PROGRAM

The Royal PACT (Promoting Awareness of the College Transition) Program was originally developed to assist students in the transition from high school to college. The transition can be both exciting and overwhelming as students meet new people, immerse themselves in a new environment, and begin a new phase of their academic career.

PACT serves as an opportunity for current University of Scranton students to speak with new students about healthy relationships, communication, consent, sexual harassment and sexual misconduct, and resources. This brochure is intended to serve as an accompanying document to the conversations and contains important definitions, information, and resources.

The transition from high school to college is an exciting and meaningful time full of potential for learning and growth. PACT seeks to empower students with knowledge and skills to foster a campus community that is safe, healthy and free from violence and threats. Therefore, this program is both educational and preventative.

Consistent with The University of Scranton's ideal of cura personalis, this program strives to consider the physical and emotional wellness of the whole person by providing essential information that is instructive and relevant to young adults. Most importantly, this program aims to enhance the safety and well-being of our whole community. We hope that this brochure will inform you and serve as a guide as you navigate challenges ahead.

Disclaimer: This brochure is for educational and informational purposes only. Members of The University of Scranton community are bound by the University's Sexual Harassment and Sexual Misconduct Policy, which can be found at https://www.scranton.edu/equity-diversity/docs/sh-sm-policy.pdf.

5.2020

Why Are We Here?

The Promoting Awareness of the College Transition

program is vital in understanding more about the transition to university life. Inherently, such a transition requires meeting new people, developing new relationships and getting used to a new routine. However, it is important to understand that developing safe and healthy relationships takes time and care. PACT facilitates conversations about this transitional period.

This program will help you understand:

- challenges that can occur in the **transition to college**
- **meaningful communication** in relationships
- the difference between **healthy and unhealthy relationships**
- the importance of **care and caution** in relationship development
- the necessity and legality of **agreement and consent**
- **definitions** of sexual assault and misconduct
- implications of **alcohol and other drugs**
- University and community **resources**

Colleges and universities are exciting places of learning and growth as students pursue new ideas and opportunities. Yet this period of transition can also be a time of higher risk as students venture into unfamiliar environments and situations. For this reason, it is imperative that students use care and caution when navigating new relationships and environments. Awareness of "The Red Zone" can help students choose appropriate social activities and model safe behaviors.

"The Red Zone"

The "Red Zone" is the period between first-year move-in and fall break. During this time, there is a higher occurrence of sexual assaults on college campuses. Specifically, first-year students are at a higher risk of experiencing sexual assault. This may occur in part due to the following:

- **Navigating a New Environment:** Students may unknowingly make risky decisions such as attending parties or gatherings in unfamiliar locations in order to create new relationships and establish a social network.
- **Independence:** This new-found freedom may lower inhibitions and prompt students to test their limits in various situations. Therefore, students tend to take more risks.
- **Acceptance:** A desire for social acceptance may cause students to succumb to peer pressure while ignoring their own values and personal safety.
- **Stereotyping:** Society still encourages males to be competitive and aggressive, while teaching females to be more passive and non-confrontational.

More than 50% of college sexual assaults occur between August and November.

Bureau of Justice Statistics Campus Climate Survey Validation Study, 2016

Healthy Relationships

Relationships are central to peoples' lives across all personal, social, and professional contexts. We learn about other people in relationships, but we learn a great deal about ourselves and our world as well. Healthy relationships are possible and can provide us with the gift of connection and growth. *What does a healthy relationship look like?* Here's what to look for:

RESPECT

A healthy relationship means learning about the other person and respecting what is important to that person. In friendship, we seek people by whom we feel supported and with whom we enjoy spending time. Respect, in an intimate relationship, asks for each partner to feel valued enough to talk openly about their desires and fears. Each partner should have respect for one's own body, should feel comfortable choosing whether or not to be sexually active, and, if so, at what pace and level. When someone makes ***a choice*** to participate in an activity, that person is giving consent. This is a critical dimension of respect.

HONESTY

In the context of human communication, people are generally said to be honest when they tell the truth to the best of their knowledge and share what they know, think, or feel. Most people would agree that honesty is crucial to any healthy relationship. At the same time, honestly expressing our thoughts and feelings about what we want to happen in a relationship is a challenge. Sometimes, people can neglect their own thoughts or beliefs for fear of disagreement or judgment. It is important to be true to yourself and clear with others at every step in a relationship.

TRUST

Trust is fragile because it takes time to build up and little time to tear down. Healthy relationships are dependent on cooperation. This means you can count on each other and that the other person will be there for you. Trust doesn't come easily and, for most people, needs to be developed over time.

SAFETY

Relational safety exists when people are free to express their feelings and beliefs without fear of consequences for being who they are.

A safe relationship exists when:

- Each person's dignity is upheld.
- All people are free from fear, intimidation or judgment.
- There is no threat of danger, harm or risk.

"Honesty is integral to all relationships, whether romantic, sexual, or platonic. Your relationships should provide you with the comfort to be honest with both yourself and the other person."

Karlie Ashcroft, G'21

Expectations of Relationships

It is important to think about what your expectations are in terms of the many relationships that you will develop during college. Think about the following questions:

- What is the difference between acquaintances and established relationships?
- What do you want from these types of relationships?

FRIENDS & ROOMMATES

INTIMATE PARTNERS

FAMILY

MENTORS/ADVISORS

PROFESSORS

- What are reasonable expectations in these different relationships?
- How much time will it take to properly develop these relationships?
- What factors keep you in a healthy relationship?
- What factors or events end a healthy relationship?

