Review of Education and Prevention Programs Related to Sexual Assault, Alcohol and Bystander Intervention

Phase Two of Scope

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2. Establish a consistent message that prohibits sexual and intimate partner violence, stalking, and sexual harassment, as well as issue an “Annual Notice of Nondiscrimination”

3. Use existing resources to advertise education initiatives and support services for survivors

4. Evolve the Title IX Committee to become a multidisciplinary task force

5. Develop and launch a social marketing campaign

6. Review, revise, and improve the College website

7. Create a new section on the websites of the Acting Dean of Students and Human Resources page

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Introduction

D Stafford & Associates is a professional consulting firm specializing in campus safety, campus security, and law enforcement issues on college and university campuses, including specialization in Clery Act and Title IX compliance issues. Some services offered by the company include: comprehensive audits of Clery compliance records and the institutional process/methodology in place to appropriately comply with the Clery Act; assessment, rewrite or formulation of sexual harassment and sexual misconduct policies and procedures that demonstrate compliance with the Clery Act and Title IX; external investigations of sexual misconduct on behalf of institutions; guidance with regard to educational programming both required as well as recommended; assessment or rewrites of institutional emergency response policies and procedures, including the facilitation of table top or full scale exercises in compliance with the requirements of HEOA (Clery); search services for the positions of Chief of Police, Director of Public Safety, Clery Compliance Officers, and Title IX Coordinators; and training, both on site at client institutions as well as in courses offered at various locations around the United States on all facets of safety and security issues facing higher education administrators. DSA is poised to aid clients in reaching compliance with the many complex and nuanced requirements of Title IX and the Clery Act as well as in reaching and exceeding best practice in industry standards related to safety and security in higher education.

Scope of Work

The services will include an evaluation of Ramapo College of New Jersey’s existing programs and procedures relevant to sexual assault prevention, alcohol awareness education, and bystander intervention. This analysis will identify opportunities for improvement and inadequacies related to existing programming and the procedures dealing with sexual misconduct.

DSA wishes to thank all of the stakeholders who provided invaluable information and assistance to our company in identifying current efforts at Ramapo. Stakeholders from the following units and groups participated in calls:

1. President’s Office
2. Center for Student Involvement (Women’s Center)
3. Board of Trustees
4. Faculty Resource Center
5. Members of the Assault Contact Team (ACT)
6. Three undergraduate students
7. Center for Professional Studies
8. Student Success
9. Dean of Students & Residence Life
10. Student Government
11. Center for Counseling Services & Health
12. Human Resources
14. Enrollment Management/Student Affairs
15. W&GS
16. International Education
Our review focused on the extent to which the current educational programming:

A. Contains content that will help the College comply with the requirement to implement programs to prevent dating violence, domestic violence, sexual assault, and stalking (DVDSAS) as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (referred to throughout this report as “Clery Act”). Toward that end, much of our comments pertain to enhancements that will assist Ramapo College in being in the strongest possible position of providing materials that will help their institution be in compliance with these educational requirements. It bears noting that final regulations have been published by ED to implement the changes to the Clery Act brought about by the Violence Against Women Reauthorization Act of 2013. However, subsequent guidance in the form of “Dear Colleague Letters” and/or a revised version of the Handbook for Campus Safety and Security Reporting may necessitate additional changes to the content of primary prevention and ongoing awareness programs constructed and subsequently delivered by the College.

B. Is consistent with the Clery Act. Campuses are required to provide both “primary prevention and awareness programs for all incoming students and new employees” as well as “ongoing prevention and awareness campaigns for all students and employees.”

Consequently, the consultant worked to understand which programs currently conducted at Ramapo were intended to fulfill the primary prevention obligations of the institution as well as the ongoing prevention and awareness campaigns and, if in fact, they were being delivered to the required audiences as noted above.

Within the last section of the review as noted in the aforementioned definitions, campuses are required to ensure their primary prevention programs are “…informed by research or assessed for value, effectiveness, or outcome.” The consultant sought to understand how Ramapo meets this expectation. Does each educational program have assessments (quizzes) at the end intended to measure effectiveness of the programming or is data obtained in some other fashion?

Aside from the Federal law substantive, procedural, and sub-regulatory compliance requirements, the consultant will:

C. Identify optimal timelines for the delivery of key education and prevention messages to students and employees related to bystander intervention, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking with targeted audiences.

D. Recommend improved or refreshed content (bystander intervention, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking) covered in mandatory sessions or pre-enrollment programs for students and employees.

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1 See the U.S. Department of Education’s Handbook for Campus Safety & Security Reporting, pages 73-82, which may be accessed here: https://www2.ed.gov/admins/lead/safety/handbook.pdf
E. Assess how effective the college is at educating the following audiences about sexual misconduct: transfer students, graduate students, camps/conference attendees, and students affiliated through Continuing Education.

F. Recommend programmatic changes to orientation, welcome week and other mandatory first year programming.

G. Evaluate current educational efforts around alcohol and sexual assault and determine opportunities for improvement.

H. Evaluate ways the College can educate the community about affirmative and enthusiastic consent.

I. Provide a benchmark of the College’s efforts against “best practice” institutions regarding sexual assault. (There are no national “best practice” institutions. As you will see in this report, there are practices with regard to education that are promising and practices that are known to be ineffective. We describe and recommend use of promising practices.)

**Federal Laws Related to the Problem**

Sex-based discrimination is prohibited in colleges and universities that receive Title IV funding and requirements exist both with regard to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act as amended by the Violence Against Women Act Reauthorization of 2013 (referred to throughout this report as “Clery Act”) as well as under Title IX of the Education Amendments of 1972 (referred to throughout this report as “Title IX.”) This is with regard to how institutions should train persons with responsibility for reporting sexual misconduct as well as requiring training of employees and students with regard to the offenses of dating violence, domestic violence, and stalking, specifically via educational programming defined as “primary prevention” and “ongoing awareness.”

