



PRACTITIONERS' DISCUSSION OF IMPLEMENTING CLERY/TITLE IX

2015 Academic Year

Report on the Summit II

A WHITE PAPER

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Table of Contents

Executive Summary	3
Introduction	3
Background Review	4
City and Campus Collaboration: George Turner, Atlanta Chief of Police.....	5
The Value of Inter-agency Collaboration: Jerry Demings, Sheriff, Orange County, FL.....	6
Focusing on the Issues and Challenges	7
Promising Practices.....	7-13
Next Steps	14
Acknowledgments.....	14
Participant Comments.....	15
Summit Participants.....	18
Resources.....	20
Footnotes	22

Executive Summary

This Summit was the second in a series of meetings co-hosted by the National Center for Campus Public Safety (NCCPS), the IACP University and College Police Section, and the International Association of Campus Law Enforcement Administrators (IACLEA). The first University Public Safety/Police Practitioner's Title IX/Clery Summit held in Madison, Wisconsin, in August 2014 provided rich detail on what was still needed for application of the laws in an effort to decrease sexual violence trauma. It also revealed how the victim held substantial influence on how the process should transpire. Most participants acknowledged that the process was not always clear. A criminal offense may have been committed, and campus administrators often felt that their methods of handling student violations were now pushed into the more adversarial role.

With this in mind, the participants at Summit II accepted the premise and intent of Title IX and Clery; however, the details of implementation needed further clarification. It seemed that all the anecdotes regarding sexual offenses did not fit neatly into any pre-ordained formula or algorithm. The Summit II participants inevitably reviewed and discussed some of the issues raised in the first Summit; however, the emphasis quickly shifted from the challenges to suggesting Promising Practices that would address those challenges.

Susan Riseling, Associate Vice Chancellor and Chief of Police at the University of Wisconsin-Madison, moderated this Summit. Participants chose which area of concern they wanted to address. Groups were formed to quickly review the challenges in each topic area, and then they further explored actual practices that will help maintain compliance as well as provide valuable services to the victims on campuses.

All of the groups brainstormed the topics creating a considerable list of possible practices. Their task was to cull that list into the top set of Promising Practices.

Readers of this white paper will find many answers to questions they may have, and some will find that a few of the Promising Practices may not be feasible for their campuses. None of these suggestions were meant as the final solutions to complicated issues but rather as starting points to form a core Title IX public safety compliance system on the respective campuses.

For continuity and clarity, some of the information from the first Summit white paper (August 2014) will be reiterated in this document. This second white paper, another step forward in the search for best practices, is not the definitive document. It will, however, give the campus practitioners a place to start exchanging ideas with the Department of Education's Office for Civil Rights on a plan to work together in constructive ways to meet the needs of victims and hold adjudicated students more accountable.



Introduction

The first Summit on Title IX/Clery issues was held at the University of Wisconsin-Madison in August 2014. Nearly 40 participants representing campus law enforcement, Title IX/Clery staff, and student affairs officials met to begin the discussion of the challenges of complying with Title IX and Clery. The first thought of the organizers was that the Summit could then transition to creating Promising Practices for all practitioners to consider. It became evident that there was a need to address the challenges in greater depth and leave the more definitive Promising Practices to a later Summit. There were, however, some initial Promising Practices that came from Summit I. These were then used as a starting point at Summit II held in January 2015 at the Georgia Institute of Technology (Georgia Tech) Conference Center in Atlanta. Twenty-five participants, ten of whom attended the first Summit, met for a day and a half to move forward in the areas of Title IX/Clery compliance.

We know that victims of sexual harassment and sexual violence can be of any gender. We also know that women are victims at a much higher rate than men. To avoid confusing and awkward construction in this paper, the female pronouns will generally be used when discussing victims/complainants, and male pronouns will be used when discussing suspects/respondents. This in no way is meant to depreciate lesbian, gay, bisexual, and transgender victims of sexual crimes. As more data becomes available within these communities, we will then work towards a more comprehensive construction regarding gender identity, gender expression and sexual orientation, and sexual harassment and sexual violence. Also, the use of *college*, *university*, and *institution* are interchangeable as are *victim* and *survivor*.

Background Review

Title IX of the Education Amendments to the 1964 Civil Rights Act was passed in 1972. Its intent was to prevent any form of sex discrimination in educational programs at any institution receiving federal aid. Initially, nearly all of the Title IX enforcement dealt with equity in campus athletics.

In 1997 the Department of Education (DoED) Office for Civil Rights (OCR) inched a little closer to dealing with sexual assault and other sexual violence in areas other than athletics when it issued a paper entitled “Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties.” A revised version was issued in 2001.

A decade later in 2011 the “Dear Colleague Letter” (DCL) was issued and clarified that the Title IX protections applied to all students and not just athletes. Sexual violence was more clearly defined, and the interpretation went beyond gender equity in campus sports. The DCL put campus administrators and campus safety officials on notice that services must be provided even though the methodology of how to provide those services was not clear. In April 2014 OCR issued another significant guidance document, “Questions and Answers on Title IX and Sexual Assault,” that was intended to clarify parts of the DCL.