It is important to realize that relationships take time to develop. There are many different types of relationships in college. These questions are important to consider throughout this transition. Making connections at Orientation or at your first residence hall or commuter meetings is wonderful, but it is important to realize that developing healthy relationships takes some time and effort. Not all of these people will automatically become your instant friends. This is okay! Take the time to meet new people and be thoughtful in developing relationships that are motivating and life-giving.

What is your definition of a healthy relationship?

"A healthy relationship is built on the mutual respect of each other and each other's boundaries, trust, and open communication."

Mei Lin McElhill G'23

"Healthy communication is when there is mutual trust and respect. They can say how they're feeling and know the other person will respect their perspective."

Ashley Walker '21

Assertive communication is critical in developing and sustaining healthy relationships.

Communication

Assertive communication is critical in developing and sustaining healthy relationships. Listening to others and really "hearing" their needs, likes, and dislikes is a sign of a strong relationship. In a relationship that may be intimate, communication cannot be compromised. Partners need to be able to talk about whether they are comfortable before engaging in any sexual activity.

In order to engage in meaningful communication, it is important to understand the four types.

Passive Communication is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings. Thus, protecting their rights and identifying and meeting their needs is difficult. Passive communication is usually born of low self-esteem. These individuals often believe: "I'm not worth being cared for or loved."

Aggressive Communication is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are often verbally and/or physically abusive. Aggressive communication may be born of low self-esteem (often caused by past physical and/or emotional abuse), unhealed emotional wounds, and feelings of powerlessness. Retaliation, or hurting someone else because you have been hurt, is a form of aggressive behavior.

Passive-Aggressive Communication is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. Individuals often act in passive-aggressive ways to deal with an overwhelming lack of power. A passive-aggressive individual can frustrate the people around them and seem sincerely dismayed when confronted with their behavior.

Assertive Communication is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Assertive communication aids a person in developing clear expectations, needs, and desires. It is a balance between articulating directly and clearly one's needs while respecting the needs of another. Think about some reasons why individuals might hesitate in asserting themselves in a relationship. On the next page you will find some roadblocks in achieving effective and assertive communication.

Roadblocks to Assertiveness

ROADBLOCK	ASSERTIVE COUNTERPART
If I assert myself in any relationship, others will get mad at me.	If I assert myself, the results may be positive, negative, or neutral. However, since assertion involves legitimate rights, the odds of having positive results are in my favor.
If I assert myself and others become angry with me, it will be awful; I will be devastated.	Even if others become angry, I am capable of handling it without falling apart. If I assert myself when it is appropriate, I don't have to feel responsible for others' feelings.
Although I prefer others to be straightforward with me, I am afraid that if I am open with them and say, "No," I will hurt them.	If I am assertive, others may or may not feel hurt. Others are not necessarily more fragile than I am. I prefer to be dealt with directly and quite likely others will too.
If my assertion hurts others, I am responsible for their feelings.	Even if others are hurt by my assertive behavior, I can let them know I care for them while also being direct about what I want or need. Although at times, they will be taken aback by my assertive behavior, they are not so vulnerable and fragile that they will be shattered by it.
It is wrong to turn down legitimate requests. Others will think I am selfish and won't like me.	Even legitimate requests can be refused assertively. Sometimes, it is acceptable to consider my needs before others. I can't always please others.
I must avoid making statements or asking questions that might make me look ignorant or stupid.	It is okay to lack information or make a mistake; it just shows that I am human.
Assertive people are cold and uncaring. If I am assertive I'll be so unpleasant that others won't like me.	Assertive people are direct and honest and behave appropriately. They show a genuine concern for other people's rights and feelings as well as their own. Their assertiveness enriches their relationships with others.

Consent

Consent is an active and positive exchange of words or actions that indicate a willingness to participate freely and voluntarily in mutually agreed upon sexual activity.

Consent cannot be given if a person is:

- **physically or mentally incapacitated, including when the incapacitation stems from alcohol or other drugs;**
- **unconscious;**
- **asleep; or**
- **under the age of consent (16 in Pennsylvania)**

Consent can only be given when there is equal power between the involved parties. The use of force, threats of force, or coercion does not constitute consent. Neither the existence of a dating relationship between persons (including past sexual relations) nor silence indicate consent. Learning how to talk about consent, gain consent, and deny consent helps each person minimize the risk of unwanted sexual contact. There are several components of consent, all of which must be present before people can mutually and equally participate in a sexual relationship.

Persons must:

- **clearly understand the actions in which they have agreed to participate.**
- **be aware of the consequences of and the alternatives to their choice and actions.**
- **know that a decision not to participate will be respected as much as a decision to participate.**
- **voluntarily agree.**
- **recognize that consent is an ongoing process; It can be given or taken away at any time.**

The only way to guarantee consent exists is to make sure it is offered verbally and at each step of sexual activity. Remember clear and meaningful communication is key for all parties involved.

"When it comes to consent if it is not a 'yes' it is a no. Consent is a crystal clear conversation with no grey areas."

MaKenna Bryant '22

When consent is not actively present, an unhealthy relationship exists.

The Five Principles of Consent

1) **Privilege:** Sexual activity is never a right, it is always a privilege.
2) **Permission:** Since sexual activity is a privilege, permission must be given each time.
3) **Justification:** There is never a good enough excuse to violate another's boundaries.
4) **Intent:** Do not intend to harm another person while engaging in sexual activity.
5) **Responsibility:** Act responsibly. Understand that persons who experience sexual assault or violence never bear any responsibility for the harm caused by another.

