

CAMPUS SEXUAL ASSAULT RESPONSE TEAMS

Program Development and Ongoing Operations

SECOND EDITION

Donna M. Barry, DNP, APN, FN-CSA

Director, University Health Center

Montclair State University

Montclair, New Jersey

and

Paul M. Cell, Chief of Police

Montclair State University Police Department

Montclair, New Jersey



Civic Research Institute

4478 U.S. Route 27 • P.O. Box 585 • Kingston, NJ 08528

Copyright © 2016
By Civic Research Institute, Inc.
Kingston, New Jersey 08528

The information in this book is not intended to replace the services of professionals trained in law, law enforcement, nursing, mental health care, social service advocacy, or any other discipline discussed in this book. Civic Research Institute, Inc. provides this information without advocating the use of or endorsing the issues, theories, precedent, guidance, resources, or practical materials discussed herein. Any application of the issues, theories, precedent, guidance, resources, or practical materials set forth in this book is at the reader's sole discretion and risk. The authors, editors, and Civic Research Institute, Inc. specifically disclaim any liability, loss or risk, personal or otherwise, which is incurred as a consequence, directly or indirectly, of the use and application of any of the contents of this book.

All rights reserved. This book may not be reproduced in part or in whole by any process without written permission from the publisher.

This book is printed on acid free paper.

Printed in the United States of America

Library of Congress Cataloging in Publication Data
Campus Sexual Assault Response Teams: Program Development and
Ongoing Operations, Second Edition/Donna M. Barry, DPN, APN,
FN-CSA, and Paul M. Cell, Chief of Police

ISBN 978-1-939083-08-1

Library of Congress Control Number: 2016945496

Table of Contents

Acknowledgments	xiii
Foreword	xv
Preface	xvii
About the Primary Authors and Contributors	xxi

PART 1: CURRENT STATE OF COLLEGE CAMPUSES

Introduction: College Students—At Risk and Underserved	P1-1
<i>Donna M. Barry, DNP, APN, FN-CSA, and Paul M. Cell, Chief of Police</i>	

Chapter 1: Creating a Campus Culture That Supports Sexual Assault Response

Karen L. Pennington, Ph.D.

Introduction	1-1
Rooted in the Past	1-2
Planted in the Present	1-3
Changing the Culture	1-4
Blossoms for the Future: Fundamental Principles of Victim Support	1-6
Conclusion	1-7

Chapter 2: Impact of Alcohol and Other Drugs on Campus Sexual Violence—Prevention and Response

Linda Langford, Sc.D., and William DeJong, Ph.D.

Introduction	2-2
AOD Use on College Campuses	2-2
Extent of Alcohol Use	2-3
Predictors of Campus Alcohol Use	2-3
Is There a Campus Drinking <i>Culture</i> ?	2-4
Other Drug Use	2-4
Science-Based Approaches to AOD Prevention	2-5
Environmental Prevention Strategies	2-6
Build Campus and Community Infrastructure	2-8
Engage in a Strategic Planning Process	2-8
Conclusion	2-9
Substance Abuse and Sexual Violence on College Campuses	2-10

Applying a Public Health Approach to Sexual Violence	2-10
Building Comprehensive Efforts	2-10
Addressing Underlying Causes	2-11
AOD Involvement in Campus Sexual Violence	2-12
Co-occurrence of Alcohol Use and Sexual Violence	2-13
Co-occurrence of Other Drugs and Sexual Violence	2-13
A Typology of Sexual Assault	2-14
Characteristics of AOD-Related Sexual Violence	2-15
How Do AODs Contribute to Sexual Violence?	2-18
Nature of Relationship Between AOD Use and Sexual Violence	2-18
Risk, Protective, and Vulnerability Factors	2-18
Conceptual Models of Alcohol-Related Sexual Assault	2-19
Environmental Contributors to Sexual Violence	2-20
Understanding the Context and Meaning of Alcohol-Involved Sexual Violence	2-21
Effect of AODs on Responses to Sexual Violence	2-22
Consequences of AOD-Involved Sexual Assault	2-22
Failure to Define AOD-Related Assaults as Rape	2-22
Blaming the Victim	2-23
AODs and Reporting of Sexual Violence	2-24
AODs and Victim Coping and Recovery	2-25
Implications for Sexual Assault Response Teams	2-26
Build Collaborative Efforts to Address AODs and Sexual Violence Jointly	2-26
Use Research on AODs and Sexual Violence to Shape Response and Prevention	2-27
Ensure That Responses to Sexual Violence Address the Dynamics of AOD-Involved Assaults	2-27
Ensure That Prevention and Outreach Efforts Appropriately Address AODs	2-28
Strive for Coordination and Synergy Across Sexual Violence and AOD Prevention and Intervention Efforts	2-29
Conclusion	2-30

PART 2: CRITICAL COMPONENTS OF A CAMPUS SART

Introduction: Doing the Groundwork—Research and Preparation	P2-1
--	------

*Donna M. Barry, DNP, APN, FN-CSA, and
Paul M. Cell, Chief of Police*

Chapter 3: The SART Executive Committee: Development and Operations

Donna M. Barry, DNP, APN, FN-CSA, and Paul M. Cell, Chief of Police

Introduction	3-1
Executive Committee Goals and Objectives	3-2
Executive Committee	3-2
Who Are the Members?	3-2
How Large Should the Executive Committee Be?	3-3
Development of a Position Statement, Policies, and Procedures	3-4
Position Statement	3-4
Difference Between a Policy and a Procedure	3-5
Creating a Policy	3-5
Creating a Procedure	3-6
Comprehensive Interagency Agreements	3-6
Oversight and Evaluation	3-7
Marketing Considerations	3-7
Conducting an Effective Meeting	3-8
Role of the Team Leader	3-8
Assuring an Effective Approach to Meetings	3-8
Meeting Agenda	3-10
Active Participation	3-11
Documentation and Meeting Evaluation	3-11
Summary	3-11
Making It Work Through Leadership	3-11
Frequently Asked Questions	3-12
Conclusion	3-15

Chapter 4: Sexual Assault Response Teams: Structure, Function, and Efficacy

Felicia M. Greulich, MSN, APN, FN-CSA, FNP-C, and

Donna A. Gaffney, DNSc, APRN-BC, FN-CSA, FAAN

A New Social Response to Sexual Assault	4-1
Imperative for Coordination of Services	4-3
SART Model	4-4
History and State of the SART	4-5
Structure, Mechanisms, and Functions of the SART	4-6
Efficacy of SARTs	4-8
Sustainability	4-10
Understanding Challenges	4-11
Conflicts: Roles and Values	4-12
Collaborators and a History of Contradictory Philosophies?	4-13

Boundaries and Communication	4-13
Coming to the Table	4-15
Final Thoughts on the SART	4-16

Chapter 5: Student Records, Privacy, and Sexual Assault: Considerations and Compliance

John Wesley Lowery, Ph.D.

