Programs to Combat Violent Crimes Against Women on Campus

Progress Report: January-June 2001

University of Puerto Rico at Humacao
In January 2000, UPR-Humacao initiated the implementation of its first Grant to Combat VCAW on Campus. The grant is developing a prevention program on campus, procedures to deal with VCWA on campus, improving support services prior and during the investigative processes, improving data collection and analysis on VCAW on campus and training administrators, security personnel, counselors, students and personnel serving on disciplinary boards to effectively use procedures and policies as well as to adequately respond to VCAW on campus.

This July 2001 semiannual progress report is organized according to the goals and scope of the program and is divided by special interest categories and minimum requirements. For each goal, a brief description of activities during this reporting period is included. The report also includes a brief description of the program’s administration and the status of the evaluation component and a report on the achievement status of the effectiveness and impact criteria to provide information to monitor grant implementation and goal achievements.

Special Interest Categories

Goal 1: To Develop a comprehensive campus-based advocacy program

An Advocator provides direct services and is directly involved in the process of developing procedures, in all the educational and prevention activities and in designing the educational campaign. During the period covered by this progress report she has provided direct services to 13 cases of victims of violence against women on campus, including one professor and to two women from the general community. In these cases she has provided support and has accompany students to the prosecutor’s office, to the police, to lawyers and to the Rape Crises Center. She has also provided orientation and support to faculty members, other personnel and programs, such as Health
Services and the Social Work Program, that asked for help to address violence against women issues with their students.

With the collaboration of Prof. Elio Ramos, a professor from the Computational Mathematics Department and one of his students, the advocator has also developed a computer base data system. During this semester the system was finally programmed and corrected. The system will be discussed with the CC during the next semester and should be ready for a pilot test during the final weeks of the fall semester.

**Goal 2: To Develop a comprehensive violence against women prevention program**

This component has been implemented with the collaboration of the community-based service providers, the Prosecutor’s Office and the local Police Department. During this reporting period we have organized and provided the following activities and have directly impacted at least 400 students (based on registration and assistance reposts):

- During Women’s International Week, the Program organized a service fair about women issues and during all the week the peer advocates provided information and organized a t-shirt art festival. Students would come to our tables and paint t-shirts with their thoughts on the following theme: *Women of the XXI Century want to be free of violence against women*. More than 200 t-shirts were exhibited along the open corridors of the campus. Photos are included.

- The program’s advocate and two peer advocates provided a two-hour workshop for the UPR-Humacao pre-school children. The children expressed their perception about violence against women through drawings and received an orientation on child abuse and molestation. This was part of a statewide project, coordinated by
Coordinadora Paz para la Mujer, Puerto Rico’s Coalition Against Domestic Violence and Sexual Assault, focused on violence against women education in elementary schools.

- The program also participated in an educational fair for disabled students in the Humacao campus
- We also organized a weeknight orientation for owners of private housing that rent out rooms and apartments to students in the nearby community. Only two landlords attended the meeting. They indicated that most of the landlords are not interested and motivated to participate in these orientations because they do not provide direct supervision to the students during the semester. In other word, students are by themselves and the landlords do not live in the same house or nearby. To address the need for a more secure and safe living environment we have developed an alternative strategy. In coordination with other students from a Social Science Introduction course the peer advocates again visited the community. This time they spoke with residents of the community and students that live in the community. They provided handouts and information about the Program and did a survey on the community’s perception of violence against women in the community. They also met with representatives of the churches and schools to find out their interest and availability to organize and participate in prevention and educational activities with special emphasis on the safety of the students in the community. These activities will be included in this semester’s work plan.
• Two 90-minute seminars about partner violence were offered to 50 students of the Upward Bound Program.

• A 90-minute workshop on domestic violence was offered to the UPR-Humacao Pre-school’s personnel.

• A 2-hour seminar on violence against women was offered to the universities alumni.

• A 2 hour seminar was offered to the UPR- Humacao Secretaries Association.