"Consent is an active understanding between people about what they are comfortable doing. If there is any uncertainty, there is no consent. Consent must be continuously evaluated."

John Fimmano, '21

Signs of Non-Consent

The following are some examples and signs of non-consent.

Verbal Refusal: When someone says "no" or "don't do that" or "please stop" or "I don't want to do this."

Implied Verbal Refusal: When someone says "I don't think I want to go this fast" or "I'm not sure I want to do this."

Physical Resistance: Trying to get away, freezing up, trying to leave, rolling over or away, pushing away, moving someone's hands, trying to put clothes back on.

Lack of Positive Exchange: Silence, lack of engaged participation, unresponsiveness, or avoiding eye contact.

If sexual activity continues after any of these indicators, **misconduct has occurred**.

Sexual Harassment and Sexual Misconduct: What Are They?

Sexual harassment and sexual misconduct include a wide range of non-consensual behavior, none of which are tolerated in our University community. Many of these behaviors also constitute crimes. Please refer to the full definitions in the Sexual Harassment and Sexual Misconduct Policy.

Sexual harassment is any unwelcome conduct of a sexual nature that is perceived by a reasonable person to be severe, pervasive, and objectively offensive, or when the conduct is used by an employee in exchange for aid, benefit, or services. Sexual harassment includes sexual assault, intimate partner violence (including dating or domestic violence), and stalking.

Sexual assault is any non-consensual attempted or completed sexual intercourse (oral, anal, or vaginal penetration, however slight) with a body part and/or object.

Intimate Partner Violence (including Domestic and Dating Violence) is defined as any act of violence or threatened violence that occurs between individuals who are involved or have been involved in a sexual, domestic, dating, or other intimate relationship.

Stalking is defined as a course of conduct (more than once) directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. Examples include following someone or making repeated unwanted communications that place the other person in reasonable fear of bodily injury or cause substantial emotional distress.

Sexual misconduct refers to other types of unwelcome conduct of a sexual nature outlined in the University's Sexual Harassment and Sexual Misconduct policy, and includes sexual exploitation.

Sexual exploitation is an act or acts attempted or committed by a person for sexual gratification, financial gain, or advancement through the abuse or exploitation of another person's sexuality. Examples include but are not limited to non-consensual touching, fondling, or kissing, non-consensual voyeurism, non-consensual recording of sexual activity and or a person's intimate parts, non-consensual dissemination of such recordings, allowing others to view sexual activities without the consent of all of the participants, exposure of one's body in an indecent or lewd manner, sexual activity in public or semi-public places or exposing another person to a sexually transmitted infection or virus without the other's knowledge.

Acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise may constitute sexual harassment or sexual misconduct. Physical force is not necessary for an act to be sexual harassment or sexual misconduct; it is the unwelcome nature and/or **absence of consent** that makes these acts violations of our Sexual Harassment and Sexual Misconduct Policy.

Sexual assault is never the fault of the person who was assaulted.

This is true even if the person who was assaulted was an acquaintance, very close friend, partner, neighbor, date, or previous intimate partner with the person who engaged in the assault. It is also true even if the person who was assaulted was consuming alcohol, flirting, wearing revealing clothes, froze and did not or could not say "no," originally said "yes" and then said "no," or elected not to report the assault.

Drug-Facilitated Sexual Misconduct

Drug-facilitated sexual assault involves administering an anesthesia-type drug to render a person physically incapacitated or helpless, and thus incapable of giving or withholding consent.
A person who has been drugged may be unconscious or otherwise incapacitated during all or parts of the sexual misconduct and may be unable to recall events that occurred while under the influence of drugs or alcohol. Alcohol is by far the most prevalent drug used to facilitate sexual misconduct and is easy to use because it is legal and socially acceptable.

Remember:

Alcohol is the primary drug used to facilitate sexual misconduct, and is most likely to be the vehicle used to administer anesthesia-type drugs

Other commonly used drugs to facilitate sexual misconduct include:

Rohypnol, also known as roofies, which can give color to light drinks and make darker drinks cloudy. It takes effect within 20 minutes and lasts up to 12 hours.

GHB, also known as G or liquid ecstasy, lowers blood pressure, hearth rate, and breathing.

Ketamine, also known as K or special K, can be liquid, powder, or a pill.

Drug-facilitated sexual misconduct can happen to anyone, by anyone, including strangers, acquaintances, and partners.

What To Do If You Think You May Have Been Drugged

If you suspect that you have experienced drug- or alcohol-facilitated sexual misconduct, you have many options regarding the type of assistance you may want. It is important that you get to a place where you feel safe and can talk to a person about what happened. Consider telling more than one person who will help you explore your options and ensure safety.

Alcohol-Facilitated Sexual Misconduct

Alcohol often forms the basis for social interactions on campus. There is a correlation between the amount of alcohol consumed and the incidences of sexual misconduct; more alcohol means the possibility of more sexual misconduct. **Alcohol does not cause sexual violence.** People are unlikely to perpetrate sexual violence while impaired by alcohol or other drugs if it is not something they think about while sober. Instead, alcohol acts more like a permission slip. By reducing inhibitions, alcohol often makes it more likely that someone will choose to perpetrate sexual violence. Sexual misconduct occurs despite alcohol use, not because of it. When someone is intoxicated, we call that person "impaired." "Impaired" means that the person has more difficulty utilizing good judgment. People who are impaired by alcohol or other drugs have an increased likelihood of perpetrating sexual violence, and a decreased ability to withhold or give consent. Alcohol does not excuse responsibility and is never a defense for sexual assault or sexual misconduct.