Introduction	5-1
Family Educational Rights and Privacy Act	5-1
Release of Records to Victims in Cases of Criminal Allegations	5-2
Release of Records to the Public in Cases of Criminal Convictions	5-2
Release of Student Health Records	5-3
Title IX of the Educational Amendments of 1972	5-4
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act	5-6
Conclusion	5-8
Exhibit 5.1: Disclosure for Victims of Alleged Crimes of Violence.	5-9

Chapter 6: Institutional Response to Sexual and Gender-Based Harassment and Violence Under Title IX

Gina Maisto Smith, J.D., and Leslie M. Gomez, J.D.

Introduction	6-1
Title IX	6-2
Scope	6-2
Law Versus Guidance	6-2
Notice and Obligation to Respond	6-3
Core Title IX Tenets	6-4
Notice of Nondiscrimination	6-4
Title IX Coordinator	6-4
Prompt and Equitable Grievance Procedures	6-5
Interim Measures	6-6
Complainant Agency and Autonomy	6-6
Alternatives to Disciplinary Action	6-7
Investigations	6-8
Coordination With Law Enforcement	6-9
Time Frames	6-10
Training Requirements	6-11
Employees	6-11
Students	6-12
Recommendations for Effective Implementation of Title IX	6-14

Elements of an Effective Response	6-14
The Title IX Team	6-15
Initial Assessment	6-16

Chapter 7: Clery Act Compliance and Integration

Donna M. Barry, DNP, APN, FN-CSA, and Paul M. Cell, Chief of Police

Introduction	7-1
History	7-2
2013 Amendments	7-3
Law Enforcement Requirements	7-4
Programs to Prevent Dating Violence, Domestic Violence, Sexual Assault, and Stalking	7-6
Institutional Procedures for Reporting and Victim Information	7-6
Institutional Procedures for Disciplinary Action	7-7
Confidentiality	7-7
Statistics	7-8
Reporting Hierarchy	7-8
The Intersection Between Title IX and Clery	7-8
Reportable Incidents	7-8
Location of Offenses	7-9
Responsible Employees and Campus Security Authorities	7-9
Blending Compliance Into SART Operations	7-10
Campus Security Authorities and Responsible Employees	7-10
SART Response Levels	7-10
First Contacts	7-10
Individual State Legislation Considerations	7-11
Conclusion	7-12

Chapter 8: Campus Disciplinary Process

*Elizabeth Baldizan, Ed.D., Linda B. Falkson, J.D.,
and Mary Beth Grant, J.D.*

Introduction	8-1
Hypothetical Situation	8-2
Philosophical Perspective	8-2
How Campus Discipline Is Different From the Criminal Justice System	8-4
Understanding the Institution's Code of Conduct	8-7
Receiving a Complaint	8-8
Investigating a Complaint	8-12
Adjudicating the Case	8-16
Sanctioning	8-19
Communication and Appeals	8-20
Documentation	8-21

Chapter 9: Role of Law Enforcement in Sexual Assault Response Teams

Paul M. Cell, Chief of Police

Introduction	9-2
Key Players	9-2
Identifying the Agency Responsible for Conducting the Criminal Investigation	9-2
When Campus Law Enforcement Is the Primary Responder	9-2
What Is the Authority of the Campus Police Department?	9-2
What Is the Image of the Campus Law Enforcement Agency?	9-3
What Can Be Done to Enhance a Department's Image?	9-3
When a Campus Does Not Have a Law Enforcement Agency	9-4
Developing Protocols for a Best Practice SART	
Law Enforcement Response	9-5
Dispatch/Communications Officer	9-5
Initial Response	9-6
Follow-up	9-7
Identifying Special Training Needs	9-9
What Training Have Officers Received?	9-9
Identifying Training Disciplines	9-9
Special Considerations	9-10
Nonstranger Sexual Assault on Campus	9-10
Law Enforcement Response to Campus Cultures and Dynamics	9-11
Reporting Concerns	9-11
Reporting Process	9-12
Identifying Investigative <i>Speed Bumps</i>	9-12
Nonstranger Sexual Assault Perpetrators	9-13
Stranger Sexual Assault	9-14
Trauma-Informed Response	9-15
Conclusion	9-16

Chapter 10: Role of the Sexual Violence Advocate

Roberta Gibbons, Ph.D.

Introduction	10-2
Role and Distinguishing Characteristics of the Sexual Violence Advocate	10-2
Confidentiality	10-3
<i>A Priori</i> Belief in the Truth of the Victim's Statement	10-5
Open-Ended Working Relationship	10-5
Attending to Feelings	10-6
Model of Advocacy	10-7

Sexual Assault on the College Campus	10-9
Institutional Factors	10-11
Academic Advocacy	10-11
Housing/Residential Life Advocacy	10-12
Financial Aid Advocacy	10-13
Student Conduct/Title IX Investigation and Adjudication Advocacy	10-13
On-Campus Support Groups	10-14
On-Campus Legal Advocacy	10-15
University Systems and Policy Advocacy	10-15
Partnerships	10-16
Partnership Between Sexual Violence Advocates, Law Enforcement, and SANEs	10-16
On-Campus Partnerships	10-16
Partnerships With Housing	10-16
Student Conduct or Title IX Office Investigation/ Adjudication Partnership	10-17
Other Partnerships	10-17
Accountability/Evaluating Services for Victims	10-18
Primary Prevention	10-19
Summary	10-19
Exhibit 10.1: What Is a Sexual Violence Advocate	10-21
Exhibit 10.2: Encouraging and Discouraging Reporting on Campus	10-22

