

Columbia University Senate Transcription

Gender Discrimination & Sexual Misconduct Town Hall

March 13, 2014

Terry Martinez: Good afternoon. My name is Terry Martinez. I am the Interim Dean of Students for Columbia College and SEAS, and I will be co-facilitating this afternoon's forum.

Matthew Chou: Hi, everyone. I'm Matthew Chou. I'm currently a senior in the college, and I'm also co-chair of the Senate Student Affairs Committee.

Martinez: What I'd like to do first is introduce Dean Valentini on behalf of the deans of the undergraduate schools, to say a few words, and then we'll get started.

James Valentini: Thank you, Terry. Good evening and thank you all for coming to this town hall tonight. This forum follows many conversations we've been having with students, both to solicit input and to share information about efforts underway to address concerns about sexual violence on the Columbia campus. The purpose of the town hall tonight is to hear from you, to listen to you, to share information about our sexual assault adjudication process and the joint efforts currently underway to address matters related to sexual assault. We also want to answer questions students may have. All of us—students, faculty, administrators, and deans—come to this discussion with our own strong concerns and views. All of us care deeply about this, and about our community. We're here to listen, so we can collectively do a better job at making this a campus environment where we want to work, live, and study. The issues we will be discussing are complex, and we acknowledge that this topic may be emotional and traumatic for some. We

hope this town hall will lead to a better and more complete understanding of the process, and the resources available to deal with sexual misconduct; also, the efforts now underway to strengthen those procedures and available resources.

We, and particularly our panelists, who are professionals in this domain, will do our very best to answer all questions you have, within the boundaries of our obligation to preserve the confidentiality of individuals in our community.

Now I'd like to call on each of the other deans of undergraduate schools to say a few words.

Dean Awn?

Peter Awn: I'm Peter Awn, Dean of GS, and I'd just like to thank you all for being here. I think this is a really important occasion for all of us, to build the kind of collaborative process that we hope will make a difference.

Mary Boyce: I'm Dean of Engineering. I thank everyone for coming today to participate in the discussion. I think we all want to reaffirm our commitment so that gender-based misconduct and sexual assault have no place on this campus. I think it's a great sign that so many are here to participate in an open dialogue to really try to collectively work for better processes and try to see how we can really address this issue from the very first day students step on campus until they graduate. This should be a safe environment where we work and study together. Whether it means revising how we do Orientation—how would you rework it? How would you enhance education and awareness? There are many different avenues that I think about that have opened

up where we could be extending our philosophy. I hope that this town hall and other venues help with that [inaudible]. Thank you.

Avis Hinkson: I'm Avis Hinkson, Dean of Barnard College, and I want to add my thanks to each and every one of you for coming out this evening. Certainly, this is an important conversation that we are participating in together. Barnard is committed to providing a learning and living community that is free of discrimination and harassment, and has engaged in community-wide conversations and education in the recent years. The spectrum of sexual violence is particularly relevant, both nationally and on our campus. So, again, this conversation is important. Members of SGA [Student Government Association] have been working very closely with our Title IX coordinator to explore how to continue and expand our efforts for educational dialogue in our community, and we look forward to this conversation being a pivotal part of that ongoing dialogue. Thank you.

Tom Harford: Hello. I'm Tom Harford. I'm the Dean of Students of the School of General Studies. I've been working very closely with Hannah Germond, president of the GSSC [General Studies Student Council] on this issue. As Dean Valentini says, this is a very complex, nuanced issue. My approach in the past, my niche if you will, has been male peer education. At my previous institution, I was the founding faculty director of Men Against Violence Against Women. That's sort of my stake in this, and I hope that I learn from you in this dialogue. Thank you.

Martinez: I'd like to introduce Caitlin to come up and talk also.

Caitlin Lowell: Hi. I'm extremely grateful that this conversation is happening. I'm Caitlin Lowell. I've been involved in the Coalition Against Sexual Violence, so I'm extremely grateful that this conversation is happening on campus, and that this is an opportunity for the community to engage with the administration. I'm going to be outlining some ground rules and further details about how this conversation will happen, to ensure that this space can be as safe as possible for everyone in the room.

We'll be discussing both policy and cultural concerns surrounding the treatment of sexual assault and sexual violence on campus. I recognize that this can be triggering for some, so feel free to step out of the town hall and re-enter any time, in order to best take care of yourselves.

Counselors are available from 5:45 until 8:00 P.M., in Jerome Greene Hall, Room 106, for students who would like to meet for a group conversation. CPS [Counseling and Psychological Services], on the eighth floor of Lerner, will be open until 9:00 P.M., for students wishing to be seen individually. In addition, there are also CPS drop-in hours this evening on the East Campus, from 2:10 until 10:00 P.M., and the IRC, which is 552 West 114th Street, until 9:00 P.M.

Additionally, there will be a student-run "identity conscious" processing space after the event in Q House, which is 546 West 114th Street. It will be free of mandatory reporters.

In order to make the space more accessible to survivors, we're asking that everyone participating in this conversation refrain from graphic descriptions of sexual violence. I'll be working to ensure the safer-space guidelines, both with the anonymous questions and with in-person participants.

Although people should feel free to share from personal experience, administrators are not legally able to entertain questions about specific cases or questions that identify individual parties. Students should also know that there are mandatory reporters in the room. This means that if someone in the room discloses information that the administrators are unaware of, they are legally obligated, under Title IX, to follow up on that information. We have the forum for anonymous questions and feedback open throughout the duration of the event, so survivors can participate anonymously in that way.

This event is being recorded and transcribed by a staff member, and the written transcript will be available shortly after the event. To help ensure the confidentiality of the space, the names of participants will not be included in this transcript. As an additional measure to maintain confidentiality for the students in the room, any recording in the space other than by the agency hired to transcribe the meeting will be strictly forbidden. Furthermore, campus news outlets have agreed to not include identifying information about participants in the town hall without their explicit permission. If participants would like anything they've said stricken from the record, they can speak to Dean Martinez after the event.

Martinez: Thank you very much. I have to say, it's been a great collaboration with students, not just in trying to pull together the town hall, but throughout the last several months as we really, as a community, have taken a look at this issue, to hear different voices, to take a look at the work we've been doing, and the work we want to continue to do. And we're going to continue to do that, right? We want to make sure that this is the best process for everyone involved, and that we are doing the things that we need to do.

La'Shawn, I didn't know if you wanted to talk a little about "I-Statements?" Then I'll have them introduce themselves, as well.

La'Shawn Rivera: Yes, absolutely. I just want to encourage everyone to utilize "I-Statements," so really avoiding and discussing or sharing other people's personal experiences with these issues. If you want to share personal experience, it should really come from a place of what your experiences are with the different offices, the issues around sexual violence, so really avoiding using terms like "they" or "them," and really referring from your own personal experiences, or even just your own opinions. It really helps support the dialogue, but also to protect people who may not be prepared, as your friends, peers, individuals in the community who may not want you to share their personal experiences with these issues. So it will just help create a safe conversation for everyone if we all try to utilize "I-Statements."

Martinez: One of the primary goals of this town hall is really for us to share with you the work that has been going on for the past several months, and also for you to understand the process, and for us to hear you and answer any questions that you have. As you know, there's an online place for you to ask questions, so if they don't get answered here today we're going to keep that website up. That's where I'm going to start posting additional information. One of the challenges with this process, certainly, is that it is quite diffuse and spread out over campus. So information comes from lots of different places. So if we identify one place where we could keep putting up information that we're getting, and a place where we can continue to hear from you, perhaps we

could streamline some of that communication, and then make sure that you get the information that you need, and that we get the information that we need, as well.

One of the issues that has come up or one of the questions that has come up for us in the past was why do we have an on-campus process, as opposed to referring students to the NYPD? What I'd like to do is ask Amy Zavadil, from Barnard—she's the Title IX coordinator at Barnard—oh, wait. Before I start that—I'm jumping ahead. See, I have an itinerary in front of me, and I'm not looking down, because I want to pay attention to you.

So maybe if we could start with Amy, to introduce yourself, then we'll go down the panel. Everyone can introduce themselves, so that you know who's here. These are the folks who oversee various parts of the process, in different parts of the institution. So, Amy?

Amy Zavadil: Thank you for being here tonight. I'm Amy Zavadil. I'm the Associate Dean for Equity and Title IX coordinator at Barnard College.

Michael Dunn: Hi, everybody. My name is Michael Dunn. I work in the Office of Equal Opportunity and Affirmative Action, as the Director of Investigations. I also serve as one of the deputy Title IX coordinators for Columbia, and in that capacity I work very closely with Student Services for Gender-Based and Sexual Misconduct, and I'll be discussing a lot of their work this evening.

Melissa Rooker: Good evening. My name is Melissa Rooker and I'm Associate Provost for Equal Opportunity and Affirmative Action, and Columbia's Title IX coordinator.

Jeri Henry: Good evening. My name is Jeri Henry. I'm the Associate Dean in the Office of Judicial Affairs and Community Standards. The office serves undergraduate students in the School of General Studies, Columbia College, and the School of Engineering.

Samuel Seward: I am Samuel Seward, and I'm the Associate Vice President and Medical Director of Columbia Health, which is the health service.

Rivera: My name is La'Shawn Rivera. I'm the Director of Sexual Violence Response, which includes the Rape Crisis/Anti-Violence Support Center, and the Men's Peer Education Program.

Martinez: As I stated before, one of the questions we get asked is: Why do we have this process on campus as opposed to referring it to NYPD? So what I thought I'd do is ask Amy to talk a little bit about why we have this campus process and Title IX, and—thank you.

