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Stetson University

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[The broadcast is now starting all attendees are the listen only mode]

>> LYDA: Hi, good afternoon everybody. Thanks for joining us today for our very first ever Title IX session for the Stetson community. There's a lot of things going on related to Title IX over. This is our opportunity to share this with you and answer some questions.

To get started, I want to introduce you to all of the people who are on with me today. I'm Lyda I'm the director and coordinator for Title IX at Stetson. I am one of the few employees that do Title IX work and only Title IX work at debts Stetson but there's a whole lot of people involved to do this process. I'll send it on to Scott Kern to tell about his role with Title IX.

>> SCOTT KERN: Hello, my name is Scott Kern I'm the other half of the office but others across campus help us accomplish our mission. I also assist with training and with prevention and education for students and employees alike.

>> Great, thanks Barbs.

>> BARBS HAWKINS: Hello everyone. I'm the Director of Community centers at Stetson and as well the deputy coordinator for Title IX so if a student submits a Title IX me or Lyda will meet with them for the process that we will put in place.

Alicia.

>> ALICIA QUEALLY: Hello, I'm the deputy coordinator at Stetson and one of the few coordinators on the campus. This is my 8th year here at the University. Which is awesome I'm hoping each of you can take away positive information. My day-to-day responsibilities in the department I oversee the operating budgets but I also oversee the facilities and operation area and equipment room stuff and, also, our ticket office area. I'm also the sport administrator for 9 of the departments 19 sports programs. So I have a lot of day-to-day.

>> NAOMI ROBERTSON: Interaction with student athletes and coaches.

Thank you.

>> Drew, please introduce yourself.

>> DREW MACAN: Hello everybody. I'm the associate administrator for Human Resources and effectiveness. I'm also another one of the deputy coordinators on campus. I'm the deputy coordination for faculty and staff. I crossed my 5 year anniversary at Stetson. In 5 years we have not done a session like this. So I'm pretty excited about the number of you that signed up for this today. Hopefully it will be well worth your time.

>> Now we have two folks that help us out at the college of law. The first of those, JoCynda Will introduce yourself.

>> JoCYNDA HUDSON: I'm the assistant Dean for student affairs at the college of law. I've only been here 3 years. I'm excited to have this opportunity to share the new information with you & answer some questions. I'm the deputy Title IX coordinator for students here. So like very much similar to what Barbs does, I provide support and resources to students when they have an issue or concern.

>> Thanks JoCynda. And another person at the College of Law is Pam, go ahead Pam.

>> Hello everyone I'm Pam the director for Human Resources for the college of lieu and faculty at the college of law. Similar to the other deputies providing resources to our employees. And I've been with Stetson for about 16 years many if and happy to be here.

>> Great, thanks Pam. Lastly I'll turn everything over to the president of the University, Dr. Chris Roellke.

>> CHRISTOPHER ROELLKE: Welcome everyone. I'm glad to be invited to the Webinar. I'm delighted to thank my colleagues for all of their work with Title IX and certainly with sexual violence and prevention more specifically. I want the audience to know over the last 20 years I've been at Vassar college. I've been at Stetson for a month now. I was at the creation for policies and procedures and grant support to support our sexual violence program. And it's important all of those are deployed at the University setting. Obviously, we want the prevent this as much as we can but when something does occur we want to make sure our process is in line with federal regulations and is kind and open is given the confidentiality involved. I know Stetson has worked hard to do this. I think to mention Peter Lake is a lawyer and legal scholar at the law school was instrumental to us at Vassar and gave us constant feedback how we were doing and so on.

I'm a content instant resource as well. And I think it's important work is and please stay safe and well.

>> Thanks a lot Dr. Roellke, I'm glad you could be with us today. I have a brief PowerPoint presentation that might help to answer some questions you have. As we go forward, with the information on the changes that are happening. For Title IX. And that, the changes are occurring because of a new rule by the department of education on May 6th. So next slide.

Here's what is really important to know. Title IX applies to students, it applies to employees and it even applies to visitors that are on our campus or engaging in the different programs we have. It's important to understand that title 9 is Civil Rights law. Not criminal law. Although some of the violations are also crimes. And on May 2020 the department of

education issued a new rule that required us to have certain changes in place by August 14th. So we still have 11 days until that point.

