
Committee Meeting

of

SENATE HIGHER EDUCATION COMMITTEE

“The Committee will receive testimony from invited speakers on campus sexual assault, including members of the Task Force on Campus Sexual Assault, who will provide the Committee with a status report on its progress”

LOCATION: Committee Room 4
State House Annex
Trenton, New Jersey

DATE: December 12, 2016
10:00 a.m.

MEMBERS OF COMMITTEE PRESENT:

Senator Sandra B. Cunningham, Chair
Senator Nellie Pou, Vice Chair
Senator Paul A. Sarlo
Senator Thomas H. Kean Jr.
Senator Robert W. Singer



ALSO PRESENT:

Sarah B. Haimowitz
Juan C. Rodriguez
Office of Legislative Services
Committee Aides

Rosa Farias
Senate Majority
Committee Aide

John Gorman
Senate Republican
Committee Aide

Meeting Recorded and Transcribed by
The Office of Legislative Services, Public Information Office,
Hearing Unit, State House Annex, PO 068, Trenton, New Jersey



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**REVISED
COMMITTEE NOTICE**

TO: MEMBERS OF THE SENATE HIGHER EDUCATION COMMITTEE

FROM: SENATOR SANDRA B. CUNNINGHAM, CHAIRWOMAN

SUBJECT: COMMITTEE MEETING - DECEMBER 12, 2016

The public may address comments and questions to Sarah B. Haimowitz, Juan C. Rodriguez, Committee Aides, or make bill status and scheduling inquiries to Natalie Pagan, Secretary, at (609)847-3850, fax (609)984-9808, or e-mail: OLSAideSHI@njleg.org. Written and electronic comments, questions and testimony submitted to the committee by the public, as well as recordings and transcripts, if any, of oral testimony, are government records and will be available to the public upon request.

The Senate Higher Education Committee will meet on Monday, December 12, 2016 at 10:00 AM in Committee Room 4, 1st Floor,* State House Annex, Trenton, New Jersey.

The committee will receive testimony from invited speakers on campus sexual assault, including members of the Task Force on Campus Sexual Assault who will provide the committee with a status report on its progress.*

Issued 12/5/16

* Revised 12/6/16 – Please note the room change and additional information on speakers.

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TABLE OF CONTENTS

	<u>Page</u>
Patricia Teffenhart Executive Director New Jersey Coalition Against Sexual Assault, and Co-Chair Task Force on Campus Sexual Assault	4
Sarah McMahon, Ph.D. Associate Professor School of Social Work Rutgers, the State University of New Jersey, and Associate Director Center on Violence Against Women and Children, and Member Task Force on Campus Sexual Assault	6
Elizabeth Zadnik Statewide Capacity Manager New Jersey Coalition Against Sexual Assault, and Member Task Force on Campus Sexual Assault	9
Helen Archontou Chief Executive Officer YWCA Bergen County, and Adjunct Professor Center for Child Advocacy and Policy Montclair State University, and Member Task Force on Campus Sexual Assault	22
Rahimah Faiq Student Body President Rutgers, the State University of New Jersey-Newark	27
Jared Sutton President Student Government Drew University	35

TABLE OF CONTENTS (continued)

	<u>Page</u>
Peter P. Mercer, Ph.D. President Ramapo College of New Jersey	41
Melissa Van Der Wall Dean of Students, and Deputy Title IX Coordinator Ramapo College of New Jersey	44
Miki Cammarata, Ed.D. Vice President Student Development William Paterson University	47
Gail Towns Executive Director Marketing and Communications Georgian Court University	62
Mary Pettrow Associate Director Providence House Domestic Violence Services Catholic Charities	63
APPENDIX:	
Testimony submitted by Sarah McMahan, Ph.D.	1x
Testimony submitted by Peter P. Mercer, Ph.D.	3x
Testimony submitted by Melissa Van Der Wall	6x

TABLE OF CONTENTS (continued)

APPENDIX (continued)

	<u>Page</u>
Testimony, plus attachments submitted by Miki Cammarata, Ed.D.	8x
Testimony, plus attachments submitted by Gail Towns	21x
pnf:1-71	

SENATOR SANDRA B. CUNNINGHAM (Chair): Good morning, everyone.

UNIDENTIFIED MEMBERS OF AUDIENCE: Good morning.

SENATOR CUNNINGHAM: First of all, I want to thank everyone who has come here today to discuss the issue of sexual assaults on our campuses.

Most of you know that this issue is one that is important to me, and I am dedicated to continue the discussion around best practices and solutions to address the challenges seen throughout our state.

Today we will hear from the Campus Sexual Assault Task Force, which was established by legislation, S-2812, in 2015. They will provide an update on their report that we look forward to receiving at the end of June 2017. We will also hear from Ramapo College, William Paterson University, and Georgian Court University.

This year we saw several news stories around sexual assaults on college campuses nationwide, but none more prominent than the Brock Turner case out of Stanford University. For those of you who are not familiar, Brock Turner was a student athlete at Stanford University and was convicted on three counts of felony assault for sexually assaulting an intoxicated and unconscious 22-year-old student (*sic*). Turner's trial concluded on March 30, 2016, where he faced a potential total of 14 years in prison. On June 2, 2016, Santa Clara County Superior Court Judge Aaron Persky sentenced Turner to six months' confinement in the Santa Clara County Jail, to be followed by three years' probation.

Brock Turner only served two months, for good behavior -- two months, for good behavior -- and was ordered to register as a sex offender and participate in a sex offender rehabilitation program. That's it.

Also this year, the United States Department of Education released an eye-opening report on reported rape cases nationwide. According to Federal campus safety data, Brown University and the University of Connecticut tied for the highest annual nationwide total of 43 reported cases. Most notably, the report showed that there were 84 reported cases of rape among New Jersey's four-year colleges in 2014. According to this report, New Jersey's top five universities, with respect to reported rapes, are as follows: Rutgers University, New Brunswick with 32; Rowan University with 7; Ramapo College of New Jersey with 6; Stockton University with 6; and William Patterson University of New Jersey, 6.

As you can see, there is much more work that needs to be done; and the purpose of this hearing is not to blame our institutions, but to shine a light on the struggles we continue to see in our state and to promote best practices. We believe that New Jersey has the best colleges and universities in the country, and this is only here to support their work and their effort. We want our best, our finest to also be our safest.

So we're going to begin now with the Campus Sexual Assault Task Force.

MS. HAIMOWITZ (Committee Aide): Excuse me, Senator. Do you want me to take attendance, for the record?

SENATOR CUNNINGHAM: Oh, yes; you want to do that.

MS. HAIMOWITZ: Yes. (laughter)

SENATOR CUNNINGHAM: Just go ahead.

MS. HAIMOWITZ: Okay.

Senator Singer.

SENATOR SINGER: Here.

MS. HAIMOWITZ: Senator Kean.

SENATOR SINGER: And the first one here.

SENATOR KEAN: Here.

MS. HAIMOWITZ: And the first one -- Senator Singer; and Senator Kean is here.

And Senator Cunningham.

SENATOR KEAN: But I'm here for the quorum, Bob.

(laughter)

MS. HAIMOWITZ: Senator Cunningham.

SENATOR CUNNINGHAM: Here.

MS. HAIMOWITZ: Thank you.

SENATOR CUNNINGHAM: Okay. So I'm going to call up the Campus Sexual Assault Task Force: Patricia Teffenhart--

MS. HAIMOWITZ: Teffenhart (indicating pronunciation).

SENATOR CUNNINGHAM: Teffenhart; okay. I might mispronounce your names; please be patient. (laughter) Patricia Teffenhart -- no one has worse penmanship than me; however, it does not help when you read anybody else's. You would think it would. Sara McMahon from Rutgers; Liz Zadnik from New Jersey CASA; Helen Archantou, Healing Space; Rahimah Faiq, Rutgers University; and Jared Sutton, from Drew University.

Thank you.

Before we begin, we've been joined by two Senators, Senator Nellie Pou and Senator Kean.

SENATOR KEAN: I was here the first time.

SENATOR CUNNINGHAM: Oh, okay. (laughter)

SENATOR KEAN: You can ask me again, if you'd like.

SENATOR CUNNINGHAM: We're glad to have you.
(laughter)

Senator Sarlo will be joining us in a little while.

Okay, you may begin.

PATRICIA TEFFENHART: Good morning, everyone.

Thank you, Chairwoman, for convening this opportunity today; and good morning to the rest of the members of the Committee.

We have committed ourselves to issuing some brief remarks. Mostly, we just thank you for the opportunity to be here and share a little bit about what's been going on with the Task Force. And we appreciate the fact that the Legislature unanimously allowed us to have the opportunity to convene a Task Force. I think it does speak to -- reiterating your remarks, Chairwoman -- the commitment New Jersey is making to make sure that we have the safest campus communities possible.

To share a brief overview of where we've been to date: We had our first meeting in June; it took a little while for the Governor's appointments to be solidified. So by the end of May, the beginning of June, all of our Task Force appointments were confirmed. We convened for the first time in June; and at that meeting, we decided that we would have two Co-Chairs. I feel very honored that my colleagues decided that I would get to serve as a Co-Chair, as well as Donna Barry from Montclair State

University. She couldn't be with us today, she's not feeling well; but she sends her regards, both to our colleagues on the Task Force and to members of the Committee.

At that first meeting, what we decided to do was to really break apart and dissect the concepts that were introduced in legislation over the past year to 18 months in New Jersey. And we decided that at each of our monthly meetings, we would tackle one of these topics more substantively. So we looked at things such as campus-community partnerships, the role of law enforcement in campus response, primary principles of prevention, Title IX and Clery, campus climate surveys; and then we convened an opportunity to meet with student government leaders from across New Jersey.

You'll hear, from my colleagues today, a little brief overview of each of these content areas. Our meeting this Thursday is the one in which we'll be discussing the role of law enforcement in campus response, so we don't have an update for you on that; that meeting is happening this week. And the idea was to bring in both experts from within our Task Force and outside entities to share perspective and professional expertise that will allow us to provide the Legislature and policymakers in New Jersey with some real nuanced policy recommendations.

So the purpose of today's meeting -- we don't have those recommendations; we're obviously still in the fact-finding portion of our work. But we wanted to let you know where we've been so far; some of the special considerations that we've brought up within our group. I'm going to answer any questions that you might have, and we do look forward to,

hopefully, having an opportunity to meet with you, once our report is finalized, to provide a verbal update on our work.

SENATOR CUNNINGHAM: Very good.

S A R A H M c M A H O N, Ph.D.: Thank you, Chairwoman, and members of the Committee. It's a real privilege to be here, speaking with you as part of the Task Force, and also representing Rutgers University.

And my role today is really just to highlight some of the conversation that we've been having about the role of campus climate surveys.

I serve as Associate Director of our Center on Violence Against Women and Children at the School of Social Work. And we've been collaborating with the White House Task Force to Protect Students from Sexual Assault, specifically on how to best develop and implement campus climate surveys.

And I've been fortunate enough to be able to share some of the lessons that we've learned, and have meaningful discussions with my esteemed colleagues here at the Task Force on what the role of campus climate surveys might be. And at this point, the administration of campus climate surveys has really been identified as a *best practice* by a number of entities, including the White House Task Force, as well as the Department of Justice's Office on Violence Against Women. And the idea is that although we definitely need to be figuring out how universities can best prevent and respond to sexual assaults on campus, they first need to pause and understand what is happening on their particular campuses.