Zavadil: Sure. I'm going to start with really broad strokes about Title IX, which is a civil-rights-based legislation that indicates that educational institutions that receive federal funding may not engage in discrimination based on sex. Preventing and remedying sexual harassment in schools is essential to ensuring a safe environment, in which students can learn, and has been a specific focus of Title IX guidance since 2001. The Title IX coordinators—Melissa and I for Columbia and Barnard—at each institution are resources for the community, and ultimately responsible for

ensuring that the college or university takes prompt, effective action to end harassment, prevent recurrence, and, where appropriate, remedy effects when instances of discriminatory or harassing behavior is known. The "is known" of that sentence is a very broad definition. If a student could reasonably believe that the employee they've disclosed to could help, that constitutes notice to the college or the university—which is why we have our mandatory, internal reporting, so that we can be sure that we are taking whatever appropriate measures need to occur.

The efforts related to Title IX are aimed to address broad, pro-active, both primary prevention and training at all levels, as well as responsive actions when we are aware of adverse situations, which includes having procedures in place for responding to allegations of sexual violence. Student Services for Gender-Based and Sexual Misconduct is the central office for student-related situations, and you'll hear more about that this evening. Both Title IX and the Clery Act set out expectations that when a student discloses experiencing a sexual assault, they should be advised of their rights—specifically, a right to medical and mental-health support, as well as the ability to pursue procedures at the college or university, and/or file a report with New York City Police Department, or other police departments, and that we will help support them in that process.

So it's important that we are getting those rights and information out, when someone discloses that they've experienced a sexual assault. And, the additional piece that we will help with those resources as a survivor is deciding which, if any, of those things they'd like to pursue.

The recent Campus SaVE Act, which is an element of the Violence Against Women Act reauthorization, amends the Clery Act, and further specifies some details about the types of prevention education that should occur, and explicitly expands that conversation to not only sexual assault but also domestic violence, dating violence, and stalking. So while a student, or any member of the community, has the right to report to the police (and we can certainly provide assistance when a survivor needs help), the school also has an obligation to look into the matter, and be sure that we're taking measures appropriately, to stop behavior and prevent its recurrence.

Every effort is made to balance the wishes of the survivor and the needs of the greater community—our interest in protecting the community—and every effort is to explain that process along the way when we're working with a survivor. We absolutely strive to weigh the best interests of all involved. We also want to ensure that survivors are aware of and able to access the range of resources that are available both on and off campus, as well as consider whether interim measures or other accommodations may be available. Others this evening are going to talk in further detail about this process for students, but I hope that this provides a helpful, broad understanding that there are obligations related to the school that may run parallel to a criminal process, but are not a replacement for and cannot be put aside for that criminal process. It's important to know that, as Title IX coordinators and deputy coordinators, we like to make ourselves available for consultation. Faculty, staff, and students who have questions about understanding the what-ifs—we're available for that as a resource.

Martinez: Thank you. One of the other things that has been pretty surprising to me, actually, is even in my conversations with student leaders that I know are involved and well-informed, that

there is still a lack of understanding about the process itself. So I've asked Michael to talk us through what that process might look like for an individual. Michael.

Dunn: Excuse me. Hi, everybody. I want to stand up so everybody can see me. Thank you for being here tonight. We are very excited to engage in this conversation with you. As we look at the process that Student Services engages in, I think it's important to note that the foundational concept here is that our first priority as a university is to attend to the safety and the well-being of the survivor who comes forward. That is our top priority: to make sure that they are safe, that they know what resources and supports and rights are available to them. We also want to make sure that we resolve these issues in a respectful, prompt, and thorough way. So, with those two lodestars, that's really guiding this discussion.

Now as Amy said, Title IX really gives us a lot of guidance in terms of how we conduct the investigative process here, and how we address these issues. Title IX requires us to investigate these issues thoroughly, impartially, fairly. We have to end any misconduct that we find. We have to remedy any effects, and we have to prevent it from happening again. That prevention and the protection of the community is really where that duty to report comes from. That's why if university employees, like professors, or advisors, or even TAs or RAs, learn of allegations of gender-based misconduct, they have a duty to report that to us, so that we can make sure we are protecting our students and the community as a whole. Of course, there are confidential resources that are exempted from the duty to report: the Rape Crisis/Anti-Violence Support Center, the counselors at CPS, the clergy in the Chaplain's Office, and the medical providers at Health Services are all exempt from that duty.

So Student Services covers the disciplinary procedures addressing gender-based misconduct, and the term “gender-based misconduct” encompasses five areas of behavior: sexual harassment, gender-based harassment (which is often based on gender stereotyping), stalking, intimate partner violence (also known as dating or domestic violence), and two forms of sexual assault—non-consensual sexual intercourse and non-consensual sexual contact. You can find out more information about these policies and procedures on our websites. In January, we launched a new sexual-respect website, which is designed to be a central clearing house of policies, resources—what to do if you've experienced gender-based misconduct, frequently asked questions, links to everybody. It's very helpful. That's located at TitleIX.columbia.edu. In January, we also re-launched the Student Services website—SSGBSM.columbia.edu [Student Services for Gender-Based and Sexual Misconduct]. Again, it's more elegant, comprehensive, user-friendly. It's very good.

So the procedure itself: It starts when we receive a report. In the office, the survivor is known as the "complainant," and the person who is alleged to have engaged in the misconduct is known as the "respondent." So, in most cases, the complainant lodges allegations against a respondent. As we talk through the process, I want to note that we're assuming here that the complainant comes forward and identifies a Columbia student as the respondent. If a student comes forward and says that they were sexually harassed by a faculty or staff member, or they were sexually assaulted by a Columbia non-affiliate, that changes how the university would respond.

So our office receives reports from survivors. We get reports from survivors' friends who are worried about them, we get reports from professors and RAs, and we get reports from Public Safety. The first thing that happens when we get that report is that the next day the Assistant Director at Student Services, who is acting as the case manager, meets with the survivor and the respondent, separately. The purpose of that intake meeting is really to see how the survivor is doing, see what they need, and make sure they understand the entire landscape of policies, procedures, and options that are before them. Some people go to that meeting and decide to move forward with the Student Services process. Some people say, "No, thanks. I don't want to do it." Some people say, "I might come back later. I'm not ready to face this now." Some people say, "I want to go to the police," and if they say that, then we help them make that connection, and we'll liaise with them to get to the police.

Also, one thing we've been working on is the creation of a letter that complainants and respondents will receive, that really has a comprehensive listing of the policies, their resources, and will serve as a helpful, kind of index of what they should know. We've been working with a number of students on that, and we're really excited to be rolling that out soon.

At the intake meeting, we may also discuss interim measures and accommodations, as Amy mentioned. If a student decides to move forward with the process and says, "I feel really uncomfortable. The person who sexually assaulted me lives in my residence hall," or, "The person who sexually assaulted me is in my class," then we may make steps to remove the respondent from the residence hall or from the class, during the duration of the investigative process. Other interim measures might include barring access to certain facilities or residence

halls. If a student comes to us and says, "I've experienced sexual assault. I've experienced sexual harassment. I don't feel comfortable saying more information, or telling you any more details, or doing anything further with this process, but I would like to change residence halls," or, "I would like to be removed from a certain class," we may be able to make those changes, as well, and those are known as "accommodations."

Also, in the intake meeting, we often put in place a mutual no-contact directive, to make sure that the complainant and respondent do not engage with each other, or have any contact moving forward. We'll also discuss informal resolution options. In cases that do not involve sexual assaults like intimate partner violence or stalking, we may be able to come to a more informal resolution, without going through the full process, if both parties are amenable to that.

Now, as I mentioned, some students come forward and say, "I don't want to do this. I've heard what you have to say. I'm not interested. No, thank you." And that's perfectly fine. I think an important message I want to get across is that no one has to do anything. When a student comes forward to us, when we get a report, we never do anything without the student's—well, let me back up a little bit from that. The student doesn't have to do anything they don't want to do. If a student says they don't want to participate, that's perfectly fine. Now there may be some cases where a student comes forward and says, "You know what? I was sexually harassed by Joe Smith, and I don't want to go further with that." We, as the university, can't, at that point, just say, "All right. Forget it. That's the end of the story." We have a duty to investigate for the sake of the community, even without the complainant's involvement. If that's the case, we will keep

the complainant informed and abreast of the updates, as the process moves forward, and they will have the opportunity to re-enter at any time, if they wish to do so.

I would also note that both parties can bring supporters to any meeting with us, whether it's an intake meeting, a hearing, or an investigative interview. Supporters are always welcome, as well. So if a student comes to us at that intake meeting, and they say yes, I want to participate in this process, the next step is that they will meet with Title IX investigators. These investigators have been especially trained to understand the nuances of some of these issues, some of the dynamics at play, and to develop tactful, sensitive, respectful questioning skills. Another change that's been in effect since January is that we now have two investigators conducting all of these interviews. This has been a really helpful way to make sure we are being as comprehensive as possible, and making sure that we're getting information as accurately as possible.

In addition to talking to the parties, investigators may also talk to witnesses who may have relevant information. They may collect documentation. And at the end of the interviews, they produce an investigative report, a narrative of what both parties say. Nothing in this report says, "And this is the resolution. Here's what we've decided. Here's the outcome." The sole purpose of the report is to make sure that we have an accurate, full, complete understanding of what happened, according to each of the parties. Once the report is finished, both parties have the chance to review it, to identify any errors or any omissions, and to make sure that the report represents, in full, what they want to say. We don't want someone walking away from the report shaking their head and saying, "That's not it. They didn't get it." We want to make sure that we get it.

When the respondent reads the report, they have a duty to respond to it in one of three ways. They could read it and say, "Yes, I'm responsible for the violations alleged." They could say, "No, I'm not responsible." Or they could say, "I have no response." What they say at that point determines how the rest of the process will play out. If a respondent accepts responsibility, then the process moves directly to the sanctioning phase. If they say they're not responsible, or if they have no response, the process moves to the hearing phase. In the hearing—the sole purpose of that is to determine whether or not a policy violation has occurred, and under Title IX we use the preponderance-of-the-evidence standard; that is, is it more likely than not that policy was violated here?

