Richard Spada: 00:00:00 Good afternoon everybody. Thank you for coming to our open forum. My name is Richard Spada. And along with my colleagues on the task force, we welcome you to this forum on sexual harassment, bullying and campus climate here at Central Connecticut State University. I’m really delighted that you’re and very grateful that you’ve taken the time out of your day to come and hopefully share your thoughts, your feedback, your insights, your ideas that will help us as a task force to be able to put forth some recommendations to Dr. Toro that will help to create a more safe and inclusive campus environment, not only for students, but for faculty, staff, and alumni here at Central Connecticut State University.

I’d like to share with you a little bit about what it is that we are doing today. I'll read it to you, in case you can't see that. The purpose of this forum today is to learn about your views and your perspectives of the existing policies, procedures, rules associated with the reporting of allegations of sexual assault, misconduct and bullying here at Central Connecticut State University.

We want to understand if you have feedback on the existing policies, procedures, rules, etc. And we want to elicit feedback from you on things that you say can be done better, or differently. We want to hear your ideas. Yesterday, we heard lots of feedback. And we heard lots of great ideas, some things that could be probably instituted very quickly, so-called "low hanging fruit."

And some that are long-term, more systemic changes for us to consider, in terms of proposals. But we want to obtain your feedback on that as well. We're also taking a look from this task force at different types ... the programs, the training, the education, the communications campaigns, etc., that are in place that are intended to help create a safe and inclusive environment for all here on campus. We want to hear your feedback on that as well, and we want to get your ideas, perhaps, on what could be done differently, or new, to be considered with that.

If you are aware of any best practices that you have seen on campus, in other organizations, other parts of the university system, other external organizations, we would love to hear that from you as well. We have a group that's looking at best practices.
The agenda for today is pretty straightforward. In a few moments, I'll have the task force introduce themselves. I'll share with you the charges that were given to us by Dr. Toro and what she is expecting of this task force. I'll share with you a little bit of the work we've done to date, tell you a bit about how we're going about gathering our information and data. And then, the majority of the meeting will be an open forum, where we'll call for community input and allow you to come forth to the microphone to share your perspectives. And then we'll close the meeting, we'll close promptly at 5:00. So thank you very much for being here.

So, as a means of introduction, behind me is a picture of everybody on the task force. Unfortunately, one of our task force colleagues, Cecilia Perez-Colon, is off on holiday, and we didn't have access to a picture from her. But what I'd like to do is pass the microphone, starting off on my right, all the way down to Bill, and have each of us introduce ourselves to you, so you have a sense of who we are.

Bill Panetta: 00:03:48 Welcome. I'm Bill Panetta, Central alum and a retired HR executive from United Technologies.

W. Fothergill: 00:03:56 Good afternoon. My name is William Fothergill, Associate counselor, Student Wellness Services.

Shelly Jones: 00:04:02 Good afternoon. I'm Shelly Jones, Mathematical Sciences.

Yvonne Kirby: 00:04:07 Yvonne Kirby, Director of Institutional Research and Assessment.

Jean Alicandro: 00:04:12 Jean Alicandro, Director of Residence Life.

Fiona Pearson: 00:04:16 Fiona Pearson, Professor of Sociology.

V. Minervino: 00:04:20 Victoria Minervino, I'm a senior. Just for clarity, I'm no longer on SGA. I dropped for school.

Natalie Ford: 00:04:28 I'm Natalie Ford, Secretary of the Learning Center.

Jeremy Visone: 00:04:33 Jeremy Visone, Educational Leadership, Policy and Instructional Technology.

Richard Spada: 00:04:43 Thank you. We have other members, who you'll see on the screen, who were with us yesterday, who are not with us today. My Name is Richard Spada, as I'd said before. I'm an alum of CCSU. I am an external person along with Bill and our other
colleague, Ululy Martinez, who's not here. We have been asked by Dr. Toro to bring an external perspective to the task force. So the three of us volunteered our time to the task force, as well as the great group of folks from students, faculty and staff.

I'd like to share with you the guideline and ground rules for how we're going to run the forum today. And I'll read them through to you. This is an open forum, and what that means is that we've intentionally designed this to be open to faculty, staff, students and alumni of CCSU. Yesterday, we had all four categories talk with us, and I'm really excited about that. It was really great to hear the voice of all four different groups. A note about this is that anyone may speak, and you can share your insights, your feedback and your ideas, and we ask that you do it constructively and honestly with us.

When we get to the section of the meeting where it's known as "call for community input," in order to manage our time, we're trying to keep our comments to about three minutes, but although we know plus or minus, but it's just to help us manage time, so everyone can have the opportunity to speak and I'm sure there will be time to hear more from you if you want to come back up. When you do come to the microphone and speak, it's important that you let us know who you are, so your first and last name is important for us. Perhaps we want to follow up with you and talk with you more about your ideas or your feedback. And we really would like to know if your a student, faculty, staff or alumni member. That will just help us in terms of understanding more of what you're talking about.

Generally, we will not have crosstalk between the speaker and the committee, although at times we may add some comments after your statement or your perspective. And we may have to ask for question for clarity. I do want to let you know that this meeting is being recorded. And that it's being recorded purposely for us, to give us a record of it, so we can use the ideas that come through to help us in our review and our recommendations. We're having the meeting transcribed as well. And the transcribed notes for the meetings will be posted where all of our other meeting minutes, etc. are posted. So it's an open meeting, and that's the purpose behind that.

We do have a formal minute taker, in addition, Susan Matterazzo from Dr. Toro's office, who's supporting us on the task force, so thank you Susan. And our committee members here, our task force members will be taking notes during the meeting. In addition to being here and speaking, there are other
ways that you can provide your feedback, your input and your insight. You can speak and share with us your insights that way. You can go to the Campus Culture webpage, which it's up there. And if you go to the Campus Culture webpage, there's a place for you to anonymously share your feedback, insights and input. We do receive those. Dr. Forward ... Dr. Toro forwards those to us on a daily or regular basis. And so that another way to do it.

And also, Jeremy has two baskets up there, and you have paper at your table, and you are also welcome to put your thoughts and ideas and feedback on a paper. You can put your name if you wish, if you'd like for us to follow up with you. And you can give them to Jeremy as two baskets. One is if you'd like to just submit it and not have us ask you about it today. And if we have extra time, there's second basket that we'll follow up with things that you put in that basket. So that's how we'll operate that way.

We will also be launching a campus survey on or about October 1, that information will come out to you. Our task force has put together a survey that's intended to hear from you in terms of your exposure to campus programs, training, activities, etc., that are designed to create a safe and inclusive environment. To hear from you in terms of those things that you may have participated in and what you feel about them. Did they add value, not add value? And there's space on that for you to give additional feedback and input. So it's just another portal for you to be able to do that. So those are ways in which you can provide input and feedback to us as a task force. Did I capture? Yeah. You can also reach out to any one of us. We all are around today after this meeting. And then, my colleagues on campus, you can reach out to any one of them as well. And to have more conversation with them.