The White House Task Force to Protect Students from Sexual Assault also issued its position paper, “Not Alone” in April 2014 in an attempt to assist schools in providing appropriate services to victims. These documents now form a core of knowledge that should be required reading for those providing Title IX services. Building on whatever could be gleaned from these documents, campus officials found there were still many unanswered questions on standard procedures. There were still contradictions in federal and state laws that needed reconciliation, and there was no central authority or repository of procedures on which institutions could rely.

This second Summit opened with 23 police and campus officials from around the U.S. invited to continue the discussion of challenges for implementation of the Clery Act and the Title IX requirements. These participants would build on the work that was done in Madison at the first Summit in August 2014.

Susan Riseling, Associate Vice Chancellor and Chief of Police for the University of Wisconsin-Madison, reprised her role as facilitator opening the session with welcoming remarks from the following sponsors and hosts: David Perry, President of IACLEA and Chief at Florida State University; Richard Beary, IACP President and Chief at the University of Central Florida; Kim Vansell Richmond, Director of the National Center for Campus Public Safety; Chris Blake, Chief Staff Officer for the International Association of Campus Law Enforcement Administrators (IACLEA); and Robert Connelly, Chief of Police at Georgia Tech who welcomed the group to Atlanta and the Georgia Tech campus.

The Summit began with a presentation from the City of Atlanta Police Chief followed by a presentation from the Orange County (Orlando, FL) Sheriff Jerry Demings.



City and Campus Collaboration *George Turner - Chief, Atlanta Police*

Atlanta Police Chief George Turner and some of his staff joined the session. Chief Turner has worked for 34 years at the Atlanta Police Department (APD), the last six as Chief of Police.

The Chief welcomed everyone to Atlanta and quickly got into the details of what he felt were very successful partnerships. He believes that APD with its partners at the colleges and universities are instrumental in reducing crime. They collaborate in many areas including human resources and liaison programs. The City of Atlanta ranks seventh in the country for student enrollment with over 250,000 students. The Chief stated that there is no way APD could have the success they have had without these partnerships. He said that his officers spend time on every campus and share information and technology to assist in controlling crime.

Chief Turner stated that leadership is critical. The cooperation of campus chiefs is vital to their mission. Atlanta officers share a patrol car with campus officers to get familiar with duties and geography associated with each officer. Together they have launched a Crime Stoppers program comprising 80 agencies and have implemented the “Take a Stand” campaign addressing sexual assault¹. They encourage the “Circle of Six” app where a student can list six trusted friends who can be notified quickly if the student feels threatened, and the city is now working with Uber ridesharing to provide discounted rides when appropriate.

Crime trends are reviewed and shared across agencies. Midway through 2014, they found that sexual assault reports increased 30 percent. Atlanta Police Department met with the college chiefs to address this issue. The departments shared what they were seeing and were encouraged that victims are reporting more frequently.

A city task force was created by the Atlanta City Council President and they generated a series of recommendations, many of which APD and others were already doing. Digital cameras were installed strategically around the city and campuses. The city agreed to pay for half the cost of the cameras on the campuses.

Chief Turner felt strongly that the only way to drive crime down is to have strong partnerships with the colleges and universities in Atlanta. He thanked those present for the work that they do.



The Value of Inter-agency Collaboration

Jerry Demings - Sheriff, Orange County, FL

Sheriff Demings noted that seven of the top ten tourist attractions in North America are in Orange County, Florida. Also within the County is the University of Central Florida (UCF), the second largest university in the nation by enrollment. He noted several high profile incidents within the state of Florida including a hazing case involving the drum major at Florida Atlantic University (FAU) as well as a shooting at Florida State University (FSU). In the case of the hazing incident at FAU, which occurred off campus, the sheriff's office was able to work with FAU because of the relationship with the chief of police. Several students were prosecuted as a result of that investigation.

Sheriff Demings pointed out that planning is the key to success and that relationships matter. He asked whether the campuses present had mutual aid agreements in place between the campus and their municipal counterparts; if the communications systems were compatible between campuses and cities or counties; and if the departments had exercised their response plans together.

Identifying Gaps – Sheriff Demings stated that there were common gaps in preparedness. First responders may lack specific training in the Clery Act. He shared that there should be joint training across disciplines. The sheriff suggested that the medical community should be involved with crisis response planning. Another disparity might be a lack of planning to monitor social media and develop appropriate messaging.

Managing the Media – Although not always comfortable, the sheriff said that they had numerous forums to talk with the media about police-community relations. These sessions facilitate conversation and venting. College students are demonstrating across the country wanting their issues to be heard. The media is helping to shape this movement. When possible, speak with one voice, involve key players in all press events, and coordinate with the public information officers from the university, the police, and fire/emergency medical services.

Disseminate timely information using press updates, social media, web pages, and text messaging. Strive to use the media as a partner when speaking to the public.