And so in this sense, campus climate surveys are seen as a critical first step in helping universities gather campus-specific information

that helps institutions paint a picture of what is happening on their unique campus.

This is important because, ultimately, the information that we gather from campus climate surveys should be used to develop a tailored action plan to address the gaps on each unique institution; and it will not look the same across the board. We've had great success in using campus climate surveys on three of our campuses at Rutgers -- in New Brunswick, Newark, and Camden -- and we've been able to gather really rich information about students' experiences and their perceptions, and then use that data to collaboratively work on our campuses to develop action plans to help strengthen our response to, and our efforts to prevent, campus sexual assault.

Some of our discussion on the Task Force in New Jersey has been that there are many pieces that need to be in place in order to make campus climate surveys successful. For example, we found that support from campus leadership is absolutely essential to the success of the assessment. We've been very fortunate at Rutgers to have that support. And this includes a commitment of resources, not only to conduct the campus climate survey, but to then follow up and address the gaps.

Leadership also paves the way for engaging students across the campus, and encourages their participation; and it makes a clear statement that the University is taking this issue seriously.

In our experience, however, obtaining the support of institutional leadership is not always easy. There is, understandably, some hesitation by many universities. Conducting campus climate surveys will reveal weaknesses and problems on the campus. There are concerns about

how it will impact the university's reputation. However, at this point we believe it should be clear that this level of accountability is expected by our students, their families, and the public. It does, indeed, take some institutional courage to conduct these assessments. But what we've found is, that those universities that conduct campus climate surveys and are transparent about their findings are able to help build trust within their community.

In addition to the involvement of campus leaders, there is the very real issue of resources. Campus climate surveys cost money to implement and to analyze. The good news is that there are many resources available, at this point, to help colleges and universities conduct campus climate assess surveys. For example, the Department of Justice, through the Bureau of Justice Statistics, and the Office on Violence Against Women, have worked on developing an excellent, rigorously tested campus climate survey tool that is free and available for all to use. The White House's *Not Alone* resource guide provides extensive information and tools for campus sexual assault and campus climate surveys. And we, at our Center on Violence Against Women and Children, have a free guide on conducting campus climate surveys, complete with templates, tools, and guidance.

Our Task Force continues to consider the critical role that campus climate assessments have to play in the efforts of colleges and universities to address campus sexual assault here in New Jersey. We look forward to continuing the conversation and sharing our recommendations with you in our report.

Thank you for the opportunity to share our experiences and lessons learned thus far.

Thank you.

SENATOR CUNNINGHAM: Next.

ELIZABETH ZADNIK: Hello.

First of all, I wanted to say thank you to all of you for just having a commitment to creating safer -- exploring ways to create safer campus communities.

Before I started at NJCASA, and while I've been a staff member there, I've had the pleasure and honor of working with schools throughout the state and the country in exploring innovative ways to prevent sexual violence on campus. I'd like to take the next few minutes to share some of my reflections and experiences with you.

Effectively addressing this complex problem requires creativity, resources, and, maybe, most importantly, time. Time to reflect, time to observe change; and, maybe, most importantly to me, time to listen to students, faculty, and staff; because these conversations have helped in my experience and observations; have helped schools identify the constellation of risk and protective factors unique to their campus community.

The research we have available on the reasons why individuals who harm others, points to aggressive attitudes towards women and girls, an investment in dominant gender stereotypes, and a lack of empathic responses to others, just to name a few. Implementing programs that mitigate these risk factors requires hours of thoughtful training that includes space to practice new skills and behaviors. We have some promising models and guides; but each campus community is distinct, and effective programs appear to be those informed by their campuses strengths and culture.

This process of change and reflection includes more than educational and informational presentations during specific times of the year, or offering risk-reduction strategies focused on potential victims or targets of violence. These strategies are a very small part of the much-bigger picture.

Research has told us these programs do not have lasting effects. Sharing knowledge does not necessarily change behaviors or attitudes. It is dynamic, multi-faceted programs that help individuals find new ways of living, learning, and working.

I've also seen schools and organizations institutionalize prevention through policy change. This conveys clear expectations for everyone on campus. These expectations emphasize respect, safety, and equity for all.

Students spend a short time at schools. How can we make sure they're spending that time in institutions that value transparency, humility, and collaboration? Over six years of working with them, I've learned that schools have a deeply held commitment to serving students, alumni, and the surrounding community that they often exist in. This commitment has motivated them to craft trauma-informed conduct policies; hold campus-wide events aimed at starting dialogue -- meaningful dialogue with students, and staff, and everyone in the community; and piloting inclusive social change programs that have actually informed the larger anti-sexual violence movements.

So thank you so much for listening to my short expertise, and I look forward to being a part of statewide efforts.

Thank you.

SENATOR CUNNINGHAM: Thank you.

And do you want to-- For the record, would everyone please state your name first?

MS. ZADNIK: Oh, sorry.

MS. TEFFENHART: Patricia Teffenhart, Executive Director, New Jersey Coalition Against Sexual Assault.

DR. McMAHON: Sarah McMahon, Associate Professor at the School of Social Work at Rutgers University.

MS. ZADNIK: Liz Zadnik, Statewide Capacity Manager for the New Jersey Coalition Against Sexual Assault.

SENATOR CUNNINGHAM: Thank you.

Do you have a question?

SENATOR SINGER: Yes, I do, for the (indiscernible).

SENATOR CUNNINGHAM: Senator Singer.

SENATOR SINGER: I want to know what the Task Force is doing about looking at the effects of drug and alcohol in this entire issue.

MS. TEFFENHART: Those conversations are really interwoven into a lot of the conversations that we're having. Campus climate surveys reveal some information about the use of drugs and alcohol on campuses. Conversations around the Clery Act and adjudication processes on campuses tie into all of those themes. The Task Force has not yet identified a specific meeting in which that will be the focus of our conversation; but I will tell you that it is certainly -- the conversations are infused into the conversations we've been having.

SENATOR SINGER: Through the Chair, are you going to talk more to -- as to what responsibility universities and colleges have in cleaning up their act of drug and alcohol on their campuses?

MS. TEFFENHART: That's a very challenging question.

I can't speak for exactly what the next couple of months will hold, as far as substantive content discussions or policy recommendations. We certainly are aware, as I think the general public is, that drugs and alcohol play an important role that needs to be discussed when talking about the prevalence of sexual assault in general, not just on campus communities. And I think, you know, one of the things that we're hoping to get out of this meeting today is an opportunity to hear some of the points that you're interested in. We don't have clear content planned after January; our goal for February, March, April, and May is to really figure out where we have gaps of information that need to be filled, and to begin the rigorous process of writing the report and fleshing out our recommendations.

So I'm happy to report back to the Task Force, and make sure that we include some substantive information that would speak to your questions.

SENATOR SINGER: Are you also going to -- through the Chair -- are you also going to look at what percentage of these attacks have drug and alcohol relation at all?

MS. TEFFENHART: I think if this is a content area that we're going to explore, then that would be something that we would be willing to write into that section of the report.

SENATOR SINGER: I think this is key to what you are doing; I think it's all interwoven, interconnected. And you heard about the case that the Chairperson just talked about, in California -- that was directly based on that.

MS. TEFFENHART: Sure.

SENATOR SINGER: And I will tell you that alcohol and drugs on college campuses is out of control -- out of control. And if you speak to anyone going to colleges -- Wednesday, Thursday, Friday, Saturday, Sunday are party times. I mean, it's just totally out of control.

MS. TEFFENHART: We don't disagree with you. To be as completely vulnerably honest as I can be, this is not a content area that we had previously decided that we were going to dedicate one of our entire conversations to discussing. Just as I hope that we can provide information to this Committee today about what we've been doing, I think you've just raised some good questions for us to consider when we figure out what our next couple of months will include for content discussions.

I will also say that in the conversations that we've been having around students' rights on campuses and students' reporting, this has come up, absolutely. And some of the considerations are around making sure that a student who may have been involved in underage drinking doesn't feel as if he or she cannot report the fact that they've been assaulted because they are fearful of being in trouble for having been drinking underage.

So just because we haven't had this as the content of an entire monthly meeting, please know that it is definitely -- to your point -- it's not a conversation that we can have completely separate from all of these

things. The content is absolutely being woven into our normal narratives on the topic. But I will be happy to, sort of, figure out how we can, sort of, segment out some more of that information to, perhaps, be a specific subject area in our report.

Did you want to speak to that, Sarah?

DR. McMAHON: I think it is a really important point. And as Patricia said, we've been weaving it throughout.

And so one of the key pieces, again, of conducting a campus climate survey is that each university or college can understand what their particular culture is like; and the tools that are out there to conduct campus climate surveys include a number of questions about the role of alcohol. So the idea would be that universities and colleges would get that information, understand what's happening on their campus, and then develop appropriate interventions.

SENATOR CUNNINGHAM: Before I call on Senator Kean, one of the things that you can consider -- you can compare the number of reported rapes on campuses that are considered *dry* campuses, versus campuses that have alcohol on them. Is that one way of doing it?

MS. TEFFENHART: Everyone is, like, one, two, three -- not it.
(laughter)

I think as far as our conversation goes today, we are not prepared to give any strong recommendations or considerations on where we have been over the last couple of months. Because as you can imagine -- given the breadth of professional and personal experiences of the members of the Task Force -- we all come to the Task Force with different perspectives as well. So we have really committed our last six months to

fact-finding and, sort of, getting it all out in a really safe, confidential space between us. And we actually just laughed, at our last meeting, like, “Man, we haven’t even gotten to the point yet where we’re feeling as if we’re on the same page to issue recommendations.”

So I don’t want to speak on behalf of my colleagues, because I don’t think that we’ve fleshed out that that’s a direction that we would be willing to take our report. But it is certainly something for us to consider.

SENATOR CUNNINGHAM: This is just a request that I’m making; perhaps this is one area that you can look at a little closer.

MS. TEFFENHART: Absolutely; we appreciate the recommendation.

SENATOR CUNNINGHAM: Thank you.

Senator Kean.

SENATOR KEAN: Thank you, Madam Chair.

And through you -- Patricia, not to put you on the hot seat, yet again-- (laughter)

I think that one of things that you see -- whether it’s in the alcohol area or in other health-related, as it could be -- when an individual reports to the hospital, whether they’ve been assaulted or whether they were drunk-- Because many of these students are post-18, HIPAA kicks in, obviously; and what happens, therefore, is the parents aren’t even, then, potentially involved. So you could have a situation -- whether it’s a chronic alcohol problem, there’s a potential chronic abuse problem -- and there’s no way where there’s that outlet of the family infrastructure coming in from outside.

Can you talk at all about what role the HIPAA issue or something like that has, and what are things that can be done, potentially, to work around that? Not work around HIPAA; excuse me. (laughter) I'll phrase it the right way. But to understand that that's a huge barrier; that the parents may be -- or somebody else paying the bills -- that they will not have any idea of what's going on, on campus, because they are blocked from doing that by Federal law in the health area?

MS. TEFFENHART: I am going to defer to my esteemed colleague, Liz Zadnik, because she seems ready to take this one. (laughter)

SENATOR KEAN: Okay.

MS. ZADNIK: That's a high bar.