Consent must be present in healthy relationships.
INCAPACITATED PERSONS CANNOT GIVE CONSENT!

Consider This:

- Drinking is a socially acceptable activity used as an excuse for socially unacceptable behavior.
- Alcohol results in cognitive impairments and can halt utilizing good judgment.

The Effects: How Drugs and Alcohol Used to Facilitate Sexual Misconduct Make You Feel

- Relaxed with lower inhibitions and impaired judgment
- Blurred vision, seeing things that are not there
- Sudden, unexplained drowsiness, dizziness, or confusion
- Nauseous
- Numb and/or unable to speak or move; trouble with coordination
- Loss of consciousness and memory loss

How Do I Determine If Sexual Misconduct May Have Been Facilitated by Drugs or Alcohol?

The following scenarios may point to the possibility that you were drugged to facilitate sexual misconduct:

- You remember taking a drink but cannot recall what happened for a period of time after consuming the beverage.
- You feel a lot more intoxicated compared to the amount of alcohol consumed, or you feel intoxicated after drinking a non-alcoholic beverage.
- You wake up in a strange or different location without knowing how you got there.
- You wake up feeling "hung over" or "fuzzy," experience memory lapses, or are unable to account for a period of time.
- You feel as though you have had sexual intercourse but cannot recall any or all of the incident.
- Your clothes are absent, inside out, disheveled or not yours.

About 85-90% of sexual assaults reported by college students involve alcohol use by one or both parties and occur by someone who is known to them.

National Institute of Justice, 2008.

Please refer to the reporting section on page 16 of this brochure for more detailed information on reporting options & resources.

Intimate Partner Violence

Intimate partner violence is defined as any act of violence or threatened act of violence that occurs between intimate partners.

- Intimate partner violence includes **threatening or causing physical harm** or engaging in other conduct that endangers the health or safety of the other partner.
- Violence is about **power and control**.
- Violence often develops as a **pattern of controlling behavior**.

Abusive behavior is any act carried out by one partner aimed at hurting or controlling the other. Intimate partner violence can occur in any relationship, regardless of gender, sexual orientation, race, ability, length or status of the relationship, or any other characteristic. Verbal and emotional abuse can be equally as harmful as physical violence and can often be a warning sign of physical violence.

About 1 in 4 women and 1 in 10 men experience sexual violence, physical violence, and/or stalking by an intimate partner during their life-time. More than 54% of trans and non-binary people experience some form of interper-sonal violence in their lifetime.

CDC's National Intimate Partner and Sexual Violence Survey: 2015 Data Brief (2018) and the Natioanl Center for Transgender Equity's 2015 U.S. Transgender Survey (2016)

If you witness or experience intimate partner violence, it is important to consider taking measures to protect yourself such as,

- **removing yourself from the situation immediately,**
- **telling someone that it is happening,**
- **notifying authorities if unwanted contact continues.**

"A healthy relationship is one in which individuals show mutual respect, appreciation, and support."

Brion Harris '20

Indicators of Potential Intimate Partner Violence

A person who demonstrates a pattern of these behaviors may perpetrate intimate partner violence, which is a form of sexual misconduct. These behaviors also contribute to unhealthy relationships.

- **Lack of respect**
  Especially toward intimate partners
- **Abuses alcohol and drugs**
  Abuses these substances and encourages others to do the same
- **Quick involvement**
  Comes on strong; requests serious commitments right away
- **Jealousy**
  Extremely possessive; calls/texts constantly or visits unexpectedly
- **Controlling behavior**
  Always has to know who you talked to and where you were; makes you ask for permission to go anywhere
- **Unrealistic expectations**
  Expects you to be perfect
- **Hypocritical behavior**
  Has different standards of behavior for self and partner
- **Isolation**
  Tries to cut you off from family and friends; takes away your phone or car; tries to keep you from attending class or being involved with campus activities
- **Blames others for problems**
  It's always someone else's fault if anything goes wrong
- **Blames others for feelings**
  Says *"You're hurting me by not doing what I tell you"*
- **Hypersensitivity**
  Easily insulted
- **Cruelty to animals and children**
  Treats animals poorly; may expect children to do things far beyond their ability or tease them until they cry
- **Makes comments about use of force during sex**
  Claims the use of force (i.e., holding one down, restraining a person) is exciting to them during sexual activity
- **Verbal abuse**
  Constantly criticizes you or says cruel things; puts you down, curses, calls you ugly names
- **Sudden mood swings**
  Goes from sweet and loving to explosively violent in a few minutes
- **Past abuse**
  Admits hitting partners in the past but says the situation caused it
- **Threats of violence**
  Makes statements such as *"I'll break your neck,"* then says *"I didn't mean it"*; threatens self-harm or suicide if the relationship does not progress a certain way

Stalking

Stalking is a serious form of sexual misconduct. Anyone can be stalked or engage in stalking behavior. Stalking is a crime that is often ignored and sometimes viewed more as a joke than a problem. Stalking is a problem that can often lead to threats – and even worse – violence.

What is Stalking?

Stalking is a complex form of interpersonal violence involving a pattern of behavior directed at or related to a specific person. According to The University of Scranton's Sexual Harassment and Sexual Misconduct Policy, stalking is defined as a course of conduct (more than once) directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. The behavior is experienced as unwanted or intrusive and the targeted person may react with fear, concern and avoidance.