Key Points from the Presentations by Chief Turner and Sheriff Demings

- Collaboration among agencies
- Strong community policing philosophy encouraging feedback
- System wide training
- Use of MOUs
- Identify the non-traditional partners
- Exercise the plans
- Top down, bottom up collaboration within departments
- Be forward thinking
- Contemporary thinking; don't get caught thinking back
- Clery relevance to municipalities
- Resource commitment
- Secure support from above: mayor, council, chancellor, president
- Recognize the role of college policing in the total picture
- Openness to share
- Value of problem-solving policing
- Embrace technology, social media, and recognize its value
- Data driven decision making
- Apply Joint Counterterrorism Awareness Workshop (JCTAW) model for sexual assault
- Importance of debriefings

Focusing on the Issues and Challenges

Eight topic areas were identified in Summit I:

1. Reporting Sexual Violence
2. Increasing Reporting to the Police
3. Timely Warnings
4. Training (sexual assault, Title IX, Clery)
5. Victim/Survivor Services
6. Investigations
7. Role of the Prosecutor
8. On-campus Hearings

Groups of six to eight participants were organized around the major topic areas identified in the Summit I white paper. Each group was led by one of the sponsors, Jim Lyon, Kim Vansell Richmond, or David Perry and discussed two or more topic areas. Every group spent a few minutes reviewing the challenges, and then quickly focused on moving forward to identify Promising Practices. In the process of attempting to find Promising Practices, it is hoped that the DoEd OCR will join campus authorities in their good faith efforts and foster cooperative relationships by helping schools move toward compliance through specific guidance and technical assistance.

Reporting Sexual Violence, Increasing Reporting to the Police, and Timely Warnings

Challenges

The participants discussed various challenges arising from implementing Title IX and the Clery Act, most of which were reported in Summit I. There was an emphasis in the discussion regarding efforts to increase the reporting of criminal violations to the police. If efforts are successful, a surge of reports may occur on the campus. The challenges regarding timely warnings were discussed sufficiently in the first Summit; therefore, the group brainstormed and developed a substantial list of possible Promising Practices for these topics.

Promising Practices – Reporting

- Strategize on building relationships throughout the community with marginalized and diverse populations through social media and outreach programs to overcome barriers that make survivors reluctant to report to the police. Work cooperatively with sexual assault advocates to introduce victims to the police, reduce barriers, provide accurate information, personalize the sexual assault investigator, and humanize the contact. Create a model response protocol to reports of sexual violence that campus and local police can use to develop their own policies and procedures.
- Develop MOUs and a unified reporting form among local police agencies, the district attorney, and the Title IX office. This could clarify response protocol and make it more efficient to train all officers and Title IX staff on appropriate procedures and victim-centered responses.
- Reach agreement upon common definitions in the MOU (e.g., consent, rape, sexual assault) to assist in the reporting process.
- Allow a trained advocate to be present during the victim interviews.
- Create a link on the home pages of the university or college, the local and campus police, and the district attorney with information about the reporting process that will make access to information easier for victims.
- Share timely information. The campus should also share with the police, in a timely manner, any interim measures put in place. Conversely, the university police should share arrest/contact information with the Title IX office.

Promising Practices – Timely Warnings

- Vet the timely warning with victim-witness advocates to help avoid any use of offensive or blaming language. Allow the victim to read the warning before its release. Prepare a prevention message ahead of time using standard language as a template for use in various situations ensuring that the information is ready to be released in a timely manner.
- Inform the victim that the incident will be reported in the police crime logs and educate the media on the timely warning process especially as it relates to victim identification.
- Establish a protocol or MOU between the institution and local law enforcement to ensure that crime

information is also shared with the campus police/public safety/security so that a timely warning can be released if appropriate.

- University police/public safety/security departments should have an on-call supervisor available to approve the issuing of a timely warning as soon as necessary. If immediately available, vet the warning with the campus media/ public relations.
- Develop a standard protocol for timely warnings on all assaults, whether the act involved strangers or people known to one another. Decisions should be made on a case-by-case basis considering the timeliness and if the incident was within Clery-reportable geography.
- For serious felonies, post any available pictures or videos of unidentified suspects.
- While giving the basic facts of the incident that generated the warning, reinforce prevention tips.
- If the resolution of the crime is known within 24 hours, send a follow-up message with the results of the investigation.
- If the case is unfounded within 24 hours, send a follow-up message. Campuses may want to consider coordinating updates with their public relations departments as news updates to websites, etc, as opposed to utilizing the timely warning or emergency notifications systems. Language should be carefully crafted to avoid reinforcing the myth that false reports of rape are more common than false reports of other crimes.

Training

Challenges

There may be faculty members or others who do not want to be considered as Responsible Employees. Whether faculty have a voice in this designation needs to be addressed definitively by DoED/OCR.

The issue of cost, quality, and accessibility may factor into the type of training to use. At the present time, the DoED/OCR does not give guidance nor is there an official guide for Title IX practices as there is with Clery. Templates, sample language, and clear guidance are still needed.

There appears to be little agreement among the DoED/OCR attorneys about best practices. The nuances in the interpretation of case law can impact the way training occurs and possibly create unintended consequences of legislative action.

Promising Practices - Training

- Developing statewide advisory boards to take on the task of establishing standards for training as well as a certification process for investigators.
- Evaluate prepackaged, commercial training as well as assess the value of developing their own campus training. Along with deciding what subject matter will be taught, develop the methodology for delivery and the tracking system to document the delivery of training. There must be role clarity that may be particular to the specific campus. The external training packages may not be applicable to every campus.