Title IX prohibits sex-based harassment by employees, students, or third parties (including contractors, vendors, visitors and the like) that is severe and pervasive and denies or limits a student’s ability to participate in or benefit from the college’s education programs and activities. When a college knows or reasonably should know of potential sex-based harassment, it must take prompt steps to investigate or otherwise determine what occurred. If sexual harassment has been found to have occurred, the institution must take prompt steps to end the harassment, eliminate the hostile environment, prevent the harassment from recurring, and remedy its effects as appropriate.

Sexual harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

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2 If any part of a college receives any Federal funds for any purpose, all of the operations of the college are covered by Title IX. This includes all employee related complaints of sex-based discrimination.
nature. Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age, the student or employee’s use of drugs and/or alcohol, or because an intellectual or other disability prevents the student or employee from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. (These categories are defined slightly differently by the Department of Education’s Clery Compliance Division, who defines sexual assault as including the acts of rape, fondling, incest and statutory rape for purposes of educational programming and collection and classification of crime on campus.)

Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual’s actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. All of these types of sex-based harassment are forms of sex discrimination prohibited by Title IX.

Background and Nature of the Problem: Prevalence of Sexual and Intimate Partner Violence in Higher Education

Sexual and intimate partner violence are complex and significant social problems. The Department of Justice informs us that one in five women will be the victims of an attempted or completed sexual assault before graduating college. Women aged 16-24 experience the highest per capita rate of intimate partner violence. The following statistics were taken from the National Coalition Against Domestic Violence, 2007:

- 53% of victims of domestic violence were abused by a current or former boyfriend or girlfriend.
- 21% of college students report having experienced dating violence by a current partner. 32% experienced dating violence by a previous partner.
- 13% of college women report they were forced to have sex by a dating partner.
- Among college students who were sexually assaulted, 35% of attempted rapes occurred on dates, 22% of threatened rapes occurred on dates, and 12% of completed rapes occurred on dates.
- 60% of acquaintance rapes on college campuses occur in casual or steady dating relationships.
- Over 13% of college women report they have been stalked. Of these, 42% were stalked by a boyfriend or ex-boyfriend.
- Nearly one third of college students report having physically assaulted a dating partner in the previous 12 months.
- As many as one quarter of female students experience sexual assault over the course of their college career.
- Approximately 90% of victims of sexual assault on college campuses know their attacker.

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5 See the National Center for Domestic and Sexual Violence at http://www.ncdsv.org/publications_statistics.html
Further, when we compare characteristics of rape and sexual assault victimization against females ages 18 to 24 who are enrolled in college versus those not enrolled in college, we see that those women attending college face victimization at higher rates than their non-college attending peers; however, other factors such as the fact that the perpetrator was known to the victim and the incident rarely involved a weapon held true throughout both populations.

- The rate of rape and sexual assault was 1.2 times higher for nonstudents (7.6 per 1,000) than for students (6.1 per 1,000).
- For both college students and nonstudents, the offender was known to the victim in about 80% of rape and sexual assault victimizations.
- Most (51%) student rape and sexual assault victimizations occurred while the victim was pursuing leisure activities away from home, compared to nonstudents who were engaged in other activities at home (50%) when the victimization occurred.
- The offender had a weapon in about 1 in 10 rape and sexual assault victimizations against both students and non-students. Rape and sexual assault victimizations of students (80%) were more likely than nonstudent victimizations (67%) to go unreported to police.

In sexual victimization cases, most victims of sexual assault are female and most perpetrators are male. Most often, the victim knows the person who has assaulted her and had some level of trust with the offender. Alcohol is the number one weapon of choice in the perpetration of campus sexual assaults in that 1) voluntary alcohol use by the victim involuntarily creates vulnerability to crime victimization or 2) alcohol is directly used by the perpetrator to incapacitate the victim for purposes of sexual exploitation. We also know that the fewest number of perpetrators on our campuses engage in the most acts of sexual violence perpetrated (according to the work of David Lisak and others, one offender perpetrates between 6-11 sexual assaults undetected in the four years they are an undergraduate student on campus6.) Consent is almost always at the center of criminal and civil litigation surrounding complaints of sexual assault and victims in higher education delay reporting frequently not recognizing that what has happened to them is in fact sexual violence (and both a crime and code of conduct violation.)

The impact of sexual violence is substantial resulting in potentially life-long effects related to trauma to include post-traumatic stress disorder; eating and body image issues; sleep issues; depression, other mental health problems and suicidal ideation; suicide attempts and completions; and substance abuse. The immediate effects of sexual violence for college aged women are also substantial in that many engage in intense amounts of self-blame, withdraw from peer groups and campus activities, and tend to have an increased need for health, mental health, and academic supports. Many victims, as a result of sexual violence, transfer to another institution where they do not have to see their abuser each day or drop out of college altogether.

Mitigation of Sexual and Intimate Partner Violence

Research tells us that there is no magic answer to completely preventing sexual assault on campus, nor are there any one-size-fits-all solutions for addressing the intersection of bystander action or the role of alcohol in the facilitation and perpetration of sexual and intimate partner violence on campus. There are a number of promising practices that do show a reduction in perpetration and an awareness of risk reduction strategies that can be employed strategically as well as a number of ideas that are known to be ineffective in the mitigation of sexual violence in institutions of higher education.

So how do we go about building prevention strategies that reduce risk and perpetration of sexual and intimate partner violence on campus? First, we must understand that individual behavior is impacted by personal and environmental factors. The Social Cognitive Theory “explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies.”7 These patterns are developed through physical or social environments, people, and behavior.8 People learn primarily through experience and observation. This is especially true on college campuses, where social environments, physical proximity to peers, and behavioral patterns being replicated by tradition and peer pressure lead to the normalization of extreme behaviors, such as excessive alcohol consumption and the normalization of violence.

