

Internal Communication: Section 46a-68-79

The affirmative action staff at Central Connecticut State University (CCSU) consists of Rosa Rodriguez, Chief Diversity Officer (CDO), Nicholas D'Agostino, Associate to the CDO, and Sharon Gaddy, University Assistant. The office address for both the CDO and Associate is CCSU, Office of Diversity and Equity (ODE) 1615 Stanley St., Davidson Hall, Room 102, New Britain, CT 06050-4010. The telephone number for Ms. Rodriguez is 860.832.0178 and her e-mail address is rosa.rodriguez@ccsu.edu. The telephone number for Mr. D'Agostino's phone number is 860.832.1653 and his email address nicholas.Dagostino@ccsu.edu. All communications concerning Equal Employment Opportunity/Affirmative Action will identify the Chief Diversity Officer by name and address.

CCSU disseminates its Equal Employment Opportunity/Affirmative Action Policy as required. The University's Affirmative Action/Equal Employment Opportunity Policy, CCSU Sexual Harassment Policy, and the Nondiscrimination in Education and Employment are distributed annually to all employees via email transmission which is globally distributed and in hard copy to employees without email access. The Affirmative Action/Equal Employment Opportunity Policy Statement, Nondiscrimination in Education and Employment Policy, and the BOR Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy and CCSU's complaint procedure and timetables are also posted on the ODE's web page at <http://www.ccsu.edu/diversity/> and are accessible to applicants, employees and students.

A summary of the objectives and goals set forth in the affirmative action plan are made available to the president, all vice presidents, chief officers, deans, directors, department heads, managers, and supervisors for distribution to all of their employees. Copies of the Affirmative Action Plan are maintained in the ODE, Office of the President, and additional locations around campus, including but not limited to the University's Elihu Burritt Library and Human Resources. The final Affirmative Action Plan is made available to all employees for their review on the university's website, and the above mentioned locations. The period of review is no less than sixty (60) days **(See copy of letter specifying the period of review in Supportive Materials)**.

All employees are given written notice that they may review and comment on the Affirmative Action Plan. The employees are specifically instructed to address all comments to the CDO. A file is kept on all affirmative action related internal communications and comments. Any new comments will be placed in file. The dates such statements are received will be noted. The Affirmative Action Plan will report a summary of all employee comments and agency responses in each filing. During this reporting period, no comments were received by the CDO.

Activity during this Reporting Period

The Affirmative Action Plan was made available for all employees to review and comment. Employees were notified on April 7, 2016 where copies of the Plan were located, the period of review and the dates within which they may submit comments regarding the Plan.

All Affirmative Action/Equal Employment Opportunity policy statements are reviewed annually to ensure that any changes in the law, which may have occurred, are included therein. An abridged version of the policy statements on Affirmative Action/Equal Employment Opportunity, as well as policy statements on Sexual Misconduct (including sexual harassment), and Non-discrimination for Persons with Disabilities are published in the Student Handbook, Faculty Handbook, and Faculty Guidelines on Policy and Procedures for Students with Disabilities. The Affirmative Action/Equal Employment Opportunity Policy statement is published in the electronic Catalogue. In addition, the Affirmative Action/Equal Employment Opportunity policy statement, Policy Regarding Persons with Disabilities, BOR Sexual Misconduct Policy, and the CCSU Procedures and Timetables for Processing of Discrimination and

Sexual Harassment Complaints as well as the University's 2015-2016 hiring, promotion, and program goals can be accessed through the website at <http://www.ccsu.edu/Diversity/>.

The President's Executive Committee was informed on affirmative action recruiting, hiring, and promotional efforts, as well as updates on affirmative action and non-discrimination law. The Affirmative Action/Equal Employment Opportunity Policy Statement and the Sexual Misconduct Policy, as well as program information and progress reports are presented to the committee yearly (see attached agendas in the Supportive Materials section).

The CDO met with the deans on a regular basis to discuss the policies, procedures and progress pertaining to affirmative action, in addition to their responsibility to aid in effectively implementing these policies.

The CDO provided the human resources staff, search committees and the Promotion and Tenure Committee with a periodic update of the status of hiring and promotion goal achievement, in addition to reminding these individuals of their responsibility to make every good faith effort to achieve the hiring and promotion goals when the opportunity occurs.

During the reporting period, ODE distributed more than 7500 booklets containing the nondiscrimination and anti-harassment policies, resources and complaint procedures to students, faculty and staff.

Meeting with Search Committees

The CDO or designee met with all search committees seeking to fill unclassified vacancies to discuss the search procedures, affirmative action goals, recruitment strategies, evaluation of candidates, and non-discriminatory interviewing. S/he also updated the affirmative action plan forms, instructions for search committees, and the pre-employment inquiry guidelines distributed to the search committees. The ODE staff answered numerous inquiries from the search committees throughout the year related to the search procedures. In addition, the CDO met with the human resources staff to discuss the search procedures as well as answer any questions. In the unclassified search committees, Thirty (30%) percent of the search committee members were people of color (Black, Hispanic, and Asian); Eighteen percent (18%) of search committee chairs were people of color.

During the reporting period, the Associate in Diversity and Equity met with all search committees representing classified searches to discuss the search procedures, affirmative action goals, recruitment strategies, evaluation of candidates, and non-discriminatory interviewing.

New Employee Orientations

The Human Resources Office directs all new employees to the Central Connecticut State University sign up portal of the HR website. This website is dedicated to providing new employees information regarding the university including: the University Mission Statement, Statement on Affirmative Action/Equal Employment Opportunity, Sexual Harassment Policy, Health and Life Insurance, as well as personnel policies relating to compensation, attendance, and career mobility. This website is regularly updated to reflect changes in policies and procedures.

The ODE provided all new employees copies of the Affirmative Action/Equal Employment Policy Statement, Central Connecticut State University (CCSU) Sexual Harassment Policy, the CCSU Procedures and Timetables for Processing of Internal Discrimination and Sexual Harassment Complaints, and the information on students with disabilities services.

The CDO presented the Affirmative Action/Equal Employment Opportunity Policy Statement, CCSU's Nondiscrimination in Education and Employment Policy and the BOR policy on Sexual Misconduct (including sexual harassment), and the CCSU Procedures and Timetables for Processing of Internal

Discrimination and Sexual Harassment Complaints at the New Employee (non-faculty) Orientation and copies of these policies were distributed to the new classified and unclassified employees.

The CDO also presented the Affirmative Action/Equal Employment Opportunity Policy Statement, CCSU's Nondiscrimination in Education and Employment Policy and the BOR policy on Sexual Misconduct (including sexual harassment), and the CCSU Procedures and Timetables for Processing of Internal Discrimination and Sexual Harassment Complaints at the New Faculty Orientation and copies of these policies were distributed to the newly hired faculty members.

The Office of Marketing & Communications includes articles and pictures related to the activities and accomplishments in University publications as well as in the media of underrepresented group members who are part of the University community. This office publishes articles featuring Affirmative Action/Equal Employment Opportunity and Diversity programs, reports and promotions of minority group members. Such publications include *CCSU Courier*, *Central Focus*, and *The Recorder*.

Cultural Programming and Professional Development

A variety of University Offices, academic programs, and campus organizations, including Office of Vice President and Provost, Student Affairs, Veteran Services, Office of Student Conduct, Office of Associate Vice President of Academic Affairs, School of Arts and Sciences, Office of Diversity and Equity, Center for International Education, Center for Africana Studies, Office of Victim Advocacy, Center for the Caribbean and Latin American Studies, East Asian Study Center, Ruthe Boyea Women's Center, Committee for the Concerns of Women, Latin American Association, Latin American Student Organization, Black Student Union, PRIDE, Mosaic Center Committee, African American Studies Program, LGBT Center Advisory Board, Polish Studies Program, Women's Studies Program, Italian Club, International Relations Club, and the History Department, have sponsored programs related to diversity during this reporting period. These programs included but were not limited to:

Below is a sample of jointly sponsored events by the Office of Diversity and Equity and one or more of CCSU's social organizations or departments: (For a more complete list of all cultural/diversity/equity events, see attachment detailing events offered during August 1, 2015 to July 31, 2015.)

Ms. Shelby Knox	The Connecticut Forum on Race Bus Trip
Telling Her Story	Latino Americans: 500 Years of History
Take Back the Night	The Invisible Women
Guayasamin's Art in Motion: "Ecuador Unframed"	Latino Americans 500 Years of History featuring Mark Overmyer Velazquez, Ph.D
Latina Confessions - Documentary & Discussion	"I am Rachel Corrie"
2015 Freedom Fund Dinner	Apollo Night
You Throw Like A Girl; Language, Masculinity, and Violence Against Women	Being Black in CT: A Conversation with Connecticut Activists
Foreigners in their Own Land Documentary & Discussion	Invisible Chains: Overcoming Coercive Control in Intimate Relationships
Women of Influence Gala	Camp Logan: Shades of Truth Theatre
Latino Americans 500 Years of History featuring Maria Montoya	The Legal Consequences of Domestic/Interpersonal Violence
The Hunting Ground (Film and Panel)	Latino Americans: 500 Years of History
Walk of No Shame	Film Screening: The Mask You Live In
Women in Recovery: Treatment Considerations & Barriers	8TH Annual CT in Black, White, & Shades of Gray: The Truth about Race & Health Disparities
Women of Color Luncheon Series	Jane Elliot - Power, Perception, Prejudice

Dia de los Muertos Celebration	March for Women's Lives
Sideye Seminar - Identifying & Defying Forms of Sexism	Celebrating Secondary Survivors: Understanding the Effects of Life after Sexual Violence
Women's Night In	Take Back the Night

See University Events 2015-2016. Attachment in supportive documents area for a more detailed report of these events including the date, description and sponsoring university department(s).

Diversity and Sexual Harassment Prevention Training

State Mandated Diversity Training

The CDO will continue to schedule Title IX (including sexual harassment) and diversity training for all new employees as needed and will continue to report the scheduled sessions in CCSU's annual filings.

Diversity Training is also periodically scheduled for the University's managers and supervisors, including employees who supervise student workers. A copy of the materials utilized and/or distributed during the diversity training sessions is included within the "Supportive Material" subsection which follows this portion of the "Internal Communications" section.

Diversity Training Sessions

During this reporting period, eleven (11) sessions were conducted serving 294 employees (including approximately 35 student employees/leaders comprised of resident assistants, student workers and graduate assistants). Every diversity training includes the following: protected definitions; policies and laws; ADA accommodations; hate crimes; internal complaint procedures; external complaint agencies, and role plays and scenario based activities including the topic area.

Date	Diversity and Topic Area	Number of Participants
8/5/2015	Diversity Training: LGBTQ	34
8/27/2015	Diversity Training: LGBTQ	40
10/19/2015	Diversity Training: LGBTQ	37
11/10/2015	Diversity Training: LGBTQ	47
12/1/2015	Diversity Training: Race, Oppression & Courageous Conversations	22
1/15/2016	Diversity Training: Race, Oppression & Courageous Conversations	16
1/25/2016	Diversity Training: Race, Oppression & Courageous Conversations	10
2/1/2016	Diversity Training: Race, Oppression & Courageous Conversations	19
2/19/2016	Diversity Training: LGBTQ	17
5/2/2016	Diversity Training: LGBTQ	18
7/9/2016	Diversity Training: Oppression and Courageous Conversations	34
	TOTAL	294

At new faculty orientation Rosa Rodríguez provided information on sexual harassment, nondiscrimination, ADA, and sexual misconduct policies, and complaint procedure.

Title IX and Sexual Harassment Prevention Training

Title IX training has now been required for all full- and part-time employees including student employees and interns. This training has replaced the sexual harassment prevention training as a primary component of this training is sexual harassment prevention, including but not limited to, definitions, policies, laws, and scenarios.

This training is conducted by the Office of Diversity and Equity Staff and Sarah Dodd, CCSU's Victim Advocate. Several times a year, the University hosts trainers from community partners CONNSACS or CHRO to participate in the training program. The in-person sessions typically are 3-hours in duration and focus on sexual harassment, gender discrimination, sexual assault, interpersonal violence and stalking. This training is also offered through an online program. While the law requires that all supervisory employees receive Sexual Harassment Prevention, CCSU had mandated that all employees complete sexual harassment prevention training either through an in-person session or via the online program up until 2014. In 2014, the BOR required that all employees receive Title IX (including sexual harassment prevention) training on an annual basis. In the Title IX training (full and refresher) attendees are informed of the policies, definitions including hostile environment and quid pro quo and scenarios. This on-going/annual mandate continues to enhance our campus' effectiveness in ensuring we are a campus free from workplace and educational discrimination.

Sexual Harassment Prevention Training continues to be made available through the on-line modules for all supervisory employees who have not completed the three-hour in-person Title IX session. Such training is in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B).

Title IX/Sexual Harassment Sessions

During this reporting period, the CDO resumed meeting the requirements of Connecticut General Statutes § 46a-54(15)(B) by providing Title IX (sexual harassment prevention) training for newly hired supervisory employees. Such training is delivered by a variety of presenters and venues, such as the CCSU Office of Victim Advocacy, ODE Staff and the CHRO in conformance with the requirements of Connecticut General Statutes, Section 46a-54(15)(B). CCSU developed and implemented a Title IX training which includes sexual harassment, sexual violence, and stalking and intimate partner violence to the campus. A copy of the training session outline (via PowerPoint presentation) used during the sexual harassment (Title IX) training sessions is included within the "Supportive Material" subsection which follows this portion of the "Internal Communications" section.

The Residence Life Department requires that all Residence Assistants (RAs) attend a two-hour diversity training program every semester. Additionally the RAs received Title IX (sexual assault and sexual harassment prevention) training by Sarah Dodd, CCSU's Victim Advocate.

The CDO will continue to schedule in-person Title IX (sexual harassment) and diversity training for all new employees as needed and will continue to report the scheduled sessions in CCSU's annual filings.

Date	Topic Area	Number of Participants
9/10/2015	Title IX In-Person (3-Hour)	7
9/22/2015	Title IX In-Person (3-Hour)	19
9/28/2015	Title IX In-Person (3-Hour)	3
10/6/2015	Title IX In-Person (3-Hour)	12
10/20/2016	Title IX In-Person (3-Hour)	13
11/6/2015	Title IX In-Person (3-Hour)	9
11/17/2016	Title IX In-Person (3-Hour)	6

Date	Topic Area	Number of Participants
11/30/2015	Title IX In-Person (3-Hour)	6
12/2/2015	Title IX In-Person (3-Hour)	8
2/1/2016	Title IX In-Person (3-Hour)	8
2/17/2016	Title IX In-Person (3-Hour)	5
2/26/2016	Title IX In-Person (3-Hour)	2
3/8/2016	Title IX In-Person (3-Hour)	8
3/24/2016	Title IX In-Person (3-Hour)	3
4/5/2016	Title IX In-Person (3-Hour)	2
4/20/2016	Title IX In-Person (3-Hour)	8
	Title IX In-Person (3-Hour) TOTAL	119
8/24/2015	Title IX Initial (In-person)	90
9/3/2015	Title IX Initial (In-person)	9
9/4/2015	Title IX Initial (In-person)	6
1/21/2015	Title IX Initial (In-person)	7
2/2/2016	Title IX Initial (In-person)	18
2/4/2016	Title IX Initial (In-person)	3
4/5/2016	Title IX Initial (In-person)	4
6/23/2016	Title IX Initial (In-person)	31
	Title IX Initial (In-person) TOTAL	168
9/22/2015	Title IX Refresher	30
9/29/2015	Title IX Refresher	69
10/7/2015	Title IX Refresher	13
10/14/2015	Title IX Refresher	29
10/19/2015	Title IX Refresher	4
10/22/2015	Title IX Refresher	25
10/26/2015	Title IX Refresher	17
11/5/2015	Title IX Refresher	7
11/6/2015	Title IX Refresher	16
11/10/2015	Title IX Refresher	25
11/12/2015	Title IX Refresher	14
11/16/2015	Title IX Refresher	32
12/1/2015	Title IX Refresher	18
12/9/2015	Title IX Refresher	23
12/17/2015	Title IX Refresher	10
1/5/2016	Title IX Refresher	8
1/7/2016	Title IX Refresher	8
1/20/2016	Title IX Refresher	10
1/25/2016	Title IX Refresher	15
2/1/2016	Title IX Refresher	25
2/9/2016	Title IX Refresher	9
2/17/2016	Title IX Refresher	4
2/23/2016	Title IX Refresher	7
3/3/2016	Title IX Refresher	13
3/10/2016	Title IX Refresher	7
3/18/2016	Title IX Refresher	3

Date	Topic Area	Number of Participants
3/21/2016	Title IX Refresher	3
3/29/2016	Title IX Refresher	8
4/6/2016	Title IX Refresher	9
4/14/2016	Title IX Refresher	2
4/22/2016	Title IX Refresher	3
5/3/2016	Title IX Refresher	12
	Title IX Refresher TOTAL	503
July 2015 – August 2016	Online Title IX Training	521
	TOTAL STAFF TRAINING	1311

Beginning July 1, 2012, the university began offering a two-hour online training on sexual harassment awareness and prevention. The university registers employees to complete an on-line course offered by Workplace Answers. The program does not allow the employees to complete the training in less than two hours. The course is interactive and contains many challenging and interesting real-life workplace situations. This reporting period only one employee completed the training. This reduction in participation is due to our launching the online Title IX training program. During the reporting period 2981 people completed the online training module. Of this, 521 were faculty or staff and 2460 were students (undergraduate and graduate).

