CCSU Task Force Report

Presidential Task Force on Sexual Misconduct, Bullying and Campus Climate

14 January 2019
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Executive Summary and Historical Context of this Task Force

In the spring of 2018, in the wake of some high-profile cases of alleged sexual misconduct that brought attention to Central Connecticut State University (CCSU), Dr. Zulma Toro, President, convened this Task Force on Sexual Misconduct, Bullying and Campus Climate (Task Force). The charges of this Task Force included:

1. Assess CCSU’s processes and procedures for the reporting and handling of sexual misconduct and bullying and review the organizational structure currently in place to support those processes;

2. Review when and how an investigation is triggered;

3. Analyze the communication process during the investigatory process, including how all parties are informed of an investigation’s conclusion or findings;

4. Examine programmatic initiatives currently in place to prevent sexual misconduct and other bullying behaviors; and,

5. Identify standards of best practices for processes, procedures, communication, education, and provide recommendations to implement the best practices.

Beginning in May 2018, and running through December 2018, the Task Force met as a full group and in smaller working teams to set up systems to complete its research and work, debrief, and plan for data-collection activities. Report writing began in earnest in November 2018. Data sources included, but were not limited to: documentation provided by CCSU departments and functions; interviews with key stakeholders in the CCSU community; open forums for the entire campus community; focus groups with students; interviews with interested individuals who had shared stories at open forums; conducting a campus-wide survey; review of Clery Act reports for the University, review of the Blue Ribbon Panel Report about Diversity and the Committee on the Concerns of Women report on Workplace Bullying; as well as extensive research outside CCSU for best practices, which included interviews with key stakeholders at other universities, businesses, and advocacy groups, documentation of policies and procedures from other organizations, best practices literature, and relevant laws and policies.

These data sources provided a wealth of information about how our university has dealt with the issues of sexual misconduct and bullying and how the university community perceives the campus climate.

The research on best practices, combined with our thorough examination of the present state of policies, processes, protocols, and procedures at CCSU, led to our outlining many recommendations in this report.
For the purpose of providing an overview of our most important ideas, here is a list of the Task Force's most prioritized recommendations (note – these are not listed in order of priority nor importance):

A. **Sponsor the creation of a Campus Climate Committee.** The President should create and appoint a committee, called the Campus Climate Committee, that will include a cross-section of students, faculty members, administrators, staff from across departments and roles, and alumni, among other stakeholders (i.e. Student Affairs, Academic Affairs, Office of Diversity and Equity, including Victim Advocacy and Women’s Center, Committee on the Concerns for Women, Campus Police, Director of New Student Programs, Strategic Planning Committee, etc.). This committee, both advisory and action-oriented in nature, should assist the president in reviewing, analyzing the dissemination of campus climate survey (see recommendation B) results, as well as planning for and implementing selected report recommendations. Further, this committee, which should meet regularly throughout the year, can plan events and experiences (such as learning community groups about various climate-related topics), and otherwise advise the President on matters related to sexual misconduct, bullying (see recommendation C), and campus climate.

As a first order of business, this group should lead the campus in proactively taking stock of who we are and who we wish to be. This process can help establish a *Vision for a Safe and Inclusive Central Connecticut State University*, which will include ideals and beliefs that the stakeholders across our campus community hold and can return to as we move forward to positively change the culture.

*This recommendation supports the following charges: 1, 3.*

B. **Administer ongoing Campus Climate Surveys.** The university should regularly administer a comprehensive campus climate survey to students and a workplace climate survey to faculty and staff. Both surveys should be administered annually to establish a baseline. When the resulting information is stabilized, the surveys should then be administered every 18 months to two years. Our research has identified that best practices regarding campus climate surveys include asking students about their knowledge of sexual harassment and misconduct policies, experiences with sexual harassment and misconduct and their awareness of campus and community resources. Surveys for faculty and staff should inquire about working conditions, as well as the degree to which all parties feel valued, respected and heard. All surveys should provide open-ended response formats for anyone to anonymously report mistreatment.

The selected surveys should be nationally recognized and provide benchmark information to ensure objectivity and reliability.
Consideration should be made to engage a reputable external third party to plan and administer the surveys and report the results (including benchmarked findings against other like institutions). This will further maximize objectivity and ensure instrument reliability and validity. At the university level, the Office of Institutional Research & Assessment (OIRA) could be the point office for administering the survey and ensuring that the resulting information be made publicly available on the OIRA website. The new Campus Climate Committee will be responsible for disseminating the results and making recommendations based on the data.

The aforementioned Campus Climate Committee, in concert with campus leadership, can be charged with spearheading these improvement efforts.

This recommendation supports the following charges: 1, 4, 5

C. Examine bullying and create policies, processes, educational programs, etc. to educate and reduce instances of bullying on campus. A sub-group of the aforementioned Campus Climate Committee should be created to examine the issue of bullying at CCSU in greater detail. Whereas, our research found that our campus has no formal definition or processes to address bullying involving students, and no formal policy about bullying involving faculty and staff, a starting point for this working team would be to generate a formal definition of bullying for use on campus. Two resources for this first task could be the Connecticut Bullying Law for PreK-12 public schools and the report by the Committee on the Concerns of Women about workplace bullying. Once a definition is established, the working group can continue to advance the cause by recommending education, training, and procedures that can be used to raise awareness of bullying and to address complaints and investigations of bullying by students, faculty, and staff.

This recommendation supports the following charges: 1, 4, 5

D. Adopt a new model for investigating sexual harassment, bullying, and misconduct on campus. To increase the objectivity of the investigatory process and decrease the potential for individual bias and/or conflicts of interest, the campus should move away from a “single investigator” model for any misconduct or bullying investigations for faculty, staff and students. The campus should research and reference the ATIXA investigation model, as this is a nationally recognized model with best practices, such as the use of a single intake form and process for reporting all types of incidents.

This recommendation supports the following charges: 1, 2, 3, 5
E. Identify, select and implement a comprehensive institution-wide reporting and tracking system to facilitate and maintain the collection and dissemination of information and data as it pertains to sexual misconduct and bullying investigations. Efforts should be made to assure data about students, faculty and staff are centrally collected in a uniform manner across all relevant functions that allows for the assessment of trends, issues and ease of retrieval to provide for optimal decision making. The university should actively consider selecting and implementing one campus-wide student conduct and Title IX automated reporting, tracking, and monitoring system, such as Maxient (or other well-known, industry-standard system). To ensure quality of reporting and objectivity, an office unrelated to ODE, HR or other offices responsible for entering data, or conducting trainings, should be responsible for generating on-campus compliance trend reports.

This recommendation supports charges: 1,5

F. Reengineer Human Resources and the Office of Diversity and Equity. The Human Resources and Office of Diversity and Equity functions would benefit from participating in a comprehensive reengineering study comparing them with similar functions at other like institutions (size, scale, scope both inside the CSU system and externally). These studies should aim to determine what the appropriate core work processes should be, the functional roles in the investigatory process for sexual misconduct and bullying, as well as what they can do to foster a more inclusive culture and climate at CCSU. These studies should be conducted by a reputable external third party.

Any reengineering of the functions should include a review of the extent that the current functions are in full compliance with all relevant state/federal statutes, policies, procedures and best practices. For example, the task force has learned that presently there is no system for holding faculty and staff accountable for completion of mandated Title IX training. The re-engineering studies should then likely identify and propose the needed technology to automate the work processes, recommend the staffing levels and roles required to fulfill the promises of the functions and the requisite skills and knowledge required of all roles.

This recommendation supports charges: 1, 5

G. Incorporate educational material on Title IX, bullying and civility into student programming. Colleges and universities have a unique opportunity to shape views and promote behaviors tied to increased civility and the prevention of sexual misconduct. After meeting with stakeholders from Student Affairs, Academic Affairs, and the Chair of the Faculty Senate Ad Hoc Committee on First Year Experience (FYE), the current FYE program should be re-imagined. The new FYE program and orientation programs should encompass educational material on sexual harassment, bullying, bystander education, substance abuse, diversity, and civility as well as alerting students to available
resources on campus. FYE and orientation could be effective routes in delivering these much needed educational programs to reduce bullying on campus, increase civility and kindness, and create a more safe and inclusive campus for everyone. We recommend the Faculty Senate Ad Hoc Committee on the First-Year Experience collaborate with representation from Student Affairs, Academic Affairs, and the Student Government Association to create a maximally meaningful and comprehensive FYE program.

The above recommendations are but a small portion of the overall collection of the Task Force’s recommendations (see Best Practices and Recommendations section) to improve CCSU’s campus climate through addressing sexual misconduct and bullying. The Task Force considers these important recommendations high-leverage, and they represent impactful entry points to create positive change.

**Historical Context of this Task Force**

This Task Force has not operated in a vacuum. There is a substantial historical and cultural context surrounding our work. This section will not provide an exhaustive accounting of these contexts; however, some explanation of the issues is warranted. For example, the issue of sexual misconduct has taken on a very prominent place in the national conversation recently. There have been high-profile national cases of sexual misconduct at universities, such as Pennsylvania State University, Baylor University, and Michigan State University, to name a few. In these cases, as well as others, the universities’ responses to individuals who perpetrating acts of sexual assault were called into question, resulting in actions that ranged from the passage of new laws, firing parties who were found to be at fault, criminal consequences, and athletic program sanctions. The issue of sexual misconduct on university campuses was so pervasive that, in 2014, the White House convened the White House Task Force to Protect Students from Sexual Assault, which released many best-practice documents and reports in 2017. These materials factored significantly into our Task Force research.

More broadly than the higher education arena, our entire society has been enlightened to the scourge of sexual mistreatment of women through the #MeToo and #TimesUp movements.

Our nation is learning of epidemic proportions of sexual misconduct, and many high-profile men of power and influence have lost their status due to their behavior being made public. In addition, abuse of children at private schools and within the Catholic Church have also called into question institutional responses, including a lack of response. The recent Supreme Court appointment of now-Justice Brett Kavanaugh also raised questions about how our society treats accusers and those who are accused. This theme is continued in the soon-to-be released proposed changes to Title IX regulations from the United States Department of Education, where procedural due process rights for the accused have been given particular attention.

There are also many other relevant legal contexts to consider. These include watershed federal legislation, including the Clery Act, which focuses on university reporting requirements, and
Title IX of the Educational Amendments Act of 1972, which aims to prevent discrimination based upon protected class status.

The State of Connecticut has also enacted key pieces of legislation, including Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, Public Act 16-106 An Act Concerning Affirmative Consent, and Public Act 11-232 An Act Concerning the Strengthening of School Bullying Laws. These laws all factored heavily into our research.

Locally, CCSU has had its share of history with respect to sexual misconduct, bullying and campus climate concerns. In 2008, again in response to a high-profile incident, then-President Jack Miller convened a three-member Blue Ribbon Commission on Diversity (Commission) that examined campus climate more widely, but through the lens of diversity. In its five-page report, the Commission recommended such things as: strong leadership that valued and supported diversity, communications processes, improved counseling services for GLBT (currently referred to as LBGQTIA in the literature) students, and increased connections with the wider community and school districts. This report highlighted a lack of coherence with respect to proactively addressing issues related to diversity, as well as a general perception that the administration’s response to a high-profile incident was “too little, too late.” These findings spoke to the University’s culture, and in particular, the need for it to improve.

In 2013, the CCSU Faculty Senate endorsed a statement against workplace bullying, which was defined as, “repeated health-harming mistreatment of one or more persons (the target) by one or more perpetrators that takes one or more of the following forms: verbal abuse; offensive conduct/behaviors (including nonverbal) which are threatening, humiliating, or intimidating; and/or work interference – sabotage – which prevents work from getting done” (Workplace Bullying Institute, 2018). It further states, “CCSU is committed to having a positive working environment for its faculty, administrators and staff. All individuals have the right to enjoy an environment free from forms of conduct that can be considered abusive such as bullying, mobbing or harassment.”

A mob was defined as the following: “In the workplace, a mob consists of ordinary workers who, after deeming an individual worker a threat, collectively attack the perceived enemy ... the individual workers harm the target by collective and relentless small jabs. The mob of workers can be understood as an entity in and of itself” (The Mobbing Portal, n.d.).

According to the CCSU Committee on the Concerns of Women, research shows that universities can be places particularly susceptible to workplace bullying, and that public universities may be especially vulnerable. Academe and government workplaces generally have high incidences of workplace bullying. Anyone can be a target of workplace bullying, and proposed laws do not limit who can be a complainant. It is not limited to protected classes. The traumatic effects of health-harming workplace bullying have sometimes been compared to the effects of rape and domestic violence. It is a serious problem where it occurs, but often it is dismissed as two people
having a “personality conflict.” The Committee offered proposed language for a Professional Conduct Statement: “CCSU strives to create an atmosphere in which all students, faculty, staff, and visitors to campus are treated with dignity and respect.”

Though this Task Force was not an investigatory body, in that we were not charged with examining the facts surrounding any particular cases (others have been charged with this important task.), the stories from our campus community are necessarily an important context for our inquiry. This Task Force heard from many members of our campus community, either directly through interviews, or during our two open forums. Through our conversations, we have been told anecdotally about the following kinds of behaviors (even though other behaviors may have occurred): alleged group bullying of individuals (known as “mobbing”), alleged covering up of reported sexual misconduct and/or bullying, a perceived lack of impactful consequences for respondents, perceived unsympathetic staff members documenting reports of sexual misconduct and/or bullying, a perceived lack of clear and/or timely communication to complainants during investigations, alleged demeaning comments about groups of students by professors, alleged bullying by supervisors, alleged sexual harassment, alleged sexual assault, and a perceived culture of fear and/or looking the other way when faculty members are not treating students or colleagues appropriately.

Again, this Task Force was not charged with evaluating the veracity of these claims. However, this is the climate within which our Task Force finds itself. There is a perception by many in our campus community that the culture of this University needs attention to become the institution we all want it to be. There is, based upon our research, a perception that there are real problems on our campus with respect to sexual misconduct, bullying, and campus climate. There is a perceived lack of trust held by many. From this understanding, we provide the results of our research, as well as recommendations for moving our campus toward the safe and inclusive institution we hope it can become.

Structure of this Report

This report is organized as follows. Following this executive summary is a more in-depth examination of the methodology used by the Task Force to arrive at its conclusions. Following the methodology section is a data outline of the internal review of practices, organized around the departments/functions and other internal data sources examined. Following the internal review of data is the section on best practices research and recommendations. This section is organized according to key areas of consideration by the United States Equal Employment Opportunity Commission (2017).
Overview of Research Methodology

Dr. Zulma Toro, President of CCSU, convened the Task Force and presented the initial charge on Monday May 21st. On June 19th, based on submissions from the CCSU campus community to the Cultural Climate website, President Toro requested that an examination of bullying and campus climate be added to the initial charge. The charge in its final form is as follows:

- Assess CCSU’s processes and procedures for the reporting and handling of sexual misconduct and bullying and review the organizational structure currently in place to support those processes;
- Review when and how an investigation is triggered;
- Analyze the communication process during the investigatory process, including how all parties are informed of an investigation’s conclusion or findings;
- Examine programmatic initiatives currently in place to prevent sexual misconduct and other bullying behaviors; and,
- Identify standards of best practices for processes, procedures, communication, education, and provide recommendations to implement the best practices.

Dr. Toro requested that the Task Force’s final report be submitted to her office by December 18th 2018.

The Task Force was asked explicitly not to address existing cases regarding sexual misconduct or bullying, which at that time were being investigated independently by an external agency, Shipman & Goodwin, LLP. The Task Force was instead directed to focus its attention on evaluating CCSU current processes and procedures and to explore best practices, both internal and external to the institution. Although general information about specific cases emerged during the collection of data, particularly in Open Forums and Focus Groups with members of the campus community, that information was assessed in the context of evaluating current processes and practices and understanding the larger campus culture.

The Task Force met as a full group ten times over the summer and fall of 2018 and two different subcommittees met to prepare for key phases (e.g. developing methodology and synthesizing analyses of information and data). In accordance with the Connecticut Freedom of Information Act (FOIA), all Task Force meetings were determined to be “Public Meetings” and so were posted in advance and all meeting minutes were made available on the Sexual Misconduct Task Force website (http://www.ccsu.edu/cultureTaskForce/).
Task Force Meeting Schedule

- May 21 – Introductory Meeting and Charge
- June 12 – Opening Working Meeting
- June 17 – Methodology Working Meeting (subcommittee – Fiona Pearson, Sinéad Ruane, William Fothergill)
- June 28 – Methodology and Work Streams Formed
- July 26 – Data and Information Gathering Planning
- August 31 – Open Forum & Campus Survey Planning
- September 21 – Interview Planning
- October 17 – Debrief of Information and Data Gathering Phase (subcommittee – Jean Alicandro, Bill Panetta, Sinéad Ruane, Richard Spada, Jeremy Visone)
- October 26 – Final Phase Planning
- December 12, 2018 – Final Planning Meeting

During the first meeting, the Task Force identified three work streams as a means of focusing their analysis: Policies and Procedures, Training and Programming, and Best Practices. Teams were assigned to analyze each work stream and to identify key administrators responsible for producing written documentation. Based on initial analysis of written documents provided by key administrators, members of the Task Force interviewed those administrators as well as faculty and staff who are directly involved with departments and offices supervised by those administrators. A full list of the administrators, faculty, and staff who were interviewed can be found in Appendix A.

In addition to reviewing portfolios of written documents and interviewing over 20 key administrators, faculty, and staff, the Task Force reviewed submissions from the Campus Climate website; transcripts from two campus open forums; findings from a campus-wide survey; and transcripts from student, faculty, and staff individual interviews and focus groups. These research methodologies are described more fully in the sections below.

Relevant Documents and Literature

The period from August 1 to September 30 was dedicated to gathering relevant documents and literature. The Task Force identified four key administrators who would be responsible for providing written information with regards to existing policies, procedures, training, and educational programming for examination and analysis: the heads of the Office of Diversity and Equity, the head of Human Resources, the Chief of Police, and the Vice President of Student Affairs. On August 3rd, Dr. Toro emailed key administrators, requesting that they assist the Task Force by promptly responding to requests for documents and literature.
Those administrators were provided with an opportunity to present any questions about the
document and literature request in a conference call on August 7 with both the President and
Task Force members present. The administrators were given a deadline of August 24 to submit
written documents.

Each administrator provided a portfolio of documents pertaining to the Task Force’s information
request. The Task Force created four new sub-teams, with representation of each of the work
streams (i.e. Policies and Procedures, Training and Programming, and Best Practices). Each sub-
team was assigned to review one of the portfolios, while the Task Force Chair, Richard Spada,
reviewed all four portfolios.

Based on findings from the four portfolios, the sub-teams created lists of interview questions for
each of the key administrators and for staff who submitted materials regarding sexual
misconduct policies, procedures, programming, and education.

Interviews

During the months of October and November, sub-teams of the Task Force met with CCSU staff,
faculty, and students, including a number of campus administrative and organizational leaders,
who oversee sexual misconduct policies, procedures, programming, and education. All
interviews were recorded and transcribed. A full list of individuals interviewed can be found in
Appendix A.

Based on the review of documents and literature provided in the four portfolios described above,
Task Force members generated four lists of interview questions for staff and administrators
working in the following four offices: CCSU Police Department, Office of Diversity and Equity,
Human Resources, and Student Affairs. Interviews with key administrators representing these
four offices and their staff took place during the week of October 9th. A subcommittee of the
Task Force met on Wednesday, October 17 to review and debrief the themes of the portfolios
and interviews, and then shared their findings and notes with the full Task Force on October 26.
Based on those findings, additional follow-up interviews were scheduled with key administrators
and/or their staff to address questions not answered during the initial round of interviews.

In addition to interviewing the staff and key administrators overseeing sexual misconduct
policies, procedures, programming, and education, throughout the month of November and early
December, the Task Force met with the Executive Committee of the Committee on the Concerns
of Women, the Council of Deans, Union leadership (AAUP, SUOAF, and AFSCME) and
members of the campus community who had attended the Open Forum and had requested to
participate in individual interviews.
Open Forums

The Task Force hosted two Open Forums held on Tuesday, September 11 from 3:30 – 5 PM (Memorial Hall, Constitution Room) and on Wednesday, September 12 from 3:30 – 5 PM (Mid-Campus Residence Hall, Multipurpose Room). An email was sent to the campus community to advertise the Open Forums, and a notice was posted on the Central Events website. According to the Task Force’s communications with the campus community, the purpose of the Open Forums was as follows: To elicit feedback from students, faculty, and staff that would inform the Task Force’s charge to identify standards of best practices for processes, procedures, communication, education, and provide recommendations to implement the best practices for the creation of an inclusive and safe campus free of sexual harassment and bullying.

At the Open Forum, sign-up sheets were provided for participants who wished to be contacted by the Task Force for follow-up interviews. Index cards were also available for participants who preferred to write their questions for the Task Force. All proceedings during the Open Forums were taped and transcribed.

Campus Survey

The Task Force developed a survey to assess campus community members’ understanding of current campus sexual misconduct and harassment policies and procedures and their experience with Title IX training and programming. The survey also provided opportunities for campus community members to share ideas of how they would make CCSU a more safe and inclusive campus, for all.

The entire campus community was emailed a link to the online Task Force survey on November 2. Reminder emails were sent on November 12 and 15 to encourage members of the campus community to participate in the survey, which officially closed on November 16.

A total of 493 students, faculty, and staff participated in the survey. Participants’ quantitative and qualitative responses were distributed to the Task Force on November 20 for review and analysis. A full copy of the survey, including an overview of the quantitative and qualitative findings are provided in Appendix B.

Student Focus Groups

To encourage additional student input, a sub-team of the Task Force, which included the Task Force’s two student representatives, organized focus groups. An email was sent to the student campus community describing the objectives of the focus group sessions and providing a doodle poll with the goal of scheduling the sessions at different times on different dates to accommodate students’ busy schedules. The sessions were also posted on the CCSU Events page.
Based on the doodle poll, four Focus Groups were organized but only the following three took place because no students showed up for the first group scheduled for November 7 at 7:30pm.

The following three focus groups took place:

- November 8, 4:45 – 5:45 PM: 5 students participated.
- November 9, 1:30 – 2:30 PM: 3 students participated.
- November 28, 3:00 – 4:00 PM: Focus Group held during Man Enough meeting.
- Natalie Ford and Sinéad Ruane moderated.

The Focus Group discussions were recorded and transcribed. A summary of the focus groups, with observations, can be found in the Overview and Findings section of this report.

Campus Climate Web Site

On April 17, 2018, President Toro launched a Campus Culture Concerns website, which was intended “to expedite communication from faculty, staff, and students” to University leadership. Individuals who wished to share information with Task Force for Sexual Misconduct, Campus Climate, and Bullying were encouraged to post their concerns and were provided with the option to sign their names should they wish to be contacted in response or to submit their concerns anonymously.

Based on submissions to this website, the President expanded the charge of the Task Force to include dimensions of campus climate and bullying. Submissions relevant to the charge were shared with the Task Force. In order to protect the confidentiality of those who submitted concerns via the website, that data is not included in this report.
Internal Review Findings and Observations

Introduction

As noted in the Overview of Research Methodology section of this report, extensive internal research into the purpose (or mission) of campus offices, their functions, structures, processes, programs and other protocols was conducted by the Task Force over the past seven months. Over 20 hours of interviews (individual and group) were conducted, and volumes of supporting materials were submitted and reviewed by Task Force members. In addition, in order to make our internal review as inclusive as possible, open forums were held, a campus-wide survey was administered, and the campus climate web portal was monitored for anonymous input from the campus community.

The Task Force methodology included reviewing existing policies, rules, procedures, education, training, communications and other activities associated with the reporting and investigations of bullying and sexual misconduct and intended to create a safe and inclusive campus for all. In order to streamline our efforts, we focused our internal research into two specific areas: Policies and Procedures and Training and Other Programmatic Initiatives.

This section of the report is intended to highlight our internal findings and share observations (both positive as well as critical) from these areas which will support the recommendations as noted in the Best Practices and Recommendations sections of the report.

Interviews and data gathering activities with the following groups/areas are presented in this section of the report:

- Human Resources
- Office of Diversity and Equity
- Student Affairs
- CCSU Police Department
- Academic Affairs/Council of Deans
- Athletics
- Student Focus Groups
- Campus Survey
Human Resources
Including AAUP, SUOAF and AFSCME Feedback

Mission/Purpose

The Human Resources (HR) function at Central Connecticut State University is a multifaceted department tasked with performing typical HR-related activities, including but not limited to the recruitment, onboarding, classification, benefits administration, payroll, employee and labor relations and training of employees of the university. The current stated mission of the department is "to contribute to the overall mission of the university by creating a supportive culture for faculty and staff by providing meaningful input into important decisions affecting the development of the total student as well as the university's service to all of its constituents. The function provides sound and responsive advice and consultation; accurate information; and efficient and courteous service in order to motivate and support the faculty and staff who serve our students and the community. Human Resources staff will model respectful and ethical behavior, provide a welcoming and positive work environment, encourage diversity, and create value-added training and professional development opportunities, while recognizing the need for innovation and flexibility as the needs of our workforce change."

The HR team at CCSU appears to be knowledgeable and fairly effective in the traditional sense of human resources transactional responsibilities. Given the mission statement (as noted above) and the volume of activity (tasks, programs, etc.) of this function, there seems to be a commitment to the department and institution. Comments from a number of on-campus union officials indicate a reasonable, generally non-adversarial relationship exists between their respective organizations and HR.

Programs and Processes

There are programs and processes in place to help create a safe and inclusive campus environment free of sexual misconduct and bullying. HR staff members currently lead a New Employee Orientation at least two times per year and participate in the New Faculty Orientation. In both programs, it is noted that HR introduces policies, procedures and other information about sexual harassment and violence prevention and reporting in the workplace in conjunction with the Office of Diversity and Equity.

Within the HR function, there is not an automated system for maintaining employee records (orientations, mandatory training, development training programs, etc.). In the past, the function has used a learning management system offered by the Systems Office, FIRST NET, however, the person who was the administrator of the system retired and since then it (the system) has not been used. Because of the lack of automated employee records and reports related to training, the tangible consequences for employees not meeting Title IX training or other mandatory training requirements are virtually non-existent (see section, Office of Diversity and Equity). This puts the institution at a high risk of non-compliance with Title IX requirements and other legal implications.
Processes are in place within the function to launch and facilitate the necessary employee relations investigations when allegations of sexual misconduct are raised against a campus employee and which include the necessary interfaces with labor unions and internal functions, such as the Title IX Officer in the Office of Diversity and Equity (ODE), labor unions, and Campus Counsel. The process that is in place in HR is a “single investigator model” where an initial investigator sees the whole process through, from beginning to end, and engages other groups as necessary in the process.

While the steps of this process are noted, in detail in Appendix C, it is also concerning that the there are no “time stamps” or defined expectations of how long it takes from opening the case to closing, as well as a lack of timing from one step to the next. Nor are there points in the process where communication is provided to the accused or the accuser (a frequent criticism of all investigation processes we reviewed). While it is given that each case is individual and unique, without time stamps or expected durations noted, processes can linger open for extended periods of time. Time stamps and durations are necessary to ensure accountability to the process, to the individuals involved in the investigation, to the institution and community as a whole. Given that resources for investigations are limited, it is even more critical to be as specific about the process (including process expectations) as possible to portray a fair, objective, not biased and transparent approach to investigations is in place. This criticism is not unique to the HR department. Additionally, processes in the Office of Diversity and Inclusion and Student Affairs are similar and of concern.

While meeting with leaders from AFSCME, AAUP, and SUOAF, concerns about communications, transparency and the consistent application of the complaint procedure amongst HR and Office of Diversity and Equity staff members surfaced.

HR and ODE must comply with the relevant state/federal statutes, policies, procedures, and best practices. In the event that personnel are not appropriately trained to use traditional software, such as First Net, to maintain Title IX and other mandatory training records, they should, at a minimum, tap into the array of software products currently available on campus to maintain compliance records (i.e., Excel, Access, Blackboard Learn, etc., and, for each of these programs there is considerable expertise available on campus to help set-up and administer).

In addition, ODE, HR, Student Affairs, and all offices involved in investigations should immediately begin 1) “time-stamping” when a case is opened and for each of the steps in the case until it is closed; 2) defining when communication events with the accused/accuser should occur; and, 3) defining the expected timeline/duration and set the expectations for the process.

Systems and Technology

Finally, related to the investigatory process, we are concerned that this process is “manual” in nature and there is no automated system such as Pave, I-Sight, Maxient or other institution-wide platform to enter/start an investigation, create a record of the intake and actions taken in each step, and record outcomes.
Given the past history of the organization as it relates to consistent record keeping, records retention, etc., it is necessary that this be addressed, not only in HR, but in all functions that are involved in receiving complaints, investigating and/or determining discipline associated with findings.

_Campus Climate_

Unlike many HR functions, the CCSU HR department does not actively lead efforts to create a more civil and inclusive campus climate. The function has emerged as more of a “transactional HR function” and, according to the Chief Human Resources Officer (CHRO), Anna Suski-Lenczewski, CCSU is in a “reactive” mode relative to campus climate. While HR has done limited communications and supervisory training, it has had little or no reach or impact.

The function has led past employee satisfaction surveys (generally every two years but currently on hold), but there has been little or no institutional follow-through, nor are there expectations for improvement, action planning, reporting of progress against improvement targets or consequences for not improving.

The CHRO would like to have the HR function take a more active leadership role in helping to shape and manage campus culture, however, given present staffing levels, volume of work and the transactional nature of the work of the function, she does not see this as an imminent possibility. There are currently nine full-time members of the HR team at CCSU (1 Executive, 3 Managers, 2 Associates, and 2 Assistants).

The Human Resources function would benefit from participating in a comprehensive re-engineering study comparing HR at CCSU with that of other like institutions (size, scale, scope both inside the CSU system and externally) that would aim to determine what the appropriate core work processes should be, their role in the investigatory process for sexual misconduct, as well as fostering a more inclusive culture and climate at CCSU. In addition, this review would identify and propose the needed technology to automate the work processes, recommend the staffing levels and roles required to fulfill the promises of the function and the requisite skills and knowledge of each of the requisite roles.
Office of Diversity and Equity
Including Office of Victim Advocacy, Women’s Center and SART: Sexual Assault & Interpersonal Resource Team

Mission/Purpose, Roles and Responsibilities

According to the mission statement of the Office of Diversity and Equity (ODE), the purpose of the function “is to provide leadership for the University in its commitment to a campus environment that fosters respect for the dignity, rights and aspirations of each member of the community, coordinate the University’s efforts to promote, develop and support a culturally diverse community, and, guide the University community in the implementation of Affirmative Action and diversity strategies.”

Key responsibilities of the function include, but are not limited to, ensuring that the policies and procedures intended to ensure a safe and inclusive campus environment are executed upon, such as the Nondiscrimination in Education and Employment Policy and Sexual Misconduct Policy. In addition, the function is responsible for ensuring the consistent implementation of Affirmative Action and equal employment opportunity laws, compliance with Section 504 of the 1973 Rehabilitation Act and Americans with Disabilities Act, as well as all applicable Civil Rights laws, including Title IX and Title VII.

The University’s Chief Diversity Officer (CDO), Rosa Rodriguez, is also the Title IX Officer. In this capacity, the CDO leads and manages the University’s programs that promote equity, diversity and equal opportunity. The CDO is responsible for overseeing the development and execution of training and education programs related to nondiscrimination, diversity, equity and Title IX, as required by law. The CDO, as Title IX Officer, oversees all investigatory processes associated with complaints of sexual misconduct. Under the leadership of the CDO, advocacy services for victims, services for and about women and other referral services are offered.

There are currently four full-time employees (CDO and Title IX Officer, Women’s Center Coordinator, ODE Associate, and Office of Victim Advocacy and Violence Prevention Specialist) as well as two part-time employees performing the function of an ODE Assistant (one works 19 hours per week and the other employee works 4-8 hours per week). As of the writing of this report, the role the Victim Advocacy and Violence Prevention Specialist was hired, and the ODE office is currently fully staffed. The CDO and the ODE Associate are the two employees assigned to conduct Title VII and IX investigations, write the annual affirmative action plan, and to ensure equal opportunity and affirmative action compliance in its hiring.

The CDO and the ODE Associate are responsible for ensuring compliance with diversity, sexual harassment, and Title IX training. Currently the OVA conducts the Title IX training. Additionally, the CDO and ODE Associate have sole responsibility for the programmatic elements, e.g., search process, writing of the affirmative action plan, and execution of the affirmation action and equal opportunity goals and compliance.

ODE is actively involved in creating and launching programs to help create a safer and inclusive campus climate at CCSU. These programs include collaborative efforts with campus police, residence life, student affairs and athletics by both the Office of Victim Advocacy as well as the Women’s Center.
For the last two years, ODE has primarily focused on providing mandatory training with three exceptions, i.e., Real Conversation series (two per academic year), and the Rainbow and MLK breakfasts. In the future, the LGBT Center will organize and host the Rainbow Breakfast. ODE continues to assist with partial funding of several programs, Man Enough, Hispanic History Month, Black History Month and Women’s History Month. The Women’s Center conducts most of the non-mandatory workshops.

The Office of Victim Advocacy (OVA) is tasked with providing professional advocacy services for students, faculty and staff who have been impacted by sexual assault, relationship violence, and/or stalking. The function provides information on different options available to address safety and other concerns and assists in the navigation of different reporting systems available to victims. In addition, OVA provides referrals to campus and/or community entities depending upon the needs of the presenting individual. OVA collaborates with other offices at CCSU to develop meaningful violence prevention initiatives for the benefit of the entire campus community and to assess the impact of those efforts.

OVA has primary responsibility for education and training programs such as Healthy Relationship Seminar, NCAA Student Athlete Sexual Assault Prevention Training, Bystander Intervention Training, as well as the Red Flag Campaign, and Stand Up CCSU Campaigns. Additionally, OVA has the primary responsibility for the administration of the Student Climate Survey on Title IX issues.

The Ruth Boyea Women’s Center provides services “for and about women.” This includes providing resources to advocate for, inform and support personal development of women on campus. The Center sponsors educational and cultural programs designed to promote gender equity, leadership and independence. In conjunction with the OVA, the Women’s Center provides advocacy and referral services to women in need on CCSU’s campus.

Through the Women’s Center, additional programs, speakers, and support groups are offered including the Walk of No Shame (often referred to Slut Walk at other institutions), Take Back the Night and the I Believe You Campaign. The Women Center offers additional training outside Title IX including but not limited to women empowerment and career opportunities.

SART: Sexual Assault & Interpersonal Resource Team

The CDO, Ms. Rodriguez, not only leads the ODE, as noted above, she is also the co-lead of the Sexual Assault & Interpersonal Resource Team (SART) with Dr. Peter Troiano, Interim Vice President of Student Affairs. The mission of SART is “to provide leadership to the campus community regarding the prevention and response to sexual assault and interpersonal violence to ensure an effective, consistent, comprehensive, and collaborative response that prioritizes the needs of victims, strengthens and improves the delivery of victim services, encourages the reporting of offenses, and holds responsible persons accountable while ensuring the rights of all parties protected.”

SART is responsible for reviewing, assessing, and revising, as necessary, existing documents, policies, educational materials and training initiatives designed to aid in fulfillment of their mission. One of the key roles of the SART team is to delineate the roles and services of both on campus and off campus partners. SART is also responsible for developing a written protocol to be followed when cases of sexual assault and interpersonal violence are reported.
The SART team is comprised of faculty, staff, students as well as external community resource leaders. The composition and role of the SART (referred to as a campus resource team) is defined by CT General Statute §10a-55n (2015).

While participating in the SART interview, members of the Task Force witnessed a team that was searching for an identity. It seems that over time, the voices and work of its members have not been recognized or heard nor there are their contributions being valued. When asked to elaborate on the mission, purpose, and goals of SART, members deflected the answer, questioned who was around the table, what they were trying to accomplish, and directly challenged the integrity of the leadership of the team.

It is the recommendation of this Task Force that an effort to redesign SART should immediately be considered. Considerations to changing the model and leadership of the team should be enacted. Specifically, we suggest the current leaders “step back” and become “sponsors” of SART. The sponsors then charge a group (perhaps the current group or invite new members to the table) to engage and build a new, relevant and high performing team. This group should reengineer SART from the “ground up” including the review of and updating of the mission, purpose, goals, leadership model, membership, meeting process, deliverables, etc. This work should be completed in such a way as to be in compliance with all state statutes.

**Title IX Team**

In addition to SART, there are a variety of other groups at CCSU involved in helping to create a safe and inclusive campus environment. The Student Behavior Review Team (SBRT) and the Threat Advisory Team (TAT) are two such groups. A third group, which the Task Force learned about, recently, is the Title IX Team. While SART, SBRT, and TAT are defined groups with publicized charges, the Title IX Team seems to be more of an unofficial ad-hoc team. During the Task Force’s interviews with members of the campus community, we learned of the existence of the Title IX Team. In the literature submitted to us from ODE, there is no mention of the existence of this team, nor was there any introduction of this team in our interviews with ODE. This raises concerns of the Task Force related to the objectivity and transparency of the investigatory process.

Upon learning of this group, the Task Force requested the CDO, Ms. Rodriguez, to provide an overview of the group including its purpose and process. According to Ms. Rodriguez,

"There is a Title IX Team that is not connected to the Student Behavior Review Team or the Threat Assessment Team. The Title IX Team is a focused group of campus professionals involved in investigating Title IX complaints. This group ensures that the Title IX Coordinator is up to date on on-going investigatory matters, regardless of where the investigation is housed, (i.e., Diversity and Equity or Student Conduct). The Title IX Coordinator serves as a gatekeeper in all Title IX investigations on campus. This team:

- allows investigators to discuss trends, changes, best practices, and new information related to Title IX procedures/investigations on college campuses;
- serves as a closed forum for investigators to get feedback and insight on new or particularly challenging circumstances in an investigation; and,"

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• collects data on cases for the State of CT General Assembly (PA 14 – 11). In the past, collecting data from several different offices has been challenging. This group keeps track, on an on-going basis, of the outcome and circumstance of investigations so that data can be compiled in a more efficient manner.”

Furthermore, the Title IX Team, according to the Chief Diversity Officer, “benefits the entire campus community by working to improve the investigatory process in Title IX complaints.

The Chief Diversity Officer initiated the team. In 2013, the team consisted of the Title IX Coordinator, Director of Student Conduct, and the Dean of Students, and met twice a semester to review cases. As of fall 2018, the team began to meet weekly (currently every Wednesday in the morning) and added the ODE Associate and Assistant Director of Student Conduct. In the future, the CDO plans to invite a member of the CCSU Police Department to join the team. Currently, the active membership of the Title IX Team includes:

• Chief Diversity Officer/Title IX Officer
• ODE Associate
• Associate Dean of Students
• Interim Director of Student Conduct
• Assistant Director of Student Conduct

The Chief Diversity Officer and Vice-President of Student Affairs determined membership for the group. Membership was determined based on whether an individual is actively part of investigating Title IX complaints. On a case-by-case basis, others, i.e., Advocate, Residence Life Director, may be invited to attend a meeting.”

Additionally, as stated by the Chief Diversity Officer, campuses across the country use a variety of different models, often influenced by their organizational structure, to encourage communication between Title IX investigators. ATIXA, the leading professional organization for Title IX Administrators, recommends that Title IX Coordinators serve in the gatekeeper capacity, so that there are multiple layers of review of cases. This benefits the investigator and increases the integrity of the process. The Title IX team was primarily developed to fortify the connection between the Title IX Coordinator and investigators outside of her office/department to improve communication, collaboration, and, ultimately, practice.

The Task Force recommends that there be more transparency related to the work of this team and that it be noted as a part of the recognized Title IX investigatory process.

Knowledge, Dedication and Commitment of the ODE Team

In general, impressions gained from interviews with the ODE team, collectively, and with individual interviews of each of the full-time staff members, reinforce our observations that there is tremendous dedication and commitment to ensuring the mission of the function is fully realized, and that victim advocacy, providing for women’s support, educating students as well as faculty and staff about sexual harassment and misconduct and Title IX requirements along with providing general and specific approaches to diversity and equality are priorities.
It is clear that all members of the ODE team are knowledgeable of the requirements of their roles and responsibilities to fully execute against the Board of Regent's policies and procedures, Title IX requirements, Affirmative Action and other diversity programs and initiatives.

Key stakeholders and constituents cite the level of knowledge, dedication and commitment of the members of the Office of Diversity and Equity. It has been noted by many with whom the Task Force has interviewed that the Office of Victim Advocacy and Women's Center are key resources on campus and help to create a safer and inclusive campus environment for all.