Chapter 11: Forensic Medical Examination of the Sexual Assault Victim

Donna M. Barry, DNP, APN, FN-CSA

History of Medical Treatment and Forensic Evidence Collection in Sexual Assaults	11-2
History and Role of the Sexual Assault Nurse Examiner	11-2
Mission of SANE Programs	11-4
SANE Responsibilities	11-5
General Format of SANE Examination	11-6
Informed Consent	11-6
Confidentiality	11-7
Assessment	11-7
Safety Assessment	11-7
Health History	11-8
History of Reported Incident	11-8
Physical Examination	11-9
Assessment of Injury	11-10
Assessment of Psychological/Social Risk Factors and Needs	11-10

Evidence Collection 11-11
 Timing of the Forensic Examination 11-11
 Written Documentation 11-12
 Specimen Collection and Preservation 11-12
 Photo Documentation 11-13
 Evaluation for Drug-Facilitated Sexual Assault 11-13
 Preventive Health Measures 11-14
 Discharge and Follow-up Instructions 11-14
 Court Testimony 11-15
 Conclusion 11-15

PART 3: TRAINING AND IMPLEMENTATION

Introduction: A Team Approach P3-1
Donna M. Barry, DNP, APN, FN-CSA, and Paul M. Cell, Chief of Police

Chapter 12: Training Considerations
Kieran Barrett, Police Captain, M.A.

Introduction 12-2
 Training Policy: Team Concept 12-2
 Law Enforcement Training 12-3
 Police Agency Training Policy 12-3
 Goals of Training 12-4
 Who Will Be Trained? 12-4
 Who Will Provide Training? 12-4
 Levels of Those Being Trained 12-4
 Entry-Level Police Officer Training 12-5
 In-Service Police and Administrative Officer Training 12-5
 SANE Training 12-5
 Sexual Violence Advocates and Mental Health Professionals Training 12-6
 Community Training and Programs 12-6
 Essential Topics in SART Training 12-7
 History of SARTs and SANEs 12-7
 Individual SART Protocols 12-7
 Victims’ Options 12-8
 Improvements to Evidence Collection 12-8
 Law and Guidelines 12-8
 Dynamics of Sexual Assault and Effects of Trauma 12-9
 Advocacy Component 12-9
 Sexual Violence Advocate Role and Experience 12-9
 Case Management and Follow-up Care 12-10
 Medical Component 12-10
 SANE Role 12-10
 Forensic Medical Exam and Equipment 12-10

Evidence Collection and Storage	12-11
Law Enforcement Component	12-11
Law Enforcement Role	12-11
Training and Experience	12-12
Law Enforcement Investigation	12-12
Prosecution	12-12
Community Partners and Program Component	12-13
Training Environment	12-13
Putting Training Into Action	12-14
Using Postincident Reports and Case Studies as Continuous Training Tools	12-14
The Perfect SART Training Model	12-16

Chapter 13: Putting It All Together for a Best Practice Approach

Donna M. Barry, DPN, APN, FN-CSA, and Paul M. Cell, Chief of Police

Introduction	13-1
Institutional Commitment	13-2
Defining an Effective Response	13-3
Victim Driven	13-3
Timely and Accessible	13-6
Comprehensive and Coordinated	13-8
Specialized Cross-Training of All Responders	13-10
Addresses the Needs of Victims and the Justice System	13-11
Compliance With Federal and State Regulations	13-13
Response Structure	13-13
Procedures and Protocols for Response	13-15
Campus-Wide Procedure	13-15
Internal Procedures	13-15
Coordination and Oversight	13-16
Conclusion	13-16
Exhibit 13.1: Minimum Standards for Creating a Coordinated Community Response to Violence Against Women on Campus	13-18
Exhibit 13.2: Minimum Standards of Training for Campus Security Personnel and Campus Disciplinary and Judicial Boards	13-20

Appendix A: First Report of the White House Task Force to

Protect Students From Sexual Assault A-1

Appendix B: Department of Education Handbook for

Campus Safety and Security Reporting B-1

Appendix C: Campus Sexual Violence Elimination Act C-1

Appendix D: Violence Against Women Reauthorization Act of

2013 Final Regulations on Clery Act D-1

Appendix E: U.S. Department of Education Dear Colleague Letter—2011 E-1

Appendix F: U.S. Department of Education Dear Colleague Letter—2014 F-1

Appendix G: New Jersey Campus Sexual Assault Victim’s Bill of Rights G-1

Appendix H: California Senate Bill No. 967 H-1

Appendix I: Website Resources I-1

Appendix J: List of Acronyms and Abbreviations J-1

Index Ind.-1

Preface

I was raped last night at a party and I need someone to help me.

These were the words Susan used when she appeared at the front desk of our campus health center. Frantic, tearful, and feeling alone, Susan shared the story of her experience. She was angry that this had happened to her and needed someone to assure her she was safe. The only help that we knew to offer was to send her to a local hospital, but she declined. Susan feared going to a strange environment and was embarrassed to tell anyone else of her victimization, despite our encouragement. In the end, Susan never went to the hospital for care; never reported the crime to police; and, ultimately, never returned to school.

This incident occurred more than twelve years ago and was the sole motivation to improve services at our university in New Jersey, and resulted in the creation of our campus Sexual Assault Response Team (SART). From the very beginning, we made a personal and professional commitment to do whatever was necessary to assure that Susan's experience would never occur again among our students.

Working together, the external resources available to our University Police Department and the University Health Center were evaluated in order to identify ways to improve services to our campus victims. Through this process, the concept of the SART was discovered—a multidisciplinary response system composed of sexual violence advocates, law enforcement, and forensic/medical professionals. This traditional SART format existed primarily in municipal and county agencies but seldom in a university environment. Although many campuses throughout the country have used the acronym SART, our research demonstrated these were not fully comprehensive services under the traditional definition. Although many counties in the state of New Jersey were creating SART services, further investigation made it evident that a community SART system did not exist within our local area. There were also no external quality services for partnership except the local Rape Care Center. Thus, our campus SART system needed to be created from the ground up.

