Coordinators Collaborating with Campus Law Enforcement: Opportunities and Barriers

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Objectives

- Offer a brief framework of the overlapping obligations of Title IX and Clery, identifying overlap in law enforcement and campus procedural obligations
- Identify dynamics unique to different campus types and organizational structures
- Discuss Case scenarios to provide examples of opportunities and barriers to collaboration between Title IX Coordinators and Campus Law Enforcement through interactive dialogue
- Provide a summary of opportunities and barriers to collaboration
Law Enforcement & TIX Compliance

- Criminal Behavior (State Code / Court Process)
- Crime Statistics
- Emergency Notifications / Timely Warning
- Protective Orders
- *Community Safety
- *Trauma Informed Training
- Training (Clery Security Authority)

- Policy Violation (Policy / Procedure)
- Campus Climate
- Written Notifications Within Process
- No Contact Directives (other restrictions, interim measures)
- *Community Safety
- *Trauma Informed Training
- Training (responsible employee training)

- Violence Prevention
- Bystander Skills

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Title IX
- Coordinator
- Investigation
- Notice of nondiscrimination
- Retaliation
- Interim measures
- Campus climate

Clery
- Campus Property
- CSA
- Crime Statistics
- Notifications

VAWA/Campus SaVE
- Bystander Skills
- Disciplinary Procedures
- National Origin

Confidentiality Training
Education & Prevention Notification of Outcome Policies & procedures Dating Violence, Stalking, Gender Identity

*Community Safety
*Trauma Informed Training
Training (responsible employee training)
Law Enforcement Focus

• **Establish if a crime has been committed**
  1. Elements of crime
  2. Allegations are administrative in nature

• **Develop investigative strategy**
  1. Consultation with Title IX Office
     a.) Police inform Title IX/Equity and Compliance of the crime
     b.) Title IX informing the Police of the crime
  2. Prosecutor consultation (if Appropriate)
     a.) Build relationship with your prosecutors office
  3. Use of Victim Advocate, Police Investigator & Title IX Investigator
     a.) Interview vs. Interrogation

Law Enforcement Focus

• **Documentation and preservation of evidence**
  1. SANE Nurse (96 hours)
  2. Scene Security
     a. Jurisdictional boundaries
     b. What is location/condition of parties
        - is victim at risk (physical well being and/or safety assessment)
        - is perpetrator known, in area, a member of the community
     c. May be Title IX and not Campus Police
Title IX lens (what coordinators are thinking)

- What is the nature of the behavior
- Community impact and/or ongoing threat
- Providing rights and resources to the impacted individual
- Identifying and implementing interim measures
- Issue spotting within the context of the known information
- Timeliness and process

Campus Dynamics

- Campus Type
  - Public or Private
  - 2 yr, 4 year, University, Professional programs
  - Residential or Commuter
  - Urban, Suburban, Rural

- College / University Law Enforcement or Security/Public Safety
  - State and local laws
  - MOU relationship (or not)

- Town/Gown relationships
  - Community considerations
  - Agency considerations
Case Scenarios

Opportunities & Barriers

- Opportunity for training jointly or sharing training information
- Collaboration can be helpful to both processes and to reduce unnecessary repetition
  - Smoother process of providing support, offering full range of support
  - Potential to increase reporting
  - Improved ability to provide victim/reporting party accurate information for range of available options
- Each area has training and experience that can be beneficial to share with one another
Opportunities & Barriers

- Important to exercise care to avoid interfering with either process
- Some joint interviewing could lead to TIXC subpoena for court process
- Inherent differences in priorities and lens of LE and TIXC
- If not well implemented, could increase rather than decrease confusion

Conclusion

Consider...

- What questions do you need to go ask of your counterpart on campus (or in the community)?
- What idea can you take back to your campus?

- OTHER QUESTIONS??