One thousand forty-two (1042) students completed a different online program (SVPP) on Title IX (including sexual harassment and sexual violence issues).

OTHER INTERNAL COMMUNICATIONS:

Campaigns, University website, Job postings including EEO statement, posters including EEO statement, Sexual Harassment Posters: In almost every building, the University's poster regarding sexual harassment are placed in acrylic holders. Along with each poster, we place information cards for people to take with them. We continually fill these on a monthly basis. See supportive materials for copy of poster and cards.

DAgostino, Nicholas (Diversity and Equity)

From: Soucy, Pamela (Diversity and Equity) <SoucyP@ccsu.edu> on behalf of Rodriguez, Rosa (Diversity and Equity) <rosa.rodriguez@ccsu.edu>
Sent: Thursday, April 07, 2016 9:34 AM
To: Academic Departments; Administrative Departments
Subject: 2015 Affirmative Action Plan

TO: All Employees
FROM: Office of Diversity and Equity
DATE: April 6, 2016
SUBJECT: Affirmative Action Plan 2014-15

The Office of Diversity and Equity invites all employees to read and review the CCSU's Affirmative Action Plan. Copies are available on-line at <http://www.ccsu.edu/diversity/resources/affirmativeaction.html> or in the following locations:

Office of Diversity & Equity

Office of the President

Office of the Provost

Human Resources

Elihu Burrit Library

Any comments regarding the Affirmative Action Plan should be directed to Rosa Rodríguez, Chief Diversity Officer and Title IX Officer of the Office of Diversity and Equity. Ms. Rodríguez is the person designated with the responsibility and authority to administer and monitor our affirmative action program. Employees must submit their comments no later than June 1, 2016, so that the comments can be incorporated into the University's submission of its 2015-2016 Affirmative Action Plan.

For information relating to the University's policy on affirmative action, please visit the department's web page at <http://www.ccsu.edu/Diversity/>. The web page contains CCSU's [Affirmative Action/Equal Employment Opportunity Policy Statement](#), [Non-discrimination in Education and Employment Policy](#), [BOR Sexual Misconduct Policy](#), [ADA Policy](#), and the [CCSU Procedures and Timetables for Processing of Discrimination, Harassment and Sexual Misconduct Complaints](#).

The signed copy of the Affirmative Action/Equal Employment Opportunity Policy Statement is on file in the Office of Diversity and Equity, Davidson Hall, Room 102. Should you have any questions, please feel free to contact the office at 860-832-1652.

Soucy, Pamela (Diversity and Equity)

From: Soucy, Pamela (Diversity and Equity)
To: Thursday, April 07, 2016 11:01 AM
Karas, Rene (FacMgt)
Subject: Facilities

Hi Rene. Our office needs to forward copies of the Nondiscrimination & Anti-Harassment Policies, Resources and Complaints Procedures booklet addressed to those employees of Facilities Management who do not have e-mail, including all custodians.

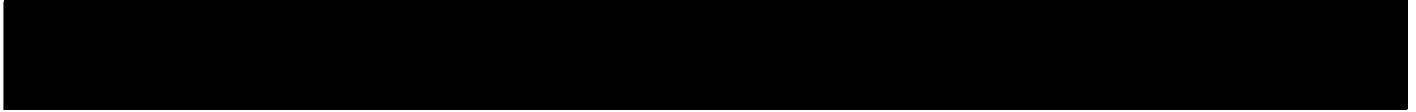
Would you please forward the names and locations of these individuals so we can make sure that these individuals are provided with their copy of the handbook.

Thank you

Pam Soucy
Office of Diversity and Equity
860-832-1652

Executive Committee Agenda
Tuesday, December 1, 2015
9:30 a.m.

1. Affirmative Action Plan (R. Rodriguez)



Executive Committee Notes of Tuesday, December 1, 2015

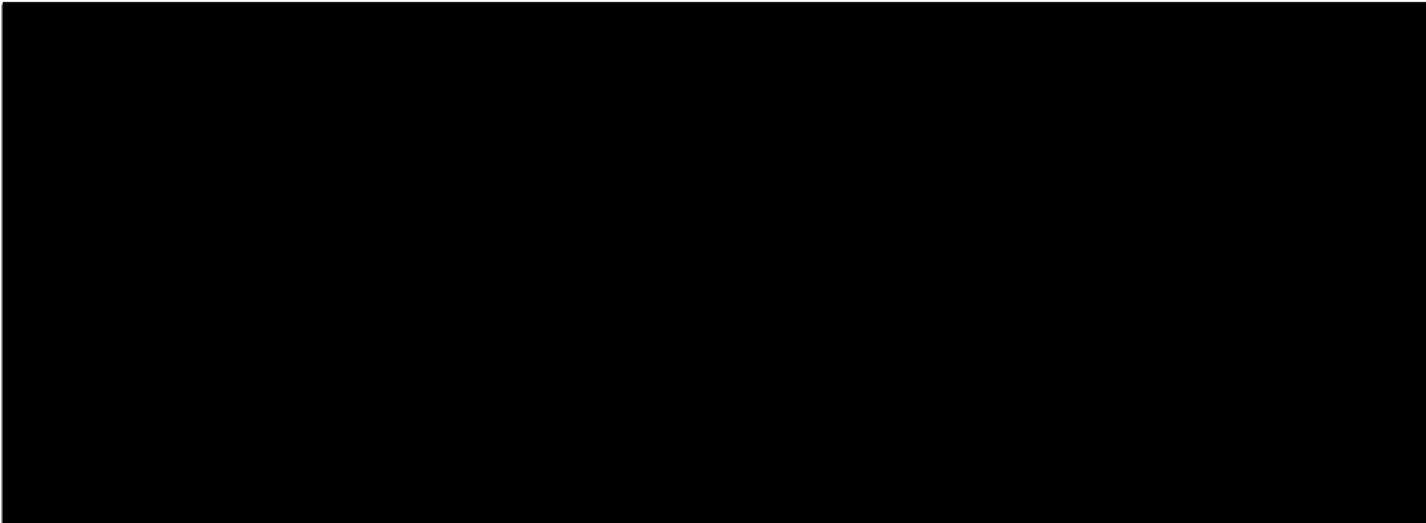
Present: R. Bachoo, L. Bonesio-Peterson, C. Casamento, C. Galligan, C. Lovitt, C. Magnan, J. Miller, R. Rodriguez, A. Suski-Lenczewski, L. Tordenti

Affirmative Action Plan (R. Rodriguez)

Rosa Rodriguez presented the Affirmative Action Report. She indicated that the date on which the report is due has been changed from the date of previous years to November 30. She commented that this is a much more timely way to do the report because it deals with goals still underway. In essence, the report deals with the future as opposed to writing only about efforts to attain goals which were already completed.

She distributed the Executive Summary and explained that the overall report was over 800 pages. In terms of highlighting some of the information, she mentioned that about 25% of our employees are people of color, which has remained a fairly consistent number. She further observed that last year, 38% of the hires were people of color. She went on to identify areas that had improved during the previous years, including Athletics, with the hiring of three African-American coaches. She closed by saying that paper copies of the report would be on file in the Library, in HR, and in the Diversity Office. She also said that at a later date the entire report would be placed on-line.

Chris Galligan asked how the goals are set. Rosa Rodriguez went through the process explaining that first there was a descriptive analysis of all of the current employees at CCSU and new hires. Those were compared to either local or national norms depending upon the nature of the assignment. For example, faculty were compared to availability norms nationally since faculty members were recruited nationally.



/rp
12/2/15

**CENTRAL CONNECTICUT STATE UNIVERISTY
AFFIRMATIVE ACTION PLAN (2015)**

EXECUTIVE SUMMARY

The Office of Diversity and Equity has completed the University's Affirmative Action Plan per the Connecticut General Statutes 46a-68. The AAP is a comprehensive, result-oriented set of procedures and programs that details the University's strategy to eliminate discrimination, set forth a good faith effort to attain hiring goals and achieve equal opportunity.

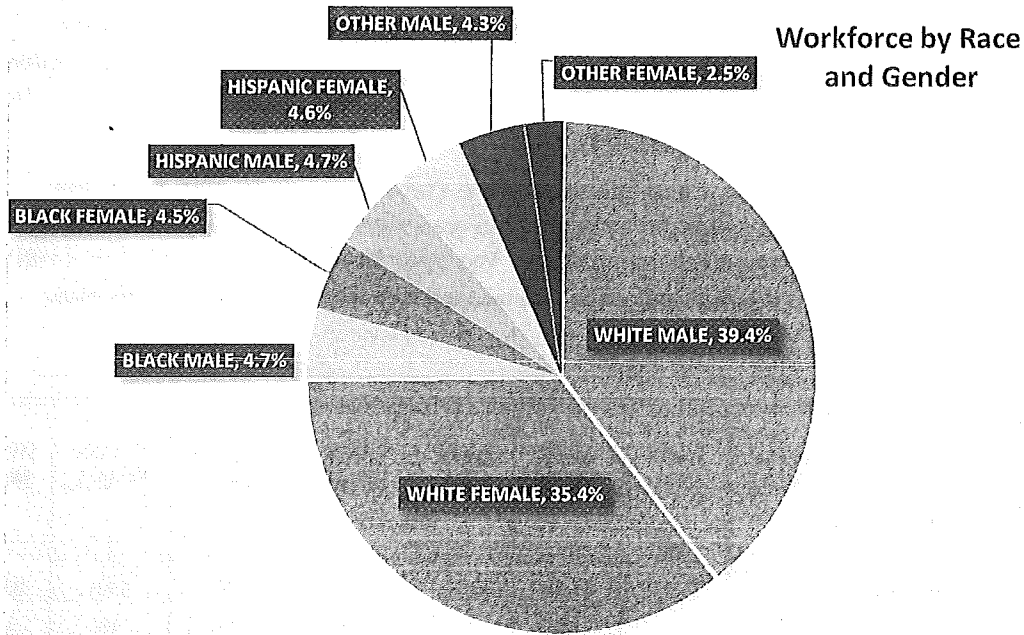
The plan is submitted annually for review and approval by the Commission on Human Rights and Opportunities (CHRO). The CHRO reviews and evaluates the plan within 90 days to ensure that it contains all 16 required elements and it is in compliance. The 2014 Plan was approved by the CHRO, based on Reviewer Neva Vigezzi's recommendation. No weaknesses were identified in this plan.

CCSU Full-time Workforce Statistics Table

CATEGORY OR CLASS	GRAND TOTAL	TOTAL MALE	TOTAL FEMALE	WHITE MALE	WHITE FEMALE	BLACK MALE	BLACK FEMALE	HISPANIC MALE	HISPANIC FEMALE	OTHER MALE	OTHER FEMALE
Executive Management	36	22	14	16	12	5	0	1	2	0	0
		61.1%	38.9%	44.4%	33.3%	13.9%	0.0%	2.8%	5.6%	0.0%	0.0%
Faculty	450	271	178	203	138	18	14	14	10	37	16
		60.4%	39.6%	45.1%	30.7%	4.0%	3.1%	3.1%	2.2%	8.2%	3.6%
Professional Non-Faculty	227	94	133	74	101	9	13	9	15	2	4
		41.4%	58.6%	32.6%	44.5%	4.0%	5.7%	4.0%	6.6%	0.9%	1.8%
Clerical Secretarial	97	10	87	3	63	3	12	3	11	1	1
		10.3%	89.7%	3.1%	64.9%	3.1%	12.4%	3.1%	11.3%	1.0%	1.0%
Tech/Para Professional	18	7	11	4	6	0	2	3	1	0	2
		38.9%	61.1%	22.2%	33.3%	0.0%	11.1%	16.7%	5.6%	0.0%	11.1%
Skilled Crafts	13	12	1	12	1	0	0	0	0	0	0
		92.3%	7.7%	92.3%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service Maintenance	74	61	13	47	9	5	0	9	4	0	0
		82.4%	17.6%	63.5%	12.2%	6.8%	0.0%	12.2%	5.4%	0.0%	0.0%
Protective Services	21	19	2	10	1	4	1	5	0	0	0
		90.5%	9.5%	47.6%	4.8%	19.0%	4.8%	23.8%	0.0%	0.0%	0.0%
TOTALS	936	497	439	369	331	44	42	44	43	40	23
	100 %	53.1%	46.9%	39.4%	35.4%	4.7%	4.5%	4.7%	4.6%	4.3%	2.5%

Faculty special appointments, University Assistants and Emergency hires and graduate interns are not included in the full-time workforce.

Workforce by Race and Gender Chart



ANALYSIS OF GOALS FOR 2014-2015

Hiring Goals

For this reporting period CCSU established seventy (79)—73 (73) short-term and six (6) long-term hiring goals and experienced one hundred and six (106) hires. Hiring occurred in the occupational categories of Exec. Admin., Faculty (Assoc. Prof., and Asst. Prof.), Coaching, Professional Non-Faculty, Technical Paraprofessional, Clerical all titles, Admin. Asst., Secretary 2, Skilled Crafts, Service Maintenance All titles (excluding custodians), and Custodians. Since goal achievement cannot take place in categories where hiring did not occur, ten (10) goals attributable to the categories of Professor [three (3) goals] and Protective Services [seven (7) goals] could not be achieved. Therefore, only sixty-nine (69) of the seventy nine (79) established goals were identified as achievable goals. Of the one hundred and six (106) hires that occurred during this reporting period, twenty-five (25) or thirty-six (36%) percent of all hires, met established reachable hiring goals.

Hires Table

This table includes only categories where hiring occurred; excludes Professor and Protective Services.