We followed the state standards created for the care of sexual assault victims within our state and replicated these services on campus. A year later, after intensive work and some occasional obstacles, the Montclair State University (MSU) SART was launched as a fully comprehensive, on-campus service available 24/7, 365 days a year. As of this writing, the MSU SART has been sustained effectively and serves our students well.

Despite its success, we have continued to look for ways to improve and expand the service. All counties in New Jersey now have established SART systems. We have partnered with two of our local counties to educate community SART responders regarding campus victims—a high-risk population with unique needs, rights, and options. If our students choose not to use the MSU SART and seek services within the community, these needs will hopefully be recognized and their rights upheld. In doing so, our students will be empowered to move forward and make informed decisions about their options.

The decision was also made to bring our SART model to other campuses through workshop presentations at national conferences with the objective of encouraging other institutions to develop comprehensive services. The response has been overwhelmingly positive and enlightening as well. The majority of schools we encountered

had similar resources to what we had offered before the MSU SART was formed. Advocacy was reported as being the primary focus and mainstay of response. Campus and municipal law enforcement frequently lacked specialized training in responding to the needs of sexual assault victims. Forensic/medical examinations were often the *weak link* in existing services, and, many times, the examinations were done by providers without appropriate training. Our anecdotal experiences were confirmed by a survey done by the American College Health Association in 2008.¹ This and other research makes it evident that a significant need still exists for the development of comprehensive services on campuses to address the high-risk population of college students. The SART model has been highly successful throughout the country and is a benchmark program for campus response.

Our audiences also expressed a strong sense of determination and commitment to improve existing services. Many schools have contacted us to consult regarding issues specific to their own campus SART development. The most frequent inquiry we have received has been “Is there a manual available we can follow as a guide?” This question and the recognition by other campuses of the need to improve services made it evident that a text was the next logical step to assist our fellow institutions with SART development.

This book is based on several fundamental principles:

1. A solid understanding of the nuances of college students and campus environments is of critical importance in all aspects of campus sexual violence prevention, response, investigation, and prosecution. This includes factors such as individual campus cultures, dynamics, and administrative governance—and recognition of their impact on student vulnerability to sexual assault, victim response, and perpetrator behaviors. Without this understanding, success in dealing with all issues of campus sexual violence will be difficult if not impossible.
2. Most institutions of higher education must abide by federal statutory regulations that mandate specific actions regarding sexual assault. In fact, colleges and universities are actually held to a higher standard than our communities. It is imperative that campus professionals possess a working knowledge of these regulations in order to integrate these mandates into SART development. In addition, institutions also maintain an internal code of conduct and disciplinary process that can be most foreign to community responders. In order for community partners to effectively work with campus victims, an understanding of this process and victim options must occur.
3. Familiarity with the traditional community SART system is crucial in order to understand each member’s role and purpose, and to create an effective team approach. Coordination and oversight is also a vital aspect of a successful SART. However, SART development cannot occur through a cookie-cutter approach. The only template that exists is one of primary team membership—advocacy, law enforcement, and the forensic/medical provider. A successful SART needs to be individualized to each campus environment and dependent on multiple variables. Each institution must discern what will work best on its own campus in order to provide effective, comprehensive, and compassionate services.

¹ The survey is reproduced as Appendix G in the first edition of this book, or it can be obtained by contacting the American College Health Association.

Part 1 offers research and concepts to provide the reader with a deeper understanding of the college environment. The chapters address the recognition of an at-risk population; the impact of campus culture and dynamics on sexual assault; and a discussion of alcohol/drugs and their relationship to sexual violence.

Part 2 is designed to assist multidisciplinary professionals in getting started with comprehensive descriptions of the critical components of campus SART development. The chapters are planned in a stand-alone format and written in a user-friendly manner. Thus, any discipline can turn directly to a chapter for rapid location of information. This part, in effect, serves as a manual that has been requested by many of our constituents. It will assist the reader in posing difficult questions that are necessary in order to complete an accurate needs assessment of services.

Part 3 discusses the internal aspects of protocol development and critical training needs, and it also demonstrates integration of all services into a successful campus SART system. The appendices offer extensive resources that are highly recommended as tools for the creation of an effective campus SART.

We would be remiss if we did not clarify certain writing techniques at this point:

- Throughout the book, the term *victim* is used instead of *survivor*. The choice was intentional, because our students have truly been victimized when a sexual assault occurs. It is through effective response that those victims become survivors and is a primary goal of SARTs.
- The pronoun *she* has been used throughout this text when referring to victims. While this gender-specific pronoun has been used for continuity purposes, we recognize that people of all gender identities and expressions can be and are victims of sexual assault. Additionally, we recognize that sexual assault against males and individuals in same-sex relationships do occur and are most definitely underreported to a far greater extent. MSU's SART is designed to be gender inclusive, and we encourage readers to develop responses that will provide inclusive, comprehensive services to all victims regardless of their sexual orientation, gender identity, and/or gender expression.
- Campus victims are part of a population with special needs and are the focus of this book. The text does not address other populations with special needs but assumes that campuses will integrate the needs of these populations into their response system. A list of resources is included in Appendix I to assist the reader.
- All SART members need to develop cultural competency in order to understand the specific dynamics and mores of their campus and provide an effective response. However, many colleges and universities are also highly diverse with respect to race, ethnicity, and sexual orientation. It is important to address the needs of these groups as well and recognize the impact of these factors on victim behavior and response.

In the second edition, several changes have occurred. Chapters from the first edition have been revised to reflect current practices, terminology, and recent research findings. Three stand-alone chapters have now been added to cover student records in regard to FERPA/HIPAA, Title IX, and the Clery Act. In addition, a chapter is included to discuss the development of a Sexual Assault Response Executive Group and how to conduct effective and productive meetings for this group as a planning tool for SART development.

Our hope is that this book will serve our colleagues not only as an effective training tool and comprehensive foundation for campus SART development but as a manuscript for discussion, program planning, and professional development. In the end, we will have provided a roadmap of our experience including the speed bumps that we needed to navigate in achieving our final goal. It has been an enlightening and rewarding journey. We invite you to share the experience and the rewards, and we wish you the best in your endeavors. It is a journey worth taking!

