WE’RE COMMITTED

The Office of Sorority & Fraternity Life

Health and Safety Resource Guide

2022–2023

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

OFFICE OF SORORITY & FRATERNITY LIFE
Welcome to the We’re Committed Resource Guide. We are so excited that you have chosen to learn more about health and safety resources for the Greek community. There are many great opportunities that come with being a member of this community, and with that comes great responsibility.

Our belief is that each and every member of the Greek community is a leader and has the opportunity to enact change. The first step in enacting change, is recognizing the importance of advocating for a healthy and safe community. It is our hope that this resource guide will provide you with information to further your knowledge on key health and safety issues, resources to support yourself and others in your chapter, and information around campus programs that would deepen your understanding of these topics.

Because of the commitment that the Office of Sorority & Fraternity Life has to the health and wellbeing of our Greek community, there are several opportunities to learn more about these topics throughout the year. The We’re Committed prevention plan that was developed and is showcased throughout this guide, allows our community to raise awareness around different health and safety topics each month, sharing information and resources from different campus and community partners. We encourage you to further your knowledge after reading this guide by requesting and attending programs from both the Office of Sorority & Fraternity and the campus partners who made this guide possible.

This guide would not be possible without the support and collaboration of several offices at the University of Tennessee, Knoxville. Throughout this guide, you will have the opportunity to visit their websites, and learn more about the resources that they offer. A special thank you to The Office of Title IX, Student Conduct & Community Standards, The Center for Health Education & Wellness, and The Dean of Students Office for their partnership.

The We’re Committed Health and Safety Resource Guide was created as a way to provide important resources to sorority and fraternity students all in one place. As a group of more than 6,000 students that represent 25% of the undergraduate student body, each and every one of you has the ability to use this resource guide as a way to look out for your brothers and sisters and find ways to advocate for health and safety.

We hope that this guide will be a place that you can find resources that will support you and our community in becoming a healthier and safer one for all Volunteers.

Go Vols!
The Office of Sorority & Fraternity Life
Psi Society is a prestigious group of student leaders in the Greek community who educate their peers on leadership, health, and safety. They have been nominated and selected for their advanced leadership qualities and will launch programs on Greek-specific topics such as “How to Be a Good Big,” “Siblings Fight,” and “Leading Against the Tide” in fall 2022. These programs will be made available to the entire Greek community and will be a SOFE opportunity to learn more about key issues facing their chapter from people that understand the challenges best.

It is with great excitement that we introduce the 2022-2023 inaugural class of Psi Society. These leaders represent 22 of the Greek organizations here at the University of Tennessee, Knoxville. Please reach out to OSFL to connect with the student leaders and inquire about programs and partnerships.

Chair of Outreach & Engagement - Caroline Hensley, Alpha Omicron Pi
Chair of Program Development - Claire Shamiyeh, Kappa Kappa Gamma
Chair of Operations – Will Manning, Lambda Chi Alpha
Chair of Branding & PR - Sydney Davidson, Zeta Chi Alpha

Nicole Devlin
Hannah Lund
Brody Carmack
Elliott McGuire
Emaleigh Bell
Harrison Van Eaton
Lindsey Campbell
Caroline Powell
Jordan Dillard
Kayla Johnson
Alyssa Mclaughlin
Angel Miñoza
Bella Tepedino
Harriet Tarr
Lily Fox
Alpha Chi Omega
Alpha Delta Pi
Alpha Gamma Rho
Alpha Gamma Rho
Alpha Omicron Pi
Beta Upsilon Chi
Chi Omega
Delta Delta Delta
Delta Gamma
Delta Gamma
Delta Gamma
Delta Phi Lambda Sorority, Inc.
Delta Zeta
Kappa Delta
Kappa Delta
Katie Goss
Aislen Setty
Hunter Hopkins
Ned Morgan
Gracie Chiampas
Diego Uribe-Fabian
Mason Spruill
Sophia Elting
Christina Michener
Luke Bibee
Wilson Clark
Matthew Coffman
Sebastian Lavarreda
Victoria Hardin
Brooke Tartar
Kappa Kappa Gamma
Kappa Kappa Gamma
Kappa Sigma
Kappa Sigma
Lambda Theta Alpha, Latin Sorority, Inc.
Lambda Theta Phi, Latin Fraternity, Inc.
Phi Kappa Psi
Pi Beta Phi
Pi Beta Phi
Pi Kappa Alpha
Pi Kappa Alpha
Sigma Alpha Epsilon
Sigma Nu
Zeta Tau Alpha
Zeta Tau Alpha
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The University of Tennessee is committed to ending hazing. To accomplish this goal, it's important that we work together to identify hazing, act on it and prevent it.
IDENTIFY IT.

Hazing: Endangers the mental or physical health/safety or coerces someone to endanger their mental or physical health/safety, REGARDLESS of one’s willingness to participate.