EEO Category	Hires	Goals	Goals Achieved	Percent of Achievement
Executive Administrative	3	6	0	0%
Faculty	47	14	8	57%
Coaching	8	7	3	43%
Professional Non-Faculty	24	11	5	45%
Other Staff (Classified)	24	31	9	29%
Total	106	69	25	36%

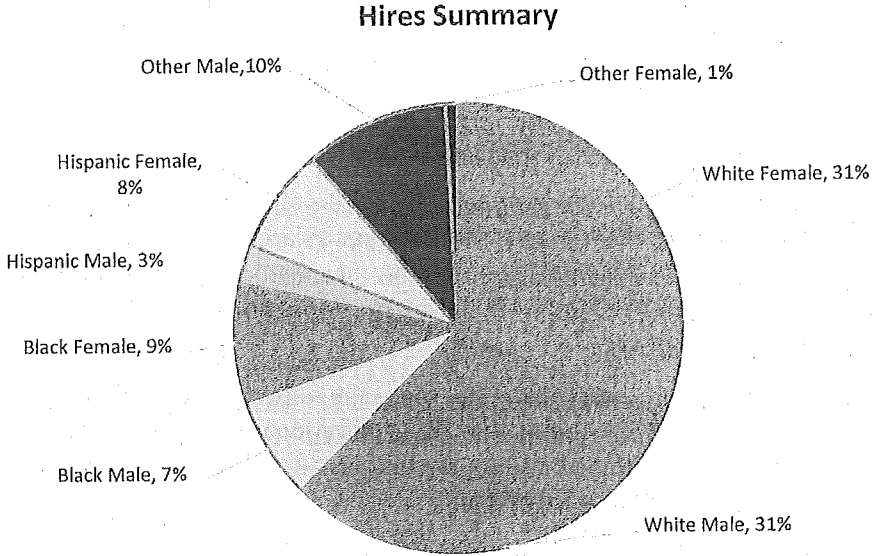
Additionally, in its commitment to diversity the University hired forty-three (43) members of underrepresented groups* that did not meet established goals:

- Two (2) diverse hires in the **Executive Administrative**: Two (2) Black males
- Three (3) diverse hires in the **Associate Professor** category: One (1) White female and One (2) Other males
- Nineteen (19) diverse hires in the **Assistant Professor** category: Six (6) White females; Two (2) Black males; One (1) Black female, One (1) Hispanic female and Nine (9) Other males
- One (1) diverse hires in the **Coaching** category: One (1) White female
- Fifteen (15) diverse hires in the **Professional/Non-faculty** category: Eleven (11) White females; Two (2) Hispanic males; One (2) Hispanic female
- Two (2) diverse hire in the **Secretary 2** category: Two (2) Hispanic females
- One (1) diverse hire in the **Custodian** category: One (1) Hispanic female

*White Female hires in the categories of Clerical, all titles; Administrative Assistant; and Secretary 2 were not identified as diverse candidates.

In all, sixty eight (68) out of the one hundred-six (106) hires, or sixty-four (64%), were either goal candidates or candidates from historically underrepresented groups including White females in non-clerical positions.

Hires Summary Chart



Promotional Goals

For this reporting period, the university established twenty-one (22) promotional goals.

During the reporting period, the University promoted 47 employees between EEO categories. In all, twenty four (24) out of the forty-seven (47) of these promotions, or fifty-one (51%) percent, were either goal candidates or candidates from historically underrepresented groups, including White females in non-clerical positions.

Summary of Promotions

Promotions in the faculty category are self-directed; therefore, goal achievement can be measured against those who apply for promotion.

- Of the twenty (20) promotions that occurred in the Professor category, the University **achieved twelve (12) goals of fifteen (15) established goals or seventy five (75%) percent**: nine (9) White females and three (3) Other males. In addition, one (1) Black male was promoted. Of the twenty (20) promotions that occurred in the Professor category, **thirteen (13)** or sixty-five (65%) percent of the promotions were either goal or diverse candidates.
- Of the twenty-one (21) promotions that occurred in the Associate Professor category, the University achieved one (1) Other female goal established. Of the six (6) established goals, the University achieved one (1) or seventeen (17%). Of the twenty-one (21) promotions that occurred, **eleven (11) or fifty-two (52%)** percent were either goal or diverse candidates.

Additionally, in its commitment to diversity the University promoted eleven (11) members of underrepresented groups* that did not meet established promotional goals:

- One (1) diverse promotion in the **Executive Administrative** category: One (1) Hispanic male
- Ten (10) diverse promotions in the **Associate Professor** category: Six (6) White Females and Four (4) Other males.

*excluded White females in clerical positons

Hiring and Promotional Goals for 2015-2016

The University has established hiring and/or promotional goals to remedy the underutilization of protected classes identified in the utilization analysis. Hiring goals are established for jobs usually filled through original appointment and promotional goals are for jobs filled through an internal promotional appointment. The objective of hiring and promotional goals is to reach parity with the availability base of protected groups in relevant labor market areas.

A **"goal"** is a hiring or promotion objective, which the University must strive to obtain by demonstrating every good faith effort. Goals are set to remedy the underutilization of minorities and women in the workforce and must be established within a time frame designated as short term (one year or less) or long term (more than a year, but not more than five).

The University has set its goals to be meaningful, measurable and reasonably attainable. It is important to note, however, that state re-employment lists, SEBAC rights and union contracts relating to transfers from other agencies are in effect and the University must consider those candidates, if they qualify, for specific vacancies.

An analysis of all hiring and promotional goals is distributed on a monthly basis to the President, the Vice Presidents, Chief Officers, Deans, Directors, Union Presidents and Minority Committee Chairs,

managers, and supervisors. In addition, a summary of the hiring and promotional goals for the current reporting period is posted on the ODE web page at <http://www.ccsu.edu/AffAction/>.

However, in addition to making every good faith effort to meet the established goals, the University will continue to be committed to a qualified, diverse workforce.

Based on the **Section 46a-68-40, Utilization Analysis**, the University has established the following hiring and promotion goals for the period of August 1, 2015 through July 31, 2015.

Hiring and Promotional Goals AAP 2015/2016

Based on the Section 46a-68-40, Utilization Analysis, the University has established the following hiring and promotion goals for the period of August 1, 2015 through July 31, 2016.

EXECUTIVE/ADMINISTRATIVE

Hiring

2 White Females
2 Black Females
1 Other Male
1 Other Female

Promotional

1 White Female

FACULTY

PROFESSOR

Hiring

1 White Female

Promotional

11 White Females
6 Other Males

ASSOCIATE PROFESSOR

Hiring

1 Black Male
3 Black Females
3 Hispanic Females
2 Other Females

Promotional

1 Black Male
2 Black Females
1 Hispanic Female
1 Other Female

ASSISTANT PROFESSOR

Hiring

7 White Females
2 Hispanic Males
1 Other Female

Promotional

None

COACHING

Hiring

- 2 Black Males
- 1 Black Female
- 1 Hispanic Male
- 1 Other Male
- 1 Other Female

Promotional

None

PROFESSIONAL/NON-FACULTY

Hiring

- 5 White Males
- 2 Black Females
- 4 Other Males
- 4 Other Females

Promotional

None

SECRETARIAL CLERICAL (EXCLUDING ADMINISTRATIVE ASSISTANT and SECRETARY 2)

Hiring

- 4 White Males
- 1 Black Female
- 2 Other Females

Promotional

None

SECRETARIAL CLERICAL/ADMINISTRATIVE ASSISTANT

Hiring

- 1 Black Female
- 1 Other Female

Promotional

None

SECRETARIAL CLERICAL/SECRETARY 2

Hiring

- 1 Black Male

Promotional

None

TECHNICAL/PARAPROFESSIONAL

Hiring

- 3 White Females
- 1 Black Male
- 1 Hispanic Female
- 1 Other Male

Promotional

None

SKILLED CRAFTS

Hiring

- 1 Black Male
- 1 Hispanic Male
- 1 Other Male

Promotional

None

SERVICE MAINTENANCE (EXCLUDING CUSTODIANS)

Hiring

- 1 White Female
- 1 Black Male
- 1 Hispanic Male
- 1 Hispanic Female
- 1 Other Male

Promotional

1 White Female

SERVICE MAINTENANCE/CUSTODIANS

Hiring

- 2 Black Males
- 2 Black Females
- 1 Hispanic Male
- 1 Other Male

Promotional

None

PROTECTIVE SERVICES

Hiring

- 4 White Males
- 1 White Female
- 1 Hispanic Female
- 1 Other Male

Promotional

None

Program Goals

The University has established program goals pursuant to analyses conducted in **Section 46a-68-87, Identification of Problem Areas** in order to remove any disparity or adverse impact on the race/sex group members in the respective occupational categories.

The University's programs will be meaningful, measurable and reasonable attainable and consistent with Section 46a-68-92—Good Faith Efforts.

While the University did not identify any significant employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons, it did identify areas that need to be further explored in the recruitment of service maintenance and skilled craft. If disparities occur, the University will initiate a goal to remove such impact.

1. Recruitment and Equitable Search Process

In the Service Maintenance, when the position does not require State of Connecticut examinations, the University will expand and identify new advertising and recruitment sources. Additionally the custodian and skilled craft area are also areas that need improve improvement in their diversification of applicants.

The University has considered alternatives in addition to those already outlined above to eliminate any problem areas identified in the **Identification of Problem Areas** section.

Other Program Goals

The University did not identify any employment policy or practice that adversely affects any minority group candidates, including physically disabled or older persons. The University will, however, continue to take a critical look at its employment processes and if disparities occur, the University will initiate a goal to remove such impact and improve the processes.

As Program Goals for the plan year 2014-2015, in order to foster a campus climate of tolerance and diversity, to ensure equal rights for all the various groups that make up the University community and to educate our students toward appreciation for diversity, the University will:

2. Recruitment Equitable Search Process Continued

- Develop a process to collect demographic applicant data on the internal search process for SUOAF positions in the Professional Non-Faculty Category, as outline in the SUOAF-AFSCME Collective Bargaining Agreement. Update search and hiring manual to reflect this new process.
- Implement a formal search charge process for classified searches.

Completion Date: July 2016

Responsible Person: Chief Diversity Officer; Hiring Authorities and Chief Human Resources Officer

3. Promotion of Equal Opportunity and Harassment-free Workplace

a. Training

- Now that we have developed the training database, an analysis will be conducted to identify full-time employees who need to complete required training programs.
- Given the new state and federal requirements related to sexual misconduct, sexual assault and intimate partner violence, CCSU will develop and implement innovative training activities for all university employees and students to meet the annual training requirement.
- Continue to provide online Title IX including sexual harassment training to all university employees including student workers.
- Given the current climate in the country, we need to expand or diversity training on race and color. This training will be developed and implemented during this plan year. We will also continue training on LGBT, disability and other pertinent matters.

Completion Date: July 2016

Responsible Person: Chief Diversity Officer; Chief Human Resources Officer; Provost; Victim Advocate; Vice President of Student Affairs

b. Policy Development

- Update complaint procedure to conform to the new state and federal regulations.
- Notify employees of the changes to the existing polices and the development of new policies

- To meet Clery Act requirements, identify campus security authorities, provide training and develop online Clery reporting form.
- Conduct climate survey on Title IX issues for students and based on the outcome of the student survey, develop climate survey for employees to implement in AY 2016.

Completion Date: July 2016

Responsible Person: Chief Diversity Officer; CCSU Victim Advocate; Vice President of Student Affairs; Chief Human Resources Officer; Chief Administrative Officer, CCSU Chief of Police and Sexual Assault Resource Team

c. Establish a Formal Employment Advisory Committee

CCSU has used the President's Executive Committee and other committees as the Employment Advisory Committee to review and address achievement of hiring goals and the challenging recruitment milieu that search committees encounter. While this had been successful in the past the University recognizes that the Employment Advisory Committee is needed to specifically address the Affirmative Action Plan and its goals. The University will continue to work with the other committees serving underserved populations to meet programmatic goals, e.g., training, recruiting and retention activities.

Completion Date: July 2016

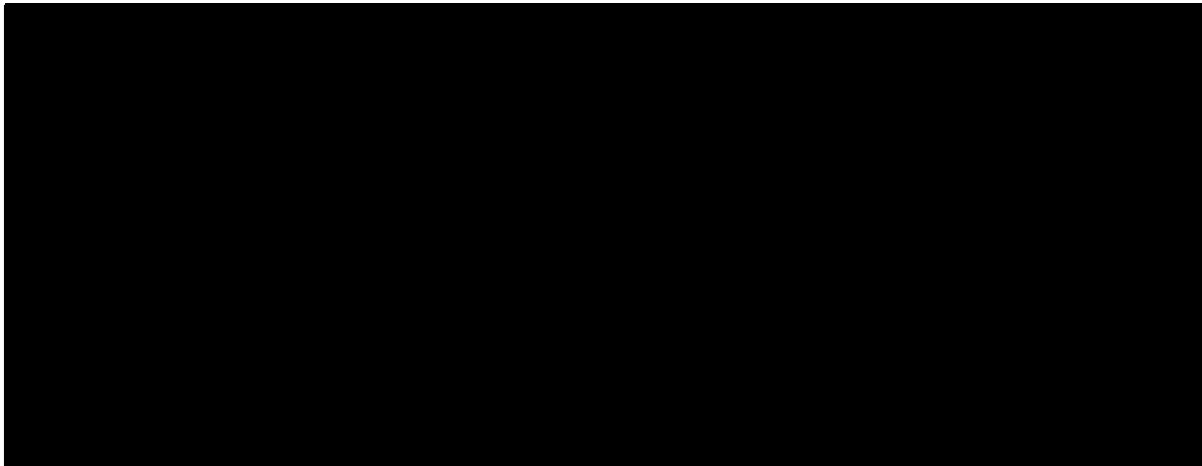
Responsible Persons: Chief Diversity Officer and other Executive Committee Members

Cooperation with Other Agencies

When the cooperation of another agency is essential to the implementation of a program goal, CCSU will maintain a record of each instance of contact with the agency whose cooperation is requested and the outcome of the request.

Executive Committee Agenda
Tuesday, October 20, 2015
9:30 a.m.

1. Title IX and Diversity Training (R. Rodriguez)
2. Clery Campus Security Authorities Update (R. Rodriguez)
3. Affirmative Action Plan (R. Rodriguez)



Executive Committee Notes of Tuesday, October 20, 2015

Present: R. Bachoo, L. Bonesio-Peterson, C. Casamento, C. Galligan, C. Lovitt, J. Miller, R. Rodriguez, A. Suski-Lenczewski, L. Tordenti

Excused: C. Magnan

Title IX and Diversity Training (R. Rodriguez)

R. Rodriguez distributed a preliminary report on the training that has been completed since January 2015. To date, approximately 3,500 people have attended training. R. Rodriguez noted that this report did not include the Red Flag classroom training, which included approximately 900 students. Within the next few weeks, graduate students and seniors will be receiving an online training link for Title IX Training. R. Rodriguez noted that the Self-Defense Course is not required training, it is an optional course being offered by S. Dodd. J. Miller asked what percent of the required population has completed training. R. Rodriguez estimates that to be approximately 25%.

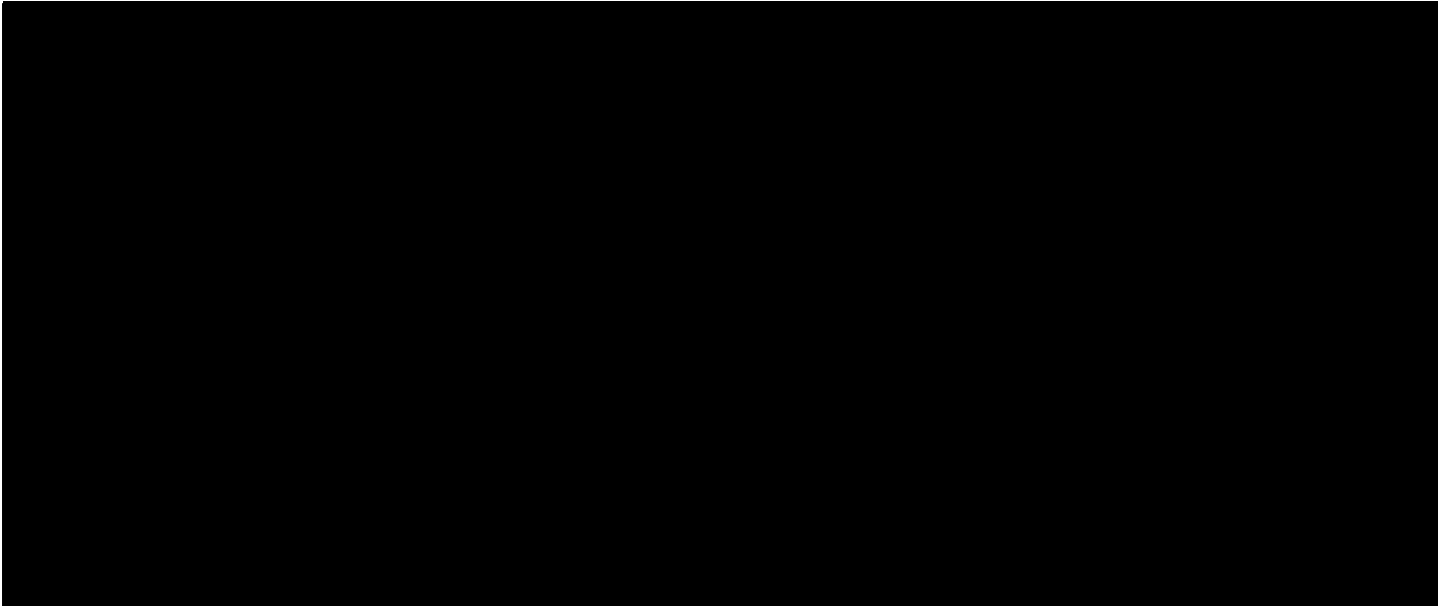
Clery Campus Security Authorities Update (R. Rodriguez)

R. Rodriguez and R. Bachoo are working together to update the list of campus security authorities. Executive Committee members have received information from R. Rodriguez, including a list of employees who may be added as campus security authorities. **ACTION:** Please review the information and send your feedback via email to R. Rodriguez by October 23. Once all the feedback has been received, R. Rodriguez and R. Bachoo will hold a meeting to discuss, and make final decisions. R. Bachoo noted that it is better to include people who may be considered borderline security. R. Rodriguez hopes to send the final list by the first week in November. The information will also be posted online.