The focus of Title IX is on bias that is based on sex. That includes gender perceived gender, sexuality, perceived sexuality, harassment and the harassment definition includes sexual assault. Domestic violence and dating violence and stalking along with actual sexual harassment.

None of those should ever interfere with your education and employment. Stetson always focuses on safety and well-being first. That's the most important thing. And our processes provide due process and support to everyone who is engaged in any type of Title IX process.

So here's what is not changing.

First of all, it's still a gender-based misconduct policy. So if you look for Title IX policies what you see is gender based misconduct policies.

At Stetson the complainant tells us whether they want us to do nothing, with whether a what they want is support, such as support academically or no contact orders. They say whether they want an informal process or formal process. We offer supportive services to everyone. So both the complainant and respondent and witnesses and roommates, those kinds of things. We offer those services to everyone.

All employees are still required to report information of suspected behaviors. And any time something is reported to them. Doesn't mean that you have done the investigation, doesn't mean you think it really happened the way it was told to you, you are just turning it over to the right people to address the problems.

And Stetson does not require anyone to report to law enforcement.

So now we will go on to what is changing.

Megan are you having problems with the slide?

Okay, what is changing.

First of all, we will have to set up a system where hearing officers determine responsibility. In the past there's only been done by the vest gators, just like in other community standards it's one individual. So hearing officers and we will have at least 2, determine the responsibility or the relevance of evidence. We are keeping our preponderance of etched standard which is consistent with all types of Civil Rights process.

One of the big changes is I went dents where an employee is reported to have done something toward a student. We have to handle those in a formal hearing process. We cannot use an informal process to address those.

And the institution is not required to handle incidents and study abroad programs under this process. But we could still choose to handle them in a similar fashion. I know that's not as big of an issue right now, with the current situation, but it will be.

Here's some important information for you all. In this session is being recorded so this is always available. If you are a student or employee at DeLand, here are your resources. Well

connect is 24/7. Public safety, the DeLand police. And you can call the Volusia rape crisis center. And the national domestic violence hotline and suicide prevention hotline. As of last week, just dialing 988 takes you directly to the national suicide prevention hotline.

A student at the college of Gulfport here's the numbers for the college of safety. And Gulfport police. And the sun coast is it the privacy service in the area, and the RAINN hotline and the national domestic and national suicide prevention. And finally information on how to contact us. My contact information, Scott's and JoCynda how is the deputy for students at the college of law, everyone else is also available to you through the directory. But one thing to remember is that we have an email that comes directly to me that is just Title IX at Stetson .edu that you can use at any point in time.

Okay. So, we are going to get to questions that you all have. And hopefully Megan can share with us any questions that have come in from our -- wow, we have 132 people on this call. That's fabulous, I'm excited about that.

Megan, what questions do you have?

>> This question is what are the options available to everyone. This says what about no contact orders? What do you have to do to get those and who do they apply to? Barbs, do I want to answer this one? We scant hear you Barbs.

>> BARBS HAWKINS: Thank you so much, I was muted. I can talk about contact orders for a second. In order for a student to get a no contact order, they, in our meeting we will offer the ability for them to request a no contact order. When that request is made, Lyda and I will review the situation and decide if it would be good to put the no contact order in place. And most of the time the answer is yes. And so, then at this point, we would e-mail both people receiving the no contact order. Usually that's the person in our office that complained as well as the respondent. Both of them will receive information not to contact each other. And, also, it includes third party contacts. So they can't tell friend A to tell friend B to tell the complainant or respondent something. And social media is also included owe that. So they cannot message their social media or Tweet them or message someone Insta.

And no contact orders are not meant to be a punitive measure. They are supposed to be a supportive measure to make everyone on campus feel and especially the two parties in the situation as comfortable and safe as possible. So they can go about their daily activities without worrying that a person they are involved in a serious situation with will contact them. It helps with the sense of security. A lot of students come in and request a no contact order. And can we put the no contact order in place. They don't move further. They don't want any more supportive measures is don't want to go to investigation. So sometimes having the no contact order in this place is sense of feeling how they feel on campus if they go see their activities.