Members of the ODE team have participated in many training programs that have helped them to remain current in latest legislation, best practices and approaches to their body of work. Such trainings include, but are not limited to:

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<th>Investigations Trainings</th>
<th>Protected Class and Legal Trainings</th>
<th>Title IX Trainings</th>
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<td>• Title IX Certification</td>
<td>• ADA</td>
<td>• Boston Title IX Conference</td>
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<td>• BOR Title IX Train the Trainer</td>
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<td>• Jeanne Clery Act</td>
<td>• Effective Response to Sexual Violence</td>
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<td>• DOJ Panel on Sexual Assault Laws</td>
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<td>• Donald Gehrig Academy</td>
<td>• Annual Legal Issues in Higher</td>
<td>• Effective Response to Sexual Violence Claims</td>
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<td>Beginning and Advanced</td>
<td>Education Conference</td>
<td>• Sexual Violence on College Campuses</td>
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<td>• CHRO Affirmative Action</td>
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<td>• Bringing in the Bystander</td>
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<td>and Investigations</td>
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<td>• ConnSACS Sexual Assault</td>
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<td>• Minnesota State Bar</td>
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<td>• Judicial Affairs/Disciplinary</td>
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<td>Mandated Training</td>
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In addition, members of the ODE team participate regularly in a variety of programs on different diversity-related topics including those on racism, race and ethnicity, mental health, and LGBTQ inclusion, to name a few.

*Working Relationships Amongst Members of the ODE Functions*

While skilled in their respective areas of professional responsibility, the working relationships amongst members of the ODE team seem to be severely strained. The relationships of ODE team members to each other often come across to outsiders as hostile to one another, and they seem to be lacking trust and respect. This was witnessed by members of the Task Force during our interviews. One member of the task force even mentioned that he views the Women’s
Center as “screaming” for respect. In addition, others with whom we have spoken have made similar observations.

It fuels a perception by outsiders that the function is siloed and not operating at its peak efficiency even though members state that they are overworked and there is not enough time to complete priorities with existing resources.

The ODE functions tend to lack synergy and the necessary strategic thinking skills thinking to be able to establish and execute functional goals and create the outcomes, which could benefit the entire CCSU community, as a whole. An example, to highlight this point of view, came to the attention of the Task Force by members of the Women’s Center staff. According to these staff members, while the Women’s Center is part of ODE, it lacks a strategic interface with the Office of Victim Advocacy and other aspects of the ODE function. Staff members of the Women’s Center stated that their role is to provide awareness and prevention type of supports to their constituents. Advocacy is the function of OVA and investigation is the responsibility of ODE. However, in reality, they (Women’s Center) find themselves in situations where there is a need for a more formal interface with their colleagues in ODE. The Women’s Center has no formal complaint referral process. The Women Center uses an intake form as part of their referral and they currently are provided the same level of information as other mandated reporters. As such, according to members interviewed, when they do refer a client to ODE there is often little or no follow-up or “loop back” to the Women’s Center.

While members of the Women’s Center team and the Task Force recognize the process and need for confidentiality, without any type of loop back about the referred complaints, they cannot adequately provide guidance when referred clients come back to them for an update or support.

From our interviews, there is a perceived lack of direction, structure and strategic program activity. What programming is in place is not necessarily synchronized nor coordinated with other functions, events, or training. It would be important to evaluate the effectiveness of all activities.

Since the Women’s Center is part of ODE, it seems that it would be in the interest of the clients of the Women’s Center for ODE to review this relationship and roles and agree upon a procedure that addresses this in a manner to best strategically support clients and victims seeking support. The Women’s Center, Office of Victim Advocacy and ODE staff members need to better act as “one” group rather than three segmented functions. A unified effort, across all departments within ODE, is essential for maximum impact of these functions.

Real or Perceived Conflicts of Interest

At a recent open forum, a board member of the non-profit organization spoke at the microphone about the organization, Finding My Way Back. She, during her talk, stated that one of the other board members of this organization is a current ODE team member, Sarah Dodd. The board member from Finding My Way Back stated that their organization was formed “for the school, for your students.” And, the board member asked for CCSU to hold a fundraiser.

To the Task Force’s knowledge, Finding My Way Back is not a recognized non-profit and there is no formal relationship nor contract to provide support services to CCSU at this time. As ODE provides resources and support services (from approved providers) to its clients, it seems that it
may be a potential conflict of interest for anyone from ODE to be an active board member of this organization.

It is important to note that it is not unusual for employees of institutions, such as CCSU, to participate on boards and/or in other external agencies. While the CDO has stated that no member of her team is a board member of this group, according to our transcripts of the Open Forum and the speaker’s comments, this is not the case.

The Task Force suggests that a review of this relationship be conducted, and requisite actions be taken, depending upon the outcome.

Title IX Responsibilities: Training and Investigations

The Office of Diversity and Equity is the entity responsible for all Title IX training that takes place on campus for employees of CCSU, as well leading the investigatory process of all complaints involving sexual harassment and discrimination involving employees of CCSU. This responsibility includes monitoring outcomes, identifying and addressing any patterns, and assessing effects on the campus climate.

Participation in two programs, Title IX Training and Diversity Training, is required of all employees of CCSU. This includes student employees. Title IX Training is required upon being hired into CCSU and yearly, thereafter, via a “refresher” program. ODE provides both on-line electronic learning as well as classroom-types of training. Program content has been designed to be compliant with federal guidelines for Title IX training.

In addition to these two programs, ODE also provides many more programs to the campus community cited throughout this report and in the submissions from ODE. ODE is known for its close collaboration for training with offices such as the Police Department, Student Affairs, and Human Resources.

ODE also provides a variety of written resources (paper and electronically) for students, faculty and staff. Of note is the comprehensive publication Helping Victims/Survivors of Sexual Misconduct Protocol Manual. By far, this is one of the most comprehensive, single source documents available on campus about sexual misconduct, sexual assault and intimate partner violence. Written in 2012 and updated in 2014, this publication outlines, in detail, the following:

- BOR/CSCU Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy
- Central Connecticut State University Statement
- Individuals and Entities Affected by this Policy
- Statement of Policy
- Mandated Reporting
- Confidentiality
- Rights of Those of Who Report
- Options for Changing Academic, Transportation, and Working Arrangements
- Support Services Contact Information
- Right to Notify Law Enforcement & Seek Protective and Other Orders
- Student Conduct Procedures
- Dissemination of this policy
• If You Want to Speak with Someone at CCSU or to a Community Partner
• To Report an Incident to an Outside Agency
• Protocols and Website Address for Policy/Protocol
• Contacts

In addition, there are a variety of resources made available in the appendices of this publication.

Appendices:
• Questions and Answers (general)
• Questions on Police Investigations and Court Proceedings
• Questions on University Internal Investigations and Hearings
• Questions on Reducing Risk
• Consent
• Staff and Faculty Member Sexual Misconduct Procedure Checklist

Given the singular importance of this publication, the current state of affairs at CCSU regarding sexual misconduct, and, the changing external environment under the current federal administration, it is recommended that reviewing, updating and republishing this document be made a priority. This effort could be led by the SART team (as it seems to be directly related to one of its goals – being responsible for developing a written protocol to be followed when cases of sexual assault and interpersonal violence are reported).

Training Compliance, Evaluations and Feedback

Reaction feedback from evaluations reviewed of ODE training programs has been overly positive for the trainings from ODE. However, concerns have risen about the effectiveness of the training with regards to educating about mandatory reporting. Specifically, questions about who is a “responsible employee” or “mandatory reporter” and what the expectations are regarding that role. People interviewed by the task force, when asked directly, “what does it mean to be a responsible employee or mandatory reporter” made statements such as, “I don’t know”, “I didn’t think I was one”, “I am not sure what to do if someone tells me about an experience of sexual misconduct or harassment”, or “I don’t know how to file a report.”

Based on ODE training materials, this area is covered at all diversity and Title IX trainings. A concerted campaign to raise the awareness of the roles and responsibilities of responsible employees and mandatory reporters is still needed.

Specific tools, such as scripts that responsible employees can use when approached by a member of the campus community about an allegation of sexual misconduct can add tremendous value. According to the CDO, this information has been developed and is included in the training, however, in our conversations with employees, they were unaware of it nor how to access it.
Compliance with completion of the mandatory trainings has not been at a generally acceptable level, overall. According to the latest report submitted to the Task Force dated January 28, 2018, 88.9% of full-time employees and only 27.5% of part time employees are in compliance with Title IX training requirements; 88.7% of full time employees and only 10.8% of part time employees are in compliance with Diversity Training requirements (see the illustration which follows for specific breakdowns by demographic groups).

ODE reported that the full-time faculty completion rate of 86.4% is outstanding especially when there are no consequences for non-compliance. On the other hand, completion rates of part-time employees are difficult to evaluate as these groups are in constant flux. ODE reported that having sessions on different weekdays and times, e.g., Saturdays, evenings and early morning, could be a way to improve completion rates and decrease non-compliance. For example, this year, ODE conducted a diversity training session on a federal holiday and the majority of attendees were adjunct faculty who were off from their full-time jobs. Academic Affairs/Council of Deans also suggested making completion of Title IX and Diversity Training for part time faculty prior to the first day of classes a condition of employment. As such, a recommendation is to embed this in contracts and pay for participation in the training programs. See the Academic Affairs/Council of Deans section of this report for more details.

When asked what the consequences are of not completing the training, we were told "there are none." Immediate goals to raise compliance at all levels should be instituted.

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<tr>
<th>Title IX Training (Part-time Employees)</th>
<th>Faculty</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Employees</td>
<td>163</td>
<td>34</td>
<td>197</td>
</tr>
<tr>
<td>Completed Title IX</td>
<td>163</td>
<td>34</td>
<td>197</td>
</tr>
<tr>
<td>Not completed Title IX</td>
<td>00</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Percent Completed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>

ODE has identified plans to increase participation of employees in these programs by continuing to offer more trainings at various times and in different settings to increase participation. However, it should be noted, that offering more will likely not increase participation if there are no consequences of not being in compliance.

Robust reporting should be instituted on a regular basis to all department heads, deans, etc., of compliance (non-compliance) rates, and, consequences for non-compliance should be considered.

^1includes counselors, coaches and librarians

Per state statute, part-time employees are not mandated to complete Diversity Training; however, ODE makes every effort to have all employees complete the training.
ODE is using a database developed by CCSU’s IT department to track the employee completion of training. However, the program does not have the ability to generate reports by individual employees or function supervisor. ODE is able to provide supervisors with a list of employees needing to complete diversity and Title IX training. Additionally, ODE uses I-sight, a case management software.

Given the volume of the training which takes place from ODE, it is surprising to the Task Force that there is not an automated learning management system to track participation, compliance for completion and generating reports by function or leader. As noted in the HR Report, and referenced as well in Student Conduct Report, it is imperative that consideration be made for the acquisition and implementation of enterprise-wide monitoring and reporting systems for training, and, for reporting, tracking and monitoring investigations and outcomes. This has the potential to reduce time associated with manual entry, as well as improve compliance with mandatory training requirements.

The volume of training and education efforts provided by ODE, in totality, is to be commended. However, because the volume is so great and compliance with mandatory training is not at acceptable levels, one must ask, “what are the key priorities of ODE, and how are resources being managed to provide an exceptional level of service to achieve these priorities and achieve expected outcomes?” During our interviews with members of ODE, we were continuously told that “we are understaffed” and that “we are overworked” and that everything “seems to be a priority.” How many of these trainings and other programmatic interventions are truly adding value to CCSU community members?

We recommend stepping back and providing only mandatory training for a defined period while evaluating the effectiveness of the many interventions. Then, it is suggested that only a “vital few” series of programs and other high impact campaigns or initiatives be delivered in 2019 – all aligned against refined strategic priorities for ODE.

Investigations Involving Sexual Misconduct

ODE is responsible for managing the execution of the investigatory processes associated with potential Title IX cases of sexual misconduct on campus. Like Human Resources and Student Affairs, ODE has a defined process for the intake, initial review, and full investigation of all reports of sexual misconduct when a complainant files a complaint against a CCSU employee or others, e.g., vendors, visitor, with the exception of students. The Office of Student Conduct conducts all investigations when the accused is a student and operates under a different procedure, i.e., Student Code of Conduct.

The ODE Title IX investigatory process is considered to be a “single investigator model” where an initial investigator (most often the Title IX Officer and at other times with a second ODE employee) sees the whole process through, from beginning to end, and engages other groups as necessary in the process.
The process, on paper, seems to be very detailed (Appendix D). As with the processes from HR and Student Affairs, there are no mentions of “time stamps” or time frame expectations of how long it is expected to take from one step to the next or the overall timeline from opening the case to closing it. Steps to communicate with reporters, victims, as well as the accused are not noted on the process flow.

Concerns raised in various Open Forums, individual interviews, on the campus climate web page, as well as in our campus survey, indicate that the lack of communications from ODE during investigations triggers a lack of trust of the process and creates a perceived lack of transparency.

Feedback we have been given by leaders of CCSU’s labor unions also includes questions related to the integrity of the investigations. Given that most investigations are done by a single investigator (most often the Title IX Officer and at times with a second ODE employee), questions of objectivity have surfaced. Leaders of AFSCME, SUOAF and AAUP have noted that there needs to be clearer procedures in place for complaints to be made, especially around time frames and final conclusions. From their experiences, those being investigated are “not kept informed” of status of reviews or the investigation. This may be due to a lack of resources that would enable more contact with the parties involved, or, it may be an intentional part of the process. Again, this perceived lack of transparency leads to a decrease in trust that the process will be fair and lead to unbiased outcomes.

During the course of our information gathering, we have heard frequently that the process for making a report of sexual misconduct to ODE is not clear nor is it perceived to be consistent. There is an intake form for those surfacing allegations of misconduct; however, complainants are not required to complete the intake form. When complainants do not fill out the intake form, the Title IX Coordinator (or designee) collects the information during the initial intake interview. According to ODE, almost all complainants complete the complaint form when filing a complaint with ODE; however, according to ODE, it is considered best practice not to make this a requirement, especially with sexual misconduct cases. Furthermore, ODE stated that making this a requirement would appear as the university is placing another barrier for victims/survivors. Legally regardless, whether a complainant files a written or verbal complaint, the university is obligated to conduct an investigation.

Responsible employees or mandatory reporters tend not to know how to file a report. Some people call and leave a message, some people write an email, some people stop by the ODE office in person to make a report. There is not an automated way to file a “first level” or intake report. While there is a form used for a victim to make a report, we have been unable to find a form used by mandatory reporters. And, while there is a victim report form, we have been unable to determine the degree to which there is 100% compliance to completing it when making a report (as the victim).
Feedback from individuals (in open forums, from the campus web site as well as from the campus survey) indicate confusion with this process and the lack of communications, in a timely manner, from ODE related to acknowledging and investigating cases. This may fuel the perception of the lack of transparency and subsequent trust of the process.

When asked about this, according to the Chief Diversity Officer, once a report is submitted (whether by a victim or by a responsible employee or mandatory reporter), the allegations are assessed to determine if they fall within the scope of the policy and, if necessary, an investigation is conducted. As stated by Ms. Rodriguez, once contacted by a mandatory reporter, e.g., CCSU employee, the Title IX Coordinator assesses the preliminary information and asks follow-up questions as needed. The response to the mandatory reporter typically occurs within 24 hours. After information is received and assessed, the Title IX Coordinator will determine necessary next steps in terms of outreach, advocacy, referral, or investigation. If the complaint is against a student, ODE forwards the case to the Office of Student Conduct (OSC). When the alleged victim decides to file a police report, the Title IX Coordinator contacts the CCSU Victim Advocate to provide advocacy services and, if the victim agrees, to accompany him or her to the appropriate police jurisdiction, i.e., law enforcement where the incident occurred.

Process rigor is very important and while ODE has outlined its investigations process in a process flow diagram, as noted in this report, there are no indications of the time (or duration) that each step is expected to take nor are there discreet feedback loops to the reporter, victim and/or accuser. The process could be easily enhanced by these additions and it will go a long way, if followed (and compliance with the process is reported), to reduce issues of transparency and trust.

As noted previously, along with the investigations processes in HR and Student Affairs, ODE also follows the single investigator model led by the Title IX Officer and at times a second ODE employee. It is the perception of some that the single investigation model is biased and that one individual being responsible for fact-finding and decision-making is not a fair approach to either party to the matter nor to CCSU. While the investigator may be well-trained (according to the CDO, she and her team are trained by ATIXA and remain current in their investigatory methods.), only one set of “eyes and ears” does not always lead to a thorough and fair investigation nor outcome. It leads to perceptions by outsiders (labor unions, victims, witnesses, the accused) that the system and process are not designed to be fully inclusive nor fair. Further, even if there is an appeal, the perceived outcome may not be fair and just. Note: the appeal outcome is with the University President not ODE. To ODE’s knowledge, President Toro has considered each appeal fully.

Our recommendations include eliminating all single investigatory models that exists at CCSU (this includes ODE, HR, as well as in Student Affairs and other groups which engage in sexual misconduct or bullying investigations) and replacing them with a more inclusive, comprehensive and unbiased approach to investigations.
Systems and Technology

The lack of an automated learning management system to track and report participation in mandatory and optional training programs also raises concerns for the Task Force. Given the volume of program efforts launched by ODE, and the reporting requirements associated with Title IX and Diversity training, an investment in an automated enrollment, monitoring and reporting system for all training is recommended. This system could be designed not only for ODE, it could include HR and other groups with mandatory training requirements on campus.

An important responsibility of the Office of Diversity and Equity and the Title IX Officer is to monitor outcomes of investigations, identify and address any patterns, and assess effects on the campus climate. While ODE uses the I-Sight system, we have learned that Student Affairs uses PAVE (PS7) Student Conduct System and HR does not have an automated system for monitoring and reporting. It concerns the Task Force that there is not one institutional electronic system used across ODE, HR and Student Affairs that integrates reporting and monitoring. By investing in one automated system, Maxient (or other well-known, industry-standard system integrating both student conduct and Title IX) designed to manage reporting and monitoring, across campus, we believe it will help to streamline the investigatory process, build integrity in the reporting and management of the investigation, and help ensure a more accountable approach to investigations is in place.

Participation in Vendor Presentation

In January 2019, The Office of Student Conduct is hosting a vendor presentation with representatives of Maxient. Maxient, as noted above, is an electronic management system and it is used by other institutions in the CSU system, such as Southern Connecticut State University. Representatives of SCSU who were interviewed by the Task Force stated that this system is a key enabler to a strong and effective investigatory process.

It is worthwhile for ODE as well as HR to participate, fully, in this vendor presentation and evaluate the system for a “broader than Student Conduct” implementation at CCSU. The entire university will benefit from such a review and consideration.
The Blue-Ribbon Commission Report (July 15, 2008) to President John Miller and Response from CDO, Ms. Rodriguez

At both of CCSU’s open forums, individuals asked Task Force members to report upon the status of recommendations made to former president, Jack Miller, in 2008. The Task Force was able to obtain an executive summary of the report; however, there was no status update available in campus records. While there has been a significant period of time from when this report was issued, the Task Force felt it was appropriate to ask the current Chief Diversity Office, Rosa Rodriguez, to review the report and provide an update, where it was possible, on the specific actions recommended.

Response from Ms. Rodriguez

“As Chief Diversity Officer (CDO), my tenure at CCSU began in January 2011, several years after the issuance of this report and associated findings. Several months after my arrival, I became aware of this report when a faculty member informally mentioned it. When I asked President Miller about these recommendations, I was told that CCSU had addressed all of the recommendations, including the hiring of its first CDO.

Based on the Blue Ribbon’s recommendations, the Vice President of Student Affairs (VPSA) implemented changes related to diversity and inclusion. Specifically, these changes led to the creation of the LGBT Center and the hiring of the Center’s coordinator in an effort to create a safe space for LGBTQ students. Additionally, the VPSA created the Sexual Assault Resource Team (SART) and coordinated efforts to develop a protocol manual for survivors of sexual misconduct.

During my tenure as CDO, we have instituted many changes, e.g., a complete overhaul of our state mandated diversity training, implementation of a student survey, and the development of a new Title IX training, to ensure compliance with relevant state and federal laws and regulations, i.e., Title IX, Title VII, ADA/Affirmative Action state regulations. Through this work, we have been able to maintain a strong level of diversity within our faculty and staff ranks and continue to make these priorities. ODE staff members have consistently participated in campus-wide committees and initiatives to bring forth diverse perspectives and equity issues. Jacqueline Cobbina-Boivin serves on the Committee on the Concerns of Women; Nicholas D’Agostino served as chair of the LGBT Advisory Board; and Sarah Dodd coordinated the StandUp CCSU and Red Flag Campaigns. Cobbina-Boivin, Rodriguez, and Dodd all serve on the Sexual Assault Resource Team.

The University continues to expand collaborative efforts to not only educate and promote our diversity but also to honor our rich diversity. Most notably are events that focus on race, gender, sexual orientation, disability, veterans and other identities, e.g., Rainbow Breakfast, Amistad Dinner, MLK, Jr., Breakfast, Lavender Graduation, Hispanic Heritage Month events, disability awareness events, Veterans Day events, Real Conversations Series, Girls in STEM,
Take Back the Night, etc. Over the past eight (8) years, the dedication of resources to these events and the promotion of inclusion has grown; however, we have much more work to do to truly live our values, mission, and commitment to diversity excellence.

Additionally, the ODE staff has trained over 90% of the full-time staff on Title IX and provided Diversity Training to over 1000 employees (full- and part-time, including student employees). During Diversity Trainings, ODE has contracted with community leaders to provide focused discussions on implicit bias, religion, gender and sexuality, race, and disability. These leaders have often donated their time to provide these trainings. The CCSU Police Department (PD) made a major revision to its 2017 Annual Campus Security Report (Clery Report). About two (2) years ago, the CCSU PD created an online anonymous report.


As submitted by the CDO, the following chart provides a brief but substantive analysis of actions known to have been taken since the issuance of the Blue-Ribbon Commissions Report. There are some aspects that are unknown to the current ODE staff as they would have been executed prior to their arrival to campus.

<table>
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<tr>
<td>1. The Commission recommends that the President sponsor a Convocation on Diversity at the start of the new academic year that will set the tone for the campus and clearly establish his values and goals for making CCSU an institution of higher education recognized for its inclusion and promotion of fairness and diversity.</td>
<td>The Office of the President has not sponsored a Convocation on Diversity, at least throughout the last eight (8) years.</td>
<td>The idea of a Convocation on Diversity, with full support of the Office of the President, remains an excellent idea. However, if this was to be implemented in the future, it would require additional staff in ODE.</td>
</tr>
<tr>
<td>2. The President should develop a campus-wide strategic plan for the University that has the University's core values, one that has Diversity as a core pillar supporting all of the University's programs and services.</td>
<td>CCSU developed a strategic plan that included aspects of diversity, and the recruitment and retention of students of color and employees of color. The value of Diversity has continued to be threaded throughout additional institution-wide strategic planning processes.</td>
<td>New strategic plan in process.</td>
</tr>
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3. In addition to the President, the Vice President of Student Affairs carries significant responsibility for the establishment of a positive, student-centered environment. Of great concern to the Commission, was a sense by students that the officer charged with carrying out responsibilities directly related to their welfare, was not accessible to them. The new person hired into this position must:

- come with a clear sense of the needs of the University
- possess skills sets that have been honed specifically to tackle the gaps in service that appear to exist, and
- have the ability to quickly instill confidence in students at Central that the administration and all who work at the University have the best interest of all students at heart.

Since 2008, the Student Affairs Division made significant improvements to the experience of students from underserved and underrepresented communities. The University created the LGBT Center, the LGBT Advisory Board, and sponsored many events, campaigns, and conferences related to diversity topics. Students of Color memberships on key committees, including SGA, has improved. Advancements and training for meeting the needs of students such as SART, training on the mental health of CCSU students, and significant work within the residence halls all took place under Student Affairs.

Marginalized students continue to experience discrimination and negative attitudes in our society and very likely our campus. Every effort as an institution should be made to continually provide professional development for Student Affairs staff to better meet the diverse needs of all students. One suggestion would be to have Student Affairs consider integrating anti-racism and conflict resolution training in to their employee development strategy.

4. The Provost should immediately review faculty assignment for reassigned time and ensure that the allocation of such is being done in an equitable manner without regard to race, ethnicity or gender.

Unknown to the current ODE staff; however, this is an issue that continues to be discussed.

Please contact the Provost’s office for additional information.
5. The President should examine the manner in which communication is shared within his senior administration, within the faculty and staff, and with the overall University community. Tools that are currently utilized to malign faculty, such as list-serves not owned by the University, should be reconsidered for continued support.

With the exception of the Women’s Center Coordinator, the current staff was not here in the immediate aftermath of the issuance of this report; however, since 2011, effective and timely notifications on critical incidents involving diversity issues has occurred. The CDO is a member of the President’s cabinet.

University leadership and faculty, staff, and students are informed of issues related to diversity, bias, and sexual violence. President Toro has made a more concerted effort to inform the campus on these matters.

The college should continue to provide timely responses to on- and off-campus incidents that affect our community.

6. The President and senior administrators should look for opportunities to extend the borders of the University to diverse communities beyond New Britain, such as Hartford.

Central Connecticut State University should look for opportunities to partner with school systems, community organizations and others and should be clearly visible in major events held in Hartford.

The full scope of outreach expansion is unknown to current ODE staff; the previous Provost established the CCSU Office of Community Engagement.

While outreach has occurred since this report was issued, under President Toro the University has made great strides in community outreach to Hartford as well as neighboring communities to New Britain, e.g., Plainville, West Hartford, Bristol.

It is recommended that this task force seek additional information from Admissions, School of Education & Professional Studies, and other campus areas regarding how the University has addressed this recommendation.
| 7. Counseling staff should be made available and trained to address the concerns of the GLBT community of students, who now can only rely on sympathetic gay or lesbian faculty for support or problem solving related to their emotional and academic needs at the University. | It is our understanding that this training has occurred; all forms in wellness services are inclusive of sexual orientation and gender identity/expression. The Counseling Center has also collaborated with the LGBT Center to implement a support group for students. The support group, Inside Out: A Casual LGBTQIA Discussion and Support Group is facilitated by a professional counselor from the Counseling Center and meets on a weekly basis. Additionally, CCSU implemented a preferred first name procedure to support transgender and gender nonconforming students under the leadership of the former Vice President of Student Affairs, ODE, and the LGBT Advisory Board. The LGBT Advisory Board was also tasked with drafting a proposal for gender-inclusive housing, which has now been implemented by the Office of Residence Life. | Training on multi-cultural counseling should be a part of on-going professional development for not only counseling staff but also all staff who work directly with students. |

**In Summary**

The Office of Diversity and Equity would benefit from participating in a comprehensive re-engineering study comparing ODE at CCSU with that of other like institutions (size, scale, scope both inside the CSU system and externally) that would aim to determine what the appropriate core work processes should be, needed technology to automate the work processes, as well as the staffing levels and roles required, and the requisite skills and knowledge of each of the roles in the function. This should also include a thorough review of SART, and the Title IX Team.
Office of Student Affairs
Including Residence Life, Student Conduct, Veterans Affairs, Student Activities and Leadership Development, Student Wellness Services – Counseling, Health and Wellness, Student Disability Services, Student Center Operations and Campus Ministries

Mission/Purpose, Roles and Responsibilities

According to a recent publication, the Division of Student Affairs at Central Connecticut State University is “dedicated to supporting a student-centered learning environment that encourages student development and inspires student success. It is committed to providing a safe and healthy campus environment for students to enhance their ability to fully engage with the total educational experience at CCSU. Various co-curricular learning opportunities, programs, services, and activities to assist students in their personal and social development.” Student Affairs offices that participated in a series of interviews led by Dr. Peter Troiano, Interim Vice President of Student Affairs, included:

- Residence Life
- Student Conduct
- Student Activities and Leadership Development
- Student Wellness Services – Counseling, Education and Wellness
- Student Disability Services
- Student Center Operations

Student Affairs appears to be an integrated, dedicated, and knowledgeable team of leaders, committed to the stated purpose (above) of Student Affairs and the mission of CCSU. Each of the groups which participated in our interviews presented detailed overviews of their offices/functions, policies, processes and procedures to address sexual misconduct and campus climate. Offices tend to have well designed programs in place to provide education, training as and support services to students to help create a safe and inclusive campus environment while at the same time enhancing their personal and social development. Very well-defined policies and procedures are also in place in Student Conduct and Residence Life to address sexual harassment and misconduct. Unlike the other offices which we interviewed (HR and ODE), Student Affairs utilizes an integrated automated system, PAVE (PS7) Conduct System to upload a record of all reports of sexual misconduct and/or harassment. All reports, once entered PAVE (PS7) are then handled, investigated, etc., by the Office of Student Conduct following detailed process flows.

There is an abundance and richness of training programs and resource information published for students and the campus community from Student Affairs. As with other offices on campus, such as ODE, the information emanating from this function is voluminous and at times, the information is not current nor is it fully reconciled with the Board or Regents or CCSU policies. Training programs seem to provide updated thinking, approaches, and skills, however when you
review all of the programs and resources from Student Affairs, in the aggregate, it becomes overwhelming to identify those which are likely to be most impactful.

It is recommended that Student Affairs undertake a comprehensive inventory and evaluation of all programs offered under the Student Affairs function, rather than those of each individual group. Economies of scale (both efficiency and effectiveness) can likely be gained and the programs selected to go forward can have an even greater impact.

Regarding information resources, a review of the Student Handbook, for example, by one of the student members of the Task Force, found inconsistencies, omissions and outdated statements, programs and approaches. It is recommended that a comprehensive effort be undertaken to ensure that all handbooks and other pertinent publications be reviewed, updated, and edited to be current and relevant.

*Student Affairs Leadership*

There has been much turnover in Student Affairs, recently, with the advent of four new persons assuming significant leadership roles:

- Dr. Peter Troiano, Interim Vice President of Student Affairs
- Dr. David Braverman, Interim Director of Student Conduct
- Joanne Milke, Director of Student Disability Services
- Kathy Poirier, Interim Director of Student Center

In addition, the Director of Student Wellness Services position has been vacant for over a year. In November 2018, Dr. Troiano proposed a plan to separate this key leadership role into two distinct positions: Director of Health Services and Director of Counseling Services. Dr. Troiano has been serving in the role of Interim Director of Student Wellness Services while seeking budget approval and campus support from various constituencies (Faculty Senate, AAUP, SUOAF) to move ahead with a new model and a new vision for Student Wellness Services.

And, as noted in an email from Dr. Zulma Toro, CCSU President, dated November 4, 2018, Dr. Michael D. Jasek, current Dean of Students at New Mexico State University, Las Cruces, has been appointed as the University’s next Vice President for Student Affairs. Dr. Jasek will join the CCSU family in mid-January 2019 replacing the Interim VP, Dr. Troiano. According to Dr. Toro, “Dr. Jasek has a deep understanding of the unique needs of today’s students, has worked with student populations similar to CCSU’s, has an innovative approach to problem solving and is very much aware of the dynamics involved in student affairs.”
Among his many accomplishments at NMSU, Dr. Jasek has launched a taskforce charged with identifying best practices in suicide prevention and intervention, provided authorship of a revised Student Code of Conduct, and serviced as co-chair of the first Southwest Conference on Campus Sexual Violence.

In addition to these personnel changes in Student Affairs, a comprehensive study, with recommendations for changes to Student Wellness Services – Counseling and Education, has recently been completed and recommendations are being implemented. A copy of the report is enclosed as Appendix E.

With the advent of this new leadership and the Student Wellness Services study being completed, there is ample opportunity for Dr. Jasek and Student Affairs leadership to step back, reflect on purpose, structure, roles, skills required of staff, policies, procedures, processes, programs, and put a renewed emphasis on the efforts of Student Affairs to create a safe and inclusive campus environment for all at CCSU.

Residence Life

As noted in the Division of Student Affairs booklet dated 08/2017 (Appendix F), “living on campus provides our students with opportunities to more fully participate in campus life; realize their role and responsibilities in a community and succeed personally and academically. Dedicated staff endeavor to create an environment that facilitates learning and growth, embraces diversity and collaboration, and encourages leadership and service to the community.” In Residence Life, there are currently 3 professional Central Office staff members (including the Director), 1 administrative secretary, 83 resident assistants, 9 resident directors, 1 graduate intern, and 6 student workers.

All department level staff participate in a variety of mandatory and optional training programs, evaluations and initiatives. The trainings are designed to enable the staff to act as first responders for support and triage. Staff are trained to record, and disseminate incident reports for review and response by designated campus departments and teams, such as Office of Student Conduct, Student Affairs, Student Behavioral Review Team, Office of Diversity and Equity, etc. When instances of sexual misconduct are reported to Residence Life, an electronic report is entered into PAVE (PS7) Conduct System. All reports, once entered PAVE (PS7) are then handled, investigated, etc., by the Office of Student Conduct following detailed process flows. It is important to note that Residence Life staff members do not investigate nor hear cases.

The department, in collaboration with the Women’s Center, Office of Diversity and Equity, Office of Victim Advocacy, Office of Student Conduct, Student Wellness, Prudence Crandall Center, Campus Police and others, provides training and other programs to develop and train its
professional and student staff as required by law, the Board of Regents and CCSU. Training also takes place for resident students on preventing sexual assault and creating a safe and inclusive campus for all at CCSU. Residence Life partners with Red Flag, Standup and a variety of other campus programs/organizations to offer training and other interventions throughout the year.

Examples of the training programs which Residence Life staff members receive are listed below. Of note is the detailed Residence Assistance Training (Appendix G) provided in August and January as well as additional in-services throughout the year. Topics related to creating a safe and inclusive campus climate, free from sexual harassment or misconduct include (and are not limited to):

- Introduction to SOPs
- Student Conduct 101
- Incident Report Writing
- Sexual Assault and Rape Prevention
- Title IX and Title IX Refresher
- Domestic Violence
- Critical Thinking and Decision Making
- LiveSafe App
- Safe Zone Training
- Bystander Training

Residence students are offered program initiatives based upon best practice models from ACUHO-I and NASPA, among others. Residence Life partners with such groups as SART, ODE, CCSU Women’s Center, Prudence Crandall Center, University Police Department, YWCA/SCS, University Health Services, Student Wellness, Student Affairs, and Student Conduct to provide such trainings.

Examples of some Resident Assistant programs include (but are not limited to) orientation programs, bystander training, sexual harassment training, FYE courses, and various guest speakers. Some of the more unique programs include (but are not limited to):

- Sexual Assault & Prevention Program
- Sex and Candy
- Mozzarella Sticks and Sex
- Sprinkle Some Consent
- Who’s Your Valentine?
- He Said, She Said
- Cup of Tea
- Revenge of the Tip
- Sexy Can I
- Sex and Ice Cream
- Sex by the Fire
- Doin It...Safe
- Kiss and Tell
- Its’s Consensual
- Fright Night: Blue Light Edition
- Leggo My Eggo

Coordinating with ODE and the System Office, Residence Life is currently exploring affiliating with an external agency, Culture of Respect, to help build the capability of student leaders and staff to meaningfully impact organizational change to end sexual violence on campus.

https://cultureofrespect.org/programs-and-tools/matrix/
Culture of Respect was founded in 2013, is a part of NASPA – Student Affairs in Higher Education, designed to support the creation of well campus environments. As a result of 2013 amendments to the Jeanne Clery Act, institutions of higher education are required to offer prevention programming to all incoming students, both undergraduate and graduate. Culture of Respect offers a free tool which provides a curated list of theory-driven and evidence-based sexual violence prevention programs available in the field. It does not endorse nor support any one program. It provides this clearinghouse to help organizations, such as CCSU, to identify those programs that best meet their needs.

**Student Conduct**

The Office of Student Conduct aims to “educate students and protects the rights, health, and safety of all members of the CCSU community. Student Conduct strives to empower students to make healthy decisions and encourages each community member to incorporate acceptable behavior into a lasting code of ethical conduct in their lives. Members of the department aim to assist in the development of a healthy campus community, built on personal responsibility and good citizenship.” At the center of the work of Student Conduct is the execution of the Student Conduct Process (Appendix H). The Student Conduct Process is a detailed set of steps designed to investigate reports of sexual misconduct amongst students at CCSU.

Like processes established in HR and ODE, the Student Conduct Process is considered a single investigatory model. While, at times, more than one investigator will attend to a case, the vast majority are conducted by a single investigator. Embedded within the process are multiple investigatory points led by investigators and involving hearing officers. If a case goes to a board hearing, the investigator presents the case to a board for decision.

Currently there are 2 investigators, the Assistant Director of Student Conduct, Stephanie Reis, and the Interim Director of Student Conduct, Dr. David Braverman. There are now 9 (includes 4 new) hearing officers with training scheduled for January. The new hearing officers are Inez Bonilla, Academic Center for Student Athletes, Lauren Turene, Assistant Director of Admissions, Nilvio Perez, Associate Director of Admissions, and Reggie Holt, Assistant Professor of Counseling Education and Family Therapy.

Returning Hearing Officers include Scott Hazen, Director of Student Activities and Leadership Development, Dr. Kristine Larsen, Professor of Geological Sciences, Dr. Jason Sikorsky, Professor of Psychological Sciences, Justine Gamache, Academic Advisor, and Tiffany Moffo-Simpson, Assistant Director of the Student Center.

When queried about how nominees were selected to be invited, Ms. Reis, Assistant Director of Student Conduct, stated that names of potential officers were presented by the existing hearing officers, and recommendations of herself and the Interim Vice President of Student Conduct based upon their exposure to the nominees, and the knowledge of their interests, experiences and diversity.
The Student Conduct Process and Investigations

The Student Conduct Process is enacted when a complaint or report is initiated through the PAVE (PS7) student conduct system or by direct report made to the Office of Student Conduct, an electronic feature that is not included in the HR and ODE processes. The Office of Student Conduct has an online submission form which is found on their website. Reports are submitted, via email, to the Office of Student Conduct. Reports can be generated from a police report, oral report or a Resident Assistant report. According to Student Conduct, 100% of complaints that become reports are entered in the PAVE system.

Once a report is submitted, the Office of Student Conduct investigation process (Appendix H) is initiated. It is a robust process which, unlike those from HR and ODE, includes a formal pre-hearing investigation step and administrative conferences. As with the processes in HR and ODE, there are no time stamps on the process which we recommend be established to ensure an efficient process is executed 100% of the time. However, when asked to outline the expectations of the process, we were told that, normally, a hearing will be conducted within ten (10) calendar days of the accused student being notified of the charges.

The accused student is afforded a reasonable period to prepare for the hearing, which period is not less than three (3) calendar days. A request for review must be made in writing to the Vice President for Student Affairs or his or her designee within three (3) Calendar Days of the accused student’s receipt of the written notice of decision. The review is then considered, and a decision rendered within ten (10) Calendar Days of the filing of the request for review. Weekly, student conduct cases are discussed at the Student Behavior Response Team (SBRT) meeting and then, as needed, Threat Assessment Team (TAT) Meeting.

As noted previously, the Student Conduct Investigatory Process is a single investigatory model. Based upon our research into best practices and feedback from various groups on campus, it is our recommendation that all investigations move away from this model in 2019.

Central to the Student Conduct Process is the “Learning Experience/Assessment Process” (Appendix I). Objectives of this added feature include “ensuring that each student involved in the process understands his/her role as a CCSU community member and comprehends University community standards. It is further intended that student’s awareness of their individual rights and responsibilities can apply critical thinking as well as other integrated skills to develop healthy decision-making practices. Students are encouraged to adjust behavior and formulate plans to avoid future violations.”

All students who have been named in a report are required to complete Part 1 of the process, Administrative Conference Inventory. Part 1 gathers personal information about the individual, her/his levels of awareness of current policies, processes, code of conduct, resources and responsibilities as well as completing a required statement of specific actions/behaviors that violated the Student Code of Conduct. And, those found responsible for a violation of student
conduct are required to complete Part 2, Student Reflection Inventory. Part 2 provides the responsible student with the opportunity for self-reflection about one’s own behavior as well as provide feedback concerning their overall experience with this process.

The Student Code of Conduct and Attestation by Students

The current Student Code of Conduct is the code of conduct for the entire state university system. Changes to the code can only be ratified by the system office during a yearly review process and individual campuses, such as CCSU, are expected to deploy the code as it is written and sanctioned by the Board of Regents.

It is a lengthy document, and, while it is expected that students be aware of it, there is no mandatory attestation of acknowledgement of receipt of it nor of reviewing it. Best practice suggests that anyone who is held accountable to behaviors associated with a code of conduct, at a minimum, be expected to attest to the fact that they received the code of conduct and have reviewed it.

It is the recommendation of this Task Force that a process to ensure each student attests to receiving and reviewing the Student Code of Conduct be considered for implementation in 2019.