![Diagram](https://via.placeholder.com/150)

This theory greatly informs social learning as it pertains to sexual aggression. Aggression is a learned behavior, normalized through frequency, relative importance, duration, and intensity of a variety of factors (i.e. social interactions, observations, vicarious learning, modeling, and reinforcement).9 Students’ social interactions, associations with peers, media influence, imitations, and both the positive and negative reinforcement they receive for those behaviors all

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contribute to the learning of aggression, sexual or otherwise. Therefore, sexual aggression is not inevitable. Sexual aggression on college campuses exists because the perpetuation of rape culture allows it to. On college campuses new risk factors, such as excessive ease of access to alcohol, combine with a general lack of protection factors and a lack of serious punishment for perpetrators to create an environment where an increase in the sexual victimization of college students should be expected.

**Building the Framework of Effective Sexual Violence Prevention Programming**

*The Socioecological Model*

Any prevention efforts should ultimately decrease the number of individuals who perpetrate sexual violence and the number of individuals who are sexual violence victims. Many existing prevention approaches aim to reduce risk factors and promote protective factors from sexual violence. However, recent research conducted by the White House Task Force suggests that in order for a prevention strategy to be most effective, it must be comprehensive; to be comprehensive, prevention strategies should address factors at each of the levels that influence sexual violence – individual, relationship, community, and society. The CDC furthers this assertion, aiming efforts at preventing sexual violence with their focus on primary prevention and emphasizing reducing the occurrence of sexual violence at the population level rather than simply focusing on the health and safety of one individual at a time.

![Socioecological Model Diagram](http://www.cdc.gov/violenceprevention/images/social-ecologicalmodel.jpg)

Each level of the socioecological model is relevant to sexual violence prevention. The individual level addresses biological and personal history factors, such as age, education, income, substance abuse, or history of abuse. Prevention strategies that focus on the individual level should be designed to promote behaviors, attitudes, or beliefs that actively work to prevent violence. The relationship level examines social peers, partners, and family members, all of which influence behavior through shared experiences. Prevention strategies at the relationship level should be designed to reduce conflict, foster problem-solving skills, and promote healthy relationships. The community level of the socioecological model examines settings in which our social relationships occur. These settings have specific characteristics that are positively correlated with

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10 White House Task Force to Protect Students From Sexual Assault. (2014). *Not alone: The first report of the White House Task Force to Protect Students From Sexual Assault.*


becoming either a victim or a perpetrator of violence. Thus, prevention strategies at this level should be aimed at impacting both the physical and social environment we inhabit day to day. Lastly, the societal level of the socioecological model encompasses all of the levels below it, addressing the societal factors that combine to create an atmosphere in which social and cultural norms that support violence are reinforced. Prevention strategies at this level focus on deconstructing those norms.

**Common Components of Prevention Strategies: What Works and What Does Not**

The most common prevention strategies currently focus on the victim, the perpetrator, or bystanders. Strategies that try to equip the victim with knowledge, awareness, or self-defense skills are referred to as "risk reduction techniques." Strategies focused on the perpetrator attempt to change risk and protective factors for sexual violence to reduce the likelihood that an individual will engage in sexually violent behavior. The goal of bystander prevention strategies is to change social norms supporting sexual violence and empower men and women to intervene with peers to prevent an assault from occurring. Other prevention strategies address social norms, policies, or laws in communities to reduce the perpetration of sexual violence across the population.

Most colleges and universities stick to “tried-and-true” prevention strategies. The Centers for Disease Control and Prevention (CDC) finds “the majority of campuses implement social media campaigns as a prevention strategy designed to raise awareness and change social norms related to sexual violence”. 13 In addition, bystander intervention programs and campus-based educational sessions are also frequently used. However, there is a lack of information on what works and what does not work to prevent the occurrence of sexual violence at the college level. According to the CDC, programs that work are Safe Dates, and Shifting Boundaries building-level intervention.14

Programs that might work include Coaching Boys Into Men and Bringing in the Bystander. Programs that do not work include brief, one session educational interventions, such as a singular session at freshman orientation aimed at changing awareness, knowledge, or beliefs.15

**A Model Comprehensive Strategy**

There are nine characteristics of effective prevention strategies that should guide decision-making and the selection process when developing an effective primary prevention strategy:

- Comprehensive services;
- Varied teaching methods, including some type of active, skills-based component;

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• Sufficient dosage (i.e. multiple sessions are proven to be more effective than a single session);
• Theory driven;
• Build strong, stable, positive relationships between peers, families, and communities;
• Appropriately timed in personal development stages;
• Socioculturally relevant;
• Have a rigorous outcome evaluation;
• And be administered by well-trained staff.\textsuperscript{16}

These “principles of prevention” work best when prevention practitioners and community members are actively involved.\textsuperscript{17}

Below is an example of a comprehensive prevention strategy that addresses all four levels of the socioecological model that both the CDC and the White House Task Force use to guide their research.\textsuperscript{18} The use of this model allows prevention strategies to have a broad public health impact, as implementation in isolation for individuals is proven less effective. This hypothetical example includes risk and protective factors at multiple levels of influence, but cannot be applied to all campuses and communities, as the needs of each vary by location. However, this example does address what a coordinated strategy may look like when it addresses multiple influences, sources of risk, the social and organizational environment, and creates a pattern of reinforcing positive behavioral norms.

\textsuperscript{17} Centers for Disease Control and Prevention. (2014). Preventing Sexual Violence on College Campuses: Lessons from Research and Practice. 5.
General Recommendations

1. Hire a full time Sexual Harassment/Violence Prevention and Educational Specialist/Coordinator and part time assistant. While the position does not have to necessarily report to the Director of Affirmative Action and Workplace Compliance/Title IX Coordinator, the position should be one in which there is collaboration and communication between this office and the Director for purposes of potential compliance with Title IX. Additionally, this office should maintain communication with the Department of Public Safety for ensuring policy statements and programming are properly included in the institution’s Annual Security Report (ASR), which is due to the College community no later than October 1 of each year.