- Develop and promulgate steps that can be accomplished with little or no funding such as establishing relationships with other campuses to share resources.
- Tailor training to the person's role in the process. For example, training for dispatchers would be different than Title IX staff, but each person should be able to see where they fit in the whole process.
- Advocate for all police ranks and court staff to be educated on victims' rights and appropriate interaction with victims. Seek standardized training criteria for Title IX and criminal investigators. Prosecutors, campus and local police, and Title IX investigators should train together regarding sexual assault investigations, including alcohol, drug, and consent issues.
- Conduct table-top exercises for sexual assault investigations relating the training to a realistic incident.
- Provide training in trauma-informed interviewing.
- Integrate Title IX/Clery training into MOUs between the campus and local police regarding proper response, victim confidentiality, sharing of information, and use of resources.
- Include students in role play during live training (theatrical model), and be sure all training times are flexible to accommodate work schedules. Consider including sexual violence accountability into LGBTQIA messaging in freshman and employee orientations thereby demonstrating that campuses are striving to make changes.
- Consider offering academic credit courses on topics such as gender violence prevention and responsible beverage service that include recognizing the signs of predatory behavior or impending sexual assault. These courses may make students more marketable for employment.
- Where possible, be involved in victim advocate training in partnership with local agencies and collaborate with non-campus entities (e.g., rape crisis centers).
- Leverage the news media, student-run TV or radio, and other social media. This is where the students are receiving information. These communications should include primary prevention messages. Other messages and campaigns should be targeted toward potential offenders and overall campus climate.
- Once training and education are underway, campus officials, service providers, and local law enforcement should be prepared for the likelihood of a surge of reports. Staff should be educated before, or as training sessions are scheduled, to avoid a procedural breakdown.
- Create a President's/Chancellor's Guide to Title IX/Clery in cooperation with the DoED/OCR to help them and their Boards of Regents/Governors understand their responsibilities. Educate senior leadership on the priority of certain programs that will help them understand issues around sexual violence (e.g., prevention, intervention, bystander empowerment, alcohol-induced assaults, and ingrained campus culture).
- Ensure that all campus job descriptions include the Responsible Employee, Campus Security Authorities, and Title IX roles, as appropriate.
- Use data collected from Climate Surveys and other campus surveys to guide training and resource needs.
- Seek assistance from DoED/OCR. Campuses acknowledge they need help and DoED/OCR should

provide early guidance. The DoEd/OCR should publish a vetted list of resources including updates. The OCR should provide a definitive handbook with definitions and the rules and that resolve the disparities between federal and state laws.

- Explore other training opportunities. Two other components to training are cultural education and a partnership with K-12 schools, who must also comply with Title IX. The seeds are there because K-12 is currently conducting bullying intervention and prevention. These measures could be expanded as appropriate to include sexual assault prevention.

Victim/Survivor Services

Challenges

Challenges to providing services for victims include a lack of advocates that are reflective of the community, and not all services are available 24/7. Funding might also be limited which decreases the ability to deliver services or causes staff to burn out due to large caseloads.

Coordination of scarce resources is most important, and where possible, a multi-agency wrap-around service model might ease the stress on one provider. Victims must be able to access resources regardless of their decision to report an assault. Care must be taken to explain how confidentiality and holding the perpetrator accountable are affected by reporting the incident to an advocate versus the police department.

Due process must be balanced with any interim measures taken by the university. There must also be equity in resources for the respondent as well as the complainant. The rules for confidential resources on campus are not always clear across jurisdictions and often conflict with state and Title IX laws.

Campuses must learn to prevent retaliation and also manage non-students involved in the complaint. There is often inconsistent messaging from campus officials that not only confuses the victim but also puts the college at risk of a compliance violation. This may include the campus appearing to require a police report, or a lack of easy and quick access to services.

Promising Practices – Victim/Survivor Services

- Form a Title IX committee or workgroup in addition to the Title IX Coordinator. One person cannot do it all, especially if tasked with other campus duties. Put in place an after-action review process for each case that involves the administration and report on what, if any, improvements are needed.
- When possible, campuses should partner with other nearby schools and the community to share resources.
- Establish and clearly communicate reporting options and explain the levels of privacy and confidentiality for each option.
- Once a report is received by any entity (campus police, local police, Title IX office), coordinate interviews to avoid re-traumatization.
- Identify innovative strategies for information and prevention. Establish a consistent message on campus and in the community about sexual violence. Develop a protocol for identifying retaliation and appropriate response.

- Advocate for Sexual Assault Nurse Examiner (SANE) programs in the community or on campus.
- Establish MOUs with the medical community regarding anonymous reporting to address preservation of evidence in the event the victim decides later to report to the police.
- Educate senior campus leadership on which programs are needed to address sexual violence and secure a campus on-call system for 24/7 coverage.
- Partner with community service providers such as the military, hospital women's centers, and faith-based organizations to assist with 24/7 coverage for victims. If available, partner with any 2-1-1 community services.
- Use a Family Justice Center model² to address coordination of resources.
- Educate the community on victim sensitivity (See "Start by Believing" web site in Resources).
- Leverage communications and social media that the students use. Explore chat/text/app reporting options and promote the selection. Use student organizations and their leadership as resources.
- Collaborate with a victims' rights attorney to review relevant university policies and procedures.
- NCCPS, IACP U&C and IACLEA should advocate for more Office on Violence Against Women (OVW) funded programs on campus and recommend that they refocus their priorities to fund consortiums/ statewide approaches.