And again, it's not punitive it's supposed to be supportive. And we require both parties to have it. It's really important to us that each person or each student going through our process receives a fair and equitable process. That's why we implement it for both parties. Making sure they both have the same rights.

>> And Barbs, is it only in gender-based misconduct events that you use no contact orders?

>> BARBS HAWKINS: That's a really good question. We use them in the community standards process; though not as much in community standards. I get reports in, a good example could be a hazing report or where a serious may be physical violence situation happened. We will put a no contact order in place for all students involved just as a way to kind of stop communication. So the University can look fully at the situation without up all of the every o interference happening. So we can figure out how to best move forward and what steps we need to take to sleeve alleviate the situation. And sometimes that's an investigation on the University end and sometimes it's students going through the contact process. We use no contact orders with community standards as well and through Title IX which Lyda and I are working on.

>> We have a question where the recording will be for this. It will be shared on the Title IX web pages on Stetson website where we have all of our information. Another question that has come in, why doesn't Stetson share information about when someone has sanctions for violation of the gender-based misconduct policy?

And I can address that for students, it's because what happens with your educational record is privates. FERPA governor earns that. And the only people that know are the people that need the information. So it's not going to be public. But Drew, do you want to address about when it involves an employee?

>> DREW MACAN: Sure, and although an employee cases are not guided by FERPA. It's really the same situation, in that these are confidential matters. Confidential personal matters and that's not information we share publicly. Some of the same reasons, but again we are not guided by FERPA.

>> So the next question we have who will be serving in the hearing is if ever role for students and employees. I'll answer that. In that we are currently identifying individuals who will be specifically trained according to the department of educations expectations to address those roles.

They will be people who already have some experience in our grievance processes and other hearing processes. For example in the student side we have several people that are high level hearing officers. One of the reasons we are going to have two people is so they are not having to maneuver through this by themselves. Their role is very specific. They determine the relevance of all evidence and they determine whether or not someone is responsible for the violation.

And then they also would work on identifying what could be potential sanctions through the process.

And so, we will be using individuals who already have some experience in our processes. But, can be trained to the specifics of how this process is going to work.

One of the other questions that we got was I do not believe faculty and staff are truly Leah ware of the changes is and how they will be impacted. Can you spend some time explaining the impact on the employee population.

Thanks.

The first thing I'll say about that, is the fact we cannot handle those situations informally. We have done that in the past. When an employee is accused of doing something towards a student. So that's no longer available to us. So it has to go through a formal process. There is due process built into that for everyone involved. So, it is a thing where we could certainly anticipate that there are situations we haven't taken through a formal process in the past, for it to come up now we would have go through the process. Drew do you want to say anything else about that?

>> DREW MACAN: I wanted to make the combination, when you are saying formal and informal process you mean under the Title IX regulations to define formal process. Of course, as always in the past we do have formal employee relations processes. So as things come up we would handle them in the past through our formal disciplinary process, investigatory process, et cetera. But what Lyda is talking about the formal process we now have to follow moving forward, it's the formal investigations and hearing process as defined by the Title IX ranks.

>> Okay, thanks Drew. And, also, keep in mind, according to the new rule if someone is no longer employed by us we are not expected to continue with any action that's in place. Then it's up to us as a institution of how we maintain our records related to an individual who would leave while the process was ongoing.

Another question, how Title IX be protecting students today in what reinforcements make students feel --

Title IX is what people hate crime gender, perceived sexuality. All of those cases would then have to meet the Title IX definition that they have for harassment. If and it would be another option for our students to in terms of availability for redress, for behavior that has occurred to them from another student or from an employee here on campus. We also still have our bias education support program. The best program at Stetson, which would more specifically address any sort of hate crime incident that relates to race, ethnicities, religion, farther origin. All of those other topics and could also be a place to address some bias that curse related to gender if it does not meet the Title IX definition.

So, those things are just part of the tools that we have. We have a lot of different options available to us. But I think like a lot of things the most important component is providing support. And I believe that the focus will always be with Stetson on supporting students and employees so that they feel safe. But, if we don't know it happened, we can't fix it.