So on that note, I want to just share with you a little bit about the charges of the task force. What Dr. Toro has asked us to take a look at. And there's basically five charges. When we originally came together as a task force, Dr. Toro said, "We want you to take a look at the processes and the procedures for what happens when an individual comes forward and makes an allegation of sexual misconduct harassment or bullying. What happens? What kicks into gear? What steps take place? How does the campus, how do we respond as a campus community to these allegations? She wanted us to take a look at that. And she wanted us to take a look at the processes and the organizational structures as well and the resources that were tied to that.
That's where we started out, but Dr. Toro began to receive more feedback and insight about campus behavior, and she came to us and said, "What I'd like for you to do as well, is to expand that to include bullying, to get a better understanding of what's meant by bullying and how bullying may present itself from behavioral perspective on our campus and do we respond to that as a campus community." So bullying was added to that charge as well. So what we're doing is looking at when an allegation is made about sexual harassment, misconduct or bullying, what kicks into gear and how do things take place? To investigate that.

So we also want to look at, what are the factors that lead to an investigation? What triggers an investigation? So you may come forward or someone may come forward and make an allegation. Does that automatically trigger an investigation? That's what we want to find out. And how are those decisions made and what's the criteria that's used to trigger an investigation. We want to take a look at the communications processes that are involved in the investigation process. What is communicated? How is it communicated? To whom are things communicated to? We've been hearing a lot of feedback. I make an allegation, I talk to someone. I never hear anything, or I hear some things. Other people hear things. Well, we want to better understand communications. Communications requirements and processes. We want to look, as I said, at the programmatic initiatives in place.

We have a whole group of people looking at training, education, marketing campaigns, communications campaigns, etc. that are on campus. We want to look at them. We want to understand them. We want to see the degree to which they're effective and we want to make recommendations for improvement, changes. And we want to also look from an external point of view to say what have we learned that's being done at other colleges and universities in the state system, around the country, that is considered to be best practice, that we could look at and consider bringing in, adopting, adapting here at Central. We also, because I'm on the task force, Bill's on the task force, and Ululy's on the task force, we bring an external perspective. And so, I think part of being asked to be on the task force is we can challenge those things from an external point of view. We don't have deep internal ties, right, to how the university is run. So we're able to see things from a different lens. And we bring an external point of view and we're looking at things from that perspective.
So those are the charges. And there are a lot ... It's a big, big undertaking of the task force. We have been meeting ... This is just another way to look at it. We've been meeting since May. And laying out our pathway, in terms of how we are approaching this. There's a lot, as you can see up here, us to take a look at. And a lot for us to understand. We know that there are multiple ways in which an individual can make an allegation about sexual harassment and bullying on campus. There's multiple routes, vehicle to do that. There's lots of different programmatic initiatives that are taking place. So, we're in the process of gathering data, information from a variety of offices here on campus, that will help us to better understand that. We've reached out to quite a few of the direct reports of Dr. Toro, Dr. Troiano, I never get all the names right. Dr. Troiano...

Male: 00:14:25 Provost.

Richard Spada: 00:14:25 The provost. Chiefs of diversity. And Chief Snead. There's a whole group. We've reached out and we're diving deep. We've asked all of these leaders and administrators to provide us with process flow diagrams, policies, procedures that they operate from to give us detail on the different programs and initiatives, etc. that they put in place. On the effectiveness of them, utilization of them, etc. We've received binders. Binders and binders. We're in the process of diving deep in to them to better understand that.

It's important to know that we're looking at existing policies, procedures, programs, etc. We will go back and look at historical information from upward to 5-10 years, but our real purview is to say what is happening. We want to know happens one of you, or someone else on this campus step forward and make an allegation. We want to understand how things take place. But we will look at historical data and information as well in this process.

One of the things that's important for us, I've been talking about sexual harassment and bullying, is that we also want to take a look at organizational climate, organizational culture. And it's important for us that as we do this work, to really understand more about the climate here on campus. More about the culture on campus. We want to look at those things that impact psychological safety and psychological trust. That really impact how one behaves on campus. And so we're taking a look at different aspects of organizational culture, organizational climate, looking at surveys, and past surveys that have been
done, looking at ways of gathering information relative to that. It's important that we understand what the values and beliefs are of the campus. What does campus leadership espouse? What are their beliefs? Do they're actions lead up, support their beliefs, etc. So this is all part of our data gathering as well.

How are we going to be gathering data and information? Well, I talked to you about, we have documentation process, so we've reached out to a whole variety of campus leaders and asked them for that data and information. We're going to be conducting individual interviews. These open forums. This is the second open forum that we've had. Yesterday was the first one. We will be conducting a survey, as I said, on October 1st. The portal, the campus climate portal is available for you to give input. And based upon the information that we pull together, we may be reaching out doing focus groups and more information and data gathering.

I do want to say, we have a very ... I'm holding us to a rigid timeline. Dr. Toro is expecting a report with recommendations from us on December 10th. So, we are acting quickly and I'm kind of pushing and driving the group to deliver on that. And so that is what we're working towards. There may be things that we recommend doing immediately, before December 10th, but the actual report will be presented to Dr. Toro on the 10th. And from there, we'll talk about how does it get disseminated to the campus community. So, on that note, that's a bit about who we are, what we're doing, why we're doing it. I think my colleagues and I are excited about doing this work. It's a very important body of work that we're undertaking, and we don't take that lightly. We realize the importance of it, and I'm very grateful to all of them to step up to do that.

And from there, what I'd like to do is call for community input. And I want to remind us about the process for this. To come to the ... You're welcome to come up to the microphone. Put you're input in writing if you wish to do so. If you do come to the microphone, we ask that you identify yourself by the first name and last name. Tell us if you're student, faculty, staff, or alumni. And then share with your feedback. Share with us your insight, feedback, suggestions. We will listen to you. We are taking notes. We will have a timer for three minutes, just to help keep us on track, okay? And we'll go from there. What I do want to just emphasize here, and I'm going to read this because I got it wrong. "The open forum is not a forum to surface allegations of sexual misconduct or bullying. There are formal channels for that. We are not ... That is not the charge of this
task force to investigate any allegations of sexual misconduct or bullying."

We have put resources out on this table over here that, if something comes, I will graciously refer you to those resources over there. There's some really great stuff. There's a blue card, that if you are making an allegation of sexual harassment or bullying, this is people to call. Okay?

And again, we welcome your input and at this point, I would welcome anyone to please come up and share with us your thoughts and insights and feedback. And we're eager to hear from you, so...

Jason Sikorski: 00:14:25 No questions.

Richard Spada: 00:14:25 Okay.

Jason Sikorski: 00:20:15 Right? It's tricky, I have questions, but can we ask questions?

Richard Spada: 00:20:21 Sure?

Jason Sikorski: 00:20:21 Okay.

Richard Spada: 00:20:22 So first, introduce yourself.

Jason Sikorski: 00:20:24 Thank you, sir. My name's Jason Sikorski. I'm a Professor of Psychological Science. I'm a member of the Sexual Assault Resource Team. I do prevention training on campus. I would consider myself to be an advocate, loud and proud. And I have some questions that I hope you can answer, or at least some thoughts.

Richard Spada: 00:20:43 And if we can't, we'll tell you we can't answer them and we'll work on it.

Jason Sikorski: 00:20:47 And I appreciate all of your hard work and willingness to wrestle with a difficult topic. One of the concerns that I have is the fact that bullying is in the title. As an advocate, when I talk to peers all across the country who do this type of work, MeToo movement stuff, having bullying in the title is potentially problematic for those types of advocates. First and foremost, many campuses nationwide have tried to address these monumental problems individually on college campuses, bullying and sexual misconduct, for many years. And they have failed. These rates of ... These problems have not budged. So
the thought of being able to address both of these issues simultaneously in a limited timeframe is simply impossible.