• The following conferences and workshops were offered to students:
  
  ○ Sexual Assault

The Prevention Program includes developing educational materials, brochures and promotional materials. We edited a new brochure and a new edition of the program’s newsletter: Conciencia…Universitaria (translation in English: University Consciousness) (included in the appendix) on sexual assault and date rape. We are currently preparing a new edition of the newsletter about the coordinating response effort and on the peer educators. We also prepared and distributed a magnet with our information and emergency telephones. We re-edited all our brochures and have distributed them during all our activities. We also published an article about the program in the UPR’s President’s Journal (Cronicas Universitarias, Yr 6, Vol. 3, May, 2001)

**Peer Advocator Program**

The Prevention Program includes peer support. Fifteen students meet three hours every week for their training sessions, to organize activities and to prepare workshops. During this report period they have had 24 meetings. In these meetings they have developed plans, received trainings, developed and organized workshops and other educational activities, have worked on their team work skills, participated in the definition of concepts to be included in the university’s procedures
and have evaluated their own work. The peer advocates organized and developed the following activities:

- Program exhibit during an educational fair organized by the office that provides special services to disabled students.
- Two visits to the private homeowners that rent apartments to students. On both visits students invited the landlords to an orientation activity.
- On San Valentine’s day peer advocates distributed in the campus book marks with the following messages:
  - Don’t wait, take action… you can save a life
  - We want to provide a safe environment
  - No is No. Say No to violence
  - Love is not just being together, it’s respect and living without violence
  - Lets learn to live peace
  - There is no excuse for violence
  - No to sexual violence and assault
  - Take action. Fight against violence
- During Women’s International Week, the peer advocates
  - Provided information and organized a t-shirt art festival with the following theme: Women of the XXI Century want to be free of violence against women. More than 200 t-shirts were exhibited along the open corridors of the campus
  - Provided a two-hour workshop for the UPR-Humacao pre-school children
  - Organized a service fair in the campus with the participation of other student organizations, service providers and with governmental and non-governmental organizations.
- A small group of the peer advocates prepared educational posters with different messages and information about the services that they provide. These will be used during the fall semester.
They also participated in second 3-day retreat to develop their workshop skills and to develop at least three different educational workshops. These workshops were offered during this year’s incoming student orientation.

Peer advocates provided a significant part of the incoming students orientation. They used the workshops that they had designed during the 3-day retreat and were a great success during the orientation. Incoming students were very dynamic, outspoken and participated eagerly in them. Evaluation of the orientation is excellent and a group of students signed up for the peer advocates program. Photos are included.

The group started to be known outside of the university and were invited to participate in educational and community activities. They participated in the following external activities:

- National Colloquium on Gender and Women: They participated in various of the workshops and also presented the program.
- Community Multi-fair in a rural community in Naguabo. They provided educational materials and a popular educational workshop on gender construction, myths and manifestations of violence against women.
- Presented a workshop to service providers, women and personnel of the HIV Foundation, They were invited by the HIV Foundation, Inc.
- A small group of peers also participated in workshops organized by the HIV Foundation, Inc on sexuality, self-awareness, and popular education techniques to empower women.
All 15 students also participated in the administration of the program’s student survey. In addition, all them participated in a multiphase evaluation process were they did their self-evaluation, were evaluated by their peer, and by their coordinator. Nine of them will continue in the program during the next semester. These students have been awarded registration waivers as long as they are part of the program.

The group has worked very hard and have honestly discussed and deliberated upon their role in the program, about their skills and limitations. Not only have they been trained and educated, they have taken action and have participated in a wide variety of activities in and off campus. They have developed a strong sense of group and have opened themselves to collaborate with other groups.