That's why reporting is really important in our processes for Title IX as well as for best.

Question is, will respondents be able to cross-examine complainants and how will this work at Stetson. Absolutely unequivocally not.

There's no requirement in the new rule for any -- for the parties to cross-examine each other.

There is a piece of cross-examination for had lack of a better term, but this is not Law & Order or court TV.

What this is the adviser for each party is permitted to ask questions, as are the hearing officers. They can ask questions in the process of anyone who comes to talk. Who's called to testify. So, the questions number 1 have to be relevant. The important thing to remember in that is that Title IX is very clear about the fact that rape shield provisions are in play and that you can't ask someone about their sexual history and you cannot ask them about their predisposition to whether or not they typically have had sexual relationships with someone. Unless it's to show that someone else committed the offense or to show and prove there was consent. Hearing officers will determine whether a question is relevant before it can be answered. It's not like what you have seen in dramas about this. It's more, I have a question. The hearing officers take time to determine if it is relevant and should be answered. Or whether it violates rape shield provisions.

Yes, this is something we are very concerned about. We do not want this to be excessively traumatic. And that is the concern that everyone around the country has about this hearing component. And so department of education trying to make it less traumatic said no the advisers. So you will not be asked by the respondent if you are the claimant. The other thing is we are allowed to do these hearings virtually, lifetime, different locations, by video feed.

So that we do not have to have individuals in the same room.

And that will be how we do it at Stetson. So it won't be like you're sitting across the table from someone who you reported had sexually assaulted you.

Let me make sure I didn't miss one.

So why are all employees required to report incidents of sexual harassment, sexual assault. Data violence and stalking.

That's because we can't fix a problem we don't know about first of all.

Secondly, one important thing to remember is Florida's age of consent is 18. Not all states have that. There are many states and we have students that come from those states where the age of consent is 15 or 16. In Florida it's 18. In Florida anyone who is an adult is considered a mandatory reporter of child sexual abuse. So, we are already mandated by Florida law to make these reports. It can make it a bit difficult in the sense that sometimes people want you to maintain confidentiality. And you need to as an employee explain that that's just not possible. And Alicia if you can answer a question that came in. This is specific I have a good relationship with my coach. Why can't I tell them? And then they keep the information to themselves. Why do they have to Report It. Can you answer that for us Alicia?

>> ALICIA QUEALLY: Sure. Anyone that works with teams and trainers is all responsible employees. There's no fine line where they can keep information to themselves. This does not benefit the complainant in any way. So, you know it's are important that student athletes

know or anybody that is associated with a team, just because you might have a relationship with that coach from the time you're maybe 15 or 16 years old and you are in high school and had they start recruiting you and you feel you have a close relationship with them. We do have a lot of educational training and mandates of additional training annually with student athletes and any athletic staff member and coach. So within that training we basically have the same conversation that the coaches, any time they have a conversation that is coming up that may have sensitive information attached to it, that they are a responsible employee and they have an obligation to mention that, to whoever they are speaking with.

Does that answer the question?

>> Yes, thanks Alicia appreciate it.

We have had a couple of questions that deal with process. And how the process works.

So let me describe that really quickly. At Stetson we get reports two way typically. The first is on online reporting. Either through our Report It function on the website which is our Maxient System or through the ethics point of reporting option which is typically for issues that relate to faculty and staff problems but sometimes can be issues of any sort about Stetson.

And so we get those, that information in. Sometimes it comes in via an email statement sometimes someone calls or just comes in and makes a report.

When we get a report then typically we decide who is going to reach out.

For students it's going to be typically either Barbs or I or Alicia or a student she worked with in athletics. If you are on to DeLand campus. Other JoCynda Hudson. The purpose of that is to make sure the student is okay. if and find out how we can help them. At that point the student will tell us what it is they need. We will offer supportive measures, such as helping them get connected with counseling. Offering to send females to faculty to explain there's something going on that is going to make it hard for this student to concentrate on their academics. If they need to adjust their schedule, if they need to worry about -- if they work and we need to worry about where they are working and what their schedule is like at work, if we need to sit down and talk to residential living and learning and concerns there, we can take care of all those things. That's regardless whether someone wants to go through informal or formal process. After that, students don't have to make up their minds right away. They can wait a week, a month, longer than that. But it's easier if it's closer to the date of the incident.