But more importantly for me as an advocate, when you put those two terms together, the fear that I have is that advocates are going to be identified as bullies. And that has happened before. In the past, members of the MeToo movement, in the media, and certainly behind the scenes, have identified that as the problem that has prevented people from coming forward in the past. And perhaps could prevent some people from coming forward in the future. It could also be viewed as other people on campus, whether they identify as advocates or not, that there’s a risk of punishments for coming forward to talk about their concerns. And frankly, in my opinion, it should be eliminated from that title. I’d also like to note that Dr. Toro, at our last sexual assault resource team meeting, indicated that the focus of the task force is on sexual misconduct, specifically. She said that specifically. So do you want me to just keep talking, or should I wait for...

Richard Spada: 00:22:36 Well, you have another 1:21. So go with it.

Jason Sikorski: 00:22:42 I have a variety of different concerns. I'm wondering who has final editorial power over the report that's written. There's very little information ... I'm concerned about my colleagues on this committee and whether or not there are any protections in place for them. Because many of them may be investigating administrators or colleagues who they have personal relationships with, or are supervised directly or indirectly somehow. By people on this campus. I'm wondering if there are protections in place for the people on this task force, so they can be free in offering their unabated comments and feedback about their work. Absolutely there are people who are supervised directly and indirectly by people who are administrators on this campus, who have made mistakes. So I see people shaking their heads, but when I get interviewed, I'll share all the information that I have.

The other concern that I have is for the last 10 year, many of us on this campus have raised dramatic, loud, clear concerns about sexual misconduct allegations and how they are handled. Formally and informally. And I'd like you to know that it is very insulting for administrators on this campus to suggest that this is some sort of magical occurrence and a shocking occurrence that has come forward.
Richard Spada: 00:24:00 Well, thank you. Thank you Jason. You surface a lot there. And thank you for bringing those things forward and speaking honestly. I can talk to a couple of them, and I'm going to ask my colleagues, because you are addressing faculty on this group as well, to share their perspective. We, I believe we probably share your concern about bullying in the title. We are very clear that those are three ginormous buckets: sexual harassment, bullying, and campus climate. And we have to be realistic in terms of what it is we're able to do in a short period of time. And what it is that we can share back with Dr. Toro. I absolutely believe that the work of the task force is, it will be continued and needs to be continued. I believe that we will only be able to scratch the surface in mane of these things and be able to provide recommendations in order to move this work forward. But each one of those buckets could have a task force in itself, right?

I believe you are absolutely correct. You are. It started off sexual misconduct, sexual harassment, and campus climate. And we are looking heavily into both of those. She added bullying, and we're looking into that concurrently. And we'll put forth what we find and our recommendations going forward on that. The second one, the safety of the faculty and staff. I will let the faculty and staff respond to you, because they have chosen to be a part of this committee. I don't personally believe that any one of these faculty and staff members would be a part of this committee if they felt or feared any type of retribution of being a part of this committee. But I will let them answer that for themselves. Dr. Toro personally reached out to every single one of us on this committee and invited us to be a part of this. And shared her commitment to us through that process. I will ask anyone here to be able to share ... Shelly, you want to say...

Shelly Jones: 00:26:06 From my understanding, me being a part of this committee, we're not here to make judgments on cases, or even look heavily into cases. Although cases, of course, will come up in the information gathering. But what I'm doing on the committee is I'm researching best practices in how to educate the campus about sexual harassment and bullying. And yeah, Dr. Toro did listen to the campus community who wanted bullying to be a part of it. So at best, what we want to do is gather information of best practices. First of all, what's happening now on campus in terms of policies and procedures to report it. And then some of the best practices from externally and other universities. And then, just to give recommendations. So I think I feel pretty comfortable with that. For my part.

Richard Spada: 00:27:03 Thanks Shelly. And I know Jeremy wants to say a few things.
Jeremy Visone: 00:27:10 I wanted to add a couple thoughts, and I think those are great questions, Jason. First of all, I think Shelly really hit on something important, that our group is going to work on making recommendations more in the general sense. I don't think we're going to necessarily naming specific people that need to do specific things differently. We're going to be talking about procedures and policies and ways of doing business. But I also think that it's important that we will speak as a group in our report. It's not going to be me writing a particular sentence and my name is going to be attached to that sentence. We're going to be writing this report as a group and there's power in that. But aside from that, individually, we are all here because we feel the need for change and we want to be a part of it. I am not afraid. I don't care what I say, or what people think about what I say. This is meaningful to me. And if somebody thinks that something that I say about making change is a problem for them, then I don't want to be here.

Female: 00:28:11 Yesterday, there was a lot said about perception and rumor on this campus. And I think Richard had emphasized yesterday that we're focusing on that. We have the procedures in front of us. We will know from your feedback, which you can deliver today, anonymously on the site. And from the data that we have and all of these binder of reports, whether or not policies and procedures are written, as they ought to be, and are they being enacted. That was something else that came up yesterday, at yesterday's forum. Are they being enforced as they are supposed to be? So those are processes that we'll be evaluating. And so, we will have objective fact to turn to, to legitimate our final report, which will be a group production.

Richard Spada: 00:29:00 Any one else want to say anything?

So Jeremy, we will, I'm sure there may be time at the end for you to come back up and finish your statement.

Jason Sikorski: 00:29:00 Jason.


Lisa Bigelow: 00:29:18 I'm making my way down.

Richard Spada: 00:29:20 That's okay.

Lisa Bigelow: 00:29:23 My name is Lisa Bigelow. I'm Director of Institutional Advancement at CCSU, but I'm here today in my capacity as the
president of the State University Organization of Administrative Faculty, which is about 220 of the administrative faculty across campus. I'm in the fifth year of my presidency, and I would say over the time that I have been involved, I've been shocked and dismayed at the number of processes that our members have collectively put through, which I would categorize, and many of my union leadership colleagues have categorized as kangaroo courts.

I have probably sat through more types of investigations than many of my colleagues on campus. I have gone into rooms with people who were being accused, who were accusing, who were witnesses to accusations that had been made. Each time, preparing myself for that meeting as best I could, by reviewing the procedures outlined in whatever office we were being asked to go into. And there were many. And I would look at those within the context of our member's rights that are outlined in our collective bargaining agreement.

And too many times to count, and probably could only count on one hand, where procedures were followed across the board. Where what was outlined in a particular office's investigatory procedure, was followed. And that I didn't feel that my member's rights under the collective bargaining agreement were being abridged in some way. I would like to see as an outcome of this process a tightening of the policies and alignment of the policies, so that in a very specific example, one of my members would not have to choose from bringing me in the room, or personal support person.

Richard Spada: 00:31:15 Right.

Lisa Bigelow: 00:31:16 I would also like to not have the conversation, again with one of my members, about having just been sworn to secrecy about what happened in the meeting. Have to have that person ask, "Does that really mean I can't discuss this with my husband, my partner, my wife? Because I really feel like I need to process this with somebody." And I'm stuck in a very awkward position in answering that question because I too heard the directive that was given to the person.

I am very encouraged that the bullying topic is part of the scope of this task force. Because that is not something that has been addressed in any formal way in my time here at CCSU. Occasionally, we were having this October week or day, that I can recall, that was the free from campus bullying day, or free for bullying week or something crazy like that. And every single
time, I would send an email to Dr. Miller saying, "Why is this just
day or a week or a minute or an afternoon? Why isn't this
always?"

