

FLORIDA INTERNATIONAL UNIVERSITY  
***VIOLENCE AGAINST WOMEN ON CAMPUS GRANT***

TASK FORCE, MEETING THREE  
September 18, 2002  
8:30 AM to 12:30 PM

**FIU University Park Campus  
Graham Center – Room 243 West**

Report of Proceedings

**WELCOME/AGENDA REVIEW**

Sharon M. Aaron, Director, Victim Advocacy Center (VAC), called the meeting to order and thanked everyone for coming.

Amanda Niguidula, Assistant Director, Victim Advocacy Center, reviewed the materials in the new three ring binders provided to all members of the Task Force.

Ms. Niguidula then turned the meeting over to the meeting facilitator, Janice M. Fleischer, who reviewed the day's Agenda (Exhibit A) and objectives:

- To review issues generated at last meeting
- To discuss current policies
- To begin considering new policies

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](http://www.sfrpc.com/institute.htm) , "Projects", "The Violence Against Women on College Campuses Task Force" .

Ms. Fleischer encouraged visitors to participate since observers are a small and well-informed group.

**ISSUE REVIEW AND REFINING**

Ms. Fleischer went over the following definitions of Issues and Goals:

Issue: A point or matter of discussion, debate or dispute.

Goal: The long term end toward which programs or activities are directed.

She directed members to their packets for a list of the issues generated at the previous meeting (Exhibit B), and asked whether any could be combined or eliminated or if any should be added.

In the category of Overall Issues, one issue was added: "Cultural Differences" and a number of others were combined.

The final list of Issues (showing those that were combined) is as follows:

## OVERALL ISSUES

### 1. Education

Those that were combined to make this new issue category:

- Education and communication with the courts
- Education and training
- Make [education regarding violence against women] a curriculum requirement
- Education and informing student population/definitions/talk to deans

### 2. Communication

Those that were combined:

- Communication to advisors
- Informing student population

### 3. Reporting, recognition and notification

Those that were combined

- Student code requires student and staff to report if they have a restraining order
- How does a campus know that a potential offender is on campus?
- How do we deal with recognition of offenders (pictures, etc.)?
- How do we identify which individuals have restraining orders against them?

### 4. Developmental disabilities (of victim? of offender?) and how are they handled

### 5. Influence of alcohol and drugs.

### 6. Look to the Registrar's Office for enforcement

### 7. Definitions for what is appropriate in sanctions

### 8. Keep language consistent with "off-campus" wording

### 9. Confidentiality

### 10. Resistance to "going public"

### 11. Attempt to replicate outside; don't fall through cracks just because on a campus

### 12. International aspect

- Confidentiality
- Immigration
- Consequences

### 13. Case management issues

### 14. Traditional vs. non traditional college age student

### 15. Input from students is vital

- Where do they stand?
- How do we get proactive?

### 16. Gender differences re: reactions and education

### 17. Balance of a person's rights vs. a safe campus

- Balancing a student's rights may actually impair the process

### 18. Improve on statutes/definitions to make them more effective

### 19. Make sure those who are tasked to enforce are properly trained and have on-going training

### 20. How do we identify and cope with our own attitudes and biases?

### 21. What tolerance levels will we have?

### 22. Coordination

### 23. Cultural differences

## DATING/DOMESTIC VIOLENCE

### 1. Link to Judicial and Mediation Services from Campus Police

### 2. How do we define evidence?

### 3. How do we ensure the safety of someone who comes forward?

## SEXUAL ASSAULT

1. Policy on non-reporting victims
2. Protecting the rights of the offender also.
3. Provisions for offenders who are in a position of authority (faculty, staff, etc.)
4. Environmental safety (i.e. lighting)
5. Promotion of prevention courses
6. What do we do with the offender?

## STALKING ISSUES

1. Definitions are needed
2. How do we give students the information they need to make a stalking case stick?
3. How do we address offenders needing to be in the same space as the victim?
4. Inclusive not exclusive of populations who are experiencing this issue (cyber too)

## CYBER STALKING: NAME CHANGED TO COMPUTER FACILITATED VICTIMIZATION

1. How do we identify the person making the threats?
2. Who collects the evidence? (i.e. record, no delete)
3. How do we deal with individuals who can “hack” into the system?
4. Computer infrastructure
5. Create policies for students
6. Tapping into current resources re: cyber crimes
7. Procedures to effectuate (look at current software)

Facilitator’s Observation: In every category a definition section is requested. I would suggest that an overall “Definitions Section” be included at the beginning of the final policy document.