Affirmative Action Plan (R. Rodriguez)

R. Rodriguez reported that CCSU's Affirmative Action Plan is due November 30, 2015. She asked everyone to please respond to the information requests they are receiving. The responses do not need to be lengthy, a short paragraph is fine.

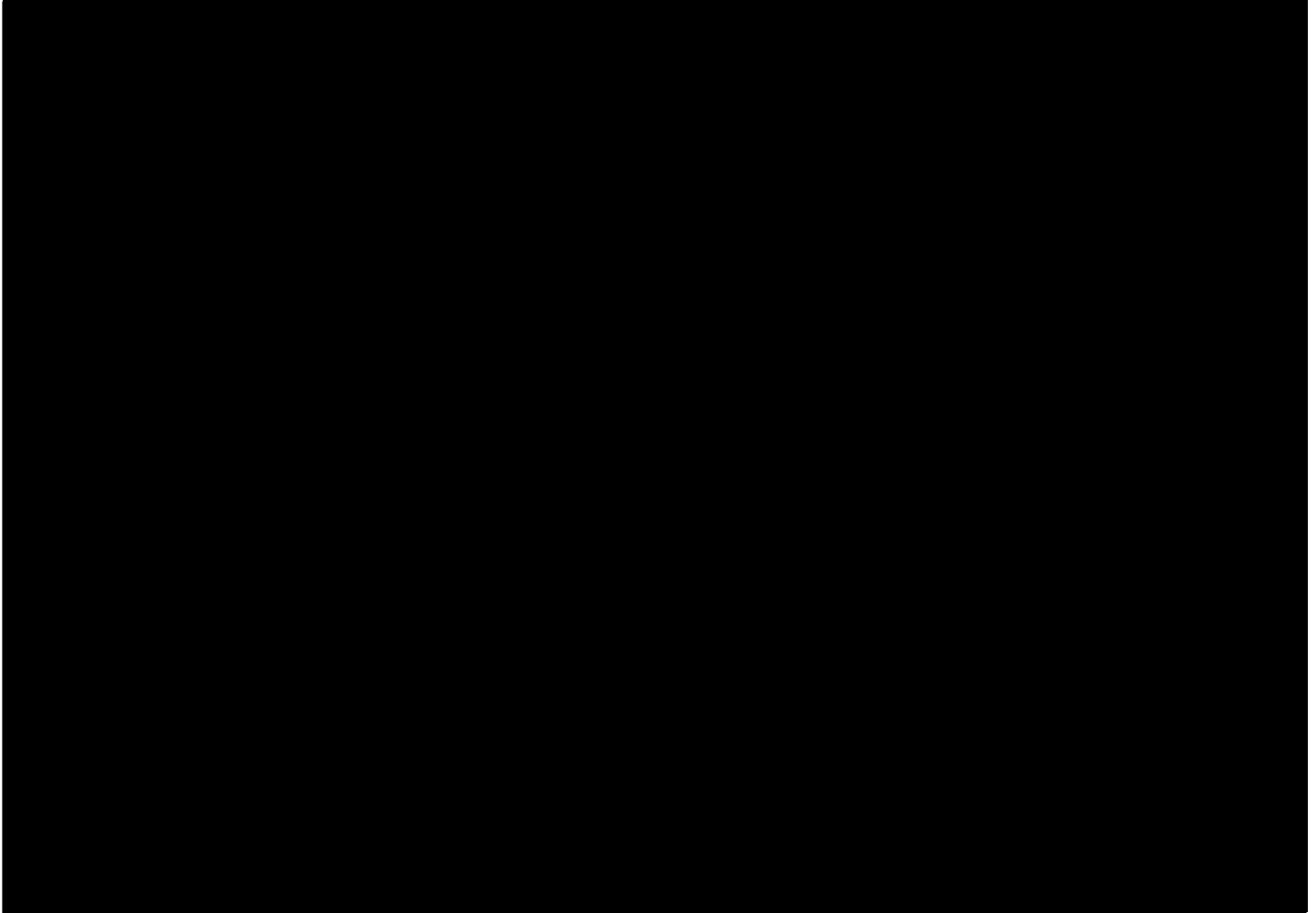
R. Rodriguez distributed a section of CCSU's Public Act 14-11: Institution Sexual Violence Report, which was recently submitted. The full report will be available online.



Executive Committee Agenda
Tuesday, June 14, 2016
9:30 a.m.

1. OCR Dear Colleague Letter on Transgender Students

C. Magnan

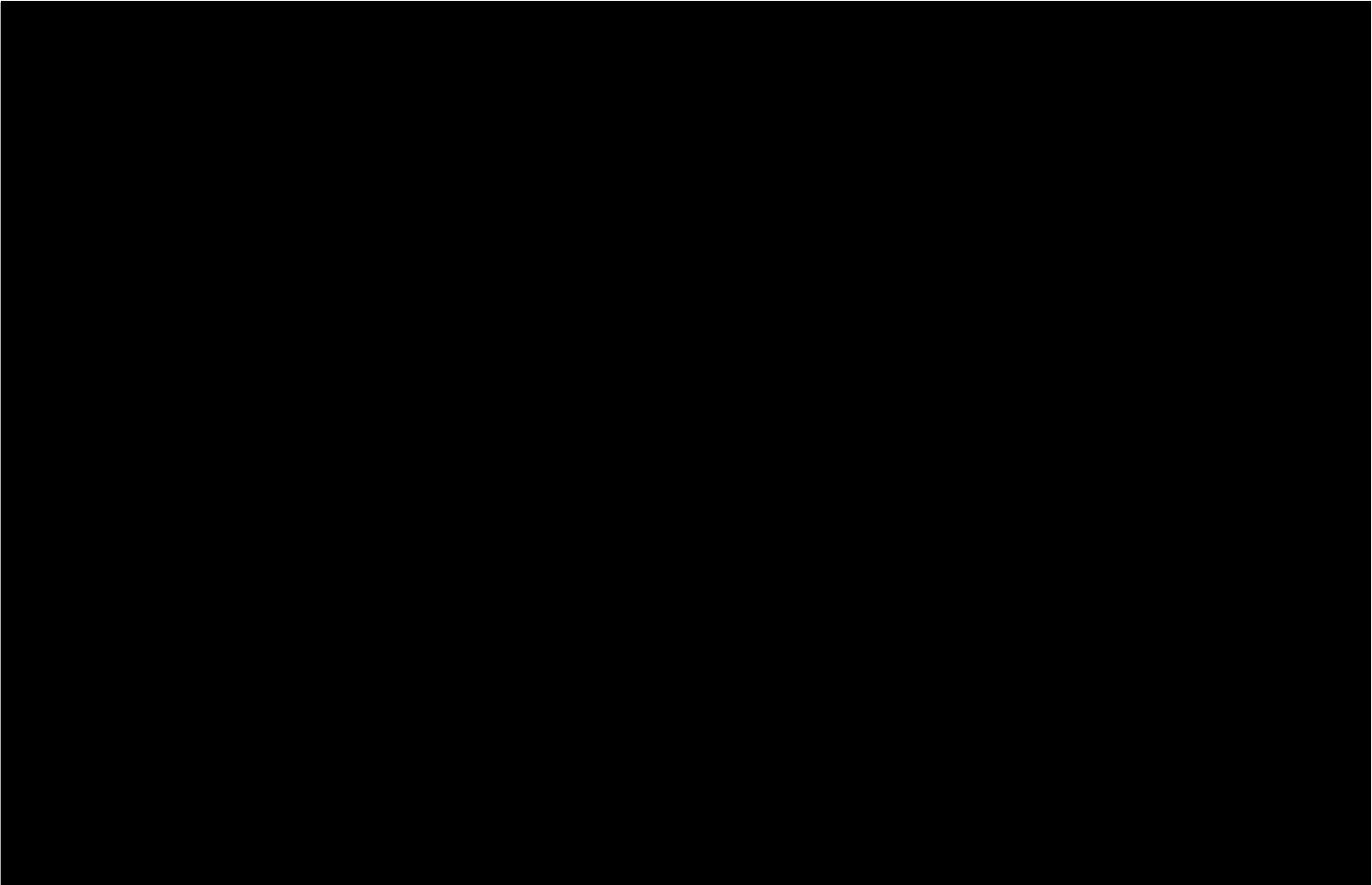


Executive Committee Notes of Tuesday, June 14, 2016

Present: R. Bachoo, L. Bonesio-Peterson, C. Casamento, C. Galligan, C. Lovitt, C. Magnan, J. Miller, R. Rodriguez, A. Suski-Lenczewski, L. Tordenti

1. **OCR Dear Colleague Letter on Transgender Students (C. Magnan)**

Carolyn Magnan presented an OCR Dear Colleague Letter on Transgender Students. She discussed a number of the ramifications of the Letter. She mentioned issues about name changes. Rosa Rodriguez noted that international students might be the ones who most benefit from the "advice" on dealing with student name changes. Carolyn went on to talk about locker rooms and rest rooms, and how they must be provided based on gender identity. She also discussed rooming in residence halls. Laura Tordenti mentioned that the LGBT Committee had been weighing in on this as well, and would provide their thoughts. There was some further discussion about the relationship to Athletics and locker rooms. Carolyn said that OCR seemed to be amenable to deferring to the NCAA document on that topic. Richard Bachoo asked about the authority of the Dear Colleague Letter. He said in many places there was a difference between "shall" and "may." Carolyn Magnan explained that the Letter did not have the force of law, but it would be taken very seriously if OCR were to do an investigation.



**Central Connecticut State University
Charge of the Search Committee**

Position: _____

Search Number: _____

General issues

1. Search committee liability: it is possible, and has happened here, that search committee members can be sued in their individual and official capacities. Under Connecticut law, state employees are entitled to representation by the Attorney General's Office and indemnification by the state where their actions within the scope of employment or discharge of duties for damage or injury are "not wanton, reckless or malicious..." Conduct that is merely negligent comes within the statutory protection.
 2. The committee must meet as a whole throughout the search and must conduct its deliberations within the meetings. Do not discuss anything related to the search, either with members or non-members of the committee, except when the committee is formally meeting. If you E-mail information regarding the search, all of the committee should be copied.
 3. Each applicant must receive an individualized and complete review of his/her qualifications as compared to the job advertisement. If there are general terms in the advertisement that need further clarification, those standards must be set out before reviewing the applications. For example, the ad requires "teaching experience" without further definition. The committee needs to describe the skill set and scope that term is meant to capture, rather than the jobs that might suffice.
 4. All members of the committee must use the same standards to evaluate the applicants. Again, decide before looking at the applications, as that helps to insulate the committee from charges of bias or favoritism.
 5. Members of the committee should disclose to each other if they know any of the applicants in the pool and how they know of them, or about them. If a member feels that he or she cannot be objective about a candidate, he or she should recuse him or herself from the committee.
 6. Master file: The search chair should maintain clean originals and make copies for the committee members. There must be no notes or writing of any kind on the original materials.
 7. By state and federal law, the official, or master, search file must be maintained in a secure and accessible location for a minimum of 3 years. The Office of Diversity and Equity maintains the AA search file, but the official (or master) file, containing all application materials from all applicants (whether or not qualified) should be maintained by the hiring department chair.
 8. The search chair should contemporaneously document all of committee's decisions, including standards to be applied and the committee's action for each applicant which will become part of the master file. Only committee decisions should be recorded on the minutes. Internal discussions or procedural matters should not be kept in record.
- I. AAP-2: Affirmative Action search plan**
1. The committee should develop an advertisement that is specific but inclusive. Note that you must evaluate all applicants by comparing their qualifications to those listed in your ad. Your evaluation should be thorough and fair, treating all applicants equally.

2. The advertisement is not a job description. It contains a list of minimal and preferred qualifications necessary to do the job. Remember, any applicant with all the minimal qualification should be, in theory, able to perform the job.
 3. Weight carefully the minimal qualifications, and be inclusive. Try not to include qualifications that will unnecessarily exclude potential qualified applicants. For example, if you say "5 years' experience" as a minimal qualification, think: why five? Is this really the minimum necessary? Would four do just as well, but broaden my pool?
 4. For the most part, the preferred qualifications will differentiate the minimally qualified from your finalists. List qualifications that is specific and objective.
 5. Recruitment is the most important tool we have to increase diversity. Make sure to include AT LEAST two sources of advertisements that are specifically targeted to historically underrepresented groups in the position's field. Also, include proactive recruitment measures as part of your plan.
 6. Once the advertisement is completed and approved by the committee and relevant supervisors, Human Resources will post your ad in one major advertisement source. Other sources must be paid and placed by the department, the dean's office or the academic division. The bargaining units' minority recruitment committees may have available funds for advertisement and recruitment. The Office of Diversity and Equity DOES NOT have any available funds for advertisement.
- II. AAP-3: The advertisement has yielded a pool of applicants that the committee needs to review, comparing the applicants' qualifications to those specified in the advertisement.
1. When completing this form, the members must articulate their reasons for voting each individual applicant into the categories and must challenge those reasons that appear unsupported.
 2. Pre-Screening-all or none within each category. Applicants within a category must be treated the same. For example, if one is called about missing materials, all must be called who are similarly situated.
 3. Each applicant must have a reason-factual and not conclusory, based on the job ad-for why she or he is placed in a category.
 4. The **Not Qualified** category is intended for those applicants who do not meet the required elements of the job qualifications. Failure of an applicant to meet any one of the required qualifications should result in placement in the Not Qualified category unless, on the judgment of the committee, the applicant possesses substantially comparable qualifications. The minimum requirement that the applicant has not met should be stated under the Reason column. Letters may be sent to those applicants once the AAP-3 is fully signed.
 5. The **Minimally Qualified** category lists those applicants who meet all the minimum requirements, but, based on the paper review and on the judgment of the committee, are not the preferred candidates to be considered finalists. State the factual reasons for placement in the Minimally Qualified category based on the ad and the standards the committee set in advance. For example, if the preference is for someone who has supervised students in field placements and the applicant has no such experience.

6. Then separate the **Finalists** from the Minimally Qualified-apply the standards the committee set-the committee is to work towards speaking with one voice, either unanimously or consensus, at the end. Special attention should be placed on Affirmative Action target candidates.
7. This is a paper review process for the most part. If an applicant is known to the committee (e.g., because of serving a special appointment or other University employment), that information should have limited effect -in other words, if he or she is minimally qualified based on the paper review, but the committee would like to interview him/her based on personal knowledge of the applicant, the person still should go into minimally qualified and not the finalist category.
8. Is the pool the size expected? If not, why not? What should be done to increase the size of the pool? Is there a qualification that acts to exclude otherwise qualified applicants? It is permissible to re-advertise and extend a search if the committee feels it is necessary to attain a larger and more diverse pool of applicants.
9. Is the pool apparently diverse in gender? Race/Ethnicity? If not, why? What else can be done to diversify the pool? The **Priority Target** for this search is a **Black Female, , Other Male and Other Female**. The Office of Diversity and Equity will provide demographic information to the committee when the AAP3 is submitted about the candidate.
10. Do not interview anyone until this form is completely approved. The Office of Diversity and Equity might reject an AAP3 form if the pool of finalists does not include an applicant from the target group.
11. If you have candidates from outside the local area, telephone interviews must be conducted. After telephone interviews are conducted, the search committee will conduct telephone reference of the candidates that are still being considered for the on-campus interviews. Once this has been done, please email the Office of Diversity the names of the candidates who will be invited for the final on-campus interviews. You will receive a final approval to proceed via email.