How do I Know If I'm Being Stalked?

There are many behaviors associated with stalking. Common behaviors of persons who engage in stalking include:

- Persistent phone calls, texts, social media messaging, emails or other communications
- Direct verbal or physical threats
- Waiting or showing up uninvited at or near one's residence, workplace or classroom
- Gathering information about a person from friends, family and/or co-workers
- Unwanted following or surveillance
- Manipulative behaviors such as threatening suicide
- Sending unwanted gifts, cards or other items
- Defamation – lying to others about a person.

What to do if you are being stalked?

- Clearly state that you do not want any further contact (it is best to do so in writing where you can save a copy of your correspondence). After doing so, end all communication.
- Create a log and save all copies of communication including date, time, and location of the incidents. Immediately print hard copies of all electronic or written correspondences. Do not delete any emails, texts or pictures you receive.
- Notify University staff (i.e., University Police, Office of Equity and Diversity) as soon as possible. Please refer to the reporting section of this brochure on page 16 for more information.
- Change your routine. Do not always go to the same places to hang out if you can.
- Don't answer the phone or door if you do not know who it is.
- Let others know you are being stalked/harassed.

Online-Stalking

Although there is no universally accepted definition of online stalking, the term is used to refer to the use of the Internet, e-mail or other electronic communications devices to stalk another person. In addition, cellular phone technology inclusive of GPS technology allows stalking to occur undetected.

Online Safety Tips

- Select usernames and email addresses that adequately protect your identity.
- Get familiar with privacy settings to know what happens with the photos and information you share.
- Be aware that many social media sites, such as SnapChat, as well as messaging apps and services, use GPS data to allow others to know where you are; disable these settings or selectively enable them.
- Avoid posting personal data, such as personal email address, cell phone number, address, etc.
- Don't give out information simply because it is requested.
- Note that even with privacy settings, nothing online is truly secure.
- Be cautious about putting any pictures of yourself, family, and friends online, especially when location is tagged.
- Be mindful of passwords: keep them unique, change them frequently, and never give them to others.

1 in 6 women and 1 in 17 men experienced stalking at some point during their lifetime. 16% of trans and non-binary people also report being stalked by an intimate partner in their lifetime.

CDC's National Intimate Partner and Sexual Violence Survey: 2015 Data Brief (2018) and the National Center for Transgender Equality's 2015 US Transgender Survey (2016)

Sexual Harassment and Sexual Misconduct: Reporting Information, Support and Resources

The University offers care and support for students who have experienced sexual harassment or sexual misconduct while remaining mindful of the safety and well-being of the larger University community. Federal laws (i.e., Title IX of the Education Amendments of 1972) require the University to take immediate and appropriate steps upon becoming aware of allegations of sexual harassment or sexual misconduct. The University will make every reasonable effort to preserve an individual's privacy in light of this responsibility.

The following information does not take the place of the Sexual Harassment and Sexual Misconduct Policy. Rather, it is provided to raise awareness of reporting options, support and resources.

Private and Confidential Resources

The University encourages the reporting of all incidents of sexual harassment and sexual misconduct and is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under the Sexual Harassment and Sexual Misconduct Policy. The University also is committed to providing assistance to help students make informed choices. With respect to any report under this Policy, the University will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects.

Privacy and confidentiality have distinct meanings under the Sexual Harassment and Sexual Misconduct Policy. Individuals are encouraged to refer to the policy for full definitions.

Private resources are those who are required to share information with at least one other individual who "needs to know" in order to assist in support, investigation, and/or resolution of a matter. Private resources include most faculty and staff, as well as Resident Assistants, Teaching Assistants, Student Officers, and others. Unless someone is specifically designated as a confidential resource, they are a private resource.

Confidential resources are those that, in accordance with the law, are generally not required to disclose information to anyone. For example, licensed counselors are confidential and need only share information in cases of suspected abuse/neglect of a minor or in cases where serious physical harm to self or others is likely. Medical professionals at Student Health Services, and priests acting in their pastoral capacity are also confidential resources at The University.

REPORTING OPTIONS

The University encourages students to report any situation in which they believe sexual assault, sexual harassment, or other sexual misconduct has occurred.

Emergency Reporting and Immediate Care

The first priority for any individual is personal safety and well-being. The University encourages all individuals to seek immediate assistance from University Police (570-941-7777), the City of Scranton Police Department at 911 and/or a medical facility. This is the best way to address immediate safety concerns while allowing for the preservation of evidence and an immediate investigative response.
If you have experienced sexual misconduct, including sexual assault:

Preserve all evidence of the sexual assault or other form of sexual misconduct.

- Do not bathe, change or dispose of clothing, use the restroom, wash hands, brush teeth, eat or smoke.
- If you are still at the location of the incident, do not clean anything.
- Write down all the details you can recall about the incident and the perpetrator including any information related to previous concerning behavior or history.

In cases of sexual assault, seek medical care as soon as possible. Even if you do not have any visible physical injuries, you may be at risk of acquiring a sexually transmitted infection (women may also be at risk for pregnancy).

- See page 17 for contact information for local hospitals.
- Ask the health care professional to conduct a Sexual Assault Forensic Evidence (SAFE) exam.
- If you suspect you were drugged, request collection of a urine or blood sample.