Donna M. Barry and Paul M. Cell
2016

About the Primary Authors and Contributors

Donna M. Barry, DNP, APN, FN-CSA, has been in the health care field for over thirty years as a registered nurse, professor of nursing, and nurse practitioner. In 1997, Ms. Barry completed her post-master's certificate as a family nurse practitioner and began specializing in college health at Montclair State University (MSU) as a clinical care provider. She holds licensure as a nurse practitioner and certification as a forensic examiner. Ms. Barry earned a master's degree in nursing from Seton Hall University and a post-master's certificate from Rutgers University. In 2013, Ms. Barry completed her Doctor of Nursing Practice at Loyola University New Orleans. She has also received advanced training through the International Association of Chiefs of Police as a law enforcement trainer in sexual assault, domestic violence, and stalking.

Ms. Barry's areas of expertise have focused on campus sexual assault response, disaster and public health medical response, and college health. In 1999, she was appointed director of the Montclair State University Health Center and continues to serve in that capacity today as well as provide direct care to the student population. In this role, she serves as the chief administrator of student health services and the Montclair State University Sexual Assault Response Team (MSU SART); medical advisor to the university's Emergency Management Team; response coordinator for public health incidents; and a member of the Student CARE Team.

After certification as a sexual assault forensic examiner in 2001, Ms. Barry developed and implemented the MSU SART that is now recognized as a model response system for other colleges and universities across the country. MSU SART was recognized in 2008 for its excellence in victim services by the International Association of Chiefs of Police. She currently serves as coadministrator for MSU SART with the Chief of University Police and responds as a forensic examiner for sexual assault victims at the university. In 2002 and again in 2005, Ms. Barry wrote and served as project director for two \$200,000 grants from the Violence Against Women Office of the Department of Justice to Reduce Violence Against Women on Campus.

Considered an expert in the field of campus sexual assault response, she has served on the National SART Toolkit Advisory Board representing institutions of higher education, as a consultant to the American College Health Association for a Centers for Disease Control sexual violence grant, chair of the American College Health Association Campus Safety and Violence Coalition, American College Health Association representative for the 2008 U.S. Department of Justice Community Oriented Policing Services Campus Safety Summit, and as a member of the 2007 National SART Training Conference Planning Committee. She presently serves on the Advisory Board for the Clery Center and for the periodical *Campus Safety and Student Development*. In 2015, Dr. Barry was appointed to the Governor's Advisory Council on Sexual Violence for the state of New Jersey and serves as the representative for colleges and universities. She is a frequently requested speaker for national conferences on the topic of sexual assault response.

Ms. Barry has received awards for these initiatives, including a vice presidential award from MSU in 2004, the New Jersey College and University Public Safety Association 2004 Distinguished Assistance Civilian Award, and was recognized as a “Vagina Warrior” by MSU and Eve Ensler in 2004.

Ms. Barry is also a member of the NJ-1 Disaster Medical Assistance Team under the auspices of the U.S. Department of Health and Human Services’ National Disaster Medical System and was deployed as a medical responder post–Hurricane Rita in 2005, the 2009 Presidential Inauguration, and the 2010 Haiti earthquake. She also participates regularly in federal, state, and county emergency preparedness and disaster response exercises. Ms. Barry is certified through the American Board for Certification in Homeland Security at Level III.

Chief Paul M. Cell began his law enforcement career in 1980 and has served as the chief of police at the Montclair State University (MSU) Police Department in New Jersey since 2001. In 2014, he was elected to the Board of Officers of the International Association of Chiefs of Police (IACP) and currently serves as vice president (president in 2018). In 2013/2014, Chief Cell became the ninety-eighth president of the New Jersey State Association of Chiefs of Police (NJSACOP) and the first university police chief to hold that title. He continues to serve as the NJSACOP International Executive Law Enforcement Liaison and chair of the Critical Incident Response Committee. Chief Cell is also part of the National Law Enforcement Advisory Board for the drug education program Law Enforcement Against Drugs (L.E.A.D.) and the International Law Enforcement Advisor for the United States Asian American Law Enforcement Foundation.

A graduate of the FBI National Academy, FBI LEEDS, and the IACP National Law Enforcement Leadership and Institute on Violence Against Women, Chief Cell worked and trained internationally through programs with the South African Police Services, the Royal Canadian Mounted Police, the Ontario Police Chiefs, and at the International College of Policing at Bramshill, England.

Throughout his career, Chief Cell has received advanced training in two distinctive fields of law enforcement study: sexual assault investigations and domestic preparedness. His scope of expertise concentrated on sexual assault investigations during his tenure assigned to the Detective Bureau.

One of the founders and coadministrator of the MSU Sexual Assault Response Team (MSU CSART), he is an integral force in providing sexual assault training for law enforcement. In 2004, Chief Cell was recognized for his work to reduce violence against women through the Eve Ensler initiative. In 2007, he was selected to attend the IACP National Law Enforcement Leadership Institute on Violence Against Women. In 2008, MSU SART was recognized by the IACP for its excellence in victim services.

In addition to his background in criminal investigations, he has also received trainer certifications in domestic preparedness initiatives, including terrorism training for law enforcement, law enforcement response to weapons of mass destruction incidents, incident response to terrorist bombing, and community emergency response team development, and he received advanced training in weapons of mass destruction enhanced threat, and risk assessment. He is also certified through the American College of Forensic Examiners’ Law Enforcement and Military Division in homeland security preparation and response teams, Level III. In 2006, he authored and presented the *Magna* national audio conference on campus preparedness entitled “Are You Ready?”

Considered a police expert in the field of campus safety, Chief Cell is an invited speaker and frequent presenter at national conferences on various topics involving campus safety initiatives. His specialty is in the field of CSART development. In addition, he serves as a consultant for a variety of media and print sources seeking expert advice when campus emergency situations arise throughout the nation. Chief Cell has appeared on television and radio talk shows and in a *Newsweek* article entitled “Is Your Campus Safe?” (August 2007). This article has been reprinted in the 2008 fall and winter editions of the Kaplan Newsweek *How to Get Into College 2008* magazine. Most recently his department was featured on the cover of the March 2008 issue of *Police Chief Magazine*, which included his article on “New Developments in University Safety.”