And I've often also had to work with my members who have
come to me and said, "I'm being bullied in the workplace." And
I've tried to advocate for them. And I've heard things like, "Well,
they need to put their big boy pants on." Or, "They need to suck
it up." Or, "There's nowhere in your contract that says their
boss has to like them." And these are the real, specific, types of
interactions that our full-time people, and I'm sure other people
in other bargaining agreements, and our students, and our
public that come onto campus are put through.

And it makes people, I think, afraid to come forward the next
time. Afraid to encourage a colleague to use whatever
procedure might be appropriate for whatever experience
they're going through. And I'm here to advocate for all those
people who simply didn't come today for that reason.

Richard Spada: 00:33:12 Thank you Lisa. Bill has a comment or a question for you.

Bill Panetta: 00:33:15 Regarding the procedure that you're following and one I think
you raised specifically about confidentiality, swearing not to
speak with others outside the room? Is that part of the
collective bargaining agreement or is that something that gets
advocated during the meeting?

Lisa Bigelow: 00:33:33 Advocated during the meeting. It's not in the collective
bargaining. It is alluded to, and I think very explicitly discussed
in one of the policies that you probably already have access to.

Richard Spada: 00:33:39 Can you restate the organization that you're pres...

Lisa Bigelow: 00:33:42 State University Organization of Administrative Faculty. We go
by SUOAF.

Richard Spada: 00:33:48 Oh, that's the group you were telling me about today. Great.
Thank you. Thank you. Thank you. Lisa, appreciate those
perspectives, those insights. One of the things that I couldn't
agree with you more ... I've been picking this up. You talk about
the tightening and alignment of policies, practices, procedures,
etc. etc. etc. That's clearly something that we have to at.

One of the things that we have asked, of all of these major
departments, and if you look at this little thing here. This tells
you all the portal or entryways in which anyone can go to talk to
someone to make an allegation of sexual misconduct, harassment, bullying. And I think there’s six or seven different entry points. Well, what we've done is we've asked each one of these groups to come forward and to please share with us a process flow diagram of the steps that they follow from A to Z. Because we want to find out, are we talking about apples to apples and oranges to oranges? Or apples to oranges? I mean, we've got to find out. Do they do things the same? Is it done differently? If it's done differently, why is it done differently? How are decisions made, etc.

Because one of the things that we know, I know all of you are aware of this in this room, this is highly emotional. This is personal. This is deep. This is raw. And it is important to be so objective through this process. Not subjective. And it’s very hard to be objective when there are multiple ways of dealing with the same situation. If you go to make an allegation to a person in office A, and you go and make one to a person in office C, the process that they follow should probably be the same. Right? In terms of entry, diagnosis, and determining what the immediate next step should be. There shouldn't be much variation in that. So we're trying to look at, and get as objective as possible and understand what's going on, in order to, I would hope, propose a tightening and alignment that you’re talking about.

So thank you for that. Thank you. Yeah? William wants to say something, and then have someone coming up.

W. Fothergill: 00:36:01 I'm just going to coattail Bill's comment to Lisa and thank you for coming up. As we're accessing information from the various departments, and department heads, it would be very helpful to me and probably some of the other members on the committee for, just using this example that you gave as it relates to there's kind of a light statement pertaining to the silencing of people. If there's something specific that you can target on, and especially with your expertise as being for five years the president of SUOAF. We may not see that. We may not understand it. But if you can kind of highlight pieces of the contract that you would like for us to kind of zoom in on as we examine this information, it would be very helpful.

Richard Spada: 00:36:54 And on our team, we have Bill Panetta, down on the end there, who is the individual who, with an HR background, will probably engage in more dialogue around that as we dive deeper into this. So thank you, thank you William.

Hi, come on down.
Shuju Wu: 00:37:12 I have to leave in a few minutes.

Richard Spada: 00:37:12 Okay.

Shuju Wu: 00:37:16 I think this is...

Richard Spada: 00:37:17 Can you introduce yourself please.

Shuju Wu: 00:37:18 Oh, I'm Shuju Wu from Department of Computer Electronics and Graphic Technology. I think what's interesting to come here today is to see the last word bullying. So I understand it a really big topic and if we cannot include the bullying in the final whatever the task report, or the future work. But it certainly something that in the future you want to look at. Because look at around you, have you never seen the bullying things happen around you? And how many sexual harassment happened versus how many bullying happened? Bullying may not that bad. May not be obvious, but if people get bullied, that's what they are going to become in the future. If nobody advocates for them, they become so [inaudible 00:38:07], they become not care about their job, no pensions anymore, no contributions. So since we are looking at climate, cultural. I think that issue is also very important to look at.

Richard Spada: 00:38:21 Thank you.

Shuju Wu: 00:38:21 I really thank you Dr. Toro and the task force to have this forum. Unfortunately, I have to leave.

Richard Spada: 00:38:27 Well thank you for coming very, very much. Thank you. Oh, goodbye. Do you have to go too? Goodbye. Nice seeing you. Please take some resources. There you go. Yeah. Bill, why don't you take the microphone so we can just make sure that ... put the whole group in.

Bill Panetta: 00:38:48 Yesterday, we heard similar comments. I think Jason talked bullying being such a big part and needs to be kind of bifurcated from the rest of the process. But you know, of are everyone that says that, we someone else that says it has to be included. So that just makes our task, it's a large task to begin, but we have to be sensitive to that whole thing and try to find the best way to navigate the interests of the surveys we get back, your personal information now. Clearly it's on the table and we need to understand the best way to grapple with it and approach it.

Myrna Garcia-Bo: 00:39:28 Hi. I'm Myrna Garcia-Bowen and I work in the Office of Transfer and Academic Articulation. I serve as a school steward. And I
also serve on the committee of Concerned Women on Campus. And so all of these areas that you just mentioned are very near and dear to my heart because I've experienced them with our membership at large.

But one of the things that I'm hoping that the task force can glean from their research is the lack of trust. And when I'm working with my colleagues any given situation, I've followed the protocols that I'm familiar with, yet they inform me that the entities that this institution has in place for those kinds of situations is ineffective. And so membership here repeatedly indicate to me that they come to these entities I just mentioned, including myself. One, because there's a high trust level with me or the organizations I represent. And two, they're afraid to do anything beyond coming to me, so it makes my life a lot more difficult in terms of moving forward and advocating for the individuals that I represent.

So I'm hoping that the task force really constructs a survey that really taps into those issues of trust, why they wouldn't go to the entities that are already in place to handle certain situations. And I highly recognize that the cultural piece of all of this is ongoing. Because that's one of the most difficult to change in an institution of this size, and that's the culture. But I wanted to mention those three pieces and piggyback of what the president of our community said. But trust is a big issue, and I've seen it from my perspective.

Richard Spada: 00:41:51 Thank you. And you said your name is Myrna.

Myrna Garcia-Bo: 00:41:51 Myrna.

Richard Spada: 00:41:55 Myrna.

Myrna Garcia-Bo: 00:41:55 M-Y-R-N-A.

Richard Spada: 00:41:56 Myrna. Thank you.

Myrna Garcia-Bo: 00:41:59 [inaudible 00:41:59]

Richard Spada: 00:41:58 Ah, that's what I thought.

Myrna Garcia-Bo: 00:42:00 Spanish.

Richard Spada: 00:42:01 Okay. You know, the issue of trust, psychological trust, it's huge. It's huge whenever anyone looks at climate. Looks at climate. The reality of our ability to launch a campus climate survey is
probably very minimal. However, that doesn't mean that we will not come back with a full-blown recommendation that a third party institutional organizational climate type of process be instituted within a period of time in order to gauge the degree of trust and psychological trust on campus and behaviors associated with that. So your input, that's very important and reinforces that.