The Specialist/Coordinator position would be responsible for coordinating and implementing primary prevention programs and ongoing prevention and education campaigns geared at employees and students that seek to prevent sexual harassment, sexual assault, dating/domestic violence (intimate partner violence), and stalking. The programs should be built within an infrastructure that is geared to address the individual student and employee, the peer/partner, individual organizations within the College shown to be at increased risk of victimization (like first year women in the first semester of college) and perpetration (like Greeks and athletics), and the campus community as a whole. Programs to prevent dating violence, domestic violence, sexual assault, and stalking means comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that—
(A) Are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research or assessed for value, effectiveness, or outcome; and

(B) Consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community, and societal levels.

To attain this, the coordinator and their assistant would engage in the following:

a. Conduct the College’s annual climate survey\(^\text{19}\) as required by the U.S. Department of Education beginning in year 2016, as well as focus groups and listening sessions with students and employees. According to the White House Task Force to Protect Students from Sexual Assault, “campus response, intervention, and prevention efforts will be more successful if they are tailored to the needs of each campus community…and…understanding other climate issues, such as students’ knowledge about reporting policies and resources for victims, their attitudes about prevention, and their perceptions about how their community is addressing the problem of sexual violence, are critical pieces of information for improving campus responses.”

b. Determine the infrastructure of how various units will fit together to deliver the prevention and educational initiatives that will be delivered by the College. This will need to be accomplished by bringing together the various units described as having a role in these recommendations as well as other units as determined by the Coordinator. The Coordinator should determine, based on the various programs, how, when and by whom the programs and initiatives will be deployed. It is important to note that primary prevention programs directed at new students\(^\text{20}\) and new employees are required by the Clery Act and should be implemented within the first few weeks that new students and employees are on campus. This differs from programming that would constitute the institution’s ongoing education and awareness campaigns, in which most of the programming will be considered. The Coordinator is ultimately responsible for the delivery of programs and the assistant in ensuring each program is captured in a master audit log for purposes of demonstrating compliance with the U.S. Department of Education, but various components of the programming are more effectively delivered by campus constituents with subject matter expertise in their specific area of sexual or relationship violence (i.e., Counselors would be better equipped, potentially, to offer programming related to the after-effects of violence, like indicators that a student may be struggling with Post Traumatic Stress Disorders or in how to help a friend who is struggling with returning to normalcy following a sexual assault.)

c. Develop or implement primary prevention programs directed at all incoming students and incoming employees and ongoing prevention and awareness campaigns directed at all students and all employees that contain content that will put the College in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (referred to

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\(^\text{19}\) White House Task Force to Protect Students From Sexual Assault. (2014). *Not alone: The first report of the White House Task Force to Protect Students From Sexual Assault.*

\(^\text{20}\) New student refers to any student new to campus, including undergraduate first years, transfer students, and new graduate students.
throughout this report as “Clery Act”) as amended by the 2013 Reauthorization of the Violence Against Women Act. The College should ensure that if it chooses to develop the programs themselves that each and every program meets the requirements of the law to prevent dating violence, domestic violence, sexual assault, and stalking (DVDVSAS.)

The consultant conducted in-depth telephone interviews with key areas responsible for the development and implementation of programs to prevent sexual assault, dating violence, domestic violence and stalking. While the College engages in a number of programs with regard to sexual assault and bystander intervention, the consultant did not find that the College was deliberate in providing programming specific to stalking, dating violence and domestic violence, nor were any of the educational efforts geared towards students with regard to sexual assault inclusive of all of the required information required by the Department of Education. The consultant found that the College has no programs geared at employees that address sexual assault, dating violence, domestic violence, or stalking.21

For reference, the Clery Act defines the following terms within its final implementing regulations:

- **Awareness programs** means community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

- **Bystander intervention** means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault or stalking. Bystander intervention includes recognizing situations of potential harm, understanding institutional structures and cultural conditions that facilitate violence, overcoming barriers to intervening, identifying safe and effective intervention options, and taking action to intervene.

- **Ongoing prevention and awareness campaigns** means programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution and including information described in paragraph (j)(l)(i)(A) through (F) of this section.

- **Primary prevention programs** means programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander

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21 The College utilizes the WeComply © program as a Title IX Responsible Employee training, however no training exists to meet the requirements of the Clery Act.
intervention, and seek to change behavior and social norms in healthy and safe
directions.

- **Risk reduction** means options designed to decrease perpetration and bystander
inaction, and to increase empowerment for victims in order to promote safety and to
help individuals and communities address conditions that facilitate violence.

- **Dating violence** means violence committed by a person who is or has been in a social
relationship of a romantic or intimate nature with the victim.

- **Domestic violence** means a felony or misdemeanor crime of violence committed—
  (A) By a current or former spouse or intimate partner of the victim;
  (B) By a person with whom the victim shares a child in common;
  (C) By a person who is cohabitating with, or has cohabitated with, the victim as a
  spouse or intimate partner;
  (D) By a person similarly situated to a spouse of the victim under the domestic or
  family violence laws of the jurisdiction in which the crime of violence
  occurred, or
  (E) By any other person against an adult or youth victim who is protected from
  that person's acts under the domestic or family violence laws of the
  jurisdiction in which the crime of violence occurred.