Let’s review a few examples of different types of hazing behavior:

- **VERBAL ABUSE**
  - being yelled at, threatened or intimidated

- **PERSONAL SERVITUDE**
  - getting someone’s meals, running errands, cleaning someone’s house, serving as a driver (beeper)

- **THREATS or INTIMIDATION**
  - being made to think you won’t be initiated if you don’t complete a task

- **SOCIAL ISOLATION**
  - not being allowed to spend time with other people/groups, having to delete social media

- **EMBARRASSING ACTIVITIES**
  - wearing an article of clothing against your choice, being asked uncomfortable questions

- **POWER IMBALANCE**
  - individual(s) with more power asking others to complete pointless tasks, often to earn their place in the group

- **SLEEP DEPRIVATION**
  - attending meetings at obscure hours, completing tasks at all hours of the day/night

- **POINTLESS TASKS**
  - completing tasks that have nothing to do with the organization’s purpose or values.

- **FORCED/COERCED ALCOHOL**
  - drinking competitions for younger members, rapid or mass consumption of alcohol.

- **PHYSICAL REQUIREMENTS**
  - pushups, running, call-downs, sets/ line-ups

Hazing isn’t simply about the activity... it’s also about the process - the ways in which power and control are exercised among group members and how new members are rookies are made to feel about their place in the group. - Elizabeth Allen
QUESTIONS TO DETERMINE IF AN ACTIVITY IS HAZING:

1. Would I feel uncomfortable participating in this activity if my parents, a university administrator, friends, or the media were watching?

2. Would active/older members of the group refuse to participate?

3. Does this activity violate my values/my organization’s values?

4. Am I being asked to keep these activities a secret?

5. Do members defend this as “tradition?”

6. Am I doing anything illegal?

If the answer to any of these is “yes,” the activity is probably hazing!

More information: Hazingprevention.utk.edu

These are some helpful questions to ask in determining if an activity is hazing. This is not an all-inclusive list.
SIGNS OF HAZING:
adapted from hazingprevention.org

1. Sudden change in behavior or attitude after joining the organization
2. Wanting to leave the organization with no real explanation
3. Sudden decrease in communication with friends and family
4. Increase in secrecy and unwillingness to share details
5. Expressed feeling of sadness or feeling of worthlessness
6. Unexplained weight loss, injuries, or illness
7. Change in sleeping or eating habits
8. Physical or psychological exhaustion

These are some possible signs of hazing. Though these can be signs that someone is experiencing hazing, this is not an all-inclusive list, and these signs can also be a result of someone experiencing a different hardship. Because of this, it’s important to ask follow up questions, and make sure to get the person support. 974-HELP is a resource on campus to help someone get the support that they need.
Vols Help Vols. If you believe you or someone else is experiencing hazing, it’s important that you act.

**ASK:**

Be direct and ask! Don’t automatically assume something is or isn’t hazing. Clarifying questions can help determine if a behavior is hazing or self-expression. Some examples of clarifying questions could be the following:

“**How have you been recently?**”

“I’ve noticed ____. Can you tell me more about that?”

- I’ve noticed you haven’t been going to class.
- I’ve noticed you haven’t been talking to your friends or family.
- I’ve noticed you’ve seemed distracted recently.

**TRUST YOUR GUT:**

Even if someone says they are not being hazed, if you still have concerns, move forward with responding. Remember that hazing occurs even if a person wants to participate.

**REPORT HAZING:**

Staying silent puts your fellow Vols at risk. Silence only encourages the behavior to continue.

**Did you know you can report hazing anonymously?**

Be sure to include as much detail as possible.

- What should you include in a hazing report?
  - o Pictures
  - o Screenshots
  - o Video(s)
  - o Specific dates/locations
  - o Names of individual(s)/organization, team, or group

**How can you report?**

[Hazingprevention.utk.edu](http://Hazingprevention.utk.edu)

Student Conduct & Community Standards

studentconduct@utk.edu | 865-974-3171
PREVENT IT.
Help the Greek community end hazing.

Use your resources to learn more about hazing:

• Council & Chapter Advisor

• Hazing Prevention Team: The Hazing Prevention Team is a group of campus partners and students who work collaboratively to educate the campus community on how to identify, act on, and prevent hazing at the University of Tennessee. Hazingprevention.utk.edu

How can you continue to educate your chapter on hazing prevention?

You can request hazing prevention training for your chapter. This training is individualized for chapter needs, interactive, scenario-based program that covers what constitutes hazing, how to notice signs of hazing, and how to respond.

Participate in National Hazing Prevention Week at UT! Hazing Prevention Week is facilitated by the Hazing Prevention Team and allows chapters to learn more about hazing prevention.
We’re committed to alcohol safety.

Choosing to drink is a personal decision. If you are 21 years old or older and choose to drink, make informed decisions to reduce unwanted risks and consequences.
The Center for Health Education and Wellness (CHEW) at UT shares the following around alcohol risk reduction and responsible consumption:

**Know the standard!** A standard drink is 12 oz of 3-5% alcohol by volume (ABV) beer, 5 oz of 12-15% ABV wine, and 1.5 oz of 40% ABV (or 80 proof) hard liquor.

**Set a limit.** Before going out, decide how much you’ll drink. It’s easier to stick to your limit if you set it before you start drinking.

**Have a plan.** Before going out, figure out the plan for the night including how you’re going to get home and where you’ll be staying for the night.

