

PURPOSE OF APPLICATION

Wheaton College is a residential liberal arts college located in the suburban town of Norton, MA, with an enrollment of 1,598 students. Sixty-four percent of the student population is female and 36% is male. The majority (96%) of students live on campus with 90% choosing to live in coed residence halls. During the five years before receiving Wheaton College's 2012 Campus Program grant, 28 incidents related to sexual misconduct were reported to Wheaton Public Safety (WPS). During the 3.5 years coinciding with grant implementation, 56 incidents were reported.¹ It is simultaneously alarming and reassuring that, in the span of our Campus Grant work, reported incidents have doubled. On the one hand, this upsurge tells us that our programmatic efforts are effective because, as more students become equipped with knowledge and resources, they are more likely to come forward when victimized. At the same time, these statistics underscore the importance of our work and demand that we expand efforts to provide services for an increasing number of victims and implement new programming that will shift campus culture and address the problem at its root.

Wheaton students identify as 66% White, 11% International, 7% Hispanic/Latino, 6% Black/African American, 3% Multiracial, 5% Asian, 2% Unknown and 0% Native Hawaiian or other Pacific Islander/American Indian or Alaskan Native. In contrast, the town where Wheaton is located is predominantly white.² Data from our 2015 Campus Climate Survey has provided insight on three underserved populations with particularly pressing needs: 1) students of color, 2) international students and 3) students from the LGBTQ community. For example, students of color identifying as men report experiencing higher rates of incidents of sexual assault, attempted

¹ During Sept 2007-June 2012, 17 incidents of sexual assault and 11 incidents of domestic/dating violence (28 total) were reported to Wheaton College's Public Safety Department. During July 2012 - December 2015, we received reports of 45 incidents of sexual assault, 10 incidents of interpersonal/dating violence, and 1 incident of stalking.

² In Norton, MA (19,031 population), citizens identify as 92.8% White, 2% Hispanic/Latino, 1.8% Asian, 1.7% Black/African American, 1.4% Two or More Races, 0.2% Other Race Alone, 0.1% American Indian, 0.03% Native Hawaiian or other Pacific Islander. Source: Town of Norton 2010 Census Data.

sexual assault by coercion, and stalking and spying behavior than their white or unreported race counterparts. Additionally, students of color reported the lowest level of confidence that fellow students would support a student filing a complaint on campus when compared with white and unknown race categories and international student populations. These data points may be just some of the factors contributing to students of color reporting incidents of sexual misconduct through College processes at the lowest rate of the comparative groups. International students reported feeling less like a part of the College and less confident that the administration is genuinely concerned for their welfare, when compared to students of color and white and unknown race populations. Consequently, international students are much more likely to think that there is nothing they can do about sexual violence on campus. Students who identify in the LGBTQ community report higher rates of incidents of sexual violence, interpersonal violence, and stalking, and conversely lowest rates of confidence that administration will handle reports fairly when compared to heterosexual, straight, or unknown student populations. Also, LGBTQ students report the lowest rates of confidence in the College's action to respond to factors that may have led to an assault and to the College's action to protect reporting students from retaliation. These links between data, confidence, and participation are undeniable, revealing many new opportunities for connections we would like to build, support we would like to provide, and engagement we would like to generate with our underserved populations. A new continuation grant will address inadequacies in current programming by heightening our focus on the unique needs of these underserved students. By working with community partners New Hope and the Norton Police Department (NPD), we will demonstrate to every member of our community that sexual assault, domestic violence, dating violence and stalking will not be tolerated and that perpetrators will be held accountable.