Investigations: Student Behavior Response Team and Threat Assessment Team

The Student Behavior Response Team (SBRT) and Threat Assessment Team (TAT) are two well-defined groups which meet on a regular basis and as needed to provide a forum for review and assessment of student behavior and determine threat levels associated with conduct as raised by students, faculty and staff.

The SBRT is composed of professionals in counseling, women’s advocacy, residence life, student conduct, alcohol and drug education specialists, and CCSU police.

The SBRT meets every week and reviews and/or reports on students whose behavior has become a concern for faculty or staff member of for another student. The team works to gather relevant information, assess the details for each situation, and then determines whether and how to intervene.

The SBRT has a defined process or protocol for reviewing behavior (Appendix J). According to leaders interviewed and should the SBRT determine that a student may pose an immediate risk to self or to others, the SBRT will refer the case to the Threat Assessment Team (TAT).

The Threat Assessment Team (TAT) is comprised of university administrators and campus police. This team differs from the SBRT in that SBRT tracks students who are of concern. If a student is judged to be a potential threat, the threat assessment team meets to review the case, evaluate the threat, and determine actions or interventions as appropriate.
The TAT aims to reduce or eliminate fragmented care and is focused on prevention and early intervention in situations where someone may be experiencing extreme distress, engaged in harmful or disruptive behaviors, or where there is the potential for violence.

The TAT determines appropriate courses of action, which may include referring someone to counseling or for medical help, pursing criminal charges, or barring/expulsion of someone from campus. The CCSU program was developed by trained and experienced external advisors.

Both the SBRT and the TAT are key enablers in CCSU's quest to become a safe and inclusive campus environment for all. It will be in the best interest of the campus, moving forward into the future, for the new Vice President of Student Affairs to review the charges of both groups and to further evaluate the relevance and effectiveness of the groups, their charges and membership.

*Training and Readiness of Investigators and Hearing Board Members*

According to the Assistant Director of Student Conduct, all investigators and hearing officers are fully trained in latest investigatory techniques and processes to guide their investigations and hearings. The Assistant Director of Student Conduct and Interim Director of Student Conduct are relatively new to their roles. Five of the hearing officers have been in their role for at least 5 years and were selected by the previous Vice President of Student Affairs based upon their interest in participating in the process.

In January 2019, all Investigators and Hearing Board Officers will be required to participate, collectively, in a new training program, How to Be a Hearing Board Officer.

*Of concern to this Task Force is the perception of those external to Student Conduct that not all investigators and hearing officers have the same levels of training (including the same requisite knowledge, skills, tools as each other) to provide a consistent and equitable and fair investigation for each student engaged in the process.*

When the Task Force queried various hearing officers about training, it was clear that there is no uniformed approach to training and retraining of investigators and hearing officers. The offering of the new program, How to Be a Hearing Board Officer, will certainly begin to close this gap. The Task Force recommends that continued collective learning experiences be made available to all investigators and hearing board officers.

*Systems and Technology*

Student Conduct utilizes the PAVE (PS7) Student Conduct System. This is a system designed to ensure that detailed records are kept, processes are monitored, and reports are generated of all cases in Student Conduct. According to the Assistant Director, an online complaint form is completed and entered into the PAVE (PS7) System.
The system then organizes them by types or tracks of instances (conduct, care and information). Every Monday each of the cases entered are reviewed by the SBRT to determine courses of action.

The Office of Student Conduct is actively researching replacement of PAVE (PS7) with a potential new system, Maxient. Maxient is a dedicated system for managing behavior records at colleges and universities across North America. It is a centralized reporting and recordkeeping that helps institutions connect the dots and prevent students from falling through the cracks. Maxient can be used with student discipline, academic integrity, care and concern records, and Title IX matters. According to their web, Maxient serves as an “integral component of many schools overall early alert efforts, helping to identify students in distress and coordinate the efforts of various departments to provide follow-up.”

On January 7, Student Conduct is hosting a vendor presentation by representatives of Maxient. It is in the best interest of the University to ensure that as wide a range of participants be at this vendor presentation to review the capabilities of Maxient as a potential new system that can aid in the integration of all investigatory processes and record keeping across Student Conduct, Human Resources and Office of Diversity and Equity.

**Student Activities & Leadership Development**

The Department of Student Activities & Leadership Development (SA/LD) “provides meaningful involvement opportunities which foster students’ personal growth and strength of character through training, mentorship and engagement in co-curricular activities. Students develop civic responsibility, community involvement, and respect for diversity in preparation to be thoughtful, responsible and successful citizens.” The organization fulfills its mission by advising and training student organizations, providing guidance for the coordination, organization and supervision of student-sponsored events, facilitation of leadership development workshops, leading recreation and wellness activities and more. The director of SA/LD is a trained investigator and participate in the Student Conduct investigation process. The work that is undertaken in SA/LD to develop students’ personal growth and strength of character is paramount to creating a safe and inclusive campus environment at CCSU. Examples of training, education and other programmatic activities from SA/LD include:

- Civility Training
- Bystander Training
- New Student Orientations
- Coaching of student leaders
- Recreational programs
- Diversity training

Working closely with the orientation program, SA/LD help to coordinate Sex Signals, a sexual assault prevention program presented to freshmen, as well as other programs offered by the Office of Diversity and Equity as well as Office of Victim Advocacy.
SA/LD works directly with the *Student Government Association* in completing new training requirements for club officers. Of particular importance, as noted under Title 3 of the SGA Constitution, all student club officers must participate in university bystander training which is conducted by the Office of Diversity and Equity. The Student Life Committee sponsors this training and is mandated to provide a minimum of 10 offerings each fall semester and 5 offerings in the spring semester.

Failure of clubs to meet this requirement put them at risk of losing funding and stipends. Compliance is reported to the Vice President of Student Affairs.

SA/LD also supervises *RECentral* and the *LGBT Center*.

*RECentral*, according to the director of SA/LD, provides extensive training with employees in a multitude of areas. Most pertinent to this Task Force is the training conducted to prevent harassment, misconduct and create a safe campus environment. Examples of such training provided by RECentral include:

- Weapons on Campus/Crime in Progress
- Suicide Ideation or Attempts
- Assaults/Threatening Behavior
- Threatening Behavior/Obscene Telephone Call
- Hostile Intruder/Active Shooter/Terrorism

The *LGBT Center* is a campus cultural center that provides community building, education, student support services, advocacy, and leadership development opportunities for the LGBTQ campus community. It facilitates campus trainings on the topic of LGBTQ inclusion and advocates for improvements to LGBTQ life and equity at CCSU.

In addition to its training efforts, other programmatic initiatives designed to impact inclusion, climate and safety include hosting discussion forums, providing relevant information and referral services for the LGBTQ community, and maintaining a queer literary and periodical library. The LGBT Center’s Director is William Mann.

SA/LD, RECentral and the LGBT Center employees are required to complete Title IX training, and, as such, are mandatory reporters. While the offices of SA/LD do not launch investigations, the director, Scott Hazen, is a trained investigator with the Office of Student Conduct and participates in investigations of alleged student misconduct.

Through our interviews, the Task Force has learned that there is virtually no mention of bullying in any of the training programs which are offered from SA/LD, RECentral, ODE, OVA, Student Conduct or other groups. There is a tremendous opportunity to begin discussion with others on campus on how to define bullying, and to create programming to address it in existing and new efforts in Student Affairs, ODE, Human Resources and other pertinent departments at CCSU.
First Year Experience (FYE)

A lot of the discussion in the interviews with Student Affairs leaders focused upon their desire to be an active participant in the review of the existing First Year Experience program and in the creation of a new and more relevant experience for first year students at CCSU. Student Affairs, as a whole, given its uniqueness and reach to the student body, is in a unique position to partner with ODE, Academic Affairs (because of its uniqueness and reach to the faculty), and others to create an approach to addressing awareness of bullying, education and subsequent training to address bullying and create a more civil campus community.

Please refer to recommendations on the First Year Experience in the Academic Affairs/Council of Deans section of this report.

Student Wellness Services (Counseling Services and Health Services)

Student Wellness Services is a part of the Student Affairs Office at CCSU. It provides integrated mental health, physical health, and wellness education services to assist CCSU students in their pursuit of academic success, a fulfilling college experience, and lifelong wellness. Wellness Services provides intervention and treatment services, they also focus upon raising student awareness of potential risks to their wellness and equipping them with the information and skills required to make decisions that will positively affect their health and well-being.

According to their current web page, Student Wellness Services – Counseling, “supports students' academic success by assisting them in resolving mental health concerns and other personal difficulties. Individual counseling, group counseling, educational, and psychiatric referral services are offered to enrolled full- and part-time students. Referrals for specialty, long term, or more intensive services are provided as needed. All services are free and confidential.”

Student Wellness Services – Health, “supports students' academic success by providing routine medical care to enrolled full- and part-time students. There is no charge for the office visit, although some lab tests, immunizations, treatments, and prescription medications may require a small fee. Referral services for more complex or serious medical issues are provided. All visits are strictly confidential.”

Student Wellness Services – Wellness Education, “aims to equip the CCSU community with resources and information that foster healthy lifestyles. Informative events are offered for students on alcohol, tobacco, and suicide prevention, and workshops on topics such as transitioning to the college experience and managing medical issues. All activities are free.”

Student Wellness Services provides important leadership and support to ensure that CCSU is a safe and inclusive campus environment. Of particular interest to the Task Force is the leadership that the function provides with its E-CHUG (Electronic Check-Up to Go) Alcohol Awareness and the Sexual Violence Prevention Programs (SVVP). E-CHUG is an online program which is
designed to engage students and challenge them in their decision-making while educating them to make health and safe decisions. It is an interactive web survey designed to allow participants to enter information about their drinking patterns and receive feedback about their use of alcohol. It provides feedback regarding individual drinking patterns, risk patterns, aspirations and goals as well as resources at CCSU and in the local community. E-CHUG completion is required of all new first year, transfer and international students.

The Sexual Violence Prevention Program (SVVP) is a required on-line program, as well, for all incoming CCSU students. It is an interactive program which provides information on healthy versus unhealthy relationships, consent, different forms of sexual violence, strategies for identifying and interrupting sexual violence, and how to help victims/survivors. As with E-CHUG, SVVP completion is required of all new first year, transfer and international students.

Each semester, emails are sent to all students who fit the profile (as noted above) for participation and their parents. The email is a notification of the requirement to complete the on-line trainings by a certain point in time.

Of particular note to the Task Force is that while the training appears to be mandatory by way of the emails to students and parents, there are no consequences to the new students who do not complete either or both of the programs.

In addition to the E-CHUG and SVVP programs, other programs (offered either directly by Wellness Services or in conjunction with other departments on campus) include, but are not limited to Bringing in the Bystander, Fresh Check and various poster campaigns.

Student Wellness Services should be a key player in any review or and/or redesign of the First Year Experience Program (see previous comments on FYE). Counseling, wellness and health all play a key role in shaping and executing the First Year Experience on-the-go types of programs.

In August 2018, Dr. Zulma Toro, President of CCSU, engaged the services of Elisa Castillo, Ph.D., and Barbara M. Fienman, Ph.D., to conduct an external assessment of Counseling Services at CCSU. According to the final report (Appendix E), the reviewers were asked to look at the department’s organization structure, staffing. Leadership, management, resource allocation, outreach, day-to-day operations and policies and procedures. We have included reference to this report and included it in our appendix because we believe it is an important part of the story of this function within Student Affairs. And, the recommendations which are being implemented, we believe, will play a key role in helping to create a more inclusive and safe campus experience for all at CCSU. Particularly, of note, are the recommendations to:

- Hire a Counseling Center Director
- Hire a Health Services Director
- Hire up to four new counselors
By organizing in this manner and providing this new level of support, it is the belief of the Task Force members that this will provide access to more students in need of services and provide a more rapid and healthy response to students in need as result of sexual harassment, misconduct or bullying.

**Student Disability Services**

Student Disability Services “aims to facilitate services and support programs that promote educational equity for students with disabilities. Assistance includes arranging reasonable accommodations and auxiliary aids that are necessary for students with disabilities to pursue their academic studies, both in and outside of the classroom. Student Disability Services also provides accommodations and services for Title IX students, and students with temporary impairments.” The director of this service is relatively new to her role at CCSU. She notes that part of her team’s responsibility is to partner with Wellness Education to provide training to residence assistants, orientation leaders, faculty and other university staff about the needs of persons with disabilities and relevant laws, policies and practices associated with universal design and accommodation. Director Milke noted that she has already partnered with the Office of Diversity and Equity to provide faculty and staff trainings as well as specific Faculty Professional Development trainings.

While not expressly discussed in the interview, it should be noted that there is tremendous continued opportunity for Student Disability Services to partner with other pertinent groups on campus to provide support services to ensure that any student, especially those with disabilities, be afforded equitable and fair access to resources and accommodations, as necessary.

The Director also noted that her office does not generally hear from students with disabilities being/feeling “bullied” by other students. Rather, her team learns from students that they feel professors are not sensitive to their accommodation needs. Director Milke states that faculty are in need of continued training about students with disabilities, and in particular CCSU’s students with mental health related disabilities- the largest of CCSU’s registered SDS population (see SDS utilization statistics, below), and the fastest growing registered disability across US campuses

The final number of students utilizing accommodations in the fall 2018 semester was 427 compared with 335 in fall 2017. This includes 180 newly registered students this semester. The chart below shows 3rd week Board of Regents breakdown.
Student Disability Services can also play a key role in the review of the existing First Year Experience Program and creation of a more well-rounded future First Year Experience. The voices from this function should be considered as key in the review and design of any future FYE program.

**Student Center Operations**

The Student Center provides services, facilities, and equipment to support programs that enhance the vitality of the campus community. Housed within the Student Center are Student Activities and Leadership Development offices, the Women’s Center, LGBT Center, radio station, Breakers Game Room, along with many lounges, nooks, and other spots to relax and/or meet up with friends, classmates and faculty.

In order to effectively run the operation, the Student Center currently employs approximately 50 student employees, 3 graduate interns and 2 coop students. All Student Center employees are required to participate in not only Title IX and Diversity Training, as mandated for CCSU employees, they have also been required to participate in sexual assault training for the past 12 years. Workers are paid to attend the trainings.

In this report we cite the importance and value of CCSU Police Department’s Community Policing Program. According to Student Center operational leaders, the campus police play an essential and effective role in community policing of the Center and its environs.
In Summary

With the advent of the arrival of the new Vice President of Student Affairs and Director of New Student Programs, the opportunities to participate in the review and renewal of a robust First Year Experience and new student orientation programs, evaluate the effectiveness of all Student Affairs functions and Student Conduct processes including the review of Maxient (or other well-known, industry standard system integrating student conduct and Title IX reporting), as a potential enterprise-wide tool, the implementation of recommendations of the Counseling Services study (August 2018), and the efficacy and effectiveness of the investigations process including SBRT and TAT should all be key and immediate priorities.
CCSU Police Department

Mission/Purpose and Core Values

According to the department’s web site, the mission or purpose of the CCSU Police Department is “to help ensure a safe, healthy, stable work and learning environment. To carry out the role in a collaborative and professional manner which respects and protects the rights of all individuals, through our commitment, service and integrity.” The core values of the department include:

- **Service**: Our commitment to a proactive, fair, and professional approach to all those we serve; the knowledge and experience we will share to help ensure a positive difference is made in our community.
- **Professionalism**: We value professionalism through our clear sense of commitment, perspective and direction. Professionalism is developed by creating an environment that encourages teamwork, innovation and constant evaluation of ourselves. Our professional attitude is dedicated to quality, timeliness and excellence in our service to the community.
- **Integrity**: Basing our decisions on what is legally and ethically right, safeguarding the legal rights, privileges, and dignity of all people through honesty and moral soundness.
- **Commitment**: Exhibiting the spirit of determination and dedication that leads to professionalism and the achievement of excellence in every endeavor. Our unrelenting determination to achieve a standard of excellence in everything we do.
- **Loyalty**: Allegiance, faithfulness.

The Task Force members who interviewed members of the police force were impressed with the department’s dedication and commitment to community policing and programming, victim advocacy, as well as participation in student, faculty and staff education and training related to sexual harassment and misconduct. The department appears to collaborate well with Office of Diversity and Equity, Office of Victim Advocacy, Student Conduct, Residence Life and the Counseling Center. There is a well-defined Memorandum of Understanding in place with the City of New Britain to support creating a safe community surrounding the campus.

Department Staffing

Members of the department are knowledgeable and requirement of their roles and responsibilities associated with Title IX, understanding of CCSU and Board of Regent policies and procedures.

The ratio of male to female gender officers is significantly staggering concerning the low number of female officers. By recruiting and hiring more females this can significantly balance sexual misconduct and climate response and create a more inclusive and safe response and investigatory process.
It is recommended that an analysis be done with current staffing demographics of the police force to campus employee and student demographics. It is imperative that the demographics of the police force be reflective of the communities in which it serves. Currently it is not.

While we recognize staffing levels are not optimum, increases have been approved (see email from Dr. Zulma Toro, below). When new officers are recruited (new roles as well as successor roles), we strongly encourage a dedicated commitment to hiring genders other than male for these open roles. Until there is gender parity in the department, the force should have a process in place that engages with third-party trained female officers who are called in during an incident of sexual misconduct.

The Police Department report demonstrated that there is clearly support by the university and higher levels to hold officers accountable and support hiring new staff, which will give the opportunity to start fresh in some of these areas. Follow-through and human staff response will be the key to success.

*Programs*

Members of the police force present at our interview indicated that there are programs and processes in place to help create a safe environment as well as a way to involve themselves in the campus community so that members of the police force are more proactive than reactive. A great deal of information shared by the members during the interview often led to discussions about programs and outreach. Programing does appear to be a strong focus for the department with both campus community and off campus partners.

A very successful program from the police department to be noted is the successful collaborations with the New Britain Police Department and the town grown Community Program. This is an example of an intentional program with goals, data and positive outcomes. This is a model for all police department programing. All programming efforts from the police department should be evaluated against a model where goals are defined, tracking and attendance and feedback from programs is reported and monitored. By having this in place for all programming the police department could create even more impactful programs and approaches based on a broader plan and purpose. Given limited resources, this approach is very important to consider.

*Department Protocols*

The members of the force interviewed indicated they follow general police department protocols, based on law enforcement practices, and this can be reinforced by the high marks they receive through their accreditation process. They stated that their training is based on industry standard practice.
We recommend a thorough review of all written processes and protocols to ensure they are current and inclusive in nature. A good example of a format could be adapted from their recent collaboration with the 2017 Clery Report doc: http://docs.ccsu.edu/CleryReport.pdf with a more specific focus on the department using many of these more updated components related to their protocols.

*Systems and Technology*

Because police department reporting is governed by standards of law, client case reports are managed and intentional. Systems and technology discussed by the force used to track and record cases appears to be a strong and comply with industry standard.

A positive partnership support for the campus community is their LiveSafe app. LiveSafe is a mobile safety communications platform that links the campus community and others to services, from the PD to emergency support.

*Campus Climate*

Chief Sneed and the officers at the interview acknowledged that current perception of the overall department is probably not at its best due to behaviors and issues with a few that have become public. However, they are working on trying to develop a new standard and brand that is safe and free of department employee misconduct.

According to an email on November 29, 2018 from Dr. Zulma Toro, CCSU President, the following changes are being implemented, immediately, as a result of an investigation into misconduct within the police department and Bernard Sullivan’s review of the Police Department. These efforts have an opportunity to make a significant impact on the ability of the police force at CCSU to become more inclusive and create a safe campus environment for all:

As written by Dr. Toro, “*Under Mr. Sullivan’s leadership, and with my approval, a number of changes have been or are in the process of being implemented. They include the following:*

**Training**

- *Since July 2018, all Police Department supervisors attended a two-hour, in-person sexual harassment prevention training.*
- *In September, several police officers attended a training about strategies for working with sexual violence victims.*
- *The entire department will undergo sexual harassment and Title IX training while the University is on winter break.*
- *Supervisors will undergo training in areas such as evaluating staff and using progressive discipline and positive reinforcement with subordinates to enhance performance.*
Policies & Procedures

- A new disciplinary policy is in place requiring police supervisors to review employee personnel files prior to issuing any counseling or discipline. This will ensure they are aware of any prior offenses and any discipline is reflected in evaluations. The police chief is required to conduct an annual inspection to ensure these procedures are compliant.
- A new background investigation sign-off has been implemented requiring multiple layers of review. It provides solid documentation as to the candidate’s position and prevents any single individual from having the final approval for hiring.
- Pre-background questionnaires will require candidate signatures to be notarized and affirmed as truthful. This will make it easier to decertify officers if, later, facts reveal the candidate was untruthful.

Staffing & Budget

- The Police Department will now report directly to me.
- The Police Department budget has been separated from the Administrative Services budget and is receiving $282,000 annually in additional funding.
- A new police sergeant will be hired.
- Two vacant police officer positions are being reclassified to positions of sergeants.
- Two vehicles will be purchased for the two new sergeants.
- The student cadet program is hiring five or more additional students.
- Three police recruits were hired in July, have been undergoing training at the Police Academy in Meriden, and will begin full-time duty in January 2019.
- A full-time, seasoned administrative assistant was reassigned to work with the department.
- A clerk typist position has been converted to an administrative assistant position."

In Summary

These changes, along with a renewed focus on gender inclusive hiring, program review, and department branding will benefit the CCSU campus and help create a safe and inclusive environment for all.
Academic Affairs/Council of Deans

Academic Affairs and The Council of Deans at Central Connecticut State University are led by Provost & Vice President for Academic Affairs, Dr. David Dauwalder. Joining Dr. Dauwalder at the interview with the Task Force were Dr. Joseph Paige, Associate Vice President for Academic Affairs, and the following academic school deans, Dr. Robert Wolff, Liberal Arts & Social Sciences; Dr. Ken Colwell, Business; Dr. Kimberly Kostelis, Education & Professional Studies; and Dr. Zdzislaw Kremens, Engineering, Science & Technology. Dr. Glynis Fitzgerald, Associate Vice President for Academic Affairs and Dean of Graduate Studies, was unable to attend the meeting.

Programs and Offerings for Students

Academic Affairs is in a unique position to have a positive impact on creating a safe and inclusive campus climate through the education of students in the areas of sexual harassment and bullying. While there is no specific curriculum to address harassment or bullying, it was felt by the administrators present at the interview that through their orientation programs, various parts of their curricula, and the First Year Experience (FYE) Program for new students, opportunities exist to help educate students to reduce sexual harassment and bullying on campus and in society, in general.

One of the recommendations that has surfaced at numerous intersections of our research is that there should be a goal that 100% of course syllabi include information about sexual misconduct, consent, policies, and resources. While we realize that there are concerns related to this, especially as it relates to academic freedom of the professors, we feel that a universal policy to include basic information and resources should be considered. If instituted, syllabi compliance should be monitored and reported, as well.

The First Year Experience

According to the CCSU FYE website, "FYE (First Year Experience) is the combination of all of the services, programs, curricular and co-curricular activities that supports a student's transition from high school to college as well as provides a foundation for academic success at a particular institution. While most of us think of FYE as a course offering at CCSU, the national perspective on FYE is much more comprehensive. It begins at admission and continues through the completion of the first year of college. Among the many common first year experiences at CCSU are the summer advising day, opening orientation, welcome week activities, an 'FYE' curricular experience, a course advising experience, faculty-student contact outside of the classroom, and academic achievement in their courses. It may also include experiences with residential life, the financial aid process, on or off campus employment, athletics, and co-curricular activities."
Upon reviewing the existing website and documentation about CCSU’s FYE, we noted that there is no specific programming or educational experiences referencing sexual harassment, bullying or civility. There has been much press, recently, about how colleges and universities have a unique opportunity to shape views and promote behaviors tied to increased civility, and, programs, such as the FYE, could be a place to consider launching this type of education to reduce bullying on campus, increase civility and kindness, and create a more safe and inclusive campus for everyone.

When conducting interviews with Student Affairs, there was significant interest in participating in the creation of a new and more relevant FYE for CCSU’s students. While it is recognized that FYE programs tend to be under the purview of Academic Affairs functions at colleges and universities, there is tremendous opportunity to consider a paradigm shift here at CCSU and consider forming a joint faculty/Academic Affairs/Student Affairs/Student Government Association design team to create a new approach to the FYE at CCSU. Tapping into the unique academic perspectives brought by faculty and Academic Affairs, and, the wealth of development resources available from Student Affairs, combined with the perspectives of students not far removed from their own first-year experience, seems to be a win-win for students and the campus community.

_Education and Training for Faculty_

All faculty, both full time and adjunct, are expected to complete two mandated training programs offered by the Office of Diversity and Equity: Title IX Training and Diversity Training. In the most recent report released by the Office of Diversity and Equity (January 28, 2018), 86.4% of the university’s full time and 55.3% of the university’s part time staff have completed the Title IX training, which is an annual requirement. 92.3% of the full-time faculty and 29.2% of the part time staff have completed the Diversity Training.

When asked about what actions are taken with faculty members who are not in compliance with the Title IX or Diversity training requirements, it was general consensus of the deans that they had never seen compliance or completion reports for their faculty members. And, as such, there are no consequences to faculty (full time or adjunct) if they fail to complete the training. The deans were unaware if Human Resources or ODE intervened if faculty did not complete their training requirements.

When pressed to discuss the low rate of compliance amongst part time and adjunct faculty members, Dr. Dauwalder stated that it could be a condition of contract for adjuncts to complete their orientation and Title IX training prior to the first day of class. While it is noted that adjuncts are not paid to participate in the training (which could be a reason for such a low compliance rate), it is recommended that if completion of training prior to the first day of class becomes a condition of contract, then adjuncts should be paid, accordingly. Human Resources and the various unions should engage in this conversation and address this recommendation.
Part of the Title IX and Diversity Training programs addresses the role of university employees as responsible employees or mandated reporters. Even with this included in the training, of particular concern to the Task Force is the lack of awareness as expressed by the deans and reinforced by others of:

- What it means to be a responsible employee and mandatory reporter;
- What the responsibilities are of being a responsible employee and mandatory reporter; and,
- How to respond to a student when she/he brings an issue of harassment or misconduct to the attention of a responsible employee and mandatory reporter.

A concerted campaign to raise the awareness of the roles and responsibilities of responsible employees and mandatory reporters is needed. Designing a campaign with faculty (and staff) that seeks to educate and empower them to say something – to speak up – and how to report incidents rather than remaining silent should be considered in 2019.

*Feedback about the Investigatory Process*

When asked to discuss their points of view and experiences with the current investigatory processes initiated when allegations of sexual misconduct are raised, we learned that there was concern over the length of time it takes for a report or case to come to closure, the lack of communications with reporters and perceived lack of transparency of the status and outcomes of the investigations. These areas are addressed in the Office of Diversity and Equity section of this report.
Athletics Department

The Athletics Department of Central Connecticut State University is responsible for operating a National Collegiate Athletic Association (NCAA) Division I program that offers six (6) men’s and eight (8) women’s sports. A subteam of Task Force members had the opportunity to interview three (3) important members of the Athletics Department staff: Brian Barrio, Director of Athletics; Amy Strickland, Associate Athletic Director for Compliance and Student Services, Senior Women’s Administrator; and Molly McCarthy, Assistant Athletics Director for Compliance & Student Services.

Program and Processes

The athletics department protocols are heavily influenced by two primary external sources: University policy and NCAA policy. It is noteworthy that the NCAA Board of Governors released a Policy on Campus Sexual Violence (NCAA, 2018). This document outlines three guiding principles, which stipulate that athletics departments must: be “knowledgeable of and integrated into” the campus policies and protocols for addressing sexual violence; use NCAA checklist guidelines to educate student-athletes, coaches, and athletics department staff; and use the platform of athletics relatively high-profile status on campus to contribute positively to university efforts to combat sexual violence. Further, each year, the university president, athletic director, and Title IX coordinator need to attest to these three items: that all members of the athletics department are “fully knowledgeable of, integrated in, and compliant with” university protocols and trainings about sexual violence; university policies with respect to sexual violence are readily available within the athletics department and are provided to student-athletes; and all student-athletes, coaches, and staff have been trained in sexual violence “prevention, intervention, and response.” Finally, the athletics department will cooperate fully with any investigations regarding sexual violence.

Accordingly, the CCSU Athletics Department conducts annual training about sexual violence for 90 minutes for all athletes. In addition, Sarah Dodd from the Office of Diversity and Equity (ODE) conducts an annual bystander training for all athletes. Further, all male athletes undergo annual hypermasculinity training. There is also a quick review of the athlete handbook each year that includes information about hazing. These trainings are all conducted in person, which is the preference of department staff. Coaches all have mandatory Title IX training, as do all university employees. If athletes miss a required training session, Amy Strickland will follow up with the athletes and require them to attend a make-up session. Coaches who miss trainings are also offered make-up sessions by Sarah Dodd. Because of the NCAA reporting requirements, it is a priority of the department staff to ensure that all members of the department, from athletes, to coaches, to staff, are trained annually. According to the staff, the coaches are generally very engaged in these trainings, which helps the athletes to take the trainings seriously. Further, according to Brian Barrio, coaches want to know their responsibilities in any applicable situations, so that they are not held liable for not following protocol.
In terms of protocol, whenever an issue about sexual misconduct is brought to any member of the athletics department staff, whether from an athlete, coach, or source outside the department (i.e. other student, student conduct staff, police department, etc.), the staff member will generally make the higher levels of the athletics department staff (i.e. director and associate/assistant athletics directors), and these senior administrators will bring the information directly to the appropriate investigatory office (i.e. Human Resources, ODE, Office of Student Conduct, etc.). There is no internal investigation within the athletics department. The only information gathering includes gathering the facts of the case to determine whether there is a connection to Title IX, which would determine whether ODE needs to be notified. For example, physical incidents of hazing would be more like bullying and likely not be sent to ODE for a Title IX violation. Rather, these investigations would be sent to the Office of Student Conduct.

The CCSU Athletics Department, in part because of its accountability to the NCAA, can serve as a model for other CCSU functions with respect to training and accountability. First, they particularly focus on male athletes for specialized training. Also, all athletes receive bystander training. Both of these practices are considered best practices and will be discussed later in the Best Practices and Recommendations section. In addition, the department enforces accountability that ensures that every single member of the department, including student-athletes and all adult staff, including coaches, are trained annually. This is a unique situation on campus, where mandatory trainings are enforced. One particular aspect of athlete training that could be an area for future focus is with respect to hazing. Though the more egregious hazing offenses (e.g. physically harming a teammate, making a teammate drink alcohol excessively, etc.) are covered explicitly in the handbook review, more subtle hazing offenses (e.g. not speaking to a teammate, using conditioning as a punishment, withholding food to an athlete, etc.) are not addressed. This would be a place for further education.

Consistent the NCAA Policy on Campus Sexual Violence (NCAA, 2018), there is a great opportunity to effect positive change on university campuses by leveraging the high-profile nature of athletes and coaches to spread positive messages about sexual misconduct and bullying. When asked about this, department staff mentioned that athletes are very busy, and their time must be protected. However, they were generally open to the idea of athletes and/or coaches participating in awareness campaigns and public service announcements.
Student Focus Groups: Summary of Findings

A total of three focus groups were held to specifically learn more from the students' perspective. Unfortunately, due to the timing of these sessions late in the term (i.e. early November), the response was not as strong as we had hoped. However, the information and perspectives we received were invaluable to our research and developing recommendations for successful and meaningful change.

For each focus group session, the Task Force members introduced themselves and reviewed the major charges as outlined by President Toro. While some preparatory work was done to formulate questions around the charges, the conversation was predominantly student-led and quite unstructured, moving from topic to topic related to the charges, with some probing and guidance from Task Force members. The major themes and findings are discussed next.

General Knowledge on Issues:

- When seeking participants for the focus groups, some students were hesitant to participate saying "I don’t know much about sexual misconduct issues or the process at CCSU" — but ended up having a lot to say regarding their everyday experience. Some reluctance around talking about these issues, so bringing them out in the open is important for education, normalizing such topics, conversations, etc.
- There was a lack of clear understanding of ideas and definition of terms used to discuss sexual misconduct, assault, etc. Participants were not aware that there were definitions available in the Code of Conduct…it’s not part of the everyday language that’s used.
- General confusion about resources, where to go, who to contact — the number of offices or departments listed can be overwhelming.
- Bullying was seen as less of an issue in college than in high school, because CCSU is large enough that you have more choice around who you interact with and can remove yourself from certain circles. On the other hand, CCSU’s size and large commuter population make it more difficult to create a culture of community. Example: the mixed residence halls, as opposed to grouping students by year (i.e. freshmen only, etc.), works against creating bonds/community due to lack of shared experience, backgrounds.
- Students noted that some progress has been made to create a more inclusive culture under President Toro’s leadership and have noted positive changes.

Training & Programming:

- Students we spoke to have a difficult time recalling training they received or the resources that were available for sexual misconduct situations.
- Large population of transfer students, at CCSU, and the orientation process, including training with respect to Title IX, sexual health, relationships, etc. is lacking. This is a large portion of the student body that is being neglected.
- Some students have had scheduled Title IX presentations in their classes, invited by the instructor, and found it effective. Tied in with subject matter (ex. journalism class covering the USA Gymnastics/Nasser case lent itself to discussing sexual misconduct).
Man Enough Group:

The Task Force were fortunate to speak to approximately eight male students involved in the Man Enough Group, who meet weekly to discuss issues like bullying, climate, and sexual misconduct. Their meetings, which in itself is an opportunity to share their concerns and talk about. They expressed distinct concerns from some of the others that had been voiced (mainly by female students), such as:

- Assumptions and misconceptions regarding who can be a “perpetrator” and a “victim” – there are stereotypical ideas that sexual misconduct, intimate partner violence, etc. tend to be assumed that it’s only males targeting females, and this is not the case.
- The reluctance for men to come forward with their own accusations or complaints because of the gendered expectations and perceptual biases around reporting, ex. women who report are perceived as strong or brave, men as weak, and therefore incidents are underreported.
- Issues of communication and consent, how to define them, what they look like in a “healthy” intimate relationship, and how to navigate this, given the cultural pressures on men to take a certain role/behaviors in relationships (ex. making the “first move”).
- Important to have opportunities for men to come together to share these experiences, such as Man Enough, Connections group, and to create awareness programs, events, activities for the larger campus community (ex. “No Horsing Around” campaign).
- Bystander training was noted as an important initiative for student groups and organizations, some comparisons to other Title IX and Consent training at other institutions.
- Greater education and information needed on how to handle violence, use non-violent communication, diffuse situations, what process to follow, particularly when there are females involved, and how to protect oneself in certain situations – widening definitions around what those situations can look like.

Suggestions & Recommendations:

- Crucial to use language that connects with students, their experience, rather than overly formal/institutional terms which can be off-putting and not victim-centered or end user-friendly.
- Greater focus on bystander training for all students – helps to address issues that fall outside sexual misconduct.
- Print emergency numbers on back of new Blue Chip card for quick access and greater reach. For those who already have a BC card, create stickers that can be affixed to cards and distribute widely.
- Streamline information and resources for those who need to file a report/complaint – confusion over the process shouldn’t prevent students from coming forward. Perhaps one central number that can be used to direct inquiries to different offices, depending on need.
- Involve students in future discussions regarding campus community, climate, vision going forward – they want a say in what they want CCSU to be.
• Involve transfer students, as well, as they have experience and exposure to training and programs at other institutions and can speak to ideas for best practice and implementing changes.

• Education around gender biases and expectations should be integrated into training and programming, rather than targeting certain populations (i.e. males only, females only). This will help to break down stereotypes and widen the perceptions/definitions of these issues and what they can look like from multiple perspectives, thus creating a more inclusive environment.
Campus Survey: Summary and Findings
Survey on Sexual Misconduct, Bullying and Title IX Training

Introduction

To supplement our research, the Task Force developed an anonymous online survey (Appendix B) to enhance our knowledge base regarding the effectiveness of training opportunities provided to CCSU employees and students. In addition to specific questions regarding training, available resources and policies, the survey contained two open-ended questions that allowed respondents an opportunity to share their thoughts and concerns regarding 1) campus training or program initiatives related to sexual misconduct, bullying, harassment and Title IX; and 2) what recommendations regarding standards, processes, procedures, education and/or communications they would like to see in place at CCSU to prevent sexual misconduct and bullying.

Methodology

The survey instrument was distributed via email on November 2, 2018 with a reminder sent on November 13, 2018. The survey was open to all CCSU employees and students for just over two weeks (Nov. 2 - 19, 2018) and received 493 respondents. During this short time, 493 people responded which yielded a response rate of more than 12% for employees. The two open-ended questions were particularly helpful in providing insight as to where the University has strengths and weaknesses in its training, processes and policies.

Findings

In general, staff responded that they were slightly more confident that they would recognize sexual misconduct and knew how to report it than faculty (questions 1 and 3; for responses on all questions see Appendix B); they were more aware of available resources and procedures for reporting or actions that can be taken to prevent sexual misconduct (questions 5, 6, 7 and 9); and they responded more favorably about the quality of training and education they received than faculty did (questions 11 – 14). For example, 74% of staff reported they remember most or almost all of the information provided in the trainings on sexual misconduct and 91% reported the information to be understandable, whereas faculty responses were about 9% lower for both questions. Perhaps a more significant takeaway is that while employees understand the information being presented, the information is not retained, and the relevance is less than desired.

The responses for Title IX training are high with 91% and 94% of faculty and staff, respectively, reporting that they have been invited to training and almost as many (86% and 90%, respectively) know that this training is mandatory. These data support the information provided by ODE with regards to the percentage of full-time employees who have complied with training.
During our review of the survey results, it became apparent that survey questions were not as clear as they should have been. For example, when asking about mandatory training, only Title IX training is required of all employees and CCSU student workers; not all students are required to participate. Likewise, training for Sexual Harassment Prevention for Supervisors is required only for employees who are supervisors. The survey did not ask students to identify themselves as a student employee nor did it collect information regarding supervisory responsibilities. Therefore, information regarding which trainings are mandatory for employees is only relevant for faculty and staff participating in Title IX training.

The survey also had questions regarding bullying and what type of training/education people had received. These questions were developed with the understanding that formal training on the prevention of bullying has not yet been developed or offered by the Office of Diversity and Equity. However, it has come to our attention that Professor Hermes in the Department of History has developed and offered training on the prevention of bullying several years ago. It is therefore unclear how much weight should be placed on results associated with bullying.

Overall, the survey results seem to corroborate the in-person interviews – both seem to reflect confusion regarding which trainings are available, which trainings are required, and who must participate.

The survey instrument also tried to gauge the levels of awareness within the campus community about available resources both on and off-campus that deal with sexual misconduct, harassment, and bullying. In general, the responses indicate that survey respondents were more aware of the services provided by on-campus resources than off-campus resources. From the gathered data, student population seems to be the population that is least aware of the services provided by the available resources both on and off-campus.

**Summary of Common Threads from Open-ended Comments (Appendix B):**

**Strengths**

- Trainings have improved; trainings are professional, effective, thorough and good examples are incorporated; quality trainers who are knowledgeable and engaging.
- There are multiple opportunities to participate in high quality training.
- The University has stepped up the training and outreach, is doing a good job.
- The new administration is working to change the culture at CCSU.
- Availability of the LiveSafe Application.
Challenges/Recommendations

Suggestions and Ideas with Regards to Campus Safety:

- Offer a service where people can be escorted across campus when they feel unsafe (many universities have student groups and/or police who are available to escort students across campus after dark).
- Provide better lighting and security at parking lots, specifically during nights and weekends.
- Increase the number of “Blue Stations” around campus
- Ban faculty and staff from having sexual relations with students.
- Improve the visibility of resources through branded signage and posters through campus, stickers for offices who stand against “sexual misconduct” and “bullying,” engagement booths, incorporate into campus tours.
- Engagement of commuter students and part-time faculty and staff with regards to trainings and resources. These comments have been validated by data provided by ODE.

Suggestions and Ideas Regarding Investigation and Reporting Process:

Comments summarized here reflect concerns brought up during the interviews with various constituents and identify challenges associated with a single investigator model.

- Develop a single reporting contact (venue) or uniform process for reporting incidences; need clarification as to when different offices should be contacted (too many routes/offices to report information to); confusion is introduced by having too many reporting options; consider an outside entity who will be objective.
- Move away from a single investigatory model. There should be two investigators (the evidence should be reviewed by more than one person), and the decision maker should not be the same person as the investigator. These changes will help with 1) improved objectivity of the process, 2) improved trust in the process, and 3) improve the odds of arriving at the best possible conclusion.
- Sexual assault victims should only have to provide one statement and not have to repeat it to ODE, CCSU police, Student Wellness, etc. they should not have to re-live the assault multiple times. One person should be fully trained to collect all needed information.
- Greater objectivity is needed when an incident is reported; both sides need to be investigated in an objective and professional way (ask appropriate questions of both parties) – there are false accusations that occur; don’t assume the accused is guilty.
- Prevent retaliation associated with the reporting of incidents.
- Investigate any reports of sexual misconduct and/or harassment from third-vendor partnerships.
• Develop a mechanism for the community to report concerns regarding irregularities or deviations from protocols for on-going investigations.
• Use of camera footage for evidence and investigations.