Investigations (Title IX and Police), Prosecutors, and On-campus Hearings

Challenges

It is important for trained, sworn campus police to conduct sex crimes investigations in an expedient manner. There is a need for clarification regarding the sharing of information between the criminal and Title IX investigations. The university police and the Title IX office may have legal duties regarding off-campus sex crimes, and each must be informed of these incidents. Absent extenuating circumstances, institutions should aim to have their Title IX investigations completed within 60 days; however, the investigation may be suspended for a time to avoid compromising a criminal investigation. It may be necessary for the prosecutor or Title IX investigator to inform the survivor of any delay or pause in the Title IX investigation.

Another challenge is managing cases in which victims become willing to seek criminal action as the healing process evolves. To prepare for this, care must be taken to preserve evidence and testimony that could be used in the criminal investigation. The victim has the right to request a criminal investigation; the Title IX office must keep this in mind during their processes.

Promising Practices – Investigations, Prosecutors, and On-campus Hearings

- Because the victim interview is crucial to any investigation, make the surroundings as comfortable and non-threatening as possible. With the victim's consent, invite the Title IX investigators to remotely monitor the criminal investigative interview (UW-Madison model) to avoid multiple interviews. Allow

the Title IX investigator to submit questions to be asked during the interview. Provide a recording of the interview to Title IX investigators if allowed by the prosecuting attorney's office.

- Proceed with the investigation; do not ask the victim if they want to prosecute and do not offer a “choose not to prosecute” form to sign.
- Coordinate and develop safety planning to empower the survivor and guard against reoccurrence, retaliation, or stalking.
- Interviewers should apply trauma-informed research practices to interviews with the survivor (e.g., multiple sleep cycles, reasonable sleep before an interview). Special skills are needed for alcohol-induced and so-called consent cases that constitute a trauma-informed investigation³. Allow a victim advocate in the room during the interviews. If the victim services personnel work for the police department, clearly explain that the survivor does not have to report to the police.
- Construct a specialized regional team for investigating cases of sexual violence (ESVU)⁴.
- The International Association of Campus Law Enforcement Administrators, the International Association of Chiefs of Police University and College Police Section, and the National Center for Campus Public Safety should investigate any state prohibition on MOUs between public universities and colleges, governmental agencies, and private colleges and universities.
- Recommend and promote an IACP resolution advocating best practices for interaction between local, county, state, and university police departments on sexual violence crimes.
- Use a Sexual Assault Response Team (SART) model to cover cases from start to finish, including after action.
- Consider a threat assessment model for investigations.
- Present all sexual assault cases to the prosecutor.
- Develop a process to share information between campus and local law enforcement on any sexual offenders who have been arrested.
- At the close of each sexual assault case, conduct an after-action review with campus officials to learn from the experience.
- Design processes that fulfill the Title IX requirements while not compromising the criminal investigation.
- Create internal policies and/or MOUs to allow exchange of student and police records, including Title IX records that are consistent with the law. Campus policy should allow the university police to be notified of the Title IX hearing outcome.
- When the prosecutor decides not to charge the suspect, request that the prosecutor participate in a face-to-face meeting with the victim, her advocate, and the police. If the prosecutor will not agree to such a meeting, then the prosecutor should provide a declination letter detailing the reasons for not moving forward to prosecute the case.

Next Steps

Even with the considerable work done in both Summits, there is no doubt much work remains. What needs to be done in an early stage by colleges and universities is the development of Title IX policies and procedures. This good faith effort may help to mitigate a compliance complaint and will increase the likelihood that victims feel supported throughout the process.

A larger task will be to implore the Department of Education Office for Civil Rights to promulgate the rules and expectations in one central document. Universities today find themselves attempting to solve discrepancies in the law and hope they selected the correct option. Although much good work has come from these Summits, the next one must include decision makers from the DoEd/OCR so they can advise on which of the Promising Practices listed here are appropriate. They must also offer alternatives to meet the letter of the law while keeping in mind that the spirit of the law—to protect victims—must be paramount.

More research must be done to identify evidence-based practices including how to encourage victims to report crimes to the police. These models should be the catalyst for additional programs.

Institutions are teaching the future teachers. It would make sense to infuse the degree curriculum with sexual violence awareness and prevention training and encourage teachers' in-services and conventions to disseminate and update the latest information on sexual assault prevention and victim intervention.

A Summit between the IHE and K-12 might be helpful to discuss the overlaps of Title IX.



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Summit Participant Comments

Richard Beary, Chief at the University of Central Florida and current IACP President, reported that they had hired a Communications Coordinator to sift through all the social media and other messages. All victim services now report to the police. He also noted that they are adding a new campus in Orlando that will accommodate 10,000 students and doing a lot of coordination with the City of Orlando and the school board.

Chris Blake, Chief Staff Officer for IACLEA, a not-for-profit professional association that advances public safety for educational institutions by providing educational resources, advocacy, and professional development services. IACLEA is the leading voice for the campus public safety community. IACLEA educates its members about Clery Act compliance issues through programs at its Annual Conference and Regional Conferences, and other resources.