So we provide support. At the same time, we provide support to the respondent. The person that someone has said has done something. And we reach out to them, if the complainant has said yes, they want to continue with the process. We reach out to them and discuss what's going on.

If someone wants the full process, we have an investigation, we have two investigators. Not one, Scott, who you met earlier is a full time investigator. Then other trained individuals who step in. It's not just one person gathering all of the evidence. Each party provides the evidence they have and suggest witnesses and other people that need to be interviewed in the



process. Then they write-up a report and the report goes to all of the involved parties, both the complainant and respondent and they review the report. And they submit any corrections or any suggests or changes. And then a final report goes out. At that point the determination would be made about who is going to do the hearing and we move forward with that.

We had a question about who are the advisers. The adviser is -- we used to call them support personnel. They are still providing support. So the adviser can go with the individual to any interviews, any meetings. And they can be chosen by the individual, the complainant or respondent can choose an adviser or have the university appoint them one with no charge. Doesn't cost you anything. The add adviser provides support and then in the hearing the adviser actually asks the questions. The individual may write down what he or she wants the question to be but the adviser asks the question. So they are just providing number 1, the support that the party needs and number 2, asking the questions of the witnesses.

The department of education has said that adviser not need to be attorneys. They can be, if someone wants to choose that. So there are a lot of options. And there will actually be paperwork and things that individuals fill out. Our university adviser that we are going to make available will of course be very, very well trained on how to provide this type of assistance.

So let's see. Here's a question, if I make a report, do you have to tell my parents?

Barbs, do you want to answer that question.

>> BARBS HAWKINS: Yes, sure I can pop in and answer. The answer to that question is no. We get this question a on lot. Especially with when students with are coming in for the first intake meeting. We don't have to tell your parents especially if you are over 18. And if you are under 18 we have to make sure legally everything is good. But we don't necessarily need to tell your parents. Lyda gave a good review process. Very rarely will we do anything in our process without asking a student or asking a student who is reporting the incident. This is potentially a myth among students. They are so worried when they submit an initial report that all if on these other pieces after that will immediately fall into place. As soon as we get the report in we will reach out to student B about if the report is about them. That's not actually the case. We don't get the report in and immediately reach out to the other student mentioned in the report. We don't reach out to student B because we heard they were going to be the respondent in this case. We always will meet with the student making the report first. Then decide what action we are going to take, based on what the student is asking us to do. And so I think that is something that sometimes prohibits students from submitting a report. Just because they don't know about the process or are so worried that we are going to do some outreach out their consent or us asking them. And we never do that. We always talked to that student when the report comes in. If we can't get in touch with that student and sometimes that happens, we do outreach to students and we will. Payment them to do a meeting. Or we will call them. They just don't reach back out to us. Still pretty rare we are going to reach out to the other student we mentioned because we want input first.

Just about process, we send our letters for Title IX through a software system called Maxient. And students need to enter their 800 number to be able to pick up their letter. It's not a

regular e-mail, it's on a secure system so we can see when letters are picked up, and exactly when they are picked up. So we have details. And sometimes, not always, students can use it, it looks like spam a little bit. But it's a secure medium for us to communicate through that. It's potentially a little more secure than our regular email.

>> Thanks, will you talk about if you make a report about a student at the college of law, is it going to keep them from being admitted to the bar?

>> JoCYNDA HUDSON: Thank you, this is a question we get quite a bit at the college of law. What I will tell you is when you're looking and applying for the Florida bar there's a litany of questions that you do get asked. And there's really detailed background check from those of you that are looking at law school or those here already, you probably heard this already. I will say that the question on the bar application is, has the applicant ever been accused of violation of an honor code or student conduct code. Is accused. Any time you're accused of something you have to Report It to the bar and list it in your bar application. We work hard with students to write letters and disclose this information. The best thing I can tell you to do is the students that have the problem with their application to the bar, are those that don't do their due diligence and write everything down. You need to be clean and can truthful. What they are looking for they are looking for the integrity and honesty. If you are giving them conflicting information it's going to flag your application and you're going to have to go through a second review, a formal review, in which you would actually have to meet with the Florida Bar.