So I'm trying to, kind of, get -- what I'm hearing is, how can we kind of create like a safety net for the student; is that kind of what you're asking? Or is it really more about engaging parents and families?

SENATOR KEAN: It's more that there are-- An individual could be drunk every night or every weekend for an entire year, and the parents, for example -- and this is the first time that person is outside the house -- and that person's parents may never know, for example. And that has an impact. And if you know that your mom and dad are going to know that you're reporting frequently to the hospital on campus -- there are ways we can enforce that; number one. Number two, if you are a person who has been a victim on -- and that's on the assault side. If you've been abused or attacked, or what have you, and you don't tell your parents, and you're 18, or 19, or 20 -- and it's happened on a couple of different occasions -- there are-- You know, that has an impact on the ability to solve this issue and to

make sure people -- whether it's prevention, whether it's changing domestic violence issues on the campus or violence issues on the campus.

So I submit we have to figure out a way to understand that there are two different realities--

MS. ZADNIK: Sure.

SENATOR KEAN: --that can be going on. I may not be explaining it the right way, but I think you understand the core of what--

MS. ZADNIK: No, I-- Thank you for offering clarification.

I think, for me, it's-- I'm going to try to answer it -- the two questions; or two, kind of, branches.

So first-- I mean, I don't want to speak for the Task Force, and my boss is right there, so-- (laughter) I'm going to try to be as-- I don't think anybody would want to violate the rights of anybody if they were going for health care. But I also know that part of prevention efforts is to answer some of the other questions that have come up.

A lot of prevention is-- Professionals implementing education and prevention efforts on campus see the link with alcohol, specifically, and how it can increase aggression, decrease the ability to register cues if someone is not interested -- you're not reading that they're not interested. So I think a lot of prevention efforts are trying to both address binge drinking or any sort of drinking trends on a campus, while also trying to reduce the likelihood that that drinking is going to result in violence of any kind.

In terms of prevention efforts and response for survivors or victims that have a campus community or a coordinated response, if they get a forensic exam or some sort of health care as a result of a traumatic

event, there are advocates on and off campus; there are resources -- confidential resources on and off campus that will say, "Here's everything available to you. This net -- or this support network that you can either create for yourself or identify that's already existing." Parents or family members, either chosen family or biological families, are definitely going to be on that list. They are going to assess whether that's safest for the survivor to disclose. And that's going to be part of, and is part of, many campus coordinated responses to disclosures of violence -- is trying to identify areas in a survivor's life where they can feel most supported and most empowered. And sometimes that may include family, and sometimes not.

And while I know I'm not a parent myself, I know parents, and I have some, so I can definitely relate to the desire to want to help someone who is going through a very difficult time. But our job is to make sure that survivors feel most empowered, and that may mean protecting their right to have their records protected under different Federal and State guidelines.

I hope that answered your question, or I've responded adequately to it.

Thank you.

SENATOR KEAN: If I may, through you, it's a very good start. But if we're looking at this to see if there's a barrier in that way, without violating individuals' rights, it's just a -- I think it's a fact that we should take a look at.

MS. TEFFENHART: And if I might add, Senator, I think some of the richest content-- While I obviously would like to think that all of us who do this work professionally have had some really good contributions to

the Task Force discussions, I will say I think the part of the report that, once it's written, might be of most interest to members of the Legislature will be the comments and recommendations that came forth from student leaders. That was probably the most important conversation we've had to date. And those are the voices -- I'm very proud of us for being able to bring, to you, students here today to speak with you. But they are the consumers of the policies that we're looking to create in the State of New Jersey, and they have some very smart and specific thoughts and recommendations about what works for them in their lived experience, and who they may or may not identify as members of their safety net.

So I do hope that what we've discussed, as a Task Force, is ways to bring those voices even further woven into the framework; that the report will eventually be really robust -- not just with our professional recommendations; but those student voices, to be really elevated to a place that they haven't been in the discourse so far.

So I don't want to put our amazing student leaders on the spot, but I do think those are -- the two students who we have with us today could probably give you all some very good thoughts and ideas, to sort of sit with over the next couple of months as we move forward.

SENATOR KEAN: Thank you.

SENATOR CUNNINGHAM: Senator Singer, and then we're going to bring up the second group.

SENATOR SINGER: Thank you, Madam Chair.

I just, again, want to go back on one thing.

I think you have to look at two factors that I'm concerned about. Many of the colleges and universities, per se, are commuter colleges

and universities, and don't have people there over the weekend a lot; people go home. So those issues in dealing with that are different than the universities and colleges where a large percentage of students stay through the whole weekend; they are there for the whole week.

So I realize, again, that the Task Force is going to decide a lot of its own directions. But preventiveness, to me, is a key factor in everything we're talking about. And I am telling you that, as a father of four, three of them being daughters -- and I have a freshman and sophomore in college -- I am extremely concerned about what I hear, and what is going on in general with the amount of alcohol and drugs being used. Whether it's at a tailgate before the football game -- that many of them never even make it in to the football game; whether it's fraternity houses or other events -- it is out of control. And I really believe, in many cases, the institutions just turn a deaf ear; because it's easier to turn a deaf ear than have to deal with that issue.

So again, I'm looking forward to some of your connections to what is happening through this. And again, I think the way to look at it, to me, was exactly what the Chairperson stated in that case. Here was this innocent person, a sensitive young woman who, unfortunately, was intoxicated and taken advantage of. But how do we get to that point -- that she's intoxicated? And that's not putting blame on her. See, the whole problem with this is -- I'm not looking to put blame on somebody -- "It's your fault that you drank" -- that's ridiculous. That's not the case at all. But why is that happening? In her case, she was 22; she can legally drink. But I'm telling you, on college campuses, you're finding a tremendous amount of young people who are not; they're 18 and 19 -- as Senator Kean

mentioned -- their first time away from home, and they don't understand the ramifications of their actions.

Thank you, Madam Chair.

MS. TEFFENHART: So Senator-- Chairwoman, if I may just quickly respond.

Thank you. I think all of the points that are being brought up through members of the Committee are incredibly valuable, and certainly will inform our next couple of months' worth of discussions. So all of your thoughts and feedback -- and I'll be sitting here taking notes through the rest of the hearing today, so I can go back and work with my Co-Chair to make sure that we are really hitting on the salient points that are relevant and important for members of the Legislature.

There are a couple of things I just want to hit on. I think that, to Sarah's point, the campus climate surveys play a huge role in helping individual institutions decide what are the best remedies on their campuses to address issues around -- let's say, to your point, Senator Singer, the influence of drugs and alcohol in the facilitation of assaults on campus. So the campus climate surveys will absolutely be something that we will be putting a lot of emphasis on in our report, because what we do know -- and I think as national reports and statistics show, and as my colleagues have already iterated -- one-stop shopping or one-size-fits-all types of remedies are absolutely not the approach. And I think what I really appreciate about the fact that this Legislature and this Governor approved the creation of this Task Force, is that it's giving New Jersey an opportunity to be more nuanced in our prevention efforts, as well as our response.

And secondly, I would be remiss, as a survivor advocate, if I did not point out the fact that the incident that the Chairwoman brings up, in many cases-- So we had an over-21-year-old victim who did have active bystanders involved in her case; who did have a written testimony provided in the courtroom that went viral; everyone read the remarks from that survivor. And yet still, with all of the “right things in place,” we have a justice system that really did not hold that offender accountable. And that is absolutely some of the meaty content that we’re discussing in our Task Force -- is that we tell communities and we tell individuals that if you do these things or if you don’t do these things that you will be safe, or you will be at risk, or all these other things. And then in this instance, we had active bystanders, we have a survivor who went to law enforcement, we have her written testimony; and we have an offender who walked, without a lot of accountability. And those are all things with which we, as a society, must contend also.

SENATOR CUNNINGHAM: Thank you.

May we have the other group up?

Welcome; please state your name before you speak.

H E L E N A R C H O N T O U: Good morning. My name is Helen Archontou, and I am CEO of the YWCA Bergen County, and a member of the Task Force.

Also potentially relevant -- I am an Adjunct Professor at Montclair State University for the last 15 years.

I’d like to thank the Chairwoman and the members of the Committee for allowing us to share some information about how the Task Force has been proceeding; and I specifically was requested to come speak

with you a little bit about the presentations and discussions we've had about campus and community partnerships.

This last meeting of the Task Force, we had two presentations from campus community partnership programs. One of them was from the YWCA Bergen County's healingSPACE program, which I oversee in my capacity as CEO; and the second was from the Warren County Domestic Abuse and Sexual Violence Crisis Center. Both of these programs are State-designated centers to serve their county. Both programs describe in detail how their countywide programs partnered with colleges and universities in their designated areas, and spoke about how these relationships were developed.

Some themes I'd like to share with you before talking about the program specifically, that really came from these presentations -- as well as what we know from some of the other existing partnerships across the state -- is that resources definitely limit the number of partnerships that could be developed. But even with that, there still were some very unique programs shared. Relationships developed between the campuses and the community programs were often developed through a champion, who supported and understood the effort. That champion was someone from the college and university leadership, who might have been at varying levels at the institution, who understood the need for a joint effort and the ability to influence decision makers in campus leadership, and create the partnership with the external community program.

In areas where champions did not exist at colleges and universities, tenacity on behalf of the community program staff was definitely key in terms of developing the programs and relationships. They

sought out campus staff so that they could educate them on the need of bringing community programs onto campus, and introducing them to students, and having them be an active part of the campus community.

In some of these cases, relationships started out slowly with small efforts; but definitely, over time, grew as the partnership developed, and as there was a greater understanding of the importance of the work.

In some cases, a critical incident occurred on the campus that created that partnership, and developed ways for the community agency to support the campus community. These partnerships and programs definitely were firmer if there was some type of preexisting knowledge and relationship of the community agency.

In some efforts, a funding stream was identified by the campus community or the community agency, and then the two entered into a joint programming effort. Again, preexisting knowledge of the community agency really helped in developing and moving these efforts along as well.

I'd also like to share my-- I'm looking forward to hearing from the two students. I actually found, of all of our presentations, that to be one of the most important. And one of the things that I found during their report-out of the area that I was in, and then, I guess, the larger deep brief of our full group, is that the campus communities that had relationships with the Sexual Violence Resource Centers and the Domestic Violence Resource Centers in their community had students around the table who were able to speak to feeling a better connection, a safer campus community, a better awareness of how to report crimes, a better awareness of how to get services. And the students who really had no connection or did not have -- had the exact opposite experience, also were not able to

speak to what community organizations existed. And I think that that was key.

I just want to quickly tell you about four community relationships that the YWCA Bergen County healingSPACE program spoke about. They are with Bergen Community College, Felician University, Fairleigh Dickinson University, and Ramapo College. And I'd like to share these just so you can have an understanding of what some of these campus-community partnerships look like.

YWCA Bergen County's healingSPACE program's partnership with Bergen Community College is supported by a grant that the two entered into together. The grant allows for trainings of staff, trainings of students, table staffings, outreach and education, projects and efforts like closeline projects; as well as regular meetings between the Violence Prevention Center at Bergen Community College and the healingSPACE staff to talk about the need for programming initiatives.