- **Stalking** means engaging in a course of conduct directed at a specific person that
would cause a reasonable person to—
  (A) Fear for the person's safety or the safety of others; or
  (B) Suffer substantial emotional distress.
  (ii) For the purposes of this definition—
  (A) **Course of conduct** means two or more acts, including, but not limited to, acts
  in which the stalker directly, indirectly, or through third parties, by any action,
  method, device, or means, follows, monitors, observes, surveils, threatens, or
  communicates to or about a person, or interferes with a person's property.
  (B) **Reasonable person** means a reasonable person under similar circumstances
  and with similar identities to the victim.
  (C) **Substantial emotional distress** means significant mental suffering or anguish
  that may, but does not necessarily, require medical or other professional
  treatment or counseling.

- **Programs to prevent dating violence, domestic violence, sexual assault, and stalking**
means comprehensive, intentional, and integrated programming, initiatives, strategies,
and campaigns intended to end dating violence, domestic violence, sexual assault, and
stalking that—
  (C) Are culturally relevant, inclusive of diverse communities and identities,
  sustainable, responsive to community needs, and informed by research or
  assessed for value, effectiveness, or outcome; and
  (D) Consider environmental risk and protective factors as they occur on the
  individual, relationship, institutional, community, and societal levels.
Programs to prevent dating violence, domestic violence, sexual assault, and stalking include both primary prevention and awareness programs directed at incoming students and new employees and ongoing prevention and awareness campaigns directed at students and employees, as defined in paragraph (j)(2) of this section.

- **Sexual Assault** means an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI’s UCR program.

- **Rape** means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

- **Fondling** means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

- **Incest** means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

- **Statutory Rape** means sexual intercourse with a person who is under the statutory age of consent.

Consequently, the primary prevention programs geared at new employees and new students and ongoing education and awareness campaigns should convey the following information in compliance with the Clery Act:

a) a statement that the institution prohibits the offenses of sexual assault, dating violence, domestic violence and stalking, as those terms are defined by the Clery Act;

b) the definitions of the offenses as they are defined both in college policy as well as using the State of New Jersey’s criminal and administrative codes;

c) the definition of consent related to sexual activity as found in college policy as well as within the criminal or administrative codes for the State of New Jersey;

d) information with regard to how to identify dangerous situations and to intervene safely through the use of bystander intervention (by building on the existing use of the Green Dot Program, which has shown to be an effective prevention program);

e) information with regard to risk reductions strategies that can be employed at the individual, institutional, community, and societal levels to mitigate incidents of sexual assault, dating violence, domestic violence and stalking;

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22 White House Task Force to Protect Students From Sexual Assault. (2014). Not alone: The first report of the White House Task Force to Protect Students From Sexual Assault.
f) Information regarding the institution’s procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault or stalking, which must include a statement that:

- Include a prompt, fair, and impartial process from the initial investigation to the final result;
- Be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
- Provides the accuser and accused with the same opportunities to have others present during any institutional disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice;
- Not limit the choice of advisor or presence for either the accuser or the accused in any meeting or disciplinary proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- Require simultaneous notification, in writing, to both the accuser and the accused of the result of any institutional disciplinary proceeding that arises from an allegation of dating violence, domestic violence, sexual assault, or stalking; any change to the result; and when such results become final.

g) The options about the involvement of law enforcement and campus authorities, including the victim’s option to notify proper law enforcement; be assisted by campus authorities in notifying law enforcement; and the victim’s right to decline to notify such authorities.

h) The importance of preserving evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order.

i) A statement that the institution will provide written notification to victims about options for, available assistance in, and how to request academic, living, transportation, and working situations or protective measures. The institution must provide such measures if the victim requests them and they are reasonably available, regardless of whether the victim chooses to report the crime to law enforcement.

j) A statement that when a student or employee reports to the institution that they have been the victim of dating violence, domestic violence, sexual assault or stalking, whether that offenses occurred on or off campus, the institution will provide the student or employee with a written explanation of rights as required by the Clery Act.

The next page shows the visual depiction of the new Coordinator’s role and the use of the various offices to deliver the ongoing awareness efforts.
This new position should function as the head of the Title IX Committee, and should oversee the College’s compliance efforts with regard to Title IX and the Clery Act (as it relates to sexual assault, dating violence, domestic violence, and stalking only. Public Safety should lead the
overall compliance efforts for the College with regards to Clery). The Sexual Harassment/Violence Prevention and Education Specialist/Coordinator should work collaboratively within the Title IX Committee, but also with individual offices across the institution that have roles in compliance, including the 8 offices listed on the above diagram. It would be appropriate to delegate some duties to other offices that have a primary role in compliance. For example, the Director of Training for the Human Resources Department should develop and deliver all training for new employees. Likewise, the office of Student Success should take the lead on similar programs for incoming first year students and transfer students. It may also be appropriate for several offices to deliver programming in conjunction with other departments (i.e. Residence Life, Student Success, and Public Safety offer skits during Welcome Week). The Sexual Harassment/Violence Prevention and Education Specialist/Coordinator should be aware of any operational programming, policies, or practices and aid the various offices in their efforts to follow best practices, as well as guide them in appropriate actions for compliance.

2. Establish and widely disseminate a consistent message that sexual harassment, sexual assault, intimate partner violence, and stalking are prohibited and will not be tolerated. Additionally, as required by the U.S. Department of Education, issue an “Annual Notice of Nondiscrimination”.  

3. Leverage existing College resources to promote and advertise sexual harassment/assault and intimate partner violence prevention educational initiatives and support services for survivors (both confidential support services as well as those that are only private.)

4. Evolve the Title IX Committee to become a multidisciplinary task force on campus to address sexual harassment, sexual assault, and intimate partner violence prevention and response services that includes members from all levels of the community (high-level administration, academic leaders, student leaders, and community partners.)

5. Develop and launch a social marketing campaign in which student, faculty, and staff voices are heard on the topics of sexual harassment, sexual assault, forms of intimate partner violence, prevention and educational messages, and campus events can be broadly shared (i.e., via use of Facebook or the like.)