So the hearing panelists are three people, usually two administrators and a student, who have been especially trained to serve as hearing panelists. This year we've increased the pool of hearing panelists. We've had a three-part training series over the course of a few months. We've had outside experts and Columbia experts come in and talk about these issues. The panelists understand the policies very well, and they're ready to really serve in this role to the best of their ability.

When a hearing panel convenes, we make sure that none of the panelists have any ties to the parties or to the parties' schools. Before the panel sits, the panelists will review the investigative report, which serves as the foundation of the panel, and they'll discuss any questions that they might have. When the panel meets it's a closed process. Only the parties and their supporters are allowed to be there. The parties never come into contact with each other. The hearing panel sits

in one room, and the two parties are in separate rooms. They're called one at a time for the actual panel, which starts with opening statements from both sides, questions that the panel might wish to ask, and then closing statements. We have closed-circuit television so that, if a party chooses, they can watch the panelists address the other party. They can watch the opening and closing statements. They don't have to do that, but the option is there. Again, we want to make sure that no one is re-traumatized by going through a panel experience, and that they don't have any contact they don't want to have. Also, both parties can ask questions through the panel. If they think the panelists should ask a particular question, they can send that to the panel, and it's up to them whether or not they want to ask that question.

So the hearing panel meets, and they make a decision. If the hearing panel determines that it is more likely than not that a violation occurred, then the hearing panel will send the rationale for their decision to the Dean of Students for the respondent's school. The Dean of Students is charged with determining the appropriate sanction for the action. The Deans of Students have been specially trained for this, as well, and when they consider sanctions there are a number of factors at play here. Obviously, they look at the nature and factual pattern of the violation itself—the circumstances of the violation. They'll look to see if the respondent had any prior disciplinary violations, which would usually amplify the sanction that is put into place, and they will also consider the university's safety concerns, again based on Title IX.

So the range of sanctions is similar to what is offered for other disciplinary violations. It could be a reprimand or a warning, probation, suspension, or dismissal. Sanctions could also include

being barred from certain facilities or activities, or being required to complete educational programming.

So the final step of the process—and thank you all for hanging tough with me here—is appeals. Either party has the right to appeal. They can appeal the decision that the hearing panel makes, or they can appeal the sanction that the Dean of Students determines. Those appeals go to the dean of the college of the respondent, and there are three grounds for appeal. If there is a procedural error that affected the outcome, that is grounds for appeal. The second is if there is substantive new evidence that is available, that was not available before. And the third is if the parties disagree with the severity of the sanction. People may appeal to lighten the sanction, or to strengthen it. If one side appeals, the other side will be notified. They will have the chance to issue a short, written response, and both parties will be notified of the outcome of the appeal. That is the end of the process.

Thanks for your attention, and I look forward to addressing any questions you might have a little later on.

Martinez: Great. Thank you very much. As I said before, we've been doing a lot of work with students in the process, and I thought it was important for you to hear from two students we've been working with closely. So, Marc and Sejal, do you want to come up here?

Marc Heinrich: Hi, I'm Marc. I'm a sophomore in Columbia College, and also one of the university senators.

Sejal Singh: My name is Sejal Singh. I'm a junior in Columbia College. We're here as representatives of the Coalition Against Sexual Violence. The Coalition Against Sexual Violence has created a comprehensive list of student proposals about ways to improve primary prevention of sexual assault, to expand resources for survivors, and to improve the adjudication process as well as to bring transparency to the whole system. These proposals have been drawn from concerns raised by a very broad group of students, and centered around the experiences of survivors, as well as meetings we've had with experts specializing in improving campus responses to sexual assault. Many, many students in this room, and otherwise, have played a key part in gathering student concerns and feedback, and raising concerns with the administration, in drafting, and revising, and workshopping these proposals very extensively. However, they are absolutely still open to more student feedback and to more student concerns. If you want to get involved in the work that we've been doing, please feel free to reach out to us. You can email us at CASV@CU@gmail.com. These proposals are available online, and we want to make sure we'll be working with students and administrators to implement them. Many of the people in this room have been working with us since October, and since these proposals have been formally presented, to implement a number of these reforms, and we're very much looking forward to taking forward steps.

Heinrich: One of the things we're looking at, as many of you are probably aware, is consent education, not only on the undergraduate level, which, just by the nature of this room and the people who are currently here, but also the graduate students are involved in this discourse. It is incredibly important to remember that there are differing levels of consent education. In addition

to that, looking at the hours and staffing available of the Rape Crisis Center and other resources on campus. We're very pleased with how the dialogue and discourse has already occurred, and in the coming weeks, as policy changes and improvements are implemented across the entire university, we'll work to ensure that not only students but staff and faculty are informed of these changes.

Singh: We absolutely encourage other students in this room and otherwise to get involved. You can email us; you can come to our meetings; you can provide anonymous feedback. If you want to meet with students, or to meet with administrators, we'd love to help facilitate that, and involve as many perspectives as absolutely possible.

Martinez: Thank you very much. Again, I want to thank them for spearheading some of the conversations. There have been lots of conversations that we've had, not just with Marc and Sejal, but with other students. Again, we welcome the conversation, and we want to continue to engage in that conversation.

We've also had lots of questions and concerns raised about training and staffing of the Rape Crisis Center, so I'm going to just, for a few moments, turn over to La'Shawn and Dr. Seward to talk a little bit about that with us.

Seward: So the two issues I want to just quickly address with you—one was related to staffing of the Rape Crisis/Anti-Violence Support Center, specifically during NSOP week. The other was a larger, thornier issue, around the location of the Rape Crisis/Anti-Violence Support Center. The

first one is that we're committed to staffing that office during NSOP week, and we're just working on how to do that. So we will get there, and we appreciate the fact that you raised that as an issue, and we're committed to addressing it.

The location of the Rape Crisis Center -- it's not on the Barnard campus by accident. It's been there for a long time, at this point. It's really related to issues and concerns that students brought to us when we first formed that center. However, we've heard you. We really understand the concern that's been expressed—that students who are not Barnard affiliates can potentially have a disarming, or unnerving, or even an experience that creates a true barrier for them in terms of seeking resources in the Rape Crisis /Anti-Violence Support Center. So we are likewise committed to looking at options for moving the center to another place in the community. All we ask is the following: that you understand that, in doing so, if we are able to identify a space, that we don't create the same impediments for other members of our community writ large. So it's Barnard, it's Columbia, it's all the affiliated institutions, and it's also our colleagues at the Medical Center. So we have the challenge of finding a space that won't have those same impediments for any student who wants to seek support and resources to the Rape Crisis /Anti-Violence Support Center. It's a challenge, but we're committed to working on it.

Rivera: Regarding education and training, I just wanted to highlight some of the things that we've been working on in Sexual Violence Response. In August of 2013 we launched—or actually piloted, excuse me—our step-up curriculum on bystander intervention. We've been doing trainings on campus with different student groups and organizations, and our Athletics

Department. So we're continuing to incorporate that into current efforts around education and training, and we anticipate to incorporate that in the upcoming new student orientation programs.

In addition to that, we've been receiving quite a bit of feedback in regard to our Consent 101 Workshop that is facilitated to first-years. So we're currently continuing to have those conversations with different student groups, gathering that input, and working to improve that session in ways that feel appropriate to the campus community.

Martinez: Thank you. Also important to note is that, as you know, the Senate has also been the—the Student Affairs Committee of the Senate has also been working—we have some Senate colleagues in the room, as well, and I was remiss in not introducing them. So if you could raise your hands and introduce yourselves -- my Senate colleagues are in the room, as well. If you could just introduce yourselves. Thank you.

[The following introduced themselves: **Geraldine McAllister**, Director, Office of the University Senate; **Sen. Akshay Shah** (Stu., SEAS), Co-chair, Student Affairs Committee; **Sen. James Applegate** (Ten., A&S/Natural Sciences), and **Sen. Zila Acosta** (Stu., Law).]

Chou: So in addition to what Marc and Sejal have been working on, I just want to update everyone on a couple of Senate initiatives, the first being the review of PACSA [Presidential Advisory Committee on Sexual Assault] and amendment of that committee, and the second being the formation of a Senate subcommittee, likely under the Executive Committee of the Senate, to review policies and implement medium- and long-term reforms.

With regard to the PACSA review, there was an email sent out to SEAS, CC, and hopefully the other undergraduate schools as well, to outline some of the major changes. Essentially, we're doing a couple of things. The first is we're reinforcing the mandate of the committee by just talking about how it's going to be looking at policies, and recommending changes to the Senate through annual reports, and just constant review of policies. Then, secondly, looking at the composition of the committee. Currently, it's sitting at about 24 or so members, and we're looking to reduce it to about 13, to streamline it. We're increasing student representation, and we're also adding faculty members to the committee, that have appropriate expertise, such that we can have a better balance across the board, in terms of who's looking at the policies that are at stake.

Secondly, on the notion of long-term reform—we're forming a subcommittee in collaboration with the Student Affairs Committee of the Senate, as well as the Commission on the Status of Women, that will be able to look at long-term reforms, under the auspices of the Executive Committee. As we move forward, we'd love to hear any sort of comments or feedback, or recommendations you might have. As always, feel free to reach out to either myself, Akshay, or the AskSenate@columbia.edu address.

Martinez: We also know that there are questions around policy education, as well as orientation. So Melissa, can you talk a little bit about that?