You know, I will share with you, someone spoke up yesterday. And this morning, I was in the student center, getting a cup of coffee and I saw this person and I went up to this person and I said "Thank you. It was a pleasure to meet you yesterday and thank you for sharing your insight." And I haven't even told this to my colleagues, but she almost broke down in tears and said, "I'm afraid to go to work today because I think I might be fired." That is an example of really bad psychological trust, right? Why does that happen? Why does someone feel that way? What are the behaviors that are leading to that? We need to understand that. And we may not get to that on this committee, but we can put recommendations in place that say "This is how you can get to it. And if you're serious as an institution, you do something about it, right?"

So thank you. Thank you. Yes, come on down. Hello.

Drew Harris: 00:42:01 Hi. I'm Drew Harris.

Richard Spada: 00:43:45 Hi Drew.

Drew Harris: 00:43:45 I'm a Professor of Management and Organization in the School of Business, and I am currently Associate to the Dean, just Acting Associate Dean. So I didn't come to say anything, but as I was listening to my colleagues speak, it occurred to me that this sexual misconduct and bullying ... The common denominator is differential power and even this incident, anecdote you've just shared, the differential power ... and one of the things that I would encourage us, if we're looking at changing procedures or standardizing procedures is to understand that the differential power in each step of the process.

There was an incident in the School of Business last year, where an untenured faculty member, a woman, was trying to enforce a well publicized classroom policy, which she had in the syllabus and had to enforce it formally. A large male student resisted, and she wasn't physically assaulted, but verbally assaulted. And later, I know this because I was across the hall, she returned, maybe to have a conversation, but there was certainly a verbal
assault there. And then as I understand it, later on, he filed a charge against her. There was a hearing. And he had people that he was allowed to bring in as representatives and she wasn't. Now in the classroom, she perhaps had more power, although there is the informal power of gender and size and so forth. And then in a hearing where her job, her future career's involved, there was not the same level of representation. I think that we have procedures, we have to know that power shifts as we shift from one setting to another. And if we want to address any of this, we really have to address, make sure we equalize power. And that's the only way we're going to solve any of these things if we find ways to mitigate the differential power we have there. So my request to you is that you think about that, particularly as you are suggesting different places, different changes to procedures, that we are cognizant of that. Now, I will readily recognize and acknowledge that you don't want to put somebody who is bringing a charge in a place where they feel unsafe. I think you would have to do that, whether charges are legitimate or not. You have to do that. But you can't put other people at risk in an unfair kind of situation as well. What it's up against to go through. But I think Lisa had dome of that concern. I've seen that and we have to figure out a way to deal with that. Thank you for dealing with it.

Richard Spada: 00:46:54 Well, thank you Drew. I want to acknowledge that power dynamics is a big deal. It's a big deal. Especially when you're dealing with dominant groups and subordinate groups, etc. One of the great things is we are trying to look at things from an external point of view as well. So we're not only looking at university-like processes, from a university to a university. We're looking at external perspectives on how things are done outside of the world of university settings, where there may be more objectivity through processes and things like that. I don't know, but that is clearly something that as we look, going back to what Lisa said, tightening alignment of policies, practices, etc. right? How do we tighten those things up and reduce the risk of those types of power dynamics. You may never be able to do that, right? Because the human nature and the human condition. But we can take a look at how can go about doing that and addressing that. So thank you. Thank you. Oh, come on back Jason. So I have to write your name down again. He's coming ... no. No, don't start fighting. Go ahead.

Jason Sikorski: 00:48:12 I continue to wonder who has final editorial power over the final written report written by this committee. I also would be interested in knowing are members of the BOR or staff members who work at the BOR agreeing to be interviewed and
assessed as part of this process. Are retired administrators and retired staff members, retired, being interviewed as part of this investigation and have they agreed to participate? I’d like to know what you’ve recommended so far, where immediate action was taken and what the metric is for deciding on that. I think it would be helpful as a member of this campus community for there to be transparency in regard to that. And finally, I have concerns about your ideas about not looking back past five years. The last Office of Diversity and Equity leader engaged in some horrific practices that affected many people on this campus. He committed a sexual assault against his student. The administration overlooked it. This individual ridiculed, bullied, harassed staff members who tried to act to protect this student. It's documented. The lawyers got it. HR's got it. Everybody's got it.

Richard Spada: 00:48:12 Okay.

Jason Sikorski: 00:49:24 It happened.

Richard Spada: 00:49:25 Fine.

Jason Sikorski: 00:49:26 And this is the ... Five years ago or ten years ago. This set the stage for where we’re at now. Because they kept it quiet for over a year. Many administrators who worked on this campus and currently work on this campus participated in the process of silencing people. Many people were hurt directly and indirectly as a part of that process, emotionally. And it's not right. And where we’re at now is a part of that process. That story is a part of the current story and the current problems that are occurring now. And I'm sorry for getting loud. This is one that hits my home, because my [crosstalk 00:50:01]

Richard Spada: 00:50:00 Okay.

Jason Sikorski: 00:50:01 ... was the one who got hurt. And just one other quick thing. I also agree that bullying should be looked at very carefully. And I don't know which one is worse or more important or anything like that. It all needs to be investigated, so I want to make that clear for my colleagues who spoke so eloquently earlier, that perhaps I misspoke or was misunderstood. I feel very strongly that bullying should be something that's investigated on our campus. It's just, I call into question whether or not it could all be done at the same time. [crosstalk 00:50:32]

Richard Spada: 00:50:32 Right. Right.
Jason Sikorski: 00:50:34 Five years is not enough. Like, it's a long story as far as campus culture.

Richard Spada: 00:50:37 Sure okay. Thank you Jason, again, for that. So ... and thank you for sharing that. And it's understandable, your ... it really is.

Jason Sikorski: 00:50:50 [inaudible 00:50:50]

Richard Spada: 00:50:50 No. No, it's totally understandable. Especially the personal connection to that, right? That situation that you were speaking of. So, what I want to say, I use the five year thing. We've talked about as a team that we'll go back 5-10 years. You gave us another data point. That situation, actually has come up again. This is the second time it's come up, and we ... That's for us to delve into understand more about that. And so thank you for that.

I tried to capture everything that you rattled off there. Are we looking at retired people, Board of Regents, recommendations thus far, etc. Let me tell you. We have just received, I think it was a week ago, I think maybe a week or 10 days ago, was our deadline to receive our information and data submissions from the key leaders from key offices around the campus. We have received them. We have binders this big. They're in the vault in Dr. Toro's office. And we're in the process of starting to look at that.

And how we're going to respond to that is we're forming interview teams with people from three different ... We have three parts of our task force, policies and procedures, training programmatic activities, internal/external best practices. And we're assigning members from each one of those groups to dive deep into each set of information and data that is presented by these leaders. Part of that process is for them to dive deep and say, "What do we need to gather more information about and who do we need to talk to past and present?" So, we have not ruled out talking to any retired or past people. We have not ... alumni, etc., etc. That is what we need to figure out as we dive deep into that.