## **MODEL POLICIES**

The purpose of the Task Force is to develop policy to guide and assist with resolving and addressing the problem of violence against women on college campuses. Ms. Aaron expressed her desire to have the Task Force build on and improve policy that has been developed around the country on similar campuses. In that way, the Task Force will not have to “reinvent the wheel” but rather improve the design. Ms. Aaron and Ms. Niguidula presented the pertinent portions of several existing policies from other college campuses (Exhibit C-powerpoint)

In addition, an overview of several other university policies was provided to the Task Force members and they are attached here as Exhibit D.

After reviewing the other campuses policies, the group engaged in discussion. Comments from the Task Force members:

- Are there student peer educators on the FIU campus
- What are the findings re: disabled students and sexual assault
- There should be coordination of counseling from all different departments that provide it. Develop a definition of “counseling” so that it is uniform and consistent
- Does the application to University ask if applicant has any criminal background
- There should be provision for providing assistance to students who must move to another campus or state to get away from offender (financially and emotionally)
- Think very broadly; Federal law protections re: immigrants might be something that could be expanded

At this point in the meeting, participants took a short break.

**SMALL GROUP WORK / POLICY GENERATION**

After break, Ms. Fleischer explained that the Task Force would break into small groups to begin deliberations on actions needed to resolve those issues listed above. She explained that examining the issues and thinking through the actions needed to address those issues is a necessary step in the process of drafting policy.

She went over instructions for the small group work (Exhibit E), asking members to fill in as many goals as possible before moving on to the other questions on the Policy Drafting Worksheet (Exhibit F). Members then broke up into groups and worked for approximately an hour on their respective issues.

**SMALL GROUP REPORTS**

Members then regrouped and reported on their work. The results of the group work are as follows:

**ISSUE : OVERALL - Balance of Person’s Rights vs. Safe Campus/ Includes Balance of Student Rights may impair process**

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?
Complete and accurate list of people identified involved in sexual assault in centralized but protected file			
Make sure campus community knows the file is there but accessible with low threshold of justifiable need and/or interest			
Make campus statistics available and posted for each building			
Publicize safety (safe ride) policies and safety tips			

**ISSUE: OVERALL - Input from Students**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Students on the Task Force	Student Government liaison		
Student survey identifying missing Issues	Freshman experience class-toward end or midpoint		
Campaign to spread information about Task Force's work			
Publicity campaign to ask for student input on the issues			

**ISSUES: OVERALL - (a) Definitions of Issue Areas; (b) Education & Training for students, Faculty, and Staff; (c) Coordination of Communication**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Provide consistent definitions of the four areas: relationship violence, stalking, sexual assault and computer facilitated victimization	<ul style="list-style-type: none"> <li>-university definitions</li> <li>-criminal definitions per statute (as per University of South Carolina model)</li> <li>-FIU Student code of conduct</li> <li>-Florida Statutes</li> <li>-Other university policies</li> </ul>	<p>Karen Dlhosh (statutory definitions)</p> <p>Solicit expertise from Task Force members for dissemination</p>	<p>Lack of time</p> <p>Lack of resources (space)</p> <p>Inadequate staffing</p>
Provide education and training to students, faculty and staff	<ul style="list-style-type: none"> <li>-provide professional training to all appropriate faculty and clinicians</li> <li>-establish uniform training (common grounds) for all groups of peer educators (VAC, HCWC/PEACE and MPAS/JMS/DISABILITY)</li> <li>-invite students to serve on Task Force (RA, athletes, SGA, Grad. Student Ass., Greeks)</li> </ul>	Beverly Dalrymple (Leadership Director)	<p>-Lack of professional staff to do training</p> <p>-Other departmental demands affecting professionals' time to devote to this project (other demands may be perceived as more urgent)</p> <p>-Dissemination</p>

<p>Coordination of communication</p>	<p>-establish a "Clinical Coordination Committee" including representatives from VAC, CAPS, HCWC, Disability Services, (who else should serve?) all from both campuses</p> <p>-establish an "Administration Coordinating Committee" with representatives to be determined by the Task Force</p> <p>-create a brochure that describes campus services including a checklist of coordinated response procedures for all faculty and staff (see University of South Carolina)</p>	<p>Sharon Aaron, VAC office</p>	<p>-Lack of funds -Lack of time to donate to this -Dissemination systems</p>
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**ISSUE: OVERALL - Traditional vs. Non-Traditional Age Students**

<p><b>What are the Goals you would want to achieve to resolve this issue?</b></p>	<p><b>How would you go about achieving this Goal?</b></p>	<p><b>Who should lead this effort?</b></p>	<p><b>What are the obstacles to achieving this Goal?</b></p>
<p>Offer equal attention and information to both groups</p>	<p>Work with office of commuter services, especially for non-traditional students</p>		
<p>Tailor focus on needs of both groups when necessary</p>			
<p>Identify needs/concerns of both groups</p>	<p>Education needs of sex, violence and assault</p>		
<p>Define the groups, who falls under these headings</p>	<p>Create categories and subcategories, get demographic information from financial aid department admissions</p>		