**Designate a sober driver.** The best way to make sure that you’ll get home safely is to have someone who is sober drive you home.

**Track your drinks!** You’ve set a limit, now you have to hold yourself accountable. Track your standard drinks with tally marks, a note in your phone, or another way that will be visible and help keep you aware.

**Alternate with water.** In between alcoholic drinks, drink water. It helps to slow the rate of consumption and keeps you hydrated.

**Eat a meal with a mix of protein, fat, and carbs before drinking.** Drinking on an empty stomach causes the alcohol to be absorbed by your stomach and intestines quicker, which can increase your chances of getting sick.

**Pass on the punch!** Drinking from a large, unmarked container, such as a punchbowl, trough or even a lined trash barrel won’t allow you to count your standard drinks. These concoctions may also be mixed with energy drinks which gives drinkers a false sense of how intoxicated they are getting.

**Pace yourself.** Avoid pre-gaming, taking shots, shot gunning, keg stands, slapping the bag, or any other games that increase the speed of drinking.

**Remember the memories.** Binge drinking is defined as five or more drinks for men or four or more drinks for women in two hours. The amount you drink and how quickly you drink can contribute to blackouts and keep you from remembering some fun memories.

**Don’t mix.** Alcohol often has harmful interactions with prescription medications, over-the-counter drugs, and even some herbal remedies. If you choose to drink, it’s important to observe warning labels and ask your doctor or pharmacist if it’s safe to use alcohol with any medications and herbal remedies that you take.

**Vols help Vols!** As Volunteers, we look out for one another. If you see someone exhibiting one of the four signs of alcohol overdose (cold skin, unresponsive, puking and/or slow breathing), be an ACTive Bystander by Acknowledging the situation, Considering options, and Taking action.

https://wellness.utk.edu/alcoholriskreduction/
Vols Help Vols. While a student at UT, you may be faced with a situation where a brother or sister has had too much to drink. Know the signs of alcohol overdose:

- **Cold to the touch**
- **Unconscious**
- **Puking**
- **Slow breathing**

If you believe that someone needs help because of alcohol or drug overdose, the University has a **Medical Amnesty policy**. If you see someone who needs help due to alcohol and/or drugs, call 911 (or your RA if on campus) and stay with the individual. If you are under the influence and worried about calling for fear you may get in trouble, please know the university provides amnesty to student seeking help in these situations.

Individuals who help are referred to as “Good Samaritans,” and the individuals in need of medical attention are referred to as “Impaired Individuals.” No formal disciplinary action is taken by the university for the “Good Samaritan” or for the “Impaired Individual,” even if the “Good Samaritan,” is also under the influence of drugs and/or alcohol if the following steps are taken:

The “Good Samaritan” (1) contacts appropriate resources to report and request assistance and (2) demonstrates cooperation and care by remaining with the Impaired Student.

And remember, there can be more than one “Good Samaritan” in a situation if multiple people are assisting in getting help.

### RESPONDING TO ALCOHOL OVERDOSE

- **Call 911 immediately**
- **Stay with them**
- **Keep them lying on their side**

**Remember to also:**
- Stay calm and use your judgment
- Try to wake them
- Do not give food or force fluids
- If they can respond, ask about number of drinks, any health conditions, allergies, medications, etc.
EVENT REGISTRATION

The Office of Sorority & Fraternity Life (OSFL) believes the registration of events by sororities and fraternities will promote the health, safety, and wellbeing of all members of our campus community. For that reason, OSFL has implemented an Event Registration Policy. Below is a resource to assist Greek students in ensuring that they are hosting safe events with alcohol:

To review an example of a risk plan, click here.

Programs you can request related to alcohol education:

Office of Sorority & Fraternity Life

• **Sober Monitor Training:** [Sober Monitor Training](#) is an opportunity for chapter members to learn how to assist in following the OSFL Event Registration Policy, as well as identify and intervene on potential or current risks at the event.

CHEW programs

• [Alcohol Education Programs through the Center for Health Education & Wellness](#)
Each Greek organization was founded upon a set of values. Your actions can and should reflect those values. It should be your commitment to make sure that every member feels like they matter and belong.
A “bias” is defined as any act that is motivated, in whole or in part, due to an individual’s age, race, ethnicity, disability, gender, gender identity or expression, immigration or citizenship status, marital status, national origin, veteran status, religion and/or religious practice, sexual orientation, socioeconomic status, weight, political affiliation, medical condition, mental health, or any combination of these or related factors.

Examples of bias incidents:
- Racial/culturally (appropriated) themed parties
- Mocking or ridiculing a person’s language or accent
- Verbal or written use of slurs
- Hosting events on non-christian religious holidays
- Refusal to acknowledge someone’s correct pronouns and name
- Damage to property with hate messages and symbols
- Language and imagery objectifying women or gender-diverse people
- Intentionally restricting access to people with disabilities

To learn more about what bias looks like visit bias.utk.edu

If you experience or witness a bias incident, remember the following:
- Safety first - you want to deescalate, not increase threat
- Intent vs. Impact – sometimes we may not intend to cause harm, but that doesn’t minimize impact.
- Self care - show yourself patience and compassion; lean on your community when you need support.
- Utilize your resources - report bias incidents!

