
CAMPUS SEXUAL ASSAULT RESPONSE TEAMS

Program Development and Operational Management

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Foreword

WHY ESTABLISH A CAMPUS SEXUAL ASSAULT RESPONSE TEAM?

Sexual assault is a critical issue for all college and university campuses. Even though many institutions officially report zero sexual assault crimes each year, sexual assault is known to be a historically underreported crime. As such, crime reports alone cannot provide the basis for determining the extent of the problem on any given campus. Community colleges, large residential campuses, and faith-based institutions are equally obligated to proactively and comprehensively address sexual assault within their communities. No campus is immune from this problem.

Studies have consistently shown that sexual assault primarily affects women and youths, and that most perpetrators are friends, acquaintances, or someone known to the victim.

- In 1994, Robin Warshaw demonstrated that one in four college women were victims of a completed or attempted rape and that in fully 84 percent of the attacks, the victim knew the perpetrator.
- The National Violence Against Women Survey of 1998 demonstrated that 83 percent of rape victims were under twenty-five years old when assaulted (Tjaden & Thoennes, 1998).
- In 2000, Bonnie Fisher, Francis Cullen, and Michael Turner's *The Sexual Victimization of College Women* survey estimated that colleges with 10,000 students might expect more than 350 rapes per year.

Addressing campus sexual assault is the right thing to do, and not only because it is a crime. Supporting a comprehensive institutional approach to address sexual assault ensures that all members of a campus community have access to the education and employment they seek. A single campus constituency cannot eradicate sexual assault on its own. Sexual violence on campus affects everyone. The entire campus community must work collectively to create a safer environment in which all members can live, work, and learn.

The impact of campus sexual assault can exact a tremendous toll on both the individuals involved and their institutions. For many victims of these violent crimes, immediate injuries endanger their physical health and well-being. Most victims also suffer emotional trauma and both short- and long-term psychological effects, including stress, feelings of isolation, low self-esteem, and self-blame. As a result of the incident, survivors may develop substance abuse problems, eating or sleep-related disorders, posttraumatic stress syndrome, or depression, which in some cases leads to suicide.

The academic consequences of sexual assault on campus are significant. Poor attendance and the inability to study can result in lower grades and, potentially, academic probation or dismissal. Some students may choose to suspend their studies or drop out entirely, thus losing their opportunity to obtain an education and compromising their ability to pursue professional and personal goals. Sexual assault on campus can also generate devastating, far-reaching consequences: "If college is a place for healthy risk-taking and for personal, social and vocational maturation, then rape and abuse represent blows to the search for self-identity and life roles" (Otten & Hotelling, 2001, p. 9).

Perpetrators of campus violence face potentially negative repercussions from identification, campus adjudication, and possible expulsion to prosecution and conviction with a prison sentence. However, if these individuals are not held accountable, their abusive behavior may escalate, further endangering students. Without appropriate intervention, perpetrators can continue to engage in violent behavior with future partners and perpetuate the cycle of violence.

By not effectively addressing sexual assault on campus, an institution sends a message that such violence will be tolerated and neglects both its moral obligations and academic purpose.

By silencing inquiry, by discounting the seriousness of the problem, by responding inconsistently to sexual violence cases, and by failing to promulgate (or enforce) policies, the university fails in its most basic mission: to provide a nourishing learning environment free from intimidation and bias. (Otten & Hotelling, 2009, p. 9)

Thus, institutions of higher education can best serve members of their community by ensuring timely access to appropriate services and creating an environment intolerant of sexual assault. While the approach of each campus to addressing sexual assault will vary according to its needs and resources, this book provides suggestions and standards for every college and university campus.

Providing or ensuring access to specialized services for victims must be a priority of every campus plan to address sexual assault. Some colleges and universities may choose to support their own sexual assault victim services program on campus through college health centers, advocacy departments, and campus law enforcement. Others may establish referral relationships with external partners such as community Sexual Assault Response Team (SART) systems, established Sexual Assault Nurse Examiner (SANE) programs in local emergency rooms, local rape care centers, and municipal police departments. Whatever the methodology, every campus plan must include a range of services and be accessible to victims, including students, faculty, and staff, at all times.