In Felician University -- this is a new effort, also a collaboration supported by a grant -- the grant includes trainings to staff and administrators on sexual violence; educational presentations throughout the campus community on sexual violence; regular events and meetings with administrators to talk about ways to impact and support the campus community; staffings -- of having tables of resource professionals from the community agency available throughout the campus, throughout the year; and closeline projects, which are outreach efforts.

Fairleigh Dickenson University -- we have a collaboration that was based mostly on community outreach. We train the resident assistants in the halls; we do campus events to raise community awareness -- that

include tables around the campus and closeline outreach projects. We also have a relationship with the clinical psychology students, and do educational presentations in their seminars as well. And we have specific relationships with clubs.

One of our most active relationships is with Ramapo College. And finally, I'll wrap up with letting you know that we have a very unique affirmative-consent workshop that has been developed with the team at Ramapo College. It's for first-year students; they receive three, we call them, *doses* of sexual violence information; and the final dose is a workshop that our healingSPACE program provides. It was a workshop created by our prevention coordinator at healingSPACE, our Volunteer Coordinator, the Ramapo College Counseling Department, and their Title IX Coordinator. And through this workshop we educated 900 students this past year.

We've also done outreach efforts, like closeline projects, in collaboration with their Women's Center. I'm also proud to say that information about this community relationship is in their student handbook. They promote the app that healingSPACE has throughout the University so students know how to access programming; and the healingSPACE program is also noted in their Sexual Misconduct Manual.

So you can see that the types of relationships vary; relationships that do have funding of resources are able to be a stronger support. But even with that -- with just the general funding that comes into our Sexual Violence and Domestic Resource Centers, we are able to develop strong collaborations and programs to help educate students and the entire campus community on resources available.

Thank you.

SENATOR CUNNINGHAM: Thank you.

As a matter of fact, we have Dr. Mercer here--

MS. ARCHONTOU: Yes.

SENATOR CUNNINGHAM: --from Ramapo College. We're going to hear from him in a short while.

MS. ARCHONTOU: I saw him.

SENATOR CUNNINGHAM: Thank you.

MS. ARCHONTOU: Thank you.

R A H I M A H F A I Q: Hi; my name is Rahimah Faiq. I am the Student Body President at Rutgers University in Newark. I am also a survivor, and a proud member of the Open Forum that happened at Drew University hosted by the Task Force.

I think it was one of the most important conversations I've had surrounding sexual assault, because I was able to hear from my colleagues across the state on what they thought about what was going on in the world. But also the fact that this isn't an issue that's just come up; it's become popularized now, but it's been an issue that's existed forever.

And I don't want to dim any of the points that anyone has made thus far. And to kind of, like, I guess, start my entire speech on this -- I wanted to mention that it's not a one-prong issue. So it's not alcohol that's at the base of this; it's not that students are going to college for the first time. It's multi-faceted; and to understand that, we need to accept that rape culture exists under a wide umbrella of things, and there are various things that go into that. And we really need to realize that and recognize that to move forward, especially when it comes to policy.

So one of the talking points that came up in our conversation with the students -- we had about 40 student leaders there from various colleges and universities -- was education and training. When we talked about education and training-- It was, by the way, a free-flowing conversation, so it wasn't really guided by anything. While we had members of the Task Force there to kind of help us along when we needed it, you'd find that the conversation was mostly organic and students were ready to talk about this, and ready to talk about what's next.

When we were talking about education and training, we talked about what are the resources that our university has right now, and what is it that we need. And what we found was that different colleges provided different things, because different students at different colleges need different things. For example, I'm a student of the most diverse campus in the entire country; so something that I'm always thinking about is, how are we making our information accessible to all types of students -- ADA, veterans -- anyone, you know? Is anyone able to process this information?

Another thing that came up, that was one of the major points, was community and advocacy. How are we reaching out to our students who are survivors; but also the students who might want to help support the survivors, or so-called *allies*? So how do we start these conversations about consent; how do we lead conversations on consent; and how do we make it something that's happening on a regular basis, rather than a town hall, an open forum, something very formal? But how are we bringing this education down to the level where it's conversational and it's easy-flowing?

The third thing that we talked about was reporting and analysis. So is reporting easy for students? And what we found, across the

board, was that there is no one right answer. Every student who walks into an experience where they need to report something -- especially a crime like this -- it's very difficult to see where they're coming from and what makes it easy for them. So there's no one-size-fits-all solution. But what I can tell you -- that my student leaders and everyone who was there experienced -- was that something like this needs to happen more often, when we're able to voice ourselves to people who are the policymakers and leaders on how this will roll out for students. It shouldn't be just a one-time thing, because culture changes; and with culture, student leaders change. And with the evolution of how our entire community and society is moving forward, we need to keep tabs on where we are at all times.

The Task Force has done a wonderful job in providing that, and being able to assess that we need campus climate surveys to know where we're going, and that this is the beginning of the discussion. So we're not in a position, as students, to even provide recommendations. We're just here to tell you what we've seen, what we've experienced, and what we've learned. And what we've learned is that there is a wide community that needs to be at the table; the stakeholders are almost limitless. There's always one more person you could invite to the table. And to narrow our discussions, forward, we need to be able to identify those people who are leaders in their communities -- which is why the student leaders are so important in these conversations. Because now I can go back to my constituents at Rutgers Newark and talk to them about what happened here today.

Thank you.

SENATOR CUNNINGHAM: Thank you.

Yes, you are very well spoken; you sound like you are finished school and you are doing this for a living. (laughter) Hopefully, you will be someone who will always be interested in this.

Let me ask you: When you started at Rutgers, do you feel that you received enough information, when you came on campus as a student, in terms of what kind of violence has occurred on campus and how you can make yourself safe? Do you feel that you received enough information?

MS. FAIQ: I think that that's a very difficult question to answer, because you don't necessarily know what exactly you need when you come to campus. As a freshman, I think that I came to campus expecting to learn about everything in the world and have a fun college experience. So thinking about sexual assault and domestic violence, or any other of those really hefty, like, thorough policies wasn't on my mind. The places that I was introduced to this material -- my first interaction with this material was places like orientation. But it was always so brief, and in a really mixed-message environment, that I wasn't really able to digest that information.

So was I well-equipped to handle a situation in which some kind of a crime like that occurred, whether I was a bystander or victim? No, because I don't think there is full preparation that can ever happen. But what I think that my university grew to do a better job at -- we've made a lot of progress since I was a freshman -- is now we're able to point to the resources that we have. There was a lot of disorganization before; but under the current leadership that we have at the University, and my continuing vocalizing of what needs to change, we're able to centralize all our information and direct students to that. And I think that's the most

empowering thing you can do for someone who is going through something so difficult. Not tell them how to do a certain situation, how to handle a certain a certain situation, whether they should report or not; but to direct them to, “These are your options.” And I think Rutgers University-Newark has been a leader in doing that.

SENATOR CUNNINGHAM: What year are you in now?

MS. FAIQ: I’m a senior.

SENATOR CUNNINGHAM: You’re a senior?

MS. FAIQ: Yes.

SENATOR CUNNINGHAM: Thank you.

MS. FAIQ: Thank you.

SENATOR KEAN: If--

SENATOR CUNNINGHAM: Oh, Senator Kean.

SENATOR KEAN: I’m sorry; through you, Madam Chair.

One of the benefits and one of the drawbacks, potentially, of the student experience is that it’s a four-year experience. And so worlds can change dramatically on the campus context. I mean, you can, maybe-- In order to create a lasting zone where we can make sure the information is there; that there are repercussions associated with this; that there are all the efforts, before and after -- how do you create a legacy here? I mean, I know this Task Force is part of that issue. But how do you make sure that there’s a legacy on your campus, and other campuses, given the fact that sometimes, you know-- You’re going to be gone next year, right?

MS. FAIQ: I hope so. (laughter)

SENATOR KEAN: Wait, wait; how about this? If you test as well as you speak, you will be graduating this May, I can guess -- and as well

as you can advocate. But the question is, you'll be going onto something else, and then you have a second-- Next year could just be lost.

SENATOR CUNNINGHAM: (Indiscernible)

SENATOR KEAN: So how do you-- I mean, what does that -- how do you, as an individual student leader -- understanding that you will be, by and large, breaking ties with the campus on a daily basis, as we would assume -- how do you institute -- inculcate that within the environment as well as you do from the institutional, coming from the other side?

MS. FAIQ: I think you have just perfectly summarized every student leaders' nightmare. (laughter) It's like you get to your senior year, and you're thinking about, "How is this work going to continue?" And the answer to that is very complicated. You have to invest in people; you can't invest in programs, but you have to invest in people. And I think that's what the institutions do a wonderful job at; they grow the next generation.

So at this point in time, I'm probably not the right person for you to be talking to. You should probably be talking to the freshmen; or even, let's go one step further. You should be talking to the high school students thinking of applying to colleges, you know?

So my answer to you on that, specifically, is yes, I'm in my fourth year. How do I continue the legacy? The way student leaders can, kind of, match up or try to match up with where the institutional memory is, is by continuously advocating and making sure that these things stay as constant agenda items. So these things shouldn't be something that is outlined by a really well-advertised media campaign around one specific sexual assault case that happened. You know, these things happen all the time; and we have to be paying attention to them because they're

happening in small, subliminal ways. And the way that we continue the legacy is by educating, and reeducating, and reeducating.

I'm no expert on the matter; of course, I've had my lived experience. But I think to be truly impactful, these courses or these programs that we have can't be one-time things. They need to be recurring conversations, and they need to be built upon one another. So you build a strong foundation, and you can grow from there.

And I think the best impact that a student leader has is when you have an honest and authentic conversation with one of your peers. So I know that I'm making an impact on that person. Sure, I'm not talking to 100 people; I'm not making 100 people aware of what's going on. But that one person -- now I've empowered them to turn around and lead someone else.

And that's how you create pockets of leadership in institutions where you're sometimes just moving in and out of positions of leadership and power -- is by building real connections, and doing more grassroots mobilizing than top down.

SENATOR KEAN: All right. I think that is the right answer, if I may. (laughter)

But the other aspect, if I may -- you brought up in your point, if I may, through the Chair, this Committee has talked with frequency regarding the gap between high school years and college years. And the fact that -- on transition issues, whether it be on the whole issue of individuals having to essentially retake classes, and now, from an education basis here, we're-- Is the job being done in this area, in the high schools, what it needs to be, or not? How do you transition this into something that is a --

making sure those individuals who are coming in are better able to understand their responsibilities, or understand the circumstance that they may be entering in this context? Is that part of your conversation -- how you get into the high schools in a way that we don't normally--

MS. FAIQ: In our conversation when we had the Open Forum?
In general?

SENATOR KEAN: In the Task Force. I mean, just in general.

MS. FAIQ: Yes, yes.

SENATOR KEAN: I mean, is that part of how we are going to solve this?

MS. FAIQ: So part of what was so awesome about the conversation that the Task Force members directed, was we were trying to, kind of, go back to the starting point. "So where did this really become an issue for your campus?" And what we found was that the issue was that people were coming into college environments without enough information. And where were we coming from? From high schools.

So part of my small breakout group that we actually had a really long discussion on was, "Okay, well, what are we doing, as college students, now that we have this information, to help the next group of people coming into this environment?" And a lot of the answers were, kind of, all over the place. But one thing was that -- advisory groups, or mentoring, and going back to your old high schools and talking about these things. And there are a lot of organizations that exist and that speaks to exactly what you're talking about -- that you need to create partnerships. So building bridges between high school and college, and not just leaving and leaving the conversation at the door. Because it's a conversation that

continues with every person; it doesn't stop in an environment or a certain location, you know?