Minimum Requirements Categories

Goal 3: To Develop a coordinated community response

During this report period the CC members have met twice to discuss procedures and policies. The program’s staff developed a pre-proposal for the implementation of policies and procedures based on the technical training received through the Technical Institutes organized by CALCASA. As stated in our December progress report, our original plans were to have final procedures for this past semester. Nevertheless, we have realized that this process takes more time and that it is a complex and detailed process. The Coordinating Committee recognized that they needed professional guidance and support to develop the campus procedures and policies and contracted a specialist in this area. The consultant has just finished her first draft on July 17 and therefore the CC will meet with her in August. Plans are to have the approved procedures during the fall.
Members of the CC participated in the three following workshops:

- New Anti stalking law of Puerto Rico
- Sexual Assault
- Sanctions for offenders

Goal 4: To Develop a Prevention and Education Program for all incoming students

During this report period, 213 incoming received a four-hour training on violence against women on campus. As stated before, the peer educators prepared the incoming orientation based on the workshops that they developed during their training. Workshops included myths, definition of the different forms of violence against women, and an ideological analysis of gender construction in popular music. All workshops were very dynamic and incoming students actively participated. Evaluations were excellent and a group of students signed up to be part of the peer component of the program. The workshops were video taped. Photos and agenda included.

Plans are to provide five additional hours of training to incoming students through the fall semester.

Goal 5: To Develop a Campus Security Personnel Training Program

These training began in September and were organized and offered in collaboration with Rape Crisis Center, the Prosecutor’s Office and the local Police. The following eight, three-hour workshops and seminars were offered to the campus security personnel:

- Students Right to Know and other university regulations
- Interviews techniques and case reports
- Case report and documentation I
- Case report and documentation II
Programs to Combat Violent Crimes Against Women on Campus
Progress Report: January-June 2001
University of Puerto Rico at Humacao

- Procedure development for case management
- Confidentiality
- Sexual Assault I
- Sexual Assault II

This training has had very positive effects. Security personnel have developed a closer relationship with the program and have been referring and discussing cases with the program’s advocate. The external evaluator has evaluated the training. They have presented their findings according to the following areas:

- Information and skills
  - The majority of the security officers indicate that they have acquired new information and new skills to address VCAW on campus.
  - They know more about the laws, case statistics in Puerto Rico, how to interview victims, procedures and follow-up of cases, confidentiality, and resources on and off campus.

- Changes in opinion and behavior
  - Only some of the security officers indicate that they have changed their opinions, attitudes and behavior.

- Application of new knowledge
  - Some of the officials indicated that they had an opportunity to apply their new knowledge on campus on domestic violence, staking and general security cases

- General impact of training
Some of the officers indicate that they are generally more sensitive to issues of violence against women, especially domestic violence. They also indicated that they were more willing to share information and provide orientation to family members and friends.

They also indicated that they felt that they had been a privileged group and that they had had a professional and personal development experience.

Plans are to institutionalize the training and develop training material and a training manual to train new members and security personal throughout the entire UPR system.

**Goal 6: To Develop a Campus Disciplinary Boards Training Program**

Few members of the Disciplinary Board have received training. During this semester three of the five Board members participated in the training. Five workshops were offered: one Student Right to Know and other regulations, one the new anti-stalking law of Puerto Rico, one on sexual assault, one on sanctions for offenders and one on reports and documentation. In UPR at Humacao, the Disciplinary Board is a very small group (five members: two faculty members, two students and the Dean of Student Affairs) of elected members that are selected every year. We do not have a Judiciary Official. The Dean of Student Affairs is in charge of summoning the Disciplinary Board on a case base. The Disciplinary Board has not met during the past two years and this has made it very difficult to engage them in the training process.

**Project management and administration**

The Program Director (PD dedicates 50% of her time to the project and Prof. Idalia Ramos, member of the Women’s Affairs Committee collaborates in the implementation of the project at no cost to the VAWO/OJD.
Other key personnel includes an Advocate, an Investigator, an Administrative Assistant. During this semester a professor from the Social Science Department who is also a Social Worker was hired to substitute the Social Worker who dedicated 25% of her time to the Project and received an economic compensation to work with the Peer advocates. Our Social Worker was on maternity leave. A graduate student has been hired as a research assistant to support the evaluation and statistical component of the program. She works 18 to 20 hours a week and is working directly with the evaluators in the development of questionnaires and surveys. One of our undergraduate students from the Computational Mathematics Department works 12 hours a week under the supervision of Dr. Elio Ramos to develop the database.