Corey Bowman, Associate Vice Provost at the University of Central Missouri, reported that there was much in development but one of the things they have done is institute a 24-hour Hotline partnered with the local Air Force base. They are also reaching out to K-12 on joint sexual violence prevention training. They have an information management system that can pull up attendance, history, and recent behavior indicators.

Steve Bowser, Director of Public Safety and Chief of Police at Spelman College, an all-women's and a Historically Black College and University (HBCU) institution. They just received approval for a full-time Title IX Coordinator, which will work better than a job-sharing position. They have also added several SANE nurses to the staff.

Randy Burba, Chief of Police at Chapman University, noted that they had a compliance group to ensure that the ASR was complete. A fire chief was hired to train others on medical and other sensitivity issues.

Robert Connelly, Chief at Georgia Tech, is on the NCAA Security Advisory Committee. They had a Clery audit that enlightened and educated them. They have established a Title IX Coordinator and are getting their investigators communicating about their understanding of Title IX. He has participated in Active Shooter conferences for all Board of Regents schools in Georgia. Their greatest success is their Operations/Communications Center using the leading technology. They use a crime management model which is data driven allowing them to develop strategies based on trends.

Jerry Demings, Sheriff of Orange County, FL, focuses on inter-agency collaboration.

Leroy James, retired Chief at Howard University and now the Region 1 Vice-president for the HBCU reported that at their annual meeting they invited representatives from the Department of Education (DoED) to conduct Title IX training. The local director of the Office for Civil Rights and a Clery official provided the training.

Jerry Jansen, retired municipal Chief and Assistant Chief at the University of Wisconsin-Madison is currently a consultant with Decision Makers, LLC, taking the Summit notes and writing the subsequent white paper.

Phil Johnson, Chief at the University of Notre Dame, said that the Clery Committee is gaining traction. A big piece was getting the international campuses on board. They continue their joint training with the local special victims unit. He stated that Michigan State University's Dr. Rebecca Campbell's sexual assault training is outstanding.

June Kevorkian, Director of Program and Administration for the Boston Consortium of 15 major colleges in the Boston area reported that Title IX Coordinators meet to discuss all of the challenges, and although they still need more training, there is now a community of practice for Title IX. Sixty-five people attended a two day

investigation certification training program provided by NCHERM. The by-product was the networking and sharing of ideas by the participants.

Jim Lyon, Chief at Northeastern Illinois University and General Chair of the IACP University and College Police Section, said we must work to convince people that Clery is “not just a police thing.” He formed a Clery Committee including the Title IX Coordinator.

Jerry Minger, Superintendent of Public Safety, Indiana University, related that after Penn State’s issues, he appointed a compliance officer for Clery and also named an attorney as the Title IX Coordinator to establish consistency for Title IX and VAWA.

Barbara O’Connor, Chief at University of Connecticut (Storrs), said that the school hired a Victim Services Advocate who connects with the Special Victims Unit and Title IX to discuss cases. Storrs is very rural and policed by the Connecticut State Police. They have trained ten troopers to respond to sexual assault in contiguous areas.

David Perry, President of IACLEA and Chief at Florida State University, said that after the Ferguson, MO, incident he met with his staff and instituted a program of “Hands Out, Hearts Open” to help make a meaningful connection with students to help them see the police in a different light.

Kim Vansell Richmond, Director of the National Center for Campus Public Safety (NCCPS), has been holding Clery focus groups across the country to “reclaim the spirit of the Clery Act.” They plan to develop solid recommendations after they have more focus groups at the IACLEA regional meetings. The goal is to have those reports ready soon. They are also partnering with the Clery Center.

Susan Riseling, Chief at the University of Wisconsin-Madison, has launched the “Tell Us” campaign to get victims to report the assault to the police. They have set a goal to double the amount of prosecutions. They have developed and used a two-sided sheet explaining what to do in the “First 45 Minutes” of an incident. They now have the “First 45 days” based on that principle to increase enforcement during the first 45 days of the fall semester. They have seen a decrease in vandalism and property crime after the first 45 days. Using inverted logic, UW-Madison wanted to see an increase in the reporting of sexual assaults during and after the First 45 Day initiative and reports did increase to police.

Tammy Slovinsky, Assistant Director for the Sexual Assault and Intimate Partner Violence and Stalking Resource Center at Virginia Commonwealth University, has been in victim services for 20 years. They establish a welcoming environment in the office that has made an impact on victim’s reporting. They build true relationships and show victims they can answer their questions in a non-blaming fashion.

Bill Taylor, Chief at San Jacinto College, Pasadena, TX, and the President-Elect of IACLEA, said he got involved with IACP and IACLEA government relations on negotiated rulemaking. He has worked on Clery for many years and will be sending his staff to a one-week, Title IX training offered by a private vendor. Last fall, the Title IX Coordinator, two investigators, the Vice-President for Student Affairs, the senior HR staff, and an attorney all attended Clery training. People now understand their roles and are much better coordinated.

Thomas Trawick, Chief at Clark Atlanta University has developed two programs. The Chief chairs the first committee on the right to know and compliance. They have attempted to get rid of silos to allow information to flow freely. The Chief hired a law firm specializing in Clery to help pull all of the silos together. They now have streamlined the process and have an all-inclusive Right-to-Know brochure. The other program was a full-fledged AED program on campus after they experienced the death of a staff member, and an AED may have saved her life.