III. Interviews (Telephone and On-campus Interviews):

1. Read through the "Hiring and Search Manual" before beginning to interview. (<http://www.ccsu.edu/page.cfm?p=4176>). Stop interviewees from offering information we don't want to know. Frame your questions carefully.
2. All interviewees are asked the same basic questions.
3. The search committee members must agree ahead of time on the criteria used and the weight to be given to each question.
4. If you didn't sit through all the interviews, your ability to vote for candidates is limited. With their consent, candidates might be video or audio recorded, and the recordings shared with members of the committee.
5. At the end of the interviews, the committee now has considerable objective and subjective information. Articulate the committee's decisions for each interviewee. Be factual, weigh the relative strengths and weaknesses of each.
6. Put those decisions into a memo to the hiring manager.

IV. AAP-4 form:

1. Fill out the unranked candidates' names only.
2. Attach the memo to the hiring manager. The memo must address all the finalists that were listed on the AAP3.
3. Do not make any conditional offers to candidates until this form has been fully signed.
4. If the hiring manager asks the committee to make a conditional offer to a candidate, document all conversation with the candidate, contemporaneously, and file them in the master search file.
5. Be very clear that the offer is conditional upon the results of a background check and final approval of the President, and put that in writing.

11/29/16
Edited

AFFIRMATIVE ACTION SEARCH PLAN

Department _____ Position _____
Title/Rank _____

INSTRUCTIONS: See pages 15-17 of the **Hiring and Search Manual**. The Office of Diversity and Equity and/or Human Resources may make necessary editorial changes to draft advertisements to ensure consistency, conformance with AA requirements, and space. After approval of the Search Plan, Human Resources will place the advertisements.

ADVERTISING SOURCES:

(Recommended newspapers, journals, websites) Banner index to be charged:
All instructional and library faculty positions will be posted on the following websites: *The Chronicle of Higher Education, Hispanic Outlook, Diversejobs.net and Higheredjobs.com*

	<i>(Human Resources Dept)</i>

ADDITIONAL SEARCH COMMITTEE RECRUITMENT EFFORTS:

(e.g.: ListSrvs; e-mail distribution lists; mailing lists, attendance at conferences, networking, etc.)

PROPOSED SEARCH COMMITTEE: *(Must include a member of an underrepresented group)*

Race/Ethnicity: W = White B = Black H = Hispanic O = Other U = Unknown

		Gender	Race/ Ethnicity		Gender	Race/ Ethnicity
1	Chair _____	_____	_____	4	_____	_____
2	_____	_____	_____	5	_____	_____
3	_____	_____	_____	6	_____	_____

Approvals:

1 _____ Department Head Date	2 _____ Dean/Director Date
3 _____ Executive Officer Date	4 _____ Chief Diversity Officer or designee Date

AUTHORIZATION TO INTERVIEW/RECRUITMENT EFFORTS

Search #

Department:		Title:	
-------------	--	--------	--

Instructions: See pages 17 - 22 of the Hiring and Search Manual. Do not conduct interviews until this form has been completely approved. PLEASE ENCLOSE ALL CANDIDATES RESUMES.

FINALISTS---resumes must be attached

LAST	FIRST	For office use only		REASON
		Race	Gender	
				Meets the required qualifications and the following preferred (s): [insert qualifications]

Race/Ethnic Code: W=White, B=Black, H=Hispanic, O=Other, U=Unknown

APPROVALS:

1	Search Chair	Date	Comments
	Pres./VP/Dean/Director	Date	Comments
3	Chief Diversity Officer	Date	Comments

NOTE: In addition to the hard copy, please submit an electronic copy to rosa.rodriguez@ccsu.edu.

Rev. 11/12

Search # 0

MINIMALLY QUALIFIED -- resumes must be attached

LAST	FIRST	For office use only		REASON
		Race	Gender	
				Meets the required qualifications and the following preferred (s): [insert qualifications] or no preferred.

Search # 0

NOT QUALIFIED -- resumes must be attached

LAST	FIRST	For office use only		REASON
		Race	Gender	
				Does not meet the following qualification(s):
				Does not meet the following qualification(s):
				Does not meet the following qualification(s):
				Incomplete Application: Missing [name of document]

Position Control # _____

Search # _____

Recommended Candidates

Department _____ Position Title/Rank _____

Instructions: See pages 31-32 of the **Hiring and Search Manual**.

A **memorandum** summarizing the search committee's assessment of **all** candidates listed as finalists in the AAP 3 or candidates interviewed must be attached. List the committee's recommended (unranked) candidates below.

Name of Recommended Candidate (For search committee use)	Gender/ Race/Ethnicity (For ODE office use only.)	Recommended Salary (To be completed by the hiring manager)	Recommended Start Date	Special Terms/Conditions (if applicable)

RACE/ETHNICITY: **W** = White **B** = Black **H** = Hispanic **O** = Other **U** = Unknown

Reference checks having been completed for all recommended candidates.

Search Chair _____ Date _____

Approvals: If the position supervisor is an Executive Committee member, the President's signature is required.

Hiring Manager (position supervisor) _____ Date _____

Executive Committee Member (President, Vice President, or Chief Officer) _____ Date _____

Chief Diversity Officer _____ Date _____

Chief Human Resources Officer _____ Date _____

NEW FACULTY ORIENTATION AGENDA

Tuesday, August 25, 2015

Connecticut Room, Memorial Hall

- 8:15-8:45 a.m.** **Continental Breakfast**
- 8:45-9:00 a.m.** **Welcome**
Dr. Carl Lovitt, Provost and Vice President for Academic Affairs
Dr. Stephen Cohen, Faculty Senate President and Professor of English
Dr. Mary Ann Mahony, CCSU-AAUP President and Professor of History
Ms. Maura Jo Lynch, Part-Time Advisory Committee Chair and Part-Time Lecturer of Geography
- 9:00-9:15 a.m.** **Succeeding as a Professor**
Dr. Jack Miller, President
- 9:15- 9:30 a.m.** **Working with Students of Concern/Sexual Assault Protocol**
Dr. Laura Tordenti, Vice President for Student Affairs
Ms. Rosa Rodriguez, Chief Diversity Officer
- 9:30 - 9:45 a.m.** **Office of Diversity and Equity Policies**
Ms. Rosa Rodriguez, Chief Diversity Officer
- 9:45 - 10:00 a.m.** **Human Resources Overview**
Ms. Anna Suski-Lenczewski, Chief Human Resources Officer
- 10:00 - 10:15 a.m.** **Academic Integrity and Legal Issues**
Atty. Carolyn Magnan, Special Assistant to the President
- 10:15 - 10:30 a.m.** **Break**
- 10:30 - 10:45 a.m.** **Threat Assessment Information**
Dr. Richard Bachoo, Chief Administrative Officer
- 10:45 - 11:00 p.m.** **Service Learning**
Ms. Jessica Hernandez, Coordinator of Community Engagement
Dr. Reginald Simmons, Associate Professor, Criminology and Criminal Justice
- 11:00 - 11:15 p.m.** **International Education**
Dr. Momar Ndiaye, Director of CIE
- 11:15 - 11:55 a.m.** **Introduction to the Library - Burritt Library, Main Floor**
Dr. Carl Antonucci, Director, Library Services
Ms. Sharon Clapp, Assistant Librarian
- 12:00 -12:45 p.m.** **Lunch**
- 1:00 - 2:55 p.m.** **Workshop on Effective Teaching Strategies**
Ms. Mary Collins, Associate Professor of English,
Dr. Kara Russell, Instructor of English, Director of Center for Teaching and Faculty Development
- 3:00 - 3:45 p.m.** **Academic Computing/Central Pipeline/Bb Learn - Constitution Room, Memorial Hall**
Mr. David Oyanadel, Instructional Design & Technology Resource Center Manager, IT
Ms. Amy Kullgren, Director of Client Support Services, IT
Ms. Tina-Marie Rivera, Help Desk Manager, IT
- 4:00 - 5:00 p.m.** **CCSU-AAUP Reception - Connecticut Room, Memorial Hall**

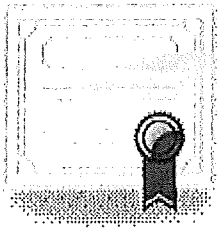
DAgostino, Nicholas (Diversity and Equity)

From: HumanResources Updates <PersonnelUpdates@ccsu.edu>
Sent: Wednesday, February 17, 2016 3:21 PM
To: Academic Departments; Administrative Departments
Subject: Performance Excellence Award for Support Staff
Attachments: Performance Excellence Award Program Guidelines 2_11_16.pdf; Performance Excellence Award Nomination Form 2_11_16.docx

We are accepting nominations for the annual **Performance Excellence Award for Support Staff**. This award recognizes support staff (all classified employees and certain management/confidential employees) for their contributions to the University. Classified employees are those staff in the following bargaining units: Administrative Clerical; Administrative and Residual; Engineering, Scientific & Technical; Maintenance & Service; and Protective Services.

Attached are the Program Guidelines and Nomination Form for the award. CCSU faculty, staff and students may nominate a support staff member (or team) by completing the attached form and returning it to Mary Cavanaugh **no later than Friday, March 11th**, by email or campus mail.

If you have any questions concerning this program, please feel free to contact Mary Cavanaugh.



Mary N. Cavanaugh
University Human Resources Administrator
Human Resources, Davidson Hall, Room 12501
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
Phone: 860-832-1856
Fax: 860-832-1864



Central Connecticut State University

TO: All CCSU Classified Employees

FROM: Mary Cavanaugh, University Human Resources Administrator
Human Resources Department

DATE: May 9, 2016

RE: Classified Employee Scholarship Awards for Summer 2016

M. Cavanaugh

The University Scholarship Distribution Committee announces the Classified Employee Scholarship Awards, available to Classified employees as well as dependent children of Classified employees, for the 2015-2016 academic year. The amount of funding remaining for this academic year is \$4,000.

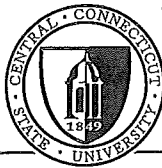
Full-time classified employees with four (4) or more years of continuous employment with Central Connecticut State University are eligible to apply for this scholarship. First time applicants must provide a copy of their acceptance letter to Central Connecticut State University.

The following conditions apply to this scholarship program:

- Awards are for courses taken at CCSU only.
- Eligibility for the employee awards is limited to part-time matriculated (undergraduate or graduate) students.
- Eligibility for the dependent awards is limited to part-time and full-time matriculated (undergraduate or graduate) students.
- The award does not cover registration fees.
- Maximum age for a dependent child eligible for this award is twenty-four (24) years of age.

Applications are available in the Human Resources Department. **A current or most recent school transcript is required with every Classified Employee Scholarship application. There are no exceptions. Failure to submit the appropriate school transcript will result in ineligibility for the scholarship award.** Completed application packages are to be submitted to Mary Cavanaugh of the Human Resources Department and must be received by the application deadline. **The deadline for submitting applications is Wednesday, June 1, 2016 (close of business).** Please contact Human Resources at X21756 if you have any questions regarding this and/or need further information.

c: President Miller
Members of the Executive Committee
Classified Employee Scholarship File



Central Connecticut State University

TO: CCSU Classified Employees

FROM: Mary Cavanaugh, University Human Resources Administrator
Human Resources Department *M. Cavanaugh*

DATE: December 9, 2015

RE: Classified Employee and/or Dependent Child Scholarship Awards for Spring 2016

The University Scholarship Distribution Committee announces the Classified Employee Scholarship Awards, available to classified employees as well as dependent children of classified employees, for the 2015-2016 academic year. The amount of funding for this academic year is \$15,000.

Full-time classified employees with four (4) or more years of continuous employment with Central Connecticut State University are eligible to apply for this scholarship. First time applicants must provide a copy of their acceptance letter to Central Connecticut State University.

The following conditions apply to this scholarship program:

- Awards are for courses taken at CCSU only.
- Eligibility for the employee awards is limited to part-time matriculated (undergraduate or graduate) students.
- Eligibility for the dependent awards is limited to full-time and part-time matriculated (undergraduate or graduate) students.
- The award does not cover registration fees.
- Maximum age for a dependent child eligible for this award is twenty-four (24) years of age.

Applications are available in the Human Resources Department. **A current school transcript is required with every Classified Employee Scholarship application. There are no exceptions. Failure to submit the appropriate school transcript will result in ineligibility for the scholarship award.** Completed application packages are to be submitted to Mary Cavanaugh of the Human Resources Department and must be received by the application deadline. **The deadline for submitting applications is Wednesday, December 30, 2015 (close of business).** Please contact Human Resources at X21756 if you have any questions regarding this and/or need further information.

c: President Miller
Members of the Executive Committee
Classified Employee Scholarship File



Central Connecticut State University

TO: CCSU Classified Employees

FROM: Mary Cavanaugh, University Human Resources Administrator
Human Resources Department *M. Cavanaugh*

DATE: August 9, 2016

RE: Classified Employee and/or Dependent Child Scholarship Awards for Fall 2016

The University Scholarship Distribution Committee announces the Classified Employee Scholarship Awards, available to classified employees as well as dependent children of classified employees, for the 2016-2017 academic year. The amount of funding for this academic year is \$15,000.

Full-time classified employees with four (4) or more years of continuous employment with Central Connecticut State University are eligible to apply for this scholarship. First time applicants must provide a copy of their acceptance letter to Central Connecticut State University.

The following conditions apply to this scholarship program:

- Awards are for courses taken at CCSU only.
- Eligibility for the employee awards is limited to part-time matriculated (undergraduate or graduate) students.
- Eligibility for the dependent awards is limited to full-time and part-time matriculated (undergraduate or graduate) students.
- The award does not cover registration fees.
- Maximum age for a dependent child eligible for this award is twenty-four (24) years of age.

Applications are available in the Human Resources Department. **A current school transcript is required with every Classified Employee Scholarship application. There are no exceptions. Failure to submit the appropriate school transcript will result in ineligibility for the scholarship award.** Completed application packages are to be submitted to Mary Cavanaugh of the Human Resources Department and must be received by the application deadline. **The deadline for submitting applications is Friday, August 26, 2016 (close of business).** Please contact Human Resources at X21756 if you have any questions regarding this and/or need further information.

c: President Miller
Members of the Executive Committee
Classified Employee Scholarship File

ARTICLE 3 — NON-DISCRIMINATION

3.1 The Board of Trustees and SUOAF-AFSCME agree that no member of the bargaining unit shall be discriminated against in violation of federal or state statutes, such as discrimination based on race, color, religious creed, age, sex, marital status, sexual orientation, national origin and disability. Violations of this section shall be grievable but not arbitrable. Any claim of violation may be filed through the Commission on Human Rights and Opportunities (CHRO) or any appropriate legal forum.

3.2 The parties to this agreement recognize the compelling need to increase the minority proportion of bargaining unit members to more closely approximate the racial and ethnic diversity of the population of our state and nation.

Notwithstanding other provisions, if any, in this Agreement to the contrary, the following affirmative programs and actions are adopted to increase the proportion of minority bargaining unit members.

The President/Chancellor shall bring into being a Minority Recruitment and Mentoring Committee under the direction of the Affirmative Action Officer. The committee shall have a minimum of two minority bargaining unit members. The Committee shall be charged with the responsibility for identifying and recommending qualified minority candidates to search committees after the promotional process in Article 10 has been followed. Travel and associated costs for this effort approved by the Affirmative Action Officer may be charged to the University's budget.