Resources offering victim services and advocacy are widely available to students. On campus, students can seek help from Wheaton's Counseling Center, which offers confidential support during the work week. Comprehensive victim services and advocacy are delivered by our community partner New Hope, Inc. New Hope maintains a 24-hour hotline, ensuring that students have access to confidential victim services, support, and advocacy around the clock. New Hope runs our local SANE Advocate program, servicing both local hospitals, where students may seek medical care and SANE kit collection. All services provided by New Hope are confidential and protected by privilege. New Hope also serves as an incredible resource for training and technical assistance, helping shape programming and offering many educational workshops and trainings to students, college personnel and law enforcement. New Hope also facilitates a four-day advocacy workshop open to all students, faculty, and staff and has been instrumental in training our Sexual Misconduct Hearing Board (SMHB). New Hope interfaces with our state domestic violence coalition, Jane Doe, Inc. to ensure that our efforts are informed and coordinated with other local agencies. The complementary and collaborative nature of these coalition partnerships allows more efficient and effective advocacy, comprehensive prevention education and services, public policy development, and local public discourse and awareness.

Wheaton is a community with a rich tradition of commitment to gender studies and equality, which has coalesced our efforts to promote and protect the ideals of Title IX since the early 1980s when we launched the nationally-recognized Gender Balanced Curriculum Project. This deep-rooted culture of support and investment is evident throughout our community today. All members of the President's Council support the Dean of Students as she leads efforts to promote awareness of issues regarding sexual assault, domestic violence, dating violence, and stalking on campus. The President participates in key events and promotes them to other

colleges. The Provost urges faculty to connect course content to outreach events. The Athletic Director is always eager to incorporate his department into education and outreach efforts; College Advancement supports fundraising for programming; and the Executive VP of Finance and Administration, who oversees Wheaton Public Safety (WPS), encourages training for campus law enforcement.

Efforts from our previous grant demonstrate full compliance with Campus Program statutory requirements and *we are committed to maintaining all aspects of related programming moving forward with a continuation grant*. The coordinated community response model provides a solid foundation for our work. Wheaton's Coordinated Community Response Team (CCRT), which focuses on our response to reported incidents, compliance with regulations and guidance, educational programming, and communication of efforts and issues, consists of a core leadership group (Dean of Students, Assoc. Dean of Students, Title IX Coordinator, Public Safety Director, and SMART Coordinator), as well as the Provost, Compliance Officer, Health Services Coordinator, Associate Athletic Director, Director of Residential Life, Director of Counseling and Health Services, AVP/Director of Human Resources, Director Human Resources Operations, Dean of Global Education, Norton Chief of Police and New Hope's VP of Operations. This group has developed Wheaton College's *Coordinated Community Response Policy*, which outlines our Sexual Assault Response Policy (SARP). The ongoing development and revision of our policies and procedures, and involvement of both community partners, assures that policy is comprehensive, understandable, survivor-friendly and compliant with evolving federal expectations and regulations. SMART comprises experienced faculty and staff from Academic Affairs, the Counseling Center, Public Safety, Student Health Services, Academic Advising and Career Services, Library and Information Services, the Office of

Service, Spirituality, and Social Responsibility, Student Affairs and Residential Life as well as students and representatives from New Hope. SMART meets weekly to discuss policy and campus climate issues, promote on- and off-campus resources and reporting options, design and implement trainings and education programs, and inform the community of its role as a resource. The participation of community partners New Hope and NPD in CCRT and SMART increases collaboration, communication, and understanding of policies, procedures, and available resources across constituents.

Wheaton College has established a strong mandatory programmatic series for incoming students during fall and spring orientations. Before incoming students arrive on campus, they are asked to complete Haven, an interactive online module promoting prevention and response. During orientation, all incoming students must participate in a mandatory session facilitated by the Dean of Students, which defines campus policies, laws, and resources for assistance as well as the on-campus process for adjudicating reports. This session also covers issues of consent, incapacitation, and values in the context of our community standards. Additionally, students must participate in “What Would Wheaton Do?” – our bystander-intervention education and training program. Developed with New Hope as well as bystander intervention field experts from the University of New Hampshire and Arizona State University, this program is co-facilitated by the SMART Coordinator or other professional staff and student peer educators. The two programs contextualize “Community Values at Wheaton” and complement each other. These mandatory sessions are tracked by ID scanner. Makeup sessions are held for students who may have missed a session during orientation week. Additionally, sanctions and holds are placed on student accounts until students complete any missed sessions through the makeup offerings, thus garnering 100% participation. In addition to all incoming first-year students, *bystander*

intervention training is available to all students. Already, it has been provided to Resident Assistants, Wheaton Athletic Mentors (WAMs), students who live in upper-class residence halls, the academic peer mentoring group, and all varsity athletic teams. In the past 3.5 years, more than 2,280 students have completed campus-run bystander intervention programs.