The Program’s staff and other university personnel participated in all Technical Assistance Institutes and teleconferences. All of these training have been very useful for capacity building, resource sharing and networking opportunities.

The Program’s staff is constantly asked to provide workshops and seminars about violence against women in other universities and public schools. During this semester we have provided technical assistance to the Interdisciplinary Gender Research and Study Center of the Interamerican University of Puerto Rico in their domestic violence-training program for undergraduate students in the Social Work Program. We have also presented the program in two Conferences. The advocate has also provided workshops for a high school near the campus.

**Evaluation component**

As stated in our previous reports, a group of independent evaluators with expertise on violence against women were hired to provide feedback and evaluation of the program. The evaluators are researchers at The University Center for Psychological Research and Services
Programs to Combat Violent Crimes Against Women on Campus  
Progress Report: January-June 2001  
University of Puerto Rico at Humacao

(CUSEP, for its name in Spanish) of the University of Puerto Rico in Río Piedras. CUSEP is highly recognized center for training, research, and psychological services unit.

During this report period, the evaluators have been work on different phases of the original evaluation process and have been connected to the NIJ National evaluation project. They completed the student survey and the UPR’s Planning Office is doing the data entry. We expect to have preliminary analysis of the data during the first half of the fall semester.

We have just received the evaluation progress report and will be discussing it during the beginning of the fall semester. As soon as we discuss the report we will translate it to English and send a copy. In the meantime, the following are some highlights, by objectives, of the results of the evaluation:

- Process evaluation indicates that the program has organized and offered that majority of their programmatic activities. This is basically the result of the strengths of the program’s staff: expertise, experience, credibility and commitment.
- The program has confronted implementation problems in the following two areas:
  - Procedures and policies
    - This is basically a result of the CC lack of legal knowledge.
    - Nevertheless, the program has contracted a specialist in this area
  - Disciplinary Board training
    - This basically the result of lack of institutional support and of the internal characteristics of the Board.
- The program should take advantage of their positive relations with students and security officials. Both groups have expressed their interest in continuing their trainings and in
collaborating with the program. Students seem very interested in being involved in planning activities for and with the program and they seem very willing to challenge their opinions, beliefs and behaviors about violence against women issues.

- An important finding is that both students and security officers indicated that the program has had a personal impact on their lives.

- The evaluator recommend that future training should include more practical skill development and that training sessions should promote more profound analysis, group dynamics and interactive techniques.

**Outcomes and Products Expected**

The following table is provided as an evaluation criterion for outcomes and products expected and is used to monitor and evaluate effectiveness and impact:

<table>
<thead>
<tr>
<th>Criteria, Outcomes and products</th>
<th>Results achieved during this reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victims evaluation of their safety on campus</td>
<td>Is included in the advocates files and will be analyzed. This is also addressed in the campus-wide survey</td>
</tr>
<tr>
<td>Women students view of their safety on campus</td>
<td>This is addressed in the campus-wide survey</td>
</tr>
<tr>
<td>Inclusion of VAW issues in the Introduction to College Life course and the Introduction to Social Science course</td>
<td>The Introduction to college Life course is not currently been offered. Workshops for incoming students have been organized with the collaboration of the Social Science Chair. All faculty members were invited to include workshops as part of the course content. To complete the nine hours of training for incoming students, two course section participated and 58 students attended.</td>
</tr>
<tr>
<td>Revision of campus policies, protocols and procedures relating VCAW on campus and especially designed for an educational system especially designed for an educational system</td>
<td>This is the CC main task. Members have met twice. An emergency protocol has been developed and is pending final approval. The Coordinating Committee recognized that they needed professional guidance and support to develop the campus procedures and policies and contracted a specialist in this area. The consultant has just finished her first draft on July 17 and therefore the CC will meet with her in August. Plans are to have the approved procedures during the fall.</td>
</tr>
<tr>
<td>Criteria, Outcomes and products</td>
<td>Results achieved during this reporting period</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Awareness of policies, protocols and services relating to VCAW on campus among students, faculty, administrators, the general community</td>
<td>NR</td>
</tr>
<tr>
<td>Administrator’s commitment to addressing VAW on campus</td>
<td>The Project is directly under the Chancellor’s Office. This provides leadership for the program implementation and guarantees its total development. The Chancellor is part of the CALCASA/VAWO list server; he has already evaluated the emergency protocol, has written all invitations to the trainings and approved registration waivers for the student advocates. In our continuation grant application the chancellors has agreed to provide the advocates salary as part of an institutionalization process.</td>
</tr>
<tr>
<td>Incidents referrals to government and non-government community based organizations</td>
<td>Two to the community based organization, one to the rape crises center, two to legal aid services.</td>
</tr>
<tr>
<td>Reduction of VCAW on campus that fall through the cracks of the university system</td>
<td>This criterion cannot be measured because statistics do not reflect the reality due in part because most of the victims request to remain anonymous. Therefore, cases are not followed through the investigative processes. During this period we have provided support to a sexual harassment case that is still in the investigation process. Nevertheless, during the implementation of the proposal are gathering data on the VCAW cases on campus.</td>
</tr>
<tr>
<td>A campus community that is sensitive to VCAW on campus</td>
<td>The CC meetings, the campus security personnel training and the prevention program have provided the community members with information and promotional activities of the dynamics of VCAW on campus. We expect the evaluation report to provide objective data on this criterion. This measure is included in the student campus-wide survey.</td>
</tr>
<tr>
<td>Improved investigation strategies on VCAW</td>
<td>NR</td>
</tr>
<tr>
<td>Reported incidents to local law enforcement authorities</td>
<td>No incidents have occurred on campus. Victim cases that have received program services have occurred outside of the campus</td>
</tr>
<tr>
<td>Calls and reports to students services</td>
<td>Computer database will provide this measure.</td>
</tr>
<tr>
<td>Protection orders violations</td>
<td>NR</td>
</tr>
<tr>
<td>Incidents brought before the Campus Disciplinary Board</td>
<td>No reports have been made during this reporting period.</td>
</tr>
<tr>
<td>Outcomes of Disciplinary Board proceedings</td>
<td>No reports have been made during this reporting period.</td>
</tr>
<tr>
<td>Criteria, Outcomes and products</td>
<td>Results achieved during this reporting period</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Improved coordination and information sharing among campus administrators, campus security personnel, local law enforcement and community-based organizations to reduce VCAW on campus and to provide services to victims.</td>
<td>Is already occurring. The CC members have met two more times during this period and are expecting to use the procedures as an educational tool for all the community. We also expect to use the guides that are being developed by CALCASA to address this criterion.</td>
</tr>
<tr>
<td>Educational material that is culturally and language appropriate for Latinas and Latinos</td>
<td>A new brochure and a new edition of the program’s newsletter on sexual assault and date rape. A new edition of the newsletter about the coordinating response effort and on the peer educators is being developed. A magnet with our information and emergency telephones was prepared and distributed. We re-edited all our brochures and have distributed them during all our activities. We also published an article about the program in the UPR’s President’s Journal (Cronicas Universitarias, Yr 6, Vol. 3, May, 2001)</td>
</tr>
<tr>
<td>Local research on VCAW on campus</td>
<td>A campus-wide survey has been administered and data will be analyzed during the next semester. A computer base data system has been developed in collaboration with Prof. Elio Ramos, a professor from the Computational Mathematics Department</td>
</tr>
<tr>
<td>A data collection system on VAW on campus that can serve as a model for other universities in PR, USA and the Caribbean</td>
<td>A campus-wide survey has been designed and data will be available for the fall semester. A computer base data system has been developed in collaboration with Prof. Elio Ramos, a professor from the Computational Mathematics Department</td>
</tr>
<tr>
<td>Increase investigation skills on VAW on campus that can be shared with other universities</td>
<td>NR Security personnel have asked the program to provide additional training on procedures, evidence collection and preservation as well as on how to write reports.</td>
</tr>
<tr>
<td>Informed and trained victim service providers, faculty, students, administrators and security personnel that can serve as trainers for other colleges and universities in PR, in USA and in the Caribbean</td>
<td>Training for security personnel has continued and were organized and offered in collaboration with Casa de la Bondad, the Prosecutor’s Office, the Police and the Rape Crises Service Center. Eight, three-hour workshops and seminars were offered to the campus security personnel. Three, three-hour seminars were offered to the Coordinating Committee members, academic counselors, Human Resource personnel, counselors, Disciplinary Board members and Department Chairs to discuss the new anti-stalking law in PR, sexual assault, and sanctions for offenders. The implementation of the program in Puerto Rico has had an impact in other universities and educational</td>
</tr>
</tbody>
</table>
### Programs to Combat Violent Crimes Against Women on Campus