Rooker: Beginning in August of last year, the Office of Equal Opportunity and Affirmative Action, and Student Services for Gender-Based and Sexual Misconduct began presenting at every single student orientation on policy education. That's because this is what these offices do. We educated the new students on that policy. Beginning next year, what we're trying to do, is, in light of student concerns on graduate students, especially with consent education, is to work with Sexual Violence Response, and expand that presentation at every student orientation, including our graduate schools, to include prevention education as well as policy education.

Martinez: Thank you. Finally, I know that in President Bollinger's statement last month on this issue, he made a commitment to release relevant aggregate data on sexual assault, and you need to understand that that pledge will be kept. Right now, there's a great deal of work that's happening, on arriving at the right way to report numbers that add value to our community conversation, and yet in a way that informs us but yet still protects members of our communities. So that work is still in process, we're going to continue to do that, and I know that the Senate Student Affairs Committee is currently working on compiling information that they want to see, and we've already begun gathering that data, so we can make sure that that data gets released this spring.

So we've done our talking. I'm hoping that you got a good idea. We've spent half our time, kind of front-loading the things that we've been hearing in our conversations with students, and in the conversations that you've been having. So we want to open up the floor to your questions, and are happy to engage in whatever respectful dialogue we can in this room. In helping us do so, Caitlin is going to be asking any questions that came in anonymously from the website. Then

Matthew and I will take turns asking you to come to the mic, referencing the folks who are at the mics, for any questions for individuals who are in the room. Are we okay with that? Great.

Anybody want to come to the mics for any questions? Caitlin, do you want to start off with one that we got from the online website?

Lowell: I also want to say that we got a lot of feedback, and that was really great. So I want to say that even if we don't have time to read all of the feedback and all the questions that have come in, everyone here will have access to all of that, and has read everything that people have said.

So I guess the first thing is, "How can members of the Columbia community know that progress has been made in the coming months on how sexual assault cases are handled? How frequently can we expect updates, and from whom? Will PACSA solicit feedback from victims/survivors, to get a better understanding of how these changes will be helping or needing work?"

Martinez: I'll be happy to answer that one. I say, yes, we are committed to making sure that you get regular updates on what's happening, which is why I asked for that website to be created. I want you to go to that frequently. If there's more information on that website that differs from the other websites on what the process looks like, for students who come forward to report, different from that—this is about the work that we're doing. If you need to see other information on that website that's not there, please email me directly. My email address is tm2500. Then we'll make sure that we populate that with the work that's happening, making sure we get your feedback, as well. Again, this is a collaborative effort, and that is what we are committed to doing. By regular

updates—I don't know if it's going to be every week, but I can assure you it's not going to be just once a semester, right? There is a lot of work, as you hear, that's been happening. So as soon as we tick things off, or need your information, we're going to put it on there. So sometimes it will be weekly, sometimes it will be every other week. But as soon as we work through our particular processes, we will put that up there, so there will be one place for that to come.

Was there another part of that question, or did I answer everything?

Lowell: Will PACSA solicit feedback from survivors?

Martinez: I'll turn that over to Matthew.

Chou: Well, currently, PACSA is in the review stages, and we haven't really finalized the resolution. It will be coming out, public, on April 4th. But, of course, we would love to solicit feedback from all members of the community, and we've currently allocated three of the seats to students. In addition, we do have expertise from faculty as well as up to six or so administrative seats. Thus, I think, given that this is directly under the president's purview, and that we're really stressing this to his office, I would hope that feedback from the survivor side is included, as well.

Martinez: Any questions from the group? Yes? Please come to the mic.

Question: I'm [Anonymous] and I'm a Columbia College senior. I was one of the students running between offices and knocking on locked doors during NSOP week, and I know it sounds like we don't have a concrete plan for next year, but I want to know if the goal is to have a 24/7

resource available to students, whether or not it's a telephone line or a physical office? But I would like to suggest that.

Martinez: Okay. Can someone at the table answer that? La'Shawn?

Seward: I think currently what we have in place—and just to reiterate, it's really for the entire community—is 24/7 during the busy times of the year, so the main academic semesters. As I think probably everyone in the room is aware, much of that support comes from trained volunteers. On the advocate side, they're certified by the city. So one of the challenges we face is also hoping that those students who are volunteers (and we're so grateful for the work that they do) will also have lives. So I think the challenge we have right now in front of us is, first of all, to address the NSOP issue, but then to continue to solicit feedback and input around these other times of the year, when we've not traditionally had those services available.

It doesn't work for every student coming to see us, so the other thing I think is important—thankfully we are in Manhattan. We have a very close alliance with one of the oldest institutions of this sort, certainly in the city and actually in the nation, in the St. Luke's program, that is specifically for survivors. So there are certainly other resources available right in the community, but I'm not saying that to sort of say that's enough; I'm saying that to say, first, we're going to address NSOP, and then we'll continue to look at what else is needed.

Martinez: Part of what we've learned through this process is that there are lots of things we can do. There are things that we can do immediately, things we can do in the intermediate, and then some long-range plans. So those are all the things we're working on right now.

Question: Sorry. This is a direct response to the kind of response you just gave. Not everyone may feel comfortable going to St. Luke's. Do you have any other, like—I don't think that's necessarily a really good only response to give. Sorry.

Seward: I agree with you. And I didn't mean to suggest that it is adequate for every student. It works both ways—that for many, many students the Rape Crisis/Anti-Violence Support Center is where they want to come, and where they want to seek services. But not every student does. That was the only point I was trying to make. Likewise, the St. Luke Center doesn't work for everybody.

Question: I'm a student in the Journalism School, and you guys mentioned that the Title IX administrators undergo training. I was wondering if you could just say how many Title IX administrators there are, and exactly what training do they undergo, and what is that training based on? Is there any standardized training out there that addresses this kind of thing?

Rooker: At Columbia, we have one Title IX coordinator, and we have three deputy Title IX coordinators, one for student concerns, one for faculty and staff concerns, and one for the law students. We also then have two Title IX specific investigators in SSGVSM, and two Title IX investigators in Equal Opportunity and Affirmative Action. Out of those, all of us have received

specific Title IX investigator training, some advanced investigator training, Title IX coordinator training. There are a number of organizations, such as the National Association of College and University Attorneys, ATIXA [Association for Title IX Administrators], that provide these training and certifications in strictly this type of work. We've also attended, for instance—when hearing panelists have trainings, and we have experts come in to discuss sexual predators, sexual assault, we've all been at those trainings. We've also attended, for instance, bystander intervention training. So there are a number of trainings that take place that we go to for both inside the university and outside of the university. I think Amy could speak to Barnard.

Zavadil: Barnard—I am the Title IX coordinator. Our deputy coordinator is our Vice President of Human Resources, and in addition to everything that Melissa has shared, I also want to talk about how each of us have our professional background and training that is certainly a wide variety for each of us, but there is a certain amount of—whether it be legal training, counseling, and attending to the vast range of dynamics of not just the construct of sexual violence, but working with individuals, working with students across the spectrum of traditional-age undergraduate students, and the broader visiting students, international students, graduate students—all of those things. So it is also our professional experience and training that we bring to these roles.

Follow-up question: So all the Title IX administrators have similar backgrounds in counseling and things like that.

Rooker: No, I think we all come from different backgrounds. But some do have social work backgrounds; some have counseling; some have law enforcement; some have legal. But they had experience in doing this type of work, in addition to the additional training that I talked about.

Chou: I'm going to focus on, I guess, my right, and then down to Caitlin, and then back that way.

Question: Hi. My name is [Anonymous], and I'm a junior in the College. I have some questions about the appeals process. There have been some anecdotal concerns about a lack of consistency, so I wanted to ask about the sort of consistency of the policy and whether there is one? Then I wanted to ask why deans of individual schools are responsible for evaluating appeals, when they're not also in the same office that evaluates the original adjudicated process?

Henry: I can answer that question. When it comes to the appeals -- it's a very good question. First, I want to say that in terms of the appeal process, there is absolute consistency when it comes to the review of the process. That's because the groundwork is set out very clearly as to what the grounds are for appeal. The dean of the individual school is reviewing the complete package. As Michael was describing, all the information—the investigative report, any information provided by complainants and respondents—the whole package, including whether or not the student—obviously the student is found responsible, so either party has the opportunity to appeal to the dean of the college. But they're reviewing that with the lens of the grounds for appeal: new information that wasn't available at the time of the hearing, a procedural error, or sanctioning that they believe was too severe in the case.

So each of the deans is looking at that, and if you think about it, it's a very narrow responsibility, looking at the grounds for appeal, in consideration of the very specific facts of the case, of each individual case.

The reason why we think it's appropriate for each individual dean to have that purview over their school is because that is the highest administrator, that is, the highest authority within that particular college. You think about all the different schools that encompass Columbia University—shouldn't the dean of your college have the ability to look at a process that adjudicates student conduct, ultimately, and all these other pieces that we're talking about, and have the ability to say, "This is expulsion-worthy; this is suspension-worthy; I think there was a mistake; I think something should be heard; I think something should be re-heard.; this looks like new information." You want to grant the dean of your individual school the authority to look at that process critically, and to represent you as the student or the students who are involved in that process.

Follow-up question: Sorry. Not my original question, but I just wanted to ask—is it true that in the case of an appeal, that the respondent is not allowed to meet with the dean of the college? For example, somebody in General Studies is not able to have that in-person meeting with the Dean of General Studies?

Henry: Good question. The quick answer is yes, it's true that there's not an in-person meeting that happens on appeals. It's the same for complainants; it's the same for respondents; it's the

same if it's an academic case, a behavioral case that's not governed by Title IX, and it's the same if it's a Title IX-governed case. All appeals are, as we say, on the papers. So you're submitting a written appeal for the dean's consideration. Did that answer your question?

Follow-up: It did.