George Turner, Atlanta Chief of Police, and guest speaker, reported that working with campus police departments is a crucial partnership.

John Venuti, Chief at Virginia Commonwealth University, reported that he serves on the Governor's Task Force on Campus Sexual Assaults, and hosted the first pilot training with the National Center for Campus Public Safety (NCCPS) on trauma-informed sexual assault investigation and adjudication. He created a full-time victim witness specialist to assist with the court, state's attorneys, and wellness resource center.

Vickie Weaver, IACLEA Immediate Past President, and Director of Public Safety at Rider University in New Jersey, stated that she has embraced collaboration along with sharing of information and resources.

Laura Wilson, Director of Public Safety at Stanford University, has offered trauma-informed sexual assault investigation techniques presented by Thomas Tremblay.

Owen Yardley, Chief at the University of Nebraska-Lincoln, developed a sexual assault audit that presented the perspective of victims and conducted sexual assault training with a broad-based group including the district attorney, victims, and advocates. They have also developed a portal so that others involved in the investigations can see all reports to avoid overlap and multiple interviews.

Andrea Young, Training and Technical Assistance Coordinator for the NCCPS, has been working with subject matter experts on curriculum on trauma-informed sexual assault investigation and adjudication for campus officials.

Summit II Participants

Beary, Richard

IACP President/Chief of Police
University of Central Florida
3610 Libra Drive
Orlando, FL 32816-3550
Phone: 407-823-5242
Email: richard.beary@ucf.edu

Blake, Christopher

Chief Staff Officer
IACLEA
342 North Main Street
West Hartford, CT 06117
Phone: 860-586-7517 x-565
Email: cblake@iaclea.org
Assistant: Eve Storrs, estorrs@iaclea.org

Bowman, Corey

Associate Vice Provost, Student Services
University of Central Missouri
Admin 214
Warrensburg, MO 64093
Phone: 660-543-4114
Email: bowman@ucmo.edu

Bowser, Steve

Director of Public Safety and Chief of Police,
Spelman College
350 Spelman Lane SW
Atlanta, GA 30314
Email: sbowser@spelman.edu

Burba, Randy

Chief of Public Safety
Chapman University
418 North Glassel Street
Orange, CA 92866
Phone: 714-997-6762
Email: burba@chapman.edu

Connolly, Robert

Chief of Police
Georgia Tech
870 Hemphill Avenue NW
Atlanta, GA 30332-0440
Phone: 407-721-5395
Email: robert.connolly@police.gatech.edu

Demings, Jerry

Sheriff, Orange County, FL
2500 West Colonial Drive
Orlando, FL 407254-7000
Assistant: Karen Baugher, karen.baugher@ocfl.net

James, Leroy

Chief of Police (retired)
Howard University
Region 1 Vice-president for the Historically Black
Colleges and Universities (HBCU)

Jansen, Jerald

Chief of Police (retired)
Consultant
Decision Makers, LLC
Phone: 608-444-6014
Email: jjansen777@cox.net

Johnson, Phillip

Director/Chief of Police
University of Notre Dame
204 Hammes Street
Mowbray Hall
Notre Dame, IN 46556
Phone: 574-631-8383
Email: phillip.a.johnson.30@nd.edu
Assistant: Leanne Knapp, knapp.16@nd.edu

Kevorkian, June

Director of Program and Administration
The Boston Consortium
1763 Great Plain Avenue
Needham, MA 02492-1208
Phone: 781-292-4790
Email: jkevorkian@boston-consortium.org

Lyon, James

Chief of Police/Chair IACP College and
University Police Section
Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625-4699
Phone: 773-442-4100
Email: j-lyonjr@neiu.edu

Minger, Jerry

Superintendent of Public Safety
Indiana University
1469 East 17th Street
Bloomington, IN 47408
Phone: 812-855-4296
Email: jminger@iu.edu

O'Connor, Barbara

Director of Public Safety/Chief of Police
University of Connecticut
146 North Eagleville Road
Storrs, CT 06269-3070
Phone: 860-486-8989
Email: barbara.oconnor@uconn.edu
Assistant: Candy Ferris, candy.ferris@uconn.edu

Perry, David

IACLEA President/AVP for Safety/Chief of Police
Florida State University
830 West Jefferson Street
Tallahassee, FL 32306
Phone: 850-644-1240
Email: dlperry@admin.fsu.edu

Richmond, Kim Vansell

Director
National Center for Campus Public Safety
128 Lakeside Street, Suite 302
Burlington, VT 05401
Phone: 866-817-5817
Email: kvansell@nccpsafety.org

Riseling, Susan

Associate Vice Chancellor/Chief of Police
University of Wisconsin – Madison
1429 Monroe Street
Madison, WI 53711
Phone: 608-262-4528
Email: riseling@wisc.edu
Assistant: Rachel Laubmeier, rlaubmeier@wisc.edu

Slovinsky, Tammy

Assistant Director for Sexual Assault, Intimate Partner
Violence and Stalking Advocacy Services
Virginia Commonwealth University
938 West Grace Street
Richmond, VA 23284
Phone: 804-828-2085
Email: tslovinsky@vcu.edu

