



## **Bulletin Board Packet**

### ***Sexual Violence Policy: It's On Us, Nova!***

**Description:** This bulletin board packet covers all forms of sexual misconduct covered under University policy, including definitions, as well as visually appealing flow charts regarding resources and processes related to reports and investigations of sexual violence. It also ties directly into the University's joint *Where is the Love? #itsonusnova* sexual violence prevention campaign. If you have any questions or would like additional information or materials, please contact the Office of Health Promotion at (610) 519-7407 or e-mail us at [healthbytes@villanova.edu](mailto:healthbytes@villanova.edu).

**When to display the board:** October (domestic violence awareness month), February (healthy relationships awareness month), March (during March Madness when the *It's On Us* national campaign will air widely), April (sexual assault awareness month); there are particular campaign components that should only be displayed at particular times of the year (e.g., We May Stand Out, But We Will Never Stand Alone image included here is intended for the spring semester ONLY).

### **Instructions for assembling and/or altering this board:**

- Be sure that the *Where is the Love? #itsonusnova* logo provided prominent in your display.
- The *Be a Good Listener* (pages 10-11) is a handout that you should consider making available for people to take with them from the bulletin board.
- Pages 12-14 are for spring semester use only. These components coincide with campaign messaging around bystander intervention and sexual violence that the Office of Health Promotion will be sharing in different formats. We ask that you not introduce these components into your bulletin board display if you are using this in the fall semester.

**Ways to alter the board:** Break the packet down into one policy feature per month that is updated when you change over your bulletin board display. Combine components of this bulletin board packet that focuses on policy with information in other related bulletin board packets (e.g., stalking, intimate partner violence). Include a copy of the

sexual violence safety flyer (which is also posted on the back of the main residence hall bathroom doors and is included in this packet) on your bulletin board. If used during March Madness, consider creating a March Madness theme that ties into the *It's On Us* national campaign. Highlight the *It's On Us Nova* social media accounts and encourage students to follow them and to share, repost and retweet messaging during October (domestic violence awareness month), February (healthy relationships awareness month), March (to coincide with the national campaign), and/or April (sexual assault awareness month). Consider following the accounts yourself and sharing them with your residents to coincide with your bulletin board display.

WHERE IS THE  
LOVE?

#ItsOnUsNova

**Villanova's policy:**

**Stalking is a pattern of repeated and unwanted attention, harassment, contact or any other course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety, or suffer substantial emotional distress. This includes cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or make unwelcome contact with another person.**

**In the state of Pennsylvania, a person commits the crime of stalking when the person either: (1) engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances which demonstrate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial distress to such other person; or (2) engaged in a course of conduct or repeatedly communicates which demonstrate or communicate an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person.**



Dating violence includes violence committed by a person: a) who is or has been in a social relationship of a romantic or intimate nature with the Complainant; and b) where the existence of such a relationship shall be determined based on a consideration of the following factors: i) the length of the relationship, ii) the type of relationship, iii) the frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony and misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the victim shares a child in common, by a person who is co-habiting with or has co-habited with the Complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under domestic or family violence laws of the Commonwealth of Pennsylvania, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the Commonwealth of Pennsylvania.

**VILLANOVA'S POLICY  
ON DATING AND  
DOMESTIC VIOLENCE**

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

**RAPE** - Attempted or Actual Penetrations: Having or attempting to have non-consensual vaginal, anal, or oral penetration, however slight, with any object or body part, with another person.

**FONDLING** - Non-Consensual Sexual Contact: Having or attempting to have any non-consensual, non-accidental touching of a sexual nature. This touching can include, but is not limited to, kissing or touching the private parts of another, or causing the other to touch the harasser's private parts.

**INCEST**: SEXUAL INTERCOURSE BETWEEN PERSONS WHO ARE RELATED TO EACH OTHER WITHIN THE DEGREES WHEREIN MARRIAGE IS PROHIBITED BY LAW.

**STATUTORY RAPE**: SEXUAL INTERCOURSE WITH A PERSON WHO IS UNDER THE STATUTORY AGE OF CONSENT. IN PENNSYLVANIA, INDIVIDUALS UNDER 13 YEARS OF AGE CAN NEVER CONSENT TO INTERCOURSE; INDIVIDUALS YOUNGER THAN 16 YEARS OF AGE CAN NEVER CONSENT TO INTERCOURSE WITH A PARTNER MORE THAN FOUR YEARS THEIR SENIOR.

causing the other to touch the private parts of another, or kissing or touching touching can include, but is not

