



National Campus
Safety Awareness Month. 2017.



FIRST STEP: BUILDING CLERY/TITLE IX REPORTING STRUCTURES

ABIGAIL BOYER & LAURA EGAN, CLERY CENTER

MAGGIE SCHMIDT & BRIDGETTE STUMPF, NETWORK FOR VICTIM
RECOVERY NETWORK OF DC (NVRDC)

TODAY'S PRESENTERS



Abigail Boyer,
Associate Executive
Director of Programs



Laura Egan
Director of Training &
Technical Assistance



Bridgette Stumpf
Co-Executive
Director



Maggie Schmidt,
Staff Attorney

Clery Center

**Network for Victim
Recovery of DC**



JEANNE ANN CLERY

THE CLERY CENTER: MISSION & VALUES

Mission Statement

Working together with college & university communities to create safer campuses

Values & Distinguishing Characteristics

- We honor our organization's history by leading with mind and heart.
- We are collaborative & pursue strong partnerships that are based on joint success and open, constructive communication.
- We believe that prevention is critical to campus safety.
- We are persistent, action-oriented, and deliver results that have real impact.

THE CLERY CENTER: PROGRAMS & INITIATIVES

- Clery Center Membership
- National Campus Safety Awareness Month
- Policy
- Jeanne Clery Act Training Seminars

NVRDC: MISSION & VALUES

Mission Statement:

Network for Victim
Recovery of DC empowers
victims of all crimes to
achieve survivor defined
justice through a
collaborative continuum of
advocacy, case
management and legal
services.

NVRDC is motivated by three guiding principles:

1. The belief that survivors of crime must have a welcoming place to go in order to learn of their rights and enjoy a supportive and empowering environment as they process their experiences and determine how to respond to the crime;
2. The commitment to a holistic model of victim services to assist victims of ***all types of crime***; and
3. The understanding that research has affirmatively shown that legal services provided with supportive counseling and case management services provide a greater benefit to survivors who are participating in the civil or criminal justice process.



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TAKE THE FIRST STEP

- Professional development
- Tools & resources
- Webinars
- Networking with peers

Visit www.ncsam.clerycenter.org for more information

CLERY ACT: REFRESHER

- **WHO:** Campus Security Authorities (CSAs) and local law enforcement
- **WHERE:** Clery Act geography
- **WHAT & HOW:**
 - Annual
 - Annual security report (statistics, policy statements)
 - Statistics to Department of Education
 - Ongoing
 - Timely warnings
 - Emergency notification
 - Daily crime log
 - Rights & options for survivors of sexual assault, domestic violence, dating violence, & stalking
- **ENFORCEMENT:** U.S. Department of Education Clery Compliance Team

TITLE IX: REFRESHER

- **WHO:** Responsible Employees
- **WHERE:** Title IX is not location dependent
 - Title IX's jurisdiction is dependent on what role an individual is playing when they receive information about sex based discrimination
 - The incident has to involve at least one student at the institution
- **WHAT & HOW:**
 - Federal civil rights law prohibiting discrimination on the basis of sex within federally funded education programs
 - Requires campuses to respond to allegations of discrimination including sexual harassment and sexual assault
 - Regulations also note that one incident of sexual violence is sex discrimination and can create a hostile environment
- **ENFORCEMENT:** Violations of Title IX can be brought to the U.S. Department of Education's Office for Civil Rights (OCR) or survivors can file a civil lawsuit against the college or university for violation of Title IX

KEY RESOURCES

- The Clery Act – Statute and Regulations
- The Handbook for Campus Safety and Security Reporting
- Westat
 - campussafetyhelp@westat.com
 - 800-435-5985
- ED Program Review Findings
- Dear Colleague Letter (April 2011)
- Q & A on Title IX and Sexual Violence (2014)

TODAY'S GOALS

- Identify how to design streamlined or complementary reporting systems
- Discuss challenges related to reporting responsibilities and possible solutions
- Review two reporting flowcharts
 - Who are You?
 - Information Received

POLL

Who's in the room?

- A. Title IX
- B. General Counsel
- C. Campus Police/Security
- D. Residence Life
- E. Greek Life
- F. Athletics
- G. Human Resources
- H. Student Conduct
- I. Other

POLL

Do you currently receive reports from either CSAs or Responsible Employees?