Limited financial or personnel resources to support a campus-based sexual assault services program should not be seen as an insurmountable obstacle, especially when local qualified service providers are invited to participate in the campus victim services plan.

Many communities provide a full range of victim services. By developing a formal relationship with effective community service providers, campuses can help facilitate the quick mobilization of services for campus sexual assault victims.

When designing any type of victim services, campuses must take into consideration the particular needs of victims, with a special emphasis on the demographic make up of the campus community. This includes ensuring that services are accessible to, and appropriate for, all students, faculty, and staff—including both women and men, individuals with disabilities, cultural and religious minorities, lesbian/gay/transgendered individuals, commuting or parenting students, and older students.

When institutions of higher learning begin to address the issues associated with sexual assault by providing services for victims, holding perpetrators accountable, and promoting awareness through educational programs, administrators may see an increase in the number of violent incidents reported. This does not necessarily mean that there has been an increase in sexual assault. Instead, these numbers demonstrate that the campus system for responding to and dealing with violence is working and that victims feel confident enough to come forward and report. In the long run, the evidence of higher numbers signifies an important first step toward retaining students and eliminating the

problem of violence against women on campus. This is why it is imperative to develop a campus SART *before* a campus implements training and prevention programs.

For victims of sexual assault to receive the care and services they are entitled to through federal and/or state regulations, campus response systems must be comprehensive and include all services—medical, forensic, advocacy, law enforcement, judicial affairs, housing and academic accommodations, and follow-up care. What is also crucial in this response is that these multidisciplinary teams provide a *coordinated* response with objective administrative oversight and evaluation to ensure an effective response.

TRAINING AND PREVENTION PROGRAMS

College and university campuses are microcosms of the larger communities in which they reside. As such, campuses experience the same social problems faced by all communities including sexual assault. Students, staff, and faculty alike are at risk for sexual victimization. Moreover, all three groups can also be potential perpetrators of sexual assault. However, prevention education and training on sexual assault and institutional policies can prepare campus community members for these realities and improve response services. In addition, training on campus sexual assault policies clearly conveys the institution's expectations of acceptable behavior for all members of the campus community.

An appropriate place to begin is with training for faculty and staff, including campus security and law enforcement. These individuals have relationships with students who may view them as trusted resources within the campus community. In turn, professors, teaching assistants, janitors, administrative support staff, and student leadership must be prepared to appropriately respond to disclosures of sexual victimization. When employees are thus empowered, necessary resources and services can be mobilized without delay. Unfortunately, a recent study found that “few campuses provide sexual assault response and/or sensitivity training to those most likely to first hear of sexual assaults on their campus: friends and fellow students, campus law enforcement/security officers, and faculty members” (Karjane, Fisher, & Cullen, 2002, p. ix).

Faculty and staff not only provide resources for victims, but they are also vulnerable to assaults themselves. A national victimization study sponsored by the U.S. Department of Justice reported that approximately 51,000 employees are raped or sexually assaulted each year (Warchol, 1998). Informing staff members about available resources is a proactive way of ensuring their prompt access to treatment and services.

There are a number of reasons why colleges and universities must provide sexual assault prevention education to members of their campus communities. As educational institutions, they assume a role in the development of individuals—fostering character and helping people understand their roles and responsibilities in society. In addition, sexual assault is a crime primarily committed against youths, the population traditionally served by many colleges and universities. Institutions of higher education also sponsor and support a number of social organizations frequently associated with high-profile sexual assault crimes, including fraternities, sororities, and athletic teams, which garner significant media attention when incidents occur.