Suggestions and Ideas Regarding Trainings:

• Provide a document that clearly identifies what training is available, who is required to complete it, and the frequency of when it is required.
• Provide more nuanced examples of misconduct/harassment and how to proceed (what to say or do next); provide more guidance on the gray areas.
• Ensure “frontline” personnel are adequately trained (secretaries, student supervisors, etc.)
• There should be consequences for not participating in Title IX or Sexual Harassment Prevention Training for Supervisors.
• Supplement the PowerPoint presentations with greater opportunity for open discussions; incorporate a multi-step approach to training where the formal presentation is followed by an open discussion, say 3 months later, where small groups work together to determine how best to handle different scenarios; develop a decision chart and reference guide to help direct mandatory reporters with “what to do next” after a report has been made.
• Provide greater training on how to prevent harassment and/or misconduct.
• Host a faculty training day at the beginning of the semester; partner with the unions to host trainings; offer “occasional days” where different offices could be showcased (i.e., coffee and cookies to learn about the Women’s Center).
• Online training courses need to be updated to include most up-to-date information.
• Provide more in-person trainings and expand schedule of trainings offered.
• Provide and make Bystander Training available to the campus community.

Suggestions and Ideas Regarding Campus Climate and Bullying:

• Develop definitions and training regarding bullying – recognition, prevention (including how to respond), and reporting.
• Bullying should be investigated by an objective third party.
• Comprehensive survey about campus climate.
• Develop a robust communication strategy promoting a safe campus and work environment. Broaden the communication plan beyond emails, consider posters and pamphlets – see the NEASC/NECHE email strategy – there’s no escaping the message.
• Fear of retaliation was cited in multiple occasions. Develop a review process to provide feedback regarding supervisors and administrators while preventing possible retaliation.
• ODE is biased, judgmental, unfriendly, and is slow to respond; does not respond to emails; does not provide status updates.
• Promote and leverage the office of the Ombudsperson.
Based on information from this survey, our recommendations for consideration are:

1) Conduct a thorough campus climate survey, using a nationally recognized survey.
2) To reduce the confusion associated with the various trainings:
   a. Create a website where employees could login to determine which trainings they are required to participate in (similar to the Health Enhancement Plan - HEP). If there are not the resources for a portal, then create a concise document that outlines who is required to participate in each training, the timeframe for when the training has to be completed and provides the dates for when the next training(s) is offered.
   b. Develop a standard naming convention that clearly articulates and differentiates the names for each of the trainings (Title IX and sexual misconduct should not be used interchangeably).
3) Develop a “scenario” booklet or flowchart that employees can refer to at a later date. This would supplement the training and serve as a resource when an incident is reported. Consider including information regarding who to contact when an incident occurs-reported after hours or on the weekend.
4) Develop a communication and process plan that all parties involved can refer to. This will help educate all parties as to what information they can expect to receive and by when. For example, not all parties understand the contractual limitations that the University has to abide by (AAUP and SUOAF have more restrictive language).
5) Consider developing a set of consequences/actions for employees who choose to not complete their required training (Title IX and/or Sexual Harassment Prevention Training for Supervisors).
   a. Create a database for ODE to use (Excel or Access) where they can track compliance of employees (including student workers) and use mail merge functionality to email employees who have not completed all needed trainings. The accuracy of who is employed should be confirmed by HR or OIRA.
6) Streamline the reporting process and develop/implement/enforce standard operating procedures that ensure investigations are conducted in a thorough and objective manner.
Best Practices and Recommendations

Introduction

A subcommittee of the President’s Task Force on Sexual Misconduct, Bullying and Campus Climate (Task Force) was focused on best practices. This subcommittee conducted research across electronic and paper sources and interviewed key stakeholders at various institutions. We looked to other universities undergoing similar efforts to shift culture and make positive changes. So as not to limit our focus to the higher education sphere, we examined practices within various business entities, as well as within nonprofit entities and advocacy groups that work to help organizations make the very shifts we hope to. Before outlining what our research yielded, we will, briefly, share the data sources we examined.

Data Sources

The subcommittee focused on best practices looked to outside organizations of various types to identify best practices for creating a positive and safe organizational climate for all. These included two large, publicly traded corporations (who will remain anonymous, due to their concerns for sharing proprietary information). In addition, several other higher education institutions were consulted, either through online research of their policies and successes, procedures, and materials or via direct interviews with key stakeholders (Tsubasa Field, A. 2018). These schools included Dartmouth College, University of Connecticut, Southern Connecticut State University, and the Air Force Academy. All colleges and universities examined were done so after determining, either through our own research or expert recommendations, that these institutions had valuable practices to share. This is not to say they have not had their own identified challenges. Rather, they have, perhaps even through working to improve conditions after specific challenges, practices from which we can learn.

In the nonprofit world, internet research was conducted to identify best practices. Such nonprofit institutions included The Victim Rights Law Center (2014), the United States Department of Justice Office on Violence against Women (n.d.; OVW), the United States Equal Employment Opportunity Commission (2017; EEOC), the National Council of Nonprofits (2018), and the Connecticut Coalition against Domestic Violence (2018). Further, interviews were conducted with a high-ranking official within the Connecticut Alliance to End Sexual Violence, and the administrator for the Connecticut State Colleges and Universities on-going grant from OVW.

Several key laws were examined for best practices. This included watershed federal legislation, including the Clery Act and Title IX of the Educational Amendments Act of 1972. They also included key Connecticut legislation, including Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, Public Act 16-106 An Act

Finally, it should be noted that several of the sources served as touchstones throughout our research and helped to frame our outline of best practices and recommendations. First, the EEOC report entitled Promising Practices for Preventing Harassment (EEOC, 2017) mirrored our charge closely, and this report’s structure was used as a model for our own report and recommendations. Also, sources not yet mentioned were the many reports published by OVW from the 2014 White House Task Force to Protect Students from Sexual Assault. This Task Force produced many publications (2014a; 2014b; 2014c; 2014d; 2014e; 2017a; 2017b; 2018a; 2018b; 2018c) that contain recommendations for colleges and universities that are seeking to improve the safety and culture of their campuses. These publications provided a particular wealth of information. It must also be noted that the interviews with the key figure within the Connecticut Alliance to End Sexual Violence and the administrator for the OVW grant pointed our team to many of the key resources we later consulted. Thus, we knew were reading information from the best sources. It is from this wealth of information, which we organized on a spreadsheet (Please see Appendix K for a refined list of best practices.), that we distilled our discussion of best practices and recommendations below.

Proposed Title IX Rule Changes

In addition, we would be remiss if we did not acknowledge that the United States Department of Education, under the leadership of Secretary of Education Betsy DeVos, is presently proposing changes to the application of Title IX with respect to sexual harassment investigations on college campuses (United States Department of Education, 2018). These new rules would, among other things, restrict the accountability for colleges and universities, particularly with respect to when a university “knows” about an allegation of misconduct; restrict the definition of sexual harassment to conduct “so severe, pervasive, and objectively offensive”; allow schools to use a more stringent standard for determining guilt (i.e. “clear and convincing” versus “preponderance of evidence”); allow schools to offer restorative interventions, such as mediation, when both parties are in agreement; and allow accused students, through their representatives (i.e. advocates or lawyers), to cross-examine their accusers during hearing proceedings. In addition, we would be remiss if we did not include the recent Department of Health and Human Services recommendation that gender be restricted to biological sex at birth, thus potentially reducing Title IX protections for transgender individuals. In short, these changes run counter to the best practices research we have conducted and/or existing CSCU policy, and we recommend that the University reject them, so long as they are not required with the force of law. Of course, we recommend that the University follow formal legal advice on the final rules, and we, as a Task Force, are not qualified to offer formal legal advice. Legal Counsel and the Board of Regents for the Connecticut State Colleges and Universities system will be providing guidance regarding these proposed changes. Once this guidance is provided, our University will be able to determine how they will affect our operations.
There are welcome provisions in the proposed United States Department of Education changes, including moving away from a “single investigator” model, which is supported by best practice; the right to appeal adjudicated decisions by both parties; and more obligation for colleges and universities to provide supportive measures, with respect to housing and scheduling, for example, even if the complainant is not filing a formal complaint that will result in an investigation.

Next, we will outline the categories of best practices and accompanying recommendations. As suggested above, the organizational structure used here is modeled after the EEOC report entitled Promising Practices for Preventing Harassment (EEOC, 2017). The categories are: Campus Climate: Leadership and Accountability; Policies and Procedures; Anti-Sexual Misconduct Compliance Training and Bystander Intervention Training; Workplace Civility; Simple and Easily Accessed Information; and It Starts with Us. Recommendations, previously mentioned in this report, are generally summarized in this section, as well.

Campus Climate: Leadership and Accountability

Best Practices

Not surprising, strong leadership with respect to creating a positive campus culture is a hallmark of institutions that have taken strides to reduce incidents of sexual misconduct and other inappropriate behaviors. In fact, the aforementioned EEOC (2017) report includes five core principles. The first is Committed and Engaged Leadership. In short, what leaders make important, becomes important to those they lead. Leadership messages matter. Putting an emphasis on the importance of creating a positive campus climate will set a tone for the entire university community that work, or programs related to climate and culture will be valued. Beyond espoused values, leaders need to position resources to align with their stated values, making sure, for example, to adequately staff investigatory and prevention training offices, so that they can perform this important work effectively and efficiently. It means providing adequate resources for counseling services, to allow students many options for addressing social and emotional needs, including post-victimization counseling. Resources need to be allocated for training, including providing mechanisms to ensure compliance with mandatory training requirements. Resources can also be thought to include time, whereby staff members must be given appropriate time in their job descriptions to transact this important work.

Leaders are systems creators, and many of the categories of best practices outlined in this section (i.e. policies and procedures, training, and access to information) function maximally within coordinated and strategically constructed systems. Leaders must have the vision to create such systems that will support both prevention and response and make enforcement of policies and procedures related to sexual misconduct and bullying part of the university’s organizational framework.
For example, a coordinated campus-wide response to sexual misconduct and bullying should include: partnering with local agencies and entities that support survivors; implementing and communicating clear, fair, effective, and frequently referenced policies; enforcing the aforementioned policies equitably; providing a wide range of supportive services for survivors; training all stakeholders about these issues, including all students for bystander intervention skills and civility; and measure and communicate effectiveness of prevention efforts and stakeholder perceptions about these issues. With respect to the measurement of efforts and perceptions, leadership should champion and commission a comprehensive survey to determine, among other things, risk factors for harassment behaviors, so that these risk factors can be mitigated before they lead to more widespread problems. For example, if survey questions elicit from students that affirmative consent is not being obtained prior to sexual activity, then preventative training efforts and campaigns about this important construct can be implemented.

Leadership should include, not only the University President, but also all leadership “faces” on campus. Each department chair, athletic team coach, dean, professor, student government leader, union steward, etc. has a platform from which meaningful and impactful messages about preventing and responding to sexual misconduct and bullying can emanate. The task and challenge of higher levels of administration is to help all campus leaders to share these powerful messages, an effort which depends on communication skill, including the consistency and urgency of messages, as well as empowerment of those in positions to act in ways that prevent and appropriately respond to acts of misconduct. Further, ideally, leaders create a system of regular training, which will be addressed in a separate section below, that clearly outlines responsibilities of all levels of the organizational hierarchy, so that all stakeholders understand their rights and responsibilities within a safe campus. Messaging from leadership should include clear statements that sexual misconduct and bullying of any kind are inappropriate and will not be tolerated, and leadership will be accountable for following protocols and policies to prevent and respond to sexual misconduct and bullying. Of course, the follow through on the espoused values comes when policies are enacted consistently and uniformly, sending the key message that no one within the campus community is above the policies designed to keep everyone safe. Also, sanctions for misconduct should be widely known and sufficiently serious to serve as deterrents and be commensurate with the misconduct. On the positive side of the equation, human beings respond well to acknowledgement of effort and affirming feedback. Thus, leadership messages should recognize those leaders and stakeholders who are doing well in their role to promote a safe campus. Campus leaders can also show their support for this work by sponsoring, endorsing, and/or participating in marches, rallies, pledges, campaigns, contracts, etc. that support the prevention and response to sexual assault and bullying.

1 Note that the terms survivor and victim will be used interchangeably in this report, as they are both used in the literature. However, note that the term victim is perceived as less empowering by some in the field. The usage here is not meant to offend, but, rather, represent the usage of the term in some literature.
Another key function of leadership is to anticipate challenges by keeping an active pulse on the campus community. For example, understanding that certain relationships on campus have a power structure inherently built into them (i.e. professor/student; supervisor/direct report; supervisor/intern; tenured faculty member working within the tenure, promotion, and/or renewal process/non-tenured faculty member) and keying on these relationship structures for training and awareness of the potential pitfalls are helpful to avoiding common relationship abuses. Further, if there are ways to avoid placing vulnerable individuals in situations where abuses of power or assaults can easily occur, effective, anticipatory leaders make the needed proactive adjustments. These could include wide-ranging actions such as requiring faculty meeting alone with students to always keep their office doors open or improving lighting in a remote parking lot. Also, leadership must anticipate potential loopholes and situations where effectiveness of policies and procedures might not be ideal. For example, at a school where so many students are either transferring from other schools and/or commuting to campus, effective systems need to ensure that these students have access to critical information, such as bystander intervention training. Finally, running tests of the system to ensure it is working properly can assist leadership in anticipating and addressing problems before they arise.

Transparency is another key component of leadership for a safe and inclusive campus that is free from sexual misconduct and bullying. Local, regional, or national events, particularly adverse ones, can present opportunities for leadership to communicate positive messages that will help to educate the campus and display the university’s values. Also, when there are high-profile incidents where university employees have engaged in misconduct, the results of these investigations, as well as sanctions, to the degree applicable by law and contract, should be transparently made public. Again, this serves to provide a teachable moment to the community, while manifesting the value that inappropriate behavior is unacceptable and will not be tolerated. When stakeholder groups are asked for input through surveys, these results, as well as reporting requirements under the Clery Act, should be transparently be made public to the campus community regularly. Though survey results can display negative perceptions or results, these undesirable outcomes can be powerful drivers of change through goal setting and targeted action planning.

Further, continuing to work toward diversifying the campus, with respect to race, gender, religion, gender identity, and other spectra across which traditional marginalization has occurred, will further move a campus toward inclusiveness and safety for all. This diversification includes students, faculty, and staff, so that the campus reflects the diversity of the population it serves. Efforts to promote diversity include those to market, recruit, hire, and retain campus stakeholders. While here, stakeholders should be exposed to a campus that promotes and practices civility.
Recommendations

- The President should create and appoint a committee, called the Campus Climate Committee, that will include a cross-section of students, faculty members, administrators, staff from across departments and roles, and alumni, among other stakeholders (i.e. Student Affairs, Academic Affairs, Office of Diversity and Equity, including Victim Advocacy and Women’s Center, Committee on the Concerns for Women, Campus Police, Director of New Student Programs, Strategic Planning Committee, etc.). This committee, both advisory and action-oriented in nature, should assist the president in reviewing, analyzing the dissemination of campus climate survey results (see recommendation B), as well as planning for and implementing selected report recommendations. Further, this committee, which should meet regularly throughout the year, can plan events and experiences (such as learning community groups about various climate-related topics), and otherwise advise the President on matters related to sexual misconduct, bullying (see recommendation C), and campus climate.

As a first order of business, this group should lead the campus in proactively taking stock of who we are and who we wish to be. This process can help establish a Vision for a Safe and Inclusive Central Connecticut State University, which will include ideals and beliefs that the stakeholders across our campus community hold and can return to as we move forward to positively change the culture.

- Administer ongoing Campus Climate Surveys. The university should regularly administer a comprehensive campus climate survey to students and a workplace climate survey to faculty and staff. Both surveys should be administered annually to establish a baseline. When the resulting information is stabilized, the surveys should then be administered every 18 months to two years. Our research has identified that best practices regarding campus climate surveys include asking students about their sexual practices, knowledge of sexual harassment and misconduct policies, experiences with sexual harassment and misconduct and their awareness of campus and community resources. Surveys for faculty and staff should inquire about working conditions, as well as the degree to which all parties feel valued, respected and heard. All surveys should provide open-ended response formats for anyone to anonymously report mistreatment.

The selected surveys should be nationally recognized and provide benchmark information to ensure objectivity and reliability. Consideration should be made to engage a reputable external third party to plan and administer the surveys and report the results (including benchmarked findings against other like institutions). This will further maximize objectivity and ensure instrument reliability and validity. At the university level, the Office of Institutional Research & Assessment (OIRA) could be the point office for administering the survey and ensuring that the resulting information be made publicly
available on the ORIA website. The new Campus Climate Committee will be responsible for disseminating the results and making recommendations based on the data.

The aforementioned Campus Climate Committee, in concert with campus leadership, can be charged with spearheading these improvement efforts.

- Examine bullying and create policies, processes, educational programs, etc. to educate and reduce instances of bullying on campus. A sub-group of the aforementioned Campus Climate Committee should be created to examine the issue of bullying at CCSU in greater detail. Whereas, our research found that our campus has no formal definition or processes to address bullying involving students, and no formal policy about bullying involving faculty and staff, a starting point for this working team would be to generate a formal definition of bullying for use on campus. Two resources for this first task could be the Connecticut Bullying Law for PreK-12 public schools and the report by the Committee on the Concerns of Women about workplace bullying. Once a definition is established, the working group can continue to advance the cause by recommending education, training, and procedures that can be used to raise awareness of bullying and to address complaints and investigations of bullying by students, faculty, and staff.

- With respect to messages provided to members of the campus community, definitions of key constructs within the realm of sexual misconduct, bullying and campus climate should be shared widely and across different media. Whereas, these definitions should be included in the policies and procedures, which would likely require collaborative revision work with the Board of Regents for the CSCU, these definitions should also be posted and be easily accessible on the campus website, the campus safety application (LiveSafe), and included in the recommended language on course syllabi, to name a few key media. Terms to be defined should include, but not necessarily be limited to: sexual harassment, sexual assault, sexual exploitation, bullying, stalking, intimate partner violence, affirmative consent, mobbing, etc. Further, it is advisable that these definitions be “translated” into student-friendly language, so that they are accessible to students. These student-friendly definitions should accompany the official ones in key student-focused communications.

The Campus Climate Committee, in consultation with the Office of Diversity and Equity, the Women’s Center, the Sexual Assault and Interpersonal Violence Resource Team (SART), among other organizations associated with campus, can determine the most appropriate list of terms to define. In particular, it should be noted that, though some of these terms are already defined in policies and handbooks, there is not presently a definition of bullying for our campus. It should also be noted that our students, particularly those who attended PreK-12 schools in Connecticut, come from an environment where bullying is not only defined, but is also the law. Therefore, a logical
starting point for a definition of bullying for our campus could be the Connecticut Bullying Law (PA 11-232 An Act Concerning the Strengthening of School Bullying Laws).

- All university employees are required to take part in mandatory, annual Title IX training. Employees are offered in-person and online options for meeting this important requirement. However, we have come to learn that many employees, particularly adjunct teaching faculty, do not complete this training. Thus, a leadership-related recommendation is to create a system whereby an accounting for those meeting the mandatory training requirement is provided to Deans, Department Chairs, and other supervisors, and there is a meaningful consequence for any employees who do not meet these requirements.

Surely, technology can be leveraged to help provide reminders to noncompliant staff and their supervisors. Whenever possible, when new faculty are hired, particularly adjunct teaching staff, they should satisfy the mandated training requirement through the onboarding process prior to ever teaching a class. If the lack of consequences for completing mandatory training is somehow tied to contractual protections, these should be addressed through the next collective bargaining cycle. This system would fall under the general principle of empowering leaders with the proper authority to implement best practices. In addition, with respect to transparency, completion rates of these mandatory trainings should be publicized to the campus community as another form of positive “pressure” to encourage compliance.

- Robust reporting should be instituted on a regular basis to all department heads, deans, etc., of compliance (non-compliance) rates of mandatory training, and, consequences for non-compliance should be considered.

- As noted in the HR Report, and referenced as well in Student Conduct Report, it is imperative that consideration be made for the acquisition and implementation of one enterprise-wide monitoring and reporting system for training, and, for reporting, tracking and monitoring investigations and outcomes. This has the potential to reduce time associated with manual entry, as well as improve compliance with mandatory training requirements.

- The ratio of male to female gender police officers is significantly staggering concerning the low number of female officers. By recruiting and hiring more females this can significantly balance sexual misconduct and climate response and create a more inclusive and safe response and investigatory process. It is recommended that an analysis be done with current staffing demographics of the police force to campus employee and student
demographics. It is imperative that the demographics of the police force be reflective of the communities in which it serves.

- Until there is gender parity in the police department, the force should have a process in place that engages with third-party trained female officers who are called in during an incident of sexual misconduct.

- It is the recommendation of this Task Force that an effort to redesign SART should immediately be considered. Considerations to changing the model and leadership of the team should be enacted. Specifically, we suggest the current leaders “step back” and become “sponsors” of SART. The sponsors can then charge a group (perhaps the current group or invite new members to the table) to engage and build a new, relevant and high performing team. This group should reengineer SART from the “ground up” including the review of and updating of the mission, purpose, goals, leadership model, membership, meeting process, deliverables, etc. All efforts should be aligned with state statutes.

- With respect to resource allocation, continued consideration of resource allocation should be made in the following areas: examining staffing ratios and, when possible, increasing numbers of skilled staff in investigatory offices (i.e. Office of Diversity and Equity and Human Resources) and counseling services. Whereas, Human Resources and counseling services are receiving some additional staffing support, the new ratio of staff to need should be reexamined on an on-going basis. Also, the hours of availability for counseling services should be considered, given that many incidents of sexual violence occur in the evenings and over weekends, when counseling staff are traditionally unavailable for students. This scheduling disconnect could result in missed opportunities to help students when they are most in need.

- The Task Force recommends that there be more transparency related to the work of the Title IX team and that it be formalized and recognized as a part of the recognized Title IX investigatory process.

- This Task Force is operating in a dynamic, rapidly changing environment with respect to sexual misconduct, bullying and campus climate. Information came recently to the attention of the committee about the proposed Title IX rule changes, as well as the affiliation of several CSCU schools (not CCSU) with the Culture of Respect movement. As these were both sets of ideas presented to the committee near the end of our research allotment, we recommend that University examine these entities closely in the coming months. For the Title IX rule changes, the final version of this federal guidance will be needed, followed by Board of Regents and legal counsel input, prior to the University being able to fully grasp the potential and real impacts. The Culture of Respect movement is one to observe and consider, with respect to CCSU’s involvement. At a
minimum, the movement has valuable resources to improve campus climate. Perhaps, some of these can be explored, without a formal membership.

- The Women’s Center is a resource that can be more effectively utilized to improve climate. In order to do so, the Women’s Center should be a stop on campus tours, be a discussion point during orientation, and be offered as a resource for new employees during their induction process. Further, staffing levels in the Women’s Center, should be examined for maximizing the center’s potential. The Women’s Center should be invited to participate on such University collaborative efforts as: Student Behavior Assessment Team, Residence Life Duty Report, Retention and Graduation Committee, and FYE.

- Finally, budgetary resources for The Women’s Center should be examined to determine if it is suitable to increase reach and effectiveness.

Policies and Procedures

*Best Practices*

Policies, reporting procedures, investigations, and enforcement actions are essential components of the holistic effort that employers must engage in to prevent harassment.

**Sexual Misconduct Policy**

An organization needs a stated policy against harassment that sets forth the behaviors that will not be accepted in the workplace and the procedures to follow in reporting and responding to harassment. Employees in workplaces without policies report the highest levels of harassment.

Employers should adopt a robust anti-harassment policy, regularly train each employee on its contents, and vigorously follow and enforce the policy. An employer's policy should be written in clear, easy to understand words, and in all the languages used in the workplace. Similarly, an effective policy should make clear that harassment on the basis of any protected characteristic will not be tolerated.

The policy must be communicated on a regular basis to employees, particularly information about how to file a complaint or how to report harassment that one observes, and how an employee who files a complaint or an employee who reports harassment or participates in an investigation of alleged harassment will be protected from retaliation.

With the increasing use of social media by students and staff, conduct on social media should also be considered when crafting a sexual misconduct policy. The use of social media can benefit CCSU and lead to improved work relationships and collegiality, but social media can also foster
negative interactions. Therefore, conduct on social media should be considered when drafting sexual misconduct policies.

For example, a sexual misconduct policy should make clear that conduct on social media carries the weight of any other campus interaction and procedures for investigating harassment should carefully delineate how to access a student or employee's social media content when warranted.

**Reporting Systems for Sexual Misconduct; Investigations; Enforcement Actions**

Effective reporting systems for allegations of sexual misconduct are amongst the most critical elements of a comprehensive sexual misconduct policy. A reporting system includes a means by which individuals who have experienced or observed sexual misconduct can report and file a complaint. How a student or employee that files a complaint is treated under CCSU’s process will depend on how management and staff behave during the process. If the process does not work well, it can make the overall situation on the campus worse and discourage the next student or employee who experiences or observes sexual misconduct harassment from filing a complaint. Finally, the process that commences following a complaint must be fair to the individual accused of sexual misconduct.

CCSU is a unionized workplace. The role of the union in CCSU’s reporting system is significant. If union representatives take reports of sexual misconduct seriously, and support complainants and witnesses during the process, that will make a difference in how employees who are union members view the system. Similarly, because unions have obligations towards all union members, the union must work with CCSU to have a system that works in a fair manner for any individual accused of sexual misconduct.

The Task Force supports a reporting system that is multifaceted, including a choice of procedures, and choices among multiple complaint handlers. Such a reporting system might include several points of contact and platforms to file complaints but recommend only one entity for handling all investigations. In addition, a multi-faceted system might offer a student or employee who complains about sexual misconduct various mechanisms for addressing the situation, depending on the type of conduct and campus or workplace situation. For example, an employee may simply need someone in authority to talk to the accused in order to stop the behavior. In other situations, the CCSU may need to do an immediate intervention and begin a thorough investigation.
Recommendations

Based on what the Task Force has learned over the past several months, there are several recommendations that will make CCSU’s sexual misconduct policy, reporting procedures, investigations, and enforcement actions work better and re-inspire student and employee faith in the system:

- Adopt a new model for investigating sexual harassment, bullying, and misconduct on campus. To increase the objectivity of the investigatory process and decrease the potential for individual bias and/or conflicts of interest, the campus should move away from a “single investigator” model for any misconduct or bullying investigations for faculty, staff and students. The campus should research and reference the ATIXA investigation model, as this is a nationally recognized model with best practices, such as the use of a single intake form and process for reporting all types of incidents.

- Create one sexual misconduct prevention office that houses: 1) awareness and prevention; 2) advocacy and; 3) investigations;

- Re-engineer all sexual misconduct departments (the work deliverables, processes, outcomes, staffing levels, and technological resources);

- A recent report was released about the work of the Campus Police Department that included recommendations for training, particularly with respect to handling cases of sexual assault. The recommendations in the report about the Campus Police Department should be followed;

- Draft an unequivocal statement that sexual misconduct will not be tolerated;

- Write policy in clear simple words and in all languages commonly used by members of the CCSU community;

- Create a standard operating procedure for handling of the sexual misconduct complaint investigation process;

- Create a formal intake complaint process, with form, for referring complaints to ODE;

- Include in policy a clear explanation of prohibited conduct, including examples;

- Adopt and maintain a comprehensive sexual misconduct anti-harassment policy that includes social media considerations;

- Ensure that the sexual misconduct policy and details about how to file experienced and observed complaints of sexual misconduct are communicated frequently to students and employees in a variety of forms and methods;
• Include sexual misconduct policy in all syllabi and perform audits of compliance to ensure the information is included;

• The sexual misconduct policy should be provided to students by all departments that assist with new students, including transfer, spring enrollees, part-time and graduate students, such as financial aid, admissions, bursar, etc.;

• Given the singular importance of the publication, Helping Victims/Survivors of Sexual Misconduct Protocol Manual (from ODE) and the current state of affairs at CCSU regarding sexual misconduct, and, the changing external environment under the current federal administration, it is recommended that reviewing, updating and republishing this document be made a priority. This effort could be led by the SART team (as it seems to be directly related to one of its goals – being responsible for developing a written protocol to be followed when cases of sexual assault and interpersonal violence are reported).

• It is recommended that Student Affairs undertake a comprehensive inventory and evaluation of all programs offered under the Student Affairs function, rather than those of each individual group. Economies of scale (both efficiency and effectiveness) can likely be gained and the programs selected to go forward can have an even greater impact.

• The sexual misconduct policy should be added to the LiveSafe app and any other electronic platforms used to communicate with students;

• Offer reporting procedures that are multi-faceted, offering a range of methods, multiple points-of-contact (anonymous and non-anonymous), geographic and organizational diversity where possible, for a student or employee to file a complaint, but only one department should handle the investigation process for all complaints filed;

• Provide clear and uniform guidance to the university community about how and where to file sexual misconduct complaints off hours. For example, all campaigns and awareness programs and postings should contain the same sexual misconduct messaging;

• All the literature that describes the sexual misconduct policy and the places to file complaints and seek counseling should be uniform;

• Mandatory reporters should be provided with a process document (i.e. a script) for handling sexual misconduct complaints from staff and students;

• Victim and abusers should be made aware of rights and options (including counseling support, restraining orders, report to law enforcement, etc.);

• A process should be put in place to ensure each student attests to receiving and reviewing the Student Code of Conduct;
- Encourage medical exams for assaults;
- Assure students and employees who file complaints and others who participate in the investigation that they will be protected against retaliation;
- Explicitly state that any employee who retaliates against any individual who submits a report or provides information regarding a report will be disciplined appropriately;
- Protect the confidentiality and privacy of sexual misconduct complainants, witnesses and the accused to the extent possible, consistent with legal obligations and conducting a thorough and effective investigation;
- Keep any information gathered as part of an investigation confidential to the extent possible consistent with a thorough and impartial investigation and explain to victim and accused what you will do with information;
- Student and employees that submit complaints should be updated frequently throughout the investigation to reassure that something is being done about their complaint;
- There should be an ODE advisory committee that makes the determination on threat levels and determination of violation of policy for Title IX cases. If this is the Title IX Team then that group should be formally recognized as such;
- Create accused advocacy services for students;
- Ensure a sufficiently resourced complaint process that provides a prompt, thorough, and impartial investigation;
- The 90-day investigation complaint process should be further broken down by time stamp periods for handling each phase of the investigation process for all types of investigations;
- The system must ensure that investigators are well-trained, objective, and neutral;
- Investigators should document all steps taken from the point of first contact, prepare a written report using guidelines to weigh credibility, and communicate the determination to all relevant parties;
- The campus should move away from a “single investigator” model for any misconduct or bullying investigations, for faculty, staff, and students to increase the objectivity of the process and decrease the potential for individual bias and/or conflicts of interest;
- The campus should consider independent investigations when there is the potential for real or perceived bias in the process;
- Take immediate and proportionate corrective action when an investigatory body determines that sexual misconduct has occurred, and respond appropriately to behavior
which may not be legally-actionable sexual misconduct but, if left unchecked, may lead to same;

- Where sexual misconduct is found to have occurred, discipline must be prompt and proportionate to the behavior(s) at issue and the severity of the infraction. Discipline should also be consistent, and not give or create the appearance of undue favor to any particular student or employee. The practice of allowing faculty and staff found to have committed sexual misconduct to resign or be terminated in good standing must end;

- Communicate determination of the investigation to all parties and, where appropriate, a communication of the sanction imposed if sexual misconduct was found to have occurred;

- Recording and storage: As few people as possible should have access to sexual misconduct cases; Release records to other colleges or universities to avoid repeat offenses; Empower victims to use final case information as they deem fit, including speaking out; Report incidents pursuant to Clery Act; Provide a secure database to warehouse sexual misconduct information and; Explore an app/software for reporting that allow for matching of repeat offenders in the system;

- Identify, select and implement a comprehensive institution-wide reporting and tracking system to facilitate and maintain the collection and dissemination of information and data as it pertains to sexual misconduct and bullying investigations. Efforts should be made to assure data about students, faculty and staff are centrally collected in a uniform manner across all relevant functions that allows for the assessment of trends, issues and ease of retrieval to provide for optimal decision making. The university should actively consider selecting and implementing one campus-wide student conduct and Title IX automated reporting, tracking, and monitoring system, such as Maxient (or other well-known, industry-standard system). To ensure quality of reporting and objectivity, an office unrelated to ODE, HR or other offices responsible for entering data, or conducting trainings, should be responsible for generating on-campus compliance trend reports;

- Streamline HR Disciplinary procedures;

- Periodically "test" the reporting system to determine how well the system is working;

- Labor unions should ensure that their own internal guidance meet the principles outlined in these recommendations;

- Require ODE to attend team building workshops; and,

- Establish a retreat for all sexual misconduct staff that emphasizes team building skills and communication.
Anti-Sexual Misconduct Compliance Training and Bystander Intervention Training

Best Practices

The most relied upon training typically centers around online programs that prompts the participant to click responses to identified scenarios and their reaction to what is presented. At the end of this exercise, credit is given for participation, but this approach lacks the ability to assess individual reaction, understanding of the material, or future behaviors. Even less effective are scenarios where participants are asked if they are aware of university or company policies that address sexual misconduct/harassment and are asked to check a box indicating they have in fact read the policy. While attending an instructor-led seminar would be considered an improvement over an online training session, its effectiveness, too, is limited to how well the material is presented and the interactivity of participants. These sources of training address the legal requirements of an institution to avoid or limit liability in sexual harassment cases. In fact, most of these awareness efforts were centered upon Supreme Court cases citing an employer’s liability for failing to inform supervisors of their responsibilities under company policies.

Additionally, such efforts often fail to connect, as the focus is on the legal description of incidents, characterizing the nature of them in terms of victims or harassers. In some instances, those taking the training do not feel either label applies to them.

However, it appears, based on EEOC efforts to evaluate training effectiveness, increased knowledge of unacceptable behaviors was realized by those attending mandated training. The training, particularly for men, was successful in clarifying that unwanted sexual behavior from co-workers, and not just from supervisors, can constitute a form of sexual harassment (Cobb-Clark & Antecol, 2003). This finding should be considered as we formulate training to include the broadest audience possible on campus.

One of the publicly traded companies that was interviewed for the purpose of best practice identification noted a recent change to New York requirements for sexual harassment training. The new requirement scheduled to go into effect in 2019 will require employers of fifty or more employees to include such training at all levels in the organization, not just supervisors.

This changed requirement is being embraced as a necessary and positive opportunity to improve workplace climate. The changed approach will be evaluated and considered for work areas outside of New York State.

Some key elements were identified to improve the likelihood of successful outcomes. Training needs to be supported from the highest level in the university. Faculty, staff and students must be convinced that leadership is serious about these efforts. The EEOC (2017) has recommended the strongest message of leadership support is to have a senior staff member open the training session and attend the entire session. Additionally, it suggests that training in this area be ongoing with varied and dynamic content to assure the message is not stale. Training should be
conducted in live sessions by qualified trainers who display full knowledge of the subject at hand and are dynamic and engaging.

Where costs or logistics preclude live training sessions, online or video-based training should be tailored to specific settings and audiences and should be designed to include active engagement by participants.

While compliance to policy is credited and necessary in the aforementioned approaches, it does not go to the root of prevention. Much training is centered on knowledge of the definitions of harassment and misconduct and not to addressing the remediation of behaviors. Approaches to creating a culture that rejects workplace harassment should be considered. The relatively recent concept of **bystander training** focuses on educating and equipping students, faculty and staff on the need to take a role in the prevention of harassment as they observe it or experience it. Currently, bystander training is more prevalent in university settings and the military than in corporate settings.

Bystander training is an evidenced-based training approach that has changed attitudes regarding sexual violence and individuals’ ability to stop it (White House Task Force to Protect Students from Sexual Assault, 2017a). It should be noted that a particular bystander training program, *Bringing in the Bystander*, has been introduced to CCSU. Initial indications have been positive. Students appear to engage with the material and have open honest discussions about sexual violence in the university community and the roles each play in its prevention.

**Recommendations**

- Visible support by campus leaders for key training efforts. This includes attendance and personal endorsements of training that address sexual misconduct and the university’s unwavering position of intolerance toward it.

- Formalize the role of the Offices of Diversity and Equity and Victim Advocacy in Orientation sessions, Welcome Weekends, and Parent/Guardian sessions.

- Ensure that ODE also is present at resource fairs, sharing information on ODE, OVA and the Women’s Center resources.

- Provide training for all incoming students (note reference to First-Year Experience below), faculty, and staff.

- Because of CCSU’s demographics, special attention should be given to ensuring transfer students receive all relevant trainings (i.e. bystander awareness training, E_Chug, and Sexual Violence Prevention Program, etc.)
• As noted in the Student Wellness Center section of this document, even though the E_Chug and Sexual Violence Prevention Programs are expected to be completed by first year, transfer and international students, steps must be taken to close the accountability loop for not completing the trainings. This is a loophole and should be addressed.

• A concerted campaign to raise the awareness of the roles and responsibilities of responsible employees and mandatory reporters is needed. Specific tools, such as scripts that responsible employees can use when approached by a member of the campus community about an allegation of sexual misconduct can add tremendous value. According to the CDO, this information has been developed and is included in the training, however, in our conversations with employees, they were unaware of it nor how to access it.

• Consider making available (if not already available) LiveSafe App to parents of students.

• Expand bystander training. Consider the options of including it in all new student orientation programming. In earlier discussions about new student orientation criteria, it has been recommended that such training be scheduled after the first semester as the initial onset of a college education can be overwhelming. While this is a fair comment, other elements of new orientation should be evaluated against what they provide versus the potential of improved campus climate bystander training may bring. Consideration should be given to centralizing bystander training into one department to assure better consistency with its content and deployment.

Having one department (function) responsible for both the student population as well as staff development in this area would provide for improved use of resources and focused responsibility.

• A representative subset of the members of the newly-formed Faculty Senate Ad Hoc Committee on the First-Year Experience (FYE), as well as other campus stakeholders who could contribute to this conversation (Please see below for relevant departments/functions.), should be encouraged and funded to attend the Annual Conference on the First-Year Experience, which will be held this year February 16-19 in Las Vegas, NV, to gain ideas about best practices with respect to this potentially valuable opportunity to impact students positively as they enter our campus. Upon returning from the conference with ideas, we recommend the Faculty Senate Ad Hoc Committee on the First-Year Experience collaborate with representation from Student Affairs, Academic Affairs, and the Student Government Association to create a maximally meaningful and comprehensive FYE program for our students that, most relevant to the work of this Task
Force, will include some critical learning for all students, particularly about such topics as bystander education, substance abuse, diversity, civility, etc.

- Due to their power to erode the positive school climate, microaggressions should be addressed through training for students, faculty, and staff.

- A student integrity contract can be used to improve student commitment toward making responsible decisions. This contract could be pursued through the orientation of FYE experiences.

- Improved use and optimization of existing learning management systems such as First Net provided by CSCU and operationalized by HR. In discussions with Human Resources, there was an acknowledged shortcoming on reliance of Learning Management Systems (LMS). Improved use and reliance on automated processes would improve resource allocation as well as "cross-talk" among various departments with some level of training deployment responsibilities.

- The Athletics Department, in part because of mandatory NCAA requirements, can help serve as a model for others on campus looking to create systems of compliance for training. For example, all athletes are mandated to receive bystander training, and all male athletes receive hypermasculinity training. The accountability to ensure all athletes complete the trainings, as well as the initiative to engage males in prevention efforts are commendable and noteworthy. Two particular aspects of their work should be noted here for further recommendation. First, the softer and more subtle aspects of hazing can be more explicitly addressed in training, helping to contribute to a more positive culture and climate. Also, CCSU athletes should be enlisted, on a volunteer basis, to participate in campus-wide campaigns to decrease sexual misconduct and bullying. Their prominent role on campus should be leveraged to spread the positive messages to their peers.

For example, it would be powerful to have well-known and respected male athletes filming short public service announcements about treating women with respect and affirmative consent. This work could be a collaborative effort between multiple campus departments (e.g. ODE, Athletics, Media Center, Communication Department, Women’s Center, Campus Climate Committee, etc.), further contributing to the positive culture and increasing connections among members of the campus community.
Campus Civility

Best Practices

In an effort to promote respect and civility, employers and universities have instituted civility training to address bullying and conflict in the workplace that falls outside of the scope of the unwelcome behaviors based on characteristics protected under employment non-discrimination and sexual misconduct laws. Incivility can be the precursor to sexual misconduct. While Title IX does not provide guidance on civility in the workplace, encouraging and promoting respect and civility in the workplace may be a means of preventing conduct from rising to the level of sexual misconduct and focuses on what employees and management should do, rather than on what they should not do.