6. Review, revise, and improve the College website to ensure sexual harassment, sexual assault, and intimate partner violence information is easy to find via the search engine, includes a listing of victims’ rights (both national rights recognized by the Clery Act and Title IX as well as victim’s rights available through the State of New Jersey), and contains clear reporting options and instructions to survivors, supporters, and bystanders in easy to read language.

7. Create a Sexual Harassment, Sexual Assault, and Intimate Partner Violence section on the websites of the Acting Dean of Students in Student Affairs and Human Resource page. Link to other relevant pages and list Sexual Assault Prevention and Intervention in the A to Z campus

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For assistance in understanding the requirements set forth by the U.S. Department of Education with regard to what the notice must maintain as well as sample language that could be included, access the pdf here: [http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.pdf)
directory. Web presence should be comprehensive to include educational initiatives/goals for sexual harassment/sexual assault and IPV prevention developed in accordance with the recommendations of this report (as well as informed by the work of the Sexual Assault/Violence Prevention and Educational Specialist/Coordinator), bystander training, the reporting process/resources, and all College/community/national support resources available to students and employees.

8. Develop and initiate a mechanism for anonymous reporting of crimes including sexual assault, dating violence, domestic violence and stalking, as well as other forms of sexual misconduct.

9. Explore technology to assist with the prevention and intervention of sexual violence. Conduct research on a variety of available apps appropriate for Apple iOS, Windows, and Android users, including Circle of 6 and OnWatch.

**Recommendations with regard to improved or refreshed content (bystander intervention, rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking) covered in mandatory sessions or pre-enrollment programs for students and employees and optimal delivery.**

10. Primary Prevention—Employees (Faculty and Staff)

<table>
<thead>
<tr>
<th>Current Program Offered</th>
<th>Recommended Programmatic Changes</th>
<th>Recommended Product, if applicable</th>
<th>Delivered by Whom</th>
<th>Optimal Delivery Timeframe</th>
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<tbody>
<tr>
<td>1-New Employee Orientation is provided for staff; however, it contains no modules on sexual assault, dating violence, domestic violence, or stalking as required by the Clery Act; 2-Does include overview of the NJ State Policy Prohibiting Discrimination; AAWC has instituted sexual harassment</td>
<td>1-Implement primary prevention programming geared at all new employees (faculty and staff) delivered within the first few weeks of employment that meets the requirements as outlined previously in this report in compliance with the Clery Act. The consultant prefers that the online module is</td>
<td>360 Stay Safe© Employee Module (One module only) (VAWA compliant) <a href="http://www.360staysafe.com">www.360staysafe.com</a> D. Stafford &amp; Associates has assessed this product for compliance and it does, in fact, meet the requirements of the Clery Act as amended by VAWA.</td>
<td>Human Resources for Staff and Provost or HR for Faculty (to include Adjunct) (via online link to training program)</td>
<td>1-Rolling—Within the first few weeks to one month when new employees begin working—Required for continued employment 2&amp;3—The CSA/RE training is delivered in an online format in full to all CSAs/REs year one and then in an online</td>
</tr>
</tbody>
</table>
training to comply with Title IX—This training is entitled WeComply© 3-Did not find training for Campus Security Authorities as required by the Clery Act

supplemented with in-person training completed by HR. Due to the relational nature at Ramapo, it is uncertain whether the online module alone will be sufficient to inform employees appropriately, even if it does meet compliance standards.

2&3-Deliver Campus Security Authority Training via the D Stafford & Associates platform (which includes modules for also training Responsible Employees under Title IX) and discontinue use of WeComply©

refresher format for years two and three and then repeats the full training module in year four.

11. Primary Prevention--Students

<table>
<thead>
<tr>
<th>Current Program Offered</th>
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<tr>
<td>HAVEN (EverFi)</td>
<td>Implement compliant primary prevention programming.</td>
<td>360 Stay Safe© Student Compliance Modules (Four modules required for compliance) (VAWA compliant)</td>
<td>Student Affairs</td>
<td>Ideally before students arrive on campus through first few weeks</td>
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<tr>
<td>Current Program Offered</td>
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<td>AlcoholEDU</td>
<td>Supplement with in-person events and public awareness</td>
<td>None-continue to utilize this product</td>
<td>Residence Life or Student Affairs</td>
<td>Per the timeframes outlined in the AlcoholEDU program, both prior to and after the arrival of students to campus.</td>
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<tr>
<td>Welcome Week: Currently, 1.5 hour program related to IPV, sexual assault, and Green Dot (bystander intervention program) conducted by Women’s Center Staff; Counseling Staff provides some information</td>
<td>Require mandatory attendance by all students for these in-person modules created by the College related to sexual assault, dating violence, domestic violence, stalking and bystander intervention.</td>
<td>1-Using the concepts of Green Dot, utilize College Staff to train all students in bystander intervention. All training is mandatory 2-Development and implementation through use of College personnel to deliver training in various live formats addressing sexual assault, dating violence,</td>
<td>Multi-disciplinary effort comprised of members from the Women’s Center, Public Safety, Health and Counseling, and Student Success</td>
<td>Extend Welcome Week to allow for completion of the recommended modules. The time needed for the extension will be dependent upon the format the College institutes.</td>
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<td>Current Program Offered</td>
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<td>with regard to the above.</td>
<td>domestic violence, and stalking (including intersections with alcohol use and abuse in perpetration and risk reduction without victim blaming) on all required items cited in this report under Recommendation 1c (a-j) (required by the Clery Act.) Should consider the use of single gendered discussion, skits, lecture, speak outs, role-playing, and other interactive formats.</td>
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12. Ongoing Education and Awareness Campaigns-Students (Describes campaign topics—individual programming to be determined by institutional team)