Campuses also have the unique opportunity to educate and eradicate sexual assault through primary prevention programs. This strategy ranges from engaging men in dialogs that can create cultural change to bystander intervention programs. It can also be used within the campus health care system by integration of questions in patient assessments that measure vulnerability and risk taking behaviors.

Campus sexual assault prevention education activities take many forms, including public media campaigns aimed at raising awareness about the prevalence and dynamics of acquaintance rape, consciousness-raising groups for men to explore their role in supporting sexually exploitative behavior, and peer educator presented role plays and workshops in residential buildings. Including training and prevention as part of campuses overall response to sexual assault is imperative and is clearly a proactive and preventative response to sexual violence issues.

Training and education also needs to be done extensively with members of SARTs to understand the dynamics of victim response, victim rights, and perpetrator behaviors in order to provide the highest quality response system. This includes campus responders as well as community team members. Many municipal agencies do not understand the dynamics of a campus environment and can respond ineffectually to college victims. Community responders also need specific training in the additional rights and options of campus victims in order to provide a fully comprehensive response.

This foreword stresses the importance of comprehensive services for victims of sexual assault in the form of coordinated and comprehensive SARTs and the provision of training and prevention programs for team members and campus communities at large.

This book will provide the foundation to assist campuses in the development of a comprehensive plan to address sexual assault. The chapters are written to inform, educate, and empower people to action. Go forth and take action!!!

The California Coalition Against Sexual Assault

Authors' Note

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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 seven 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 amongst 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 rape care 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. Seven years later, 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. As of 2007, all counties in New Jersey have established SART systems. We have now partnered with one 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 recent survey done by the American College Health Association. Results of this survey can be found in Appendix G. 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 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.

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 to pose 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 the text in reference to victims since most victims are female. It was used for continuity purposes only and does not exclude sexual assault against males or same-sex assaults. We know that these types of assaults do occur and are most definitely underreported to a far greater extent. MSU's SART is designed to be gender neutral, and we encourage readers to develop responses that will provide comprehensive services to male victims as well as being inclusive of same sex assaults.
- 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 F 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.

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
2009

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About the Editors and Contributors

Donna M. Barry, RN, APN, MSN, FN-CSA, has been in the health care field for over twenty-five 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. 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 and Pandemic Response Teams; response coordinator for public health incidents; and a member of the Students of Concern 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 practice 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 and her home county in New Jersey. 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 currently serves 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 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 past member of the 2007 National SART Training Conference Planning Committee. 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 Montclair State University 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. She also participates regularly in federal, state, and county emergency preparedness

and disaster response exercises. Ms. Barry is certified through the American College of Forensic Examiners' Medical Publication and Safety, First Responder Division, in preparation and response, level III.

Chief Paul M. Cell has twenty-eight years of law enforcement experience and has been Chief of the Montclair State University Police Department since 2001. He is a graduate of the 217th class of the prestigious FBI National Academy and of the FBI Mid-Atlantic Law Enforcement Executive Development Seminar. In 2003, Chief Cell was part of a law enforcement delegation that traveled to South Africa to work with the national South African Police Services to discuss policing policies and strategies. During that time, he had the opportunity to work on a tactical police squad in the highly volatile Soweto area of Johannesburg.

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 Montclair State University Sexual Assault Response Team, 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 International Association of Chiefs of Police National Law Enforcement Leadership Institute on Violence Against Women. In 2008, MSU SART was recognized by the International Association of Chiefs of Police 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, 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 campus Sexual Assault Response Team 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."

As an active member in local, state, national, and international professional law enforcement associations he has held several board positions within these organizations. Chief Cell is the 2009 president of the NJ Passaic County Police Chiefs Association and past president in 2004 and 2005. He currently serves as vice president of the Passaic County Law Enforcement Foundation and sergeant at arms for the New Jersey State Association of Chiefs of Police both since 2007. In addition, he is an active member of the New Jersey President's Council of Colleges and Universities Homeland Security Committee.