Ciara Gazaway, Bias Education, Health & Safety Summit Presentation, Spring 2022
**Know how to RESPOND.**

- **Call 911** if you feel as if you are in immediate danger
- **Report the incident** by calling 865-974-3179 or submitting a [bias incident report](https://bias.utk.edu/how-to-report-an-incident/)
- **Contact the Office of Equity and Diversity** for experiences of bias in the classroom
- **Contact a person of authority** that you or your brother or sister feel comfortable speaking to about the experience

**HOW REPORTING WORKS:**

The Office of Dean of Students addresses bias incidents through the University’s Bias Education and Referral Team (BERT).

BERT consists of faculty and staff members from across campus

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Step 1 | Receive Report

Step 2 | Share Report with BERT

Step 3 | Outreach, Support, and Education

Step 4 | Coordinate and Refer to Campus Entities (if applicable)

Step 5 | Provide Guidance Regarding Communication to Campus Community

Step 6 | Documentation and Follow-up

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Remember...

Bias Incidents are **NOT** one size fits all!

Ciara Gazaway, Bias Education, Health & Safety Summit Presentation, Spring 2022
Another important part of helping our community feel like they matter and belong is not hosting social events with problematic themes. Below is a list of problematic social themes:

- Luau
- Pow Wow
- Fiesta
- White Trash
- Gang themed
- Red light parties

This list is not exhaustive. These are just a few examples. If you are appropriating someone’s culture through a social theme or costume, you are creating an exclusive and unsafe environment. If you have questions about themes check in with OSFL.

RESOURCES

**Vol is a Verb Website**: Vol is a Verb is a campus-wide initiative designed to support mattering & belonging on our campus, encouraging Volunteers to put actions behind out words to ensure that everyone feels like they matter and belong on Rocky Top.

**Bias Education**: The University of Tennessee is committed to maintaining a safe environment grounded in civility and respect for all members within the campus community. Bias education offers bias reporting and education for the campus community.

**Office of Multicultural Student Life**: This office promotes a welcoming and inclusive campus environment while advocating to traditionally marginalized students by providing academic support, multicultural education, identity exploration, leadership development, and diverse innovative programming.

**Pride Center**: This office serves as the LGBTQ+ resource center on campus. They provide opportunities to engage with and explore issues relating to gender and sexuality through events, programming, community space, and initiatives.

**Student Disability Resource Center**: This office is committed to partnering with the UT community to ensure an accessible university experience for students with disabilities by removing or minimizing barriers.

PROGRAMS YOU CAN REQUEST RELATED TO MATTERING AND BELONGING:

- Diversity Education Workshops through the Office of Multicultural Student Life
- Safe Zone Training through the Pride Center
- Education and Development Diversity Programs through the Office of Equity & Diversity
- **VOLS ACT Canvas Module**: ACTive Bystander Training – CHEW
- Bias Education programs with the Office of the Dean of Students - Request through Bias Education Coordinator
Being a leader in the sorority and fraternity community means empowering yourself and others to be an active bystander. Vols Help Vols!

BE AN ACTIVE BYSTANDER

A - Acknowledge the situation.
C - Consider your options.
T - Take action.

https://wellness.utk.edu/volsact/
The Center for Health Education & Wellness at UT defines bystander behavior as the following:

**Bystander:** a person who observes behavior that is unacceptable and could be potentially harmful to another person’s health or well-being.

**As a bystander, we may:**
- Think it is none of our business
- Hope that someone else will deal with it
- Miss an opportunity to change the community we live in for the better

**Active bystander:** a person who not only observes unacceptable and harmful behavior but also takes the steps that can make a difference.

**ACT**

**A**cknowledge the situation
Admit to yourself that you are concerned or something feels off

**C**onsider your options
Think about what you can do - what factors do you need to consider?

**T**ake action
Decide how you will act - Consider the 3D’s:
- **Direct:** directly interacting with the people involved
- **Distract:** create a diversion to diffuse the situation
- **Delegate:** asking someone else to get involved/assist
Supporting your Brothers and Sisters Through Conflict

Siblings fight, so conflict is unavoidable in your chapter. Conflict does not have to be a negative experience if you are aware of ways to handle a situation in a healthy and safe way!

**Conflict:** A serious disagreement or argument.  
**Conflict Management:** The practice of being able to identify and handle conflicts sensibly, fairly, and efficiently.

**Tips to handling conflict:**

- Stay calm and take some time to breathe before approaching conflict.  
  - If/ when a conflict is escalating, take a step away, don’t allow a conflict to become physical.
- Approach the person in a safe and effective way.
- Don’t confront someone in a large crowd, when alcohol is involved, or when you are in a stressful situation.
- If possible, understand how the person likes to be approached.
- Use “I feel,” statements to avoid accusatory language.
- Be empathetic and open-minded to the other person’s perspective.
- If you are concerned about your safety or the ability to have a productive conversation, find an unbiased party to serve as a mediator to the conversation.  
  - This can be a judicial board, advisor, chapter leadership, etc.
Programs offered through the Office of Sorority & Fraternity Life on Empowering Students:

- Ethical Decision Making
- Bystander Intervention Training
- “Siblings Fight”
- Future Greek Leaders
- Greek Leadership Course
- Greek Leadership Summit

Visit [https://gogreek.utk.edu/programs/](https://gogreek.utk.edu/programs/) to learn more about programs offered through the Office of Sorority & Fraternity Life.