Elizabeth M. (“Liz”) Baldizan, Ed.D., Administrator Emerita, served as the Assistant Dean of Students at the University of New Mexico, Dean of Student Life at South Seattle Community College, and Dean of Student Development at the University of Nevada, Las Vegas (UNLV). Dr. Baldizan’s professional involvement includes serving as president of the Association for Student Conduct Administration (formerly, Association of Student and Judicial Affairs), board of directors member for the National Association of Student Personnel Administrators, and member of the editorial board for the Council on Law in Higher Education. She has published and presented on the topic of ethical development. She received her Ed.D. in Higher Education Administration from UNLV, her M.A. in Education from the University of New Mexico, and her B.A. in Communications and Environmental Studies from the University of Northern Colorado, *magna cum laude*. Liz now volunteers with hospice and teaches in the Stephen Ministry caregiving program.

Police Captain Kieran Barrett, has been working at the Montclair State University (MSU) Police Department for seventeen years, has a B.S. in criminal justice, and completed his master’s studies in history in 2009. Captain Barrett led the MSU Police Department’s Investigations Unit for five years and currently is administrative commander in charge of such things as budget, professional standards, internal training, as well as community programming. Captain Barrett is a certified police instructor in the state of New Jersey, and in 2006, he received advanced training through the International Association of Chiefs of Police National Violence Against Women Trainer Development Program. In 2014, Captain Barrett was among five scholarship awardees to attend the prestigious conference on violence against women for End Violence Against Women International. In his spare time, Captain Barrett enjoys his continued study of generational history, hiking, and any time spent outdoors. A life-long resident of northern New Jersey, Captain Barrett married an MSU alumni and has two children, Andrew and Ryan.

William DeJong, Ph.D., is a professor in the Department of Community Health Sciences at the Boston University School of Public Health (BUSPH), where he teaches courses in intervention planning, program evaluation, health communications, and college health. Dr. DeJong is widely known for his work on the prevention of alcohol and other drug-related problems among college and university students,

both as a researcher and a practitioner. He served as director of the U.S. Department of Education's Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention (HEC) from 1995 to 2004. Under his direction, the HEC emerged as the nation's primary training and technical assistance resource for helping institutions of higher education develop, implement, and evaluate programs and policies for alcohol and other drug prevention on campus. Dr. DeJong also served as the executive director of research and analysis at Outside the Classroom, Inc., in Needham, MA, from 2007 to 2011. In this role, he oversaw the development and revision of *AlcoholEdu for College*, an online alcohol education course that is taken annually by approximately one-third of the nation's first-year college students.

Linda B. Falkson, J.D., became the Cornell University Assistant Ombudsman in April 2008 and was promoted to the position of Associate Ombudsman in 2010. She is an active member of the International Ombudsman Association (IOA), currently serving as cochair of the IOA Title IX Ad Hoc Task Force. Prior to serving as an ombudsman, she enforced Cornell's Code of Conduct for ten years, initially as Cornell's Associate Judicial Administrator and then as Deputy Judicial Administrator. As a conduct officer, she was active with the professional organization, Association for Student Conduct Administration (formerly, Association of Student Judicial Affairs). She served as Ithaca City prosecutor from 1994 to 1998. Prior to serving as a prosecutor, she engaged in general legal practice, including criminal defense. She is a 1989 graduate of State University of New York at Buffalo Law School and a 1986 graduate of Cornell University. Linda is a Certified Organizational Ombudsman Practitioner®.

Donna A. Gaffney, DNSc, APRN-BC, FN-CSA, FAAN is the advisor for research and content development at the National Alliance for Grieving Children (NAGC). Prior to her appointment at NAGC, she was the advisor for education and research at Project Rebirth in New York City. Dr. Gaffney was a member of the graduate faculty at Columbia University, where she taught and developed educational programs. With a background in forensic health care, Dr. Gaffney created and evaluated courses for the New York City Alliance Against Sexual Assault on trauma and sexual violence. She holds masters' degrees from Teachers College at Columbia University and Rutgers University and a doctorate from the University of Pennsylvania. She was a fellow at Columbia University School of Journalism and received a postgraduate certificate from the International Trauma Studies Program in New York City.

Dr. Gaffney has long addressed the issues of trauma in women's and children's lives. In 1994, she collaborated with, and was funded by, the New York State Department of Health and the Division of Criminal Justice Services to design and implement the first forensic curriculum for evaluating and treating sexual assault survivors. In 2004, she consulted with the New York State Department of Health on the design and implementation of the New York sexual assault forensic examiner (SANE) certification guidelines and process. Dr. Gaffney consulted with the United Nations on a pilot training program for the Democratic Republic of the Congo Sexual Assault Care Guide. She worked with the Air Force JAG School in Alabama and trained Air Force Special Investigators at the USAF Academy and at bases across the United States.

Dr. Gaffney served as a member of the Women's Health Advisory committee for Barack Obama's presidential campaign. Her work included researching and writing briefs on issues related to violence against women and girls. In addition to

academic publications, she is the author of *The Seasons of Grief, Helping Children Grow Through Loss* and *Adolescent Sexuality: A Guide for Clinicians* (coedited with Dr. Carol Roye). She has been a contributor to *Sexual Assault Report* and *The International Journal of Forensic Nursing*. Dr. Gaffney is a member of the American Academy of Nursing and the American Psychological Association. In addition to her national presentations and workshops, she has a private practice focusing on women and children affected by trauma and loss.

Roberta Gibbons, Ph.D., is an associate professor at Metropolitan State University, where she directs the violence prevention and intervention concentration in the Department of Human Services. Dr. Gibbons has worked with several universities on formulating sexual assault response protocols that are aligned with the requirements of Title IX and the Campus SaVE Act. She is also active in the community, providing trainings to various audiences and serving on the board of directors for the Minnesota Coalition Against Sexual Assault and the Leadership Team of the Minnesota Department of Health's Sexual Violence Prevention unit. Prior to joining Metropolitan State, Dr. Gibbons worked as a victim advocate and director of an on-campus advocacy and prevention program for twelve years.