So, there are a lot of things. The best thing I can tell you is just be as clear and concise. The students I've seen that are successful are the ones that are disclosing the most. But that's totally up to you.

But I think that you know more students regret not saying anything than they do saying too much.

>> Okay, thanks.

One of the other questions that came in is in what types of situations do the school contact parents? Injury, health and medical reasons. And I will respond quickly. And turn it over to Barbs and Alicia that may have other specifics for their areas to contact parents.

I would only contact a parent if a student asked me to contact a person. Some of the situations that come in front of Title IX are very difficult for students to talk about. And sometimes they don't want to be the one to tell their parents, but want their parents to know. And I'm happy to help facilitate that. And to be present when students need some support and the assistance in doing that.

Barbs and Alicia do you want to talk in your areas what types of things that happen that you contact parents.

>> BARBS HAWKINS: I can definitely talk about this one I sometimes call parents in the middle of the night. Most of the calls through Title IX we will call the parent if the students requesting us to do that. Or if I'm dealing with a high level contact case with community standards I will ask the student if they want me to call. So the student is in the room with me and we can have

that conversation together to make sure I can answer any community standards questions. We definitely follow FERPA, the privacy act very care free here. There are exceptions to that. When calling parents the middle of night I do that through my role in the on call team. Usually there's a significant injury or a serious situation where the student is being transported via ambulance to the hospital. And 99% of the time we encourage the student to make the call themselves in the presence of staff or not in staff. But sometimes the student is not able to do that for whatever reason. A high level issue. If injury or going to the hospital a staff member will contact not necessarily parents but whoever the student listed as emergency contact. Just to let them know that the student is at the hospital, to bring any family support that is needed. It's really a supportive need. And say you fall off your skateboard and come. We won't necessarily call parents for something that minor. It's usually something that is a pretty serious situation where all of the support this the student needs the provided.

>> Thanks, Alicia is there anything else in the role to contacting parents?

>> ALICIA QUEALLY: Yeah, it's similar to Barbs. We have to follow the perfect guidelines and our student athletes we do our best to treat them as adults. In regards to injury or illness we ask permission first before contacting parents. And we would want the student athlete in the room at the same time. Sometimes it's not possible. Outside of Title IX especially. But we do our best to do what the student athlete wishes.

>> Okay, thanks. We did have a question that I can answer pretty quickly. It says Title IX used to provided protections to pregnant students, does that still apply?

Absolutely, pregnant students as well as employees. Pregnancy is a condition of gender. Science has not figured out a way for anyone else to be pregnant who is not female. So it is still covered under Title IX. So Title IX can help someone, let's talk about students since that's what the question was, with addressing what are the needs that you have, attendance issues because you have doctor's appointments. Let's say you have complications or something. Or other issues that includes addressing situations where there's miscarriage. To Title IX still applies. You are not allowed to be discriminated against because you are pregnant. Now that being said, there are, of course, some things that might be issues, issues that must be addressed. But in my experience, everyone at Stetson is very willing to provide accommodation and support to students that are pregnant.

One question Ben about our advisers, the question asked for some clarity. Can a student respond and use their personal attorney as an adviser? And if so can they question the complainant.

Yes, a individual who has a personal attorney may use them as adviser. You will have to pay them, Stetson will not be paying them. You can, and yes, they will be asking the questions. However, they still have to follow the same rules. They submit the question, the hearing some of determines if it's relevant and only then can you ask the question is and have it answered. Once again, it's not what many attorneys are used to in a typical court situation, courtroom or even deposition situation. There's kind of a lag between when a question is asked and it's determined relevant and then gets an answered and hearing information will be closely attuned

to any sort of abuse that might be going on between an adviser that is asking a question and individual who is being asked the question.

So, it -- the rules of decorum for our hearings will be very, very controlled.

The same is true for witnesses. The question is there. Yes, witnesses would be cross-examination I understand by either party adviser and hearing officers. The investigator will be the first witness called to provide information on what's in the investigation report.