The Minority Recruitment and Mentoring Committee shall ensure that mentoring arrangements are available for newly appointed minority employees. The mentors shall be charged with responsibility for enhancing the professional development of minority employees during the first 1-3 years of their appointment(s). Costs of this effort, which may not include any salary payment for the mentor(s) or related personnel, may be charged to the support fund described below.

When direct continuing support for obtaining credentials/qualifications is provided to appointees, it shall be part of individual agreements prescribing the support accepted by the appointee and specifying that the appointee will remain with CSU for an appropriate interval after the support has ended. Such agreements shall require the approval of the university President/Chancellor. The existence or substance of a mentoring agreement is not to be considered in an appointee's evaluation pursuant to Article 19.

The continuation of a mentoring agreement is conditioned upon the appointee's renewal of appointment pursuant to Article 14.

Funding for the mentoring program shall be available in proportion to university bargaining unit membership.

Funding for this program shall be .0261 of the aggregate biweekly salary of bargaining unit members based on an April payroll listing. Unexpended funds shall roll over for use in succeeding fiscal years. The Board shall provide the union with a report detailing all expenditures under this program annually.

Together the parties agree to promulgate principles that seek to insure affirmative action within the Connecticut State University. The parties further agree to the universities' policy on racism, sexual harassment and other acts of intolerance. This section is not grievable.

3.3 SUOAF-AFSCME recognizes its responsibility as bargaining agent and agrees to represent all employees in the bargaining unit without discrimination, interference, restraint, or coercion.

The Board of Trustees and its management officials within the Connecticut State University acknowledge that SUOAF-AFSCME's obligation to represent its employees will not be subject to interference, restraint, or coercion.

**ARTICLE 3
NON-DISCRIMINATION,
AFFIRMATIVE ACTION AND SEXUAL HARASSMENT**

3.1 The Board of Trustees and the CSU-AAUP agree that no member of the bargaining unit shall be discriminated against in violation of federal or state statutes, nor on the basis of characteristics or conditions including age, race, religion, gender, sexual orientation, disability, or ethnic or cultural origin, nor with respect to any legal behavior not detrimental to the students or other members of the university community.

3.2 The parties are committed to positive and aggressive affirmative action programs. The function of hiring searches is to maintain objectivity and use all available information in a balanced manner that identifies the best available candidates. Hence, search committees are specifically obligated to apply principles of affirmative action in their consideration of candidate selection.

3.3 Allegations of violations of Article 3.1 shall be processed exclusively through the Affirmative Action/Non-discrimination Complaint Procedures and are not covered by Article 15 (Grievance Procedure) of this Agreement. Such procedures shall include the elements identified in Appendix F. The parties agree to review procedures currently part of affirmative action plans and procedures addressing acts of intolerance and to recommend revisions as necessary.

3.4 Minority Recruitment and Retention Program

The parties to this Agreement recognize the compelling and continuing need to recruit and retain bargaining unit members who are members of minority and other protected groups. The following affirmative action program is adopted for the purpose of increasing the number of such full-time members.

3.4.1 Minority Recruitment and Retention Committee

The University President with the advice and consent of the AAUP Chapter President and consultation with the Director of Affirmative Action shall appoint a Minority Recruitment and Retention Committee. At least two committee members shall be members of minority or other protected groups. The Director of Affirmative Action shall be an ex-officio member of this committee.

SEXUAL HARASSMENT IS ILLEGAL!



It's prohibited by the CT Discriminatory Employment Practices Act and Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendment of 1972. The CCSU Sexual Harassment Policy prohibits discrimination in services or benefits based on gender.

Sexual Harassment means "any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature."

Examples of Sexual Harassment include:

- Unwelcome sexual advances
- Unwanted hugs, touches, kisses
- Retaliation for complaining about sexual harassment
- Suggestive or lewd remarks
- Requests for sexual favors
- Derogatory or pornographic posters, cartoons, drawings, or e-mail messages.

CCSU policies and Reporting: Copies of the University's Sexual Harassment policy and complaint procedure are available from one of these offices or the University's website.

Incidents may be reported to:

Office of Diversity and Equity
(All complaints)
Chief Diversity Officer
Davidson Hall, Rm. 102
860-832-1652

Human Resources
(Complaints against employees)
Davidson Hall, Rm. 101
860-832-1760

Office of Student Conduct
(Complaints against students)
Willard Hall, Rm. 107
860-832-1667

Office of Student Affairs
(Complaints against students)
Davidson Hall, Rm. 103
860-832-1601

You're Not Alone!



Connecticut law requires that a formal written complaint be filed with the Connecticut Commission on Human Rights and Opportunities (CHRO), within 180 days of the date when the alleged harassment occurred. ccsu.edu/diversityequity

Equal Opportunity Employer/Educator

Equal Employment Opportunity is

THE LAW

Private Employers, State and Local Governments, Educational Institutions, Employment Agencies and Labor Organizations

Applicants to and employees of most private employers, state and local governments, educational institutions, employment agencies and labor organizations are protected under Federal law from discrimination on the following bases:

RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN

Title VII of the Civil Rights Act of 1964, as amended, protects applicants and employees from discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment, on the basis of race, color, religion, sex (including pregnancy), or national origin. Religious discrimination includes failing to reasonably accommodate an employee's religious practices where the accommodation does not impose undue hardship.

DISABILITY

Title I and Title V of the Americans with Disabilities Act of 1990, as amended, protect qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship.

AGE

The Age Discrimination in Employment Act of 1967, as amended, protects applicants and employees 40 years of age or older from discrimination based on age in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment.

SEX (WAGES)

In addition to sex discrimination prohibited by Title VII of the Civil Rights Act, as amended, the Equal Pay Act of 1963, as amended, prohibits sex discrimination in the payment of wages to women and men performing substantially equal work, in jobs that require equal skill, effort, and responsibility, under similar working conditions, in the same establishment.

GENETICS

Title II of the Genetic Information Nondiscrimination Act of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

RETALIATION

All of these Federal laws prohibit covered entities from retaliating against a person who files a charge of discrimination, participates in a discrimination proceeding, or otherwise opposes an unlawful employment practice.

WHAT TO DO IF YOU BELIEVE DISCRIMINATION HAS OCCURRED

There are strict time limits for filing charges of employment discrimination. To preserve the ability of EEOC to act on your behalf and to protect your right to file a private lawsuit, should you ultimately need to, you should contact EEOC promptly when discrimination is suspected. The U.S. Equal Employment Opportunity Commission (EEOC), 1-800-669-4000 (toll-free) or 1-800-669-6820 (toll-free TTY number for individuals with hearing impairments). EEOC field office information is available at www.eeoc.gov or in most telephone directories in the U.S. Government or Federal Government section. Additional information about EEOC, including information about charge filing, is available at www.eeoc.gov.

Employers Holding Federal Contracts or Subcontracts

Applicants to and employees of companies with a Federal government contract or subcontract are protected under Federal law from discrimination on the following bases:

RACE, COLOR, RELIGION, SEX, NATIONAL ORIGIN

Executive Order 11246, as amended, prohibits job discrimination on the basis of race, color, religion, sex or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment.

INDIVIDUALS WITH DISABILITIES

Section 503 of the Rehabilitation Act of 1973, as amended, protects qualified individuals from discrimination on the basis of disability in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. Disability discrimination includes not making reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, barring undue hardship. Section 503 also requires that Federal contractors take affirmative action to employ and advance in employment qualified individuals with disabilities at all levels of employment, including the executive level.

DISABLED, RECENTLY SEPARATED, OTHER PROTECTED, AND ARMED FORCES SERVICE MEDAL VETERANS

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, prohibits job discrimination and requires affirmative action to employ and advance in employment disabled veterans, recently separated

veterans (within three years of discharge or release from active duty), other protected veterans (veterans who served during a war or in a campaign or expedition for which a campaign badge has been authorized), and Armed Forces service medal veterans (veterans who, while on active duty, participated in a U.S. military operation for which an Armed Forces service medal was awarded).

RETALIATION

Retaliation is prohibited against a person who files a complaint of discrimination, participates in an OFCCP proceeding, or otherwise opposes discrimination under these Federal laws.

Any person who believes a contractor has violated its nondiscrimination or affirmative action obligations under the authorities above should contact immediately:

The Office of Federal Contract Compliance Programs (OFCCP), U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210, 1-800-397-6251 (toll-free) or (202) 693-1337 (TTY). OFCCP may also be contacted by e-mail at OFCCP-Public@dol.gov, or by calling an OFCCP regional or district office, listed in most telephone directories under U.S. Government, Department of Labor.

Programs or Activities Receiving Federal Financial Assistance

RACE, COLOR, NATIONAL ORIGIN, SEX

In addition to the protections of Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color or national origin in programs or activities receiving Federal financial assistance. Employment discrimination is covered by Title VI if the primary objective of the financial assistance is provision of employment, or where employment discrimination causes or may cause discrimination in providing services under such programs. Title IX of the Education Amendments of 1972 prohibits employment discrimination on the basis of sex in educational programs or activities which receive Federal financial assistance.

INDIVIDUALS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits employment discrimination on the basis of disability in any program or activity which receives Federal financial assistance. Discrimination is prohibited in all aspects of employment against persons with disabilities who, with or without reasonable accommodation, can perform the essential functions of the job.

If you believe you have been discriminated against in a program of any institution which receives Federal financial assistance, you should immediately contact the Federal agency providing such assistance.



Central Connecticut State University

Nondiscrimination & Anti-Harassment Policies, Complaint Procedures and On-campus and Community Resources

Office of Diversity and Equity

1615 Stanley Street
Davidson Hall, 102
New Britain, CT 06050

Important Phone Numbers

Reporting an Incident

University Police (Criminal Complaints)

860-832-2375

Office of Diversity & Equity (Title IX Officer) All complaints

860-832-1652

Office of Student Conduct (OSC) Complaints against students

860-832-1667

Medical Attention

Student Wellness Services, Health (Confidential)

860-832-1925

Hospital of Central Connecticut*(HCC)

860-224-5011

Emergencies

911

Someone to talk to

Office of Victim Advocacy

860-832-3795

Women's Center

860-832-1655

Student Wellness Services, Counseling (Confidential)

860-832-1945

Sexual Assault & Crisis Services*(Confidential)

860-225-4681; *English Hotline* 1-860-223-1787

Prudence Crandall Center for Domestic Violence* (Confidential)

888-774-2900 (24-hour hotline)

**Off-Campus*

President's Message



June 2016

Dear University Community Members:

This University strives to provide a campus that is welcoming to all and a learning environment that is open, supportive, and safe. As a community, we will not tolerate acts of discrimination, harassment or violence. A key component in our efforts is to provide policies that clearly spell out our response to reported incidents affecting our students, faculty, staff, and visitors.

These policies provide information for those whose rights have been violated; present guidance for the campus community on expectations we have for communication, responsibility, and respect; and establish procedures to ensure that any CCSU community member who is subjected to discrimination or harassment is treated with care and provided accurate and complete information. I encourage all to read the policies and procedures so that we can all support those who may need our help.

Acts of harassment and discrimination threaten personal safety and violate the standards of conduct expected of community members. To help ensure that the University remains welcoming and safe for all, we will continue to offer education and prevention programs for the campus community, and we will pursue all criminal and administrative remedies for complaints of discrimination, harassment, and violence.

Sincerely,

Dr. Jack W. Miller
CCSU President

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Office of Diversity and Equity (ODE)

Mission Statement

- 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 University community.
- Coordinate the University's efforts to promote, develop and support a culturally diverse community.
- Guide the University community in the implementation of Affirmative Action and diversity strategies.

The ODE is located in Davidson Hall, RM 102. The office reports directly to the President and is responsible for promoting diversity and fairness. Responsibilities include the administration of:

1. Policies and Procedures
 - Nondiscrimination in Education and Employment Policy
 - Sexual Misconduct Policy
 - Procedures for filing related complaints
2. Federal and State Laws
 - Affirmative action and equal employment opportunity laws
 - Section 504 of the 1973 Rehabilitation Act and Americans with Disabilities Act
 - Civil Rights laws including, Title IX, Title VII

Other responsibilities include the administration/implementation of the University's:

3. Investigation of internally filed complaints
4. Monitoring of the employment process (including recruitment, hiring, promotion and training)
5. Development and implementation of the annual Affirmative Action Plan
6. Provision of the ADA reasonable accommodations for employees
7. Conduct training on Title IX including the prevention of sexual harassment for staff and students and Diversity. Coordinate CCSU's violence awareness campaigns

State law requires that all employees participate in diversity training and that all those employees with supervisory responsibility participate in the sexual harassment prevention training. Based on state law, the university requires that all employees complete Title IX training on an annual basis. Contact the ODE for the training opportunities.

ADA Accommodations

Employees: The Office of Diversity and Equity handles employees' requests for reasonable accommodations.

Contact Information: Rosa Rodríguez, Chief Diversity Officer/Title IX Coordinator at 860-832-1652 or at rosa.rodriguez@ccsu.edu

Students: Requests for reasonable accommodations from students are handled by the Office of Student Disability Services. The office is located in Carroll Hall.

Contact Information: Office of Student Disability Services at 860-832-1952

Ruthe Boyea Women's Center

The Ruthe Boyea Women's Center provides resources, to advocate, inform, and support personal development. The Center offers a variety of services for and about women. It also sponsors educational and cultural programs designed to promote gender equity, knowledge of women's rights issues, leadership and independence, and encourages understanding and cooperation among women of varied socio-economic groups, cultures, ethnic backgrounds, races and sexual orientations. The Women's Center welcomes all women and men.

The Center is located in the Student Center, RM 215.

Contact Information: Jacqueline Cobbina-Boivin, Women Center Coordinator at 860-832-1655 or cobbina-boivin@ccsu.edu.

Office of Victim Advocacy

The Office of Victim Advocacy provides services to assist and support individuals affiliated with CCSU who have been impacted by sexual assault, relationship violence, and/or stalking.

The office is located in Carroll Hall, RM 248 and is staffed by a professional staff member.

Office Hours:

Mon. 9 AM - 12:30 PM, Tues. 9 AM – 5 PM, Wed. 1 - 4:30 PM,
Fri. 9 AM – 5 PM

Contact Information: Sarah Dodd, Victim Advocacy and Violence Prevention Specialist at 860-832-3795 or sarahdodd@ccsu.edu



**We're working
together to change
this statistic.**

ODE Staff Responsibilities

ODE Staff	Responsibilities
<p>Rosa Rodríguez Office of Diversity and Equity Chief Diversity Officer (CDO) & Title IX Officer Davidson Hall, RM 102 860-832-0178 rosa.rodriguez@ccsu.edu</p>	<ul style="list-style-type: none"> • Leads/manages CCSU's programs that promote equity, diversity and equal opportunity including oversight of the affirmative action and non-discrimination policies and procedures and Title IX • Develops and coordinate training programs as they related to nondiscrimination, diversity, equity including Title IX • Oversees the hiring process • Investigates complaints • Serves as the ADA coordinator • Develops and coordinates cultural and educational programming activities • Provides advocacy and referral services
<p>Nicholas D'Agostino ODE Associate to CDO Davidson Hall, RM 102 860-832-1653 nicholas.dagostino@ccsu.edu</p>	<ul style="list-style-type: none"> • Investigates complaints • Assists with the development and implementation of the AA plan • Serves as the lead person in the data collections as it relates to the affirmative action • Conducts training on issues related to diversity and Title IX • Oversees the classified search process • Provides advocacy and referrals • Leads awareness campaigns • Provides advocacy and referral services

ODE Staff	Responsibilities
<p>Sarah Dodd, Victim Advocacy and Violence Prevention Specialist Office of Victim Advocacy Carroll Hall, RM 248</p> <p>Mon. 9 AM-12:30 PM Tues. 9 AM – 5:00 PM Wed. 1 - 4:30 PM Fri. 9 AM – 5:00 PM Other times available upon request</p> <p>860-832-3795 sarahdodd@ccsu.edu</p>	<ul style="list-style-type: none"> • Provides professional advocacy services for students, faculty and staff who have been impacted by sexual assault, relationship violence, and/or stalking • Provides information on different options available to address safety and other concerns and assist in the navigation of different reporting systems • Provides referrals to campus or community entities depending on individual needs • 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
<p>Jacqueline Cobbina-Boivin Women Center Coordinator Student Center, RM 215 (Mid-August to Mid-June) 860-832-1655 cobbina-boivini@ccsu.edu</p>	<ul style="list-style-type: none"> • Offers services for and about women • Provides resources, to advocate, inform, and support personal development • Sponsors educational and cultural programs designed to promote gender equity, leadership, and independence • Provides advocacy and referral services

Did you know?