Civility training focuses on establishing expectations of respect and civility and providing students and employees with the tools they need to meet such expectations. The training usually includes an exploration of campus or workplace norms, including a discussion of what constitutes appropriate and inappropriate behaviors in the campus or workplace. The training also includes a skills-based component where students and employees learn how to identify, prevent and respond to workplace incivility situations. More specifically, civility training is training in professional conduct, self-awareness, personal integrity, professional ethics, communication skills and interpersonal psychology.

The Taskforce believes that civility training focused on respectful behaviors has the potential to boost teamwork, improve organizational performance and strengthen student and employee morale and engagement. Campuses and workplaces that have implemented civility training events have enjoyed fewer harassment and discrimination related complaints, investigations and legal troubles.

Recommendations

Based on campus civility concerns brought to the attention of the Task Force, the Task Force believes that civility training could provide an important complement to CCSU’s sexual misconduct policy. Civility training should be aimed at engaging the campus community in a discussion of respectful ways of living, learning and working in a higher education environment. The training should encourage our campus community to behave civilly and respect the rights of individuals and groups.

It should be characterized by understanding and respect for the differences and commonalities among the diverse members of the campus community. A civility training program should include the following:
• **Articulate Values and Set Expectations:** CCSU management should set the expectations and articulate the values of the university at student orientations and during employee hiring.

• **Define Civility:** Engage students and employees in a conversation about what civility means by enumerating its behavioral indicators. Determine practical ways of practicing workplace etiquette, including the proper ways to greet and show respect by developing a Civility Code of Conduct that can include, but not be limited to, the following:
  - We greet and acknowledge each other.
  - We say please and thank you.
  - We treat each other equally and with respect, no matter the conditions.
  - We acknowledge the impact of our behavior on others.
  - We welcome feedback from each other.
  - We are approachable.
  - We are direct, sensitive, and honest.
  - We acknowledge the contributions of others.
  - We respect each other’s time commitments.
  - We address incivility.

• **Describe Incivility Cost and Civility Benefits:** Describe the negative costs of incivility, as well as the positive rewards of civility, within the campus community.

• **Offer Civility Training to Students and Employees:** Teach students and employees specific civility skills by describing situations in which people sometimes act uncivilly. Provide tips on how to practice behaving civilly, maintaining composure in emotionally charged situations, question your own ideas, and develop approaches to healthy constructive criticism. Help students and employees learn to listen fully, give and receive feedback, work across differences, deal with difficult people, negotiate, manage stress, engage in crucial conversations, employ conflict-resolution techniques and interpersonal skills, learn effective supervisory techniques and practice mindfulness.

• **Reward Students and Employees:** Acknowledge and recognize students and employees who behave civilly. Don’t just impart information. We all need to feel good about ourselves, the campus, and about CCSU’s role in society. Small daily acts affect how students and employees interact with others and that civility spreads throughout the campus. Saying good morning when you enter class or an office rather than staring at the floor in silence can make a difference. At CCSU, the expectation should be that everyone contributes to creating a positive campus community and this message should be reinforced in meetings, at events, and with various awards for contributing to the culture.
• Hold Students and Employees Accountable: Hold students and employees accountable to quickly catch and correct uncivil behavior.

Simple and Easily Accessed Information

Best Practices

The Task Force has consistently centered its focus on three key areas: Sexual Misconduct, Bullying and Campus Climate. In researching approaches to record keeping and the accessibility of such information, it is not surprising that each area of the Task Force focus requires a somewhat different approach.

Any record keeping system should be accurate, reliable, easy to follow, consistent in its use and simple both in its use and accessibility. Good record keeping is vital in regard to meeting commitments to student safety and providing information on which decisions for the future actions can be based. While maintaining records to monitor and record its normal department activities, it is also necessary because of legal obligations imposed by the state or federal government. As noted previously in the Best Practices report, changes proposed by the Department of Education will no doubt require more stringent record keeping as the process of addressing sexual misconduct has the potential of being more litigious.

Records are important for their content and as evidence of communication, decisions, actions, and history. CCSU and other public institutions are typically accountable to the community in which they reside, as well as the government. Records support openness and transparency by documenting and providing evidence of work activities and by making them available to the public. Records are vital in the support of key programs, training, and informed decision making. A lack of record keeping or the consistency of their maintenance and availability was a central point in recent cases of campus sexual misconduct.

Sexual Misconduct Information

The University of Connecticut mandates that all employees who witness or receive disclosure of sexual assault, intimate partner violence or stalking students immediately report their involvement to the Office of Institutional Equity (OIE). This, in turn, allows the University to offer a range of resources and options to impacted students. These options include threat assessment, medical referrals, and police involvement.

This requirement of faculty and staff also provides guidelines for protecting information that may be categorized as private vs. confidential. Additionally, university community members are strongly encouraged to report all incidents of sexual harassment to OIE. Deans, Directors, Department heads, and Supervisors must report incidents of sexual harassment involving employees to OIE.
While this requirement does not specifically speak to record keeping or retention, it provides for the consistency of collection of data that is highly sensitive in nature. This, in turn, can result in meaningful data that identify repeat offenders, geographic/physical areas of concern, and actions that can be used as precedent for future decision making. Decisions as to type of record keeping, the retrieval of such data and its dissemination is centralized and allows for greater consistency in its application for future uses.

**Campus Climate**

Assessing current attitudes and satisfaction to institutional climates are typically done through employee/student satisfaction surveys. The Task Force’s review of best practices in this area has consistently found the most effective use of such surveys are those conducted by third parties. The experts in the field of statistical analysis can formulate survey structures that focus on general satisfaction of the workplace or institution while including more specific data mining. Assessing how well employees are engaged in the success of the university can be formulated around questions that probe retention, commitment, and the understanding of the overall mission.

The two companies interviewed for their approaches in the area of company surveys were consistent in their philosophies. Both used outside experts in the field, surveyed despite current economic concerns, and consistently provided results in a timely manner.

Both companies, as a result of access to historical information, were able to detect trends, both positive and negative, allowing for strategies to be implemented to address findings. Task Force interviews with department heads and through open forums detected a lack of knowledge of results by those taking the survey as well as a lack of action by those administering recent self-designed surveys.

Culture assessment can also be conducted through review of formal complaint procedures available to students and employees. While these are only a sampling of the overall population, concerns expressed through this avenue can serve to be indicators of potential larger based issues.

Interviews with Human Resources and union leadership have consistently addressed the effectiveness and the timeliness of the complaint/grievance procedure. Generally, the relationships among the various constituents are positive and seen to be focused on mutually beneficial resolutions. When asked about trends in the complaint process, all indicated a sense of increased activity but generally did not have specific numbers or data to provide.

Improved data collection and the reliance on statistical data would help in deployment of resources, training requirements that address shortcomings as they pertain to work environments.
Bullying

This is an area where most discussions and experiences were mostly anecdotal. Interviews with students, faculty, and staff all recognized a need to be concerned about bullying, but a clear and well-defined definition was elusive. A number of conversations resulted in addressing the environment that seems to be pervasive nationwide, namely the lack of civility in general. Efforts to uncover practices outside the university were also somewhat vague. Private companies tended to see, and define, bullying as an improper interaction between supervisor and employee. The most common approach to remedy these situations was through generalized supervisory training aimed at providing the supervisor with insights to improved effectiveness in their dealings with subordinates.

Recommendations

- CCSU should review its current process(es) that address the collection of information and data as it pertains to sexual misconduct. Efforts should be made to assure data is centrally collected in a manner that allows for the assessment of trends, issues and ease of retrieval to provide for optimal decision making. The use of Maxient or other institution-wide conduct platform would greatly enhance this capability.

- Current communications and written materials should provide for clear pathways to report incidents, identify mandatory reporters and their duties and responsibilities to assure for consistent collection of pertinent data. One opportunity the university has to list the relevant phone numbers of who to call to report or discuss incidents is the reverse side of student and faculty BlueChip identification cards. These cards are ubiquitous and can serve as a handy reference tool. Since most students already have these cards and will not need new ones, labels could be created that can be affixed to the back of the cards.

- Complaint procedures should be reviewed for timeliness of action and completion. Data collection should be kept in an electronic format for current and historical review. Data should provide information as to types of issues brought forward, the length of time to address and conclude complaints/grievances and provide easy access to the nature of the completed action in order to provide precedent for future actions.

- Implement a bullying policy that provides a precise definition with specific scenarios. For example, identifying the difference between a supervisor addressing a performance concern versus a supervisor berating an employee either privately or in the presence of others.
It Starts with Us

Best Practices

Partner with Third Parties Engaged in the Campaign to End Sexual Misconduct

Sexual misconduct at CCSU will not stop on its own. We cannot sit on the sidelines and expect our campus culture to change on its own. Passive observers reinforce a culture that tolerates sexual misconduct. We all have to be involved in the campaign to end sexual misconduct.

To support CCSU’s sexual misconduct awareness and prevention efforts, the Task Force recommends participating in the It's On Us campaign. The It's On Us campaign for colleges and high school campuses is an outgrowth of the White House Task Force to Protect Students from Sexual Assault (2017a) that recognized the need to change the culture at educational institutions. The campaign is focused on engaging students, faculty, and employees and giving them the tools and resources to increase bystander intervention, define consent, and create an environment to support survivors.

Recommendations

- Consider launching an It's on Us campaign to end sexual misconduct at CCSU.

Summary

Over the course of the past 7 months, the President's Task Force on Sexual Misconduct, Bullying and Campus Climate has gathered information both from on-campus and off-campus sources to determine how Central Connecticut State University functions with respect to these constructs, as well as best practices from the field. We have learned a tremendous amount about the need for change in our culture and climate, as well as the caring individuals who work at this University who want it to be a safe and inclusive place for all.

Recommendations in this section were many and covered myriad aspects of our procedures, including how we communicate and train about sexual misconduct and bullying; how we allocate our resources to better serve our students and staff with respect to these issues; and how we can proactively create the positive, safe, and inclusive climate we envision. As the last section implies, with effort from all, Central Connecticut State University can and will become the place we know it can be, where all members of the campus community feel safe and respected. It is our hope that this report, and the effort that went into creating it, will serve as a launching point for the move in this direction.
References


pg. 96  CCSU Task Force on Sexual Misconduct, Bullying and Campus Climate  14 January 2019
APPENDIX A:

List of Interview Participants
List of Interview Participants

Human Resources – October 9, 2018
Anna Suski-Lenczewski – Chief Human Resources Officer

CCSU Police Department – October 9, 2018
Ed Sosumuta – Detective
Chris Cervoni – Lieutenant
Edward Dercole – Lieutenant
Jerry Erwin – Sergeant

Office of Diversity and Equity (ODE) – October 10, 2018
Rosa Rodriguez – Director, ODE
Sarah Dadd – Diversity Associate, ODE
Jacqueline Cobbina Boivin – Coordinator, Ruthe Boyea Women’s Center
Olga Fritho – University Assistant, Ruthe Boyea Women’s Center
Sharon Gaddy – Diversity Assistant, ODE

Sexual Assault Resource Team (SART) – October 10, 2018
Jean Alicandro – Director, Residence Life
Joanne DiPlacido – Associate Professor, Psychological Science
Jason Sikorski – Associate Professor, Psychological Science
Stephanie Reis – Assistant Director, Student Conduct

Division of Student Affairs – October 10 & 17, 2018
Peter Troiano – Interim Vice President, Student Affairs
Scott Hazan – Director, Student Activities/Leadership Development
David Braverman – Interim Director, Student Conduct
Stephanie Reis – Assistant Director, Student Conduct
Marisol Cruz Melendez – Health Services
Shannon Jackson – Associate Director, Counseling and Wellness Center
Jonathan Pohl – Counseling and Wellness Center
Kathy Poirier – Associate Director, Student Center
Joanne Milkes – Director, Disability Services

Committee on the Concerns of Women – November 14, 2018
Heidi Huguley – Co-Chair
Evadne Ngazimbi – Co-Chair
Eva Vrdoljak – Secretary
Council of Deans – November 14, 2018
Dr. David Dauwalder – Provost and Vice President, Academic Affairs
Dr. Joseph Paige – Associate Vice President, Academic Affairs
Dr. Robert Wolff – Dean, School of Liberal Arts & Social Sciences
Dr. Ken Colwell – Dean, School of Business
Dr. Kimberly Kostelis – Interim Dean, School of Education & Professional Studies
Dr. Zdzislaw Kremens – Associate Vice President, Engineering, Science & Technology

Union Leadership
SUOAF-AFSCME (Administrative Staff Union) – November 5, 2018
Lisa Bigelow – President
Myrna Garcia Bowen – Steward

AAUP (Faculty Union) – November 6, 2018
Louise Williams – President

AFSCME – November 19, 2018
Ruby Blackmon – President, AFSCME Local 196
Heidi Hughley – Vice President, AFSCME Local 196
Audrey Wiggins – Steward, AFSCME Local 196

Athletics Department – November 29, 2018
Brian Barrio – Director of Athletics
Amy Strickland – Associate Athletic Director for Compliance and Student Services
Molly McCarthy – Assistant Athletics Director for Compliance and Student Services

Board of Regents – December 4, 2018
Anthony Simon

CCSU Faculty, Staff, Students, & Alumni
Dr. Jason Sikorski – Associate Professor, Psychological Science
  • In-person interview – November 14, 2018

Keisha Freckleton – CCSU Student
  • Phone interview – November 16, 2018

Lisa Shannon Cunningham – CCSU Alumni
  • Email interview – November 19 & 20, 2018

Gladys Moreno Fuentes – Assistant Counselor, Counseling and Wellness Center
  • In-person interview – November 28, 2018 & December 13, 2018
APPENDIX B:

CCSU Campus Climate Survey
Central Connecticut State University Task Force on Sexual Misconduct, Bullying, and Campus Climate Survey

Thank you for your willingness to complete this survey. It is important that we hear from you in order to help our Task Force on Sexual Misconduct, Bullying and Campus Climate evaluate the effectiveness of current efforts at CCSU to create a safe and inclusive campus environment as well as make recommendations for the future. The survey should take you only a few minutes to complete. Your responses are confidential and there are no identifiers linking any responses to any individual.

Please indicate your primary affiliation to CCSU: (Check one)

- Resident Student
- Commuter Student
- Full-time Faculty
- Part-time Faculty
- Full-time Staff
- Part-time Staff/University Assistant
- Other

What gender and sex categories apply to you? (Check all that apply)

- Female
- Male
- Transgender
- Genderqueer/Gender-nonconforming
- Prefer not to say
- Prefer to self-describe

Please specify your racial/ethnic identification: (Check all that apply)

- American Indian or Alaska Native
- Asian
- Biracial/Multiracial
- Black or African American
- Hispanic or Latino Native Hawaiian or Other Pacific Islander
- White (non-Hispanic/Latino)
- Prefer not to say
- Prefer to self-describe
In the past twelve (12) months have you received information or education from CCSU about: *

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sexual misconduct is and how to recognize it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What bullying is and how to recognize it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to report an incident of sexual misconduct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to report an incident of bullying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSU's confidential resources for sexual misconduct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to locate resources for sexual misconduct on campus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The procedures for investigating sexual misconduct On Campus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The procedures for investigating bullying On Campus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What actions you can take to help prevent sexual misconduct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What actions you can take to help prevent bullying?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, with regards to the information or education from CCSU about sexual misconduct and bullying, how much do you remember?

<table>
<thead>
<tr>
<th>How much do you remember?</th>
<th>Almost all or all of it</th>
<th>Most of it</th>
<th>Some of it</th>
<th>Very little or none of it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Overall, with regards to the information or education from CCSU about sexual misconduct and bullying, please indicate the following:

<table>
<thead>
<tr>
<th>How much do you remember?</th>
<th>Very</th>
<th>Reasonably</th>
<th>Somewhat</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With regards to campus training, have you been invited to participate in: *

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Misconduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was training for the above mandatory or optional: *

<table>
<thead>
<tr>
<th></th>
<th>Mandatory</th>
<th>Optional</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Misconduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title IX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With regards to campus training, in which did you participate (Please select all that apply):

- [ ] Sexual Misconduct
- [ ] Title IX
- [ ] Bullying
- [ ] Harassment
Use the following scale to indicate how aware you are of the services provided by each of the following campus and community resources in regards to sexual misconduct and bullying:

<table>
<thead>
<tr>
<th>Service</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Victim Advocacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Student Affairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Wellness Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Diversity &amp; Equity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Student Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSU Police</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Assault Crisis Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prudence Crandall Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT Human Rights &amp; Opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Dept. of Ed., Office of Civil Rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What else would you like to share about campus training or program initiatives related to sexual misconduct, bullying, harassment and Title IX?


What standards, process, procedures, communications, education, and other recommendations will you like to see in place on Campus to prevent sexual misconduct and bullying. Comment (800 words).


Thank you for participating in this survey. To submit your answers, please click on the "submit" button, below. Your responses will NOT be recorded unless you press "submit." Your name will not be connected in any way to this survey and its responses. The information you have given is totally anonymous.

Submit
Thank You!

We deeply appreciate your cooperation and willingness to provide information that will help us improve the policies, procedures and tools we use to reduce the occurrence of sexual assault, unwanted sexual contact and bullying at CCSU.

Click here to download a list of immediate available resources for Sexual Assault, Bullying, and Relationship Violence.

The Task Force on Sexual Misconduct, Bullying and Campus Climate at Central Connecticut State University.
Central Connecticut State University’s Resources for Sexual Assault, Bullying and Relationship Violence

Thank you, again, for your anonymous participation in the survey.

If you would like information or would like to talk with someone about unwanted sexual contact, sexual assault, harassment or bullying, please do not hesitate to contact any of the following campus, local or national resources. You can take this list of resources with you by printing this page.

<table>
<thead>
<tr>
<th>To Report an Incident at CCSU</th>
<th>If you want to speak with someone at CCSU</th>
<th>If you want to speak with a Community Partner</th>
<th>To report an incident to an Outside Agency</th>
<th>24/7 Hotlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Student Conduct (Complaints against students) 860-832-1667</td>
<td>Women’s Center 860-832-1655</td>
<td>Prudence Crandall Center for Domestic Violence (confidential) 888-774-2900 (24-hour hotline)</td>
<td>Southwest Region: 203-579-6246 West Central Region: 203-805-6530</td>
<td>Prudence Crandall Center for Domestic Violence 24 Hour Hotline: (888) 774-2900</td>
</tr>
<tr>
<td>University Police (All criminal complaints except sexual harassment) 860-832-2375</td>
<td>Counseling and Wellness Center (Confidential) 860-832-1945</td>
<td>YWCA Sexual Assault Crisis Service 24 Hour Hotline: (860) 223-1787 24 Hour Spanish Hotline: (888) 568-8332</td>
<td>Suicide Prevention Lifeline 24 Hour Hotline: (888) 273-8255</td>
<td></td>
</tr>
<tr>
<td>Human Resources (Complaints against employees) 860-832-1756</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Student Affairs (Complaints against students) 860-832-1605</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Respondent Demographics

<table>
<thead>
<tr>
<th>Affiliation with CCSU</th>
<th>(N)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>119</td>
<td>24%</td>
</tr>
<tr>
<td>Staff</td>
<td>82</td>
<td>17%</td>
</tr>
<tr>
<td>Student</td>
<td>288</td>
<td>58%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>493</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>(N)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>294</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>161</td>
<td>33%</td>
</tr>
<tr>
<td>Other (misconducting, transgender, intersex)</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>493</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>(N)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>14</td>
<td>3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>52</td>
<td>11%</td>
</tr>
<tr>
<td>Two or More</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>42</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>344</td>
<td>70%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>493</td>
<td>100%</td>
</tr>
</tbody>
</table>

## In the past twelve (12) months have you received information or education from CCSU about:

### Q1: What sexual misconduct is and how to recognize it?

<table>
<thead>
<tr>
<th>Affiliation with CCSU</th>
<th>No</th>
<th>Unsure</th>
<th>Yes</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>16</td>
<td>8</td>
<td>95</td>
<td>119</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>5</td>
<td>73</td>
<td>82</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>66</td>
<td>27</td>
<td>195</td>
<td>288</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>87</td>
<td>41</td>
<td>365</td>
<td>493</td>
<td>74%</td>
<td></td>
</tr>
</tbody>
</table>

### Q2: What bullying is and how to recognize it?

<table>
<thead>
<tr>
<th>Affiliation with CCSU</th>
<th>No</th>
<th>Unsure</th>
<th>Yes</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>39</td>
<td>15</td>
<td>65</td>
<td>119</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>23</td>
<td>9</td>
<td>48</td>
<td>2</td>
<td>82</td>
<td>59%</td>
</tr>
<tr>
<td>Student</td>
<td>107</td>
<td>48</td>
<td>132</td>
<td>1</td>
<td>288</td>
<td>46%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>172</td>
<td>73</td>
<td>245</td>
<td>3</td>
<td>493</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Q3: How to report an incident of sexual misconduct?

<table>
<thead>
<tr>
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<th>Unsure</th>
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<th>(blank)</th>
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### Q4: How to report an incident of bullying?

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C:\Users\richa\Desktop\Breakout Reports and V3 Total\For Review\Survey Data and Findings\Appendix X2 - Survey Data Summary
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### Survey Data Summary

**Q11: How much do you remember?**

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<th>Most of it</th>
<th>Some of it</th>
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**Q12: To what degree was the information understandable?**

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<th>Very</th>
<th>(blank)</th>
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<th>Reasonably or Very (%)</th>
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**Q13: To what degree was the information helpful?**

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**Q14: To what degree was the information relevant?**

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With regards to campus training, have you been invited to participate in:

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<tr>
<td>Grand Total</td>
<td>227</td>
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<td>116</td>
<td>11</td>
<td>493</td>
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<tr>
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<th>Affiliation with CCSU</th>
<th>No</th>
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<th>(blank)</th>
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<th>% Yes</th>
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<tbody>
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<td>64</td>
<td>6</td>
<td>119</td>
<td>54%</td>
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</tr>
<tr>
<td>Staff</td>
<td>7</td>
<td>16</td>
<td>58</td>
<td>1</td>
<td>82</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>137</td>
<td>79</td>
<td>69</td>
<td>3</td>
<td>288</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>173</td>
<td>118</td>
<td>182</td>
<td>10</td>
<td>493</td>
<td>33%</td>
<td></td>
</tr>
</tbody>
</table>
### Was training for the above mandatory or optional:

<table>
<thead>
<tr>
<th></th>
<th>Affiliation with CCSU</th>
<th>Mandatory</th>
<th>Optional</th>
<th>Unsure</th>
<th>(blank)</th>
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<th>% Mandatory</th>
</tr>
</thead>
<tbody>
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<td><strong>Q15) Sexual Misconduct</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
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<td>9</td>
<td>35</td>
<td>4</td>
<td>119</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>58</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>82</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>63</td>
<td>67</td>
<td>158</td>
<td>2</td>
<td>288</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
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<td>2</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>192</td>
<td>80</td>
<td>215</td>
<td>6</td>
<td>493</td>
<td>39%</td>
<td></td>
</tr>
</tbody>
</table>

| **Q20) Title IX** |                       |           |          |        |         |             |             |
| Faculty         | 102                   | 3         | 13       | 1      | 119     | 86%         |             |
| Staff           | 74                    | 2         | 6        | 0      | 82      | 90%         |             |
| Student         | 29                    | 70        | 185      | 4      | 288     | 10%         |             |
| Unknown         | 3                     | 2         | 1        | 0      | 4       | 25%         |             |
| Grand Total     | 205                   | 77        | 205      | 5      | 493     | 42%         |             |

| **Q21) Bullying** |                       |           |          |        |         |             |             |
| Faculty         | 20                    | 16        | 74       | 9      | 119     | 17%         |             |
| Staff           | 23                    | 5         | 49       | 5      | 82      | 28%         |             |
| Student         | 21                    | 69        | 192      | 6      | 288     | 7%          |             |
| Unknown         | 1                     | 1         | 2        | 0      | 4       | 25%         |             |
| Grand Total     | 65                    | 91        | 317      | 20     | 493     | 13%         |             |

| **Q22) Harassment** |                     |           |          |        |         |             |             |
| Faculty         | 52                    | 11        | 45       | 13     | 119     | 44%         |             |
| Staff           | 49                    | 6         | 22       | 5      | 82      | 60%         |             |
| Student         | 34                    | 69        | 178      | 7      | 288     | 12%         |             |
| Unknown         | 2                     | 2         | 4        | 0      | 4       | 0%          |             |
| Grand Total     | 135                   | 88        | 247      | 23     | 493     | 27%         |             |
Use the following scale to indicate how aware you are of the services provided by each of:

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<thead>
<tr>
<th>Q23</th>
<th>Office of Victim Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all aware</td>
</tr>
<tr>
<td>Faculty</td>
<td>20</td>
</tr>
<tr>
<td>Staff</td>
<td>5</td>
</tr>
<tr>
<td>Student</td>
<td>79</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>106</td>
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<table>
<thead>
<tr>
<th>Q24</th>
<th>Women’s Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all aware</td>
</tr>
<tr>
<td>Faculty</td>
<td>9</td>
</tr>
<tr>
<td>Staff</td>
<td>6</td>
</tr>
<tr>
<td>Student</td>
<td>47</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q25</th>
<th>Office of Student Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all aware</td>
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<td>Faculty</td>
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</tr>
<tr>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>Student</td>
<td>47</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q26</th>
<th>Residence Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>17</td>
</tr>
<tr>
<td>Staff</td>
<td>8</td>
</tr>
<tr>
<td>Student</td>
<td>76</td>
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<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>Grand Total</td>
<td>103</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q27</th>
<th>Student Wellness Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all aware</td>
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</tr>
<tr>
<td>Staff</td>
<td>6</td>
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<td>Student</td>
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<td>Unknown</td>
<td>1</td>
</tr>
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<td>Grand Total</td>
<td>46</td>
</tr>
</tbody>
</table>
Use the following scale to indicate how aware you are of the services provided by each of:

<table>
<thead>
<tr>
<th>Q28) Office of Diversity &amp; Equity</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>6</td>
<td>8</td>
<td>16</td>
<td>40</td>
<td>43</td>
<td>6</td>
<td>119</td>
<td>83%</td>
</tr>
<tr>
<td>Staff</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>26</td>
<td>38</td>
<td>1</td>
<td>87</td>
<td>89%</td>
</tr>
<tr>
<td>Student</td>
<td>68</td>
<td>56</td>
<td>63</td>
<td>45</td>
<td>40</td>
<td>16</td>
<td>288</td>
<td>51%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>79</td>
<td>69</td>
<td>89</td>
<td>111</td>
<td>122</td>
<td>23</td>
<td>493</td>
<td>65%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q29) Office of Student Conduct</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>12</td>
<td>13</td>
<td>30</td>
<td>38</td>
<td>23</td>
<td>3</td>
<td>119</td>
<td>76%</td>
</tr>
<tr>
<td>Staff</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>23</td>
<td>27</td>
<td>1</td>
<td>82</td>
<td>76%</td>
</tr>
<tr>
<td>Student</td>
<td>75</td>
<td>45</td>
<td>64</td>
<td>49</td>
<td>39</td>
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<td>288</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>97</td>
<td>71</td>
<td>106</td>
<td>110</td>
<td>90</td>
<td>19</td>
<td>493</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q30) CCSU Police</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>7</td>
<td>6</td>
<td>23</td>
<td>32</td>
<td>48</td>
<td>3</td>
<td>119</td>
<td>87%</td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>24</td>
<td>38</td>
<td>1</td>
<td>82</td>
<td>90%</td>
</tr>
<tr>
<td>Student</td>
<td>19</td>
<td>28</td>
<td>48</td>
<td>77</td>
<td>101</td>
<td>15</td>
<td>288</td>
<td>78%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
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<td>29</td>
<td>40</td>
<td>84</td>
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<td>19</td>
<td>493</td>
<td>82%</td>
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<table>
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<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>19</td>
<td>18</td>
<td>36</td>
<td>21</td>
<td>20</td>
<td>5</td>
<td>119</td>
<td>65%</td>
</tr>
<tr>
<td>Staff</td>
<td>8</td>
<td>21</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>1</td>
<td>82</td>
<td>65%</td>
</tr>
<tr>
<td>Student</td>
<td>78</td>
<td>57</td>
<td>65</td>
<td>36</td>
<td>34</td>
<td>18</td>
<td>288</td>
<td>47%</td>
</tr>
<tr>
<td>Unknown</td>
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<td>2</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>106</td>
<td>98</td>
<td>118</td>
<td>75</td>
<td>73</td>
<td>23</td>
<td>493</td>
<td>54%</td>
</tr>
</tbody>
</table>
Use the following scale to indicate how aware you are of the services provided by each of:

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<thead>
<tr>
<th>Q32) Prudence Crandall Center</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>49</td>
<td>18</td>
<td>14</td>
<td>14</td>
<td>19</td>
<td>5</td>
<td>119</td>
<td>39%</td>
</tr>
<tr>
<td>Staff</td>
<td>26</td>
<td>14</td>
<td>12</td>
<td>18</td>
<td>10</td>
<td>2</td>
<td>82</td>
<td>49%</td>
</tr>
<tr>
<td>Student</td>
<td>141</td>
<td>44</td>
<td>40</td>
<td>20</td>
<td>26</td>
<td>17</td>
<td>288</td>
<td>30%</td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>50%</td>
<td></td>
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<tr>
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<td>217</td>
<td>77</td>
<td>67</td>
<td>52</td>
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<td>493</td>
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</table>

<table>
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<tr>
<th>Q33) CT Human Rights &amp; Opportunities</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>41</td>
<td>16</td>
<td>24</td>
<td>17</td>
<td>17</td>
<td>4</td>
<td>119</td>
<td>49%</td>
</tr>
<tr>
<td>Staff</td>
<td>15</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>13</td>
<td>1</td>
<td>82</td>
<td>57%</td>
</tr>
<tr>
<td>Student</td>
<td>113</td>
<td>53</td>
<td>53</td>
<td>31</td>
<td>23</td>
<td>15</td>
<td>288</td>
<td>37%</td>
</tr>
<tr>
<td>Unknown</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>171</td>
<td>89</td>
<td>94</td>
<td>66</td>
<td>53</td>
<td>20</td>
<td>493</td>
<td>43%</td>
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</table>

<table>
<thead>
<tr>
<th>Q34) U.S. Dept. of Ed., Office of Civil Rights</th>
<th>Not at all aware</th>
<th>A little aware</th>
<th>Somewhat aware</th>
<th>Very aware</th>
<th>Extremely aware</th>
<th>(blank)</th>
<th>Grand Total</th>
<th>At least Somewhat Aware (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>32</td>
<td>22</td>
<td>28</td>
<td>14</td>
<td>18</td>
<td>5</td>
<td>119</td>
<td>50%</td>
</tr>
<tr>
<td>Staff</td>
<td>12</td>
<td>23</td>
<td>18</td>
<td>14</td>
<td>14</td>
<td>1</td>
<td>82</td>
<td>56%</td>
</tr>
<tr>
<td>Student</td>
<td>112</td>
<td>48</td>
<td>53</td>
<td>28</td>
<td>31</td>
<td>16</td>
<td>288</td>
<td>39%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>157</td>
<td>94</td>
<td>99</td>
<td>58</td>
<td>63</td>
<td>22</td>
<td>493</td>
<td>45%</td>
</tr>
</tbody>
</table>

With regards to campus training, in which did you participate? (Please select all that apply):

<table>
<thead>
<tr>
<th>Q35) Affiliation with CCSU</th>
<th>Bullying</th>
<th>Harassment</th>
<th>Sexual Misconduct</th>
<th>Title IX</th>
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</thead>
<tbody>
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<td>23</td>
<td>53</td>
<td>79</td>
<td>102</td>
</tr>
<tr>
<td>Staff</td>
<td>23</td>
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<td>59</td>
<td>71</td>
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<tr>
<td>Student</td>
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<td>86</td>
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<tr>
<td>Unknown</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grand Total</td>
<td>157</td>
<td>225</td>
<td>207</td>
<td>107</td>
</tr>
</tbody>
</table>

*Note - people attended multiple trainings and the total should exceed the number survey respondents.

Notes: Student responses were not restricted to student workers, therefore we cannot differentiate between students who were mandated to participate in training and those who were not required. On a similar note, employees were not asked to report their status as a supervisor and therefore references on Title IX training can be done.

C:\Users\ychica\Desktop\Breakout Reports and V3 Total\For Review\Survey Data and Findings\Appendix X2 - Survey Data Summary
Written Answers and Comments from Survey

1. What else would you like to share about campus training or program initiatives related to sexual misconduct, bullying, harassment and Title IX?

1.1. The type of Bullying I have experienced: supervisor being manipulative, controlling with abuse of power.

1.1.1. Double standards. Lack of Respect, lack of inclusion. CCSU has a toxic culture, there is a lack of team building. It does not feel like folks support one another. There is lack of communication, no sharing of news within the division. Directors and Associates have scheduled meetings, but not the rest of the division. Information from these meetings is not shared. Dept. meetings rarely occur, lackadaisical, when they do occur it is to suit the needs of the Director.

1.1.1.1. Game of Thrones atmosphere. We are at the top, you are insignificant, students matter, we couldn't care less about you. Threat to Dept. PD were only concerned with the safety of the Director, not the staff. did not hear from the Chief of PD. Yet they regularly attend TAT meetings and evaluate the steps needed in these situations. HR is overwhelmed, waiting for a follow up to appt five weeks ago in regard to duties that are outside of job description. Sent an email Monday no response today is Friday.

1.1.1.2. Dependent Tuition Scholarship - As of today have not heard, packet was due 8/23/18. That was 12 weeks ago. Sent an email to HR, was told that it would be reviewed by the scholarship committee. How could it take so long? Continued: Lack of communication, no newsletter, no timely updates. Staff members are routinely being told to perform tasks that are outside of the job description. There is pressure to accommodate the supervisor. NP3 clerical union does not have open communication with Dr. Toro, while AAUP and SSOAF do. Yet during NEASC visit cliff note # 3 stated that everyone has a voice (?) we should meet with Dr. Toro and let her know what is really going on in the departments.

1.1.1.3. Dependent Tuition Scholarship - As of today have not heard, packet was due 8/23/18. That was 12 weeks ago. Sent an email to HR, was told that it would be reviewed by the scholarship committee. Unfair tuition policy, AAUP and SSOAF, their spouse, and dependents have free tuition (Overly generous). Yet the secretaries only have tuition reimbursement, and insufficient scholarship dollars. At the Open Forum Dr. Toro discussed raising 2 million dollars in tuition aid. Why aren't the employees with the greatest need getting more assistance? For themselves and their dependents? The tuition dollars should be on a scale by salary, not by union. When the Dean of students two children have attended CSU schools at no cost is that fair? Lack of upward mobility, when CCSU wants to move you it happens immediately, when you want to move, you get put on the Transfer List, but it doesn’t mean anything, there is no priority level. You work hard, you are smart, and you are not rewarded. After a while you wonder why you bother? Working for a well-connected manipulative supervisor means they hear about your application, and somehow you never get the position. But of course everyone will deny that possibility. Can not speak with the VP, they will only talk to you along with your supervisor, so it is difficult to express the wrong doings within the dept. They appear to not be trained to manage and to lead.

1.2. Title IX is a joke. Stop making it so that the accused are guilty until proven innocent, and leave the forensics and actual investigations to the real professionals. Whatever happened to due process in our country? Both sides should have their stories checked out and questioned with a healthy level of doubt and suspicion, within reason of course. Now, I'm not saying that there aren't victims of sexual misconduct, but certain measures aren't taken to help them out. Also, come on, false accusations hurt the accused with no room for them to recover or to provide their side of the story. Fix it, the whole process is a joke.

1.3. I am fully supportive of training all staff and students on sexual misconduct. As a white male, I understand the need. Yet I also want fairness when a charge is filed. As someone who had a student falsely file sexual misconduct charge because she was rightfully fired from a campus job, I felt the Office of Diversity and Equity handled the matter very poorly. With absolutely no evidence to corroborate the charge, and students who patiently showed that the complaintant had lied, the Office still placed a line in my file that alleged that "something" may have happened. That is just not ok. I take my reputation and conduct with students seriously. If there's no evidence for anything having happened, the Office cannot and should not allege something might have. Facts and evidence matters.

1.4. I have been warned by more than one student (of both genders) not to take courses from a particular professor since he demeans each of his students openly in class. Head of a department too. I have been coached not to confront him. I have no idea how to make a difference in this situation.

1.5. There could be more of it.

1.6. Did not get invited to many trainings

1.7. Ongoing training and mandatory. Campus symbols that represent and read these behaviors are unacceptable. transmit a safe campus with daily messages campus TV’s and information technology.

1.8. They should require a class for students in these areas. K-12 should have a curriculum on these topics, so people start to learn early and before they get to college.
1.9. The first two times I was invited to attend the sessions filled up before I could enroll, so I had to wait.

1.10. We have very strong trainers here. I think it is wise to continue to use them in these matters.

1.11. The Chief of Diversity and Equity office put in a serious risk an employee (or any other member of the CCSU's community) who reports about wrongful, engaging, or doing illegal activity by other member of the CCSU. This is critical, and this is the main reason that many people affected by perpetrators keep in silence.

1.12. delivered through email as mandatory was effective

1.13. I think that it is important to draw a hard line when it comes to harassment, in that regard I believe that CCSU is succeeding. I do feel however, that most of this information is inconsequential to me personally. I do not interact with the rest of the student body due to a very busy schedule from the two jobs that are held outside the campus. For younger students who are staying on campus, I believe it is important to ensure a safe and comfortable environment so the focus can be on learning.

1.14. In trainings I found it helpful when they gave examples and "what to say next" kind of things. It's good to give an overview but it's good to have in your brain "I recognize something is happening and I know what to say/do next".

1.15. Training sessions were very informative. Made us aware of the services offered.

1.16. First, let me say that I don't remember when I did the Title IX training/sexual misconduct/harassment training. I believe it was done online. Overall, I do not think the campus does enough to address bullying. It is a real problem and affects supervisor-employee relationships and peer relationships. I have seen first-hand the devastation caused by supervisors bullying their staff, physical illness, lost work, depression, anxiety, and reduced productivity. Victims feel stuck without access to resources on campus or through the state. Sometimes, they go to their union representatives, but the union cannot address bullying. Its purpose is to make sure the contract is followed to the letter, and has no authority to deal with the situation. Victims have no recourse, and bullies get away with hurling insults (usually thinly cloaked by "professional" emails), excluding the victims from social events, and engaging in other forms of relational aggression (e.g., spreading gossip, excluding the victim from projects that would help his or her career). This university needs an anti-bullying program and protections for the victims. Like it or not, bullying isn't confined to the halls of elementary, middle, and high schools. We adults do it, too. We're just a little more crafty than children and teens.

1.17. I am retired faculty and teach only online and only occasionally. I am teaching now but have not taught for two years so I have little knowledge of what goes on on campus.

1.18. There is a lot of focus on sexual misconduct, harassment and Title IX training and some program initiatives, however, there is no in depth training or programs on bullying at all levels. It's briefly mentioned/highlighted during some of the campus trainings but it's not one of the focus. Many CCSU community members have and continue to experience all different forms of bullying especially in the workplace (in their current and/or across departments).

1.19. I would like to see more trainings on title 9, and title 9 to protect every one regardless of where gender. I'd like to see a zero tolerance for so that everyone on campus feels protected and won't be judged or messed with. I would like to see a more resources to make a supportive campus. I would like to see more classes on campus inclusion, diversity and equity, preventing harassment and bullying.

1.20. You did a great job with sexual misconduct and assault. But now my eyes are open to other injustices. And I need to know how to stop it because #metoo has taught me that our students deserve more. These programs have made me feel safe and embolden and now I am ready to be an amazing member of humanity. You guys did so great responding to sexual assault. But now please tell me you are there for us in all injustices. All students need to know what their rights are with teachers. Also what are our rights with poor quality teachers.

A toxic culture is being created.

1.21. I may not remember the training but I do know that if I suspect or feel uncomfortable about any situation, CCSU has places for me to go to talk about it. What helps is the little stickers seen on various doors (the ones I see are for LBGT safe zones). Maybe it would be helpful to have stickers on those departments where if you suspect or feel uncomfortable about a situation, you can go to the department for help and advise on what offices to go to for additional services. Many students do not like speaking with their peers/faculty and come to the secretaries for help since we are the front line for students at CCSU. They live form a bond as the student goes through the programs and the students know that they can depend on us to help them when they can never get in touch with their advisors or faculty. Secretaries are important members of the CCSU community yet are constantly overlooked. I see functions for faculty, I see functions for students, but I never see functions for staff. I see competitions within the school for faculty and competitions for students, but never anything for the staff. Thank you.

