FLORIDA INTERNATIONAL UNIVERSITY
VIOLENCE AGAINST WOMEN ON CAMPUS GRANT

TASK FORCE, MEETING FIVE
January 15, 2003
8:30 AM to 12:30 PM

Florida International University
University Park Campus, Graham Center, Room 243

Report of Proceedings

WELCOME/AGENDA REVIEW

Sharon M. Aaron, Director, Victim Advocacy Center (VAC), called the meeting to order and thanked everyone for coming. Ms. Aaron introduced a special visitor to the meeting, Kavin Black, Training and Technical Assistant Specialist for California Coalition Against Sexual Assault (CALCASA), who will be reporting to the grant funder. Mr. Black has been traveling around the country visiting each of the grantee groups. Ms. Aaron then asked all Task Force members to introduce themselves and share one observation about the process that has been used to organize Task Force activities.

Meeting facilitator, Janice M. Fleischer, outlined the day's objectives:

➢ To meet and interact with the Site Representative
➢ To review Task Force procedures
➢ To continue drafting goals and action steps
➢ To get member suggestions and comments on policy needs

Ms. Fleischer then reviewed the following:

❖ The Agenda for the day (Exhibit A)
❖ The Characteristics of a Collaborative Process (Exhibit B)
❖ Task Force Consensus Rules (Exhibit C)
❖ Role of the Facilitator (Exhibit D)
❖ Role of the Participant (Exhibit E)
❖ Meeting Discussion Guidelines (Exhibit F)

The Mission Statement of the Task Force, the Discussion Guidelines and the Reports from all meetings of the full Task Force can be found at: www.sfrpc.com/institute.htm , "Projects", "The Violence Against Women on College Campuses Task Force" .

REVIEW OF WORK FROM LAST MEETING

The primary goal of this meeting was the continuation of refining the goals and objectives (action steps) of this project's efforts in order to prepare to draft Policy. Ms. Fleischer asked the members to refer to the November 20, 2002 Report and review the results of refining issues from that meeting. Members were then directed to their list of issues; those issues indicated in red had previously been addressed by the members, while those in black still had not received any attention. (Exhibit G) As a first step to continuing the detailing of goals and objectives for all issues, Ms. Fleischer suggested the group review these updated issue lists and confirm that they reflect the needs of the Task Force. Some issues which are indicated as not receiving attention, may actually be incorporated in other issues.

The following indicates the results of this discussion:

OVERALL ISSUES
1. Issue # 1 (Education) was expanded to be "Education and Training" and the following issues were added to this group:
    a. #5- Influence of alcohol and drugs
    b. #19- Ensuring enforcement personnel are properly trained (both initially and on an on-going basis)
    c. #20- How to identify and cope with individual attitudes and biases

2. Issues #2 and 22 were combined into "Coordination and Communication"

3. Issue #3 was left as a stand alone: "Reporting, Recognition and Notification" and #6 was incorporated into #3 (#6-Look to the registrar's office for enforcement)

4. Issues #4, 12, 14, 16 and 23 were combined into one group and named "Special Considerations" (these are populations which require a modification of standard procedures or responses):
    a. #4- How are developmental disabilities of either victim or offender handled?
        i. This is procedural and education
        ii. It was suggested that "developmental disabilities" be replaced with "individuals with disabilities"
    b. #12-International aspect re: confidentiality, immigration and consequences
    c. #14- Traditional vs. non-traditional college age student
    d. #16- Gender differences re: reactions and education
    e. #23- Cultural differences

5. Issues #7, 8, and 18 should all come under the "Definitions" section
    a. #7- Definitions for what is appropriate in sanctions
    b. #8- Keep language consistent with "off-campus" wording (statutes, rules, ordinances, etc.)
    c. #18- Improve on statutes/definitions to make them more effective

6. #9- Confidentiality
    a. Is a stand alone category
    b. This issue can be a barrier to implementation