Wheaton works with New Hope and NPD to conduct annual training sessions for law enforcement officials from NPD and Wheaton College's Public Safety (WPS) that cover protocols when responding to cases related to sexual violence and the multitude of nuances related to these particular cases. This past year, Wheaton partnered with the Massachusetts Department of Public Health (DPH) to deliver training on the SANE advocacy program and rape kit process to WPS and other on-call college professionals. The SMART Coordinator is now working with the Chief of NPD, New Hope, and DPH to incorporate this training into the annual law enforcement training. Plans are also being developed to include first-responder EMTs from Norton Fire for the first time. Additionally, WPS and NPD members attend state-run or independent organization-run trainings, workshops, and conferences. This multi-pronged and coordinated commitment to training law enforcement members in our community ensures that trainings are comprehensive, relevant, consistent, and best-practice informed.

Training for Wheaton's disciplinary hearing board officers is well established. Wheaton College's community-based approach to sexual misconduct means all members of our campus community have a role to play in reducing and responding to incidents of sexual assault. As this approach relates to the judicial process, the College developed a specialized hearing board: the Sexual Misconduct Hearing Board (SMHB). Interested faculty and staff receive training in each of the three roles involved in cases: Hearing Board Members, Case Investigators, and Procedural Advisors. We offer extensive training so that SMHB members feel adequately prepared to fulfill

any of the three roles and are continually exploring ways to broaden and deepen training. SMHB members also receive training on: Wheaton's Sexual Misconduct Policy and our community-based response, Title IX, VAWA, the intersection of Title IX and the Clery Act, the investigation and hearing process, and an overview of the dynamics of sexual violence. These trainings occur at least twice per semester and include didactic and interactive components. The trainings are developed in collaboration with New Hope and are co-facilitated by the Associate Dean of Students, who serves as the Conduct Officer, and the SMART Coordinator. Our participation in OVW-sponsored Technical Training Institutes and webinars has been extremely helpful in the development of training for this important group. As seven SMHB members are required to investigate and hear any one case, recruitment and training of SMHB members is ongoing.

Wheaton has experienced a broad range of behavioral, systemic and cultural changes as a result of previous grant funding. The most important behavioral change we have noted has been a substantial increase in students reporting incidents. Along with this, we have noticed that students are increasingly seeking support and taking advantage of available services, especially in the days and weeks after an incident. We are unable to obtain hard data about on- and off-campus counseling services because of confidentiality. However, the Dean of Students office has experienced a notable increase in accommodation requests for classes and relocation for living arrangements since our Campus Program grant has been implemented. There also has been a rise in official reports to NPD, which often occur after conversations with College staff. This indicates that an increasing number of students are looking to the College and our community partners as they reach out for help.

The most prominent systemic changes include the establishment of a multitude of training opportunities and a noteworthy increase in educational programming, including