Board of Regents, I'm happy to say that Angelo Simone is here from the Board of Regents. You want to raise your hand just to say hello? Right in the back. And he and I have connected. And he has made himself available to us to reach out to and follow up. And we have exchanged cards. He was here yesterday with us as well. So thank you and welcome for that. We have no recommendations thus far. We had ideas that came out
yesterday’s meeting. Ideas that hopefully will come out of today's meeting. We're meeting next week to dive deep and debrief. We do feel there are some quick wins, some quick things that can happen. And we plan on meeting with Dr. Toro on a regular basis and sharing those things. And we believe in transparency and we've challenged Dr. Toro and everyone that we need to be as transparent as possible with this. Everything that we do is governed by Freedom of Information Act. So, and everything is published. So those are my reactions or responses to what you had to say. I hope I addressed them all. Anybody want to add to that?

Male: 00:50:50 One of the questions was the final...

Richard Spada: 00:53:38 Oh. And final editorial? We’re writing it. I see myself, my name is on it. All of our names are on it. We haven’t ... If you’re asking, is anyone going to go through and redline what we have to say, I would never do this work if anybody was going to redline what I have to say. And I don’t believe that that’s part of this process. I will tell you, how we’re going to go through this. We have these interview teams. We’ve talked about this. We’re actually going to try to mirror this against the neask process. So we’ve received data and information from these offices. We are going to dive deep as interview teams. We’re setting up a three day, we’re calling it a conference. Basically, in October, where we’re setting up interview times, where our interview panels will meet with the key leaders to dive deep and understand more in terms of what they shared with us. We’re going to write up a report based upon what we learned. We’re going to ask the leaders to respond to those reports. And to give us feedback and input. And that’s what’s going to fuel into our final report.

Female: 00:54:37 That response will be factual.


Jean Alicandro: 00:54:44 Just one other thing, too. I think that a really interesting thing that people might find really useful to know is that even though we have three different areas that we’re looking at, we actually have subgroups that we work with. And within the subgroups, we're intersecting. So we're checking each others work and if, for instance, I have an area that I have to produce something, like in Res Life, I am not assigned to anything in that area. So with that being said, we're double checking each other's work and we’re also being sure that none of within our areas missed anything. So it isn’t a very siloed process. It's a very
collaborative process. And I think that's a really important thing for this group to know, and others as well.

Richard Spada: 00:55:32 Yes. Thank you. And I think, I feel that we're working very well and transparently with each other on the task force. There's 15 of us total. We've been receiving cooperation from the leaders on campus. I believe we received 9 out of 10 information and data requests on time, on August 24th, by the end of business, so that says a lot, that we received everything on time. But we gave then 7 days to turn things around. They did. So we're moving forward with that.

Fiona Pearson: 00:56:10 Can I add something?

Richard Spada: 00:56:11 You sure can, Fiona. And then we'll invite you to come on down.

Fiona Pearson: 00:56:15 All that said, we're going to miss something. Right? We're going to miss something. And I think all of us see this as the beginning of a process. And I know yesterday at the forum, it was brought up there was a blue ribbon report, produced 10 years ago, where is it? Have any of you seen it? I didn't see it.

Female: 00:56:33 I found it today.

Fiona Pearson: 00:56:34 Okay. But over the last ten years, I've not seen it. I've not see any result. Yeah, I mean, maybe there are results from it, but I don't know what they are. So I think I know definitely one of the recommendations will be, this is the beginning of a process. There's much to be done on this front. We're not going to solve the problem in two months and be done with it. So we will likely have a subsequent forum when the report is produced that will address questions and chart a course forward. But this is a beginning.

Richard Spada: 00:57:03 Thank you. So that blue-ribbon report on diversity and inclusion that was I believe 10 years ago surfaced yesterday. I just had a meeting this morning. I called a meeting with someone and said, "Can I please have the blue-ribbon report?" And we got the blue-ribbon report. So we're going to be using that at some point as well. So thank you.

Hi. Come on down.

Female: 00:57:27 [inaudible 00:57:27] from yesterday.

Richard Spada: 00:57:30 Yeah. You were here yesterday. Welcome back.
Um, good afternoon. My name is [redacted] and I'm an alumna of CCSU's Theater Department. I'd like to thank the members of the task force for their time and dedication to effecting change. And would like to request permission to speak directly about my experience. It piggybacks in part on what Jason has talked about.

I have two points I'd like to make today, and I apologize in advance if I happen to speak [inaudible 00:58:03]. The statement made yesterday regarding not discussing past and or present investigations bothered me. Although there is a bit of clarification on what was made by that statement, still it did not sit well with me. Writer and philosopher George Santayana said, "Those who cannot remember the past are condemned to repeat it." My story is this university's past. Two decades worth. I am determined to see to it that CCSU does not repeat this past. So I will say in part, my story of [inaudible 00:58:40].

Within two weeks of my assault by one of my professors, I told two additional professors and the department chair at the time that it happened to me. After sharing my story, I decided to confront this man who brazenly and boldly cornered me outside the Black Box Theater, which was filled with my peers awaiting the start of our semester practicum. He proceeded to try and kiss me, but I pulled back. He then said softly, "Don't pull away from me when I try to kiss you." He waited, still leaning in, crowding me until I hesitated. And proceeded to try again to kiss me on the lips. But I sharply turned away, and he placed a lingering kiss on my cheek. He then laughed softly and proceeded to enter the theater as practicum was about to begin.

When I confronted him, I informed him that A, what he did and said made me uncomfortable. B, it was entirely inappropriate. And C, I told him, "Do not ever do something like that again, or even so much as look at me inappropriately." Then I clearly stated the consequences, which were that I would file criminal charges with the university and see to it that he no longer worked there. This was not a pleasant interaction, but I persevered. I erroneously thought by me confronting him, he would feel embarrassed or ashamed and stop his behavior. This is what you would expect from a normal person, not a serial sexual predator.

This is important history. I was encouraged to tell my story to the dean, although to me, none of my professors seemed overly confident in that being the right course of action. I was not
confident that I would be heard, much less treated with respect by this institution afterwards. So I emphatically declined. I was never directed anywhere but to speaking with the dean. I was never directed where to go, if any place even existed at that time, to seek guidance about what had happened to me. Nobody, including myself, knew how to classify what he had done to me. I know now that this is assault. This illustrates a lack of clear and concise reporting policy and procedure, as well as a lack of education about sexual assault.

Although this happened in 1998, fast-forward to the panel discussion that took place this past semester, 2018, where this current faculty had been recently informed of being mandated reporters by Connecticut state law. However, this was approved by the Board of Regents on 11/11/14, and revised on 1/15/15, again illustrating fundamental flaws in CCSU's policies regarding sexual assault. This is the past that is relevant to today.

My second point is regarding trust. There was a lot of talk yesterday about trusting the task force, President Toro, and this university's commitment to implementing change. There was an appeal to be patient with the process. Might I remind you that we survivors have been patient. [insert name] has been waiting for action for just over a year. Some of us have been waiting for decades. I would like to remind you, that had we not been discussing sexual misconduct in all its forms in regard to universities, these actions and the behaviors would have resulted in immediate firings or removal of the offenders, with possible criminal charges being brought against them and those who perpetuated their ability to commit these crimes.

To continue with my story, this history, as it relates to this trust issue. I have come forward in an official capacity in March 2014, to file a report against the same professor who I had heard had continued his harassing behavior. This time, to your colleague, as well as one of her students. I was asked if I would be willing to share my story to help show a pattern of behavior, that finally some action could be taken against him. I wrote a letter, sent it to the then department chair, and was informed that someone from HR and the Dean’s Office would call me.