1.22. Bullying from colleagues very frequent
1.23. I think the bullying aspect should be paid more attention to as well. If it already has been, I haven't seen or participated in much.
1.24. I think the current programs and refreshers are quite helpful.
1.25. Perhaps a worded statement that clearly defines what training is required and when it is done.
1.26. More preventative training needs to be done in order to address sexual misconduct, bullying, harassment, and Title IX. More participation in the trainings from faculty and staff needs to take place. Also, there needs to be a consequence for not attending the trainings offered, especially for the mandated ones.
1.27. One hour a year should be enough.
1.28. There are posters everywhere about how rape is bad. I agree.
1.29. The training on Title IX included all of the above, not sure why they are asked separately.
1.30. There was not much done regarding recent situations and that is a problem.
1.31. The focus at CSU is completely on sexual misconduct. There is no option for bullying. I reached out to all of the "services" only to be told there was no policy about bullying. I cannot believe that this survey is even asking me about services for bullying.
1.32. Although it is not directly related to what is mentioned above, I really like the Livewell app and use it on a regular basis.
1.33. I believe that overall we do not have a friendly campus culture. Staff does not feel supported and respected.
1.33.1. Human Resources could be more helpful in addressing these issues. They are very slow to respond. The Diversity and Equity Director is the rudest person I have ever encountered on this campus. She does not greet people, does not respond to emails. Is very dismissive in her body language. Everyone talks about terrible her behavior is, and how she is still here because of her relationship with Dr. Toro. Sarah Dodd on the other hand is respected by everyone.
1.34. I've been employed at CCSU for less than one year, and generally work a schedule outside normal office hours. It has been a challenge to get training that aligns with my schedule. I would be willing to come in a couple hours early. I also am happy to try online training to help build my understanding of CCSU's practices. However, I attempted to take the online Title IX training recently, and it needs improvement: I stopped not very far into the session when I was required to acknowledge having read a 50 page booklet before proceeding. Seriously? How can that be called training?
1.35. You send too many emails. Affirmative action is racist, and if the diversity and equity office actually has work to do on a daily basis I'll be damned. So many offices, such a waste of money. One office could cover it all.
1.36. Instead of just relying on people checking their student email accounts, flyers to participate those types of topics/training should be placed around campus in areas that is known to have people stop and look or at least glance at.
1.37. Maybe have a faculty training day the day before classes start.
1.38. I did not know that there was campus training about sexual misconduct, bullying, harassment, and Title IX.
1.39. It should be a requirement for students to be informed about this. I'm not sure how, though. Everyone should be trained to detect such incidents.
1.40. Everything CCSU stands for is a lie because of the amount of incidents that have been brushed under the carpet. Evidence from A to Z shows that once a consensus was uncovered news has stopped flowing which means that they found says individuals not guilty and remain a threat to the campus due to their ideas over those who have been attacked.
1.41. All faculty, part time and full time should have to participate in all forms of training. It should never be or have been optional since these people interact with students everyday.
1.42. I don't participate in it.
1.43. There is no program in existence to address bullying.
1.44. No one wants to have sex with me because I'm an alien :(.
1.45. I liked during freshman move-in day how the presentation on sexual misconduct and bullying was interactive because it made it fun and seemingly worthwhile.
1.46. I may have received emails about these programs, but I get so many useless emails from CCSU I have stopped checking them.
1.47. I don't recall bullying being covered in the trainings that I have attended but I would very much be interested in something more extensive on bullying. If it was discussed in the mandatory session it was either brief or didn't make an impression since for me all the other stuff did to some extent.
1.48. Faculty have annual Title X training requirements. I am unaware of any consequences for not completing the training. I do not recall hearing about doing this training in the past year, though I have done this in the past.
1.49. Bystander training gave me a lot of information and made me think about my own experiences. I think it would be a good thing if more people went.

1.50. If offered online like a year ago, much more accessible for part time staff who have full time positions at other institutions. Some of my training overlaps because I teach in a public school full time, so hard to recall which training is from which school.

1.51. I believe everyone on campus should receive more training. So much has happened that I believe small group all day classes could greatly benefit people. In depth discussions need to happen. And the discussion needs to continue on.

1.52. AAUP recently hosted a meeting discussing bullying on campus. However, no one knows the definition of bullying, and no specific procedure of how such incidents are handled, at least not clear to the participant. Issues were report that different agencies may not be clear when each should get involved. Overall efficiency is a concern.

1.53. Online training is helpful - particularly for part time faculty.

1.54. Well, given how prominent faculty have been shielded from punishment, I have no faith that change will come until everyone in the administration—including President Toro—resigns. They'll give repeat abusers money to design a mini golf course while paying off his students? And think about how many others there are who've been doing this semester after semester...I report it and nothing changes. The union doesn't care. The admin pretends it's not happening. I have zero faith that anyone in the admin really cares about this beyond a US News & World Report ranking.

1.55. I'm wondering if there is followup regarding those that don't take the training. It says it is mandatory but I hear from colleagues that they haven't taken it and no one checks. Is that true? I think there should be accountability that all faculty take it yearly.

1.56. They weren't effective and now my male urges overtake me

1.57. "How much do you remember?" - Nice spelling goofus

1.58. Exclusionary, vary unprofessional

1.59. The most significant fact about these sessions is their total blindness to the plight of never-married faculty and those who live in non-standard households. As the lesbian scholar Katherine Franke has written, when gay marriage became legal in states like Connecticut, non-marital families lost all of their few rights. Civil unions and domestic partnerships were abolished, and our school moved to a "default to wedlock or lose everything model." At this point never-married professors do the same job for less pay; we can't add another adult to our health plans. Our Security goes right back into the system, and we don't have immigration privileges, immunity from the estate tax, and a host of other bedrock prerogatives. Any program that looks into sexual discrimination must see this as the crux issue. Quite simply, if you live your private life one way (licensed, "monogamous," "permanent"), you're rewarded. If not, your penalized. This must change.

1.60. The training related to sexual misconduct, harassment and Title IX very useful. I think there should be more emphasis on the bullying. I believe the training on sexual misconduct, harassment and Title IX over shadow the bullying.

1.61. My training for Title IX was October 2017, that's why I answered no for the first question above.

1.62. The Office of Diversity & Equity is very unwelcoming and extremely judgmental and biased. They would be the last place I would go for assistance.

1.63. Bullying among staff ought to be discussed more, better explanation of what bullying/hostile work environment actually entails. In small depts., it feels like you have no recourse, since if you report it, it's likely the bully will figure out who made the report. Same with doing it through the union. Then you're stuck working with the bully, who now knows you tried to get help.

1.64. I have participated in several mandatory programs in the last fifteen years and yet we still find that some faculty don't seem to get it. I have several advanced degrees and don't (as in DON'T) need another seminar or training session. I get it. Let's not keep doing the same thing over and over again. We are all very bright, well-educated people.

1.65. For me it is just better to stay away from people at school.

1.66. The training I've received has been practical and effective, but focused almost exclusively on high-level legal issues and definitions of what is a problem. Very little emphasis was put on the middle ground of who on campus is best positioned to handle various aspects of the cases.

1.67. Bullying - male on female primarily - continues to be a big problem on campus.

1.68. I have not attended any seminars or information sessions because I come to class as a commuter and I do not spend a lot of time on campus.

1.69. Seminars were okay, too much focus on how evil white men are though. At some point, when does this go too far? We are all adults here and holding those accountable for there actions are great, but accusing people of harassment because one feels threatened is a little too far.
1.70. There is no training on workplace bullying. There is no policy on workplace bullying. Each year the president issues a proclamation about it, but there needs to be more.

1.71. I think our university does a wonderful job making sure faculty, staff, and students attend these trainings and holds everyone accountable. However, in light of recent events, I think it would be great if more specific, tangible strategies (i.e., best practices) were given, faculty, staff, and students, on how to prevent and confront sexual harassment and misconduct. More importantly, both victims and bystanders need to know that they should speak up and that their voices matter and will be believed.

1.72. They should just put out a document all over campus and sent to us in the mail to our homes that tell us what services are available and where to go. A lot of us don't bother with those emails or coming to campus on extra days for training or seminars. Many of us work and can't go.

1.73. Because of my educational training and personal orientation, I think I am fairly informed about Title IX, sexual misconduct, bullying, and harassment. I would not welcome mandatory training in these areas. The most useful thing would be to have resource sheets or some handy reminder of how to counsel or direct people in need of help.

1.74. I am currently a grad student who is only on campus a few hours a week, so I haven't paid as much attention to this information. However, when I was a residential undergrad at CCSU I thought this information was very well shared and taught.

1.75. Administrative faculty should be listed on succeed surveys as faculty not staff. We feel there is an effort a foot to diminish our credential and standing as faculty on campus in the very apparent and new effort to simply refer to us as "staff". We have a long history at CSU at being referred to as administrative faculty as some recognition for our advanced degrees? Suddenly in last two years we feel demoted? It feels somewhat like a bully!

1.76. I think faculty need information on what constitutes bullying of other faculty and non-faculty staff.

1.77. I did not know that we offered training or even a definition of or prohibition against bullying. I did not know that we offered any protections for workers re: bullying. I have seen enough bullying in my department and have seen people leave here that it seems clear that the leadership of this department does not feel any restrictions on such activity. I was told by the union to lay low because I do not have tenure, so I can do little about this. I am hoping that the task force and President Toro and her administration will be able to address this issue.

1.78. I didn't go to one of the forums on sexual misconduct because a past professor of mine was going to it and he had no business being there because he didn't report his colleague's misconduct so it greatly perturbed me.

1.79. Should be mandatory for all incoming students (transfer or freshman)

1.80. As a new adjunct, I have not been so any training yet. I was hired after the summer session and have not been able to attend any other trainings. I would like to see an online module for people like me. I am a retired educator, so I have received training in my previous school district.

1.81. The on-line programs make it quite easy to be in compliance with program requirements and it allows individuals to review information at a later date by using program links.

1.82. They should've been teaching more about this before college, I don't know if you guys go over any of this stuff during orientations or anything, but you need to inform people as soon as possible about the policies and actually enforce them.

1.83. I went to Orientation yesterday so they mentioned this information.

1.84. There was a Bullying Proclamation by the President in October for "Freedom From Workplace Bullies Week" It should not just be a week, it should be all year round. It should be a part of the campus culture. If everyone keeps focus to the mission of the university, there would not be any of this nonsense that gets in the way. How can departments be proactive and provide great programming for the campus if all their time is tied up into nonsense.

1.85. Mandatory training should be available on-line, especially when part-time faculty are required to complete it. Part timers often work at multiple campuses and have restrictive schedules.

1.86. You are surrounded by bullying, harassment, Add people who just don't understand anything about people with Disabilities... Because here at css you nobody gives a krapp about anything but Themselves. If I wasn't this far in to my degree I would have Transferred...All of this stuff needs to be addressed I'm think that everybody should be aware of this and how it makes people feel.No more optional programs.

1.87. Title IX concerns discrimination based on sex in general; it is a sad joke to have "mandatory" training with a focus on few aspects of such discrimination while the administration gets away with coverup of sexual assault, failure to provide child care, and systematic sexual discrimination (e.g., paying female faculty less than male faculty). When bullies rise to the top, how seriously are the rest of us supposed to take anti-bullying statements coming from the administration? There are issues of power, structural issues, here that need to
be addressed. Until this campus addresses its sad history regarding these issues and until structural aspects of discrimination are confronted, any training directed at those of us at lower levels is not likely to be taken very seriously. Yeah, I'm supposed to sit through an annual PowerPoint—where was that training when Jack Miller tried to return Moises Sainas to the classroom? where was that training when the trustees promoted Dick Judd to president? In any case, open discussion, top to bottom, is more valuable in generating real change than the occasional canned presentation.

1.88. I think the online training on misconduct, harassment, Title IX is quite effective. It clarifies a lot. Something similar should be done with bullying. However— I think a problem is that when people think of that, they think of someone red in the face and shouting. However, a HUGE problem at Central is social exclusion. It is petty and vicious. And it costs Central in the resultant disengagement. An employee only gives their all when they feel valued. To be shut consistently out is one of the worst forms of invalidation. One dimension of this is administrator attitudes towards faculty. In more than 20 years at Central, I don't think I've had to email administrators all that often. But it was clear to me that in the last 5 years, it became the norm to simply not reply. It's not easy to feel like part of a family when you're made to feel like an untouchable. But I must say Dr. Toro is a breath of fresh air. She is working to change this culture. But it will be a struggle.

1.89. The training is very thorough and comprehensive. The instructors are very professional delivering difficult topics. Maybe the training should have some variation so they are not repeating the same things annually?

1.90. I've taken classes in CJ that really push for their students to know these things, but I don't necessarily believe all majors do this.

1.91. Regardless of the training, if managers continue to bully, their loyal employees and colleagues will repeat the same behavior and our campus culture and productivity suffers endlessly.

1.92. Students don't get the information necessary— the only time I was told about recognizing bullying/sexual assault/violence was my transfer orientation and not all students go to that. Not enough awareness.

1.93. It's tough to answer combined questions relating to both sexual misconduct and bullying. To clarify, I've received far more information about SM than bullying.

1.94. As a part-time faculty member, I have never heard of or been offered training on either bullying or harassment.

1.95. I would like to know how much of a problem these activities are on campus.

1.96. In the past 12 months I have seen CCSU in the news regarding sexual misconduct issues. I have also become aware of all the efforts our new administration led by our new President, Dr. Toro to assess the current investigation procedures to then implement more efficient policies and practices to address sexual misconduct, bully and harassment. However, I have not seen any new strategy implemented or any new training developed or offered. I am expecting to see those changes as outcome of the Task Force work through its recommendation. I have seen announcement of the same sexual harassment training that has been offered on campus for many years but nothing new.

1.97. I think there was mandatory training for newly admitted students. I think there should be mandatory re-training every year for all students and faculty and staff.

1.98. There are a few too many meetings for everyone to remember everything that is covered in every meeting.

1.99. Regular efforts to develop campus-wide awareness of processes and responsibilities are very important.

1.100. The codding of students makes them ineffective in the workplace. Perpetuating a victim mentality, has a damaging effect on the young mind. Why have you not invested in providing outlets such as (clubs, resource groups, and technical programs) that would build individuals self confidence, esteem and self worth. This would make them resilient to the negative effects of bullying, outside of school "in real life" the world does not care about bullying or mean people. Those who can cope with this and be resilient, will be successful.

1.101. CCSU offers multiple opportunities to participate in high quality training. The training does not simply meet the minimum requirement, but work to ensure the presenters are knowledgeable and engaging and the information relevant.

1.102. It should be more advertised with engaged booths set up once in a while to the public on campus instead of hiding behind flyers and side events that possible students may not be able to attend due to classes. Like when have you seen a booth of the women center welcoming students besides tour days for incoming freshman... like where are they hiding the rest of the year? Same with other programs.

1.103. I don't think this is a real problem on campus. CCSU is a safe community of respectful students. Sexual assault as a topic has been hijacked by ideologues who have twisted it into a new McCarthyism.

1.104. I think there should be more options for trainings. I never heard of any or known of any going on.

1.105. A one time video may not be enough to support campus training.

1.106. I am not sure there has ever been any training offered regarding bullying. I know of a few people who need that training.
1.107. I think all students should be required to take training on these topics during orientation. We do training for alcohol abuse. These topics are equally important.

1.108. The discussions are very broad, and it could make faculty and staff unclear about what they can and cannot do. I'm already versed in diversity & inclusion, but a lot of people at my table weren't, and they felt insecure even as they clearly wanted to learn. At my training, when discussing a pretty terrible example of racism in an art class given by the diversity and equity office, those instructors who suggested the harshest punishments with little understanding of learning were applauded over others who discussed "calling in" or who asked for more context for the example. The art-class example lacked any context for making an informed decision and encouraged faculty to bring the offenders to immediate shame and punishment. Sometimes that's appropriate. Sometimes there are other and better approaches that model empathy and learning across identities. It would be beneficial for those who are doing the training to offer more nuance and to bring in anti-racism materials that demonstrate best practices. Otherwise it can become an exercise in instilling fear in faculty about doing the wrong thing and reminding them that they can be taken down, their careers ruined, at any moment. This only echoes a general and national division between student and academic affairs, something that need not be. It would be great if the members of the office of diversity and equity could model Robin McHaelen's approach in her segment about the LGBTQIAA+ population on campus. She fiercely protects LGBTQ youth while understanding that not everyone in the room will have the right lexicon for working with them yet.

1.109. Had to do some kind of mandatory training before the smester started. Im a transfer student.

1.110. The trainings I have been to have been very informative.

1.111. I think that the training courses should NOT be offered online. Its not enough. As someone who took the cyber security and Title IX courses online for an on campus part time position, I think that are lack luster and easily cheatable. Even though I thought they were important I did not watch the videos and blasted through the questions anyways because I did not have a lot of time and I though I knew everything already. I think these course for staff and faculty should have to ne in person courses. Im aware that some mandatory in person course happen already, specifically for athletics. I think they should be all mandatory and in person.

1.112. I find the training sessions helpful and especially enjoy the learning videos to watch at my desk so that I can go at my own pace and not leave my office.

1.113. Tenered Faculty do not take it serious.

1.114. The online trainings in my professional opinion miss the mark, and give the appearance of all we want is to meet the minimal complaint standard.

1.115. Please put scenarios on the webpage for review.

1.116. More emphasis needs to be placed on bullying and harassment. There seems to be confusion with the definition of bullying in the college setting. In addition bullying takes place all the time usually in the form of microaggressions.

1.117. I do not support my tuition money going to supporting these useless, unnecessary task forces and workshops. we have legitimate majors that could use funding, updated classroom, labs and equipment but instead we waste money on these completely useless things.

1.118. There is NO bullying policy and NO definition of bullying.

1.119. There is no training or anyone on campus at all who will help with situations of bullying. Bullies are rampant at the administration and when you bring that to the attention of HR or the administration, nothing is done.

1.120. Lots of stuff on sexual misconduct, title ix. Nothing on bullying, which made some of these questions difficult to answer, as you put the two together.

1.121. I think the university has really stepped up the training and outreach and doing a very good job.

1.122. This survey seems to be addressing marketing of CCSU programs, rather than actual awareness of the issues themselves...

1.123. There is bullying that has taken place for many years in the Department of Mathematical Sciences, specifically the Math Education Group. Many complaints about this person were filed with HR and Diversity and nothing has been done about it. It seems that everything is thrown under the rug. The climate at CCSU seems to encourage this behavior particularly now that this particular person is the Chair of the Math Department, and has the support of the Interim Dean SEST.

1.124. I'm glad that bullying is being recognized as an issue. I think a lot of passive or covert bullying is directed junior faculty, especially those faculty that are young, unmarried, and without children. More focus Should be directed at these issues between faculty/staff instead of only focusing on students.

1.125. Training should be reinforced more.

1.126. As a commuting transfer student over the age of 30 who is female I think it's disgusting that I was forced through alcohol awareness training but not told what I should do in case of sexual assault.
CCSU Task Force Survey - Comments

1.127. I enjoyed my training sessions for these topics. They were very informative -thank you.

2. What standards, process, procedures, communications, education, and other recommendations will you like to see in place on Campus to prevent sexual misconduct and bullying. Comment (500 words).

2.1. Suggestions: Forums within groups/safe place to share information.

2.1.1. Confidential reporting of issues without fear of retribution

2.1.2. Vertical communication- confidential review of Director and Senior Staff – what is working, what isn’t.

2.1.3. The Director in Diversity & Equity is greatly disliked across all lines of campus, and does not emulate the standards that Dr. Toro embraces.

2.1.4. I hope that this information is truly confidential.

2.2. Well, if we taught people not to be such big babies and to learn that words are merely sounds coming from the mouths of people who have nothing better to do with their time, then I think we would be just fine. Either that or we could just start crying all the time and let everyone have their way with Title IX. Nothing keeps a member of CCSU in peak physical condition like being sent on a wild goose chase. Also, help the accused as much as the accuser.

2.3. I think we have good procedures in place. That is not the issue. The change in culture is, and we are seeing that very needed change. It will not happen over night and there will always be some, both men and women, who act improperly. That is human nature and sex is a matter of power and a driving force for male and female interaction. Look at the sex industry in our nation. You cannot snuff this out in an instant, or perhaps ever. That doesn’t mean we can’t change expectations and conduct on our campus. We can, and are. BUT, don’t turn every charge of misconduct into a hysteria and a potential witch hunt. Treat each case with seriousness and a full investigation and don’t let speculation out during the process. That doesn’t help anyone, especially the CCSU community. Don’t drag us through the mud of media every time a charge is being made. Waiting for the results of an investigation is not a cover up. It’s prudent, solid, fact based investigating. Let’s not place people on leave unless we have real evidence. What was done to Richard Bachoo was travesty and the University will ultimately pay through the nose for it. $$$$$

2.4. Remind students to document the time, date and event and record it possible.

2.5. I came to CCSU for job retraining after reporting allegations of misconduct more than a decade ago. At this point, what happened is irrelevant, and to the best of my ability, I am trying to go forward on a positive path. Because it was my understanding that I was mandated to report, I did so without expectation that retaliation would result. The experience has been difficult for our family.

2.5.1. With that experience in mind, a clear, enforceable policy that allows for good faith reporting without retaliation is an important value for me based on my experience and the naiveté and trust with which I reported. While some people may report misconduct for deleterious reasons, most people take quite a bit of time of make a report if they make one at all. Self-blame and residual shame can result.

2.5.2. I have been relieved by Dr. Toro’s supportive response to allegations in the spring and for her willingness to include resources beyond her office.

2.6. No tolerance policy that clearly outlines the behaviors and actions that are not allowed with the resulting consequences if the rules are broken. A recommendation is to make it mandatory for all students, faculty, and staff to confront bullies while the victim is being bullied and to report incidences of bullying when they occur.

2.7. Each department that deals with sexual misconduct and bullying should send out information on the services that they offer.

2.8. Frankly my opinion is what you call harassment, bullying, assault etc. Is laughably broad. College campuses have never been more inclusive and safe, yet we act like students are so unsafe. There only thing being kept of University campuses is free thought.

2.9. Utilize all forms of communication especially websites and handouts. Also, presentations and reminders of new processes. Hotline system would be helpful. Provide incentives when possible to attendees.

2.10. A ban on faculty or staff having sexual relationships with students

2.11. There should be one unbiased location to receive and handle cases of topics.

2.12. For the unions to support attempts to stop inappropriate actions from occurring as opposed to working to reduce the impact of disciplinary actions on members who participate in inappropriate actions and behaviors.

2.13. More surveys like these and other outlets for students, faculty, and staff to express their concern and also gratitude.

2.14. The Diversity and Equity Office reinforce the policy, of “bystander” which is defined as a person who observes a crime, an impending crime, conflict, potentially violent or violent behavior, or sexual misconduct, bullying, workplace harassment in the University. Besides, that office should implement a policy or standard that coercion is verbal and/or physical conduct, including manipulation, intimidation, unwanted contact, and
express or implied threats of physical, emotional, or other harm, that would reasonably place an individual in fear of immediate or future harm and that is used to compel someone to engage in sexual contact.

2.15. education and acceptance

2.16. There has to be a safe place for victims to go for help. A policy should be instituted that addresses forms of bullying with consequences for the bullies. For example, a policy might say that supervisors may not exclude people from projects that would help their careers and for which they are qualified (of course, "qualified" is open to interpretation, but a policy could get more specific). Deans and chairs may not change people's schedules or take them off projects for no reason. Chairs may not assign "favorite" adjuncts to the most coveted courses and time slots. DECs must make fair judgments about candidates' work, and if there is some question, third parties should be brought in to assess the candidates' work (and there should be a clear procedure for doing so). Victims need advocates and bullies need consequences.

2.17. Nothing more is needed I think

2.18. I would like to see more bullying training and programs across campus addressing the different levels and types of bullying especially in the workplace. Anyone who supervises students, full or part time staff should go through a mandatory bullying training on yearly basis just like Title IX & harassment. Resources and options should be provided to all campus community members on a yearly basis not just when someone is reporting their experience.

2.19. I would like to see more panel discussions on sexual assault, domestic violence, mandatory training sessions for every student and faculty at CCSU, and incoming students, more detailed tours at cssu of the services the school offers such as the wellness center, nurses office, tutor centers. More diversity training for our students and faculty. Panel discussions about how to report domestic violence, sexual assault, understanding how to make reports, who to go to to make the report. Zero tolerance for Sexual Misconduct, and bullying. Offering classes that students have to take to graduate educating them on diversity and inclusion, and preventing bullying, and sexual misconduct.

2.20. I want to share something regarding when I feel unsafe the most on campus. I have classes until late evenings and on fridays too. By the time I leave for home, the campus is almost empty and there are very little number of students and staff on fridays. When I go into garage for my car, I feel very unsafe. It's so empty and nobody is there to look out. Sometimes my car is on 4th floor and I feel very scared at that time. I am not sure if something can be done about it but I just wanted to share that. thank you for caring about us.

2.21. Tell us how we will be protected. What are our rights when the poor quality of teachers are putting students into states of depression and anxiety? Make it clear that you support your students. Tell us that when we give you our vulnerability you stand beside us.

2.22. Stickers for offices that fight bullying and misconduct so students know that someone on the other side of the door will listen. The secretaries are always there for them. We work 8-5pm throughout the school year. Faculty are far and few between in their offices and are gone on fridays, during school break and off on summers. They do not bond with the students that the staff does. Students are more likely to come to something that is constant and always around - not a fly-by-night.

2.23. I think CCSU already does a great job of this. But as a survivor of assault, I'd hope for there to be more safe spaces to just be. I don't know if CCSU provides this, but at my previous university, I was able to call campus police or campus security to escort me around whenever I felt the need for it. It was for my safety and they took it very seriously.

2.24. Can't think of any!

2.25. Some way of collecting anonymous information from students and faculty as to their experiences and observations on these subjects. Perhaps periodic surveys that avoid bias of respondents that are known to have had negative experiences. This might identify current or potential problems that might not otherwise be reported.

2.26. I believe all sexual misconduct investigations should be 1 process with 2 investigators. All complaints about staff, faculty, and students should be the same process - if it is centralized it will make reporting easier. Also, it can be known that true experts are the ones investigating the complaint. It should be moved away from a single investigatory model and the decision maker should be separate from the investigator. It is a best practice that needs to be followed.

2.27. The posters about how men, women, and transgenders can all be the victims of sexual assault are dated. They're from at least last year and do not include enough subcategories of transgender.

2.28. more efforts should be done to educate students and faculty on finding common grounds before talking about divisive identities, on developing critical and rational thinking instead of encouraging them to think emotionally and act on their feelings. the standards, the process, and the communication should focus on emotional intelligence, not on intolerance and "zero" policies. frustrated, depressed, and emotionally unstable people should learn to grow.
2.29. Don't keep professors on staff that repeatedly molested students for 20 years, putting so many students in danger. I'm honestly disgusted that he is still employed by this university.

2.30. The office of diversity and equity is a joke. My complaint was handled by asking questions that resulted in the offenders being "innocent" because the right questions were NEVER asked. If I had the money I would ABSOLUTELY take legal action against this sham of a process. You should be ashamed that good people are bullied at work and everyone wants to look the other way and let the bullying continue. A JOKE of a process.

2.31. I am affiliated in student government and the women's center

2.32. Just think it's pretty crappy that supervisors force student workers to use their personal accounts when the supervisors are supposed to have requested student worker accounts for them. Students pay for their student account. (Looking at you reslife)

2.33. All students should be required to complete the Haven program as it was very beneficial at my previous institution.

2.34. There should be a way to review and give feedback in regard to the administrators that you report to. Administrators should know that employees have a right to speak up when procedures and/or culture is toxic. The leadership in Student Affairs has been very weak. There is something about the university setting that brings out egotistical self-centered behavior that goes on in the silos of the campus.

2.34.1 Offer more workshops, anonymous reporting, streamline the HR process. Give your employees a voice and respect us for the demanding work that we do every day.

2.35. As a relatively new employee, any sort of decision chart or diagram that offers guidance on what to do would be extremely helpful. Recently a student worker in my department was accosted by (apparently) another student, which made her uncomfortable. But she delayed telling anyone in authority and when I learned of the incident ~90 minutes later, I did not know what to do. While I reported it to my supervisor in writing, it is clear now that other student workers have been rattled by the incident and I wish I had been better prepared to be supportive to the student and do something to effectively resolve this issue.

2.36. What is bullying when you're an adult? Coddling people is not good. I'd like to see less emails and prodding for bullying and sexual misconduct.

2.37. More support from cie

2.38. I would like them to make it really well known and not something that has probably been heard of. Not everyone checks their student emails and or gets notifications as constant as you may think. I think posters around campus would also work to get peoples attention to participating in those kinds of talks/training also, I think if they made a day where you play some sort of educational games and win t-shirts or printing credit etc. it would help to motivate others to join in on it but also educate them about sexual misconduct etc

2.39. Offer occasional days like one Friday morning a month or another weekday where a couple Centers, services are showcased. A small informational type session...for example, coffee and cookies learn about the women's center and Office of Student Conduct or learn about diversity and equity center and cosu police. Short sessions.

2.40. I think many people know that CCSU has some institutions related to sexual misconduct and bullying, but they still do not know what are sexual misconduct and bullying behaviors that should be reported. Hopefully there will be more individual training sessions or meetings for students, faculty, and staffs about that.

2.41. A police officer in every area of the campus. Every building/floor. For precaution.

2.42. Desicions need to be publicized!! All of them...

2.43. Periodical reminders on where and how to report or get information about harassment and bullying.

2.44. Formalize process to report bullying incidents

2.45. "More alien friendly humans. I feel outkasted that I don't have a "penis"( whatever that is)

2.46. Why can't we just all get along!!

2.47. Should be mandatory for athletes so they aren't disrespectful to women around campus.

2.48. Implementation of a bullying policy

2.49. I would like to see a comprehensive campus survey about these topics.

2.50. "Sympathy and care for victims. I think teachers should be trained in how to discuss these issues and be informed with information that is up to date. I would like to see more events on campus that are interactive where you can learn the signs."

2.51. "A multi-step approach to training. Intensive training, followed by follow-up sessions, maybe at 3 month intervals for the year. The follow-up should be "scenarios" where groups of maybe 5 work through, answering what was done wrong, how else could things have been handled, how to recover... "

2.52. Don't overlook bullying as it is more common than sexual misconduct and although subtle, it builds up a culture and damage the environment. People may have perceived bullying not as important as sexual
misconduct. We should build an environment at Central that makes it a happy place to work, for reasonable people...

2.53. I'd like all the sealed records opened up and every faculty member and administrator involved in covering up assaults to be fired

2.54. let's dab on the bullies

2.55. I think we should have an economic solution to sexual misconduct and bullying. Like cap and trade but instead of pollution credits its bullying credits. u can bully as many people as u have credits and the best bullies can buy bully credits from the worst ones so u get an even amount of bullying

2.56. Social credit scores for students. So people can identify who is a good person or not, voted for online

2.57. I would like to see a two-day seminar that deals with non-marital discrimination. It would detail the imbalances and describe exactly what people "get" from the system for marrying. It will explore language, such as the fact that non-marital children are frequently described by our faculty as "illegitimate" (unacceptable) and that family is used to denote licensed, nuclear pairs in publications like the Lexington Group newsletter. It would present realistic facts about non-marital people (we're as healthy and happy, as long-term studies show), we do more community service than marrieds, and we build our own families rather than working from a script. The seminar would end with the consideration of a "valuing all families" approach to relationships and subsidies, as are available in New Zealand, Sweden, and France, to name a few places. These reforms will diminish the acts of sexual assault and bullying, I believe. Most important, they will put us where we belong ethnically and politically: at the forefront.

2.58. Better defined processes and outcomes.

2.59. Everything is kept quiet and training seems like they are only given to select areas of campus instead of campus wide.

2.60. Better reporting and better handling. How we have a theater professor who got away with his treatment of women (students and faculty) for years and years while we were doing the same training over and over again is beyond me. How about locking him up for starters. That would send a message. Another seminar is NOT the answer.

2.61. I don't know.

2.62. The biggest problems I've seen have been associated with very long tenured staff. I personally don't see much hope for change there, but I hope that as new staff are hired to replace them, we can do a good job of on-boarding them and instilling a positive culture in them.

2.63. More face to face training.

2.64. Ms Rodriguez from the Diversity office is completely useless. She actually empowers bullies instead of protecting victims. Replace Ms Rodriguez with someone who actually cares about victims and who does not protect bullies because they are Hispanic like her.

2.65. As in all parts of our life, gossip and slander should not be acceptable. I would like to see that reinforced and students and staff be reminded that gossip and slander are another form of bullying. Both have ruined lives and it is not acceptable. We must start individually to stop a conversation that is inappropriate or uncomfortable.

2.66. More transparency in regards to students and faculty on campus who are being investigated for sexual misconduct or bullying; as participants of the University, we have a right to know those who have been labeled a threat and how the investigations conclude.

2.67. I feel like maybe CCSU should cut ties of being able to use BlueChip at Central Blue Moon because the owner is a pervert and I'm sure a lot of sexual misconduct occurred between him and the students of CCSU. Many students have said he is a pedophile and has inappropriately stared or said vulgar remarks about the female students, especially and gets away with it. Thank you.

2.68. A female conduct officer with actual legal training plus gender studies training. A female o buds person who understands bullying.

2.69. You guys think educating will solve this problem? No. You need make rapists afraid to be abusive. You need to make real change on this campus.

2.70. It would be great to have periodic and prominent guest speakers on the topic for the campus community and in classrooms.

2.71. More campus police around campus. More "blue stations". Clearer instructions on who to go to in a non-emergent situation.

2.72. Faculty listserv should be monitored for bullying...

2.73. Investigating sexual misconduct right away, following through with the investigation, and taking victims seriously.
2.74. Campus culture starts at the top. When administrators and faculty are afraid to contradict the president or feel that doing so would be futile as well as harmful to their standing, it’s hard to create an atmosphere of openness.

2.75. We need to continue having visible events and information that reinforce that all people on and off campus are equal and must be treated as valued human beings. Events that let students express this and vent frustrations are also necessary still and valuable, such as the Women’s Center’s events. Looking to the future, the campus needs to get student organizations to host voter registration drives.

2.76. *Termination of any manager/department head who engages in bullying / harassing / sexually inappropriate behavior. No such managers should be protected by the union.

2.77. A statement from the Provost (and follow through from the Provost as well) saying that any signs of bullying, harassment, or sexual misconduct will not be tolerated at CCSU. This must be true no matter what position the accused person holds & whatever they may have brought to CCSU in the past. In the long run, supporting a bullying / abusive climate at CCSU will cost this campus the ability to recruit - faculty, staff, students, and funding. Word gets around after a while. There are websites where people share about bullying workplaces, so CCSU could get flagged, if it is not already.

2.78. If the provost sees something inconsistent in a boss’ handling of a department member, they should probably question what’s going on. If, for example, a formerly stellar employee is suddenly identified as not getting along or somehow being a problem, particularly right before tenure year, shouldn’t it raise a red flag?

2.79. Bullying should be investigated by a third-party who cannot be swayed by their own prior experiences with the accused (just because the person didn’t sexually harass / bully a bunch of women doesn’t mean that hey didn’t harass / bully one in particular) or be swayed by the fact that they will need help from the accused in his / her role sometime in the future.

2.80. There are clear definitions for bullying in the literature from the Healthy Workplace Advocacy groups - http://healthyworkplacebill.org/problem/ - and from Workplace Bullying Institute - http://workplacebullying.org/individuals/problem/definition/ - that should be shared with all people at CCSU who supervise other people, particularly those who are department heads and can make or break others' careers. There is a Clark’s Civility Index to help all people pay attention to their own levels of "civility."

2.81. If there is high turnover in a department, regardless of the supposed reasons of each individual leaving, notice it & investigate it, as it may be a sign of bullying/hostile work environment.

2.82. Have a third party firm conduct 360 evaluations regularly for anyone in a position of power to ensure that they aren’t abusing that power. Have those three parties track down former employees and ask about bullying behaviors with the former boss. Local HR/ODE personnel cannot be trusted to do fair evaluations/investigations as they know they have to work with various parties in the future.

2.83. The Ombudsperson’s office & the union see some of the issues with various departments. Why can’t the Ombudsperson push for a third-party 360 evaluation of the manager of the department? Why can’t the union also do this?

2.84. The moment someone points out that they are being bullied, protect them from that manager ( & any accomplices that they may be using as tools in a bullying/mobbing campaign). Bullying bosses may weaponize the process of investigation and their positions of power to get people to falsely testify against others."

2.85. I’ve been on campus for 3.5 years now and I have only heard of one sexual assault case being solved and helped. I knew a couple people who went through a bullying/stalker experience and they went for help, the other person involved didn’t even get in trouble or a court meeting, they got a warning. Warnings don’t stop people from doing bad things, consequences do.

2.86. To have a non-tolerance policy for bullying, if one is not already in place, and make it so that on the first occurrence of bullying, whether verbal or physical, that the bully is automatically expelled from Central in order to deter other potential bullies from bullying and to ensure the emotional well-being and safety of students, faculty, and staff.

2.87. I want to see less male staff members at the forefront of the conversation and more women/nonbinary people spearheading this initiative. After the theatre dept incident occurred, the school sent out an email saying students could talk to the chair, Scott Bartley for concerns and he’s one of the last people who should be talking to women about that on campus, for his own indiscretions.

2.88. Monthly staff meetings for all departments and services on campus (professors, dining hall staff, etc)

2.89. You need to get in the heads of the party people on campus. The things you see at a college party are uncomfortable and unsettling to see. A lot of people don’t understand that even their significant others can sexually assault you.

2.90. I would say having more workshops available and having open communication with every department and professors on campus. Certain departments can only do so much, but extending the conversation to
professors and students. Maybe making it apart of class to give students room to ask questions and start a conversation on the topics of sexual misconduct and bullying. Therefore, instead of just writing it on the syllabus and having students read it, extended more conversation and have the resources listed so students can be more aware especially regarding what department does what specifically and who to go to. I also feel like we need to know see the actual faces of those departments who do more outreach to know where and who they are.

2.91. "We're all aware of the woman center because the emails and flyers never stop. It's a bit annoying when you think you're getting an email from your professor. All of the other places I had no idea about."

2.92. Open the closed doors. Sunshine is the best disinfectant, and there is a lot in Davidson that needs disinfecting. It's interesting that "campus climate" is mentioned at the top of this survey, but not in the questions. The climate on this campus includes deep racism and sexism that need to be openly confronted. Yes, tinker with the details of judicial procedures (in which, now, neither accuser nor accused have any real rights—just the administration doing its thing behind closed doors), but also address the big problems and their history that corrupt the moral core of this campus. Openness is messy, there's no tidy "best practice" HR handbook for openness and the discussion of history, but it's the right thing to do. Will you take the lead?

2.93. While a lot of information is necessary for sexual misconduct, it needs to be made clear what is done to report. You tell people to call 911 in an emergency; you don't give them a list of 10 numbers. Don't let your eagerness to list all your resources make reporting an incident confusing. As far as I know, bullying is totally unaddressed at Central.

2.94. Some people are print-oriented learners and some are pictorial learners. Maybe have posters or even a comic-book style brochure to provide examples of what is and is not sexual misconduct and bullying.

2.95. I'd like to see more about ACCOUNTABILITY and follow-up. There have been a few high-profile CC SU members placed on "administrative leave" for their misconduct but there never seems to be any follow-up on their status. Are they still being paid a salary? This sends the wrong message to students. I've heard comments from students to the effect of "nothing happens to them" which I suspect will make people hesitant to come forward with future concerns/complaints.

2.96. One of the issues is that instances of faculty bullying and harassment have been reported for years and nothing has been done. The person has never had any consequences for comments and deeds against women and minorities. The Office of Diversity seems to have no teeth, and many of us have realized that it is a waste of time to file a report and only results in negative interactions with the faculty members who have committed these infractions. When a faculty member is in a position of relative power, these activities and comments have thus continued unabated for years. It is extremely frustrating and many faculty and students believe that it is not worth reporting infractions.

2.97. I'm a transfer student and the orientation did not mention that once. No one reads a handbook. Even just making teachers have their students watch the TEA Consent video I think is adequate enough

2.98. I would highly recommend an investigation take place focusing on the Information Technology Department. A reorganization of the department is just one step in the right direction, removing the destructive and hateful behavior is long overdue.