- A. Yes
- B. No

REPORTING AUTHORITY & INFORMATION SHARED

CSAs

- Specific set of individuals
- Broad responsibility
- Non-personally identifiable information (nature, date, time, general location)
- All Clery crimes

Responsible Employees

- Individuals identified by the institution
 - Can vary by institution
- Reporting responsibility focused on sex based discrimination (e.g. sexual harassment and sexual assault)
- Report all relevant details with considerations of confidentiality requests by the victim
- Employees' reporting requirements will depend on what role they were functioning in when they received information about a crime (keeping in mind many employees have multiple roles on a campus)

CHAT BOX QUESTION

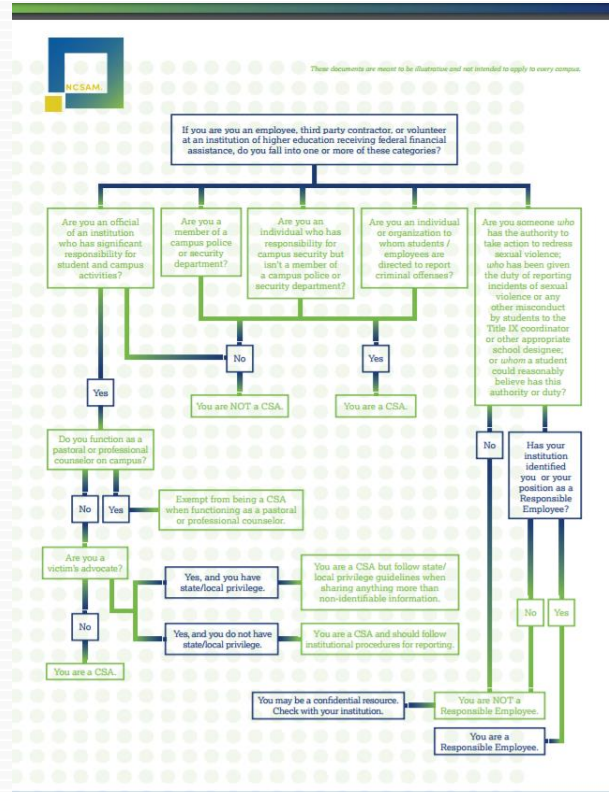
Janice is a campus security authority under the Clery Act and a responsible employee under Title IX. How are reporting authorities directed to make reports at your institution if they are both CSAs and Responsible Employees?

FLOWCHART BASICS

- Purpose/intention
- Uses
- Styles/structures
- Examples



WHO ARE YOU? REPORTING FLOWCHART



CASE STUDY

“A recently hired adjunct professor calls you to report that a student disclosed after class that they were the victim of robbery on campus the previous night. The professor has not yet been through Clery/CSA training but assumes he has to share this information with you, the Clery Coordinator, as this was his role at his previous institution.”

Use the “Who are You?” flowchart as you craft a response to the professor about his reporting responsibilities. Share your thoughts in the Chat Box.

CASE STUDY

“You are the Clery Coordinator at your institution. During the trainings you conduct for staff on their crime reporting responsibilities you distribute the “Who are You?” flowchart as a resource for them to keep on hand. It is now October and a sociology professor approaches you sharing how helpful they felt today when they directed a student towards the campus victim’s advocate as a confidential resource to discuss a recent instance of possible dating violence.”

Use the “Who are You?” flowchart as a guide to help this **professor** understand their role as well as the role of the campus victim’s advocate. Share your approach in the Chat Box.

CASE STUDY

“One day at Westeros University a Responsible Employee overhears information about a hate crime and reports this information to Public Safety.”

Use the “Information Shared” reporting flowchart to determine what information, if any, from the case study above, needs to be reported.

REPORTING STRUCTURE CONSIDERATIONS

- Size of institution
 - Resources dedicated to compliant reporting procedures
- Public safety department vs. police department
- Clery crime reporting repository: Clery Coordinator vs. Police/public safety department vs. other department
- Use of resources such as reporting forms and reporting forms guidelines to standardize information collected
- Awareness campaigns for the campus to help students and staff understand reporting obligations of campus members and reporting options

REPORTING STRUCTURE CONSIDERATIONS (CONT'D)

- Confidential roles on campus
 - Aggregate data collection
- Confidential vs. Private
- Confidential vs. Privileged
- Intersection of local or state privilege with reporting responsibilities

CHAT BOX QUESTION

What other challenges arise when establishing reporting systems or structures at your institution? What other factors do you take into consideration?

CHAT BOX QUESTIONS

What tools or methodologies do you currently use to train CSAs or Responsible Employees to report crimes?

FLOWCHART Q & A

Questions?



CLERY CENTER

85 OLD EAGLE SCHOOL ROAD, SUITE 103

STRAFFORD, PA 19087

484.580.8754

INFO@CLERYCENTER.ORG

WWW.CLERYCENTER.ORG