Programs and Resources offered on campus related to Empowering Students:

- VolsACT in-person training
- VolsACT online module

Visit [https://wellness.utk.edu/request-a-program/](https://wellness.utk.edu/request-a-program/) to learn more about programs offered through the Center for Health Education & Wellness.

Other resources for navigating conflict:

- **Office of Ombuds Services**
  - Student Conduct & Community Standards offers the following courses:
    - Empathy
    - Conflict resolution
    - Dignity
    - Vols reach
    - Art of difficult conversations
WE’RE COMMITTED to being well.

Prioritizing your wellbeing as well as your brothers and sisters is important.
It’s an important aspect of your wellness to recognize and acknowledge your emotions. Take care of yourself and care for your sisters and brothers by managing your emotional wellness and stress.

Resources:
• Center for Health Education & Wellness
  • Student Counseling Center
  • 974-HELP
• VOLink – Health & Wellness
• Student Disability Services
• Academic Success Center
• RecSports

Spiritual wellness looks different for everyone. It’s taking time for yourself to be in touch with who you are and the world around you.

Resources:
• UT Gardens
• Interfaith Meditation Center in the Student Union
• Campus Ministries Council
• Office of Multicultural Student Life

Below you will find information related to the 8 dimensions of wellness. Many of the resources are from the Center for Health Education & Wellness (CHEW) website. Visit https://wellness.utk.edu/dimensions-of-wellness/ to learn more.
Intellectual development is more than just what you are learning in the classroom. Your fraternity and sorority experience can further your knowledge, and help you get a job!

**Resources:**
- Academic Success Center
- UTK Libraries
- Order of Omega – OSFL
- Division of Student Success
  - One Stop
- Center for Career Development & Academic Exploration
- Veterans Success Center

Prioritizing your physical wellbeing means more than just exercise and nutrition.

**Tips for physical wellbeing:**
- Regular exercise, regular sleep
- Managing health conditions - going to the doctor when you are sick or injured
- Eating three times a day

**Resources:**
- Student Health Center
  - TRECS
  - RecSports
- Center for Health Education & Wellness
  - Student Health Center Pharmacy
  - VOLink - Sport Club
Environmental wellness is about feeling safe and comfortable in spaces. This can mean making sure your house or apartment is clean and safe.

**Resources:**
- Environmental Health and Safety
- Office of Sustainability
- University Housing

Financial wellness can be stressful, especially as a college student. With Greek organizations, comes additional expenses. Take a look at these resources and tips around financial wellbeing and getting the support you need at UTK.

**Tips:**
Look out for scholarship opportunities and payment plans within your organization
- There may be both local and inter/national scholarships available
- Reach out to the person in your organization in charge of finances early in the semester to get on a payment plan.

**Resources:**
- Big Orange Pantry
- Smokey’s Closet
- Center for Financial Wellness
- One Stop
The network you build, leadership positions you hold and experiences you have an impact on your future career. Challenge yourself to build connections and learn from your sorority and fraternity experience.

Resources:
- Center for Career Development
- UT Alumni Association
- Connect UT

OCCUPATIONAL WELLNESS

The organizations affiliated with OSFL are all social fraternities and sororities. These social opportunities can have great benefits for your health. Don’t forget to prioritize healthy relationships and set boundaries for yourself. And get involved in other areas of campus!

Resources:
- Center for Student Engagement
- VoLink

SOCIAL WELLNESS

Programs you can request related to Being Well
- Feeling Your Best at UT (General Wellness)

Some information has been adapted from the Center for Health Education and Wellness at the University of Tennessee, Knoxville
It’s important to recognize the impacts of drug use and look out for the health and well-being of your brothers and sisters. This section will provide you with information and resources from CHEW around some of the most commonly used substances on college campuses.
STIMULANTS

SPEED UP CENTRAL NERVOUS SYSTEM

Types: Cocaine, Amphetamines (Adderall, Methamphetamine)

Short-term effects: Energetic, talkative, increased BP and heart rate, reduced appetite, dilated pupils, sensitivity to sound and light

Signs of overdose: Anxiety, paranoia, hallucinations, irregular breathing, increased body temperature, nausea, uncontrollable movement, muscle pain/weakness, chest pain

DEPRESSANTS

SLOW DOWN CENTRAL NERVOUS SYSTEM

Types: Alcohol, Benzos (Xanax, Rohypnol, GHB) Sedative Hypnotics (Ambien)

Short-term effects: Relaxation, slurred speech, altered mood, reduced inhibitions, slowed reaction time, slowed breathing, impaired movement, impaired memory

Signs of overdose: Shallow breathing, slow heart rate, clammy and/or cold skin, pale or bluish skin color, vomiting, unresponsive or unconscious