2.99. Events to describe all of the above

2.100. "Either give the Ombudsperson option some teeth or remove it altogether. It's pointless to seek assistance for an issue when the advice he can offer is:

2.100.1. to make a formal complaint to HR and/or D&E and, if they deem the circumstances a non-issue, return to the same work environment with the same player(s) (risking the work environment becoming even more hostile);

2.100.2. to ask why we don't leave our current position, when we're not the problem.

2.100.3. Sure, an ear and a sounding board might be helpful but sometimes it's clear more action is required. Placing the onus of initiative squarely on the person seeking help is not helpful, nor often fair. For example, a simple request for my supervisor to get supervisory training (offering concrete examples of why it's needed) was met with the above responses from the ombudsman, even though some 25% OF THE ENTIRE FACULTY AND STAFF in my department went to him for help. Really? Wasn't the sheer volume of visitors alone indicative of an issue?

2.100.4. I'm growing increasingly concerned this University has deeper morale problems and interpersonal issues than can be resolved by surverying and disseminating information. While those actions are a good start, every single employee should be provided the option of an in-person interview with an impartial third party. If outside assistance is required to get the job done, then so be it. If we're to get to the bottom of this climate issue we're clearly having, the effort and expense will be worth it. Thank you.
2.101. We need some acknowledgement that one of the groups on campus that can and does get bullied is the part-time faculty. Many of us do not speak up because we can very easily lose our jobs for speaking out on topics that might threaten the status quo of the power structure here.

2.102. I don’t know if it is a problem, I would like to see some statistics

2.103. That any employee presenting concerns to be taken seriously and those concerns to be addressed. The impression or the general believe on campus is that Human Resources role is to support administrators (which has been my experience). I believe there are subject areas on campus unknown by the Human Resources administrators and in those cases an outside entity should conduct the investigation. Otherwise, Human Resources will depend on what the supervisor/administrator has to say and the investigation process is biased as demonstrated by many cases presented to the Women of Color subcommittee. The campus needs to implement a mechanisms (perhaps an outside entity) to report concerns with the campus investigation process when needed. At this point, there is not a mechanisms to report investigation agents when inappropriately responding to cases. The campus current procedures need to be overseen by an objective, knowledgeable authority to ensure cases and people are taken seriously. Otherwise, we will continue with the culture of Complicity that currently exist on campus where non of the current procedures have been effective to properly investigate and address concerns to hostile work/campus environment.

2.104. I think CCSU handles it very well.

2.105. Stronger partnerships between administration and unions to generate ways to work together to address these issues.

2.106. I receive about 15 emails a day from CCSU. I have now blocked about 50% of this nonsense spam. The email spamming shows a lack of culture and directed leadership, but plenty of “buzz words” and chaos. CCSU has a clear agenda in the most sinister form of the word (agenda), that is foucnd upon students marking them a perfect repeater of illogical double speak, and perpetrator of false objectives. You will see student hiring (post grad) and job retention numbers drop substantially in the future due to poor leadership

2.107. CCSU needs to take students seriously who report that a faculty member is harassing and bullying them, even in a non-sexual manner, such as a communication professor who continually berates them and calls and texts students to the point where they report this person to student affairs and are told there is nothing they can do about it. As a member of this community who has sat with these students, crying and concerned for there academic future that this person controls, this is shameful that CCSU has continued to allow this to happen to them. This dysfunction will eventually make its way out and be a black eye for this institution when those former students come forward again.

2.108. Reminder to all faculty, staff, administrators, and outside contractors that CCSU adheres and administers to a strict code of conduct and professional ethics.

2.109. More training sessions would be nice and it should be easier to know when trainings are happening because I did not know some of them.

2.110. “Please, please do something besides emailing faculty. We are deluged with email from various administrative offices. Put posters and pamphlets in faculty offices and mailboxers. If you have to email, put some creativity into it. When it came to NEASC (NECHE) there was NO ESCAPING what the administration wanted us to know.

2.110.1. The Faculty Senate has recently decided to move toward posters in classrooms explaining emergency policy. Why not flood the campus with a short, visually arresting poster of exactly what to do if you feel attacked/threatened/bullied.”

2.111. The university should have more contact with the students on it. Create up to date booklets as to how to deal with all types of bullying from the different levels teachers, faculty, student, I would like resources... also when can we call soon the cameras for evidence for such or are the camera not apart of the case. I've been bullied but no one claimed they seen anything and I explained look at the cameras and no one even touched that resource. So I was left feeling defeated. If those cameras all of a sudden dont work you need them then dont advert them like they help to keep us safe.

2.112. When sexual assault occurs, please only have the victim provide 1 statement. My daughter was sexual abused on the CCSU campus and had to give a statement to several different people including Diversity & Equity, the CCSU Police, Student Wellness Center, etc. It’s difficult enough for the student to relive the incident and having her repeat it several times just put salt in the wound. CCSU counseling services initially helped, but was too busy to handle the case, so I sought counseling for her on my own. We need more services to support women on campus so that women will come forward. PS—This is the 2nd time it happened to my daughter at CCSU. The 1st time wasn’t reported.

2.113. The posters and orientation resources were sufficient. Periodically having a CCSU police officer or victim’s advocate advise the student body of the available resources would also be sufficient. All this hysteria about sexual assault is not helpful to anyone and it makes everyone feel less safe. This is no different than
that time the one lesbian girl on campus committed a hate crime against herself. Stop the hysteria and accept the fact that you've done a good job already.

2.114. Besides the video, I think there should be mandatory workshops where students can experiment with what they know and have learned regarding these matters. To know it doesn't mean students know how to implement what they have learned.

2.115. Unfortunately, I was personally harassed last semester by my professor. I was very scared to bring this to the attention of authorities on campus and did not know how to handle this or who to go to. Eventually I brought it to the attention of a faculty supervisor who helped me. But I would like to see more information on how to handle bullying from an authoritative figure like a professor.

2.116. I believe the procedures need to be detailed and outlined for all students and faculty to understand.

2.117. "It seems as if there are several standards in place, and they are pretty clear. Robin McHaelen's (from True Colors) approach in educating and learning re: social and cultural conflict is fantastic and helpful for people who need to learn; she does not alienate people."

2.118. Not at csu long enough to comment

2.119. For something to actually be done when someone does report sexual harassment/assault and for it to be taken seriously because everyone deserves to be listened to and be respected!!!

2.120. I would love for there to be real consequences to members of the community who provide an uncomfortable, unsafe environment. I have had multiple students over the YEARS report to me how uncomfortable they are in a class taught in our school. That professor had a temporary leave of absence and is now back in the classroom and saying the same things and treating students the same way. It is unacceptable.

2.121. "There need to be more open forums regarding this subject. The more it is talked about on campus, the less it can be ignored. A change of culture happens through discourse and constantly presenting relevant information to everyone on campus.

2.122. "As I mentioned in the previous questions, I would like to see aim the online training courses become mandatory in person course. The online ones are too short and can be easily cheated.

2.122.1. I also think there needs to be an actual procedure for when an assault is reported to campus officials, but not brought to the police for charges. In there is one, it is inadequate and disorganized. I believe it needs to be reviewed, rewritten, and shared with the public."

2.123. If a high ranking official is a bully there should be a way to do something about it without retaliation. Do as I say not as I do should not be the way to treat those who actually do the work. We are all here to do a job and there should not be an inner circle of "the good ole boys" who protect each other because they were rewarded with a plush job. If you see something you should be able to say something and that's not the way it goes in some departments on campus. Perhaps take a closer look at the organizational charts to see all the layers of unnecessary management and created jobs over the years.

2.124. More face to face training

2.125. A small one sheet reference guide with contact phone numbers would be helpful to post at our work stations.

2.126. Try to protect both party's privacy until verdicts are reached. From personal experience, personal lives have been greatly affected by false accusations and by having names released before all the evidence has been evaluated.

2.127. I feel there needs to be a strict policy written for faculty to hold them accountable for what they do to others just because they are faculty. Also, when evidence has been provided why does a victim need to file a formal complaint in order to get resolution for victim/s to be retaliated against.

2.128. Real on the ground manditory face to face trainings

2.129. Consequences for actions to create a safe environment.

2.130. A campus wide commitment to civility for all.

2.131. Have police in parking lots at night

2.132. dismantle the task force and use the money for things that matter such as updating classrooms

2.133. "We have a half-assed system that's understaffed and we're getting half-assed results. Everyone wants problems with misconduct to just disappear so they don't have to deal with the paperwork and time involved. HR and Office of Diversity and Equity need to train upper management including the provost, the chiefs and the deans. Push the responsible executive committee members to actually follow through with termination hearings when warranted. The ex-comm members also need to actually do the hard work of thoroughly investigating violations of policy, collecting evidence and then recommending proportional discipline. It's not just HR and ODE's job to do these things.

2.133.1. Department chairs and deans need to make sure they aren't just non-renewing part-time faculty who have violated the policies and are actually disciplining them.
2.132. Also, HAVE A BULLYING POLICY. That might be a place to start."
2.134. I would like to see more information and training on bullying. What defines bullying, how to prevent it, how to avoid it, etc.
2.135. We need a policy for bullying. We have made inroads on sexual misconduct and harassment, but not for bullying. In the past, administrators did nothing about sexual misconduct, but that seems to be changing. Bullying is rampant at the university starting at the very top of the administration. We need a policy, a clear reporting structure, and consequences - not just lip service.
2.136. Please, please look into issues with personnel in the Women's Center. There is a lot of bullying that comes from the coordinator of that area and I truly hope that someone can help address it. Complaints have been made in the past and nothing is done.
2.137. We need an FYE program that will do direct exploration of these, and many other, issues.
2.138. More positive action on preventing bullying, stereotyping, racism, discrimination among the students, faculty, staff and all members of central Connecticut state university.
2.139. "I would like to see more training and I would like to see a collaboration with HR and Diversity. The process in the past has been unclear on where to go. I think that HR and Diversity should be under the leadership of one person who has the interest of the University at heart and can change the overall climate to a positive one.”
2.140. I think there needs to be training for senior faculty and administrative staff specific to bias and bullying.
2.141. Part of the problem is that faculty are so overloaded and now continually changing expectations (suddenly, only 3 weeks in advance, having two open houses rather than one, is making it difficult for the folks most involved with and interacting with the students to be as effective as would help.
2.142. Honestly? Sexual misconduct and bullying programs need to target and educate the perpetrators BEFORE they commit the act. Target those people.
2.143. This could be communicated with branded signage throughout campus.
APPENDIX C:

CCSU Human Resources Flowchart of Procedures for Addressing Complaints of Sexual Misconduct and Bullying
APPENDIX D:

Office of Diversity & Equity (ODE) Process Flowchart
Central Connecticut State University
Office of Diversity and Equity
Complaint Flow Chart

- Complainant received, 1975 policy or self-reported
- Review: Does it fall under scope of policy?
- If so, set up complaint intake interview
- Notify Respondent
- Set up complaint intake interview
- Conduct respondent interview
- If needed, conduct second interview of complainant
- If substantiated, review respondent's written response
- Gather and review data
- Identify witnesses and set up interviews
- Interview of witness(es)
- Ensure documentation is complete and analyze it
- Policy recommendation
- Write and submit investigative report to President, HR, and respective EEOC member
- President renders decision and notifies the complainant, respondent, EEOC member, HR, and OGC. End of process
- Recommend to President
- Appeal
- President renders decision
- *EEOC* member

Key:
- Start
- Process
- Subprocess
- Decision point
- End
APPENDIX E:

External Report on Student Wellness Center
Student Wellness Services—Counseling Services
External Review

Elisa Castillo, Ph.D.
Barbara M. Fienman, Ph.D.
August, 2018
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Executive Summary

Student Wellness Services provides mental health, physical health, and wellness education services to assist Central Connecticut State University (CCSU) students in their pursuit of academic success, a fulfilling college experience, and a healthy lifestyle. University leadership values the services provided, and views Student Wellness Services as potential contributors to enrollment efforts, student retention and community engagement.

Student Wellness Services (SWS) is the unit that houses counseling services, health services and wellness education. Over the past five years there have been efforts to integrate these services into one department but they were not physically together and did not have a shared mission or vision. In January 2019, the three service areas will relocate to new space that is designed for students to enter one centralized location.

A more integrated center will increase administrative and resource efficiencies, accessibility and the quality of services offered to the student body. Given the current staffing and structure, Counseling Services and Health Services need directors who are competent in their respective disciplines and possess strong administrative skills. Wellness Education is currently led by a coordinator, and until such time when the university is able to fund additional staff through hard monies and not grant money, the coordinator can remain as the manager of the unit.

Student Wellness Services, and perhaps some additional departments (disability services or campus recreation) could be clustered together under the leadership of a dean of students or an assistant vice president of student affairs or report directly to the vice president of student affairs. Moving forward, the keys to success for Student Wellness Services will be predicated upon the leadership of each of the three units, and the leadership and supervision of the three departments who must articulate a vision and lead the staff in developing a shared mission and practice.

Counseling Services provides confidential mental health services to the CCSU student population. While it is a busy office with dedicated staff, it is underperforming compared to national standards due to insufficient staffing levels and organization. Faculty and administrators at CCSU recognize the frequency and importance of mental health issues on campus and want to see this area grow. The center (when fully staffed) still needs at least two full-time therapists based of national standards and the university’s enrollment. By increasing staffing and hiring a capable leader, the CCSU community will experience a greater benefit from the department.
The Charge

The purpose of the project is to review Counseling Services, a department of Student Wellness Services at Central Connecticut State University. The reviewers were asked to look at the department's organizational structure, staffing, leadership, management, resource allocation, outreach programs, day-to-day operations and policies and procedures.

During the course of the review additional items of focus were raised including:

- Collaboration or integration with other areas within SWS
- The reputation of the counseling center
- Students access to the counseling center
- Contractual and union expectations of counseling staff who hold faculty rank
- History of personnel issues and grievances
- The role in providing training and consultation on student mental health for campus partners.
- The department’s role in after-hour crisis response and follow up

Introduction

The University

The largest of the four comprehensive universities within the Connecticut State Colleges & University system, Central Connecticut State University (CCSU) serves nearly 11,800 students—9,800 undergraduates, and 2,000 graduate students. Female students account for 48% of the student population and males, 52%. CCSU is richly diverse; more than 30% of students are students of color: African American students comprise 11% of the student body, Latinos, 12%, and Asians, 3%.
http://docs.ccsu.edu/oira/institutionalData/fastfacts/Fast_Facts_Fall_2017.pdf

Mission and Service

Central Connecticut State University is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. More than 85% of CCSU graduates remain in Connecticut, contributing to the intellectual, cultural, and economic health of the state. CCSU is, above all else, a vibrant learning-centered community dedicated to teaching and to scholarship. Education at the undergraduate and graduate level balances academic challenge and personal support, leading students to become thoughtful, responsible, and successful citizens.

Dr. Zulma R. Toro serves as president of CCSU. The first woman and the first Hispanic to hold the position, she is the University’s 13th president and has served in the position since 2017.
Central Connecticut State University aspires to be recognized for:

- Graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens;
- Contributing to knowledge through scholarship; and
- Fostering societal improvements through responsive and innovative programs.

http://www.ccsu.edu/about/mission/index.html

The Interim Strategic Plan (2017) identifies four strategic goals: 1) increased student enrollment, 2) maintaining academic excellence, 3) expanding community engagement, and 4) developing additional sources of funding.

http://www.ccsu.edu/ipc/interimPlan.html

The President and members of the senior administration are aware of the growing need and demand for mental health services and support for students. Providing educational and clinical services to assist students in understanding and managing their own mental health is seen as crucial to the mission of higher education as they contribute to the positive development, retention and academic success of students. The services provided by CCSU counseling services are valued and have institutional support. The President also envisions student wellness services as contributors to the university’s enrollment efforts through outreach to the regional K-12 system, and through continued consultation, outreach and service to the Central Connecticut State University community.

Background and History

Six years ago, health services, counseling services and wellness education were three separate departments in the division of student affairs. In 2011, the Vice President of Student Affairs (who subsequently left the university in Summer 2017) decided to integrate the three offices into one department titled Student Wellness Services (SWS) and appointed the director of health services (a medical doctor) to lead the newly created department. The plan to merge the three units was not discussed in advance with the counselors in the counseling center, which at the time caused some angst. Whether it was because of this or not, the counseling staff found it difficult to work with the appointed director. The director left in 2012 and since that time a new director has been hired or appointed to lead Student Wellness Services each subsequent year and staff have reported to five different supervisors. The merger of the three departments was never fully completed and the morale within the counseling department has been at times challenging. Despite these challenges, staff are dedicated to providing quality clinical care to students.

This instability in leadership has been challenging for all three departments and makes it difficult to create a truly merged department with shared vision, resources, protocols and procedures. The departments share an operating budget, a medical record system and a web presence, but do not operate in a cohesive or integrated way. The offices are located in different spaces, the staff have limited interactions with each other, and as a
result do not know one another, and do not have any depth of knowledge about each other’s work. As a result, students experience barriers to accessing services.

In the summer of 2017, the vice president of student affairs left the university, and an interim vice president of student affairs was appointed who decided not to hire a director of Student Wellness Services, but instead recommended that each unit hire its own director. The president of the university agreed in theory and requested that an external review team be hired to review counseling services.

**Student Wellness Services**

The home page of the website states in part: “Student Wellness Services provides integrated mental health, physical health, and wellness education services to assist all CCSU undergraduate and graduate students in the pursuit of academic success, a fulfilling college experience, and a healthy lifestyle.”


An associate director for health services, an associate director of counseling services and a coordinator of wellness education provide day-to-day management of their respective departments. The three have a close collegial relationship and meet together regularly. The rest of the staff operate quite separately as there are no regularly scheduled meetings with the full staff.

Currently all three departments report to the interim vice president of student affairs and have appreciated his support, direction and supervision. Across the country, counseling centers report through a variety of organizational structures and many universities have considered mergers with health centers and other wellness related departments. Models vary based on the needs of the institution. According to the Association of University and College Counseling Center Directors (AUCCCD) annual survey (2017) 56% of counseling service director reports to the same person as the director of health services. Less frequently, the day-to-day director of health services reports to the counseling services director (11.6%), or conversely the day-to-day director of counseling services reports to the health services director (6.7%). A very few colleges (1.6%) have one director leading both a combined counseling & health unit. Very rarely will a director of counseling and a director of health services serve as co-directors of a combined unit (1.4%).

**Space**

Currently the three offices are physically separated from each other although the counseling center is located upstairs from the health center. The wellness education office is located in a different building. In January 2019 the three offices will all be housed in new space in a renovated building that will also house a number of other student support services and offices. All of the staff are looking forward to this new space.
Given the confidentiality of services provided and the delicate nature of issues that bring students to seek services, it is important that the new space be accessible and welcoming for all students. Students need to understand the boundaries of their privacy as it relates to their medical records and have opportunities to communicate with staff in private and protected ways.

Operating Budget

Student Wellness Services has an annual operating budget of $63,000. This is shared amongst counseling, health and wellness education. Sharing funds makes it difficult for each area to make any plans for using resources. Currently each office needs to ask the interim vice president of student affairs for approval to make a financial purchase even when ordering supplies. Compared to similar sized institutions, counseling center operational budgets range from $6,000 to $212,337. The average counseling center budget for a campus the size of Central Connecticut State University is $57,001 (without salaries) (AUCCCD, 2017). This amount does not include health services or wellness education.

Health Services

An associate director of health services (a nurse practitioner), a second nurse practitioner, a registered nurse and two administrative assistants staff health services. There are also two medical doctors available for telephone consultation. The model of a medical doctor leading a health center is no longer the norm, and it is perfectly acceptable for a nurse practitioner to lead a health services department. The associate director expressed a need for an additional full-time and half-time nurse practitioner plus a third administrative assistant. Health services has had a number of some challenges implementing and optimizing the use of Medicat which need to be resolved. Health services provides immunization compliance, basic health care and reproductive health services. The department does not serve in place of a primary care physician as some departments do, nor does it bill insurance, administer immunizations, or offer after-hours response. By their own admission, it is rare for the staff in health services and counseling services to consult with each other about a student’s health care.

Wellness Education

The Office of Wellness Education is staffed by two professionals, one of whom is grant funded. The grant is in the second of three years and will end at the end of this coming fiscal year. There are no plans to fund the position from university funds thus the department could be vulnerable for a merger or takeover and may not be able to continue to perform at the current high level. The coordinator of wellness education is a licensed psychologist and sees counseling services clients when requested as his university appointment is classified as .2 therapist and .8 wellness. There is a graduate assistant in the department but no administrative assistant. The department oversees all compliance (prevention education and interventions) related to alcohol and drugs per the Drug-Free Schools and Campuses Regulations (EDGAR). Wellness Education provides many programs and opportunities that engage the entire university community.
in mental health awareness, substance abuse prevention and suicide prevention. Wellness Education is a high performing and highly valued service area on campus.

The remainder of this report focuses specifically on counseling services.

**Counseling Services**

On the home page of the website of counseling services the page reads as follows:

> "Our counseling services encompass a wide range of concerns you may have about your personal wellness or the wellness of another individual. To your left, you will find some resourceful information that will serve as a portal to educating yourself on some of the issues that are brought to our office but by no means all of them.

[http://web.ccsu.edu/counselingandwellnesscenter/information/default.asp](http://web.ccsu.edu/counselingandwellnesscenter/information/default.asp)

**Mission**

> "Our Mission: Student Wellness Services supports CCSU students by providing services and programs that enhance psychological, emotional, social and spiritual well-being. Our services are available to enrolled full and part-time students including individual, group and relationship counseling. We are staffed by counselors who possess a minimum of a master's degree in a clinical discipline. Counseling services include intake assessments, crisis counseling, brief individual counseling, group counseling, and outside referrals. All of our counseling services are free of charge and with full confidentiality.

[http://web.ccsu.edu/counselingandwellnesscenter/?redirected](http://web.ccsu.edu/counselingandwellnesscenter/?redirected)

While the above is a solid mission statement it could be copied and used at many other centers across the country. There is nothing in the statement that speaks specifically to the unique diversity of the CCSU student community.

**Current Staff**

The counseling center is currently staffed by an associate director (SWOPE classification), two ten-month counselors who are longstanding university employees (22 and 19 years respectively) and members of the faculty union, and two twelve-month counselors (one was recently hired for this 2018-2019 academic year, and a second twelve-month counselor will be hired soon). There is also a full-time administrative assistant.

The associate director manages the department and has oversight of the clinical schedule but does not have administrative or evaluative authority over the staff. Through his leadership internal policies and procedures are being developed to create consistencies in the department. The two long-standing counselors do not appear interested in collaborating with others in Student Wellness Services and do not respond positively to direction from the associate director of counseling. They believe that since
they have faculty appointments they should be treated like academic faculty with the freedom to see the clients they want, serve on committees of their own choosing and participate or not in meetings and programs. Though the counselors acknowledge that the associate director is their clinical supervisor (and consults on student cases) they do not welcome or accept any feedback from him or believe that he should have any role in evaluating their performance.

Overall counseling staff have a positive reputation on campus and faculty and staff are confident when referring students to see them for counseling.

The number of staff in counseling services is below the AUCCCD recommended number and needs immediate attention. The average staff to student ratio for comparable size institutions is one counselor for every 1500 to 1969 students. With more than 11,000 students, CCSU should employ 5.5 to eight full-time counselors to be in line with national standards. Each counselor would be expected to see approximately 125 students a year. However, given that the contract for the AAUP counseling staff requires they fulfill additional responsibilities for tenure and promotion, the center would benefit from at least one more 10-month clinical staff member as well as a twelve-month doctoral level director.

**Interns**

The past academic year (FY18), the counseling center had four graduate student interns, an increase from previous years. Interns provide a valuable service but also require training and supervision by a licensed staff member who must review case notes and work closely with the interns. The IACS (International Association of Counseling Services) recommends that interns not provide more than 50% of the counseling services offered at a center.

**Clinical Services**

The department offers the following range of services:

- Student consultation or triage
- Crisis walk-ins
- Intake
- Individual therapy
- Groups (coping skills group, group for freshmen, group for women, men of color initiative). These offerings vary by year.
- Off-campus referrals
- Outreach

The annual reports from the previous three years indicate an increase in the numbers of unique students utilizing counseling services. This is consistent with the national trend of counseling center utilization increasing by an average of 30-40% over the last five years, while overall enrollment only increased by 5%. Increase in demand is primarily characterized by a growing frequency of students with a lifetime prevalence of threat-to-self indicators related to depression and other mental health conditions. These students
utilized 20-30% more services than students without threat-to-self indicators (CCMH, 2017).

Central Connecticut State University’s counseling services approach of evaluation, group and individual therapy and partnership with wellness education appears well equipped to address self-harm thoughts and behaviors. The counseling center staff have arranged their schedules and time to be available for same day triage visits and student consultation times, reducing the waiting time for services and allowing clinicians to gather critical information to inform the level of care appropriate for each student’s situation.

While the center focuses on suicide prevention and assesses for harm to self or others, it does not appear to pay the same attention to the other critical mental health concerns that impact college students nationally. The triage and intake paperwork, and the internal policies and procedures as shared with the review team, do not inquire about trauma history, sexual or relationship violence, identity concerns, thought disorders, substance abuse, eating concerns, or academic challenges. This is a clinical area that may merit attention. The exception is the recent implementation of CCAPS (Counseling Center Assessment of Psychological Symptoms), a nationally recognized assessment and benchmarking tool for college mental health that is utilized as part of the intake procedure.

The counseling center appears to be doing a great job seeing a very high volume of students given the limited size of the staff. The counseling center reports that there is no waiting list for new students seeking services and they are able to see new clients within a week of contact. This is consistent with national standards. Nationally, the average wait for all clients for a first appointment was 6.7 business days and 68% of centers reported that they did NOT have a waitlist. For centers that do have a waitlist, the average wait for a first appointment for clients on the waitlist was 17.3 business days (AUCCCD, 2017).

Several campus partners felt that there were times when there was a longer that one week wait period for a first appointment and they had questions about how counseling services handled new students. It is recommended that university stakeholders be informed about the counseling center’s operations and when during the semester there could be a waitlist. It is also important to be transparent with students about what to expect when they reach out to make a first appointment.

Over the past few years the center has made improvements in managing the clinical schedule to optimize availability of student appointments and increase the availability of staff to respond to crises during business hours. Clinical protocols are being developed to help increase consistency and transparency and set clear expectations.
Scope of Treatment

Counseling services scope of treatment was not clear. Campus partners were not sure if the center offered short-term treatment, long-term treatment or whether they offered evaluations and then referred student's off-campus. The need for campus partners to be well informed and capable of articulating the center's services and programs is essential. Counseling staff indicated that they were a "need based" center and rather than setting an arbitrary session limit for all students, the center provides services as long as they are meeting student needs.

Over the last two years, according to annual reports, the counseling services saw:

<table>
<thead>
<tr>
<th>Table I</th>
<th>AY 2014-2015</th>
<th>AY 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Appointments</td>
<td>3,029</td>
<td>3,244</td>
</tr>
<tr>
<td>Unique Students Served</td>
<td>417</td>
<td>622</td>
</tr>
</tbody>
</table>

The AUCCCD annual reports indicate that universities with enrollments between 10,000 and 15,000 see on average 927 unique clients a year, although the number can range from 843 to 2421. In addition, similarly sized schools provided an average of 4326 counseling sessions per year, with a range of 429 to 17400 visits. CCSU reports considerably lower numbers than the average (see above table) seeing approximately 5% of the student population per year, when the national average is closer to 10%. This is most likely due to the fewer numbers of counseling center staff. However, it could also be an indication that counseling is being underutilized by the greater student population and that campus partners may not be encouraging students to access services.

It would appear that the average number of sessions is approximately five per student which is similar to national averages. This number is inclusive of both individual and group counseling utilization. On average, college counseling centers nationally see students for 4.5 counseling visits each year. The vast majority of students attend two to five appointments, with a steady decrease from six sessions onward. Counseling centers serve a wide array of treatment needs, ranging from routine problems that demand brief treatment to more severe conditions that demand more extensive services.

College counseling centers nationwide struggle with meeting the growing demand for services and establishing a clear scope of practice. Centers need to be able to provide quality care to their clients while also keeping open time blocks in the weekly schedules for new students and for crisis response.

Central Connecticut State University's Counseling Services does not have a session limit which is in line with most of centers nationwide. AUCCCD reports that 12% of college counseling centers have a firm session limit, 42% have a flexible session limit, and 46% have no specific number limit for counseling sessions. This decision to be "need based" rather than set a session limit may continue to work for the department. The director needs to attend to whether students are receiving equitable treatment and appropriate
levels of care, while managing the clinical schedule and keeping space open for new students or urgent situations.

Anxiety and depression utilize the vast majority of treatment resources in counseling centers, and despite the average treatment length these concerns are growing in frequency. This dual trend underscores the importance, and bottom-line value, of developing a spectrum of effective interventions aimed at the broader student population. To date, counseling services has been able to offer a range of services through consultation, crisis response, and individual and group therapy that is effective for the CCSU student population. The partnership with wellness education is a key ingredient to educating, supporting and engaging the campus community. It is the department's goal to continue to expand off-campus referral networks for counseling and psychiatric services. This is an area that may need attention.

Additional data on the services delivered and student satisfaction is needed to fully understand the impact of services, and areas that need additional attention. Nationally, counseling services have a positive impact on students' academic endeavors, as measured by student self-reports; 66.8% of clients stated that counseling services helped with their academic performance and 65.2% of clients stated that counseling services helped them stay in school (retention). This is in addition to feeling improvement with the concern and/or mental health symptoms that brought the student to counseling. While the department has engaged in student satisfaction assessment, this data was not available at the time of the visit.

Staff time

This year CCSU's counseling center staff spent approximately 65% of their time providing direct clinical services to students, an increase over the 61% reported the previous year. Nineteen point four percent of center staff time was spent on indirect service (training, supervision, consultation, outreach), compared to 23% last year. The percent of staff time spent on administrative services (meetings, committee work, professional development) was 13%, and other (teaching, research) was 3%, virtually unchanged from previous years. The increased time and dedication to seeing students speaks to the staff's dedication to providing clinical care to Central Connecticut State University students and how they have managed the work with very few staff.

The AUCCCD 2016 survey reports that counseling center staff spend on average 61% of their time providing direct clinical service, 23% on indirect service (training, supervision, consultation, outreach), 14% on administrative service (meetings, committee work, professional development), and 3% other (teaching, research). Central's counseling staff spend more time providing direct service, but with additional staff should be able to reduce that amount to shift some of their work on indirect service.
Day to Day Operations and Access to Services

The reviewers learned that the telephone system is set up so that when a student calls to make a counseling appointment, the call is answered by health services first and then transferred to counseling services. This is problematic as it creates additional steps and/or barriers for accessing services. Students are often anxious about telephoning to set up a counseling appointment and can get discouraged if they are not connected right away. It is important that the first point of contact be capable of connecting the student to the information or appointment that they need, be knowledgeable about the services offered, have a basic understanding of college mental health and can identify when a situation may be urgent.

Medical records

According to AUCCCD, 66.5% of counseling centers use Titanium software as their electronic medical record system, 8.9% use Medicat, 7.8% use Point and Click, and 11.6% continue to use paper records. While Student Wellness Services has transitioned to using Medicat for scheduling, the health services area continues to utilize paper records. Counseling services is using the Medicate for medical documentation and is working on how to fully implement the system to house all medical and counseling data. The storage of medical records (paper or electronic) must be confidential and follow FERPA and professional ethical considerations. With the upcoming movie in January it might be prudent to scan the old medical and counseling center records so they do not have to be moved to the new space as they take up a lot of space and weigh a great deal. Assistance from the IT department may be required to best implement the electronic medical records program and all of its functions in preparation of the move.

Policies and Procedures

Intake

Currently when a student calls to engage in counseling at CCSU they are set up with a half-hour visit so that the counselor can gather information about the student's concerns and assess the severity of these concerns. If the student is presenting in high distress or has suicidal ideation they are seen the same day in an urgent triage visit. After the half-hour visit or triage the student is either referred to a coping skills group, an ongoing counseling appointment (individual therapy) or referred off campus for treatment. This is a standard operating practice.

New students complete a paper intake form that gathers basic information and then completes a well-known clinical assessment tool (CCAPS) for college mental health. The paperwork does not ask for a lot of demographic information and clinical history data. The absence of this data is preventing the center from assessing whether the center's services are reaching all of the student populations at the university, and potentially missing out on clinical data that could inform treatment.
Crisis Response

The counseling center has policies and protocols in place to address suicidality and risk to self or others. From intake information, to internal protocols, the focus on suicide prevention is evident. There is no evidence of any focus on evaluating and responding to issues of sexual assault, relationship violence or trauma. There is also no evidence of focus on assessing and responding to psychosis or other forms of mental illness that impact college students. These topics have been a growing concern for college students and campus safety over the last decades. While college counseling centers do not need to fully treat trauma or psychosis, many campuses rely on counseling centers for evaluation and consultation.

If a CCSU student presents as a risk to self while engaged in counseling services, there are internal protocols to notify the associate director, engage in clinical consultation and if appropriate transport the student to the hospital. If the situation is not severe enough to require hospitalization, a standardized safety plan is put into place with the student. When the associate director is not present or available for a consultation, the coordinator of wellness education, a licensed psychologist, is able to provide consultation and assist with the transport. Given that the coordinator of wellness is not located in the same space, this can be challenging. This will change in 2019 when everyone is physically together, but the coordinator of wellness should not be the only back-up person.

While the internal policies are clear as to who can section a student for involuntary hospitalization and how to initiate this process, the university police are under the impression that the counseling center does not do this and instead relies on law enforcement to section a student. Clearer communication between the departments is needed.

The center has a protocol in place to respond to a campus wide or large-scale disaster or incidents of trauma. However, there is no protocol in place for managing after hours or weekend emergencies that may require a student evaluation or hospitalization. Currently staff in the division of student affairs respond in collaboration with University Police as first responders. Counseling center staff are not expected to consult, share medical information or follow up with the student the next day. While these issues may be discussed at the weekly Student Behavioral Response Team meeting, a more timely response is recommended. This is an area that needs attention.

Assessment Data of Clinical Services

Counseling Services uses the medical record, paper forms, and CCAPS for assessing the clinical data and service utilization for each student client. However, the annual reports, do not provide assessment information that focuses on the effectiveness of services in addressing:
- Emotional distress or mental health symptoms
- Client satisfaction
- Learning outcomes
- Academic persistence
- Academic performance

It is also strongly recommended that counseling services review the demographic data of their clients to assess whether the office is meeting the needs of the student population at Central Connecticut State University. It would also be of value to analyze student utilization based on status such as residential versus commuter, traditional age students and older students; students of color, GLBTQIA identified students and other student sub-populations (veterans, students with children etc.). Each population may respond differently to outreach and/or benefit from intentional programming or services. While there is anecdotal evidence that counseling services is intentional about serving a diverse student population, additional data gathering and reporting is recommended.

Reputation of the Counseling Service

Counseling Services is a respected department on campus. Counselors are seen as hard working and dedicated to CCSU students. The campus community recognizes the value of counseling services and supporting the mental health needs of the student population. At the same time, the counseling center does not have a strong identity on campus. Most campus partners are comfortable referring students to individual counselors rather than the center as a whole. Most campus partners are unsure about how students get connected to services, whether or not there is wait for services and the scope of treatment offered. A review of the 2015 and 2017 results of the Student Satisfaction Inventories indicate that CCSU students think that having counseling services available to students is very important (74% and 80%), yet only 57% in 2015 and 67% in 2017 of respondents were satisfied with the availability of service. This data can be helpful as new marketing initiatives and outreach is developed.

Outreach and Campus Collaborations

There does not appear to be a great deal of intentional collaborations across campus by the counseling center. Counselors are expected to participate in outreach activities to increase students' awareness of mental health issues, improve their awareness of counseling services and participate in other activities that contribute to their tenure and promotion. Individual members of counseling services participate in programs based on personal interest and expertise, but there does not appear to be any intentionality or alignment with the department's goals.

The staff have participated in programs sponsored by wellness education such as Fresh Check Day and depression screening, though it is participation rather than true collaboration. It is commended that staff have contributed to programs such as the Man Enough Support Initiative which is an umbrella for several programs; (e.g. HEALTHYfellows) and serves as a retention tool and support mechanism for students.
Given retention issues and graduation gaps, these types of programs are crucial and require dedicated time and resources to insure their success.

The associate director of counseling services serves on the Student Behavioral Response Team (SBRT) which meets weekly to discuss students of concern. The team indicates that the campus is noticing an increase in the numbers of students dealing with mental health challenges, suicidal ideation, substance abuse, sexual misconduct, etc. and that there are increasing needs for more counselors, education and training for the campus community. Campus partners would like additional support from counseling services to address after hours crisis response, and to provide training and/or professional development for first responders (law enforcement, residence life) and other staff on mental health trends and accessing counseling services on campus.

**Diversity and Inclusion**

This mission of counseling services as described on the website does not read as a very student-centered office. There is no indication that counseling services is a welcoming place for students of color, GLBTQIA students, or students with identity concerns. Paperwork for the center does not provide students with the options for preferred name or pronouns, nor does it gather additional demographic information. Given how data is collected or reported, the reviewers are unable to assess whether the counseling centers’ clients reflect the diversity of the student population.

Two of the counselors identify as staff of color and are dedicated to supporting students of color by offering group experiences and outreach. At the same time, there have been complaints from staff about lack of cultural respect and sensitivity within the office.

It is recommended that the leadership of the counseling center address issues of cultural competence and inclusion related to the vision and mission of the center. Time needs to be spent training center staff and the interns on topics related to diversity and inclusion. The training and discussion can assist with increasing staff cohesion and moral if done well.
Recommendations

The following list and description of recommendations pertain to short term fixes, long term planning and new initiatives.

1. Organizational Structure of Student Wellness Services

A) The reviewers recommend at a minimum that a director of counseling and a director of health services be hired. The two directors and the coordinator of wellness should report to the same supervisor (an assistant vice president of student affairs or the vice president of student affairs). The director of health services does not need to be a medical doctor as most colleges have transitioned to having nurse practitioners as directors.

With the new space it is critical that all three administrative assistants be cross-trained to create a seamless operation and welcoming environment for students. Each director should be expected to contribute to the evaluation and supervision of the three. This may necessitate altering position descriptions and classification and will need close attention by the department leadership in order to be successful. It will not be easy and may take a few iterations.

B) A suggestion is to add disability services to the portfolio of the supervisor of health, counseling and wellness as these four departments naturally collaborate and may serve many similar students. Some institutions also include campus recreation into this structure as many recreation programs provide wellness education programs.

C) Another option would be to move wellness education under counseling services (where it was housed years ago). If this recommendation is adopted the reviewers recommend the coordinator of wellness education be promoted to an associate director of counseling for wellness education and his responsibilities adjusted. Benefits to the merger of wellness and counseling include increased collaboration of staff on efforts related to suicide prevention, substance abuse prevention and wellness, more effective use of medical records for coordination of care and reduction in redundancies and wellness education. In this scenario, wellness education would have access to an administrative assistant. This option is only viable if a second full-time staff person for wellness education is hired who is not grant funded. The person would report to the associate director of wellness education (see models below).

D) Keeping wellness education as a separate unit sends a strong message to the community of its value and illustrates to the community that its programs are an important element in helping students help themselves. The accessibility and engagement with the campus community and its focus on creating a health campus should not be diminished.
2. Budget

Provide each office (counseling, wellness education and health services) with their own operating budgets. Each office needs to plan their annual expenditures, request the funds and work within the amounts distributed. Careful tracking of annual expenses vs. requests and needs will help to build a case for appropriate levels of funding. An administrative assistant should be trained to assist with the budget and support the director/s. Counseling centers are responsible for providing resources to their staff to maintain their professional licenses and engage in appropriate continuing education credits. Additional resources are needed to create marketing materials for the department and support wellness programming.

3. Medical records

Representatives from counseling and health services should work with the information technology department (IT) to expand and fully implement the electronic medical record systems so that it handles appointments, medical records (case notes), tracks immunization compliance and prepares reports. Most medical record systems also have portals for confidential communication with student patients/clients and have scanning and uploading features that are also HIPAA / FERPA protected. It is recommended that a designated staff member in Information Technology become HIPAA trained to be able to access, support and implement the system and that additional computers and/or tablets be available in examination rooms and counseling offices. Current paper record files and student/ client communication via email is below HIPAA standard. While this is permissible via FERPA and student wellness services may not need to meet full HIPAA standards, a review of privacy is recommended. Once the areas move to a shared location, privacy practices should be updated and distributed to students, so that students are aware of the boundaries of their protected health information and medical records. Student should know if information shared within health services will be accessible by a counseling staff and vice versa.

4. Counseling Center Staffing Models

There are several options for organizing the counseling center staff and providing a structure that meets a variety of needs.