On Campus Reporting Options

Students are encouraged to directly report information regarding any incident of sexual harassment or sexual misconduct to any of the following reporting options:

Title IX Coordinators

Ms. Elizabeth Garcia
Executive Director and Title IX Coordinator
E-mail:
elizabeth.garcia2@scranton.edu

Ms. Christine Black (Deputy)
Assistant Director
E-mail:
christine.black@scranton.edu
Office of Equity and Diversity
Institute of Molecular Biology and Medicine, Suite 315
Phone: (570) 941-6645
Website: www.scranton.edu/diversity

Ms. Lauren Rivera (Deputy)
Assistant Vice President for Student Life & Dean of Students
Suite 201, The Patrick & Margaret DeNaples Center
Phone: (570) 941-7680
E-mail: lauren.rivera@scranton.edu
Website: www.scranton.edu/dos

The University of Scranton Police Department

Campus Parking Pavilion
Phone: (570) 941-7777 (emergency) or (570) 941-7888 (non-emergency)
Website: www.scranton.edu/police

Online Anonymous Reporting

Office of Equity and Diversity Reporting Form (anonymous):
Website: https://scranton.i-sight.com/external-capture

The University of Scranton Police Silent Witness Program
Website: www.scranton.edu/silentwitness

Responsible Reporter Statement

University policy provides that every employee (except those specifically identified as "confidential" resources) who receives a report of sexual harassment or sexual misconduct is required to share the report with the Title IX Coordinator. Resident Assistants and Graduate Teaching Assistants are also responsible reporters. While students are encouraged to directly report information to the designated reporting options listed above, the University recognizes that a student may choose to share information regarding sexual harassment and sexual misconduct with other employees of the University (e.g. a Resident Assistant, faculty member, or coach). The University is committed to ensuring that all reports are shared with the Title IX Coordinator for consistent application of the Sexual Harassment and Sexual Misconduct Policy to all individuals and to allow the University to respond promptly and equitably to eliminate the prohibited conduct, prevent its recurrence and address its effects.

RESOURCES AND SUPPORT SERVICES

Medical Support Services

Medical Services in cases of sexual assault or other sexual misconduct are best handled by a hospital when the student seeks assistance within 72 hours of the incident. In addition to Student Health Services which provides medical support and assistance to University students, medical treatment and collection of evidence are available locally at:

Geisinger Community Medical Center
1800 Mulberry St.
Scranton, PA 18510
(570) 703-8000

The Regional Hospital of Scranton
746 Jefferson Ave.
Scranton, PA 18510
(570) 770-3000

Moses Taylor Hospital
700 Quincy Ave.
Scranton, PA 18510
(570) 770-5000

A Sexual Assault Forensic Evidence (SAFE) exam can be performed at any hospital, though only Geisinger Community Medical Center currently employs specially trained Sexual Assault Nurse Examiners (SANEs). If the student visits a hospital for an exam, both the police and Women's Resource Center of Lackawanna County (WRC) may be notified by the hospital. The student may choose whether or not to speak to the police and/or the WRC. If the student chooses to speak to the police, the student still has the option of whether or not to file criminal charges against the person accused. The WRC Advocate will be able to provide support and information through the process.

Confidential Resources and Support Services

If students desire confidentiality, they should make contact with one of the confidential resources/ support services listed below.

Counseling Services (570-941-7620) are provided by the University's Counseling Center located on the 6th floor of O'Hara Hall. If requested, the Counseling Center will provide counseling as well as referrals to agencies off-campus. Counseling services are available Monday through Friday 8:30 a.m.-4:30 p.m. during the academic year.

Student Health Services (570-941-7667) provides medical support and assistance to University students from 8:30 a.m.-5:00 p.m. Monday through Wednesday, and 8:30 a.m.-4:30 p.m. on Thursday and Friday during the academic year. Student Health Services is located at the corner of North Webster Avenue and Mulberry Street in the Roche Wellness Center.

RISE (Resilience, Information, Support, and Empowerment) is a confidential support group offered by the Counselor Training Center for those who have experienced or have otherwise been affected by sexual or gender-based harassment and/or violence. Folks are welcome to drop in to any session. Details about dates and times can be found at scranton.edu/jkwc.

Women's Resource Center of Lackawanna County (570-346-4671) is a confidential, community-based agency serving those who have experienced sexual assault or other sexual misconduct. A counselor/advocate can be reached 24 hours a day.

National Sexual Assault Hotline (800-656-HOPE or chat with someone at online.rainn.org) is a free, confidential national resource available 24 hours a day.

Additional Resources and Support Services

Various resources within the University and local community are available for students who have experienced sexual harassment or sexual misconduct of any kind. In this regard, University policy and practices are designed to encourage students to seek support and receive assistance. Regardless of which resource(s) a student chooses to access, the situation will be handled with sensitivity and care designed to protect the privacy of the student/s involved.

Campus Ministries (570-941-7419) is located the DeNaples Center, Suite 200 and offers pastoral support. Students may stop by the office and ask to speak to a priest or campus minister or schedule an appointment. Although Campus Ministries staff are not confidential employees, ordained priests acting in their pastoral capacity are confidential and will not report to the Title IX Coordinator.

The Jane Kopas Women's Center (570-941-6194) is located in the DeNaples Center, Suite 205F. The Center is a comfortable gathering place that also provides educational programming, leadership development, resources and referrals.

www.scranton.edu/CARE is a website maintained by the University which provides information and resources for those in our campus community who have experienced or witnessed sexual harassment or sexual misconduct.

The Title IX Coordinator, Elizabeth Garcia, is located in the Office of Equity and Diversity (570-941-6645). This office, located in the Molecular Biology Institute, Suite 315, provides programs, resources, and support. The Title IX Coordinator is available to discuss any questions regarding the Sexual Harassment and Sexual Misconduct Policy, to assist a student in accessing resources and support services and to facilitate the investigation and resolution of reports of conduct that may violate the Sexual Harassment and Sexual Misconduct Policy.