So, for me -- I was really enlightened that the Task Force was able to get some of these answers out on the table, especially among students. Because we're always trying to think about how to educate and how to move this conversation forward. And for us it was about how far back can we take this conversation; how old do you really have to be to be able to understand simple issues like consent? You know, when is it okay to shake someone's hand, or give someone a hug? So it's simple things like that, that eventually transpire into different things.

So that's--

SENATOR CUNNINGHAM: Okay. We're going to move on, because we do have another group of people coming.

Thank you so much for your testimony.

J A R E D S U T T O N: Good morning.

SENATOR CUNNINGHAM: Good morning.

MR. SUTTON: My name is Jared Sutton; I'm the President of the Student Government at Drew University.

I just wanted to start by thanking Chairwoman Cunningham for having us today, as well as the rest of the Committee; for taking their time to listen to what is an important issue that is affecting all of our campuses.

I also wanted to say thank you for assembling this Task Force, as it has been addressing an issue that I feel we don't talk about except in context, like Rahimah talked about, in one-off instances. So I also wanted

to take some time to report back what other aspects that we talked about while at the Task Force Committee meeting.

Where I wanted to start was building a relationship between schools and law enforcement. What we're typically seeing -- and I know that the Task Force will be addressing this later this week -- is that immediate, mandatory reporting to law enforcement officials creates a divide between survivors and the universities. So what is happening is that we're not creating legitimate avenues where people feel safe to talk about what happened to them.

I really don't like when we use the term *victim* when it comes to folks who have survived sexual assault. You're looking at *survivors* -- people who went through a traumatic event that deserve to have respect afforded to them. What's happening is that we need to have more training for individuals who are immediately responding to these issues. What we're seeing in colleges and universities across the State of New Jersey, and across the country, is that we need to go beyond basic memorandums of understanding and toward genuine, legitimate community building.

College campuses are just small towns; they're little communities. Rahimah and I are City Councilmembers, basically. (laughter) And in order for us to truly and honestly effectively help our constituencies, we need to have a way to build trust and understanding by the people who oversee our City Council. By having a quicker response time and a quicker understanding between members of campus law enforcement and the university, members of the university will be able to better develop our framework for safety.

Secondarily, something that Rahimah also talked about, was coming into college should not be the first time students discuss sexual violence in any capacity. I can't speak to how New Jersey high schools and middle schools address sexual violence; I hail from south Florida originally. But what I can say is that members of the small groups at the Committees -- for some of them, the first time they ever talked about sexual violence, other than -- in a way that was not portrayed in the media, was coming to college. That's unacceptable. There needs to be steps taken right off the bat before coming to college, that really prepare students to discuss hard issues.

Data shows that women and men are victims of sexual assaults in earlier grades. And what happens is, because there's none of that support at the high school level, people don't know what to do. And the fact of the matter is, I work with first-years as a Resident Assistant. My residents, oftentimes, don't know who to go to; and that's a problem. The State of New Jersey needs to prioritize information sharing and information availability, and we are doing a disservice to every single student who steps foot on a college campus without affording them that information.

Third, as Rahimah furthered, there are students who are just not the standard New Jersey resident. For example, Drew University is attempting to move toward a wider international student population. It's hard to convey issues of Title IX to students who don't speak very good English. So by having materials in foreign languages, we're able to have a broader range of people and to have more of that information. I've never understood why there has to be this whole search-and-find for information that's relevant to students' health. Because at the end of the day, beyond a

public safety issue, it's a health issue as well. And if we think about it in that context, we're providing ourselves an opportunity to truly fix an issue that haunts our campuses.

Finally, if you take away anything from my statement today, it's that the issue of college sexual assault and dating violence is not a one-size-fits-all solution. The needs of Drew University, with 1,400 undergrads, are not the same as the needs of Rutgers-New Brunswick, with 35,000 undergraduate students. When crafting any legislation that focuses on combatting sexual violence and dating violence on campus, considering the climate reports, considering the testimony from varying institutions, considering what student leaders like Rahimah and I tell you is absolutely vital.

College sexual assault will never be completely preventable, but what we can do is take steps to ensure that, like the open testimony that was talked about in the Brock Turner case, every single person in this room can be a lighthouse to prevent sexual violence. And it has to start right here.

Thank you.

SENATOR CUNNINGHAM: Thank you, Senator. (laughter)

Senator Singer.

SENATOR SINGER: Thank you, Madam Chair.

At what point at Drew were young men talked to about sexual assault and what responsibility they have in this issue?

MR. SUTTON: Well, Senator Singer, with all due respect, I think that both men and women need to be discussing sexual violence.

SENATOR SINGER: No, no; I understand that.

MR. SUTTON: Right.

SENATOR SINGER: I understand that, I understand that. I'm not-- Excuse me for just-- I'm not debating about the female aspect of it.

MR. SUTTON: Right.

SENATOR SINGER: I just want to know -- at what point do young men understand their responsibility?

MR. SUTTON: I know that I got orientation conversations about sexual assault and dating violence the second day of orientation. I performed a program on dating violence before coming to school. I'm a Resident Assistant for 39 lovely, first-year boys; I don't know how many of them truly internalized all of that.

I think that's part of the problem -- that we're having these one-off conversations about sexual violence and dating violence, and then we're saying, "Okay, 18-year-old boys, go free." So I don't know if they internalize it; I would hope that they have, but I don't know if they have, and I don't know if any of us can speak to that.

SENATOR SINGER: But just, through the Chair--

MR. SUTTON: Sure.

SENATOR SINGER: So at no point do they -- not only just understand their responsibility, but what can happen to them. Do young men understand, not only their responsibility, but what can happen to them?

MR. SUTTON: So I'm going to take that question in two ways: Number one, kind of half-jokingly, college students think they're invincible. I don't know if every man who has ever stepped foot -- who I

have interacted with on Drew's campus knows what will happen to them. I would hope that when you come to college, you know that the decisions that you're making have ramifications. But there hasn't been a time where I've ever considered asking or having conversations; or looking at all the climate data that says the understanding and responsibility.

The second tier to my answer is that I don't know if college-aged men -- at least on Drew's campus, like I've been talking about -- internalize all that information. I think that colleges and institutions can receive more help in ways to educate students on this. But I think that we need to start by understanding that these can't be one-off conversations, because people forget. I had a 30-page paper due. Was I thinking about college dating violence during that point? No, I wasn't. But by having those conversations on a more consistent basis we'll be able to mitigate some of the harms that I believe you're having worries about.

I hope that answers your question.

SENATOR SINGER: Yes, it does. I just-- Again, I just tend to think that too much of this conversation -- you leave the male aspect out of it. And they have a huge, huge responsibility in this issue; and I don't think we concentrate enough on that aspect of young men, going off to colleges and universities, understanding their responsibility. Number two, the responsibility to the female students on campus, and what can happen if they violate that, both from the perspective of a horrific thing that they create, but also what it does to their lives in the future too.

I don't think, maybe, that correlation is totally there. I think that we don't talk enough about what "no" means. I don't think we discuss enough about-- And you're right; the problem being is, how much more do

we throw onto the high schools. That conversation, in a large auditorium, is not the conversation we need to have. And you're right; that conversation has to be held in a lot of different clubs, in groups -- in smaller groups that talk about it.

But I don't think we look at it as such -- with the horrific crime it is -- in the same proportion that we should, certainly from the male perspective.

Thank you.

SENATOR CUNNINGHAM: Are there any questions or comments? (no response)

Thank you very much. All of you have just been really -- you've given us a lot of information to look at, and I can't wait for your report.

For our young people, I'm very, very proud of your presentations and I have a lot of faith in the future, based upon what you are talking about; the kind of people you appear to be.

So we'll be talking to you all soon, I'm sure.

Now we're going to hear from Dr. Mercer, President of Ramapo; Melissa Van Der Wall, Dean of Students; and we're going to bring up Dr. Miki Cammarata, Vice President for Student Development at William Paterson.

I want to thank you for being here; and I am going to ask you to please say your name first.

And you can begin. Thank you.

P E T E R P. M E R C E R, Ph.D.: Thank you, Madam Chair and Senators, for convening such an important discussion.

I am Peter Mercer, the President of Ramapo College of New Jersey; and I am joined today by my colleague, Melissa Van Der Wall, Dean of Students, and one of Ramapo's Deputy Title IX Coordinators.

I will make a brief formal presentation, as will Melissa; and then we would open ourselves to questions, at your leisure.

In 2015, I testified before you that sexual violence was one of the most important issues that we faced in higher education, across the country and here at home. That remains true today.

I come to this issue not only as a college President, but as a father. As parents, we agonize from the minute our children are born on how best to prepare them for the world outside the safety of our homes. It's clear that our students -- our children are grappling with issues of sexual violence long before they arrive on our collective college doorsteps. Their mores are well developed, as are their ideas about consent, and their definitions of *sexual violence*.

Over the past two years, my colleagues and I at Ramapo College have engaged in a number of related student-centered programs, trainings, and policy reforms to address sexual violence. As some of you may be aware, we also commissioned two independent reports aimed at strengthening our sexual assault prevention and education policies and practices, and made those reports available in their entirety to the public. Born from those independent reports, Ramapo College developed an action plan entitled *Ramapo: Advance*.

I am here today to share with you that the College's progress under *Ramapo: Advance* is substantial. We continue to hold culpable perpetrators accountable. We continue to support victims and survivors.

And we are investing significant time and resources to changing a culture that too often victimizes our sons and daughters.

To summarize briefly, the initiatives in *Ramapo: Advance* included, first, enhancing our Title IX infrastructure with specialized training for investigators. This has been completed.

Creating a centralized website with clearly written information on how to report an incident, with links to current policies and on- and off-campus resources. This has also been completed.

Updating and strengthening the College's Bystander Intervention and Sexual Assault training programs and its Sexual Misconduct Policy. This been completed, and Dean Van Der Wall will be providing you more detail on these fronts.

In addition to these initiatives, *Ramapo: Advance* also committed the College to strengthening its reporting infrastructure for sexual violence under Title IX and the Clery Act.

Ensuring that confidential health, counseling, athletic training, and pastoral resources are available on campus to serve as confidential victim advocates.

We've updated our Memorandum of Understanding with Law Enforcement to inform them of the College's required responses under Federal law. This is ongoing, and we are grateful for the iterative input, counsel, and support we have received from the Bergen County Prosecutor's Office and the Mahwah Police Department.

We are committed to holding routine debriefing meetings, consisting of leadership from our Residence Life, Student Conduct, Counseling Services, and Public Safety offices to review reporting and

enforcement activities. These meetings are ongoing, and Dean Van Der Wall is at the center of them.

We've also made additional Public Safety investments, including increasing the number of Public Safety Officers on campus, with enhanced community policing and enforcement training.

We've equally committed to increasing training for faculty, staff, and student leaders, as they're on the front lines and likely resources for victims, survivors, and their supporters.

We've developed a mobile anonymous reporting system as a complement to our longstanding Good Samaritan Policy. This empowers students to do the right thing and seek medical attention for themselves or others without the fear of disciplinary outcomes. This is underway, and we plan to launch a mobile app for reporting, later this academic year.