Harassment based on gender stereotypes is a form of sex discrimination and is unlawful.

Other University Cultural Programs and Services

Center for Africana Studies

The Center emphasizes the study and the cultures of African peoples both in the Continent of Africa and throughout the world. Further, the Center offers various programs including lectures, conferences, student activities etc. that create a better understanding of African peoples in the wider social, economic, and political systems.

The Center is located in the Marcus White Hall, RM 008.

Contact Information: Dr. Evelyn Phillips, Ph.D., Co-Director at PhillipsE@ccsu.edu or 860-832-2617, or Sherinatu Fafunwa-Ndibe, Co-Director at fafunwas@ccsu.edu or 860-832-2646

East Asian Center

The East Asian Center is devoted to serving the interests and needs of Asian and Asian American students and helping to create a supportive environment for living and studying. In this regard, EAC provides a range of support services, advising and mentoring services, as well as cultural, social and co-curricular programs. <http://www.ccsu.edu/eastasiancenter>

The Center is located in Barnard Hall, RM 209.

Contact Information: Dr. Helen Abadiano, Director at 860-832-2180 or EAC@ccsu.edu. She is available to address academic or personal concerns.

Did you know?

In the U.S. in 2010, Chinese-Americans, except Taiwanese (3.8 M) were the largest Asian group, followed by Filipinos (3.4 M), Asian Indians (3.2 M), Vietnamese (1.7 M), Koreans (1.7 M) and Japanese (1.3 M).

Source: U.S. Census Bureau, 2010 Census

Latin American, Latino and Caribbean Center

The Center for Caribbean and Latin American Studies promotes the understanding and appreciation of the historical, social and cultural lives of Latin American and Caribbean societies, and of Latino in the U.S. through education, community events, study abroad, international exchange, community outreach and research. Because of the importance of the Latino community as one of the largest minority groups in the U.S., the Center as part of the University's mission of fostering diversity and global awareness plays an important role in providing educational opportunities to Latino students and promoting Latino cultures. The Center organizes educational and cultural activities that aim to increase the recruitment and retention of Latino students.

The Center is located in Carroll Hall.

Contact Information: Dr. José Carlos del Ama, PH.D., Director at 860-832-3211 or delamaj@ccsu.edu.

Did you know?

National origin discrimination includes discrimination because a person (or his or her ancestors) comes from a particular place. The place is usually a country or a former country, for example, Colombia or Serbia. In some cases, the place has never been a country, but is closely associated with a group of people who share a common language, culture, ancestry, and/or other similar social characteristics, for example, Kurdistan.

Source: <http://www.eeoc.gov/policy/docs/national-origin.html#II>

Lesbian, Gay, Bisexual, Transgender Center (LGBT)

The LGBT Center provides a safe space that focuses on resources for the campus Lesbian, Gay, Bisexual, Transgender, Queer and Ally community. The Safe Zone Concept has been adopted by CCSU. The Center offers Safe Zone training. This program promotes awareness and non-judgmental treatment of sexual minorities. Safe Zone provides safe spaces that are highly visible and easily identifiable to lesbian, gay, bisexual and transgender persons, where support and understanding are key and where discrimination is not tolerated.

The Center is located in the Student Center, RM 305.

Contact Information: Crystal Nieves at 860-832-2091 or cnieves@ccsu.edu.

The **LGBT Center Advisory Board** provides input, advice and vision regarding strategic plans for the Center and campus life for LGBTQ students, staff and faculty. For additional information contact Nicholas D'Agostino, Associate in the Office of Diversity and Equity at 860-832-1653 or Nicholas.dagostino@ccsu.edu

Did you know?

Some Central Connecticut State University students are known by a first name that is different from their legal first name. In an effort to accommodate these students the University has created a preferred first name option for student information as it appears in select locations. For information go to the CCSU website for policy and procedure:

<http://web.ccsu.edu/registrar/policies/preferredFirstNameProcedure.asp>

MOSAIC Center

The MOSAIC Center is located on the second floor in the Student Center. The purpose of the center is to create a welcoming area for multicultural affairs. The center is a support system for all the cultural and religious groups. MOSAIC provides many resources for student organizations to take advantage of to help program events, discussions, and forums for the year. The MOSAIC Center also participates in co-sponsorship with other clubs and organizations to help foster unity among the campus community.

The Center is located on the second floor in the Student Center.

Contact Information: 860-832-1892

Did you know?

Three Largest Connecticut Race/Ethnic Groups

- The Connecticut White population is 2,546,262 persons or 71.2%.
- The Connecticut Hispanic population is 479,087 persons or 13.4%.
- The Connecticut Black population is 335,119 persons or 9.4%.

Source: <http://www.connecticut-demographics.com/>

Student Clubs and Organizations

Africana Students Organization (ASO)

The purpose of the Africana Students Organization (ASO) shall be to promote a sense of awareness of African culture on the CCSU campus through events, empowerment discussions, and support systems; to further educate the people of CCSU on the different cultures that constitute the continent of Africa and the issues that concern us; and, to encourage positive conceptions of African cultural background and the African Diaspora.

The Chinese Students Association

The Chinese Student Association is an undergraduate student-run campus club. Our goal is to expand the communication between Chinese students and local friends and to experience some of the rich aspects Chinese culture as well as to introduce and integrate cultures of other origins.

Hillel Jewish Student Organization

Hillel Jewish Student Organization is dedicated to the development of a continued process of learning, awareness raising and strength building, as well as embracing being Jewish today. Hillel Jewish Student Organization meets regularly on campus. Students develop activities through their planning board.

Latin American Student Organization (LASO)

LASO is a volunteer student organization comprised of various members representing different communities and backgrounds.

Muslim Student Association

MSA's mission is to create friendly relations between the Muslim and non-Muslim students on campus and to present Islam to the people of other faiths and cultures. Club membership is certainly not limited to the Muslims on campus. EVERYONE is encouraged to join!

NAACP

To inform youth of the problems affecting African Americans and other racial and ethnic minorities; to advance the economic, education, social and political status of African Americans and other racial and ethnic minorities and their harmonious cooperation with other peoples; to stimulate an appreciation of the African Diaspora and other people of color's contribution to civilization; and to develop an intelligent, militant effective youth leadership while promoting racial tolerance and unity.

PRIDE

PRIDE supports LGBT students on campus and provides educational and awareness programs for the entire campus community. PRIDE meets on a weekly basis in the Student Center. All are welcome!

South Asian Students Association (SASA)

The purpose of the South Asian Students Association (SASA) is to promote international friendship by improving intercultural relations and creating a stronger bond of unity between Eastern and Western cultures; to further the acknowledgment of South Asian countries (India, Pakistan, Bangladesh) their culture, traditions, customs, norms, languages and religious belief; and, to encourage South Asian students to spread their culture by arranging activities such as field trips, cultural shows, intercollegiate events, and other cultural events.

United Caribbean Club

Come join the festivities of the United Caribbean Club where we promote the unity of the political, cultural, and educational ideals of the Caribbean student. Calling all West Indians!

For additional information on student organizations go to

<https://ccsu.collegiatelink.net/Organizations>.

Nondiscrimination in Education and Employment Policy

Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws. Discrimination in employment-based on genetic information is prohibited. In addition, CCSU will not refuse to hire solely because of a prior criminal conviction, unless that refusal is permitted by Connecticut law.

Harassment on the basis of any of the above protected classes is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, CCSU will give due consideration to an individual's constitutionally protected right to free speech and academic freedom.

Retaliation is illegal. No individual who opposes an allegedly discriminatory act or practice shall suffer retaliation as a result of such participation. Complaints of retaliation may be filed within a reasonable time of the alleged retaliatory act with the Chief Diversity Officer or any manager not directly involved in the alleged retaliation, who will then notify the Office of Diversity and Equity (ODE).

This policy shall apply to all individuals affiliated with CCSU including, but not limited to, students, employees, applicants, agents and guests and is intended to protect the rights of concerned individuals.

Definitions

Discrimination

Discrimination is defined as conduct that is directed at an individual because of his or her protected class and subjects the individual to different treatment so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the university or otherwise adversely affects the individual's employment or education.

Discriminatory Harassment

Discriminatory harassment is defined as verbal or physical conduct that is directed at an individual because of his or her protected class, and is sufficiently severe, persistent, or pervasive so as to have the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or educational environment.

Retaliation

Retaliation is subjecting a person to a materially adverse action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation under this policy.

Responsibility

The responsibility for implementation of this policy is assigned to the Chief Diversity Officer, who may delegate duties as appropriate. The ODE will promptly address each complaint and make reasonable efforts to expeditiously affect a resolution. The investigation of such complaints will be managed with appropriate sensitivity.

Revised October 25, 2011; June 13, 2014—changed mental disorder to mental disability

BOR/CSCU Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy

Central Connecticut State University Statement

Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors, whether it comes in the form of intimate partner violence, sexual assault, sexual exploitation or sexual harassment, as defined in the BOR policy. In an ongoing effort to prevent sexual misconduct and intimate partner violence on the CCSU campus, the University provides education and prevention programs for the CCSU community and pursues all criminal and administrative remedies for complaints of sexual misconduct.

CCSU is a community dependent upon trust and respect for its constituent members: students, faculty, staff and those visiting or under temporary contract. As noted in CCSU's Violence Free Campus Policy, members of the University community have the right to a safe and welcoming campus environment. Acts of sexual misconduct and intimate partner violence threaten personal safety and violate the standards of conduct expected of community members.

Individuals and Entities Affected by this Policy

This policy applies to anyone on the property of Central Connecticut State University, as well as anyone present at CCSU-sponsored programs or events. This policy extends to off-campus violations of both students and employees in limited circumstances as noted below:

- Students: "Off-campus misconduct may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized student organization; or (ii) a student engages in prohibited conduct under such circumstances that

reasonable grounds exist for believing that the accused student poses a threat to the life, health or safety of any member of the University community or to the property of the University.”¹

- Employees: The decision of whether to investigate and discipline employees for off-campus misconduct will be made by the appropriate university administrator on a case-by-case basis in accordance with collective bargaining agreements, CSU/university policies, and state regulations.

Did you know?

Sexually explicit calendars, cartoons, and jokes of a sexual nature are all examples of items that may create a hostile work or learning environment.

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and intimate partner violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate

¹ CCSU Student Code of Conduct, Part B

officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct received from a student as well as communicate any disclosure or report of sexual misconduct the employee received from another employee when misconduct is related to the business of the institution.

Affirmative consent must be given by all parties before engaging in sexual activity. Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff, faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

Terms, Usage and Standards

Consent must be affirmed and given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is a mutually affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent may never be assumed because there is no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

Report of sexual misconduct is the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

Disclosure is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Sexual misconduct includes engaging in any of the following behaviors:

(a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive educational or employment environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- Sexual flirtation, touching, advances or propositions
- Verbal abuse of a sexual nature
- Pressure to engage in sexual activity
- Graphic or suggestive comments about an individual's dress or appearance
- Use of sexually degrading words to describe an individual
- Display of sexually suggestive objects, pictures or photographs
- Sexual jokes
- Stereotypic comments based upon gender
- Threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made

a complaint under this policy or assisted or participated in any manner in an investigation.

(b) **Sexual assault** shall include but is not limited to a sexual act directed against another person Without the consent (as defined herein) of the other person or when that person is not capable of giving such consent.

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or

- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

(d) *Intimate partner, domestic and/or dating violence means* any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as “domestic violence” are against family or household members or persons in dating or cohabitating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one’s property, driving recklessly to scare someone, name calling,

threatening to hurt one's family members or pets and humiliating another person.

- Cohabitation occurs when two individuals dwell together in the same place as if married.
- The determination of whether a "dating relationship" existed is to be based upon the following factors: the reporting victim's statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.

(e) **Stalking**, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

Confidentiality

When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a victim of a sexual misconduct or the person reported to have been the victim of sexual misconduct cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to victims of sexual misconduct as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of sexual misconduct to the extent reasonably possible.

Mandated Reporting by College and University Employees

Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from a student regardless of the age of the reported victim. All employees are also required to communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from an employee that impacts employment with the institution or is otherwise related to the business of the institution.

Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

Rights of Those Who Report

Those who report any type of sexual misconduct to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.

- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.
- Those who have been the victim of sexual misconduct have the right to take both criminal and civil legal action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Options for Changing Academic, Housing, Transportation and Working Arrangements

The colleges and universities will provide assistance to those involved in a report of sexual misconduct, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for

and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services. All CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
 - standing criminal protective orders;
 - protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
 - temporary restraining orders or protective orders prohibiting the harassment of a witness;
 - family violence protective orders.

Employee Conduct Procedures

Employees who are reported to have engaged in sexual misconduct are subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

Student Conduct Procedures

The **Student Code of Conduct** provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct, as defined herein.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and

timely process (informal administrative resolution or a formal adjudication) for reported victims and accused students.

Reported victims of sexual misconduct shall have the opportunity to request that an investigation or disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual misconduct and shall use the preponderance of the evidence (more likely than not) standard in making a determination concerning the alleged sexual misconduct.

Both the reported victim of sexual misconduct and the accused student are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each student shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.

Both the reported victim and accused student are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the accused student, the violation committed, if any, and any sanction imposed upon the accused student. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The reported victim shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the accused student; however, in such cases, if a review by any reported victim is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. The reported victim and the

accused student are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential.

Dissemination of this Policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

12/5/2014 – BOR Academic & Student Affairs Committee; 1/15/2015 – BOR, 6/16/2016 BOR

Did you know?

The **University Health Services** are trained for victims of sexual assault. The office is staffed by a physician, two APRNs and an RN. All are ready to listen and provide medical care and support. The collection of medical evidence is offered at New Britain's Hospital of Central Connecticut.

On-campus: Marcus White Annex; 860-832-1925

To report an incident at Central Connecticut State University

Office of Diversity and Equity (All complaints)

Rosa Rodríguez, Chief Diversity Officer and Title IX Coordinator
Central Connecticut State University

1615 Stanley St.

New Britain, CT 06053

Davidson Hall, Rm. 102

860-832-1653

rosa.rodriguez@ccsu.edu or

TitleIXReport@ccsu.edu

Office of Student Conduct (Complaints against students)

Christopher Dukes, Director

Carroll Hall, Rm. 202

860-832-1667

DukesC@ccsu.edu

University Police (All criminal complaints except sexual harassment)

860-832-2375

Human Resources (Complaints against employees)

Anna E. Suski-Lenczewski, Chief Human Resources Officer

Davidson Hall, Rm. 101

860-832-1756

lenczewskia@mail.ccsu.edu

Office of Student Affairs (Complaints against students)

Dr. Laura Tordenti, Vice President for Student Affairs

Davidson Hall, Rm. 103

860-832-1605

Tordentilau@ccsu.edu

If you want to speak with someone at CCSU

Office of Victim Advocacy

Sarah Dodd, Victim Advocacy and Violence Prevention Specialist
860-832-3795
sarahdodd@ccsu.edu

Women's Center

Jacqueline Cobbina-Boivin
860-832-1655
cobbina-boivinJ@ccsu.edu

Counseling and Wellness Center (Confidential)

860-832-1945

If you want to speak with a community partner

Sexual Assault Crisis Services (Confidential)

860-223-1787 (English)
888-568-8332 (Español)

Prudence Crandall Center for Domestic Violence (Confidential)

888-774-2900 (24-hour hotline)

Did you know?