**Model 1:** If a director is the only approved position, the associate director can serve as the training coordinator and have oversight of the clinical schedule and the interns. The director would then provide direct supervision to the four counselors.
Model 2: The model below reflects the addition of a director of counseling and an assistant director. If the assistant director is a SCOPE employee there can be additional evening/weekend and or outreach duties assigned as part of the counselors job. This also adds a great deal of capacity especially if the assistant director has a terminal degree.

Model 3: This model illustrates how wellness education can be part of counseling services, as long as the university funds a permanent twelve-month wellness educator.
The model also includes an additional counselor if there is funding and/or if expanded outreach increases the numbers of clients.

5. **Hire A Director of Counseling.**

The department needs a director of counseling. The ideal candidate would be a licensed doctoral level candidate with clinical expertise as well as supervision and administrative experience. Additional responsibilities would include:

- Provide clinical, ethical guidance to team, and oversee clinical policies and procedures
- Provide clinical and administrative supervision to staff.
- Review and implement crisis response for day to day operations as well as evening and weekend response in collaboration with campus partners.
- Establish MOU’s with local emergency departments and other area resources for referral sources.
- Maintain a limited caseload and provide supervision to interns when appropriate.
- Coordinate consultation and training to campus partners (residence life, first responders, disability services, others) in collaboration with staff.
- Serve as privacy officer for medical records and handle any complaints or concerns around confidentiality.

6. **Hire additional staff**

The reviewers recommend hiring counselors/staff who are SCOPE employees. This would provide more latitude in terms of time and responsibility expectations instead of bumping up against the faculty status of the counselors. New hires should have clear job
descriptions that include some on-call and afterhours consultation for campus community and outreach and workshops with campus stakeholders.

7. Licenses

A minimum of two staff members in the center should have the licensure and appropriate caseload that allows them to provide clinical supervision to interns, and the ability to involuntarily hospitalized students if needed.

8. Caseloads for Counselors:

Set clear and reasonable expectations for counseling center staff around caseload and time management. It is recommended that 60% of counselor time be focused on direct clinical care. Counselors need to be able to balance their schedules so that they can see ongoing clients, while making space for new students and emergencies.

9. Training and On-going Staff Development

There is a significant need to formalize a training program for the interns and provide on-going staff development programs for all of the staff. A staff member should be designated as the training director who can oversee the selection, training and evaluation of doctoral and masters level interns. It is recommended that the center continue to utilize interns to increase the number of clinical hours offered to students as well as increase outreach efforts to the larger community. The coordinator of wellness education can contribute to the intern training on the subjects of suicide prevention and substance abuse prevention and intervention.

10. After Hour Crisis Response and Hospitalizations

Review the expectations for counseling services staff in addressing after hours crises. While it is understood that the associate director will come to campus in an emergency, there is no on-call system or opportunity for the residence life staff to connect a student in distress with a university counselor after hours nor is there an expectation that a student in crisis must meet with a counselor the next day. When a student presents in crisis in the evening or weekend and is transported to a local hospital by university police, it is in the student’s and the university’s best interest that the counseling staff be notified so they can facilitate communication between the university and the hospital to ensure that the situation is properly assessed. Often times what students share at an emergency room differs from what university officials have observed. It is also important for the university to be aware of the next steps, if the student is returning to campus or will be inpatient for a period of time. An MOU between the counseling center director and area emergency department is recommended.
11. Collaborations with Health Services and Wellness Education

The supervisor (an assistant vice president or the vice president of student affairs) of Student Wellness Services must take the lead to create the shared mission and integration of the three areas. This includes scheduling all-staff meetings, facilitating the leadership team meetings and annual planning days. The supervisor must insure that clear protocols for counseling and health services regarding referring patients for treatment, crisis response for students in distress, and privacy and sharing of medical records are written, understood and implemented. Currently, the staff in counseling and health services rarely consult or collaborate on student cases. There have been no joint staff meetings among the three departments, further limiting their awareness of one another and understanding the need for collaboration.

12. Marketing and Website

With the move to the new space it is recommended that the department create a branding campaign to promote and market the new space and all of its services (e.g., email notifications, brochures, social media campaign) to capture the vision and/or mission of center that engages diverse student population students. This is also an opportunity to revise the website with a student focused lens that creates a welcoming environment for all students and increases their access to the range of services offered. Marketing materials and other communications must be inclusive and culturally sensitive.

Future Considerations

There are discussions around having the counseling center offering testing services and documentation for students to access disability accommodations. While the director of disability services and the associate director of counseling would like to go in this direction, the reviewers do not support this request as it becomes a slippery slope and a potential for a conflict of interest.

There was some discussions about the counseling centers role in and the supporting of students involved in sexual assault incidents. Materials that address reporting and support should include counseling services as a confidential resource and increase collaboration with departments that address this issue.

References

https://sites.psu.edu/ccmh/files/2018/02/2017_CCMH_Report-1r4m88x.pdf

The Association for University and College Counseling Center Directors Annual Survey (2017)
APPENDIX F:

Division of Student Affairs Booklet
Central Connecticut State University
Division of Student Affairs
Office of the Vice President for Student Affairs

Student Affairs is committed to providing a safe and healthy campus environment for students to enhance their ability to fully engage with the total educational experience at CCSU. Various co-curricular learning opportunities, programs, services, and activities are offered to assist students in their personal and social development.

The Office of the Vice President provides leadership to the departments within the Division, serves as a resource for questions regarding University policies and procedures, and makes referrals to other offices for more information or problem resolution. We assist students in resolving a variety of personal, medical, and other issues that may affect their academic performance and daily life on campus. Also, we handle absence notices for students who have appropriate documentation and work with Student Disability Services to facilitate medical absences and accommodations.

In collaboration with the Learning Center, Student Affairs is actively involved with the Early Alert (formerly known as Early Academic Warning) program, the goal of which is to intervene with students who have poor grades, attendance issues, or personal issues that may be affecting their academic progress. Poor academic performance and/or attendance issues are often symptomatic of other problems students may have. If we can meet with, and help students before the first exam of the semester, they have a better chance of achieving academic success.

Office Location: Davidson Hall, Room 103  Office Hours: Monday-Friday, 8:00 am-5:00 pm  Phone Number: (860) 832-1601
Orientation Programs

The Divisions of Student Affairs and Academic Affairs coordinate Orientation and Opening Day for first-year and transfer students. Mandatory Orientation programs for first-year and transfer students are provided during the summer. These programs provide high-touch, full-day or overnight sessions for students. During Orientation, various seminars are provided, and opportunities to engage with faculty and staff are offered. Campus tours and information on campus resources are also available.

Opening Day in the Fall provides programming to connect and engage students to campus by making them aware of all the services and programs that are available to them, which promote student success and retention.

Residence Life

Living on campus provides our students with opportunities to more fully participate in campus life; realize their role and responsibilities in a community; and succeed personally and academically. Dedicated staff endeavor to create an environment that facilitates learning and growth, embraces diversity and collaboration, and encourages leadership and service to the community.

There are a variety of housing options from which students may choose. Nine residence halls offer comfortable, safe, and attractive places to live and learn and are within easy walking distance to dining halls, classrooms, and on-campus entertainment. Students have access to study lounges; five fitness centers, including those located in the residence halls; free Wi-Fi; cable TV; and game rooms.

Professional staff, either an Area Coordinator or a Residence Hall Director, live in each of the residence halls and offer support to residential students 24/7. These staff members are also responsible for the overall operation of their respective buildings. In addition, there are resident assistants and other paraprofessional staff who help students get involved, access services, take advantage of learning opportunities, and ensure the safety of the residential community. For opportunities about on-campus living, please check us out at reslife@csu.edu.

Main Office Location: Mid-Campus Hall, Room 118 Office Hours: Monday-Friday, 8:00 am-5:00 pm Phone Number: (860) 832-1680
Student Activities & Leadership Development

Student Activities & Leadership Development (SA/LD) provides opportunities for learning and engagement to foster students' personal growth and strength of character. Through training, mentorship, and involvement in co-curricular activities, students develop a sense of civic responsibility, an appreciation for community involvement, and a respect for diversity.

SA/LD:
- Provides opportunities for student engagement within 130+ student clubs
- Facilitates diverse programs for the campus community
- Guides students in coordinating, organizing, and supervising student-sponsored events
- Organizes weekly leadership development workshops for students
- Provides opportunities for student development through various leadership roles
- Offers a wide range of recreation and wellness activities

Office Location: Student Center, Room 201 Office Hours: Monday-Friday, 8:00 am-5:00 pm Phone Number: (860) 832-1990
RECentral

RECentral provides programs, events, and services related to wellness and a healthy lifestyle to students, faculty and staff. Programs include activities related to fitness, recreation, intramurals, and club sports. This creative and innovative recreational programming is offered to meet the diverse needs of students and the CCSU community. RECentral programs include:

- Fitness Centers located throughout campus; feature cardio equipment, free weights, selectorized strength machines
- Spinning and various fitness classes for students, faculty and staff
- A variety of intramural programs, such as flag football, floor hockey, volleyball, dodgeball, soccer, basketball, and softball
- An extensive club sports program which provides opportunities for intercollegiate competition

Office Location:
Harrison J. Kaiser, Room 044 Office Hours:
Monday-Friday, 8:00 am-5:00 pm
Hours of Operation: Please see the website for hours of operation for all facilities.
Phone Number: (860) 832-3732

LGBT Center

The LGBT Center is a campus cultural center that provides community building, education, student support services, advocacy, and leadership development opportunities for the LGBTQ campus community. The Center also facilitates campus trainings on the topic of LGBTQ inclusion and advocates for improvements to LGBTQ life and equity at the University. Our efforts include:

- programming around LGBTQ experiences and topics
- discussion forums
- information and referral services for individual support
- maintaining a queer literary and periodical library

Office Location:
Student Center, Rooms 304 -305 Office Hours:
Monday-Friday, 8:00 am-5:00 pm Phone Number: (860) 832-2090
Student Center

The Student Center provides services, facilities, and equipment to support programs that enhance the vitality of the campus community. Student Center Operations manages the campus-wide calendar for all campus events, activities, conferences, workshops, and banquets through the Central Reservations Office. Many student organization offices are located in the Student Center, which also houses a food court, the campus bookstore, the campus Blue Chip Card Office, as well as several meeting rooms, including the Bellin Gallery and Alumni Hall. All residential students can utilize their own postal box through the student mailroom in the Student Center.

Housed in the Student Center are Student Activities and Leadership Development offices, the Women’s Center, the LGBT Center, and the radio station. There are many lounges, nooks, and cozy spots throughout the Student Center to relax and/or meet up with friends, classmates, and faculty over coffee. The Breakers Game Room offers tournament billiard tables, electronic amusements, board games, and sports television. The Centix Box Office offers tickets to CCSU events, with the exception of Athletic events. Staff at the Information Desk in the main lobby will assist you with questions you may have about the campus.

Student Center Office: (860) 832-1960  Information Desk: (860) 832-1970
Central Reservations: (860) 832-1964  Centix Box Office: (860) 832-1989
University Operator: (860) 832-3200

Office Location: Student Center 116
Main Office Hours: Monday-Friday, 8:00 am-5:00 pm
Building Hours: Monday-Wednesday, 7:00 am-1:00 pm; Thursday, 7:00 am-midnight; Friday, 7:00 am-11:00 pm; Saturday, 9:00 am-11:00 pm; and Sunday, noon-1:00 pm
Student Conduct

Student Conduct educates students and protects the rights, health, and safety of all members of the CCSU community. We strive to empower students to make healthy decisions and encourage each community member to incorporate acceptable behavior into a lasting code of ethical conduct in their lives. We aim to assist the development of a healthy campus community, built on personal responsibility and good citizenship.

Office Location: Carroll Hall, Room 202
Office Hours: Monday-Friday, 8:00 am-5:00 pm Phone Number: (860) 832-1667

Student Disability Services

Student Disability Services (SDS) facilitates services and supports that promote educational equity for students with disabilities. Assistance includes arranging reasonable accommodations and auxiliary aids that are necessary for students with disabilities to pursue their academic studies, both in and outside of the classroom. SDS provides students, faculty, and staff with assistance and information on issues of access and fosters opportunities for students to participate in a barrier-free learning environment at CCSU as required by the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. For additional information regarding Student Disability Services, please visit: www.csu.edu/sds.

Office Location: Carroll Hall, Room 150
Office Hours: Monday-Friday, 8:00 am-5:00 pm Phone Numbers: (860) 832-1957 or (860) 832-1952
Student Wellness Services

Student Wellness Services provides integrated mental health, physical health, and wellness education services to assist CCSU students in the pursuit of academic success, a fulfilling college experience, and lifelong wellness. Although we provide intervention and treatment services, we also focus on raising student awareness of potential risks to their wellness and equipping them with the information and skills required to make decisions that will positively impact their health and well-being.

Student Wellness Services - Counseling Services

Counseling supports students' academic success by assisting them in resolving mental health concerns and other personal difficulties. We offer individual counseling, group counseling, educational, and psychiatric referral services to enrolled full- and part-time students. We also provide referrals for specialty, long-term, or more intensive services. Our services are free and confidential.

Office Location: Marcus White Annex to check in, then Marcus White Hall, Room 205 Office Hours: Monday-Friday, 8:00 am-5:00 pm
Phone Number: For appointments (860) 832-1926; for general inquiries, (860) 832-1925
Student Wellness Services - Health Services

Student Wellness Services – Health services supports students’ academic success by providing routine medical care to enrolled full- and part-time students. There is no charge for the office visit, although some lab tests, immunizations, treatments, and prescription medications may require a small fee. We also provide referral services for more complex or serious medical issues. All visits are strictly confidential.

Office Location: Marcus White Annex
Office Hours: Monday-Friday, 8:00 am-5:00 pm
Phone Number: Appointments (860) 832-1926; General Inquiries (860) 832-1925

Student Wellness Services - Wellness Education

The mission of the Office of Wellness Education is to equip the CCSU community with resources and information that foster healthy lifestyles. We aim to provide informative events for students on alcohol, tobacco and suicide prevention, while enhancing the behaviors associated with the Factors of Wellness (SAMHSA).

Office Location:
Carroll Hall, Room 140/147 Office Hours:
Monday-Friday, 8:00 am-4:30 pm Phone Number:
For wellness appointments and/or programming, (860) 832-1948
Veterans Affairs assists veterans, dependents of veterans, members of the National Guard, and reservists in taking full advantage of the educational benefits available to them through the Montgomery GI Bill (MGIB) and other programs.

We provide assistance to incoming student veterans on applying for admission to CCSU and in transitioning from active military duty to CCSU, or from CCSU to active military duty. Student veterans are offered guidance about campus resources such as tutoring, counseling, and early registration.

The office is co-located with the Veterans Drop-In Center where veterans, dependents, and military students may study, network, utilize computers, have lunch, share conversations, and participate in the Veteran Student Organization (VSO) activities.

Office Location: Carroll Hall, Room 035
Office Hours: Monday-Friday, 8:00 am-5:00 pm
Drop in Center: Monday-Thursday, 8:00 am-9:00 pm and Friday, 8:00 am-5:00 pm Phone Number: (860) 832-AVET (2838) or (860) 832-1869
Campus Ministry

Campus Ministry seeks to promote personal and communal growth at CCSU. Campus ministers are available for counseling and guidance, participation in discussion, as well as a variety of social, spiritual and educational programs. The chaplains of Campus Ministry strive to foster a deeper appreciation of those traditions for the purpose of contributing to the greater unity in which all people can live in justice, peace, and harmony.

Campus Ministry Contacts:

Father Michael Casey (Catholic - Newman House)
Dr. Felton Best (Protestant Chaplain) Sharon Braverman (on-campus contact)
Imam Sharief (Islam - Islamic Campus Ministry) Dr. Nidal Al-Masoud (on-campus contact)

Phone Number: (860) 832-1935
Division of Student Affairs

Dedicated to supporting a student-centered learning environment that encourages student development and inspires student success.
APPENDIX G:

Residence Life Resident Assistant Training Schedule & Objectives
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<thead>
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<th>RA Training Topics</th>
<th>Fall RA Training (August)</th>
<th>Spring RA Training (January)</th>
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<td><strong>New RAs</strong></td>
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<td>Title IX Refresher</td>
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<td>SOP Review</td>
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<td>Behind Close Doors</td>
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<td>New RAs &amp; 1st semester RAs</td>
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<td>Building Prep</td>
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<td>Student Conduct Overview</td>
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<td>ResLife Programming Guidelines &amp; Overview</td>
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<td>Student Challenges</td>
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<td>Critical Thinking &amp; Decision Making</td>
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<td>LineSafe App</td>
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<td>Boundaries (general &amp; social media)</td>
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<td>Perception vs. Reality</td>
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<td>Work, Life &amp; Balance</td>
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<td>Mediation Refresher</td>
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<td>Managing your money</td>
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<td>Resume Building</td>
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<td><strong>Alternate Sessions</strong></td>
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<td>Safe Zone Training</td>
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<td>Assertiveness Training</td>
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<td>Bystander Training</td>
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<td>Race Identity Theory</td>
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<td>Customer Service</td>
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<td>Social Media Etiquette (Dos &amp; Don'ts)</td>
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<td>Gambling Awareness</td>
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<td>Staff Dynamics/Different Work Styles</td>
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<td>Taking Care of the Caretaker</td>
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<td>Motivation</td>
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<td>Effective team work/Communication</td>
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<td>Dealing with difficult peers</td>
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<td>Working with your Staff &amp; Supervisor</td>
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<td>Transgender Identity</td>
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<td>What's an RA?</td>
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*RA In-services are offered each semester; different topics are provided to the staff.*
Resident Assistant Training Learning Objectives

New Resident Assistant Training:

Session: RA Contract
Purpose: To educate the staff on their position responsibilities.
- Staff will learn their obligations set forth by the Department of Residence Life.
- Staff will learn about their part in Residence Life processes such as closing, opening, room selection and RA selection.
- Staff will learn about the disciplinary process.

Session: Building Community
Purpose: To educate the staff on creating a healthy community within the residence halls.
- Staff will learn the importance of creating a strong community on their floor.
- Staff will learn the correlation between good community building and fewer cases of student conduct.
- Staff will gain an understanding of various tips that are useful to creating community on their floor (e.g. programs, floor meetings, signs, use of lounges, etc.).

Session: Intro to SOPs
Purpose: To educate the staff on policy and procedure for crisis management.
- Staff will learn about the protocols for emergency situations such as floods, power outages, campus lockdown, fires, etc.
- Staff will learn a brief overview of how to handle different scenarios that they will typically come across in the course of performing their duties.
- Staff will learn about how the maintenance work order system works.
- Staff will utilize different SOPs through role-playing exercises in order to handle different scenarios that they will typically come across.

Session: Programming Purchasing Overview
Purpose: To provide an overview of the policies and procedures for completing and submitting paperwork to access hall funding for Resident Assistant programming.
- Staff will learn the process for allocating money for their programs.
- Staff will acquire the knowledge for submitting the required paperwork prior to shopping for programs.
- Staff will be knowledgeable about the policies for using their hall P-card.
- Staff will be able to identify approved vendors they may use for their programs.
- Staff will learn and be able apply procedures for ordering clothing and sponsoring trips.
Session: Suicide Prevention (QPR)
Purpose: To educate staff on suicide signs, resources, and how to address suicidal students.
- Staff will obtain knowledge in how to identify the warning signs of suicide.
- Staff will learn about the various resources available to students in distress and for themselves after dealing with a suicidal/attempted suicide incident.
- Staff will learn in detail how they should respond to students who are exhibiting suicide behaviors.

Session: Alcohol & Other Drugs Awareness
Purpose: To educate staff on alcohol and other drugs awareness, resources and how to handle concerns with alcohol and other drugs.
- Staff will learn about statistical information on college drinking.
- Staff will learn the warning signs of alcohol poisoning.
- Staff will learn in detail what they should do when they encounter students who seem to be intoxicated and or under the influence of other drugs.
- Staff will learn what the role of campus police, Students Wellness Services: Counseling, and the Office of Wellness Educational play with alcohol concerns.
- Staff will learn about the various resources and how to help students that may have concerns with alcohol and other drugs.

Session: Active Shooter Training
Purpose: To educate staff on how to respond to an active shooter situation.
- Staff will learn CCSU emergency protocols and how it applies to the Resident Assistant role.
- Staff will learn how to be betters responders to student population during an active shooter event.

Session: RCFs & Damage Billing
Purpose: To educate the staff on how to complete the Room Condition Forms and maintenance associated the prior to resident move in.
- Staff will learn how and why it is necessary to complete appropriate housing forms in a thorough manner.
- Staff will employ appropriate techniques for maintenance.
- Staff will be able to relate their role regarding RCFs to the overall functioning of the department billing system.
- Staff will learn about the damage billing process.

Session: Domestic Violence
Purpose: To educate staff members on the domestic violence warning signs and appropriate actions for addressing the issue.
• Staff will learn about the warning signs of an abusive relationship.
• Staff will learn about various forms of domestic violence (emotional, physical, etc.).
• Staff will obtain information about various resources available both on and off campus for students who are in an unhealthy relationship.
• Staff will learn in detail how they should respond to students who are exhibiting domestic violence warning signs.

Session: Incident Report Writing
Purpose: To educate staff members on proper incident report documentation and the use of PS7 Software.
• Staff will learn how to use PS7 software.
• Staff will learn the correct way to write an incident report, as well as things they should not do when writing an incident report.
• Staff will learn the procedure for placing incident reports into PS7.
• Staff will learn the various types of scenarios that need to be documented in PS7.

Session: RA Class
Purpose: To educate the staff what the RA class entails.
• Staff will gain an understanding of what will be required of them throughout the semester.
• Staff will discuss utilizing the RA Class as a tool in conjunction with the RA job to assist in the transition of becoming an RA.

Session: Fire Safety and Restricted Items
Purpose: To educate staff on fire safety, environmental issues, and other safety issues pertaining to residence hall safety.
• Staff will learn about the importance of fire safety and proper evacuation procedures.
• Staff will learn about how to ensure fire safety in residence halls.
• Staff will learn about fire restricted items and why these items are on the list.
• Staff will learn about other health and safety initiatives by facilities (regarding mold, bed bugs, etc.)

Session: Student Conduct 101
Purpose: To give staff an understanding of the student conduct system and how it operates at CCSU.
• Staff will learn about the history of student conduct and student rights.
• Staff will learn how the student conduct system differs from the criminal court system.
• Staff will learn how the student conduct system operates.
Session: Sexual Assault
Purpose: To educate staff on how to respond and what resources are available to students who have been sexually assaulted.

- Staff will learn how to respond to students who have been sexually assaulted, either recently or in the past.
- Staff will learn about the various resources both on and off campus available to students who have been sexually assaulted. How to Help booklet will be distribute to the staff.
- Staff will learn about resources available for themselves after dealing with a sexual assault incident.

Session: Bulletin Boards & Door Tags
Purpose: To educate the staff on creating a door tags and bulletin boards and using them to educate and build community within the residence halls.

- Staff will learn the importance of creative publicity.
- Staff will learn different ways to create informative bulletin boards.
- Staff will learn the department expectation for door tags, bulletin boards, and publicity.
- Staff will learn the importance of information on bulletin boards.
- Staff will gain an understanding of various tips that are useful to creating these door tags and bulletin boards on their floor (e.g. programs, themes, interactive boards, informational, community building, etc.).

Session: First floor meeting
Purpose: To educate staff on the importance of creating a welcoming environment within the first few weeks of the semester.

- Staff will learn different techniques on how to build a good rapport with their residents and how to get to know them.
- Staff will learn the structure of the first floor meeting and different ways on how to facilitate the meeting.
- Staff will learn the first steps in how to build a good community on their floor.

Session: Time Management
Purpose: To educate the staff on how to balance their time between RA life, academic life, and personal life.

- Staff will learn the importance of time management for succeeding as students and as RAs.
- Staff will learn various techniques for managing their time.
- Staff will gain an understanding of the demands the RA position will place on their time, and how to balance and prioritize their responsibilities with their academics and other commitments.
Session: Confrontation
Purpose: To educate staff on how to handle difficult interactions with residents while dealing with crisis assertiveness training.

- Staff will learn how to assert themselves within their RA role.
- Staff will learn the different ways that they can assert themselves in various situations.
  - Dealing with Difficult People
    - Staff will learn the various types of “difficult” people that they may encounter as an RA.
    - Staff will gain knowledge in various ways in how to address the residents/situations.
  - Confrontation and Crisis Management
    - Staff will learn how to deal with a crisis within the RA position. Staff will obtain knowledge on different confrontation techniques.

Session: Mediation
Purpose: To educate staff members on effective mediation styles to resolve conflict.

- Staff will learn the steps involved in mediation and the role of the mediator.
- Staff will learn the different skills involved in mediation.
- Staff will learn what documentation needs to coincide with a mediation.
- Staff will experience hands on roll-playing in mediation scenarios.

Returning/Full Staff Resident Assistant Training:

Session: Living in a Fishbowl (Ethics, Boundaries, and Values)
Purpose: To have staff feel confident and comfortable in their ethical decision making and boundary setting skills when their value system is being challenged.

- Staff will discuss how to make ethical decisions and set boundaries with residents.
- Staff will examine their own boundary setting.
- Staff will learn how to apply sound ethical decision making as it relate to their RA role and personal life outside the position.

Session: Building Preparation
Purpose: To set time aside for staff to prepare the halls for opening and unify as a team.

- Staff will have an opportunity to work together as a team to prepare the building for the residents.
- Staff will create informative bulletin boards and signs for the residents.
- Staff will complete Room Condition Forms and other related housing forms.

Session: Conduct Overview
Purpose: To educate staff on how to navigate and complete incident reports in PS7.

- Staff will acquire navigation and search knowledge necessary to use PS7 software.
• Staff will be informed of the various types of scenarios that need to be documented in PS7.
• Staff will have an understanding that incident documents are formal reports that may be subpoenaed by courts.

Session: Title IX Refresher
Purpose: To create awareness and educate staff on how to respond to Title IX cases.
• Staff will gain knowledge about the legal definition of various forms of harassment.
• Staff will learn about both on and off campus resources available.
• Staff will learn how to respond to Title IX cases.

Session: Programming Overview
Purpose: To educate staff on quality programming that better fulfills the programming model objectives.
• Staff will learn how to produce meaningful and well balanced programs to better serve the student population.
• Staff will have a better understanding of the programming hand model and the necessary programming requirements.
• Staff will learn the basics of how to complete all programming paperwork.
• Staff will learn the department expectation for programs and the importance of supporting other campus events.

Session: Mediation-Returning Staff
Purpose: To educate staff on the process of holding an effective mediation and giving them the skills necessary to succeed in supporting a mutual agreement among residents.
• Staff will be able to accurately follow the process of holding mediations.
• Staff will be able to evaluate when mediation is an effective means of resolution.
• Staff will learn the importance of confidentiality and unbiased statements with the residents.

Session: Diversity Workshop
Purpose: To educate staff on how to observe bias and reflect on their own actions regarding diversity in the halls.
• Staff will learn the skills to help communicate more profoundly with residents and each other.
• Staff will learn the different types of diversity which are found in the Residence Halls at CCSU.
• Staff will learn on how to accept differences among fellow staff members and residents.
• Staff will be able to assess the impact of their own culturally based preferences, biases and cultural norms, define developmental plans to move forward more effectively in living and working environments.
Session: Student Challenges
Purpose: To educate staff on the various limitations which exist for our resident population and what resources exist on campus to assist our resident with their limitations.
- Staff will learn the different limitations which exist for our resident populations.
- Staff will learn how to best connect the resident with the appropriate support channel.
- Staff will learn about the laws regarding disabilities or psychological differences and learn about what offices and documentation is needed for residents to receive services and accommodations.

Session: SOP Review
Purpose: To review the Standard Operating Procedures (SOPs) to ensure all staff has thorough understanding of all SOPs.
- Staff will employ a brief overview of how to handle different scenarios they will typically come across in the course of performing their duties.
- Staff will then recall SOPs for accuracy through an activity and/or series of role plays or case studies.

Session: Behind Closed Doors (BCDs)
Purpose: To expose staff to real-life scenarios they may face in the Resident Assistant position while applying Standard Operating Procedures they have acquired through training.
- Staff will experiment by responding to life-like situations they may encounter while working as RAs.
- Staff will discuss common mistakes made by RAs and learn from their experiences and their fellow RAs experiences handling incidents.
- Staff will practice scenarios to better prepare when life events occur in the position.
APPENDIX H:

Student Conduct Process
CCSU Student Conduct Process

IF Probable cause does not exist, case is dismissed.

Administrative Agreement

Case Completed [No Review]

Notice of Charges & Hearing

Decision

Review

Decision

Case Completed

No Review Requested
APPENDIX I:

Learning Experience/Assessment Process
Student Reflection Inventory (SRI)

Note: The following assignment was designed to provide you with opportunities for self-reflection and for you to provide feedback concerning your overall experience within this process. Your feedback is vital to the effective assessment of this department and will be used to shape our operations and initiatives. Your feedback will not be used against you under any circumstances; therefore, you are strongly encouraged to provide open and honest responses.

INSTRUCTIONS:
All responses must be typed on this form. Please send completed forms via email to: osc@ccsu.edu
Please save a copy of your completed form and the email you send for your records.

1. Please identify your specific actions/behaviors that violated the Student Code of Conduct.

2. Consider the violation(s) with which you were charged:
   a. How did your actions impact others?

   b. How did it make you feel?

   c. If you believe you did not violate the code, imagine and then describe the impact such behavior would have on yourself and the CCSU community.

3. To what degree was this process helpful to you in the following:
   a. Comprehending your student rights and responsibilities? Please explain.

   b. Reshaping your personal decision making? Please explain.

   c. Understanding the CCSU behavioral standards and your personal responsibility as a member of the CCSU community? Please explain.

   d. Increasing your connection to CCSU? Please explain.

4. How will you prevent future violations?

5. Please provide any additional feedback you wish to share (optional):
Office of Student Conduct
Administrative Conference Inventory
Part I

Note: The following inventory was designed to collect information from you as part of the Office of Student Conduct's Assessment Plan for 2015-2020. Your feedback is vital to the effective assessment of this department and will be used to shape our operations and initiatives. Your feedback will not be used against you under any circumstances; therefore, you are strongly encouraged to provide open and honest responses.

Name: ______________________________ ID #: ____________________________

Date: ________________________________________________________________

Please answer the following questions

1. Age: ______________________________

2. Gender (Please circle one): Male Female Transgender

3. Class Standing (Please circle one): Freshman Sophomore Junior Senior

4. Ethnicity (Please circle one): American Indian/Alaskan Native Hispanic Asian/Pacific Islander
White (non-Hispanic) Black (non-Hispanic) Other

5. Religion: __________________________________________________________________

6. Do you live on campus (Please circle one)?
   Yes  No

7. How many semesters have you been enrolled at CCSU? ______________________________________

8. I was aware CCSU had a Student Code of Conduct (Please circle one)?
   Yes  No

9. I was aware the Student Code of Conduct is applicable on and off campus behavior (Please circle one).
   Yes  No

10. I know how to access the location of the Student Code of Conduct (Please circle one).
    Yes  No  If yes, where? __________________________________________________________________

11. I was aware of the University's community standards at the time of the incident (Please circle one)
    Yes  No

12. How many times, including this situation, have you met with a staff member regarding any alleged conduct violation? __________________________________________________________________

13. I am aware my alleged actions/behaviors may have violated the Student Code of Conduct.
    Yes  No

14. Is the alleged violation (Please circle one):
    Academic  Non-Academic  Not Sure

*PART II on reverse side (To be completed by student immediately after the administrative conference)*
Part II

1. As a result of my participation in this process, I am less likely to repeat my behavior in the future (Please circle one).
   TRUE    FALSE

2. Please identify your specific actions/behaviors that violated the Student Code of Conduct.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. I know how to access the location of the Student Code of Conduct.
   Yes        No        If yes, where:____________________________________

4. The staff member made me aware of my rights and responsibilities (Please circle one).
   Yes        No

5. The staff member clearly explained my options within the discipline process (Please circle one).
   Yes        No

6. During the meeting with the staff member, I was provided the opportunity to give my version of events by responding to written reports (Please circle one).
   Yes        No

7. I was aware of the University's community standards at the time of the incident (Please circle one).
   Yes        No

8. I am aware my alleged actions/behaviors violated the Student Code of Conduct (Please circle one).
   Yes        No
APPENDIX J:

Student Behavior Response Team (SBRT) Process
APPENDIX K:

List of Best Practices
List of Best Practices

This list of best practices is a compilation of the best practices found broadly across any of the referenced sources of information (i.e. other universities, advocacy groups, literature sources, laws, etc.). Most practices were found in more than one source of information. The best practices are organized into categories according to the EEOC (Equal Employment Opportunity Commission) report "Promising Practices for Preventing Harassment" (EEOC, 2017).

Campus Climate

- Increase diversity amongst staff and students
- Create culture of civility
- Identify national and local events to discuss and remind of unacceptable behavior
- Publicize high value employees discharged for misconduct
- Apply policy uniformly
- Be wary of nature of work and class that may create condition for quid pro quo harassing behavior
- Pay attention to work groups monotonous or low intensity task
- Eliminate isolated work conditions or blind spots on campus
- Train on how to handle alcohol-induced misconduct
- Ensure training happens at decentralized workplaces and student commuters
- Acknowledging employees and leaders who are effective at creating and maintaining a culture in which sexual misconduct or bullying is not tolerated and promptly reporting, investigating, and resolving complaints
- Conduct regular campus climate surveys for students, faculty, and staff
- Does campus climate inform targeted niche training

Leadership and Accountability

- Allocate sufficient resources to effectively implement policy and programs
- Allocate sufficient staff time to effectively implement policy and programs
- Assess risk factors and take steps to minimize
- Make CCSU nondiscrimination in education and employment policy easy to understand
- Regularly communicate CCSU Nondiscrimination in education and employment policy
- Make BOR\CSCU Sexual Misconduct Reporting, Support Services and Processes Policy easy to understand
- Regularly communicate BOR\CSCU Sexual Misconduct Reporting, Support Services and Processes Policy
- Reporting system employees and students know about
- Reporting system fully resources
- Discipline that is prompt, consistent, and proportionate to severity of sexual misconduct or bullying
- Accountability for management to prevent and/or respond to sexual misconduct or bullying
- Regular compliance training for employees and students to recognize sexual misconduct or bullying and use reporting system
- Regular compliance training for Policy staff to understand their roles and learn how to prevent and/or respond to sexual misconduct or bullying
- Conduct climate surveys on a regular basis to assess the extent of sexual misconduct or bullying
- Encourage a sexual misconduct or bullying free campus by sharing sanctions, communicating employee and student zero tolerance messages, pledges, contracts, annual march against, campus campaigns, website, etc.
- Implement metrics for harassment or bullying Staff response and prevention performance reviews
- Conducts workplace civility training and bystander intervention training
- Partner with third parties to evaluate harassment or bullying prevention effort
- Committed and engaged leadership
- Make enforcement of and compliance with the policies prohibiting sexual misconduct or bullying part of the university's organizational framework
- Provide authority to those who enforce policies to prevent and deal with sexual misconduct or bullying
- Periodically have the staff test the system in different ways to ensure it is working properly

Anti-Harassment and Bullying Policy

- Unequivocal statement that sexual misconduct or bullying will not be tolerated
- Easy-to-understand description of prohibited conduct, including examples, that is shared with all members of the community
• Description of a reporting system - available to student and employees who experience or observe sexual misconduct or bullying - that provides multiple avenues to report, in a manner easily accessible

• Statement that the reporting system will provide a prompt, thorough, and impartial investigation

• Statement that the identity of an individual who submits a report, a witness who provides information regarding a report, and the target of the complaint, will be kept confidential to the extent possible consistent with a thorough and impartial investigation

• Statement that any information gathered as part of an investigation will be kept confidential to the extent possible consistent with a thorough and impartial investigation

• Assurance that the employer will take immediate and proportionate corrective action if it determines that sexual misconduct or bullying has occurred

• An assurance that an individual who submits a report (either of sexual misconduct or bullying experienced or observed) or a witness who provides information regarding a report will be protected from retaliation

• Statement that any employee who retaliates against any individual who submits a report or provides information regarding a report will be disciplined appropriately

• Written in clear, simple words, in all languages commonly used by members of the CCSU community

Harassment and Bullying Reporting System and Investigations

• A fully-resourced reporting process that allows the organization to respond promptly and thoroughly to reports of sexual misconduct or bullying that have been experienced or observed

• Staff who take reports seriously

• Anonymous and Non-anonymous options

• Multiple points for initiating complaints, but only one source for handling entire process

• Supportive environment where individuals feel safe to report sexual misconduct or bullying behavior to management

• Intake forms

• Victim made aware of rights and options (including counseling support, report to law enforcement, etc.)

• Explain to victim what you will do with information

• Provide an advocate

• Encourage medical exam (for assaults)
• Well-trained, objective, and neutral investigators
• Investigate all complaints
• Issue no contact orders or restraining orders
• Victim-centered investigation
• Timely responses, investigations and resolutions

• Investigators who document all steps taken from the point of first contact and who prepare a written report using guidelines to weigh credibility

• An investigation that protects the privacy of individuals who file complaints or reports, individuals who provide information during the investigation, and the person(s) alleged to have engaged in sexual misconduct or bullying, to the greatest extent possible

• Mechanisms to determine whether individuals who file reports or provide information during an investigation experience retribution, and authority to impose sanctions on those who engage in retaliation

• During investigation, systems to ensure individuals alleged to have engaged in harassment are not "presumed guilty" and are not "punished" unless and until a complete investigation determines that harassment or bullying has occurred

• Communication with victim throughout process
• Preponderance of the evidence standard (51%)
• Clearly articulated sanctions based on severity of offense

• Communication of the determination of the investigation to all parties and, where appropriate, a communication of the sanction imposed if sexual misconduct or bullying was found to have occurred

• Staff trained to assess risk within a threat assessment model

• Consequences are provided that are prompt, consistent, and proportional to the offense committed
• Reporting system accepts reports of sexual misconduct or bullying experienced and observed

**Recording and Storing**

• As few people as possible have access to cases
• Release records to other universities to avoid offender repeating on other campuses
• Empower victim to use information as they deem fit, including speaking out
• Report incidents pursuant to Clery Act
• Provide a secure database to warehouse information
• Explore an app/software for reporting that allow for matching of repeat offenders in the system

Compliance Training

• Supported at the highest levels
• Repeated and reinforced on a regular basis
• Provide to all students and employees at every level of the university
• Provide separate police training on how to handle sexual misconduct or bullying complaints
• Provide separate athletic department training on how to handle sexual misconduct or bullying complaints
• Conducted by qualified, live, and interactive trainers
• If live training is not feasible, designed to include active engagement by participants
• Routinely evaluated and modified as necessary

• Content describes illegal sexual misconduct or bullying, and conduct that, if left unchecked, might rise to the level of illegal sexual misconduct or bullying
• Content includes examples that are tailored to the university student and workplace setting
• Content educates students and employees about their rights and responsibilities if they experience or observe conduct that is not acceptable
• Content describes, in simple terms, the process for reporting sexual misconduct or bullying that is experienced or observed (bystander training)
• Content explains the consequences of engaging in unacceptable conduct
• Content provides policy staff with easy-to-understand and realistic methods for dealing with sexual misconduct or bullying that they observe, that is reported to them, or of which they have knowledge or information, including description of sanctions for failing to use such methods
• Content provides policy staff with clear instructions on how to report sexual misconduct or bullying behavior up the chain of command, including description of sanctions for failing to report
• Encourages managers and supervisors to practice "situational awareness" and assess the workforces within their responsibility for risk factors of sexual misconduct or bullying
• Content provides explanations of the information that may be requested during an investigation, including: the name or a description of the alleged harasser(s), alleged victim(s), and any witnesses; the date(s) of the alleged harassment; the location(s) of the alleged sexual misconduct or bullying; and a description of the alleged sexual misconduct or bullying;

• Opportunities to ask questions about the training, sexual misconduct or bullying policy, complaint system, and related rules and expectations

• Identification and provision of contact information for the individual(s) and/or office(s) responsible for addressing sexual misconduct or bullying questions, concerns, and complaints.

• For managers and supervisors, clear instructions about how to report sexual misconduct or bullying up the chain of command

• For managers and supervisors, clear explanations of the types of conduct that are protected from retaliation under federal employment discrimination laws, such as: Complaining or expressing an intent to complain about sexual misconduct or bullying conduct; Resisting sexual misconduct or bullying or intervening to protect others from such conduct; and Participating in an investigation about sexual misconduct or bullying conduct or other alleged discrimination

• For managers and supervisors, clear explanations of the consequences of failing to fulfill their responsibilities related to sexual misconduct or bullying, retaliation, and other prohibited conduct