SENIOR  
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**SEXUAL  
EXPLOITATION**  
is an act or omission to act that involves taking nonconsensual, unjust, humiliating, or abusive sexual advantage of another, either for his or her own advantage or to benefit or advantage anyone other than the Complainant. Examples of sexual exploitation include but are not limited to the following:

Creating a picture(s), movie(s), webcam, tape recordings, graphic written narrative(s), or other means of memorializing sexual behavior or a state of undress of another person without the other's knowledge and consent

Sharing items described in the paragraph above beyond the boundaries of consent where consent was given. For example, showing a picture to friends where consent to view it was given for oneself only

Observing or facilitating observation by others of sexual behavior or a state of undress of another person without the knowledge and consent of that person

"Peeping Tom" or voyeuristic behaviors

Engaging in sexual behavior with knowledge of an illness or disease that could be transmitted by the behavior without full and appropriate disclosure to the partner(s) of all health and safety concerns

Engaging in or attempting to engage in "escort services" or "dating services" which include or encourage in any way sexual behavior in exchange for money

Intentionally, knowingly, or surreptitiously providing drugs or alcohol to a person for the purpose of sexual exploitation; or

Exposing another person to pornographic material without the person's advance knowledge or consent.

# SEXUAL HARASSMENT

is unwelcome sexual advances, requests for sexual favors, and other physical, visual, or verbal behavior of a sexual nature where: : Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or

Such conduct has the purpose or effect of: unreasonably interfering with an individual's academic or professional performance; or creating an intimidating, hostile, or demeaning employment or educational environment.

A single isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

Examples of potentially sexually harassing behaviors include, but are not limited to, the following: Unwelcome sexual advances, sexual innuendo, or requests for sexual favors in person, by phone, by electronic message or photo, written words or images such as graffiti, and social media postings; Unwelcome behavior of a sexual nature by a faculty member, coach, or other staff person directed towards a student, a colleague, or other community member;

A person in a position of authority (such as a faculty member, coach, supervisor) suggesting that an educational or employment benefit will result from submission to some unwelcome behavior of a sexual nature or will be denied for refusal to engage in sexual activity;

Repeated sexual remarks, offensive stories, remarks about sexual activity or experiences, sexual innuendoes or other suggestive comments that are unwanted and unwelcome by another; Displaying or showing pictures, cartoons, or other printed materials of a sexual nature in the workplace or in an educational setting where there is insufficient academic relevance;

Exposing the private parts of one's body to another person, or in public forums.

# RETALIATION VILLANOVA POLICY IS PUNISHABLE

Retaliation is defined as attempts or acts to seek retribution including, but not limited to, any form of intimidation, reprisal, harassment, or intent to prevent participation in University proceedings. Retaliation may include continued abuse or violence, other harassment, and slander and libel.

Retaliation may be committed by any individual or group of individuals, not just a Respondent or Complainant, and may be committed against the Complainant, Respondent, or any individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual assault, sexual harassment, or other sexual misconduct.

# **NOT ALL SUPERHEROES WEAR CAPES!**

**BYSTANDERS PLAY A CRITICAL ROLE IN SEXUAL  
VIOLENCE PREVENTION! EACH SITUATION IS UNIQUE  
AND EVERY PERSON BRINGS DIFFERENT STRENGTHS. THE  
KEY IS TO DO SOMETHING!**

**DIRECTLY INTERVENE.  
DELEGATE RESPONSIBILITIES.  
DISTRACT THE PEOPLE INVOLVED.**

**REGISTER FOR BYSTANDER INTERVENTION TRAINING:  
HEALTHBYTES@VILLANOVA.EDU**

**HEALTHBYTES@VILLANOVA.EDU  
REGISTER FOR BYSTANDER INTERVENTION TRAINING:**



## **Be a Good Listener**

Being a good listener when a friend or loved one discloses a difficult or upsetting experience can be very important. We know that compassionate, attentive, and authentic listening can be healing. These general guidelines and specific suggestions are drawn from research findings about how to be a good listener to those who disclose experiences of mistreatment and sexual assault (Ullman & Peter-Hagene, 2014; Foynes & Freyd, 2011).

First, it is important to utilize attentive body language.

1. Do not make inappropriate facial expressions (examples: smiling when someone is discussing a sad topic, rolling eyes, raising eyebrows when hearing how someone has coped, and do not move your body too much - excessive fidgeting, playing with cell phone).
2. Avoid interruptions – try to make the setting a private one where others will not interrupt. For example, turn off the ringer on your phone, and do not look at messages or answer calls.
3. Do sit in a posture (leaning forward or upright) and use gestures that convey engagement (nodding).
4. Do maintain consistent, not constant or darting, eye contact (look directly at the person for brief periods of 3-6 seconds, then look away briefly before reconnecting).