If a party chooses not to attend the live hearing we are not allowed to sanction them for not attending. But that means that any evidence that they have given in prior statements is not to be considered. So, either party could elect to not participate in the hearing. So I want to make it clear that Stetson is very aware of how irk e difficult this type of hearing could be for anyone involved. And will ensure that if we have a situation that goes to a hearing we keep it from being an abusive situation. We control what is going on in terms of the behavior of the parties at the time. And that if a student decides not to attend the hearing, we are not forcing them to do that.

So, within of the questions is what are faculty notifications? Why and how do they work? I'm going to let Barbs take that question.

>> BARBS HAWKINS: So, I don't know if the question was supposed to be how do they work. I think for the why, I think they work because it alerts a students' faculty to the fact they are working with the Title IX office that probably rings for the faculty that the student has a lot going on. That they are -- it's something they are working through that is pretty high level that the faculty member should be aware of. And often times very difficult for students due to the nature of the situation they are going through to tell a faculty member about the situation. They don't even quite know how to go about it. They don't know how much to share. Like because how much -- it could be a really long serious story or situation that they are trying to describe. So I've talked through what that looks like. And some students, depending how close they are with faculty that determines what that message looks like. However, one supportive measure that we offer for the Title IX office either Lyda or myself to send out the faculty email that we have. I have the template here but I'm not going the read it fully. It essentially says one of the students in your class, and identifies the student. Says they have significant personal circumstances that is possibly inhibiting that students' ability to focus on academics right now. It says we have encouraged the student to talk to the faculty member directly about the situation and it says we understand any support you can give to the student at this time. So it's a piece for faculty to be aware of the situation that going on. There's never been an experience where the faculty have disregarded the message and they are understanding and usually really, really willing to work with students and our office. A lot of times they contact Lyda back and ask what does this mean? What should I do? And they want to do what is best possible and Lyda has a conversation with them what the e-mail means and what the support from a faculty member could look like at that time.

>> Thanks, it's a really good way to try and take first steps from preventing any of these incidents from negatively impacting your he had caution and goals.

Another question, which standard does Stetson use, "Preponderance of the Evidence" or "Clear and Convincing?"

Stetson has always used the Preponderance of the Evidence (standard) and we will keep doing that. For anyone who understand the legal ease here preponderance of the evidence is it's more likely than not that the incident occurred as it was reported. And that the evidence supports that. That is the same standard of evidence for any of the Civil Rights laws that are in place under the higher education act. So including our disability laws. All of those things. That's the standard for civil. It's not beyond a renal doubt like it is in the criminal courts. And then it's not clear and convincing. So, this is a lower standard but it's what we use for everything at Stetson. So it will stay that way here in Title IX.

Here's a question, do chart well employees have to follow Stetson policy? So for those of you that are not aware, **Chartwells** is our food service that we have both at the DeLand campus and college of law. Drew do you want to answer that question about how it works with -- how things work with **Chartwells'** employees?

>> DREW MACAN: Sure, yes they do have to follow our policies. We would work through a process if a situation were to come up. We would work with our partners at **Chartwells** to address the situation. But as Lyda pointed out at the start of the Webinar, this does apply to not just employees, but I don't want to say the **Chartwells'** employees are visitors but they sort of fall in that category that would still be responsible to adhere by our policies. We would deal with that.

>> So, Drew, and Pam too, do you want people to report if they experience any sort of harassment or bias by **Chartwells'** employees through our (reporting) systems?

>> DREW MACAN: Absolutely we want you to. Because again, the point you made several times we cannot address it if we don't know about it. If you make us aware, we can take care of it.

>> Great, there's not that many **Chartwells** employees at the College of Law, but they are there, and they do interact.

And at the same time, there's nothing that would prohibit a **Chartwells** employee from making a complaint against a Stetson employee or student. So that is possible. They are also protected under our policies.

One of the questions is, "Do I have to make a report to the police for Stetson to take action?" Absolutely not.

We will not prevent you from making a report to the police, there's just no way to do that. But there are reasons why someone would want to report to police and reasons why not. And those are very personal and we strongly suggest that people talk over with individuals who they can rely on to make those sorts of decisions but we will not make -- require someone to make a report to police.