Lowell: First, I'd like to remind folks who came in late, that we're asking for absolutely no video or audio recording happening in the space—there is going to be a written transcript available shortly after the event. The reason why we're doing that is because people's voices won't be in it, and names will be redacted of those who asked questions, so it can be a safe space for everyone. So if you're recording, please don't do that. Then going on—this person asked, "How can students give feedback about the complaint process, and report mistreatment from Title IX coordinators? I had a terrible experience dealing with a staff member, and I know I'm not the only student who's been treated in a similar manner. How does Barnard and Columbia hold their Title IX coordinators accountable for how they treat students? How can students who go through the campus reporting process get feedback on what worked and what did not work, and how can the school ensure that these complaints will be listened to?"

Rooker: Well, I think the first question—How can students complain, or draw attention about a concern about the process?—that they should come and see the Title IX coordinators. If directly, either Amy or myself, or even if it happens to be a deputy Title IX coordinator who's not involved in the process, we are the people here who want to hear what's wrong, any concerns that have been raised. I would answer the first [unclear], and maybe Amy could take the second.

Zavadil: I'll just add—Barnard being a smaller community, there are fewer deputy coordinators, so if a Barnard student has been engaging in a process with me, and has concerns about my behavior, there are two options: to go to our deputy Title IX coordinator, who is our VP of Human Resources, or to go to my supervisor, who is the dean of the college, so that there is a resource to express that, with the most common cases we're hearing about are the student-on-student system. You're dealing with Student Services for Gender-Based and Sexual Misconduct, and if a Barnard student is uncomfortable or dissatisfied with that, or has praise for that, they're welcome to come to my office to talk about their experience there, because I'm the Title IX coordinator for Barnard students.

Question: My question deals with the hearing panel. I was (a) wondering how the panelists are selected; and (b) I've heard that the training for the hearing panelists is about two to three days long, which is about half the training that peer advocates receive for the Rape Crisis/Anti-Violence Support Center. Some people can actually bypass the training if they have a conflict or something, and still be on the panel. So I'm just wondering what the training looks like.

Dunn: Sure. How are panelists selected for each panel? When we're gathering a panel of panelists, we try to get someone who is more experienced in serving as a panelist, who has served on several. Someone who has maybe less experience, and we want to make sure we also get a student voice in the room, as well. Depending on the composition of the case, we're mindful of what schools or affiliations the parties have, so we want to make sure we steer clear of those, so we select a pool that way. Oftentimes, we may be working under a tight schedule

crunch, so we'll be putting out a broader call of the eligible panelists, and see who can make it and who will give us the right mix of voices and experiences there.

In terms of the training for the panelists, it's required to attend all three of the training sessions, to serve as a panelist. If someone attended two or one but not all three, we would not ask them to serve, because they're not properly equipped to do so.

Follow-up question: And who does the broader call go out to? And if you've been on the panel before, do you have to go through the training again?

Dunn: Yes. So you have to go through the training every time it's offered. One thing about Title IX that we've all learned is that it's a very dynamic, evolving field. We're constantly getting new guidance from the government. We're constantly getting feedback from students and learning from experience at other universities, so our knowledge as Title IX administrators is always growing. We're trying to make sure that we are professionally developing, and we want to do the same for our panelists.

In terms of who does the call go out to, we have a pool of panelists who have completed the training, so we reach out to that group, making sure to omit people who have affiliations.

Zavadil: What's the call for new panelists, was her question.

Dunn: Oh. So the call for new panelists. Thank you. We talk to the deans of students of the schools, and ask them for students whom they believe would be good fits for this. We work with students that way. We also reach out to other colleagues across the university, to identify other administrators who would be interested. Anything to add?

Question: Hi. My name is [Anonymous]. I'm a sophomore in Columbia College, and my question has to do with NSOP and the Consent Education Workshops. Ms. Rooker, you said that you were hoping that a presentation about the prevention and policy education would be at every policy orientation. I wanted to know what you mean by that, and whether those are the mandatory events that are part of NSOP, or whether those are the ones that are offered but maybe not necessarily required.

Rooker: Sorry. When I was talking about the policy education that we do—we initiated presentation at each school that was supposed to be mandatory from each school, including the graduate schools. So I know that, for instance, SVR is working on NSOP, and including some policy and bystander intervention and all of that for the college. Then what we're doing for some of the other schools, the graduate schools, is to make sure that there's policy education, meaning that the new students know what the policy and procedures are, as well as prevention education and consent education aspect. We are looking to the schools to make this mandatory, and making sure that the deans of students, or whatever offices we're working with, that this is mandatory for their students.

Zavadil: If I could just expand on that quickly—that we want this information to be out there, in a number of ways, from a number of voices, because how people will hear it is going to be different, even when it is a mandatory session. So, for example, in NSOP, there is a lot of stuff that members of all four colleges are at, but there are also things unique to each of the schools. At Barnard College there's a presentation that's specifically about all of our policies, where I do talk about both the Student Services for Gender-Based and Sexual Misconduct and our procedures, but also those students may also participate in other places. I talk about bystander skills, but they also will participate in the consent education, and our hope is to continue to identify where there are places for us to connect those pieces; that there is a collaborative thread, and just because someone educates about one thing doesn't mean we aren't also saying, "Yes, this is related to this policy. You can get more information over here."

Lowell: So this person asks, "What is the policy of the college regarding a student who has been a victim of sexual assault or harassment during a given semester, whose grades are suffering because of what they experienced? How does the university treat these situations?"

Dunn: In that kind of situation we would work closely with the student, and hopefully work with their advisor, to address whatever academic issues are going on. Again, this could be a time when interim measures or accommodations might be relevant and an important part of the conversation. You know, a big part of our job is to make sure that the students have the proper support, and that they're getting the resources they need. So we would be willing to work with professors and advisors, to give a student leeway if possible, without divulging any inappropriate or sensitive information, to give the student breathing room to continue their studies, while this is

going on. We know that going through a trauma is incredibly disruptive, obviously. Going through this process is also really disruptive. It's not an easy thing to do, and we understand that. But we want to help students, however we can, get through that situation. In extreme cases, students may find that a leave of absence would be helpful for them, if they find that they can't manage their academics with everything else. But as long as a student is here, we'd want to work with advising and their instructors to address those needs.

Zavadil: At Barnard, students would be working with me to help with those accommodations, and I want to be clear that it's not until the grades are bad when we become—we, as the Title IX coordinators—become aware that someone was involved in a situation. We're providing some follow-up of: What resources do you need? Do you need an extension? So if we can provide some extensions during the process that helps to elevate those grades rather than it being an after-the-fact, "I haven't been able to focus, and now there's some detrimental results to that." In the ideal case—it doesn't always come about that way, but it's important that we're engaging in conversation with a survivor who has expressed that they've had an adverse experience, that we're talking about the range of resources that are available includes support. It may be that, "I don't usually need a tutor, but a tutor could probably help me stay focused." Let's make sure that those kinds of things happen.

Question: My name is [Anonymous], and I'm a sophomore at Barnard. I was just wondering—I want to kind of switch back to NSOP a little bit. I know a lot of people who are in my year at other schools who have very comprehensive consent education workshops, like required courses for freshmen that expand for an entire year. With that said, in comparison to what we

experienced during NSOP, where it's kind of some people go to the consent workshops and some people just don't. With that said, it's an hour, once, in your entire undergraduate time. I think a lot of times the issue of sexual misconduct can be kind of pre-emptively not heard if more consent education happens. Are there any plans that your offices intend on doing to inform possible actions, and things that can change for long-term consent education for first-years, that expand outside of just the one-hour, you-kinda-go, NSOP session?

Martinez: Yes. Actually, there is a student task force consent workshop that just met. Well, they've been meeting, but just met with us recently. So, La'Shawn, do you want to talk a little bit about that?

Rivera: Absolutely. Currently in Sexual Violence Response, we're actually working on, potentially—not even potentially—to launch our pilot test, to really look at how can we continue those conversations, and continue that education beyond that August session that's 50 minutes. So we're looking at doing three sessions with first-year students: the initial one that currently happens in August, another session that will happen in October-November, and then a third session that will happen during the spring semester. I completely agree with you—the way we understand this work and these issues is that oftentimes, for first-years, they do need to be on campus for a little bit, to get a sense of the culture, the dynamics, the norms, and really what's going on. So then, coming in that second time, after a few months, in the fall semester, we also think they'll be more open to listening to some of the messaging, and really trying to integrate some of the skills that we'll introduce to them in their day-to-day lives.

So absolutely, we hear you. We're going to continue to work with the task force to inform that process, but we're currently—my team is working on piloting that this upcoming academic year, and we'll take the results and information, and go from there. So I appreciate your question and your thoughts. Thank you.

Martinez: There are other venues for us to think about, where students get educated. I was so pleased that, two weeks ago, I received an email from a young man in a fraternity that said, "You know, we'd like to host a workshop in our fraternity, and partner with a sorority. Can you direct me to a person who can come in and do that training for the men in our fraternity, and the women in another sorority?" So, again, there are different ways we can do that, ongoing. We do have numerous workshops that happen throughout the year, we just need to continue to do that, not just once, at the very beginning, and to think about ongoing work with that. So your feedback, and your opportunities to present and teach in your organizations and in your units is important, as well.

Question: My name is [Anonymous]. I'm a Ph.D. student in the Biomedical Engineering Department. I'm also a New York State-certified rape and domestic violence advocate. My question concerns education during NSOP training. One of the experiences I've had working in [inaudible] and working with the Crime Victims Treatment Center [CVTC] is having to work with a patient or survivor, removing them from the abusive environment they were in, going through the emotional healing, and after that takes place, to pursue further action. I guess my question is how much partnership is there with the CVTC? What sort of education would be occurring during orientation programs, to make sure students are aware of these other programs

that exist within our community, actually just right on West 114th Street—super-close, super-convenient? And how do we make sure that students get access to that information, and know that this kind of stuff exists?