We will not allow the grim nature of these efforts to deter us. As we continue our work, we appreciate the support and leadership of this Committee, and our community partners in law enforcement and sexual assault prevention.

With that, I thank you for your attention; and ask now that you listen to my colleague, Dean Van Der Wall.

MELISSA VAN DER WALL: May I?

SENATOR CUNNINGHAM: Yes.

DEAN VAN DER WALL: Thank you, Madam Chair and Senators for inviting Ramapo College here today.

Introducing and implementing change is challenging within any organization. And it bears mention that, while Ramapo is not unique in this respect, its efforts to critique, change, and enhance its programs,

policies, and services benefit greatly from unwavering support at the very top of the institution, inclusive of the Board of Trustees, the President, the senior administration, the Faculty Assembly Executive Council, and the Student Government Association.

On the topic of sexual assault and bystander intervention, we have accomplished this education through a three-part training program for all new students. The students are first exposed to sexual assault and bystander intervention education through a two-part, online educational module entitled *Haven: Understanding Sexual Assault*. Next, students are engaged through in-person education by the Students Challenging Realities and Educating Against Myths program, otherwise known as *SCREAM Theater*. This Rutgers-supported peer-to-peer theater presentation is mandated for new students to attend during Welcome Week. Students experience messaging connected to education about sexual assault and bystander intervention in a live theater, interactive format.

Finally, students receive affirmative consent training through their first-year seminar courses, which is facilitated by our off-campus partner healingSPACE, a sexual assault, and support, and advocacy center in Bergen County.

In addition to new students, the College offers education and awareness programs to continuing students. We ensure that voices are heard on the topics of sexual assault by engaging the community in well-attended town hall forums, connected to Title IX and our own College policies. We continue to educate student leader groups, such as Resident Assistants and Peer Facilitators, on the role that they play in supporting students.

Ramapo College joined the national *It's On Us* campaign by creating our own video that featured faculty, staff, students, as well as myself and President Mercer. Our student athletes and coaches crafted their own *It's On Us* video that was widely shared on campus. We offer programming through the Rape Aggression Defense Systems; education during Violence Prevention Week in October, such as the Clothesline Project, and featuring nationally known keynote speakers; and awareness events during Sexual Assault Awareness Month in April, such as the *Vagina Monologues*, *Take Back the Night*, Denim Day, the Day to End Rape Culture, and Affirmative Consent Peer-to-Peer promotion.

The College also administered a campus-wide sexual assault climate survey. The information collected therein will help us assess what types of policies, programs, and services will best support our students, moving forward.

Finally, our Sexual Misconduct Policy was reviewed and drafted by a consultant, and revisions were instituted in January 2016. The Sexual Misconduct Policy governing students makes it clear to the victim or survivor what their rights are for reporting options in easy-to-read language. The revised policy eliminated the traditionally known *student conduct hearing* for cases of this nature, and replaced it with a complete fair and impartial investigation process with an administrator issuing a decision.

I am pleased to report that Ramapo's debriefing meetings cultivate a climate whereby key administrators are engaged in a constant feedback loop pertaining to policies, procedures, and enforcement. This has established a platform for colleagues to voice feedback and leverage enhancements to the College's Critical Incident Management. This model

has proven to be a constructive approach to assessing all types of on-campus incidents so that student safety and support are continuously enhanced.

With that, I thank you for your attention, and I join President Mercer in welcoming the Committee's comments and questions.

SENATOR CUNNINGHAM: Thank you very much.

We're going to hear our next speaker before we ask questions.

M I K I C A M M A R A T A, Ed.D.: Good morning. I'm Dr. Miki Cammarata, Vice President for Student Development at William Paterson University.

I'd like to add my thanks to Chairwoman Cunningham and the Committee for addressing this very important topic, and doing it regularly.

When I came before this Committee about a year ago, I talked proudly -- or spoke proudly about the Department of Justice grant that we had at the University -- we began in 2010 and continue -- that allowed us to establish a strong and effective prevention, education, and response program. Many of our sister institutions have similar programs; and when I listened to my colleagues at Ramapo, we hear *It's On Us*, and the Clothesline Project, and a number of the things that we are doing across the state and across the country.

As Chairwoman Cunningham's comments suggested in the beginning, this is a societal issue; and it's particularly a concern on college campuses.

I have a prepared statement that you have in your packets; it's a folder -- as well as some sample fliers and materials that I'll speak to lightly. But rather than go into those details -- since the folks before me have done that so effectively -- I thought I might reinforce some themes.

And I want to say how impressive-- We're always proud of our students. You probably saw more smiles in the audience when we heard the students from Rutgers Newark and Drew; and we have, at all of our institutions, pretty impressive students who helped to inform our policy.

But the point is that this needs to be a multi-pronged approach; it needs to involve education and prevention, as well as response. As we heard from the Task Force, it's important to have partnerships within the community, as we do at William Paterson University. We have partnerships with the Passaic Women's Center, the local hospitals, the Prosecutor's Office. And it's important to institutionalize this. As we've heard from colleagues -- and I can certainly assert at William Paterson University -- our students receive intensive exposure and training.

As we heard in some of the discussion with the Senators, we continue to try to focus on how we reinforce messages. Our students are required, similar to other institutions, to take an online course that really starts to expose them to our policies and procedures; but also the discussion of consent and the discussion of what constitutes sexual assault, which is a wide umbrella that doesn't just include rape, but a number of other elements that are part of the sexual assault.

So we want to reinforce that as the students arrive on campus; we do that through orientation. And then, as many of us know in our field, as our students get up in level of class -- and we heard from the young man from Drew -- that when they first hear the message, they're not necessarily completely internalizing it. So it's important to reinforce the message; but as they get older, it's a little harder to compel, and hold up registration, and do some of the things that we do with our new students. So we have to

deliver that in a variety of ways. So some of the fliers you see and the information that we've shared -- you heard about the *It's On Us* Federal program, and getting campuses to sign on to that -- our student government made that a part of their legislation.

The other thing I heard in the discussions before me is -- it's important not to have one-offs; to have things that are institutionalized and supported throughout. So when people change, your programs and systems do not, other than evolving through assessment. So having our students take the pledge, having our Student Government and a number of clubs and organizations co-sponsor an event that exposes students. The students did the presentations with our support; and they were speaking to their peers -- hundreds of students coming through that program. Our faculty, actually, took this on more significantly in the last couple of year, and particularly this year, by having a whole topic of sexual assault at the Faculty Senate. And just a few weeks ago, they sponsored a teach-in -- a campus teach-in, where they basically invite their colleagues and us in the Student Development side of the house -- the staff, if you will -- to co-sponsor an alternative to the traditional class, to come out and hear about sexual violence and sexual assault, specifically.

So again, the theme is to have a multi-prong approach; to have it institutionalized; to have policies and procedures that we publish and we follow closely; and to have partnerships.

And I want to make one more comment that I haven't heard referenced. When we talk about the numbers and what we're trying to do, clearly we're trying to eliminate sexual assault on college and university campuses. But what we have to be careful about is looking at just the

numbers, because part of our success-- If you believe the statistics that 1 in 5 women and 1 in 17 men are sexually assaulted while in college; and that 90 percent of them, perhaps, do not report because of fear of repercussion, or discomfort, or concern about the climate -- then part of our progress would also be measured by more reporting. So our prevention and education should reduce the amount of reporting we see on our campus -- not the reporting; reduce the incidents of sexual assault. However, our efforts in measuring the climate and making universities -- colleges and universities more welcoming to the reporting of, and proper adjudication and processing afterwards, might actually cause an uptick because we're showing -- would-be reporters -- survivors and victims -- would be more likely to in the right culture.

So again, William Paterson University has a number of programs and services in place to support, to educate, to respond. We're planning a campus climate survey -- you've heard much about that -- in the spring. We've assessed climate through smaller pockets as part of our grant, and as part of our programs and assessment with students; but, of course, we are going to do a more formal assessment in the spring.

SENATOR CUNNINGHAM: Thank you for your testimony.

You know, one of the things that Senator Singer has done a really good job today -- he's been talking about alcohol and drugs on campus. And I know for both of your colleges -- you have had incidents in which someone has been raped. And I'm just wondering, what have you put in place -- or are you in any way trying to deal with the issue of drugs and alcohol; and do you attest those rapes to be as a result of either?

DR. MERCER: Perhaps I could begin.

SENATOR CUNNINGHAM: Dr. Mercer.

DR. MERCER: My little thing doesn't what to turn on.
(referring to PA microphone)

DEAN VAN DER WALL: There you go.

MS. HAIMOWITZ: One more time, Dr. Mercer.

DR. MERCER: It doesn't like me.

MS. HAIMOWITZ: There you go.

DR. MERCER: It's a very complicated issue; and let me just share with you my perception of the dimensions of it.

By the time students arrive at college, they often have a well-established social practice of drinking alcohol. And in many cases, it goes back several years. So there's that reality which we have to confront.

There's also the fact that there are particular types of marketing that are done to college students. Years ago, I banned, on Ramapo's campus, a drink called *Four Loko*. It came in 23.5-ounce containers; it was 12.5 percent alcohol; it contained three times the caffeine of a similar-sized coffee; and it also had other ingredients that were designed to stimulate or depress the nervous systems of students.

At the same time, there is a kind of recklessness which I worry about very much on the part of our students. When we hear that they take prescription drugs seemingly at random; when the amount of alcohol being consumed ends them up in hospital, having their stomachs pumped, with a blood-alcohol reading of 0.3 -- that is of great concern to me.

But I can tell you that our emphasis in the last two years has resulted in the significant downturn in alcohol-related incidents; more than a 60 percent reduction from two years ago to today.

I also think that however imprudent the behavior of students might be in the alcohol and drug area, we can't allow that to ever be an excuse for sexual assault; it can never justify sexual assault. And I think we have to do education sometimes even beyond our students. As you may know, in my part of the state, in Bergen County, there has been significant attention paid to heroin overdoses by young people; some of them in high school, and not just in college. That sometimes makes parents feel as if it's not really a problem if their children are simply drinking to excess; it's only alcohol. That's a fundamental mistake. Because I see the degradation which is caused by spending too much time drinking and partying far too regularly.

Having said that, I think you would find at each of our member colleges a renewed interest, a renewed vigilance in making sure that our students understand the consequences of some of the choices they're making. I can give you one personal example: Twice this semester, at random, I go on the night patrol with our Public Safety Officers. And the students see me, and I'm there all night -- and the students see me as a regular patroller with them. And it's my way of letting the students know that there's no natural divide anywhere in the College between one office and another. Our goal is to make sure that our students develop themselves to the full extent of their potential and ability. And to the extent that that is countermanded in any way by these behaviors, I think you can trust us to make sure that we won't relax on that front until the situation changes dramatically.

SENATOR CUNNINGHAM: Thank you.

Did you want to respond before Senator Sarlo?

DR. CAMMARATA: If I may.

I would, frankly, reiterate President Mercer's comments in terms of the importance of the message of prevention.

At William Paterson, more than not, the reported cases that I'm aware of, of sexual assault, had some involvement of alcohol; not all, but many do. And we know that that has a serious impact on judgement and consent -- or interpretation of consent, if you will.