Police Lieutenant Kieran Barrett has been working at the Montclair State University (MSU) Police Department for eleven years, has a B.S. in criminal justice, and will complete his master's studies in history in 2009. Lt. 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. Lt. Barrett is a certified police instructor in the State of New Jersey and in 2006 received advanced training through the International Association of Chiefs of Police National Violence Against Women Trainer Development Program. In his spare time, Lt. Barrett enjoys his continued study of generational history, hiking, and any time spent outdoors. A lifelong resident of northern New Jersey, Lt. Barrett married an MSU alumni and had his first child, Andrew, in July 2006.

Elizabeth Mary Baldizan, Ed.D., is the assistant dean for the Academic Success Center and Director of the Jean Nidetch Women's Center at the University of Nevada Las Vegas (UNLV). Dr. Baldizan is an adjunct professor in the Department of Educational Leadership at UNLV and was also adjunct faculty and graduate intern coordinator at Seattle University.

Her professional involvement includes serving as president of the Association for Student Judicial Affairs, board of director member for the National Association of Student Personnel Administrators (NAPSPA), editorial board for the Council on Law in Higher Education, and is a current member of the *NASPA Journal* editorial board. She is a graduate of the University of Northern Colorado, magna cum laude, where she earned her bachelor's degree in communications and environmental studies and received her master of arts in education from the University of New Mexico. Her doctorate was earned in educational administration from UNLV.

The California Coalition Against Sexual Assault, founded in 1980, is the only statewide organization whose sole purpose is to promote public policy, advocacy, training, and technical assistance on the issue of sexual assault. The primary members are California's rape crisis centers and rape prevention programs and affiliate members that include organizations, businesses, and individuals committed to their mission and vision of the elimination of sexual violence. The California Coalition Against Sexual Assault provides leadership, vision, and resources to rape crisis centers, individuals, and advocates for the needs of sexual assault survivors and its membership through public policy initiatives, technical assistance, listservs, a Rape Prevention Resource Library, research reports, and special initiatives such as the Campus Program, My Strength Campaign, and the Prevention Connection.

William DeJong, Ph.D., is a professor of social and behavioral sciences at the Boston University School of Public Health. Dr. DeJong is director of research and development for Outside the Classroom, Inc., in Needham, MA, which provides online alcohol education programs to U.S. college and university students. He is also the principal investigator for the Social Norms Marketing Research Project, a large-scale evaluation of social norms marketing campaigns focused on reducing student alcohol use, which was funded by the National Institute on Alcohol Abuse and Alcoholism and the U.S. Department of Education. Between 1995 and 2004, Dr. DeJong served as director of the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, for which he still serves as a senior advisor. He is a graduate of Dartmouth College and received his doctorate in social psychology from Stanford University.

Linda B. Falkson, J.D., became the Cornell University assistant ombudsman in April 2008. Prior to receiving this appointment, she served as Cornell's associate judicial administrator and then as deputy judicial administrator for ten years enforcing Cornell's Code of Conduct. As a conduct officer, she was active with the professional organization, Association of Student Judicial Affairs (ASJA). 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.

Donna Gaffney, APRN, BC, DNSc, FAAN, is on the faculty of the International Trauma Studies Program in New York City. She has long addressed the issues of trauma in women 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 New York State. In 2004, she developed an online sexual assault examiner course for Seton Hall University and The New York City Alliance Against Sexual Assault. She also consulted with the New York State Department of Health on the design and implementation of the New York sexual assault forensic examiner (SAFE) certification guidelines and process. Dr. Gaffney was a consultant and contributor for UNICEF's pilot training program for the Democratic Republic of the Congo Sexual Assault Care Guide.

Dr. Gaffney consulted with the Air Force JAG School in Alabama and since that time has trained Air Force Special Investigators at the USAF Academy as well as investigators at regional workshops held at bases across the United States. In these workshops Dr. Gaffney addresses the dynamics of sexual assault and the psychological impact of sexual violence, drug facilitated sexual assault, and the nature of the forensic examination.