Rivera: I can answer part of that. We do have a clear partnership with the Crime Victims Treatment Center, so the Rape Crisis/Anti-Violence Support Center is certified by the New York State Department of Health, and part of that certification is having that direct partnership with the Crime Victims Treatment Center. In addition to that, we partner on training, collaborate on events; we do "denim-day," and awareness events throughout the year. So yes, absolutely, we clearly have that partnership. To answer the other part of your question—what we do is we have resource cards, pamphlets, information, and, of course, we advertise our resources on campus. But we think it's really important to include the community resources, for students who may not be interested in working with the Rape Crisis /Anti-Violence Support Center, for various reasons.

So, currently, our resource cards include the Crime Victims Treatment Center. It includes the [unclear] online hotline resource. It includes the Anti-Violence Project here in the city, and it includes—there's a fourth one and it's slipping my mind—Safe Horizons. Thank you. It includes Safe Horizons. It's a small resource card. There are many more resources in the city of Manhattan that we could reference, but those are organizations that we work with directly. We participate in the city task forces with those organizations, and they keep us in the loop when they're offering support groups, that we can communicate that and share that information with the campus community.

So, absolutely, and we continue to work on establishing those relationships.

Zavadil: I would also add that both Columbia and Barnard have Title IX webpages that have these external resources, as well as links to our policies. So there's a passive way, where someone who hasn't told anybody, but they're looking around to say, "What are my options?"—they can find the information there.

Seward: I just want to echo your comment. I think we all are so much agreed that an important challenge in all of this is making sure that students, and the people who care about the students, have the information they need when they need it. We're completely open to new ideas of getting the information out there. I do want to make sure everyone knows this particular number, which is 212/854-HELP. That is a number that we hope everyone has embedded in their brains, for themselves, for their friends, for other people that they care about, for help. You can always call that number, and that person can be a clearing house for explaining some of the other resources, directing people to websites and what have you.

Martinez: 4-HELP. Remember that. 4-HELP. Okay?

Question: Hi. My name is [Anonymous]. I'm a senior in CC. I was wondering about—basically, under the federal Clery Act and Campus Security Act, Columbia is legally required to be releasing timely alerts, or timely warnings. So we have these for things like robberies that occur in the neighborhood, but never have received a single, timely alert, or timely warning about

sexual violence when it is reported. And considering that we are a federally funded institution, that is legally bound to both of those laws, I was wondering what we were doing to address this violation, so people are aware of the number of assaults that are happening, and also, basically making sure that we're not hiding—covering up this problem.

Zavadil: I'm going to say I'm not speaking for Columbia. I'm the Barnard Title IX coordinator. But I do want to talk about this in a broader sense. Part of the challenge is that the Clery Act timely-warning definition does not typically cover the types of cases that are being reported, often, very well after the fact.

Follow-up question: Can I just really quickly address that? Hundreds, probably thousands, of schools across the country do this very well. They release a statement. It has a trigger warning. It says, "We wanted to let you know that an assault was recently reported." It doesn't release any personal information. It gives a little bit of information about the nature of sexual violence, how it is enabled on campuses, and then it says, basically, "This is where you should go to report these kinds of incidents."

Zavadil: I think that's a great idea that you're suggesting.

Follow-up: It's not an idea. It's done, and it's legally required.

Martinez: Well, actually, I think—I mean—I know there were some students last night, at the president's fireside chat, and I know that question came up. And one of the things he said was

that he has checked with our college counsel, and according to the definition of the Clery Act, and according to what we've been reporting, we are not in violation of that.

Follow-up: A lot of universities think they're compliant until they go under a federal investigation.

Martinez: I'm not trying to debate. I think that's something that we'll bring back. We'll bring back to PACSA and we'll take a look at it. But—

Follow-up: Great. We should be doing it.

Question: Hi. I want to just talk about NSOP again. I know that you guys were talking a little bit earlier about how you're readdressing how consent workshops are done at this school. But I think that I would like to talk a little bit about who is going to be facilitating these consent workshops, because I think it can be enormously problematic to have students facilitating them, especially in terms of training, and in terms of who's going to be running them. I know that there have been cases when some of those students might not have the best intentions, necessarily, with going through the process of being a consent educator, and the selection criterion is not necessarily as rigorous as it could be. So I was wondering if there were any plans on addressing this.

Rivera: Yes. So we're going to continue with the peer-to-peer education model, because the primary feedback we do get from students is that they do appreciate receiving this information from their peers, from upper-classmen on campus. So we are going to continue that process.

What we have done is made some changes to our application process and our selection process. So because this position—it does require us to have about 80 to 100 active volunteers to run this program—so this year we're going to integrate face-to-face interviews, as part of our selection process, to help navigate that.

In addition to that, we're expanding the role and responsibility of consent educators. Historically, consent educators had that one responsibility, with that one program. By asking consent educators to commit two semesters to our department, and to get continued education from our department, in addition to participating in awareness events, to increase their knowledge and education, and understanding around these issues, in addition to doing those two additional sessions with first-years.

So we're going to—that's something new for us. We're doing that this year, and we'll continue to evaluate and collect feedback, and we want to hear from all of you to see how that goes. But we're hoping that we'll have an impact on the students who participate, and how they take up the role. Thank you.

Question: Hi. I'm a freshman in the College. I have a question about the staffing of the Rape Crisis Center. I know a lot of students, including myself, find it a surprise that the Rape Crisis Center is largely staffed by volunteers. I wanted to ask, are there any plans for a move toward a more professional presence in the Rape Crisis Center, or are we completely happy with the work these volunteers have been doing?

Seward: So, thank you. So we have—the advocates I've already commented on. Just to reiterate, that they're certified by the State. Whenever this comes up I just feel compelled to say that they're some of the most wonderful volunteers we have in the community—just to call that out. They do tremendous work. We do have professional staff. We are listening, and recognize that working with peers, around these issues, again, doesn't work for everybody. It's almost a mirror image of what I was saying about other resources outside of campus, earlier in the conversation.

So we've heard you on that one, and I think we're open to considering other ways of doing this work. But, in all honesty, I can't imagine a world where we didn't have volunteers in the Rape Crisis Center, doing some of this work. Maybe it's more on the education side, or maybe it's a hybrid of that advocacy and education. But they are the life blood of that organization. They have been since its inception.

Question: My name is [Anonymous]. I'm a senior at Barnard College. You'll have to forgive me because I don't have the policy in front of me, exactly, but, to paraphrase, one of the things that is included in a description of how sanctions are made and assessed is that there is a certain degree of importance given to a pattern of behavior—information that indicates that a student maybe is a repeat offender of the gender-based misconduct policy. As I'm sure you know, the White House Council on Women and Girls recently released a study on sexual assault on college campuses, which indicated that of the seven percent of college men who admit to committing sexual assault, 63 percent of them are multiple offenders. So I'm wondering the degree to which that pattern of behavior is taken—not taken seriously, but taken into account; and what influence it has over sanctioning. Again, forgive me for not using I-Statements here, but I have had many

conversations with many students who feel that they have been assaulted by people who have assaulted many other people on this campus. So I'm wondering how that factors in.

Henry: That's a great question—the question of sanctioning. First and foremost, let me say that safety is our highest priority, and the disciplinary process is an educational process, but also one by which we hold students accountable. We want to ensure that sanctions are proportionate to the severity of the violation. Obviously, a pattern of behavior is one piece of it. And I know there is so much you probably want to talk about, having to do with sanctions. It's difficult to just say, "Well, what if X happened? What kind of sanction would result?" These cases are incredibly dense, and the facts involved in each individual case are so important. I want to be absolutely clear when I say this, that many sexual assault situations—suspension and expulsion are appropriate for these cases. Sexual misconduct is one of the most serious violations that can occur on a college campus, and I can assure you that the university has responded, and is committed to responding in kind, to the gravity and severity of those types of cases. I think that situations—I was making myself a note of some of the different aggravating or mitigating circumstances that we think about when our sanctioning officers are issuing sanctions to students. Pattern is absolutely key. Sometimes—in just your example, I want to touch on it briefly—because you might feel, within your social circle, that there has been someone who is a predator, who has had nonconsensual, sexual contact with multiple people in your social circle. It's difficult for the university to respond unless people come forward, unless people bring these cases forward. That's how we're able to identify how to handle cases where there's a pattern of behavior. There are also other elements to consider when we sanction to levels of expulsion, but that's definitely one of them—threats of violence, certainly the patterns of behavior—predation,

threat, things like that—and then certain behaviors that fall within the severity of those types of cases. Does that answer your question?

Follow-up question: It does, sort of. I mean, I know that you want to steer clear of hypotheticals, which I do appreciate, but, hypothetically, if you were to have multiple students report to the office, naming the same student, that would, presumably, be taken into consideration in the decision-making of each individual case—or, rather, the cases coming after it.

Henry: So let's break that into two component parts, because I think this is really important. We always have to hear something before we decide it. We have to give students who are responding the notice of these charges, and the opportunity to be heard before we make a determination about whether they're responsible for a policy violation. We have to give them that due process opportunity to be heard. That's really important because sometimes people are found not responsible for policy violations; it doesn't rise to the level of a student being held responsible for a violation.

Absolutely. If a student is found responsible through the process, of a violation, and found responsible—if there's a pattern of that behavior, where a student is found responsible, absolutely. That is something that is absolutely expulsion-worthy. Does that answer your question? No? More?

Follow-up: I don't want to—we can talk about it another time, I guess. I don't want to hold up the lines.

Henry: Do you want to hear more about sanctioning from her?