Leslie M. Gomez, J.D., is a partner in the Education Counseling, Litigation and Investigation Services and White Collar Litigation and Investigations Groups of Pepper Hamilton LLP, resident in the Philadelphia office, and is cochair of the firm's Child Advocacy Practice Group and the Pepper Latina/o Caucus. Ms. Gomez devotes her practice to the institutional response to sexual misconduct. She provides consulting, counseling, and legal advice on all issues related to sexual assault, intimate partner violence, stalking, sexual and gender-based harassment, and child abuse. Ms. Gomez helps institutions develop trauma-informed, comprehensive policies, procedures, systems, and training programs in compliance with Title IX, the Clery Act, the Violence Against Women Act, and state and local laws. Ms. Gomez also directs internal investigations, coordinates communications and interactions with law enforcement, and provides advice about the interplay between civil and criminal proceedings. She has led numerous highly complex investigations into allegations of sexual misconduct at educational and religious institutions.

Ms. Gomez has almost two decades of experience investigating sex crimes, child abuse, domestic violence, and stalking, first as a career child abuse, domestic violence, and sexual assault prosecutor, and later as counsel to colleges, universities, K-12 schools, and other institutions. Ms. Gomez is also a nationally recognized expert in child abuse and child protection, including the dynamics of child abuse, child protective services laws, and the coordination of investigations with child protective services and local, state, and federal law enforcement. Ms. Gomez served as an expert on the stalking subcommittee of the U.S. Department of Education's Negotiated Rulemaking Committee for the Violence Against Women Reauthorization Act of 2013. Ms. Gomez lectures nationally on issues related to sexual and gender-based harassment and violence, and child protection, and conducts specific training programs for colleges, universities, and K-12 schools.

Prior to joining Pepper, Ms. Gomez was of counsel with Ballard Spahr in Philadelphia. From 1997 to 2011, she served as an assistant district attorney at the Philadelphia District Attorney's Office, including five years as the assistant chief and chief of the Juvenile Court Unit. Ms. Gomez prosecuted complex child abuse,

kidnapping, domestic violence, stalking, and sexual assault cases for more than eleven years. She regularly prosecuted cases involving very young and especially vulnerable children, children with special needs or disabilities, children who were long-term victims of incest or child abuse, and cases involving serial pedophiles and repeat sexual offenders. Ms. Gomez also provided extensive training and education to prosecutors, law enforcement officers, child protective services workers, doctors, judges, and other community members. From 1995 to 1997, Ms. Gomez was a law clerk to the Honorable Carolyn Engel Temin of the Philadelphia Court of Common Pleas, First Judicial District.

Ms. Gomez currently provides pro bono services as a child advocate attorney for the Support Center for Child Advocates. She is a faculty member ChildFirst Pennsylvania, a statewide forensic interview training initiative through the National Child Protection Training Center. Ms. Gomez serves on the boards of the Center City Crime Victims Services and the Joseph J. Peters Institute, a nonprofit providing outpatient assessment and treatment for victims and offenders of sexual abuse. Ms. Gomez has received several honors for her work in child protection, including the Distinguished Advocate Award from the Support Center for Child Advocates (2010), the Apple Fest Honoree of St. Christopher's Hospital for Children (2009), and the Team Excellence Award from the Philadelphia Children's Alliance (2008). Ms. Gomez is a graduate of Yale Law School (J.D. 1995) and Brown University (A.B., *magna cum laude*, 1992).

Mary E. (“Mary Beth”) Grant, J.D., serves as Cornell University's Senior Dean of Students for Inclusion, Community Support and Engagement. Previously, Ms. Grant was Cornell's Judicial Administrator for sixteen years. Prior to joining Cornell, Ms. Grant worked as a civil rights attorney and a community educator with the Legal Aid Society of Minneapolis and completed a stint in a law firm in Boston. Ms. Grant earned her B.A. (with high distinction) from the University of Iowa and her J.D. from Cornell Law School. Ms. Grant makes her home in Ithaca, NY, with her husband, where she enjoys time with her two adult daughters, running, rowing, attending live music events, volunteering in the community, singing in a gospel choir, discussing fiction, preparing and eating tasty meals with friends, or relaxing with a good book or a game of Scrabble.

Felicia M. Greulich, MSN, APN, FN-CSA, FNP-C, is the coordinator of the Sexual Assault Nurse Examiner (SANE)/Sexual Assault Response Team (SART) (SANE/SART) Program in Union County, New Jersey. She also practices as one of the program's SANEs. Ms. Greulich, a licensed registered professional nurse in the state of New Jersey for fifteen years, is also certified as a forensic nurse sexual assault examiner and is board certified as a family health nurse practitioner. In addition to her work as the full-time SANE/SART program coordinator, Felicia practices as a family health nurse practitioner in college health centers and a private ob/gyn office. Ms. Greulich's previous experience includes working at Trinitas Regional Medical Center in a child/adolescent inpatient psychiatric unit and at St. Barnabas Medical Center in an adult surgical-telemetry hospital unit.

Ms. Greulich has presented at conferences and conducted in-service programs for health professionals and police departments on the forensic medical examination of the sexual assault patient, avoiding retraumatization of sexual assault victims, and bipolar disorder and the role of the SANE. She is a member of the American Academy of Nurse Practitioners, American Nurses Association, and the International

Association of Forensic Nurses. Ms. Greulich is also a director of the Forensic Nurse Coordinators' Association in New Jersey.

Ms. Greulich earned her bachelor of science in nursing degree from Kean University and received her master of science in nursing from Rutgers University. She resides in New Jersey.

Alison Kiss, M.A., is the executive director at the Clery Center (March 2011) and formerly served as director of programs at Security on Campus (September 2005–September 2009). She has provided services as an expert witness in campus sexual assault civil cases and is affiliated with many professional organizations, including Rapid Response Expert Network, Violence Against Women Online Resources (VAWNET), Expanded Partners Group, “Vision 21: Transforming Victims Services,” Department of Justice: Office of Victims of Crime–sponsored project. Most recently, Alison served as part of the negotiated rule making committee for the VAWA amendments to the Clery Act. Prior to her work at the Clery Center, Ms. Kiss worked in education, health education, and counseling. She earned a bachelor of arts in psychology and Spanish from The Catholic University of America and a master of science in criminal justice from Saint Joseph's University. She has contributed book chapters to *Campus Crime*, 3rd edition and *Victims of Sexual Assault and Abuse*. She is currently writing her dissertation on the role of transformational leadership in sexual assault prevention and compliance with the Clery Act, and expects to graduate with a doctoral degree in higher education policy from Northeastern University.