establishing an *ongoing prevention program for the entire campus community* that will be maintained throughout a new continuation grant. Wheaton has worked alongside New Hope and other partners to develop and institutionalize a suite of trainings that targets incoming students and provides invaluable support to faculty and staff, including SMHB members and law enforcement officers. The College provides specialized training for professional and paraprofessional staff members who are potential first-responders (i.e. Residential Life staff, Preceptors, WAMs and Wheaton EMS students) but also offers trainings for any community member who might serve as an advocate for reducing sexual misconduct. Trainings are tailored to constituents and include a combination of a wide range of topics such as: SMART's role and mission, college policy and reporting obligations, reporting options and available resources, responding to survivors of domestic and sexual violence, aspects of trauma of sexual violence, dynamics of healthy and unhealthy relationships, bystander intervention and community values, to name a few. In addition, SMART presents educational programming that shares information about its mission and relays positive and healthy messages about sexual and interpersonal relationships. Often working in partnership with student groups, SMART plans events, hosts tabling displays, distributes marketing materials and uses social media to educate the community about its role on campus. SMART has created numerous campus resources including a Faculty/Staff Sexual Misconduct Resource Guide, a Student Sexual Misconduct Resource Guide and a template for a new sexual assault and SMART website. Examples of events designed or organized by SMART in the past 3.5 years include: the "It's On Us" pledge campaign that invited students, faculty and staff to commit to taking action to end sexual assault, dating/domestic violence and stalking; a discussion with sexual assault survivor, political activist and social media pioneer Wagatwe Wanjuki co-sponsored with the Feminist Association of

Wheaton (FAW); a performance of the *Yellow Dress* co-hosted with the student-run Sexual Health Advocacy Group (SHAG); a “Can I Kiss You?” presentation by Mike Domitrz of the Date Safe Project; and a performance by Speak About It.

The most fundamental cultural change has been a growing understanding that sexual misconduct must be tackled by the entire community. The responsibility lies beyond the purview of the Dean of Students; *everyone* must take ownership and recognize that this is an urgent community problem. By opening up SMHB membership to all faculty and staff, more community members from a broad span of divisions, departments and disciplines are becoming involved in, aware of, and educated around issues of sexual violence. As a result, they are better equipped to respond sensitively and appropriately to reports of sexual assault and serve as advocates. Also, programming has enjoyed buy-in from many departments and divisions that typically would be unaware of these issues. Faculty members, in particular, have taken on this charge in impressive ways leading to rich connections to the curriculum. The development and production of the ensemble-based play *What Happens When* presented a unique entry point for faculty who see educational value in incorporating these issues into their coursework. Theater Professor Stephanie Daniels and Playwright-in-Residence Charlotte Meehan contacted faculty to see if they would consider linking their courses, both formally and informally, to the play. The response was astounding. Students in Computer Science, Experimental Film, Sociological Research Methods, Songwriting, Religion, and Art History courses participated, conveying the range of curricular innovation spurred by this unique, sustainable and replicable teaching tool. The excitement surrounding the April 2015 premier, which received attention in the *Boston Globe* and more than 40 media outlets nationwide, was palpable. Institutional support has been outstanding. The President, Provost and Dean of Students all believe that the play should impact

campuses beyond Wheaton. A dynamic website, wheatoncollege.edu/whathappenswhen, provides background information and serves as a point of contact for those interested in accessing the script for free. During the run of the show, the Dean of Students contacted her peers at several colleges in the Boston area, inviting them and their students to attend the launch. She also hosted a dinner for Deans of Students, Title IX Coordinators and other area college administrators prior to one of the shows. Many institutions attended the production, and several expressed interest in learning more about the process, including Framingham State College, Emerson College, Stonehill College, Rhode Island School of Design, Northeastern University, Roger Williams University, the University of New Hampshire and Harvard University. We are currently making a targeted effort to send the script to more than 500 campuses nationwide.

