

2006 Narrative Report to UW System

as required by Wis. Stat. §36.11(22)

Programming and Services on Sexual Assault/Harassment Prevention, Education, and Victim Assistance

UW System Institution ___ UWSP _____

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INSTRUCTIONS:

Please type in this electronic document to respond to the following questions and submit via email to acss@uwsa.edu.

1. Provide a description of the method used to annually distribute the required information, as described in Wis.Stat. §36.11(22)(1)(a-d), to all continuing students electronically or in printed format.

Required information is provided to all continuing students via the UW-Stevens Point web site, specifically the Office of Rights and Responsibilities. In addition, all campus departments are provided with annually updated copies of the document “Community Rights and Responsibilities” which contains the aforementioned materials.

Students are reminded of the materials via electronic message of the day announcements using the campus web services. Students are also told where they can obtain hard copies of the Student Rights and Responsibility Handbooks.

2. Provide an explanation how the chosen methods ensure that all new and continuing students annually receive the required information. Wis.Stat. §36.11(22)(2).

Combining the methods in number question 1 and question 3 provides us with a certainty that all students, new and continuing, are provided with access to the information via the message of the day that is sent out over e-mail at the beginning of the semester. The new students also receive this information during a mandatory orientation session prior to their arrival at UWSP.

3. Provide a summary of the format, focus, goals, and size of the orientation programming which includes the required oral and written information to new students, as described in Wis.Stat. §36.11(22)(1)(a-d).

UWSP's orientation program includes 11 identical sessions each lasting 1.5 days. UWSP invites students and parents to sign up for one of the sessions limiting attendance to 150 students and their parents/families. This large group of 150 students is divided into 10 smaller groups. Each smaller group is assigned to a peer leader for the orientation period. The orientation program consists of presentations where both students and parents attend as well as sessions that are presented to students and parents separately.

In a large group setting, both parents and students are asked to review a pamphlet entitled "Recognizing Respectful Relationships." This document includes the required sexual assault information as well as prevention statements such as avoiding alcohol consumption, traveling with groups of people and the importance of taking action if someone is at risk of being victimized. Each parent and student packet includes this pamphlet. The purpose of this review is to ensure that all participants can identify and keep this important material for future reference.

In the small, 10-person student groups, facilitated concurrently, each orientation assistant facilitates a group discussion using a "Sexual Assault Knowledge and Attitudes" exercise. The exercise features a handout in the student's packet that contains a True/False questionnaire along with the correct answers and explanations. The orientation assistant asks the students to complete the True/False questionnaire and then facilitates a discussion among students. The questions address common myths surrounding sexual assault and are designed to correct misperceptions while providing fact-based information to students.

There is an evening panel discussion offered for parents. The panel includes the AODA coordinator, sexual assault prevention coordinator, a residence hall director, campus police officers, a health service representative, and a student government representative. Topics discussed include, but are not limited to, campus safety, campus security, alcohol consumption, roommate conflict, and procedures parents can follow to support their students appropriately. The purpose of this session is to help students identify campus personnel that may be helpful to them in the future, and also to secure parental support in talking with their students about how to be successful on campus.

4. Describe two or three best examples of institutional initiatives, programs or services which assist student victims of sexual violence. The description should include the **impact, benefit, or significant innovation** of these highlighted programs.

Student and professional staff on campus are trained in ways to communicate and refer students who have been a victim of sexual violence. The trainings include immediate action, short term action and long term action. Resources are provided that can be given directly to the victim for future reference. Options are provided for the victim for personal recovery as well as any repercussions that are available to them through the legal system or conduct.

Providing the options and the follow up care allows the student to take control of what they can while having the support system available to them at all times.

In the Residence halls, student staff provides programming to students in efforts to be proactive in the choices that are made. In some situations, faculty has come in to the halls to facilitate these programs.

5. Describe two or three best examples of ways the institution offers education or training in sexual assault prevention and protective behaviors, and the **impact, benefit or significant innovation** of these highlighted programs.

Several offices on campus provide education and training for their members. Greek-letter organizations, the Women's Resource Center, and several athletic teams invite speakers to provide training. The impact, benefit, or significant innovation of these programs is unclear.

Campus programming for sexual assault education and prevention is offered through the Student Health Promotion Office. Trained peer educators offer information to dispel myths and encourage discussion about preventing victimization or perpetration of sexual assault. These programs and topics are grounded in the most recent research and are process evaluated. The larger impact is unknown.

A coalition of people representing a variety of offices and services on campus, called WAVE (Working Against a Violent Environment), has been established in response to a two-year task force reviewing sexual assault education and prevention on campus. This organization, organized through the Student Health Promotion Office, exists to provide a venue to advance/discuss campus issues related to sexual assault education and prevention. Campus organizations have contacted the WAVE coordinator, position currently held by a campus Residence Hall Director, for presentations and information. In addition, coalition members have provided presentations to campus residence hall staff, health services staff, student affairs directors, and various academic classes. The impact and value of such a group is significant in that it offers a central point for resources and contacts and ensures a focus on a science-based, research driven programs. This group is likely to form the foundation for an extramural grant for the future.

6. The institutionally defined parameters to specify the geographic location "off-campus". [The criteria for specifying "off-campus" should be that it identifies a region surrounding the campus, but not controlled by the institution, where substantial numbers of students typically live or congregate. Our expectation is that this may well be a dynamic category and that institutions may choose to annually re-evaluate the defined boundaries.]

Our off-campus designation are those lands and properties outside of Clark Street (South), Division Street (West), North Point Drive (North) and Michigan Avenue (East). The Schmeckle Reserve on the North East side of campus extends outside of these parameters. In this case, we consider the border of our Environmental Reserve to be our off campus determinant. (See attached map)

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