Linda Langford, Sc.D., divides her time between her own consulting practice, Langford & Associates, and projects at Education Development Center, Inc. (EDC) located in Waltham, MA. From 1998 to 2012, she directed violence prevention initiatives at the U.S. Department of Education's Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention. At the Center, she developed a framework for violence prevention in higher education based on a public health approach that promotes campus and community collaboration and systematic data-driven planning based on the best available prevention science. She trains, speaks, and consults widely on effective campus-based prevention related to sexual and relationship violence, bystander intervention, hazing, suicide, and other issues. Her work focuses on effective prevention, strategic planning, and health communications, with special interests in environmental approaches to prevention, practitioner–researcher collaborations, and translating research to practice. She holds a doctorate in behavioral sciences from the Harvard School of Public Health.

John Wesley Lowery, Ph.D., is department chair and professor in the Student Affairs in Higher Education Department at Indiana University of Pennsylvania. He previously served on the faculties at Oklahoma State University and the University of South Carolina. He earned his doctorate at Bowling Green State University in Higher Education Administration. He is a frequent speaker and author on topics related to student affairs and higher education, particularly legislative issues (including Clery, FERPA, and Title IX) and student conduct on which he is widely regarded as a leading expert.

Karen L. Pennington, Ph.D., is a native of Pennsylvania and has spent the last thirty-nine years working in the higher education arena. She has served in a variety of student

affairs administrative positions at six colleges and universities in Pennsylvania, New York, and Ohio, including director of student activities, director of residence life, dean of students, and vice president. Dr. Pennington received a B.A. and M.A. in history at the University of Scranton (PA), an M.Ed. in secondary education counseling at Gannon University (PA), and a Ph.D. in higher education administration from the State University of New York at Albany. She is past president of the National Association of Student Personnel Administrators, an international association serving over 13,000 members. A resident of New Jersey since January 1998, Dr. Pennington resides in Upper Montclair.

Gina Maisto Smith, J.D., is a partner in the Education Counseling, Litigation, and Investigation Services and White Collar Litigation and Investigations Groups of Pepper Hamilton LLP, resident in the Philadelphia office. She chairs a national practice dedicated to the institutional response to sexual misconduct. Ms. Smith advises colleges and universities about all aspects of systems, policies, procedures, and practices regarding the investigation and adjudication of sexual and gender-based harassment and violence, intimate partner violence, and stalking. Ms. Smith helps clients integrate the requirements of federal, state, and local authorities, including Title IX, the Clery Act, the Violence Against Women Act, criminal law, HIPAA, and FERPA. She designs policies and systems that implement the law in the context of trauma-informed and fair and impartial processes, and conducts investigations into allegations of sexual and gender-based harassment and violence, intimate partner violence, and stalking. She regularly conducts policy audits, works with internal task forces, and provides advice about the implementation of systems, internal operating procedures and coordination with external processes. Ms. Smith's depth in child abuse investigation and prosecution also enables her to assist clients in meeting their child protective services compliance requirements.

Ms. Smith regularly conducts training for diverse university constituencies, including Title IX coordinators, Sexual Assault Response Teams, student conduct administrators, judicial hearing boards, investigators, senior leadership, boards, and members of the campus community. Ms. Smith served as an expert on the education, prevention, and training subcommittee of the U.S. Department of Education's Negotiated Rulemaking Committee for the Violence Against Women Reauthorization Act of 2013.

Prior to joining Pepper, Ms. Smith was a partner with Ballard Spahr in Philadelphia. Prior to that, she spent nearly two decades in the Philadelphia District Attorney's Office where she investigated numerous cases, handled more than 100 jury trials, and developed unmatched experience in the investigation and prosecution of sex crimes, child abuse, and domestic violence. She also trained prosecutors, investigators, and police in handling the most difficult aspects of sex crimes, child abuse, and domestic violence investigations.

Ms. Smith is an adjunct professor in trial advocacy at the University of Pennsylvania Law School and a past adjunct professor at Temple University James E. Beasley School of Law. She has served as a mentor for second-year law students through the Temple Summer Professional Experience Curriculum, a domestic violence protocol trainer at the Philadelphia Police Department, and as a guest speaker educating local high school, college, and law students about sexual assault, domestic violence, and legal career topics. Ms. Smith has served as a faculty member of the Pennsylvania Supreme Court Commission on Capital Education since 2005 and serves on the CLE

Committee of the National Association of College and University Attorneys. She is a past faculty member of the American Prosecutors Research Institute, the National and Northeast Regional Children's Advocacy Centers, and the National District Attorneys Association. She is a past participant in the National Judicial College's Capital Improvements Initiative: Curriculum Development and Faculty Workshop. Ms. Smith serves on the board of directors of the University of Pennsylvania's Field Center for Children's Policy, Practice and Research and the Center for Excellence in Higher Education Law and Policy at Stetson University College of Law. She is also a member of the Center City Crime Victims Services Advisory Committee and the Support Center for Child Advocates Development Committee, and is on the board of the Chestnut Hill Youth Sports Club, where she also serves as the commissioner for boys' soccer and basketball.

Ms. Smith has received several honors for her work in child abuse and interpersonal violence, including an award from the Asia Adams Foundation for her advocacy for the rights of those affected by interpersonal violence (2012), the Philadelphia Victim Advocate Award from the Center City Crime Victims Services (2011), and the Distinguished Advocate Award from the Support Center for Child Advocates (2005). Ms. Smith is a graduate of Temple University James E. Beasley School of Law (J.D. 1987), and Saint Joseph's University (B.A. 1983).

To order go to <http://www.civresearchinstitute.com/csart.html> and click "Add to Cart"