Despite these extensive positive changes, five key gaps still exist. **GAP 1** - Initial training and education for incoming students is well established; however, training geared toward faculty and staff does not enjoy the same level of consistency. There is a need to assure that training sessions targeting first-responder/on-call staff and SMHB members, in particular, are administered with greater regularity. **GAP 2** - To date, training and education efforts for students have mostly concentrated on first-year students, paraprofessionals and athletes. Our programs have not targeted some of the student body's underrepresented populations, such as students of color, LGBTQ students, and international students. We must work directly with these groups to bring them into the fold and address their unique needs. **GAP 3** – Research shows, and observations from colleges substantiate, that more reports of incidents of sexual assault are made in the first four months of the school year than at any other time, and that first-year students file the majority of incident reports. This holds true at Wheaton. We've had more reports in the fall semester than the spring for each of the last four years, and we have had at least one report of

sexual assault during each of the last three opening weeks. The two mandatory programs that we have developed for incoming students are excellent, but prevention and education programming does not span the entire duration of what college officials refer to as the “Red Zone.” **GAP 4 -** We have built an excellent framework for training and education that helps us address current threatening situations related to sexual misconduct. A significant gap is that we do not currently have an established program that allows students to think about and discuss healthy relationships and healthy masculinity. There is a pressing need to promote positive dialogue related to these topics. **GAP 5 -** We have only just begun to understand how curricular connections can serve as a tremendously powerful and pervasive complement to education and outreach efforts. We could not have predicted the overwhelming willingness on the part of our faculty to develop meaningful links between their classes and the play. Our current programming simply does not foster enough curricular innovation. We feel compelled to incite more.

WHAT WILL BE DONE

To address the first gap, **GOAL 1** will maintain the SMART Coordinator as a full-time position. The SMART Coordinator works with CCRT to develop a formalized training sequence for all constituents, with a particular emphasis on first-responder/on-call staff and SMHB members. Measurable goals and specific tasks include: all SMHB members will participate in 75% of trainings offered each year; a SMHB handbook will be developed and produced by the end of year one; and an annual staff and faculty training session will be developed and will have a 90% participation rate each year. Expected outcomes are that: SMHB members will be able to identify skill-based competencies required for each board position; and staff and faculty will be able to identify reporting options and resources for anyone reporting an incident of sexual misconduct on campus.

It is crucial that training and educational programming is sensitive to the needs of all sectors of the student body, especially those from culturally specific and underserved populations. To accomplish this, **GOAL 2** is to build new programs and train staff in order to address the needs of international students, LGBTQ students and students of color. We will broaden representation of SMART and CCRT to include students from these populations. By including student representatives from these groups in the two forums that shape policy, training and education, we will gain their buy-in, seek their input and be able to better address their needs. We will invite the professional staff members who work with these groups (Global Education and Intercultural Center) to join SMART. Measurable goals and specific tasks will include: an increase in student membership in SMART from 4-5 active weekly participants to 10 active participants with 60% of new student representation coming from marginalized groups; and adding one student to formal CCRT membership in a student representative leadership position. Expected outcomes are that: educational programs will be developed to include content specifically designed for and relevant to identified target groups; and student representation for underrepresented groups will assist in creating buy-in from within their peer groups.

In order to tackle the third gap, **GOAL 3** will be to extend programming for first-year students beyond orientation to include an additional six-week program. SMART will work with Residential Life and Student Activities, Involvement and Leadership (SAIL) to ensure that incoming students are given repeated exposure, with varied format, to the information presented at orientation so that messaging is received throughout an established window of transition to college. Resident Advisors will be provided with programs, agendas and materials, accompanied by a schedule of events so that consistent timing and messaging is guaranteed. We will also work with faculty who teach First Year Seminars to develop a statement to be included in course

syllabi demonstrating the College's zero tolerance approach to sexual misconduct. In an effort to create primary prevention strategies that are sustainable, impactful and innovative, we have partnered with LiveSafe, Inc. and WPS to implement the LiveSafe App for our campus. The app was rolled out in the fall, and allows students to: 1) anonymously alert WPS of a potentially dangerous event using GPS technology and picture attachments if needed; 2) utilize contacts to initiate and virtually monitor safe walks on-campus; and 3) have access to on-campus, community, and state-wide resources geared toward students who are addressing interpersonal violence, sexual assault or stalking in their lives. Measurable goals and specific tasks include: 70% of first-year students will participate and/or engage with programming beyond the formal CORE programs; LiveSafe will be downloaded by 60% of students; and faculty syllabi statements will be standard inclusion by the end of year one. Expected outcomes are that: first-year students will be able to identify reporting options and resources on and off campus at the conclusion of the initial six-weeks of the fall semester; and communication between first-year students and other Wheaton students centered on issues of consent, sexual misconduct, and bystander intervention will become a foundation of the first-year experience.

