The following pages are WWC specialized models loosely based on the Texas Council on Family Violence’s **Power and Control Wheel** and the Domestic Violence Institute of Michigan’s **Community Accountability Wheel**.

**WWC Power and Control Wheel**  
Starting with the outer circle, each layer plays into the next inner layer. By asking yourself the questions within the outer two layers, you can begin to understand how those elements play into violence in our community. These questions are only examples, and there are many more. The webbed layer represents some of the many facets of abuse made up by an individual’s actions within an abusive relationship. All the sections in this layer may be aspects of abusive relationships. However, not all of them have to be present for the relationship to be abusive. Some of them, such as physical violence, may be more evident than others but all play a part in creating the power and control within a relationship.

**WWC Community Accountability Wheel**  
This wheel is not meant to be an exact plan or map of how to end violence in our community. The suggestions I give are my personal ideas of things that could make a difference on campus. It is intended to be a model to show how every individual, no matter what their role on campus, has a role to play in ending violence. Like the power and control wheel, you can read it from the outside circle in, asking yourself the questions in the outer layers. Once you reach the webbed layer, these are actions individuals in their various positions on campus can take to make a safer, non-violent community.
Stalking/Cyber Stalking
Continually calling, texting, emailing, or facebook-ing partner to find out where they are, who they are with, or what they are doing. Following partner when they socialize, go to class, eat in their room, or in other locations. Reading their mail/email/facebook/texts. Making threats or blackmailing. Emailing personal information/pictures of partner to other members of campus. Asking others to report actions of partner back to them.

Coercion, Threats, Intimidation
Using threats of physical and/or sexual violence to get what they want. Using sexual history as leverage to control partner's actions. Abusive partner threatening to report that their partner is abusing them. Making partner drop formal report. Taking partner's property. Creating fear by smashing possessions, hurting animals, yelling, gesturing, or displaying weapons.

Physical Abuse
Using body, weapon, or object to hit, slap, punch, push, throw down, kick, strangle, choke, pinch, or grab partner. Preventing partner from talking, moving, or leaving by grabbing, holding, or squeezing them.

Isolation
Controlling who partner sees, who their friends are, and which parties they can go to. Limiting their contact to outside people. Preventing partner from going home over breaks, or from having alone time with anyone else. Justifying behavior with excuses such as "I just feel really jealous when I see you with other people."

Emotional Abuse

Economic/Work Abuse
Preventing partner from staying on a crew or working on a separate crew. Visiting or otherwise interfering with them while they are at work. Using money or gifts as leverage for sex or as bribes not to report abuse or to justify abusive behavior.

Sexual Abuse
Initiating any sexual activity without consent. Initiating any sexual activity while partner is sleeping or intoxicated. Using manipulation or threats to get sex. Raping. Touching without consent. Performing sex act without consent. Intimidating partner physically into getting or keeping them in relationship.

Social Attitudes Towards Violence in Our Community

Institutional Systems of Privilege and Oppression
Using Emotional Abuse

Institutional Systems of Privilege and Oppression
Power and Control
How do race, class, sexual orientation, gender, and age play into violence? Do we hold the person committing the violence responsible for their own actions?
Institutional Systems of Privilege and Oppression

**Staff/Faculty Can**
- Be conscious of how their language can feed into systems of privilege and oppression, especially in conversation.
- Support students who are being bullied or harassed.
- Advocate for students who are being bullied or harassed.
- Be aware of the dynamics of privilege and oppression in this community and how they play into abuse.
- Support people who come forward looking for support.
- Hold accountable people in their efforts to change.
- Not condone or enforce bullying or harassment.

**Students Can**
- Be conscious of how their language can feed into systems of privilege and oppression.
- Identify and question statements that reinforce systems of privilege and oppression.
- Support people who come forward looking for support.
- Hold accountable people in their efforts to change.
- Not condone or enforce bullying or harassment.

**Administration Can**
- Take reports of abuse seriously and deal with them in a timely manner.
- Uphold college policies.
- Create new policies, with community support, as necessary to protect the safety of all community members.
- Offer support to people in order to end the cycle of violence.
- Never condone violence at the school.

**Health/Counseling Center Can**
- Take seriously any reports or signs of abuse.
- Offer medical support by providing rides to the hospital, supplying Plan B, and offering affordable STI testing.
- Offer counseling to students in an effort to change the cycle of abuse.

**Public Safety Can**
- Quickly respond to any reports of fighting or abuse happening in the dorms, at parties, or around campus.
- Make sure everyone is safe before leaving a situation.
- Not blame the victim for what is happening.
- Be conscious of how their language can feed into systems of privilege and oppression.
- Support people who come forward looking for support.

**Party Planners Can**
- Create safe, inclusive parties.
- Make sure there are party monitors, and no one, regardless of relationship status, is engaged in sexual/uncomfortable activities at the party against their will or if they are too intoxicated.
- Design party themes and advertisements to be inclusive and non-violent.
- Play music that acknowledges differences between people, does not alienate or make unsafe any group or individual in our community, and does not reinforce systems of privilege and oppression.

**All Our Community Can**
- Be conscious of how their language can feed into systems of privilege and oppression, especially in conversation.
- Support people who are being bullied or harassed.
- Advocate for people who are being bullied or harassed.
- Be aware of the dynamics of privilege and oppression in this community and how they play into abuse.
- Support people who come forward looking for support.
- Hold accountable people in their efforts to change.
- Not condone or enforce bullying or harassment.

**How are we supporting people who experience violence?**
- Intervene in situations in their residence halls or anywhere on campus.
- Take reports of abuse seriously, believe anyone who comes forward and tells their story.
- Provide advocacy and support for anyone who reaches out for help.
- Not pressure people to make formal reports.
- Ask for support right away from appropriate WWCC staff when situations arise.

**How can we challenge our own privileges based on race, class, sex, ability, sexuality, gender identity, and religion?**
- Create safe, inclusive parties.
- Make sure there are party monitors, and no one, regardless of relationship status, is engaged in sexual/uncomfortable activities at the party against their will or if they are too intoxicated.
- Design party themes and advertisements to be inclusive and non-violent.
- Play music that acknowledges differences between people, does not alienate or make unsafe any group or individual in our community, and does not reinforce systems of privilege and oppression.

**How can we hold people accountable for their actions?**
- Create new policies, with community support, as necessary to protect the safety of all community members.
- Offer support to people in order to end the cycle of violence.
- Never condone violence at the school.

**Safer Community**
- A community where people feel safe to speak out, be supported, and change.
- Take all forms of abuse very seriously and deal with them in an appropriate manner.
- Create a community in which people feel safe to speak out, be supported, and change.