So it is important that our message of prevention is both -- is coupled with a message around alcohol and prevention; of substance abuse and prevention; and bystander intervention. At the teach-in we had last week, or a few weeks ago, the students led one discussion group and they talked about tactics: How would you get a friend who's intoxicated away from someone who's preying on them; or not intoxicated, but has somebody who's aggressively preying? Obviously, we want to not have those circumstances; but unfortunately, we do see them at colleges and universities. So first we want the message of prevention and moderation, in terms of substance; but then, also, how do you get yourself out of a situation; or how do you help a friend get out of a situation, should they find themselves in?

SENATOR CUNNINGHAM: Thank you.

Senator Sarlo.

SENATOR SARLO: Thank you, Senator Cunningham.

I want to thank all the institutions for being proactive on this.

But I do concur with you, Dr. Mercer, and all of you, with regards to-- I mean, clearly alcohol and drug abuse is a concern of all of ours; and clearly there's a lack of judgement. But none of us, as

stakeholders in this process, can allow that to be the excuse; we cannot allow that to be the excuse. And the minute we start to-- You know, you talked to Dr. Cole from Montclair, and others-- Because in some of these instances -- some of the folks who have been involved in these sexual assaults are of drinking age; 21 and older in some of these instances. So we can't allow that-- Clearly, we need to deal with that; but there are 24-year-olds, and 25-year-olds, and others, sometimes, who are students, perhaps, who are involved in these. So whether it's through the education, whether it's mutual respect, whether they recognize the consequences that their life will be destroyed forever -- I think we need to continue down that path.

Clearly, alcohol and drug abuse is all of our concerns. But the minute we start to lay the blame on alcohol, we're not doing any justice to the students. So I do agree with all the speakers on that point

The question I have is, in some of these incidents and some of the background papers, you read some of the folks -- 22, 23, 24 -- are they actually students, or are they outsiders who are coming to the parties and bringing the alcohol? What are your thoughts on that?

DR. MERCER: We have, of course, guests who come to the College who participate in those behaviors. But we, then, ban them from the campus, and we enforce that ban with a trespass charge.

It's difficult to create an environment in which you don't have infiltration by people who don't have the best interest of the College at heart. But having said that, we're vigilant about making sure that we don't have repeat offenders, and about monitoring those who come on the campus in the first place.

SENATOR SARLO: And what about those particular organizations, the fraternities-- There are penalties to them if they allow folks, right? They are held accountable, too, if they invite outsiders to their parties on campus as well, correct?

DR. MERCER: Well, let me emphasize. At Ramapo College, we don't have separate fraternity and sorority housing. So that issue doesn't quite raise its head in the same way.

But you're dead-on. If you hold an event in your room or your suite on Ramapo's campus and you violate our alcohol policies, you are then removed from housing and you are required to go and find it elsewhere. And where we're situated, that's not an easy thing to do. It's looked upon by some as being a harsh measure; but it has been effective.

DEAN VAN DER WALL: May I, Senator Sarlo?

SENATOR SARLO: Yes.

DEAN VAN DER WALL: We do have a policy at the College, as do my colleagues here at other institutions, that individuals are held accountable under our Code of Conduct; and we do have the right to press charges -- internal charges -- against an organization that may violate our Code of Conduct. So we do hold both accountable.

Thank you.

SENATOR SARLO: Thank you, Senator.

SENATOR CUNNINGHAM: Thank you.

Senator Pou.

SENATOR NELLIE POU (Vice Chair): Thank you; thank you, Madam Chair.

Good morning; I think it's still morning. We have a couple of minutes -- just before that.

First, let me just also take this opportunity to thank all of you for coming forward and being willing to have this kind of dialogue with us. I know this is never an easy task, and certainly a very delicate conversation, but one that we all really must have. I think it's important for us to have the opportunity to have this kind of disclosure, if you will, and transparency, both from the public as well as lawmakers.

I'm sorry; I have a cold, so you're hearing my hoarse voice here.

But let me just ask-- And again, I recognize all of the important steps that have been talked about here, and that have been taken by some of the universities and colleges that have come before us and have provided us with testimony. We've taken a look at some of the materials that you've provided. But given the fact that there have been some very recent situations and recent cases -- and I certainly understand the delicate conversation with that. So I'm going to try to ask the question in a way that allows you to engage in the conversation without compromising anything. There are certain policies that were talked about earlier that the college has, in fact, instituted. Are those policies being provided -- being put in place that will allow-- (coughs) Pardon me; thank you. Water to the rescue; thank you.

The policies that have been put in place -- how extensive are those investigatory steps being put in place that will allow for your campus to be really able to try to address that; give this kind of message that you want -- the message to go out to your student body; allow for that message-- Because we've heard about how students engage with one another; how

students are able to become a support system for others, as well as an educational opportunity for that. But it also requires the college campuses to really take some very, very strict and important steps to ensure that those policies and those investigations are being done promptly; that they are being fully followed through to the letter of the law, so to assure both -- all parties involved, and any and all student who either learn of it or know of any situation -- to properly take the necessary steps.

DEAN VAN DER WALL: If I may?

SENATOR POU: Yes, please.

DEAN VAN DER WALL: We enhanced our Title IX infrastructure at the College by having specialized training for our Title IX investigators.

You're absolutely right -- that we must completely resolve a complaint within 60 days; and Ramapo strictly adheres to that window. We identified a new organizational chart for the infrastructure for investigating complaints. So we have a Title IX Coordinator who is a fulltime administrator at the College; followed by four Deputy Title IX Coordinators; I myself serve as a Deputy Title IX Coordinator. And we have 16 Title IX investigators at the College. So we've established a pool of investigators that we can turn to immediately, who are well-trained on how to investigate these types of cases.

This type of infrastructure has allowed us to assess, investigate, and resolve these reports in a timely manner. Those investigators undergo an annual training, as well as monthly professional development training so they can continually enhance their skill set towards assessing evidence, collecting evidence, and how to interview respondents and complainants.

SENATOR POU: Through the Chair, have you found that that information-- And thank you very much, first of all, for your response. Have you found that that information is being clearly carried out to the student body and all those other individuals who need to be informed, both from a faulty point of view, from your security personnel, to your student body, to everyone on the campus? Is that message clearly resonating within the campus life?

DEAN VAN DER WALL: I'm very happy to answer that question.

With students, we carry out that information by communicating with them even before they arrive at Ramapo.

SENATOR POU: I know that.

DEAN VAN DER WALL: They receive online training before they come to the College so they understand what our documented policies are; and then that same policy for investigating complaints is sent to them via e-mail in September and again in January.

For faculty and staff, we ensure that they go through our annual Responsible Employee Training through Title IX. Specifically for faculty, we were able to secure a very coveted spot on the Faculty In-Service Training Day. So we have our own Title IX investigators and coordinators attend faculty training once a year to make sure that all of our faculty members are well versed on the exact policy that I just referred to.

SENATOR POU: Thank you very much for your response. I really do appreciate that.

I will say to you that, through the Chairwoman, Senator Cunningham has been very proactive on this issue during a number of

different times. We've had conversations on this issue; we've had legislation passed; we've had a number of different things take place. So I'm familiar with some of the requirements that you've referenced just now with regards to your incoming student body -- especially at the very beginning when they're applying and they're freshmen, in the online tutorial survey; or information that they're required to take before they're able to move on to their next step, if you will, or their program. So I am familiar with that, as well as with some of the initial information that your faculty is required to take.

I think I'm trying to, really, get to the point of -- at the point where the students are no longer concerned about the entry level and at the very beginning; but it is throughout their four-year college life period that will allow that kind of information -- to really focus and put into their attention the importance of what that is. And I think that's where somehow the ongoing -- I don't want to use the word *disconnect* comes in, because I'm not implying that. But I do believe, at some point in time, there's the need to have a much more rigid process to allow for that conversation, or those steps, to be brought back in place.

Madam Chair, through you, one more point I wanted to ask; and I guess this is my question.

And first of all, thank you, the representative from Ramapo. Tell me your name again, please?

DEAN VAN DER WALL: Melissa Van Der Wall, Dean of Students.

SENATOR POU: Thank you.

At William Paterson University -- I know that in your packet you made reference -- there's this one sheet that talks about the step-by-step guide for faculty and staff responding to the reports of sexual assault. And you list step 1, step 2, and step 3. Could you just elaborate slightly, additional information -- how much of a timeframe are you-- What's the timeframe between step 1, step 2, and step 3 before you get to the point that you need to get to?

DR. CAMMARATA: Thank you.

If I could just back up to and lead into that, because I think what's complex about this issue is where a student goes to report, and how that moves forward from there.

Like my colleagues at Ramapo, we make sure that all the possible responders to a reported sexual assault are well informed. And we rely or we recognize that a student won't always know exactly what office to go to and what person to go to. They'll go to somebody they trust to disclose, and then that person needs to guide them and tell them what to do next.

So we want to make sure that all our Responsible Employees -- which is what that document -- the step-by-step guide references -- we want to make sure all our Responsible Employees are informed of what their responsibility is. So as soon as an allegation or report of sexual assault comes forward to a Responsible Employee, they have to immediately report that within 24 hours to our title IX Officer, who then proceeds with an investigation.

So the step-by-step, if it's reported-- And it gets a little complicated, because there are *Confidential Employees* and there are

Responsible Employees under Clery. So if an individual gets a report of sexual assault, they have a responsibility, certainly, to guide the student in the moment to the degree they're able to; but to also report that alleged sexual assault to the Title IX Officer and, simultaneously, guide the student to their next step.

The survivor-victim has some rights and control in that process. So that individual can decide whether or not they want to go forward and in what manner. The University needs to report it; but there are also some rights on the part of the reporting individual, the survivor-victim.

So that's where it gets complicated. But to answer simply, they have to report it to the Title IX Officer within 24 hours.

SENATOR POU: Okay; thank you.

SENATOR CUNNINGHAM: You said that sometimes a student doesn't know who to report it to. Shouldn't that be information that everyone knows, I mean, aside from going to their best friend, obviously? But shouldn't everyone receive information as to where it should go? So that shouldn't really be a problem, right?

DR. CAMMARATA: It shouldn't be a problem; but as we heard from our students before, and we hear from our own students, despite the fact that we may publish that, we may have it on the website, we have it in brochures, we have it in the training that they receive -- in the moment you don't always think about *this* officer, *that* person. So we don't want to rely on just *that* office or *that* person being well informed on the next steps. So the point is to make sure that others can guide the student too, if in that moment they don't know who to report to, or they forget that information because they're in a crisis mode, potentially.

SENATOR CUNNINGHAM: If she went to -- or he went to their best friend, would the best friend know where to go, though?

DR. CAMMARATA: The best friend should know. Can I assert that they will always know? No. But oftentimes, particularly RAs -- Residence Assistants often get involved. We often hear this from residents -- although I won't say that it's disproportionately residents who report -- but there are peer monitors, peer health educators, and others who we think are more on the front line; the peer facilitators in the first-year seminar courses. So there are a number of different strategies we have so that we can get that channeled to the right place, if you will.

SENATOR CUNNINGHAM: Okay.

Are there any other questions for this panel? (no response)

Thank you very much for coming and testifying for us this morning. We really appreciate everything that you're doing.