University Police (570-941-7777) are available to coordinate with various resources to provide for the safety and well-being of the person who experienced sexual assault or another form of sexual misconduct. This may include transporting a student to a hospital for medical care, assisting in obtaining a Protection from Abuse Order from the local court, and/or coordinating with appropriate legal authorities including the Lackawanna County District Attorney's Office and the Victim/Witness Unit.

The Dean of Students/Deputy Title IX Coordinator, Lauren Rivera, is located in the DeNaples Student Center, Suite 201 (570-941-7680). The Dean of Students (or designee) meets with students to offer support and resource information, safeguard the larger University community, discuss formal reporting options, and review the Title IX investigation process. The following is an outline of the information, resources and support provided by the Dean of Students or designee ("Dean").

- Assess student welfare, determining if immediate medical attention is necessary and/or desired.
- Triage the need for and provide information about support services and/or resources (either on or off campus). As part of this process, the Dean will refer the student to law enforcement (if not already contacted) for an investigation and/or explanation of options if the student chooses. If the student chooses not to speak with University Police or local police, this request will be honored. If the Dean believes there is an imminent danger to the student or to the larger University community, the Dean will contact University Police.
- Discuss other formal reporting options by reviewing the University's Sexual Harassment & Sexual Misconduct Policy.
- Provide information about and assistance in obtaining supportive measures including, but not limited to, no contact directives, academic support, counseling referrals, and housing accommodations.

"A healthy relationship exists when respect is given and received."

Eileen Monahan, G'21

Possible Responses to Sexual Misconduct

Sexual assault is often traumatic, and we handle trauma in different ways. Though each person and situation is unique, the following summarizes the possible reactions someone may experience following a sexual assault.

- Persons may experience emotional shock and wonder why they are feeling numb, calm or are unable to cry.
- Persons may experience disbelief and wonder if the event really happened. One may think: *Why me? Maybe I just made it up.*
- Persons may feel embarrassment. Someone may be concerned about what others will think and feel unable to tell family or friends.
- Persons may feel shame or feel dirty, like something is inherently wrong with them. One may feel a strong desire to wash or shower all the time.
- Guilt may cause persons to feel as if the event was their fault, or that they did something to make it happen.
- Depression may impact a person's daily functioning at school or work. They may feel tired and/or helpless.
- Persons may experience powerlessness and wonder if they will ever feel in control again.
- Disorientation can impact one's ability to remember routine things. One may not remember what day it is, where to be, or appointments that were scheduled.
- Persons may experience triggers that lead to flashbacks, causing them to relive the event over and over.
- Denial may cause someone to believe that it wasn't really "rape" or "sexual assault."
- Persons may fear people, places and things. One may wonder: *What if I'm pregnant? Could I get an STD? How can I ever feel safe again? Do people realize there's anything wrong? I can't sleep because I know I'll have nightmares. I'm afraid I'm going crazy. I'm afraid to go outside. I'm afraid to be alone.*
- Anxiety can cause panic attacks and a feeling of being overwhelmed. Persons may struggle to focus or participate in some events that were previously enjoyable or routine.

Risk Reduction: Safety and Empowerment Factors

Safety and empowerment factors, also known as **risk reduction factors** are steps people can take to increase their safety and their sense of empowerment. These risk reduction factors and safety ideas are a choice, not a responsibility. Whether or not someone chooses to use these ideas, sexual misconduct is never the fault of the person who experiences it. We have a right to be in the world without having people hurt us. Remember that sexual activity is a choice, and all people, at any time, are free to choose whether or not to engage.

- **Trust your gut and intuition. If you feel threatened, yell, leave the situation if you can do so safely, or contact someone you trust.**
- **Avoid people who don't listen to you, ignore personal space boundaries, etc.**
- **Only attend gatherings where you feel safe, and ensure there are others you trust there as well.**
- **Know your sexual intentions and limits. Communicate those limits firmly and directly.**
- **Avoid making sexual decisions when alcohol and/or other drugs are involved.**
- **Be aware of how alcohol and other drugs can be used to facilitate sexual misconduct.**

REMEMBER

Sexual misconduct can occur despite all precautions. If you experience any sexual misconduct or harassment, **it is NOT your fault.** The only person responsible for sexual misconduct is the person who committed it.

What YOU Can Do

Take Simple Steps to Become an Active Bystander:

- **Notice** the situation and be aware of your surroundings.
- **Interpret** it as a problem. Ask yourself, "Do I believe someone needs help?"
- **Feel responsible** to act. Educate yourself on how to intervene safely using the tips below.
- **Intervene safely**. Keeping yourself safe while taking action is key.

Encourage Safety for Yourself and Others

- **Have a plan.** Talk to your friends about your plans and intentions before you socialize.
- **Watch out for others.** If you are concerned about someone, offer your support.
- **Diffuse situations.** If you see someone coming on too strong to someone else who may be incapacitated or unable to make a consensual decision, interrupt, distract, or redirect the situation. If you do not feel comfortable doing so, get someone else to step in.
- **Trust your instincts.** If a situation does not feel right to you, trust your instinct. If possible, remove yourself and others from the situation.