To close the fourth gap, **GOAL 4** is to develop a Healthy Masculinity Program to provide a platform for students to engage in positive conversation about healthy relationships. The program will address male gender socialization and the strategies and skills required to develop compassionate, non-violent and equitable young men. Via robust outreach, we hope to instill in students a better understanding of the dynamics of male socialization and its impacts on women, men and the community as a whole. We will empower students to become peer trainers for other students and involve faculty and staff as mentors. Associate Dean of Students Brandon White will coordinate the program with Associate Provost and Professor of English Shawn Christian

and Head Men's Swim Coach Barrett Roberts '07. Following the model used to build our bystander program, we will consult with technical experts and local partners to design a customized initiative that suits the specific needs of our small residential campus. We will work with New Hope and Men Can Stop Rape to shape this program, which will be developed in year one and implemented by the end of year two. Foundational work and initial training is already underway. A program development team has begun to establish structure and goals, and an inaugural group of 25 male peer leaders have volunteered for the first Men Can Stop Rape workshop in Spring 2016. Expected outcomes are: the Wheaton community will adopt healthy views of masculinity and the engagement of men in sexual misconduct prevention; and more male students will become campus leaders in sexual misconduct prevention and bystander intervention efforts.

In order to address the fifth gap, Wheaton will build on the experience and success of the play and foster increasing curricular synergy. For **GOAL 5**, we will create a follow-up theater piece that ties education and outreach efforts to the curriculum. Theater Professor Stephanie Daniels, Director of *What Happens When*, will teach the course, *Theater and Social Change* all three years. This class, which typically attracts a broad cross-section of the student population, will have a predetermined focus on addressing issues related to sexual misconduct. Each year, students will work collaboratively to produce a multi-layered public event that could include a staged reading, a panel discussion and/or an interactive workshop. The public event will be smaller in scale than a full-blown production, but Professor Daniels and her students will use the model of the play and recruit faculty to become involved in the event and link it to their courses. During the first year of the class, Professor Daniels plans to use the evaluation of the play to conduct a smaller-scale "part two" of the original production to assure that the conversation

evolves. She also will travel to regional and national conferences with Professor Charlotte Meehan, who created the script, to share their experience developing the play with colleagues from other colleges. Measurable goals and specific tasks include: Theater and Social Change will be taught during all three years; and small-scale, public events will be developed through course collaboration efforts each year of the grant. Expected outcomes are: faculty engagement and collaboration around issues of sexual assault prevention and education will continue to increase and develop co-curricular partnerships; and commitment to prevention efforts will become woven into the Division of Student Affairs as well as Academic Affairs.

Finally, we will devise a systemized way to evaluate all programs. Working with Technical Assistance providers and researching best practices, we developed and implemented our first Campus Climate Survey in 2015. These data are still being processed and prepared to be released to the community in the next month, which will be utilized by a number of constituents in the community to inform efforts. The expected effect of this work is that we will be able to more accurately assess the needs of our community and any potential gaps in services. This information will be extremely valuable as we continue to improve upon our response. It can also inform SMART members as they further develop education and training programs. In a strategic plan to raise the profile of the survey and also acknowledge the scholarly implications, going forward the survey will be developed, administered, and analyzed by Kersti Yllo, Professor of Sociology in connection with the Wheaton Office of Institutional Research. Goals 2, 3, 4 and 5 outlined in this proposal go beyond statutory and program requirements and address goals 1 and 2 that are outlined in the Campus TA Supplemental Product. *Though we have identified these five goals to address specific needs, this will not be the only work accomplished with a Continuation Campus Grant. We remain committed to the statutory and program requirements*

outlined in the solicitation; related activity has been detailed in this proposal and will continue to be implemented. As mentioned previously, all members of the President's Council *provide key leadership*, working together to promote visibility, awareness and sustainability.