Second, it is important to use verbal skills that encourage the person to continue.

1. *Do not* change the topic or ask questions that are off-topic. This may seem like a way to decrease your anxiety or make the other person more comfortable, but it often has the opposite effect.
2. *Do allow* silence and convey that you are listening by using encouraging words like “hmmm” and “uh-huh” periodically. Silence sometimes makes the listener anxious, but it usually is relieving to the person who is sharing – taking away the time pressure to “keep speaking,” until they are ready to speak.
3. *Do state/name/reflect back* the emotion being described. This might also help you to imagine yourself in the person’s place and look at the situation from his/her perspective (examples: “Sounds like it was scary for you,” “It seems like you feel really sad about that,” and “That must’ve made you angry.”)
4. *Do ask questions* if you are confused, and try to ask questions that require more than one word. (Instead of “Was that scary?” or “Do you mean it wasn’t that bad?” ask questions like: “Could you tell me a little bit more about that?” “What was that like for you?” and “What do you mean when you say \_\_\_\_\_?”)
5. Avoid sharing similar experiences that you or your friends have experienced. Though meant to be reassuring, unfortunately this sort of sharing takes the focus away from the speaker.
6. Avoid saying “I know exactly how that feels.” People in distress often feel that NOBODY can really understand how they feel currently.



Third, it is important to use words in a way that convey support.

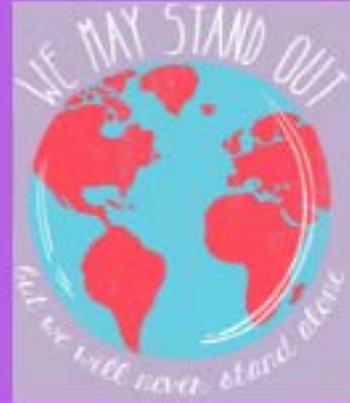
1. *Do not* reassure the person in a way that might minimize their experience. (examples: “That happened so long ago, maybe it would help to try to move on” or “It’s not worth the energy to keep thinking about it” or “Don’t be scared.”)
2. *Do not make judgements* or evaluations about their responses or decisions. (examples: “Couldn’t you do/say \_\_\_\_\_ instead?” or “I don’t think you should worry about it anymore” or “I think it’d be better for you to \_\_\_\_\_” or “Why don’t you \_\_\_\_\_?”)
3. *Do validate* the person’s emotions in a genuine tone. (examples “Given that experience, it makes sense you’d feel/say/do \_\_\_\_\_” or “I think many people with that experience would have felt similarly.”)
4. *Do point out* the person’s strengths. (examples: “I’m amazed at how much courage that took” or “You’ve done a great job at keeping everything in perspective” or “I really admire your strength” or “I’m impressed with how you’ve dealt with this.”)
5. *Do focus on their experience* rather than your own and only give guidance when it is requested.

#### Citations:

Foynes, M.M. & Freyd, J.J. (2011). The Impact of Skills Training on Responses to the Disclosure of Mistreatment. *Psychology of Violence*, 1, 66-77.

Ullman, S.E. and Peter-Hagene, L. (2014), Social Reactions to Sexual Assault Disclosure, Coping, Perceived Control, and PTSD Symptoms in Sexual Assault Victims. *J. Community Psychol.*, 42: 495-508.

FOR DISPLAY IN SPRING SEMESTER ONLY



90%

Most Villanova students would intervene in situations of concern.

97%

Most Villanova students find behaviors that meet the definition of sexual violence as very bothersome.

90%

Most Villanova students believe that any intervention from their peers would prevent something harmful from happening frequently or nearly every time.

All data from 2015-16 bystander intervention training pre-post surveys.



It's On Us Nova



itsonusnova



@ItsOnUsNova

FOR DISPLAY IN APRIL ONLY



## CARITAS

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. - MLK

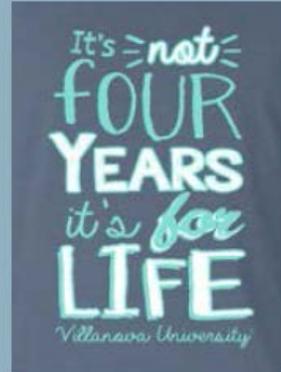
## Community

What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like. - St. Augustine

## LEGACY

Be the change you wish to see in the world.  
- Ghandi

FOR DISPLAY IN APRIL ONLY



**CARITAS**

THIS IS WHAT IT MEANS  
TO BE A VILLANOVAN.

**Community**

HOW WILL YOU  
LIVE UP TO THE TRADITION?

**LEGACY**

WHAT WILL YOUR STORY BE?

Resource flow chart

Process flow chart

Sexual violence safety flyer