Taylor, William

IACLEA President-elect/Chief of Police
San Jacinto College
6080 Spencer Highway
Pasadena, TX 77505
Phone: 281-542-2064
Email: william.taylor@sjcd.edu

Trawick, Thomas

Chief of Police/Director of Emergency Management
Clark Atlanta University
Lawshe Street at Student Movement Boulevard
Atlanta, GA 30314
Phone: 404-880-8623
Email: ttrawick@cau.edu

Turner, George

Chief of Police
Atlanta Police Department
226 Peachtree Street SW
Atlanta, GA 02492-1208
Phone: 404-546-6900

Venuti, John

Assistant Vice President of Public Safety/Chief of Police
Virginia Commonwealth University
938 West Grace Street
Richmond, VA 23284
Phone: 804-828-1210
Email: javenuti@vcu.edu

Weaver, Vickie

IACLEA Immediate Past President/Director of
Public Safety
Rider University
2083 Lawrenceville Road
Lawrenceville, NJ 08648
Phone: 609-896-5029
Email: weaver@rider.edu

Wilson, Laura

Director of Public Safety
Stanford University
711 Serra Street
Stanford, CA 94305
Phone: 650-725-4879
Email: lwilson@stanford.edu
Assistant: Linda, 650-725-4879

Yardley, Owen

Assistant Vice Chancellor/Chief of Police
University of Nebraska – Lincoln
300 North 17th Street
Lincoln, NE 68588-0634
Phone: 402-472-2222
Email: oyardley@unl.edu
Assistant: Guadalupe Malcom, gmalcom2@unl.edu

Young, Andrea

Training and Technical Assistance Coordinator
National Center for Campus Public Safety
128 Lakeside Street, Suite 302
Burlington, VT 05401
Phone: 866-817-5817
Email: ayoung@nccpsafety.org

Resources from the Summit

University of Wisconsin-Madison Police Department, "Tell Us" campaign to encourage sexual assault reporting to the police.

<http://uwpd.wisc.edu/tellus/>

Atlanta "Take a Stand" campaign against sexual assault

<http://www.atlantaga.gov/index.aspx?page=1171>

Victim reporting, "You Have Options" program.

<http://reportingoptions.org>

Victim assistance, bystander aid, "It's On Us" campaign

<http://itsonus.org>

"The True Call to Beauty", Clark Atlanta University

<http://wclk.com/programs/call-true-beauty>

Start By Believing

<http://www.startbybelieving.org/>

RAVE Campus Emergency Alerting system

<http://www.ravemobilesafety.com/rave-alert/>

National Association of Clery Compliance Officers and Professionals (NACCOP)

<http://www.naccop.org/>

Virginia Commonwealth University – Timely Warning template illustrating the 99/1 method

Contact Chief John Venuti for a PDF of the template: javenuti@vcu.edu

Additional Resources on Clery/Title IX/Sexual Assault

White House Task Force

Not Alone website

<https://www.notalone.gov/>

First Report of the White House Task Force to Protect Students from Sexual Assault

http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Fact Sheet: Not Alone

<http://www.whitehouse.gov/the-press-office/2014/04/29/fact-sheet-not-alone-protecting-students-sexual-assault>

National Resources

U.S. Department of Education, Office for Civil Rights, Q&A on Title IX and Sexual Violence

<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

Association of Title IX Administrators (ATIXA) Resource Page

<https://atixa.org/atixa-news/dept-of-ed-faqs-and-wh-task-force-report/>

Clery Center for Security On Campus-Federal Campus Sexual Assault Victims Bill of Rights

<http://clerycenter.org/federal-campus-sexual-assault-victims%E2%80%99-bill-rights>

Sexual Assault Awareness Month

<http://www.nsvrc.org/saam/campus-resource-list>

University/State Resources

Vanderbilt University—Project Safe

<http://www.vanderbilt.edu/projectsafe/>

SUNY Sexual Assault Prevention Resources

<http://system.suny.edu/university-life/sexual-assault-prevention/>

SUNY Policies on Sexual Violence and Response

<http://system.suny.edu/sexual-violence-prevention-workgroup/policies/>

SUNY Sexual Violence Response Policy

<http://system.suny.edu/sexual-violence-prevention-workgroup/policies/response/>

New York State Campus Crime Website

<http://www.campuscrime.ny.gov/>

University of Virginia Student Sexual Misconduct Update Presentation

http://www.virginia.edu/bov/meetings/14sep/140812_Sexual%20Misconduct%20Overview_September%20BOV%20Meeting_vFinal.pdf

Footnotes

- ¹ Atlanta “Take a Stand” message
<http://www.atlantaga.gov/index.aspx?page=1171>
- ² Family Justice Center model
<http://www.familyjusticecenter.org/index.php/the-family-justice-center-approach/best-practice-model.html>
- ³ Trauma-informed care
<http://www.justice.gov/ovw/blog/importance-understanding-trauma-informed-care-and-self-care-victim-service-providers>
- ⁴ Campus SVU formed
<http://today.uconn.edu/blog/2014/09/its-on-us-to-eliminate-sexual-assault-harassment/>