Wheaton takes a careful approach when addressing victim safety and autonomy, complementing official victim services with a student-centered response. Students who have been sexually assaulted and want assistance are able to contact Public Safety, Residential Life, the Counseling Center, the Office of the Dean of Students, the SMART Coordinator, or the Title IX Coordinator to file a complaint, ask questions, or seek assistance. The complainant is assisted in determining what next steps s/he would like to take. Immediate treatment, both medical and psychological, is always offered, as is referral to local law enforcement. Public Safety and Residential Life staff members are trained as first responders and then, with guidance from the college's on-call personnel, the student is referred to New Hope for further services, if desired by the survivor. If necessary, or requested, a student will be relocated to another residential space, and an immediate no-contact order and/or an interim removal from campus can be implemented if the situation warrants. Students are also advised to contact the Counseling Center on campus for follow-up assistance. The SMART Coordinator is available to students as well for further follow-up, and often serves as the initial point of contact. The Coordinator assists him/her in determining steps within the College's conduct process, or assistance with managing other obligations on campus (e.g., being in touch with faculty to request an accommodation). Our on-campus response is overseen by the Title IX Coordinator who ensures that standards of confidentiality and compliance are met at each stage in the process.

Wheaton makes every effort to protect the confidentiality and privacy of anyone receiving services. We take great care not to disclose personally identifying information

collected in connection with services to any third party without informed, written consent of the person, unless compelled by statutory or court mandate. In this case, we would make reasonable attempts to provide notice to victims affected by the disclosure of information. Information is shared on a strict need to know basis, with the student being made fully aware of the specific need to share and how the sharing of information has been deemed necessary for student safety or response. Additionally, we take all possible measures to protect the privacy and safety of the persons affected by the release of the information. An institutional commitment to confidentiality and empowerment, a small, trained CCRT core leadership, a streamlined response process, and partnerships with individuals and organizations with privilege status ensure a high level of compliance with regards to confidentiality. With this new project, Wheaton will address victim safety and autonomy by providing access to the same services. However, the consistency across incidents that is indispensable to building trust with students will improve with the specific training and outreach the grant will allow us to provide. A single staff person overseeing these multiple efforts is vital to this consistency. Victim safety will continue to be the highest priority, and the College will continue to seek the victim's input on follow-up measures. Information will be stored in our protected, secure online conduct module and will be managed by a single point of contact. We aim to reduce the obstacles that a survivor faces in coming forward and learning about his or her options.

WHO WILL IMPLEMENT THE PROJECT

Wheaton College's Office of the Dean of Students, in collaboration with partners New Hope and the Norton Police Department, is responsible for carrying out the project. Wheaton's Office of the Dean of Students will oversee all activity. New Hope will: continue to provide 24-hour victim services and advocacy; participate in SMART and CCRT meetings; advise the

development of education and outreach efforts; support continued efforts to improve mandatory programs for incoming students; participate in annual training sessions for law enforcement officials; help train SMHB members; and contribute to the development of a) an extended six-weeks of programming for incoming students, b) a Healthy Masculinity Program and c) new programs that address the needs of underserved populations. NPD will participate in SMART and CCRT meetings; advise the development of SMART's education and outreach efforts; and participate in annual training sessions for law enforcement officials. Because Wheaton is a small community with limited resources, we must nurture a vigorous resource network that extends beyond campus borders. Campus Program support has enabled us to strengthen relationships with community-based partners tremendously. In addition to attending regular CCRT and SMART meetings, New Hope and NPD: train SMART on reporting procedures and processes within their agencies so that they know what students should expect if they access each resource; provide invaluable input as we continue to develop our bystander intervention education program; and consult on an as-needed basis with the SMART Coordinator regarding individual cases and reporting options. In addition, Wheaton leadership meets with the Chief of Police and his sergeants, including NPD's sexual assault investigator, outside of regular partnership meetings to strengthen ties. This type of synergistic activity, which now develops organically, is a direct result of our Campus Program grant. Well-developed relationships with NPD and New Hope increase the likelihood that a student will be referred to our external partners or know how to access them independently. This tight-knit collaboration enables us to provide the most comprehensive and appropriate resources to our campus community and is vital to our success.