7. #10- Resistance to "going public" was designated a "stand alone" category
    a. This issues deals with the resistance on the part of college campuses as well as the resistance of a victim to go public so both definitions of "going public" need to be explained
    b. There is resistance to showing the data
    c. There are differences in reporting nationally and this needs coordination
    d. Be aware of the Uniform Crime Report (UCR) requirements
    e. A victim may not want to go to criminal procedures but would rather stay only within campus procedure
    f. Issues with recanting

8. #11 and 13 were determined to be comments, not issues:
    a. #11- Attempt to replicate outside; don't fall through the cracks just because these incidents occur on a campus
    b. #13- Case management issues

9. #21 (What tolerance levels will we have) was eliminated as being covered in other areas
    a. There are two branches to the issue of tolerance: first, what will be our own attitude and tolerance levels and second, what tolerance will we have with offenders

10. Issues #15 (Input from students is vital) and #17 (Balance of a person's rights vs. a safe campus) were not addressed

At this point the group took a short break.

Upon returning from their break, the Facilitator drew the group's attention to the issue category of "Stalking", sub issue #4- does the definition of stalking allow inclusion of those who are "stalked" over the internet or on-line (cyber stalking) and are all populations who are stalked included (i.e. stalking not only a female victim) After a short discussion attempting to determine the level of consensus on this issue, it was decided that Ms. Aaron would consult with Ivon Foster and others and get recommendations to resolve these issues.

SMALL GROUP WORK/CONTINUED GOALS AND ACTION STEPS GENERATION

Ms. Fleischer then directed Task Force members to their meeting materials which contained worksheets that were updated to include information generated at the last meeting. Each worksheet contains the following questions:

1. What are the Goals you would want to achieve to resolve this issue?
2. How would you go about achieving this Goal?
3. Who should lead this effort?
4. What are the obstacles to achieving this Goal?

As was done at the last meeting of the Task Force, the next step was to review the worksheets and continue adding detail to the work they had already begun. The members then broke into small groups to continue their work Four (4) groups were formed to begin the work on those issues not yet addressed: Confidentiality, Reporting and Recognition, Special Considerations, and Resistance to Going Public.

The results of the small group work is below:

OVERALL ISSUES

SPECIAL CONSIDERATIONS (INCLUDES OVERALL ISSUES #4, 12, 14, 16, 23)

What are the Goals you would want to achieve to resolve this issue?	How would you go about achieving this Goal?	Who should lead this effort?	What are the obstacles to achieving this Goal?
Coordinated response modified to serve the groups identified as "special considerations"			
Identify the groups	Individuals with disabilities Religious affiliations Gay/Lesbian/Transgender International students and faculty/staff Traditional vs. non-traditional Cultural differences		
Incorporate them into different sections			

Develop modules to deal with issues related to special considerations			
Emphasis on education and awareness specific for various groups			
Define "special need" or "special consideration"			

REPORTING, RECOGNITION AND NOTIFICATION (OVERALL ISSUE #3 AND 6)

What are the Goals you would want to achieve to resolve this issue?	How would you go about achieving this Goal?	Who should lead this effort?	What are the obstacles to achieving this Goal?
Implement policy that if student has a restraining order (he/she) must report it to the university	Suggestive language to encourage victim to comply Emphasize benefits of compliance Make voluntary University guideline or position, not a code Place into campus police statistics, employee handbook, website, brochure/victim advocacy piece, clause online upon registration-link to website to search court information Education and workshops Orientation and commuter office Freshman exp. Classes Can put on Judicial Mediation Services website and housing websites SGA, student organizations, International student orientation, faculty and staff/employee orientation	Student affairs Registrar's office University Police (primary)	Mandated rule may lead to resistance to going public Protect offender's rights Voluntary, so may not comply Is it a rule or guideline? How to enforce?
How know offender on campus? Reword this item and take out the work "potential"	Check off prior past misconduct on admission application Pamphlets, informational handouts, strategic postings}display windows	Admissions University police	What type of offender Relate to sex offender or DV offender Getting information