<table>
<thead>
<tr>
<th>Campaign Topic</th>
<th>Current Program Offered</th>
<th>Recommended Programmatic Changes</th>
<th>National Programs and Curricula</th>
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<th>Optimal Delivery Timeframe</th>
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<tr>
<td>Engaging Men/Male Involvement</td>
<td>Women’s Center’s Violence Prevention Week offers “Walk a Mile in Her Shoes.”</td>
<td>1) Develop a <strong>social norms</strong> campaign directed at men to prevent sexual and intimate partner violence perpetration on campus. 2) Develop a <strong>bystander intervention</strong> campaign directed at men to prevent sexual and intimate partner</td>
<td>1-Walk a Mile in Her Shoes 2-Coaching Boys into Men 3- Beyond Tough Guise 4-White Ribbon Campaign 5-V-Men 6-Men of Strength</td>
<td>Athletics, Greek Life, Student Affairs, and could include involvement by respected men on campus,</td>
<td>No optimal timeframe for delivery suggested. It is helpful to begin this at the beginning of the academic year, although</td>
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<tr>
<td>Healthy Sexual Relationships</td>
<td>Health and Counseling through use of Peer Educators (passive); Women’s Center provides panel on consent, and 4-6 independent programs each semester related to intimate partner violence; other offices hold misc. programs related to health and sexuality</td>
<td>violence perpetration on campus. Pilot launch efforts could be directed at highest risk groups of offenders, which generally includes students in Athletics and fraternities. 3) Consider establishing a Men Against Sexual Assault/Violence or Men Can Stop Rape group. 4) Consider academic courses on men and masculinity.</td>
<td>7-Healthy Masculinity</td>
<td>like select male faculty and staff members</td>
<td>not required. Programs should be delivered throughout the year, with a minimum of once per semester.</td>
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<tr>
<td>Bystander Intervention</td>
<td>Green Dot; Staff Instruction</td>
<td>None, however Green Dot needs to be mandatory for all students until campus fully trained and then for all incoming students each year following.</td>
<td>1-Green Dot 2-Bringing in the Bystander 3-MVP 4-Step UP! Mentors in Violence Prevention (MVP-Athletics)</td>
<td>Women’s Center, others as trained and able</td>
<td>Orientation to all entering students; training of entire student body until entire campus is trained.</td>
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<td>Public Awareness</td>
<td><em>Take Back the Night; The Clothesline Project; It’s</em></td>
<td>1-Wide publication of the name and contact information for the institution’s Title IX Coordinator, 2-V-Day</td>
<td>1-“These Hands Don’t Hurt” campaign 2-V-Day</td>
<td>Multi-disciplinary</td>
<td>Throughout the academic year</td>
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<td>Campaign Topic</td>
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<td><strong>on Us (Continue these campaigns)</strong></td>
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<td>information on how to report sexual misconduct, information with regard to the procedures Ramapo engages in to resolve cases of sex-based discrimination. 2-Information regarding the availability of on and off campus resources and victim’s rights. 3-Public prohibition of sexual harassment, sexual assault, dating violence, domestic violence, and stalking. 4-Public awareness raising events, like those mentioned in the national campaigns.</td>
<td>3-Silent Witness Project 4-The Red Flag Campaign</td>
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<td><strong>Self-Defense</strong></td>
<td><strong>R.A.D. (Rape Aggression Defense)</strong></td>
<td>Increase promotion of the Rape Aggression Defense (R.A.D.) System and encourage faculty, staff, and students to become R.A.D. certified. Because the program is geared at single gender audiences, ensure you offer both a program for women as well as a program for men.</td>
<td><strong>R.A.D.</strong></td>
<td><strong>Public Safety</strong></td>
<td>No optimal timeframe for delivery suggested. 90% of sexual assaults on campus will be perpetrated by someone the victim knows. Thus, we are recommending self-defense training in light of the 10% of assaults perpetrated this way, but if there is a</td>
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<td>Curriculum tied to the Classroom Experience</td>
<td>First Year Seminar currently allows for Peer Facilitators to lead small sessions on various topics.</td>
<td>Train Peer Facilitators (PF) on Ramapo’s policy and procedures related to sex-based discrimination and create standardized modules for PF to deliver in each of the first year seminars. The consultant is uncertain that 30 minutes is sufficient to cover all 4 topics. The College should consider lengthening these programs. If the College elects to leave attendance at Welcome Week optional, the first year seminar modules should be mandatory in order to be compliant. Teach PF how to identify behavior consistent with the offenses of sexual harassment, sexual assault, dating violence, domestic violence, and stalking (as well as other identified forms of sexual misconduct.) Teach PF about Ramapo’s definition of consent and what constitutes consent and what does not constitute</td>
<td>None recommended in the literature.</td>
<td>First Year Seminar via peer facilitators</td>
<td>Throughout first year seminar courses.</td>
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<tr>
<td>Campaign Topic</td>
<td>Current Program Offered</td>
<td>Recommended Programmatic Changes</td>
<td>National Programs and Curricula Delivered by Whom</td>
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<td>consent. Engage PF in role playing exercises to aid them in explaining and demonstrating how to safely intervene in a situation that could potentially lead to domestic violence, dating violence, or sexual assault as well as how to help a friend who has disclosed sexual or physical abuse, to include available on and off campus resources. The modules presented by the PF in the course should be consistent across courses, no matter the faculty member teaching the course (standardize their deliverables and instruction.) This is paramount as currently, Welcome Week contains primary prevention, however in large group setting like orientations, students will struggle to recollect the information and will respond to smaller facilitated discussions with peers, opportunities to actively ask questions and demonstrate understanding, and numerous in-person doses of information.</td>
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</table>
Assess how effective the college is at educating the following audiences about sexual misconduct: transfer students, graduate students, camps/conference attendees, and students affiliated through Continuing Education.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Current Effectiveness</th>
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<tbody>
<tr>
<td><strong>Transfer Students</strong></td>
<td>Transfer students currently have an abbreviated Welcome Week. They receive a short session on sexual assault/bystander intervention, but it is not mandatory and it does not offer any information with regard to dating violence, domestic violence or stalking. Consequently, DSA does not believe that this population is currently receiving any primary prevention programming. They do have access to ongoing education and awareness campaigns/efforts sponsored throughout the year including <em>Take Back the Night</em>, <em>The Clothesline Project</em>, and other events offered through various departments throughout the academic year, although not geared to or advertised specifically for them.</td>
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<td><strong>Graduate Students</strong></td>
<td>Students attending graduate programs at the College are currently not receiving any primary prevention programming. They do have access to ongoing education and awareness campaigns/efforts sponsored throughout the year including <em>Take Back the Night</em>, <em>The Clothesline Project</em>, and other events offered through various departments throughout the academic year, although not geared to or advertised specifically for them.</td>
</tr>
<tr>
<td><strong>Continuing Education</strong></td>
<td><em>Students attending continuing educational programs at the College are currently not receiving any primary prevention programming. They do have access to ongoing education and awareness campaigns/efforts sponsored throughout the year including <em>Take Back the Night</em>, <em>The Clothesline Project</em>, and other events, speakers, discussion series, etc. offered through various departments throughout the academic year, although not geared to or advertised specifically for them.</em>&lt;br&gt;<em>It is important to note that the word “student” needs to be defined by the College</em></td>
</tr>
</tbody>
</table>