Dean of Students **Kate McCaffrey Kenny** will continue to serve as **Project Director**, maintaining institutional oversight of the project. Dean Kenny holds an M.S., Student Affairs in

Higher Education. Over the past 20 years, Dean Kenny has held multiple leadership positions on residential college campuses. She has coordinated constituents to assess sexual misconduct on campus; performed on-call crisis management and emergency response; served as Deputy Title IX Coordinator for students; created and facilitated trainings on sexual misconduct education and prevention; adjudicated mid-level disciplinary hearing cases; and supervised staff in their roles as hearing officers. Dean Kenny's many conference presentations, including the "Community-Based Approach to Sexual Misconduct," have served as national models for colleges tackling this issue. SMART Coordinator **Courtney Ruggles**, M.S. in Higher Education Administration, serves as the **Project Coordinator**. 100% of her time will be dedicated to the project. Ms. Ruggles attends OVW's technical trainings in order to educate students, faculty and staff on sexual misconduct issues. She also meets with senior student affairs leadership and the Title IX Coordinator to debrief reports of violations of the College's sexual misconduct policy, update the status of previous reports and ongoing cases, and ensure compliance with campus, state, and federal regulations. Her previous work as Case Manager in Wheaton's Counseling Center, Area Coordinator/Academic Advisor, and current and past positions coaching female athletes make Ms. Ruggles particularly attuned to student needs and the ongoing outreach efforts required on residential campuses. **Heather Sullivan** is the Outreach and Prevention Education Specialist for New Hope, the domestic and sexual violence agency for Southeast and Central Massachusetts. Ms. Sullivan provides Rape Prevention Education (RPE) Programming, curriculum development and community outreach for the agency. Her duties also include conducting a 40-hour training for all new staff and volunteers and coordinating New Hope's SANE medical advocacy program. She joined the agency in 2015 to work directly with domestic and sexual violence survivors as a SAFEplan Advocate in District Court. She is an essential contributor to Wheaton College's

education, outreach and training efforts. Chief **Christopher Santiago**, Director of Wheaton Public Safety, plans, directs and manages the operations of the WPS Department relating to administration and campus security and safety services. He came to Wheaton in April 2015 with two decades' experience in law enforcement administration at campuses including Boston College, Simmons College and St. Mary's College of Maryland, as well as a background in student affairs and residence life. His leadership in student conduct and safety issues, including sexual misconduct, and expertise in initiating safety and prevention programs, such as Rape Aggression Defense (RAD), already has impacted our campus. Chief Santiago coordinates enforcement activities with College officials and appropriate town and state agencies, including the Norton Police Department, working directly with Norton Chief of Police **Brian Clark**. Chief Clark has investigated numerous sexual assault cases in the Town of Norton, including on Wheaton's campus. He has benefitted from professional training in rape investigation, domestic violence investigation, VICAP sexual assault investigation and sexual predators. Since early 2003, WPS and NPD have collaborated on their collective response to sexual assault and domestic violence cases. Jointly, they developed a series of conventions for responding to reported cases and maintain the confidentiality of alleged victims. Because of this close working relationship, NPD is aware of and sensitive to the unique environment of a college campus. Following well-established protocol practiced by the Norton Police Department, New Hope and Wheaton College, communication between partner organizations regarding victims is kept confidential. Meetings are always held in the framework of supporting students and protecting confidentiality. Details and information are not shared without previous approval from the student reporting, and if needed, all information is gathered in our secure, protected online conduct system.