I only heard from Lou Passano, the then head of HR. I spoke candidly with him, told him my story. Told him about another assault by the same man, against one of my peers that I, along with several others witnessed. I also told him about a suspicion I had regarding a student who went alone on a department-sanctioned trip to a foreign country. And how upon her return,
she was dramatically different, and abruptly quit school. I was told that although Lou appreciated my candor and thanked me for coming forward with my story, unfortunately they needed someone with a more recent incident to come forward and lodge a formal complaint. Until then, nothing could be done.

Nobody had ever filed a formal complaint against him. I was told the same thing from two of my assailant's colleagues. Then I was told the same thing back in 1998. They heard it from the administration. I then received an email thanking me for my story, blah blah blah. And the wouldn't bother me again about this issue unless they needed to. And I heard nothing else.

Fat forward again to January 2018, where I met with a professor and another victim of my assailant and she dropped a bombshell. She had made a formal complaint. She had a hearing. He had been found guilty of "harassment," which is what the university told her was what happened to her. It was actually assault. The recommendation was to stay away from him. She filed her complaint in 2004. I was lied to by the university in 2014.

In 2010, 2011, and 2012, a colleague of my assailant filed complaints. In total, accompanied by 50 pages of documentation regarding sexual harassment and inappropriate conduct of a sexual nature towards herself and a female student. This colleague left because the university did nothing to protect her from him. She left because the environment was toxic. She left because he retaliated against her, stating publicly in front of other faculty members that he wouldn't stop his quest to get rid of her until she was gone. They knew then. They knew that and they did nothing. She sued the university in the fall of 2013.

None of my assailant's previous or current colleagues knew about the formal complaints. They were all told nobody ever filed, so nothing could be done. And you speak to me of trust. I spoke at an open forum last semester and stated that people needed to stop saying "nearly 15 years" referring to the complaint filed in 2004, but rather say exactly two decades, because this history dates back to at least 1998. President Toro publicly alluded to not knowing what assault I was referring to. I remember thinking, "Really? How many people have come forward with complaints dating back 20 years?"

By the way, this is a great tactic of diminution and discounting claims aimed at ultimately silencing victims. Upon conclusion of
said forum, I purposely introduced myself to President Toro, who upon hearing my name, admitted to recognizing it from a report she had read dated 2014. Prior to this, the university denied having any record beyond three years in my assailant’s file. This is just a brief accounting of the interactions between victims and the university regarding this one individual. And in numerous accounts of his sexual assault, sexual harassment, and sexual misconduct towards students and colleagues. So you do not get to ask me to trust you. You do not get to tell me, or any of the countless other victims who have been systematically betrayed by the past and current administrations to trust that you will implement change. You do not get to ask of people or countless victims of other sexual assaults. You have no right to do so. The only thing you can do is to prove that you are worthy of our trust. You can start by listening to hat we have to say. Follow that with clear and concise policies and actions. I expect no less from this task force. I expect much more from this university.

And lastly, I would like to address the faculty. This is your legacy. Your names, your careers, your reputations are all intertwined with Central Connecticut State University and what it currently represents. There's a cancerous blight amongst this community, and it is only a matter of time before anyone of you becomes the next survivor. Nobody wakes up and says, "Today is the day I become a victim." In this current climate of deceit and deception, of manipulation and machinations, I implore you to stand and demand change. I implore you to stand up and demand that your union contracts no longer carry the power to protect criminals through collective bargaining agreement.

I cannot do this without you. I need your help to do what is necessary to strip away the false veneer of respectability that this university has carries for decades. I need your help to expose the elements of this community that are destroying its very credibility. I need you to rededicate yourselves to the noble profession of educators, of mentors, of inspirational leaders. I ask that you be bold in your pursuit of these things. I ask that you be brave despite your fears. I ask nothing of you that I do not ask myself. Thank you.

Richard Spada: 01:09:24 Thank you. Thank you. I do want to say thank you for sharing that. And for your honesty, your transparency, your vulnerability in sharing that. It's a very powerful story. I'm sorry that those things have happened to you. What you shared about not opening past cases ... you know, it's not our purview to go and open past cases, but it's important for us to understand
past cases. And what led to them and what happened. And you raised many different things. Unions, reporting, communications, files, records. The list goes on and on and on. It's important for us to understand those things as we go forward, and that is an important part of the history of this as well. How you were treated, how others were treated in their processes as well.

We will try to understand those circumstances that led to you coming forth yesterday and today and speaking with us. And that's very important for us. Had you not done that, I don't think we would have been ... you know, we would have dove into this, but it gives us more data points and more information to respond to. So truly, thank you for that. There are ... this place is complex. I can tell you that. I told someone today, it's like the wild, wild west show. I mean, there are multiple moving parts and lots of different ways that people approach things, etc., etc., etc. We gotta try to navigate our way through that to understand what that is. I think that in itself is a symptom of some greater issues, right? That there's multiple ways of responding, dealing with, understanding, etc. And we can talk to 10 different people who've made the same allegation and have 10 different responses from how things were approached and the outcomes etc. We have to understand why that is. And that's what we want to try to find out.

Now, you don't have to trust us. But I ask that you trust us, because we are sitting here in good faith. All of us are sitting here in good faith. We want to understand and we want to find out and we want to listen to what you have to say. And we'll probably follow up with you on this. IT's our intent to put forth recommendations that deal with policies and practices and communications. And to challenge the system. And to challenge the leaders in the system. So thank you for that.

Richard Spada: 01:12:03 Thank you. I do recognize that you are here to help. I do recognize that you are trying to fix a broken system. It is very difficult learning, when you don't know who is our friend and who is not.

Richard Spada: 01:12:08 Certainly.

Richard Spada: 01:12:22 Because we have been betrayed over and over. My trust was betrayed by one individual.
Richard Spada: 01:12:29 And it led to being betrayed by many, many others.

Richard Spada: 01:12:29 Certainly understand that.

Richard Spada: 01:12:36 In that regard, I do appreciate what you're doing, but it's going to take time.

Richard Spada: 01:12:44 It is going to take time, yeah. Thank you. Certainly, certainly.

Richard Spada: 01:12:52 So I just want to get your name right. It's or ? , okay. So I'm a senior this year. And my freshman year I was also assaulted on this campus by an RA. So I know the power dynamics. I understand it. And for me, it took me months to come forward. It took me almost a full year to come forward because I didn't trust the people on campus. So I 100% understand where you're coming from. And even for me, still, it is very hard to trust. And it's very hard to not be cynical because I do blame to policies in place. Were there things that were in his control and he made those decisions? Absolutely. And maybe it's not ... with the director of Res Life. Okay? For me to be able to put my trust into Jean, after everything that happened.

It took me a year, and I didn't know who to go to, so I went to an RA in this building my sophomore year. It was female. I'm still not really comfortable with male Ras. It is hard. But I took those steps. It took me way quicker than other people, but I had a good support system. I did have friends that told me I was lying and that it wasn't true because I did have a prior relationship with him. And he was a senior and he was the good guy and he was well known on campus. And so I assumed that professors and faculty and Ras were all going to do the same, because they all knew him, he was a senior, they trusted him, he was well known. So I 100% understand where you're coming from.

Rich XX: 01:12:52 It’s not the same situation verbatim, but it's similar. And I want you to trust that. I've heard you speak a million times and you're so eloquent and you're so well put together. And that makes me want to be you when I'm your age. And being able to come to a university where you were so hurt. And things that ... You still went through school here and you did what you needed to do, but you checked back on it to make sure that it was being taken care of. And that's a
thing a lot of survivors don't do because we're afraid. Okay? And so, I get it. I really, really do.