Recognition of offenders	University police website has pictures of sex offenders		out to victims
			Illegal to post certain information, violate privacy
			Commission of crime after admission, how do we know?
			Position is reactive at best, not pro-active because of difficult to anticipate and plan a strategy
Suggestions for definitions: Code Guideline Policy Offender (type)			

RESISTANCE TO GOING PUBLIC (Overall Issue #10)

What are the Goals you would want to achieve to resolve this issue?	How would you go about achieving this Goal?	Who should lead this effort?	What are the obstacles to achieving this Goal?
			When you report are you going public? Think when report to "real" police don't have to report to university police, or think university police already know

CONFIDENTIALITY (ISSUE #9)

What are the Goals you would want to achieve to resolve this issue?	How would you go about achieving this Goal?	Who should lead this effort?	What are the obstacles to achieving this Goal?
Campus conforms to all statutes that impact confidentiality			
Educate victims to limits of confidentiality	Written document Informed consent		

One stop center to save victims	Explore fatality review process to FIU staff cases (violent crimes)		
Educate victims to the advantages and disadvantages of confidentiality	Anonymous reports		
Minor students			
Federal laws limit FERPA HIPA	Challenging the intent of the federal laws		

SMALL GROUP REPORTS

At the end of the time allotted for the small groups to generate ideas as reflected above, each group did a short report to the whole Task Force on the ideas they generated.

MEMBERS' POLICY DRAFTING NEEDS/SUGGESTIONS FOR RESOLUTIONS

The Facilitator explained to Task Force members that Sherry Aaron and Amanda Niguidula would be using all the information generated during the last 3 meetings to begin writing a draft policy document. This draft document would then come before the Task Force members for review and changes. This is called a "single text" method of drafting. The Task Force members would "wordsmith" this draft and it would not be finalized until consensus was reached on each portion of the document.

In preparation and anticipation of Ms. Aaron and Ms. Niguidula drafting, Ms. Fleischer asked the members the following question: "What do you want Sherry and Amanda to know as they begin to draft? What are your anxieties, hopes, concerns, etc.? What could they do to alleviate those concerns as they are drafting?" Ms. Fleischer recorded member responses as follows:

1. Don't ignore the needs of the disabled.
2. Make sure to write policies that help make arrests and get convictions
3. Regarding definitions and processes - recognize differences between student judicial and criminal justice system. There should be recognition and respect between the two.
4. Keep a balance between being too specific and giving enough information to eliminate ambiguity.
5. Ensure coordination of various social services, i.e. advocacy, confidentiality, funding. Employee economies of scale.
6. Provide for implementation, communication and coordination.
7. Maintain the proper focus on the victim.
8. You need honest reactions to draft the document, recognize the drafter has his/her own agenda and wants the Task Force's assistance.
9. Be very specific, clear and to the point. Be very specific with disabilities.
10. Balance the risk to communicate and helping the victim, when is it a communication/campus risk? When is it unsafe to continue the conference with the victim?
11. Consider feasibility, doability: make it a live, dynamic, organic document.
12. Ensure connectedness between issues/areas. Show progress of the process and how someone gets through the system.
13. Practicality and feasibility are important.

14. International student population considerations. The reality of our population, both student and faculty and access to the legal system and resources.
15. This is all bigger than just FIU and the Miami community.
16. Carefully consider student's rights regardless of whether the student is the victim or the offender.
17. Emphasize prevention and education.
18. Don't worry too much about each individual right when there is real criminal activity.
19. Consider the deterrent effect of policy, what are the reprocussions?

Additionally, Ms. Fleischer encouraged anyone who did not contribute during the meeting to feel free to email or mail his or her ideas directly to her. At the time of the writing of this Report of Proceedings, no further comments were received.

Ms. Aaron closed the meeting by thanking everyone for working so hard to make this effort a success. Ms. Fleischer said members should expect to receive a first draft of the policy document prior to the next meeting so that each member will have ample time to review it.

The meeting was then adjourned.