*It is important to note that the word “student” needs to be defined by the College*
for purposes of assessing which participants in Continuing Education are required to have primary prevention programming and ongoing education and awareness campaigns. DSA believes that some participants enrolled in these programs would be exempt from the federal educational requirement, like those persons attending professional development courses, community workshops, and educational programs held at Ramapo but presented by other non-Ramapo employees to non-Ramapo learners. The Chinese international group would likely fall under the definition of a “student” since they are taking credit coursework at the College, living in College owned property, and are hosted on short stay away trips in conjunction with the College by college employees. It should be noted that the current handbook* that is provided through Continuing Education currently only has two paragraphs relating to sexual misconduct, and only discusses this in terms of verbal and nonverbal sexual harassment. The handbook should be updated to reflect all forms of sexual misconduct prohibited by the College, definitions of that conduct, how to identify behavior consistent with all forms of sexual misconduct, how and to whom to report sexual misconduct to, and the like. *The residential international programs do have their own handbook and required educational component, however, the training should be evolved to ensure it meets the requirements of primary prevention as defined by the Clery Act.

| Camps/Conference Attendees | Persons attending camps and conferences are not receiving any primary prevention programming or access to ongoing education and awareness campaigns/efforts. DSA believes that a number of attendees of campus and conferences would not be classified by the College as “students” for purposes of being required to deliver programming, however, the College should assess this further once they have defined “student.” |
The College should consider creating a handbook for summer camps and conference attendees, however, that instructs attendees on general emergency procedures at the College, to include how to safely evacuate a building or part of the College; how the camps and conference programs will handle situations involving the suspected abuse of children, to include the duty to report abuse to local and or state authorities; staff to camper ratios; use of residential facilities in housing minors, to include the College’s position on approved staff to camper ratios; and the Alcohol and Other Drug (AOD) statement of the College.

13. Ongoing Education and Awareness Campaigns-Employees

(Describes campaign topics—individual programming to be determined by institutional team)

<table>
<thead>
<tr>
<th>Campaign Topic</th>
<th>Current Program Offered</th>
<th>Recommended Programmatic Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Education</td>
<td>None identified</td>
<td>Implement a variety of workshops, discussion sessions, “brown bag” lunches, role-playing opportunities, and other live (active) and passive (tabling, emails) educational opportunities to teach faculty members about sexual harassment, sexual assault, dating violence, domestic violence, and stalking that teach them the following: 1) How to identify warning signals of sexual harassment, sexual assault, IPV and stalking. 2) How to display empathy, prevent re-victimization of victims, prevent victim blaming, and how to appropriately respond to a student or fellow employee who is disclosing physical or sexual abuse or sexual harassment. 3) Information with regard to Ramapo’s policy and resolution procedures, including how to report information reported to them to the institution’s Title IX Coordinator as well as how to assist the student or employee with filing a complaint. 4) Information with regard to how to provide academic accommodations and protective measures in concert with the Title IX Coordinator in light of the abuse. 5) Information with regard to the importance of the preservation of evidence that could be helpful in proving a crime occurred and assisting the complainant with obtaining an order of protection/restraining order. 6) On and off campus resource information/providers for employees and students related to sexual and physical abuse.</td>
</tr>
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</table>
7) Sample language that could be included in their respective syllabuses with regard to the prohibition on the offenses in the academic environment and their available responses and duties should an incident be reported or occur.

8) Information with regard to the potential for infusing their own curricula with information regarding the previously mentioned offenses.

14. Develop and deliver a comprehensive training program for the campus staff most likely to be confronted with a student or employee who discloses sexual or intimate partner abuse. Training should first focus on first responders including, but not limited to, Residence Life, Counseling Center, Public Safety, Fraternity and Sorority Programs, New Student Programs, Athletics, ROTC, Student Community Service, Student Programs, Women’s Resource Center, Diversity Committee, and select faculty. This opportunity should also be extended to Mahwah Police Department officers, Emergency Medical Service (EMS) personnel, and other first responders in the Mahwah, NJ.

Additional recommendations unrelated to education/prevention being offered:

15. Develop a coordinated, seamless, victim–centered response service between campus and community resources that offers the following options:
   a. Anonymous reporting
   b. Law enforcement involvement
   c. Judicial/disciplinary board actions
   d. Medical care/forensic examination
   e. Emergency contraception
   f. Academic/housing accommodations
   g. Follow-up counseling, support, and victim advocacy.

16. Integrate screening for sexual harassment, sexual assault and intimate partner violence into patient history protocols in health and counseling center.