Information adapted from CHEW Health & Safety Summit Presentation, Spring 2022
Talking to a Brother or Sister about their substance use:

CONSIDERATIONS:

- Find a good time
- Be specific
- Be aware of bias
- Nonjudgmental tone
- No stigmatizing language
- Actively listen

Resources for students who are concerned about their own substance use or another student’s substance use

974-HELP
https://studentlife.utk.edu/care/

Programs you can request related to substance misuse awareness

Drug Education Programs through the Center for Health Education & Wellness
https://wellness.utk.edu/drug-education-program/
Supporting a brother or sister who discloses an experience related to sexual misconduct

Someone coming to you to disclose an experience with sexual violence can be overwhelming. This section will outline what resources The Office of Title IX can provide and how you can best support a brother or sister.

HELPFUL TERMS

**Title IX** - is a federal law that protects people from discrimination on the basis of sex in educational programs and activities.

**The Office of Title IX** - provides support and resources for individuals who have experienced sexual harassment, sexual assault, dating and domestic violence, stalking, sexual exploitation, and retaliation.

**Confidential Resource** - Information communicated to a Confidential Employee does not constitute notice or a report to the University of an incident of Prohibited Conduct. Information communicated to a Confidential Employee will not be shared with a Title IX Official, and the University therefore will be unable to use such information to investigate alleged Prohibited Conduct or to pursue disciplinary action against the Respondent.

Click [here](#) for the list of confidential resources.

**Private Resource** - Information communicated to the Office of Title IX will be kept as private as possible, which means that the information will be shared only with the University employees whom a Title IX Official determines need to be involved in responding to the incident, except as required or permitted by law. When speaking with a Title IX Official, Complainants are free to limit the details they share while they decide whether to report an incident to the University.

Click [here](#) to review the Policy on Sexual Harassment, Sexual Assault, Dating and Domestic Violence, and Stalking.
How to support a brother or sister:
• Believe them
• Thank them for trusting you
• Listen to them
• Remind them they are not alone
• Help them locate resources
• Respect the decisions they make
• Take time for self-care

What happens when someone contacts Title IX?
The individual can self-determine their next steps. An individual may choose to initiate a university investigation, or they may choose to only receive supportive measures. In both cases a student can receive supportive measures. A student is given the following resources and reporting options from Title IX.

Supportive Measures (Limited Action):
• No contact directives
• Academic assistance
• Housing accommodations
• Referrals to community resources
• Safety planning
• Assistance accessing UT counseling services

Initiate a Formal Investigation:
• Office of Student Conduct & Community Standards
• Office of Equity & Diversity

Report to Law Enforcement:
• In the jurisdiction where the prohibited conduct took place

Resources:
Campus & Community Resources
Student Counseling Center*
Monday-Friday 10:00am - 3:30pm
865-974-2196

Student Health Center*
1800 Volunteer Blvd.
865-974-3735

Office of Title IX*
1817 Melrose Avenue
865-974-9600

Sexual Assault Center of East Tennessee
865-522-7273

National Resources
• RAINN
  1-800-656-HOPE (4673)
• Love is Respect
• National Domestic Violence Hotline

Sexual Misconduct Resources
• RAINN
• Title IX
• Title IX Policy

*confidential resources

Programs you can request related to sexual misconduct awareness:
• Interpersonal Wellness & Sexual Health Programs with CHEW
  • Vols ACT Online Module
  • Vols ACT: Bystander Intervention for Sexual Misconduct Prevention
  • Consent
  • It’s Not Taboo (Sexual Health)
  • Healthy Relationships
Mental health is a significant need in our community, and we are committed to bettering the psychological and emotional wellbeing of our members. Look out for signs of distress and the ways that people show up when they are experiencing mental health concerns.
The signs of distress for your brothers and sisters can show up differently. There are healthy and unhealthy coping mechanisms. Below are some examples:

- **Healthy:** deep breathing, increase in exercise, meditation, emotional awareness, and mental reframing
- **Unhealthy:** increase in drinking or substance abuse, lack of or drastic increased sleep, avoidance of issues, and under and overeating

**How to support a brother or sister in crisis:**
Questions to ask when you believe a brother or sister might be struggling with their mental health:

- Can we talk in private? I would love to check-in
- I’ve noticed _____. Are you okay?
- I have seen that you have been down lately. Do you want to talk about it?
- I am sorry that you are going through this. You don’t have to go through this alone.
- Have you thought about exploring different resources on campus?
- Is it okay if I connect you with resources?

**Resources to connect a brother or sister with:**

**IF THERE IS AN IMMEDIATE THREAT OF HARM TO THEMSELF OR OTHERS CALL 911**

- Counseling Center
- Dean of Students Campus Resources
- Dean of Students Community Resources
- Counseling Training Center
- Center for Health Education and Wellness
- **974-HELP** (865-974-4357) - You can also submit an online referral form
  Following a 974-HELP referral an individual will be assigned a care coordinator who will connect someone with different resources and provide them with the support that they need.
- UT Psychological Clinic

Some information has been adapted from the National Alliance on Mental Illness (NAMI).
Standards Council/ Judicial Board Meetings are meant to be educational in nature. It is important to remember that the outcome assigned should repair the harm that their behavior caused and/or provide the person with tools to improve themselves and avoid ending up in a similar situation again. If you do not see a topic or resource reflected that might be helpful, OSFL is here to support you in brainstorming appropriate sanctions for your members!