Martinez: I just want to be mindful of the time. We do have a 6:30 stop, so let's keep going through the questions.

Henry: We can talk. Call me. Alright?

Question: So I have a two-part question about sanctioning, continued. My question is regarding the training. There have been some vague statements so far about the kind of training that deans who decide sanctioning and appeals receive. But I've heard, personally, from two deans now, that they were actually not trained specifically on this—which is concerning for me. So I'm interested in hearing a formal answer about, specifically, the content of that training, how frequently it happened, and—content, frequency. Yes, that's good.

Henry: I can say that I know that I was part of one of those trainings where deans of students were given training. There were both internal trainers as well as external trainers. You can look up David Lesak's work, for example. He was one of the external trainers who came in and worked with our deans of students. If you'd spoken with somebody who hadn't been through the training process—it's just the type of thing that—we set up the trainings for all the people, all the deans to go through this process, and—

Follow-up question: How frequently?

Henry: Every year the deans go through the process to review the myriad of topics. It's several hours long.

Follow-up: And if somebody started in a mid-year position, would they then receive that? And does it apply to the deans of the schools in addition to the deans of students?

Henry: If they started mid-year and had missed the training, that's an excellent point that you make. That is the type of thing where we have to make available to our new staff that kind of training.

Follow-up: And that isn't currently being done?

Henry: It's something that we're going to do; that we're working on, in terms of our training program.

Follow-up: Wow. Okay. Okay. So my second question becomes more important. I'm really concerned about having deans make sanctioning and appeals decisions at all, given the nature of the deans' role and their responsibility. When a person is responsible for deciding the outcomes of these cases, at both the sanctioning and appellate levels, that means that every decision-making process is done by somebody who has responsibilities for fundraising, for maintaining

the university's public image, for the relationship to Greek and athletic life, and may have personal relationships with many, many students. So how can a student ever trust that process, and feel like they would be able to get justice out of that system, when the people making the decisions at both of the top levels are fundamentally biased? Regardless of their training or intentions.

Martinez: I think you set up that question in a way that's hard to answer. How can a student trust the process, right? That's a very hard question. I know when I get cases in front of me, I review the entirety. I can walk through what that looks like. I take a look at previous situations, then I make the best decision I can. The student, again, throughout every single step of the process, has the right to review that, and to appeal that, right? So we are working on it, right? We are working to get better. I feel very confident that that will continue to be addressed.

Follow-up: But regardless of how carefully you, as an individual, consider it, or—broadening out from you specifically, Dean Martinez—regardless of how well a person is trained, or how much care and consideration they put into it, they are structurally obligated to think about so many other things that make it very difficult if not impossible to issue an impartial decision. I think a lot of students feel that way, and that's a huge reason for a lack of trust in the process.

Henry: I think, honestly, if I can answer your question truthfully—as I look around this room at my colleagues, and I sit on this panel with my colleagues, professionally—we care so much about treating people fairly through the process, and to make sure that there is equity in this process, and that students have the opportunity to be heard, and that their views are given full

consideration. That is where people are ethically bound. To say otherwise, I think, really undermines the credibility of some very incredible professionals, and the people who are in this room right now.

Follow-up: Thanks.

Henry: Thank you.

Martinez: Again, I'm mindful of the time. I'd like to take one more question.

Question: Hi. My name is [Anonymous], I'm a sophomore in CC, and I've also been working a lot with the Title IX team and in working with the Title IX team we document a lot of grievances, particularly the survivors who have gone through the administration. I guess two of my main questions that have come up in this documentation process have been, (1) how are CPS [Counseling and Psychological Services] doctors and people who work in the offices—how are they trained in providing information about the options that survivors can have when they go to them, knowing that it is confidential, that they don't necessarily have to go through the University? A lot of survivors have expressed to me that they were still very unsure about what their rights were, if they did decide to do something outside of speaking to a counselor at CPS.

Seward: That's a great question, and I suspect—and also speaking for the Student Health Service and the Mental Health Service at the Medical Center, as well as Furman Counseling Center—it's an expectation that they'll be trained, and be aware of those resources. We do that. So we train

them regularly. I think one of the virtues of having CPS, and SVR, and the medical service, etc., all under one roof is an expectation that professionals who work within our organization will understand resources that are available in other parts of the organization, and other parts of the city. Does it mean, in the moment, every single time, no, of course not, and I wouldn't want to suggest anything otherwise. I'm sure there are examples when professionals have forgotten to mention resources. But we're hopeful, particularly with CPS, that students are actually coming back to see us, too, that it's not just a one-time opportunity to share those.

Follow-up question: But for the students who do go to CPS, and they feel that they're not getting enough information about those options, I've also, in my documentation process, noticed that a lot of them have difficulty in gaining communication with their doctors about what other options are available to them, and they feel very pressured to go under specific paths. It basically creates a very hostile environment for them, not to be able to pursue whatever academic path they want to pursue here.

So what I'm saying is that going through CPS, sometimes, though it tries to create an environment where they can be open about the situation, without mandatory reporting, it has also made it so that many students do not understand all of their rights under reporting, and under any other administration relationship that may be overseen.

Zavadil: If I can just add, from the Barnard perspective -- because I know there are some Barnard students in the room—I do provide, at least once a year, sometimes twice a year, to Furman and our primary-care health-service staff, training. But I also have—for Barnard students

there is a handout that has all of the various options that are in CPS and primary-care health services, so they can give them all that information. It's also available on our website, and we've developed a relationship—which I'm sure some staff at CPS are also doing—staff consult me. They'll call me and say, "I'm working with a client, and here's the fact pattern. What sorts of things can we advise?" and I can give them that parameter about a more specific case, that keeps it protected for their confidentiality. It took a good year of me training this staff to get our staff comfortable with having that communication, but I've received positive feedback from Barnard students who have gotten to work in the counseling center until they were comfortable to come through the process. So I think that is something that there has been, already, efforts to work on, and continue to work on.

Seward: Just to add—because I know we were holding for one more question—I don't think I'm quite following. So if you're comfortable doing so, maybe you'll email me, too, and I can just try to make sure I'm fully addressing your question.

Follow-up: I can do that. Thank you.

Questions: We have 24/7 staffing of the Libraries. We have 24-hour staffing in Security. Why can't we have 24-hour staffing at the Rape Crisis Center? [Inaudible]

Seward: I think I would respond the way I did before, which is that we hear the request, and I think if that ultimately becomes a thing, there is a unified voice, that is the thing, then I think we have to bring it back to—you know—the entire community, and make that decision. I think just

to say it—because we were talking about CPS—we often get that request for CPS, too. So we hear you. All I can say is that if that turns out to be the unified thing that folks want, we need to discuss that amongst the leadership.

Follow-up question: [Inaudible]

Seward: Well, I do think we have 24/7 available during—

Follow-up: We need a place we can go to. We need trained professionals [inaudible].

Seward: So let me just share one piece of data. The most common way for students to, first, seek resources through the Rape Crisis/Anti-Violence Support Center—and this is often true, actually, in other places where we provide services by phone—that many students are not comfortable, regardless of location. The first contact they want to make is by phone.

Follow-up: [Inaudible]

Martinez: I think we heard you, and I think what Dr. Seward is saying is that we heard you, and that we heard it. Right? So we're going to bring it back for discussion. We can't make that decision right here. We heard you.

I know that we have a hard time, but I know—a hard stop—but I know there are people who have been standing on line. We'll take the last three questions, and then we'll wrap up.

Question: Good evening. My name is [Anonymous]. I am a senior in GS. I had a lot, but I'm going to really shorten it down. I wanted to say that I've noticed a larger problem in the past year and a half, within my GS community, which I'm exposed to the most, with a lot of behavior that goes on, and doesn't get stopped, by men, primarily against women. I'm really delighted to hear that Dean Harford has [inaudible] male-to-male training, for such issues. I guess my question is how do we plan on addressing the larger, what is a cultural aspect of this community that we allow harassment to go unaccounted for? People don't know what to say to stop it. I guess, as a community, this is part of our culture. How do we address the whole community in changing that?

Martinez: Sure. I think there are a couple of things that are happening, that I think are interesting. The first is bystander intervention training. I know we've had numerous training sessions this past year, so I'll let La'Shawn speak to that. The other part just slipped my mind. It was bystander intervention, training and—oh, the peer men's advocacy. What is it? Men's Peer Education Group. So can you talk about those two things?

Rivera: Absolutely. Before I get into talking about those two approaches, I think you're asking a really big question that there's not just one answer for. So we're talking about trying to change behavior, change attitude, and address some of these social norms. We have to do it on multiple levels, so I'm happy to talk about bystander intervention and men's peer education, but I do want to say, I would love to have more conversation with you, and maybe then work with Dean

Harford, to talk about how we can further address some of those dynamics that you're observing in your community.

But to speak to the bystander intervention piece, I'm absolutely—so this is a multi-disciplined collaboration with many departments across campus, of developing some education that we're getting through the University of Arizona on [unclear]. We're customizing to meet the needs of this community. So a big part of our process is really identifying what the behaviors and trends are, on Columbia, Barnard, TC—all the different campuses—and really integrating what we're hearing from students as to how that curriculum would make the most sense for this community. So that's what we're doing, and we've been testing it. So far it's looking—the feedback we're getting is really positive. We haven't done a hard launch on this just yet, because we really wanted to make sure the curriculum was meeting the needs of the community, the broad community. So we're really looking at in the fall of 2014 really pushing through, and working with different administrators to do what we call a train-the-trainer model. Different schools can take ownership over this curriculum, and really integrate it into their different communities, in ways that they can continue to change it, and adjust it to really address the real needs; that we're not doing just a sort of one-size-fits-all approach.