Following the arrest of former nurse and serial killer, Charles Cullen, in 2003, Dr. Gaffney raised public awareness regarding the role of forensic nursing in the reporting of criminal acts. In addition to numerous academic publications, Dr. Gaffney is the author of *The Seasons of Grief, Helping Children Grow Through Loss and Adolescent Sexuality: A Guide for Clinicians*. 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, the American Nurses Association, the American Psychological Association, and the International Association of Forensic Nurses. She is also a forensic nurse consultant and has a private practice focusing on women and children.

Roberta Gibbons, M.A., is the associate director of the Aurora Center for Advocacy and Education, the on-campus violence intervention and prevention center at the University of Minnesota-Twin Cities. For the past eight years she also has served as the principal investigator for the U.S. Department of Justice's *Grants to Reduce Violent Crimes Against Women on Campus*. As adjunct faculty at both the University of Minnesota and Metropolitan State University, Ms. Gibbons has taught courses through the departments of public policy, women's studies, family education, and human services. Ms. Gibbons earned her master's degree in political science in 1991, holds a certificate in program evaluation, and is currently a Ph.D. candidate in educational policy and administration. She worked in nonprofit management and

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Mary E. (“Mary Beth”) Grant, J.D., has served as Cornell University’s judicial administrator since 1999. Prior to joining Cornell, Ms. Grant worked as a civil rights attorney and a community educator with the Legal Aid Society of Minneapolis, served as a judicial clerk, and completed a stint in a law firm. 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 and two daughters, where she enjoys attending live music events, volunteering in the community, poking around in her garden, and relaxing with a good book.

Linda Langford, Sc.D., is an associate director at the Center for College Health and Safety at Education Development Center in Newton, MA. She has worked at the U.S. Department of Education’s Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention since 1998, serving as evaluation director for four years and since 2002 directing the center’s violence prevention initiatives, including developing a comprehensive framework for campus violence prevention. Previous projects include working with statewide campus coalitions to promote coordination between sexual violence and alcohol prevention efforts and directing a pilot study of a high school social norms marketing alcohol prevention campaign. Her work focuses on strategic planning, evaluation, and health communications with special interests in environmental prevention approaches, practitioner-researcher collaborations, and translating research to practice. She holds a doctorate in behavioral sciences from the Harvard School of Public Health and taught in Tufts University School of Medicine’s health communications program from 1998-2007.

John Wesley Lowery, Ph.D., is associate professor in the Department of Student Affairs in Higher Education at Indiana University of Pennsylvania. He previously served on the faculty at Oklahoma State University and the University of South Carolina. He also held administrative positions at Adrian College and Washington University. He earned his doctorate at Bowling Green State University in higher education administration. Dr. Lowery is actively involved in numerous professional associations including ACPA, ASJA, and NASPA. He has a master’s degree in student personnel services from the University of South Carolina and an undergraduate degree from the University of Virginia in religious studies. He is a frequent speaker and author on topics related to student affairs and higher education, particularly legislative issues and judicial affairs on which he is widely regarded as a leading expert. Over his career, Dr. Lowery has been honored by several professional organizations. At the 2007 Association for Student Judicial Affairs Conference, he received the D. Parker Young Award for “outstanding ongoing scholarly research contributions to the fields of higher education and student judicial affairs.”

Karen L. Pennington, Ph.D., is a native of Pennsylvania and has spent the last twenty-six years working in the higher education arena. She has served in a variety of student affairs administrative positions including director of student activities, director of residence life, dean of students, and vice president at six colleges and universities in Pennsylvania, New York, and Ohio. 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 (NASPA), an international association serving over 9,000 members. She is a member of the board of advisors for Archbishop Prendergast High School in Drexel Hill, PA, and a member of the board of trustees of the University of Scranton. A resident of New Jersey since January 1998, Dr. Pennington resides in Upper Montclair.

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CAMPUS SEXUAL ASSAULT RESPONSE TEAMS

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