**Tip:** Outside of asking someone to pay restitution for an item they have broken, avoid fines because fines put a price on bad behavior.

The following are sanctioning opportunities that utilize resources at the University of Tennessee, Knoxville.

**For instances where a member engages in risky behavior around alcohol:**

1. Alcohol Education Program (AEP) is an online module that provides information on safe drinking and ways to avoid risk. This is a baseline level program that could be assigned the first time someone engages in risky drinking behavior. Here is the link that you could share that instructs them how to sign up for it: [https://wellness.utk.edu/aed/](https://wellness.utk.edu/aed/)

2. ASICS (Brief Alcohol Screening and Intervention for College Students) is a brief intervention program for students that may be exhibiting significant risky drinking behavior repetitively. They would complete an online measurement of their drinking habits and then have the opportunity to speak with a CHEW staff member about how to practice safer drinking. Here is the link that you could share that instructs them how to sign up for it: [https://wellness.utk.edu/basics/](https://wellness.utk.edu/basics/)

3. ECHECKUP TO GO is a self-assessment tool available for use by students to examine their own alcohol use. This program provides immediate personalized feedback and might be a good resource to assign along with a self-reflection. The answers they provide are strictly confidential.

**For instances where a member engages in risky behavior around drugs:**

1. Drug Education Program is a program that engages students in talking about drug use, safety information, and resources. This is a baseline level program that could be assigned the first time someone engages in drug use. Here is the link that you could share that instructs them how to sign up for it: [https://wellness.utk.edu/drug-education-program/](https://wellness.utk.edu/drug-education-program/)

2. Cannabis Screening & Intervention is a program that includes two one hour one on one sessions with a CHEW wellness coordinator. This could be a helpful program for someone that continues to abuse marijuana. Here is the link that you could share that instructs them how to sign up for it: [https://wellness.utk.edu/csi/](https://wellness.utk.edu/csi/)
3. ECHECKUP TO GO is a self-assessment tool available for use by students to examine their own cannabis use. This program provides immediate personalized feedback and might be a good resource to assign along with a self-reflection. The answers they provide are strictly confidential.

For instances related to bias (social media posts, microaggressions, bias comments, etc.)

1. The Dean of Students Bias Education is a great educational resource. Use this link to reach out to the Bias Education Coordinator and learn about one on one meetings and education they can provide individuals on a variety of topics. https://bias.utk.edu/our-team/

A “bias” is defined as any act that is motivated, in whole or in part, due to an individual’s age, race, ethnicity, disability, gender, gender identity or expression, immigration or citizenship status, marital status, national origin, veteran status, religion and/or religious practice, sexual orientation, socioeconomic status, weight, political affiliation, medical condition, mental health, or any combination of these or related factors.

For instances related to fire safety

You can connect members with individuals from Emergency Management and Environmental Health & Safety to have conversations around the impacts of their behavior. You may consider having them do this followed by a written reflection of some kind. Use this link to find the Fire Safety website with information to reach out to the appropriate offices. https://prepare.utk.edu/ep/fire/

For instances where someone could use education around empathy and treating others with respect

1. The Social Work Program has created “Finding Common Ground” which is a program intended to help students understand and increase empathy toward themselves and others, especially toward those who are different from them. To enroll the student, reach out to Hailey Flavin, hailey@utk.edu and she will enroll the student in the course through Canvas.

2. VolsACT Active Bystander Training module: https://utk.instructure.com/enroll/AGBGWE

3. Keep an eye on https://calendar.utk.edu/ which promotes on campus educational programs that include these topics.

For instances where it would be helpful for someone to understand a legal perspective or potential outcomes for their future actions

UTPD has a Community Relations Unit who puts on different educational programs for UTK students. They could be a resource for a one on one conversation as well. Reach out to utpdcru@utk.edu to ask about specific topics or conversation you would like a student to have with an officer.

Understanding the Organizational Student Conduct Process

Accountability is a necessary part of being a healthy and successful organization. If your organization is ever called to student conduct as a complainant or respondent, here are some helpful resources to set yourself up for success.

Important Terms:

Student Representative: A Student Representative is the student member representing the organization during the conduct process. It is typically the organization president, but other individuals may serve in the role if needed. It is the organization’s responsibility to notify SCCS if the current president will not be the Student Representative.

Administrative Liaison: This is a staff member from the Office of Sorority & Fraternity Life who will serve as a resource to the organization during the conduct process.

Student Misconduct Investigator: A Student Conduct & Community Standards (SCCS) staff member who investigates alleged violations of the Student Code of Conduct. The investigator typically meets with witnesses,
Complainants, and/or Respondents. They also conduct Educational Conferences with the Student Organization Representative, Administrative Liaison, headquarters, and advisors. The investigator also makes recommendations to the organization regarding outcomes.