So that's the bystander intervention piece. We have a men's peer education program, and quite a few of the men are actually in this space, so I would love to connect you with some of them. We have our men's peer education program that really is working to challenge some of these norms in narrow ways that masculinity may be defined, and is defined in our current community. The way that they do that is they're hosting—yeah, they have events, they're doing social media

campaigns—but a big part of their most critical work is having these bi-weekly discussions—spaces for men, men who are students, employees, are part of this community, to discuss some of these issues, and really break down some of those barriers, and try to redefine. What is masculinity, and how does masculinity, if we're defining it in a very specific way—how is it impacting us and even harming us, as individuals, for men as men, in a community? So I think there's another opportunity for our men's peer education programs to collaborate, and even engage yourself and other men in your community, to be part of those discussions, and also looking to broaden that, to really meet the needs.

I want to be honest. I don't feel like that answers the full question, but I just wanted to address that piece, and I hope that we can follow up.

Follow-up question: I appreciate it, and I hope we all realize that to develop a communal ability to recognize when these incidents are occurring and to stop them, we have to recreate the culture, not based on what the needs are now. [Unclear]

Question: This is a quick follow-up [unclear].

Rivera: We've been working closely with the director—

Martinez: Yes. I'm sorry. In the back they didn't hear the question. Caitlin said that some fraternities have a requirement from their national organization for mandated consent workshops.

So she wanted—an anonymous person wanted to know if we can mandate that for all of the other fraternities.

Rivera: So currently, the fraternity and sorority life—they have what is called "alpha standards," which applies to all of the organizations. It's not so much about consent as around any kind of sexual violence education that they're required to participate in throughout that year. Many of those organizations may contact our office or other departments on campus, to get education on the policy on sexual violence. Maybe they want to focus on consent. We've been getting a lot more requests lately around bystander intervention. So it can be a range of types of topics that relate to sexual violence, and currently that is happening on campus. And, really, we've been working with the director to really formalize that, and ensure that all the organizations are in compliance with following through with that education. I think that's a great question. Yes.

Question: Hi. My name is [Anonymous], and I'm a student at the School of General Studies. I think this was maybe a little bit answered, in terms of [Anon's] question, but I think one of the things that make this campus so wonderful is that we are so diverse, and something—as a student, I started at Swarthmore originally, at a different life stage, when I was, I guess, 19 or 20. I've heard a lot of talk about prevention education, and what to do during NSOP. And my sense is that probably what is most effective, even around sort of teaching the same issues, is going to be different at different life stages, and also sort of the different constructs of the school. So, for example, if you're 18 and you're exploring just sex for the first time and that concept of it, the issues that may make assault more likely are going to be a little bit different. Also, maybe at different life stages, people are going to be more or less receptive, or more or less set in their

ways. I think, also, when you look at the graduate schools, we look at the fact that we have non-traditional students here. People are also coming from, I think, very diverse experiences. My sense is that—I'm curious to know what your knowledge is in terms of different best practices for different populations, how much the school has explored that. As a university, is that something that is a priority? Is it something we can do more research on?

I had another thought but I don't quite remember it. But I think that was sort of the summary.

Thank you.

Rivera: I would say yes and yes. Absolutely. We're always thinking about that. We're always trying to understand how these different issues, different identities of our students on campus, intersect, and how do we apply that with primary prevention? So absolutely. I would never say that we currently have an answer. It's something we're always working toward. Some of our current effort is really customizing our education. If someone contacts Sexual Violence Response, and wants an educational program for their community or their organization, we really talk to them. We don't just take the request and they say, "Oh, we want a consent workshop." I don't know if you really want a consent workshop, so for us it's like, "Let's talk. Let's get a sense of what's going on in your community. What do you really think would be beneficial?" Even, what are the relationships? Are people typically married in your community? We might want to change the conversation to address that.

So absolutely. So currently we do a lot of work—a lot of our time, and I'm looking at our peer educators because they're nodding their heads, a lot of their time and our staff's time around

doing education and training, is really trying to customize it, and really make it meet the needs of the target audience who's requesting it, and that we're not just going into it making assumptions about culture, identity, and the ways that people may want to take up some of these issues.

Follow-up question: Thank you. You don't have to respond—I just remembered the other thing I wanted to throw in, in terms of thinking about this. What might work best in a dorm setting may be different—there might be different issues surrounding that. The other thing is (I will try to use an I-Statement with this), I have noticed that for some older students, either at graduate schools or non-traditional students, that I have noticed some sort of resistance to the current—I don't know what it's called, but the male peer-to-peer education that is going on—which I think is great—but for whatever reason, there seems to be almost an anger and resentment from some people—which is not part of how I'm looking at it, but that's probably something that somehow needs to be structurally addressed in terms of thinking how we bring people into prevention conversation. Thank you so much.

Rivera: Absolutely. Thank you.

Martinez: One last question?

Question: So based on all the student feedback that you've gotten today and before today, I was just wondering if you guys could tell me if you think we are currently Title IX-compliant?

Martinez: I think we're Title IX compliant. Anyone else?

Dunn: I think if you look nationwide, I don't think anybody's sure they're Title IX compliant. The government has not given us clear guidelines. As we said earlier, it's a field that's growing and changing. We're looking for President Obama's task force to shed some light not only on Title IX, but how it intersects with the Violence Against Women Act, and Clery, and how universities are supposed to consistently apply this patchwork of laws.

What I can say is, we are doing everything we can, and we are making a good-faith effort to meet not only the letter of Title IX but also the spirit of Title IX, and to make sure that we're legally compliant, and that we're serving and protecting the community the best we can.

There's room to grow, which I think we've seen from the conversation today, from the dialogue before today, and from our own experiences. None of us go back to our offices and say, "We're finished. That's it. Check, please. We're done with this." We know there's a way to go. But I feel like I can speak for everybody to say we're doing everything we can to get there.

Zavadil: I just want to add that, as we said initially, thinking, "Yeah, we are working and believing that we're Title IX compliant," but what we're hearing is that we could be doing better. We could be expanding the education. We could be expanding the prevention education, and this conversation is a great start to engage more people with how do we make sure so the compliance is the floor? Do we provide the training? Yes, we provide the training. If it's not being heard, then we need to be doing more, so that we're capturing those audiences, and that's what I think this dialogue really helps us to do.

Follow-up question: I just want to ask that we make sure that this is the start of the conversation, not the end of it.

Martinez: That's correct. Yes.

Lowell: I'm just reading a question on behalf of a student in the back here. She says, "My name is [Anonymous], and I'm a first-year at Barnard. First-years have to complete a mandatory, online course on alcohol." She's wondering if there could be an online course on consent and sexual assault implemented as well.

Rivera: It's something we can definitely look into. Right now I wouldn't say that there have been any decisions made about that, but definitely there has been a lot of conversation. We're looking into what other institutions are doing, where they also have some type of sexual assault and even bystander intervention online training for students, oftentimes as a pre-orientation education component. Absolutely. It's something for us to consider, and I think we're open to hearing more about some ideas around what students would like that to look like.

Seward: I would just say that in addition to online resources, and in addition to the idea that many have expressed that things should be mandatory, we really want to know that it's going to work. We want to know the information is actually conveyed in a way that students can take it up, understand it, bring it to their peers, bring it to their communities, and bring it to their

relationships. That's really the challenge. I think, certainly, we could look at online resources. I think we'd want to know they're really great. So we're open to all of those ideas.

Zavadil: I just want to add, because [Anonymous] is a Barnard student—I want to say, Barnard has looked into them, and I have yet to go through one that effectively responds to what we're trying to convey. I've been working with the subcommittee of SGA to talk about maybe that's something we need to create, so that it actually speaks to our community. Because some of the "canned"—similar to the alcohol programs—there is so much more nuance to sexual violence that is rooted in the community that you're in. So the several that I have demoed and walked through to see if this could work for us—there were actually things that I thought were contradictory to what our expectations are in our community, and that concerned me. I'm not going to put something out there that is going to confuse the message.

Martinez: I want to thank everyone for coming tonight. Just to echo what [Anonymous] said, this isn't the end of the conversation. It truly is an ongoing conversation, and we're committed to continuing to have it in different venues, in different ways, and in different arenas. I have heard the concern that not all voices have been heard in the current conversations, so please know, we want your participation and we want your voice to be heard, in whatever way or fashion feels most comfortable and is important to you.

I want to thank the student leaders who have helped me coordinate and put together this evening's Town Hall. I want to thank the panelists for their work, their work this evening and their ongoing work, and their commitment to making sure that we continue to respond to the

community, that we address this issue. It is important. It's important to you, it's important to us, and we will continue to do the work.

Things aren't happening in a vacuum. There are lots of conversations that are happening at various levels of the institution, and we will continue to have those conversations. We know the coalitions; we know the task forces; we know the working groups; we know the Senate.

Everybody's taking a look at this issue, and we're committed to doing that.

So thank you very much. There are a couple of other announcements that I've been asked to read.

There is a table of resources available outside from student groups, as well as ways that you can get involved. Please make sure you reference the website, if you have any additional questions, or information you want to give us. As Caitlin announced in the beginning, there are counseling services available, both individually and in group session, if you want to have those conversations, in Room 104, just outside. And after the Town Hall, there's going to be a space to gather and process in the basement of Q House that was offered up, which is at 546 West 114th Street. This space will be centered around the voices and needs of survivors, but it is open to all. This will be an identity-conscious space that welcomes all survivors, including queer and trans survivors, people of color and male survivors. Those in the space will be able to break up into identity-specific discussions as wanted. So to maintain a setting where all can freely share, we request that the mandatory reporters stay away from the space. Q House has several sets of stairs and is not accessible, so if you would like to go there and cannot access that, please contact Caitlin and we'll make sure that you have an opportunity.

Thank you very much. Have a wonderful evening, and have a great spring break.