**Progress Report: January-June 2001**

**University of Puerto Rico at Humacao**

<table>
<thead>
<tr>
<th>Criteria, Outcomes and products</th>
<th>Results achieved during this reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>settings. As expected the Program will provide a model for other colleges and therefore we have been invited to present our program to other universities and to provide technical assistance to the Interdisciplinary research Center for Gender Issues at the Interamerican University of PR</td>
<td></td>
</tr>
<tr>
<td>Peer advocates specialized on VCAW on campus that can become a model project for other universities and schools.</td>
<td>Fifteen students meet three hours every week for their training sessions, to organize activities and to prepare workshops. During this report period they have had 24 meetings. In these meetings they have developed plans, received trainings, developed and organized workshops and other educational activities, have worked on their teamwork skills, participated in the definition of concepts to be included in the university’s procedures and have evaluated their own work. The peer advocates organized, developed and participated in a significant amount of educational activities.</td>
</tr>
<tr>
<td>Training manuals for diverse groups especially designed for an educational setting</td>
<td>All trainings and workshops materials are organized and some of the activities are being video taped for this purpose.</td>
</tr>
<tr>
<td>Awareness among judges, prosecutors and police officers of the dynamics of VCAW on campus.</td>
<td>The CC meetings have provided members from the Prosecutor Office and form the Police the opportunity to become aware of the dynamics of VCAW on campus</td>
</tr>
<tr>
<td>Input on the effectiveness of policies, protocols and process developed</td>
<td>NR</td>
</tr>
<tr>
<td>Identification of the specific needs in services for VCAW on campus survivors.</td>
<td>Organize a support group for survivors.</td>
</tr>
<tr>
<td></td>
<td>The counselor’s office needs to be more physical accessibility for victims</td>
</tr>
<tr>
<td></td>
<td>No referrals are done by other service providers in the campus</td>
</tr>
<tr>
<td>Targeted direction for future activities and needs on VCAW on campus issues.</td>
<td>Address cyberstalking</td>
</tr>
<tr>
<td></td>
<td>Address the needs of lesbian and bisexual students who are victims of violence against women.</td>
</tr>
<tr>
<td></td>
<td>Follow-up on the work that has been started with the nearby community.</td>
</tr>
<tr>
<td></td>
<td>Provide more training for peer advocates on gender construction, sexuality, homophobia and violence against women, self-awareness, group and interpersonal conflicts and collaboration.</td>
</tr>
<tr>
<td></td>
<td>Motivate referrals from other service providers on campus especially form counselors.</td>
</tr>
<tr>
<td></td>
<td>Develop a short model for intervention with student survivors.</td>
</tr>
<tr>
<td></td>
<td>Develop a more assertive training process for Disciplinary Board Members.</td>
</tr>
<tr>
<td></td>
<td>Include more practical aspects in the security personnel training</td>
</tr>
</tbody>
</table>
Future training should include more practical skill development and training sessions should promote more profound analysis, group dynamics and interactive techniques.

NR = no results achieved or observable for this reporting period.