And I want you to know, on an emotional level, I completely understand and at least trust one person. Because if you trust one person ... They have been so supportive of everything. I switched from policies and procedures to best practices because I couldn't emotionally handle reading all the things that allowed for this to happen. So I've made that emotional decision and they were 100% supportive of it and understood 100% of the way. And I still struggle, listening to your story made me think of mine. And it's not going to get better overnight. And this is a starting place.

And I don't necessarily trust that it's not going to happen again, because you can't ever say that sexual assault isn't going to happen again. But how it's handled? I promise is a lot better. My RA took me immediately to Sarah Dodd. I don't know know about the in-between practice, because I'm not in a Res Life. But next day, she skipped class to take me to Sarah Dodd, sat with me and made sure I was comfortable, asked me if I was even sure if I wanted her to come with me because she wanted to make sure I was comfortable. And Sarah Dodd immediately took me over to Counseling and Wellness. And I've been seeing Shannon Jackson since October of last year. And I am mentally and emotionally in a much better place.

It was supposed to take me five and a half years to graduate and I'm graduating on time. I've applied for application today, for graduation. So ... yeah. So we are getting better, and the school is getting better. It's not the best, trust. But I want to at least get us to a point where we are the bar and above it. Not to where people want us to go.

Richard Spada: 01:16:46 Thank you 🅿️. Thank you. Sure, I want to give ... We have about 10, 8 more minutes. Would you like to? Yeah, please. Thank you, hi.

匿名: 01:17:01 Hi.

Richard Spada: 01:17:04 Hi. We can hear you.

匿名: 01:17:04 Hi. So my name's 🅿️. I'm a student on this campus. I just wanted to touch on the campus climate. Seeing as that was part of the broader forum. I personally, as a student on this campus, don't think we're producing enough leaders on this campus. I think that we have a very toxic environment for
students who do want to pursue leadership roles on this campus. And I don't think we're really giving the students enough resources they need to give them the tools to succeed. Sorry, that came out weird.

For instance, the lack of [inaudible 01:17:40] on campus and how they're constantly kicking them off, instead of forcing them to do better, or promoting them to do better, or giving them the resources they need to be better. But the solution is to kick them off campus. Also, I don't think we're holding the men on this campus accountable, or as accountable as they should be taken. Especially male organizations that are trying to be better, but aren't given the resources to be better, or having resources taken away.

And as for the bullying on campus, I think it should also be looked on to how many students are being bullied from faculty members themselves. And how many faculty members are being bullied by other faculty members. Because as a student on this campus, I personally don't face bullying. I see it very rarely on this campus. And I usually see it come from faculty versus students, honest to god.

Sorry, I have a couple checklists. And I think I just finished it. Yeah. That was pretty much everything I wanted to say. I just needed someone to hear it because I feel everyone I've spoken to already kind of turns away from or brushes it under the rug or just never gets back to me at all. So thank you.

Richard Spada: 01:18:54

Thank you. Thank you. And it's important to ... it's really important to hear from a student perspective. So thank you for coming and speaking up. And I think it's important for us to hear that. To understand more about what you're talking about on campus. The bullying by faculty, male accountability, male organizations, that toxic environment for students to help them succeed, leadership on campus. It's important for us to understand that. We have to look at the student view on this, right? And so, one of the things I would ask you, , and others here, we would love to hear more from you and if it's okay, permission to reach back out to you. Let us know that. Because it gives us a perspective that we may not always see.

The bullying by faculty, one of the ... We are reaching out to the campus ombudsman, because we know that the campus ombudsman hears from students a lot about different situations on campus, and we're trying to understand from the ombudsman these types of things, the degree to which bullying
or sexual misconduct, etc. So we're trying to tap into sources to find out specific information, examples, etc. about what's going on. So thank you. Thank you.

I want to, we've got about five minutes left.

Female: 01:18:54 Yeah, hold on.


: 01:20:36 Hi. First things first, my name is .

Richard Spada: 01:20:36 ?

: 01:20:36 Yes, .

Richard Spada: 01:20:39 Hi .

: 01:20:43 And I'm the Vice President of this campus's . And first off, I want to apologize for the low attendance but as a student, academics come first and I guess they had a class when this happened. But I understand as a student and as a campus male, this task force and the amazing work you guys are planning to do, really affects me. But as a campus male, living on the campus and hoping to have an amazing college experience, I'm wondering what is this panel doing to hear from the voices of college men, because in our organization, I tried to wrestle up some men, but they all had classes and some of them, they just got busy. A lot of my male friends are concerned with the equity involved in the fine work your task force is sure to make. A lot of the men that I've talked to, all my friends and all of the amazing men in our organization, we all looked at the research [inaudible 01:22:12] all that amazing stuff this panel has looked into. So my main concern was that. What are you doing to make sure to hear from the college men too?

Female: 01:22:26 Thank you.

Richard Spada: 01:22:26 Thank you . And thank you for speaking up. That's an important point that as we look at how we go about gathering more voice and more input, whether it be through focus groups or focused discussions, etc., that we need to figure out how to do that, and to take those voices in. That came up yesterday as well. And so, you're reinforcing what we heard yesterday and we will try to figure out how to do that, and find other means to
seek that level of input. But it is an important point of view, and we need to hear that as well, so thank you, thank you.

I do want to let you know that it is about one minute to the hour. And I want to be respectful of all of your time, and want to thank each and every one of you. Jason, Lisa, Myrna, Drew, [redacted], Ms. Wu, who had to leave, to really thank you for stepping up and speaking up and speaking out. That's a big step and I am grateful, we are grateful for that. Thank you.

I have asked each of you to state your first and last name, and if you do not want us to follow up with you, because we will be listening to the audio and the transcripts as part of our process, and we would love to be able to follow up with you. If you would not want us to do that, please let Jeremy know and say, "Don't follow up with me." But we would love to follow up with you to learn more. That's the reason why we asked you for your first and last name.

And this is a big step and thank you each for coming forward. It is a big undertaking. There are lots of issues, lots of challenges, but I can tell you there are a lot of opportunities as well. And so we will work towards learning more, hearing more, and putting forth what we hope are recommendations in the short-term and long-term. I want to invite you on your way out to please take some resources. I'd like to particularly call your attention to this one, that if you have an issue or an allegation that you want to bring forth relative to sexual misconduct or bullying for you on campus, this blue card will give you a variety of different offices to contact. So please take those. Keep it, share it with other people. On that note, I would like to thank all my colleagues on the task force for your continued work on this. I invite each of you, you are welcome to contact us. This presentation that you saw behind you is posted on the webpage and our contact information is in our webpage. You're welcome to contact us. And that's what I want to say. Oh, that's right. Thank you. And I want to remind you of the other ways in which you can provide feedback and input to us. There is the portal, the website, the campus climate website, that'll allow you to type in and give us feedback. We had lots of activity after yesterday. Please, that's an opportunity for you to do that. And if you want us to reply back to you, say, "Please reply to me. Give me my information." We look at those and there are the papers posted, index cards. Feel free to put them with Jeremy, and if you’d like someone to follow up with you, we’re happy to follow up with you as well.
And even though our meeting is over, we will be standing around and we're not leaving right away if you'd like to come up and talk to us. So on that note, thank you. Thank you all very, very much. Have a great day.