**Advisor:** Local advisors are permitted to attend Education Conferences and follow-up meetings between a student organization and SCCS, as an “Advisor,” defined in Section 5.3 of the Code. Please note that Advisors are not permitted to speak for or on behalf of a respondent/student organization.

**Inter/National Headquarters Representative:** The University of Tennessee believes in an active partnership with Inter/National and regional organizations to best address issue of misconduct. The Inter/National Organization and/or regional headquarters will be notified of an alleged violation prior to, and invited to attend, the organization’s Educational Conference with SCCS. When the nature of the allegations is more severe, the Administrative Liaison and/or SCCS may reach out sooner to respective entities.

**Interim Restrictions:** The vice chancellor for Student Life may impose interim restrictions prior to the conclusion of the student conduct process when the vice chancellor has reasonable cause to believe that a student organization’s continued presence poses a significant risk of substantial harm to the health, safety, or welfare of others or poses an imminent or ongoing threat to the disruption of, or interference with, the normal operations of the University. Interim restrictions are confirmed by notice to the organization that explains the basis for the interim restrictions and will remain in effect until the conclusion of the student conduct process.

**Factors that Student Conduct & Community Standards (SCCS) considered when determining if an incident is an organizational violation:**

- Did leadership know it was going on/help carry it out?
- Was it financed in any way by the organization?
- Is it related to initiation or a membership activity?
- How was the event advertised?
- Did it occur at a place where members/alumni live?
- Did the organization/members attempt to cover up the activity?

For more detailed information regarding what constitutes an organization violation, please see Section 2.4 of the Student Code of Conduct.

In some incidents, organizational and individual charges may be issued. If individual charges are issued, the conduct process for the individual may occur after the completion of the conduct process for the student organization. When SCCS issues individual charges, SCCS may also choose not to pursue organizational charges.

**Communication Tips for the Student Representative:**

- Discuss how and what to communicate to all members with local advisory boards, inter/national or regional headquarters, and UT staff.
- Provide clear instructions for members regarding what they can and cannot do if interim action from the inter/national organization and/or UT is issued.
- Help members understand that their response and cooperation during conduct processes can impact the overall outcome for both the organization and the individual student. Additional violations may be issued if there is a pattern of withholding, lying, or distorting information during an investigation.
- Do not coach members on what to say or how to answer potential investigation questions.
- Encourage members to be open and honest about their own specific experiences. When investigations occur, members should share their own perspectives and accounts.
- Retaliation is strictly prohibited and is cause for additional disciplinary action. Describe retaliation to members and remind them not to participate in behaviors that could be considered retaliatory.
- If members are removed from the chapter by the internal organization or inter/national/regional organization processes, help remaining members understand expectations regarding
When a student or registered student organization faces an alleged violation, the process below is followed.

**REPORT RECEIVED & PRE-INVESTIGATION MAY OCCUR**

**TIMELINE MAY VARY DEPENDING ON ALLEGED VIOLATION TYPE**

**WRITTEN NOTICE OF EDUCATIONAL CONFERENCE**

WRITTEN NOTICE IS PROVIDED BY SCCS AND WILL INCLUDE:

1. Notice that SCCS has begun/will begin investigation
2. Brief description of conduct and the Standard(s) of Conduct at issue
3. Notice of right to an advisor
4. Date/time/location of the Educational Conference
5. Consequences of failing to comply and notice of hold
6. Link to the Student Code of Conduct/Fundamental Rights

**EDUCATIONAL CONFERENCE**

AN EDUCATIONAL CONFERENCE IS A MEETING BETWEEN SCCS AND THE RESPONDENT WHERE THE FOLLOWING GENERALLY OCCURS:

1. SCCS orally informs the Respondent of allegations and fundamental rights
2. The Respondent has an opportunity to respond to allegations, present information, and identify witnesses
3. Both SCCS and the Respondent may ask questions and seek clarifying information
4. SCCS may issue a no-action determination, continue investigation or the Respondent may sign a Resolution Agreement

**INVESTIGATION**

INVESTIGATION LENGTH MAY VARY DEPENDING ON ALLEGED VIOLATION TYPE

**SUFFICIENT EVIDENCE TO SUPPORT ALLEGATIONS OF MISCONDUCT:**

NOTICE OF ALLEGATIONS & SANCTION RECOMMENDATIONS

Resolution options include:

- RESOLUTION AGREEMENT
- FORMAL HEARING
- APPEAL OPTION

**NOT SUFFICIENT EVIDENCE TO SUPPORT ALLEGATIONS OF MISCONDUCT:**

NO-ACTION DETERMINATION

Process ends.

Notes: An Alternative Resolution may be requested or proposed at any point in this process - see Code. All formal hearing options are not available in all cases - see Code. This process does not apply to alleged violations of Standard of Conduct Seven (7) - see Code.

This document is a summary of the student conduct process. In the event of a conflict between the summary and the Student Code of Conduct, the Code governs.
The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment and admission without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, veteran status, and parental status. A project of the Jones Center for Leadership and Service with support from the Division of Student Life.