**ISSUE: Domestic Violence - How do we ensure the safety of someone who came forward?**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Lethality assessment (MOSAIC)	By using the instrument MOSAIC developed by DeBecher	Police, victim advocate, and health providers	Money, training, and time
Individual safety planning	Using the form developed by the Florida Coalition Against Domestic Violence	Victim advocate, police	Time and effort
Education on how to break cycle	Have a short, voluntary seminar for victims to educate on how to break cycle	VAC	Victim's cooperation
Emergency shelter, special parking, relocation to different campus housing	Contacting and developing policies w/ traffic and public safety	Police and public safety	Availability Cooperation from other agencies Money
Referral to State Attorney's Office	Creating a list of agencies outside of campus	Victim's advocate and police	N/A

**ISSUE: Domestic Violence - How do we define evidence?**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Look at established policies of police departments (FIU or others) to find their definition of evidence	Communication with police	All parties involved in public safety and victim's rights	
Also check with FIU legal Dept. for their definition of evidence	Communication with Legal Dept.	Same as above	
Educate students on what is evidence and how to preserve it	Providing flyers and brochures	VAC and campus police	
Prepare a 'cheat sheet' for students with qualifications and explanation of legal recourse	Listing things that victims most do to preserve evidence such as phone messages, pictures, medical records	Legal Dept., campus police, and victim advocate	

**ISSUE: Domestic Violence - Link to JMS from Campus Police**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Facilitate link to JMS from Campus Police	Contact the university computer system dept. to develop software	JMS & Campus Police	Time and money

**ISSUE: Sexual Assault - Provisions for offenders who are in a position of authority**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Come up with 'clear' university policy that defines offensive behavior; i.e. leering			
Address revictimization issues; i.e. grade reporting			
Identify positions of authority/power issues  Eg: ROTC, grad students, adjunct, advisors, rez asst.	Orientation  Academy for Art of Teaching  Documented on grad. record		

**ISSUE: Sexual Assault - Presentation (promotion of) Prevention Courses**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Reaching/informing all members of university community			
Based on established research – create effective prevention programming			



**ISSUE: Sexual Assault - Sanctions on offenders (What do we do with offender?)**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Establish uniform criteria for honest recommendations  Post university involvement	License/certifications affected  Permanent record to follow		
Severity of sanction equals severity of assault	Based on legal precedent		
Assault <u>must</u> be documented on offender's record			

**ISSUE: Stalking - Definitions**

<b>What are the Goals you would want to achieve to resolve this issue?</b>	<b>How would you go about achieving this Goal?</b>	<b>Who should lead this effort?</b>	<b>What are the obstacles to achieving this Goal?</b>
Identify & educate the campus community in regard to state statutes and institutional policy	Include in policies  Post on web  Attach to Annual <b>Cleary</b> (?) Report  Fliers, Brochures	Task Force oversight (Public Safety, VAC, Judicial, etc.)	Challenge is to get people to read the information before they need it  Lack of access to email

**ISSUE: Stalking - How to inform students about making a case stick**

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?
Provide info to key faculty, staff and student leaders	Freshmen and new student orientation  Faculty Senate  Center for the Art of Teaching  Freshmen experience class  Beacon  Student Govt.  Radio	VAC & HEWC  Peer Educators  Public Safety  Establish key 'point people'	Access to organization

**ISSUE: Stalking - How do we address offenders needing to be in same space as victim**

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?
Establish guidelines for 'no contact' policy with or w/out criminal responsible finding  Multi-tiered including point of original contact	Use restraining order as model to develop campus 'no contact' policy	Public Safety	Students pursuing goal of education  Multiple shared space such as library, bookstore

## **WRAP UP AND ADJOURN**

Ms. Fleischer, Facilitator, made the observation that several Task Force members have commented during the last two meetings that this Task Force or some hybrid should continue beyond the grant period to ensure the success of their work. She also reminded members of a “To Do” list that was created at the last meeting and asked them to be thinking about how to accomplish the following:

- 1) Compile list of all resources available
- 2) Diversion programs – what is available as a resource?
- 3) Obtain data on actual vs. numbers reported
- 4) What is and what is not freedom of expression?
- 5) Need political support
- 6) Need the following representatives on the Task Force:
  - a. Human Resources
  - b. Student representative
  - c. Office of Employee Assistance representation
  - d. Faculty representation

Lastly, she commented that she would be working with Ms. Aaron on developing a policy document format for their review and refinement.

Ms. Aaron thanked everyone for coming to the meeting. She announced future meeting dates and times, and spoke briefly about next steps. Ms. Fleischer asked the group to fill in their evaluation forms.

The meeting was then adjourned.