At the same time, keep in mind that a lot of the resources that we have on campus are confidential resources. So anything that you report to our counseling services, to health

services or to our chaplains, are confidential and they do not have to share that. Now if they think someone is a danger to themselves or others, they will share. But that's not likely.

So, if you are concerned about not wanting the school to take action on something, I strongly suggest you reach out to (Student Counseling Services), that includes the Well Connect (Counseling) services, or to Health Services or to chaplains-- those are specific to DeLand, and talk to them about it. And let them kind of help work through. You still deserve to have the supportive services that are available. But those confidential resources are really important. The rest of us, we keep it private. This is not something we share with anybody who doesn't need to have the information. But we cannot guarantee that information you divulge will stay confidential through those three areas.

Let's see.

So, a question about ethics point and how that works. Ethics point, all you have to do is go to the website and type in ethics point and there it will be. Ethics point is intended to bring to the attention of senior administration a significant problem that someone has noticed at Stetson. And it could be those things in the Gender-based Misconduct policy. Ethics point is totally anonymous unless you choose to give your name or unless you provide information that caned of out on who you are. For example, if you say my office is directly across from Scott Kern's (office) there's only one person that could be... Lyda. But you can keep it totally confidential. Ethics point is reviewed and goes just to the people report and reported Maxient system same with ethics point. There's actually a spread sheet that is kept on what actions occur following a report that is through ethics point. Ethics point is probably best for reporting concerns that you have related to faculty, staff, maybe a facilities concern that you might have that is pretty severe.

Or, a question about fiscal responsibility that you want to have addressed, those are good to use through ethics point. It allows you a lot of space to kind of discuss the information. They will only contact you back if you give them information about whom to contact. If you report to ethics pointed you may never know what happened to it. But it is one more option that is available. Drew, did you want to say something else about ethics point?

>> DREW MACAN: Yes, please. So there is a comment part of ethics point. It is an absolutely anonymous system that is sort of the point of it. There are occasions when in order for us to discern what the right next steps will be, that we request additional information. So, we do, when we respond to the reports coming in, we do encourage the reporter to check back to see if there are additional questions or comments that are provided (posted by the institution) that helps us to figure out what the appropriate next steps would be.

But again, the reporter would need to go back in the system to see that. And indeed, in some cases or if there's not a situation where we need additional information and follow up, we sort of take the report and go with it.

>> Okay. Thanks.

So before we close out, is there anything specific to college of law that either of you wanted to mention?

>> JoCYNDA HUDSON: Yes, thank you Lyda. I think the one thing I want to mention to you, especially the students at the college of law, is that we have a lot of individuals at the law school that is a professional school. So a lot of the people that you're going to classes with will be your peers. You could be working with them. They could be doing a reference check. So there's a lot of networking and, also, that brings a lot of pressure of not reporting. And the one thing I want to let you all know, please seek out resources to support yourself. Law school is hard. School is hard. And any way that we can support you, no matter what you decide to do with the information that you want to share, we want to make sure that you get to graduation, you get to your goal.

So, please, don't let what somebody else might think of you keep you from reporting. Because we want to -- we want you to be as successful as possible.

>> Okay, thanks a lot. I appreciate that.

Well we are going the end out our time today. I really appreciate everyone being on, I appreciate all of the folks who do this work being here to talk about these situations and answer your questions. I appreciate president Roellke for opening this up. I will end by saying Stetson's commitment to providing a safe place for people to go to school and to work is still the most important thing in our processes. And that is what we are focused on. Please remember that we can't fix a problem that we are not informed of. So reporting is vital. And anyone that reports will be offered support and there's lots of options for support. Keep in mind that we have the information that was shown at the beginning. All of that is available on the website of what are all of the resources that are available to you. And you don't have to physically be taking your classes in our buildings to be able to access your rights under Title IX. They are for anyone at any time. And I look forward to meeting a lot of you in person. I thank you for your kind attention and especially thank you to all if of the other Stetson professionals that have been on this Webinar. Have a very, very good rest of your day and look forward to seeing some of you soon. Bye..