And this is a very -- a topic, a situation that I feel very strongly about. I appreciate the fact that when we call you, you come in. You know, protecting -- I know; I'm (indiscernible) for them -- protecting our students has to be our number one concern. When we send them off to colleges, their parents should feel secure that they are going to be taken care of.

So I thank all of you for your support in this matter.

And we have our last group coming up, Gail Towns and Mary Pettrow from Georgian Court University.

G A I L T O W N S: Is it good morning or good afternoon?

Good afternoon.

SENATOR CUNNINGHAM: Actually, it's good afternoon.

MS. TOWNS: Good afternoon.

SENATOR CUNNINGHAM: Please state your names before you begin.

MS. TOWNS: I am Gail Towns from Georgian Court University. And I will be very brief, because this is not my content expert area; but I feel like I've learned so much here this morning, I simply have the grants operation under me at Georgian Court. And I am proud to know that we have a lot of work to do; a lot of inspiration in the room behind us as it relates to implementing our Department of Justice grant called *EMPOWER*.

We are partnered with -- trusted partner, Providence House. And I have to-- Where is Senator Singer?

SENATOR CUNNINGHAM: There is he.

MS. TOWNS: I have to make sure he knows that Lakewood PD, Ocean County Prosecutor's Office really, really helped us do this. We worked two years in a row trying to get this Justice grant, and we couldn't. Our partners helped us pull it off, so kudos to them.

I am actually a stand-in today for Colleen Diveny, who is our champion for Title IX and for this particular project. It is very, very important to us. And we are already using many of the tactics that have been discussed today, so I won't go into those again. You do have a green folder from us; all of that information is already in there.

So in the interest of actually getting to the meat of what we're doing, I would like for Mary to present.

MARY PETTROW: Hello; I'm Mary Pettrow. I'm the Associate Director for Providence House, which is the lead domestic violence program for Ocean County, under the umbrella of Catholic Charities.

We have worked closely with Georgian Court University for many, many years. But there have been stories that have come through Providence House that inspired us to work even harder to secure grant funding to carry this effort forward even further.

Four years ago we got a phone call from a police department because there was a woman who was held hostage in her home for two days while her husband physically and sexually assaulted her. She was held hostage by being bound to her bed; and on the second day, he released her so that she could take a shower. Her teenage daughters were in the home during this period of time, and went to school -- local high schools while this was happening; and were told they were not to go into the room or to assist their mother in any way, or she would be killed.

When she was released to go to the bathroom, she jumped from the second-story window, breaking both ankles; but crawled naked to a neighbor's house and called the police.

She was a student at Georgian Court University. She needed to come into our safe house; her teenage daughters needed to come into our safe house; and she was about a month shy from getting her teacher's degree.

The thing that she wanted most was to graduate and have her daughters watch her graduate. Her husband was a very dangerous man. The campus was unaware that he had been stalking her on campus; he had taken her parking pass; he had watched professors that he assumed she was having affairs with -- he followed them; he followed other students. But we made sure that she got to that campus, and that she walked in her

graduation, and that her teenage daughters stood next to me, Lakewood Police, and the Campus Security while she walked across that stage.

It was important to her and it was important to us. Because domestic violence is a learned behavior; it's generational. Kids who grow up in violent homes learn violence as a way to control another person; it's about power and control.

So the fact that we now have a grant where our staff is going to be embedded at the University -- Providence House staff will be there -- we have now taken that effort even further so that students of every age know that they can come to us and seek assistance.

About a month ago we got a phone call from a young man, Michael, who is also a student at Georgian Court University, who is in a same-sex relationship. We didn't hear a lot about that today; but there are many victims of domestic violence, who are victims of physical and sexual assault, who are in same-sex relationships -- who are being stalked, threatened on social media, threatened to be outed; which just adds another layer to the barriers of why people are not coming forward for help.

A week ago we got a phone call from a young girl, Jeannette, who is afraid to go home for winter break because she grew up in a home that's very, very violent. And school has been her solace; school has been her peace. And she doesn't want to go back home, but she has to. So we're working with her to create a safety plan so that she can go home and so that she can feel safe. And if she needs to stay in the shelter for the next 30 days, that's where she's going to stay, until she can go back to school.

I'm here today to be the voice of the people who we're trying to help. This funding is tremendously important; and I thank each and every

one of you for your efforts on this behalf. I'm here to speak about those people who don't have a voice, whose voices have been silenced -- some have been silenced forever. But domestic violence, stalking, sexual assault -- this is something that children watch, and they learn, and they bring to college. So we're going to work together so that we can change that.

Thank you all.

SENATOR SINGER: Madam Chair.

SENATOR CUNNINGHAM: Yes; Senator Singer.

SENATOR SINGER: Full disclosure -- I had the pleasure of serving on the Board of Trustees at Georgian Court for 10 years.

SENATOR CUNNINGHAM: Yes, I know. I thought you were still on it.

SENATOR SINGER: And continues; I threw you off.
(laughter)

SENATOR CUNNINGHAM: Could you talk a little bit about the grant that you've applied for and how you're going to use it to help cases like this?

MS. TOWNS: I'm going to let Mary go first, while I pull up my notes. (laughter)

MS. PETTROW: The contracted part for Providence House is for us to put a staff person on the facility four days a week to be embedded in the Georgian Court community; to do training with their Campus Security, which we've done routinely, but not as focused as we are now; to help them with their climate survey so that they can make sure that they're looking at all the barriers to those surveys -- language, special needs, sexual

orientation, religious beliefs, things like that. Make sure that they can cover all that.

And certainly, the campus grant itself will allow Georgian Court to strengthen all the other pieces that are going to surround that. We have experience with the Offices of Violence Against Women Federal funding before; so creating the Community Coordinated Response Team is something that we have expertise in, and we'll be assisting them with getting people from their community who can sit for those meetings, and to discuss better ways to come together as a community and as a one voice against violence.

MS. TOWNS: And you've heard repeatedly about the climate surveys. So we will be doing that, as well, as part of this particular grant process.

We are not taking the funding that we already use for these issues and saying, "Oh, we'll just replace it with Federal funding." No, this is on top of, to expand and to do more. Because I think if we take away anything today it's that we are doing a lot, but there's much more to be done; and we need to do it earlier. So that's exactly where we are headed.

The Coordinated Community Response piece is really important, especially with the partners that we talked about earlier. The additional victim and advocacy support services that Mary referenced are very important, in part, because we know about students who live on campus, but we probably have -- 70 percent of our students are commuters. And so much of what happens to them happens off campus, but they bring those experiences with them to class; they bring those experiences to the Counseling Center, to the Health Center.

Colleen Diveny, as I mentioned earlier, is a Case Manager in Student Affairs. So she is the person who sometimes is that responsible first stop for people to say, "Hey, this is what's happening in my life. How can someone help me?"

SENATOR CUNNINGHAM: So you have not actually had any situations that occurred on campus?

MS. TOWNS: Well, if you look at the-- You know, we have to do the annual crime reports; everybody does a Clery report. We did have one sexual assault in 2012; and Senator Singer, this was actually before we went co-ed. Georgian Court went fully co-ed in 2012, but actually men in residences in 2013. So we had one sexual assault on campus in 2012; two in 2013, according to Clery; and zero in 2014 and 2015. *Zero* doesn't mean you stop what needs to be done; it means that you just keep moving.

SENATOR CUNNINGHAM: Senator Pou.

SENATOR POU: Thank you, Madam Chair.

I know that -- I didn't get a chance to ask the representative from William Paterson University the same question. I know that the coordinator from Ramapo College was very detailed in providing us with a breakdown of the kind of personnel that they have, with regards to -- on this type of issue and topic, in terms of their campus, with both coordinators, investigators, and other types of services. Can you, perhaps, share with us what services or personnel do you have that is similar to -- that is dedicated to this type of issue for your campus-wide -- on a campus-wide effort? Or are you relying upon this particular grant only?

MS. TOWNS: No, we have to have this. (laughter)

SENATOR POU: I know, I know.

MS. TOWNS: We're required.

SENATOR POU: But--

MS. TOWNS: So, indeed, we have--

SENATOR POU: I figured as much, but I figured I would let you tell us.

MS. TOWNS: Absolutely.

We can use a lot more help; indeed, we do have a Title IX Coordinator. She also happens to be the Human Resource Director; so she has a full-time job, in addition to this, right now. We are taking steps to make sure that we are in compliance with everything on all of this.

We are in compliance; but as you heard today, there is infrastructure that is necessary to do this job correctly, and we're working on that. We do have investigators, we do have people who are certified -- they do have the training, they do the annual training. I don't know if they do monthly training, but they definitely do annual training. And we have any range of services, any range of tactics that the students are exposed to from *Haven* when they come in as freshmen; to pieces that are built into freshmen seminar. So all of that, that you've heard already. But in terms of the infrastructure -- I think that's what you're asking about.

SENATOR POU: I am.

So, I'm sorry -- so did you say you have a coordinator who also serves as your Human Resource personnel? So you're talking about one person; is that right?

MS. TOWNS: I am.

SENATOR POU: Okay. And--

MS. TOWNS: And I also want you to know that the -- actually, the person who Mary worked with to get this grant was the Dean of Student Affairs, and she was the Title IX go-to person. She left the University in August, and the new Dean of Student Affairs is being hired.

SENATOR POU: So who conducts your investigations?

MS. TOWNS: The HR Director does that now, along with others who are Title IX certified.

SENATOR POU: So how many people do you have?

MS. TOWNS: I will have to get that number for you.

SENATOR POU: Okay, all right.

Madam Chair, perhaps it would be helpful for us to know -- for this body to know what kind of breakdown -- information from each of the colleges and universities, given that some may range in a wider number, dealing -- in a much more detailed level; others may, for a number of different reasons, have limited resources. So I ask, through you, Madam Chair, if we can get that information from--

SENATOR CUNNINGHAM: We'll certainly reach out and contact them (indiscernible).

SENATOR POU: Very well.

Thank you so very much.

SENATOR CUNNINGHAM: Thank you very much for your testimony today; and thank you for all of the work you do every day.

For everyone who is here, this is an important issue. I'm happy that so many people came to talk about it. I know it's not easy to handle on college campuses and universities -- on our university and college campuses. But whatever you are doing, we want you to continue, and to

remember that the Legislature is here; we do want to know what's going on, and we do want to know what we can do to help it.

So I want to thank everyone for being here.

Before I dismiss this, I have to thank Senator Pou. This is her last official meeting on this Committee. And she has been wonderful, and we're going to miss her.

SENATOR KEAN: She's been promoted.

SENATOR CUNNINGHAM: She's-- (laughter) Actually she got a promotion. (laughter)

SENATOR POU: Madam Chair, if I may.

First of all, let me just say thank you so very much to you, to the members who I have had the pleasure of serving with on this Committee. This is an awesome Committee. (coughs) Sorry; my cold is preventing me from clearly stating that.

But let me just say that I know the important work that this Committee does; I wholeheartedly support and encourage all of you, of course, to continue the incredible work that you do.

Thank you very much for all that you've done for me as well.

Thank you to my colleagues, Senator Singer; Senator Kean; and certainly, our Chairman for the Appropriations Committee, Senator Sarlo. And thank you to all of you.

I'm not going anywhere, by the way (laughter); but I just figured I'd-- But I wanted to thank the community as well.

Thank you.

SENATOR CUNNINGHAM: Thank you.

(MEETING CONCLUDED)