TECHNIQUES AND STRATEGIES FOR ENGAGING

You Can Utilize Any of the "Four Ds" to Intervene Safely:

Direct: Directly intervening means taking action yourself in an effort to end or prevent a potentially risky situation.	This may involve stepping in to remove an individual from a situation and taking them to a safer location, and/or naming the behavior you are observing and suggesting an alternative.
Distract: Sometimes, direct action is not possible or comfortable, and creating a distraction to diffuse a situation or provide an opportunity for an individual to escape can be a great alternative.	For example, you may "accidentally" spill a drink, interrupt the situation by asking a question of one of the parties involved, and/or creating a scene to attract attention and create a diversion.
Delegate: You may not always be comfortable intervening alone, or it may be safer or more appropriate to have someone else take the lead or join you to address the situation.	You may call the police (911 or 570-941-7777 for University Police) or other resources, ask others to help you directly engage or create a distraction, and/or alert an individual familiar with the involved parties to address the situation.
Discuss: There may be times when you are not sure what to do, or reacting in the moment is not possible. In these cases, checking in to discuss the situation afterward can be used both for follow-up and to better prepare for intervention in the future.	Discussions may be with the involved parties to check in with them to see if they are okay, if they need resources, or if you can appropriately support them. You may also discuss with others what you observed and possible interventions to prepare for direct engagement should another situation arise.

As noted above with the "Discuss" strategy, if you feel you are unable to safely engage before or during an incident, you can still **take action afterwards** by checking in on the person to see if assistance is needed. A supportive response can make a positive impact. Asking questions about the person's well-being, acknowledging the experience, offering resources and options, and encouraging self-care is appropriate. It is important to respect the person's choices and course of action. It is also important to remember that there is more than one way to respond as a bystander and resources are available to help you through this experience as well.

Information is based on Bystander Intervention research completed at University of New Hampshire (Bringing in the Bystander®), as well as the "Intervene" research and program from Cornell University's Skorton Center for Health Initiatives. Intervene workshops can be requested through the Jane Kopas Women's Center by emailing jkwc@scranton.edu.

THE UNIVERSITY OF SCRANTON is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

The following people have been designated to monitor compliance and to answer any questions regarding the University's non-discrimination policies:

Ms. Elizabeth Garcia
Executive Director and Title IX Coordinator
The University of Scranton
Office of Equity and Diversity
Institute of Molecular Biology and Medicine
Suite 315
Scranton, Pennsylvania 18510
Phone: (570) 941-6645
E-mail: elizabeth.garcia2@scranton.edu
Website: www.scranton.edu/diversity

Ms. Christine Black
Assistant Director and Deputy Title IX Coordinator
The University of Scranton
Office of Equity and Diversity
Institute of Molecular Biology and Medicine,
Suite 315
Scranton, Pennsylvania 18510
Phone: (570) 941-6645
E-mail: christine.black@scranton.edu
Website: www.scranton.edu/diversity

Students who have questions about the Sexual Harassment & Sexual Misconduct Policy may also contact the Dean of Students:

Ms. Lauren Rivera
Assistant Vice President for Student Life & Dean of Students
Deputy Title IX Coordinator
The University of Scranton
Suite 201, The Patrick & Margaret DeNaples Center
Scranton, Pennsylvania 18510
Phone: (570) 941-7680 • E-mail: lauren.rivera@scranton.edu

The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html.

As a student in the Commonwealth of Pennsylvania, it is important for you to be familiar with Commonwealth laws. Specifically, you are encouraged to review laws related to the Sexual Harassment and Sexual Misconduct Policy, which are available in Appendix A of the Policy (Scranton.edu/Diversity).

The first priority for any individual is personal safety and wellbeing. The University encourages students to report any incident in which they believe sexual assault or other sexual misconduct has occurred by seeking immediate assistance from University Police, the Scranton Police, and/or a medical facility.
If you experience sexual misconduct, preserve all evidence by avoiding bathing, changing clothes, using the restroom, washing your hands, eating, or smoking. Write down all of the details that you can recall about the incident. Seek medical care as soon as possible even if you do not have any visible physical injuries.

Does the University have a Sexual Harassment & Sexual Misconduct Policy? . . . . . (Yes) No

Does the Policy protect complainants from facing disciplinary action for policy violations (i.e., use or abuse of alcohol) that occur incidental to sexual misconduct? . . . . . (Yes) No

Do University Police offer a safe escort service to walk or drive students who are alone to another location in the campus vicinity? . . . . . (Yes) No

Is there financial support available through the State to cover at least some of the cost of a Sexual Assault Forensic Evidence (SAFE) exam? . . . . . (Yes) No

https://scranton.presence.io/form/2020-pact-survey

Campus & Local Resources Available 24 Hours/Day

University Police, Parking Pavilion
570-941-7777 (Emergency)
570-941-7888 (Non-Emergency)

Scranton Police, 100 S Washington Ave
911 (Emergency) • 570-348-4134 (Non-Emergency)

Women's Resource Center (Advocate)
www.wrcnepa.org (Lackawanna County)
570-346-4671 (24-hour hotline)

Geisinger Community Medical Center
1800 Mulberry St. • 570-703-8000

The Regional Hospital of Scranton
746 Jefferson Ave. • 570-770-3000

Moses Taylor Hospital
700 Quincy Ave. • 570-770-5000

National Resources

Rape, Abuse & Incest National Network
www.rainn.org • 1-800-656-HOPE (24-hour hotline)

Pennsylvania Coalition Against Rape
www.pcar.org • 1-888-772-PCAR (24-hour hotline)

National Domestic Violence Hotline
www.ndvh.org • 1-800-799-7233 (24-hour hotline)