Most sexual assaults are committed by someone the victim knows. Studies show that approximately 80% of women reporting sexual assaults knew their assailant.

Sexual offenders come from all educational, occupational, racial and cultural backgrounds. They are “ordinary” and “normal” individuals who sexually assault victims to assert power and control over them and inflict violence, humiliation and degradation.

Source: <http://www.connsacs.org/learn/index.htm>

Procedures and Timetables for Processing of Complaints

In accordance with Section 46a-68-46 of the Affirmative Action Regulations of Connecticut State Agencies, the following procedures provide an internal process for the handling of complaints involving claims of discrimination or harassment, including sexual misconduct/violence.

This procedure is designed to further implement Central Connecticut State University (CCSU) policies relating to Nondiscrimination in Education and Employment, Sexual Harassment and Sexual Misconduct by providing a process through which individuals alleging violation of these policies may pursue a complaint. This includes allegations of retaliation, discrimination, harassment based on age, ancestry, color, disability, gender identity or expression, genetics, national origin, marital status, race, sex (including pregnancy, transgender status, sexual harassment and misconduct), religious creed, sexual orientation, prior criminal conviction and any other status protected by federal or state laws.

When responding to an internal complaint, disclosure of information relating to the internal complaint and the identity of the complainant will be handled with appropriate sensitivity and in accordance with applicable laws.

A. Process for Filing Internal Complaints of Alleged Discrimination or Sexual Harassment and Misconduct

1. Who may file:

Any employee, applicant for employment, student, applicant for admission or any other person, including visitors.

2. When to file:

Complainant(s) are encouraged to file as soon as possible but must file no later than ninety (90) calendar days following the complainant's first knowledge of the alleged discriminatory act.

Once filed, the internal complaint must be resolved within ninety (90) calendar days.

3. Where to File:

The Office of Diversity and Equity handles internal complaints alleging violations of the Nondiscrimination Opportunity in Education and Employment, Sexual Harassment and/or BOR/CSCU Sexual Misconduct, Sexual Assault and Intimate Partner Violence policies. The Chief Diversity Officer (CDO) or his/her designee reviews and, if necessary, conducts an investigation into each complaint that, if proven, would constitute a violation of CCSU policies. Complaints against students are file with the Office of Student Conduct. See CCSU Student Code of Conduct and Statement of Disciplinary Procedures.

All Complaints

Rosa Rodríguez
Chief Diversity Officer and
Title IX Officer
Office of Diversity and Equity
Davidson Hall, Rm. 102
860-832-0178

Complaints against Students

Christopher Dukes
Director
Office of Student Conduct
Carroll Hall, Rm. 202
860-832-1667

Complaints against students may be referred to the Office of Student Conduct. The OSC Director serves as a Title IX designee.

Reports against the President, Chief Diversity Officer or Office of Diversity and Equity Employees

If a discrimination complaint is made against the President, Chief Diversity Officer or an Office of Diversity and Equity employee alleging that these employees directly or personally engaged in discriminatory, the complaint shall be referred to the Commission on Human Rights and Opportunities (CHRO) for review and, if appropriate, investigation by the Department of Administrative Services, except if any such complaint has been filed with the Equal Employment Opportunity Commission or the Commission on Human

Rights and Opportunities, the CHRO or Department of Administrative Services may rely upon the process of the applicable commission in lieu of such investigation.

4. Process for filing complaints

At the time an individual makes his/her complaint, the CDO or designee will provide the individual with the University's respective policies on non-discrimination, sexual harassment and/or BOR/CSCU Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy and the procedures and timetables for processing internal complaints.

No Basis to Proceed.

At any point during the processing of the complaint, the CDO or designee may determine that there is no basis to proceed under the Nondiscrimination in Education and Employment Policy, Sexual Harassment Policy and/or Sexual Misconduct Policy. The CDO or designee shall refer the complaint as appropriate. The CDO or designee shall notify the complainant and, if necessary, the respondent of the outcome as appropriate, in accordance with applicable state and federal laws.

Investigatory Process

The Office of Diversity and Equity shall provide the respondent with a written summary of the complaint, including a description of the alleged discriminatory acts, within ten (10) business days of the filing of the complaint. If the complaint is in writing, the Office of Diversity and Equity shall provide the respondent with a copy of the written complaint or summary of the complaint. Disclosure of information shall be in accordance with applicable state and federal laws.

The CDO or designee shall weigh all evidence pertaining to the internal complaint, make findings of fact, recommendations, and, with the consent of the parties and appropriate executive officer, propose settlements to the University President. Without investigation, the CDO or designee may also mediate issues between

parties where the allegations, if proven, would not constitute a violation of CCSU policies.

The complainant and the respondent (person accused) will be allowed to have a non-participating support person present for interviews. Represented employees: See Right to Union Representation section.

Timeline

Internal complaints shall be investigated and resolved within ninety (90) calendar days of the receipt of the complaint, including the written notification to the complainant(s) and respondent(s) regarding the results of the investigation. Whenever possible, complaints should be resolved in accordance with relevant University policies at the supervisory, Dean or Director's level with the concurrence of the CDO.

Right to Union Representation

In accordance with federal law and applicable collective bargaining agreements, represented employees may have the right to request and receive union representation during an investigatory meeting.

Nothing in this procedure is intended to expand, diminish or alter in any manner whatsoever any right or remedy available under a collective bargaining agreement, personnel policy or law.

Determination

Upon the conclusion of its investigation, the CDO or designee will determine whether or not discrimination or harassment in violation of CCSU policy occurred. A preponderance of the evidence standard is used to make this determination. A copy of the investigatory report will be provided to the University President.

1. **Unsupportable Complaints.** If the CDO or designee determines that the evidence is insufficient to support the allegation, he or she shall dismiss the complaint.
2. **Supportable Complaints.** If the CDO concludes that the allegations are supported by the evidence, he or she will report

his or her findings and recommendations to the appropriate administrator.

5. Disciplinary Action

If the CDO or designee believes that disciplinary action against the respondent may be warranted at this or a subsequent stage, a recommendation will be made to the Chief Human Resource Office (for employees) or the Office of Student Conduct (for students).

B. Process for Filing an Appeal

Within fifteen (15) calendar days of the issuance of the Chief Diversity Officer's determination, the complainant or respondent may file an appeal of the determination. The appeal and all supporting documentation shall be submitted in writing to the University President, with copies to the CDO and other parties to the complaint.

The President or designee shall review the investigation and determine whether to affirm or modify the decision. The President or designee may receive additional information if the President or designee believes such information would aid in the consideration of the appeal.

If an appeal of the CDO's determination is filed, the University President or designee shall conduct a review of said appeal and issue a written decision within thirty (30) calendar days of the appeal. The University President shall notify all parties in writing of his/her decision.

AAUP members have the option of appealing the decision using a review panel as outlined in the AAUP Complaint Procedure.

The decision on appeal exhausts the complainant's and the respondent's administrative remedies under this procedure except as provided herein.

Appeal Process for AAUP Members

The complaint will be processed according to an agreed-upon procedure consistent with the CSU-AAUP Collective Bargaining Agreement, Appendix F. See AAUP Complaint Review Procedure.

C. Records Maintenance

The CDO shall create and maintain a file of each internal complaint received under these procedures. All information, including records and correspondence pertaining to said internal complaint will be kept in this file. Access to the file will be in accordance with applicable State and Federal statutes and collective bargaining agreements. The CDO will secure these files.

All records of internal complaints and dispositions shall be reviewed on a regular basis by the Office of Diversity and Equity to discern any pattern in the nature of the internal complaints.

Related policies and procedures:

- Nondiscrimination in Education and Employment Policy
- BOR/CSCU Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy
- Consensual Relationship Policy
- Student Code of Conduct and Statement of Disciplinary Procedures

Revised October 25, 2011; Revised June 6, 2014; Revised June 15, 2016.

Did you know?

The counselors in the Student Wellness Center are considered confidential employees and cannot release any information without your authorization unless permitted by State or Federal laws, e.g., suspicions of child or vulnerable adult abuse and neglect.

Policy Regarding Reporting Suspected Abuse or Neglect of a Child

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities (CSCU) accept that institutions of higher education foster educational opportunities for people under the age of 18 years. The BOR, in acknowledging the special care required for children, strives to the utmost to protect children on its campuses from any form of abuse or neglect.

Pursuant to state law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer, collectively referred to as “mandatory reporters” who in the ordinary course of their employment has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to cause a report to be made to the Department of Children and Families (DCF) within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child.

The BOR recognizes that each CSCU campus must be a safe and secure environment for children to grow and develop. Therefore, the BOR further requires mandatory reporters to report any witnessed or suspected abuse or neglect of a child on a CSCU campus to their immediate supervisor in addition to DCF. The supervisor must report the incident to their director or vice president who must then inform the campus President and the System Office Vice President for Human Resources or his/her designee.

If the director or vice president reasonably believes that a reportable incident has occurred, and, if the suspected perpetrator is a BOR or CSCU employee, he/she will immediately contact their Chief Human Resources Officer who shall assign an objective person to investigate the report. An employee under investigation may be placed on administrative leave pending the results of the investigation. Employees who report suspicions of abuse or neglect are protected

from any disciplinary action unless the report is determined to have been maliciously made. An employee who fails to report, but is later determined to have had previous knowledge of the abuse, may be subject to discipline.

A report is required if there is reasonable cause to suspect that a person under the age of 18 is in imminent harm, has had non accidental injuries or has been abused or neglected. Reasonable cause to believe or suspect that child abuse has occurred is sufficient to make a report.

All staff designated as mandatory reporters are required to take the DCF Mandated Reporter Training, either on-line or in person, and Mandated Reporter Training will be included in New Employee Orientation. Compliance with training will be monitored by each CSCU campus's Department of Human Resources. A copy of this policy shall be disseminated annually to all employees.

Reasonable steps will be taken to preserve privacy while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of the information reported, which information may be subject to privacy requirements of the Family Education

Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the CSCU community and to assure that the appropriate disciplinary processes are implemented.

BOR approved 1/17/14 and Revised 1/15/15; requires annual distribution to employees

To file a report or for additional information contact:

All Abuse and Neglect Incidents

Anna Suski-Lenczewski
Chief Human Resources Officer
Davidson Hall, RM 101
New Britain, CT 06050-4010
860-832-1751
lenczewskia@mail.ccsu.edu

All Suspected Incidents of Sexual Abuse

Rosa Rodríguez, Chief Diversity Officer
and Title IX Coordinator
Davidson Hall, RM 102
New Britain, CT 06053
860-832-1653
rosa.rodriguez@ccsu.edu

Consensual Relationship Policy

Central Connecticut State University (CCSU) stands for excellence in teaching and learning in an environment of inclusion, trust, and respect among all members of the university community. All employees with managerial, supervisory, or evaluative responsibilities for students or other employees carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the University's educational mission.

Because of the inherent imbalance of power and need for trust, all employees with evaluative or supervisory authority over students and employees should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between employees, or between an employee and a student.

Consensual relationships can create real conflicts of interest and appearances of impropriety that can impair the integrity of academic and employment decisions. There are also special risks in any sexual or romantic relationships between individuals in inherently unequal positions of power, such as students and teachers or supervisors and employees. In addition, although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual given the inherent power differential between the parties, and such relationships could potentially lead to sexual harassment charges.

Prohibited

Between employee and student: Consensual romantic, dating, or sexual relationships between any employee and any student over whom that employee exercises direct or otherwise significant academic, supervisory, or evaluative authority or influence are prohibited at Central Connecticut State University. The evaluative relationship can take a variety of forms, such as teacher to student,

advisor to advisee, coach to athlete, supervisor to student employee, or similar relationship.

Strongly Discouraged

Between employee and student:

Romantic, dating or sexual relationships between employees and students over whom said employee does not have supervisory or evaluative authority are strongly discouraged. Such relationships are not only susceptible to future conflicts of interest, but also may present the appearance of impropriety.

If this situation exists, no employee should agree to supervise or evaluate a student with whom he or she has, or formerly had, a consensual relationship. A faculty member should inform the Dean if such a student wishes to enroll in a credit bearing course that he or she is teaching so that alternate arrangements can be made. Nor should a faculty member direct the student's independent study, internship, or thesis; participate in decisions regarding grades; or write letters of recommendation or reference.

Between employee and employee:

CCSU discourages employees with supervisory or evaluative authority from engaging in romantic, dating or sexual relationships with employees who they supervise or evaluate. If such a relationship exists or develops, the supervisory employee must notify his/her manager so that arrangements can be made for the unbiased supervision and evaluation of the employee. These situations are handled on a case-by-case basis and may require transfer or reassignment of one or more employees.

In the event of a sexual harassment charge

Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent. Employees could be held personally liable in a criminal or civil lawsuit.

Sanctions

All violations of this policy should be reported to Human Resources for investigation and appropriate administrative action, up to and including disciplinary action.

Policy approved April 2012

To file a report contact or for additional information contact:

Anna Suski-Lenczewski
Chief Human Resources Officer
Davidson Hall, RM 101
1615 Stanley Street
New Britain, CT 06050-4010
860-832-0031

Did You Know?

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f))* is the landmark federal law, originally known as the Campus Security Act, that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The law is tied to an institution's participation in federal student financial aid programs and it applies to most institutions of higher education both public and private. The Act is enforced by the United States Department of Education.

Source: Clery Center

Discrimination Complaint Agencies

An individual has the right to file a complaint of discrimination with any or all of the relevant agencies listed below. The individual can also simultaneously file a complaint utilizing the University's internal discrimination complaint procedure.

The Connecticut Commission on Human Rights & Opportunities:

Capitol Region

999 Asylum Ave.
Hartford, CT 06105
Tel: (860) 566-7710

Eastern Region

100 Broadway
Norwich, CT 06360
Tel: (860) 886-5703

Southwest Region 1057 Broad
Street Bridgeport, CT 06604 Tel:
(203) 579-6246

West Central Region Rowland
State Government Center
55 West Main Street, Suite 210
Waterbury, CT 06702-2004
Tel: (203) 805-6530

Complaints should be filed with the Commission on Human Rights and Opportunities no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred.

The Equal Employment Opportunities Commission

John F. Kennedy Federal Office Building
Government Center, RM 475
Boston, MA 02203
Tel: (617) 565-3200

Complaints should be filed with the Equal Employment Opportunities Commission no later than one hundred and eighty (180) days after the alleged act of employment discrimination occurred, except, that in a case when the aggrieved person has initially filed a complaint with the Commission on Human Rights and Opportunities, such complaint should be filed no later than three hundred (300) days after the alleged act of employment discrimination occurred.

Alternatively:

Connecticut Permanent Commission on the Status of Women

18-20 Trinity Street

Hartford, CT 06106

Tel: (860) 240-8300

State of Connecticut: Employee Grievance Procedure

(Contact Human Resources Office or union representatives for Grievance forms and/or procedures).

Regulation of Wages Division, Connecticut Labor Department

200 Folly Brook Boulevard

Wethersfield, CT 06109

Tel: (860) 263-6000

Wage and Hour and Public Contracts Division

United States Labor Department

135 High Street

Hartford, CT 06103

Tel: (860) 240-4277

U.S. Department of Education, Office for Civil Rights

33 Arch Street

Ninth Floor

Boston, MA 02110

Tel: (617) 289-0111

Fax: (617) 289-0150

We have talked long enough in this country about equal rights. It is time now to write the next chapter –and to write in the books of law.

 Lyndon B. Johnson

Other Important Information and Resources

Affirmative Action Plan: Copies of the plan are available at the library, the Office of Diversity and Equity and the CCSU website: <http://www.ccsu.edu/diversity/resources/affirmativeAction.html>

Code of Conduct: The Office of Student Conduct is responsible for developing ways to respond effectively to incidents or issues that threaten to disrupt the learning environment. The goals of the office of Student Conduct include resolving discipline cases in a developmentally sound manner consistent with University policy and applicable state and federal laws; encouraging the teaching and development of life-skills, such as healthy decision making, civility, and accountability; and maintaining integrity in regards to the health, safety, and security of all members of the CCSU community. For copy of code go to: <http://web.ccsu.edu/studentconduct/>

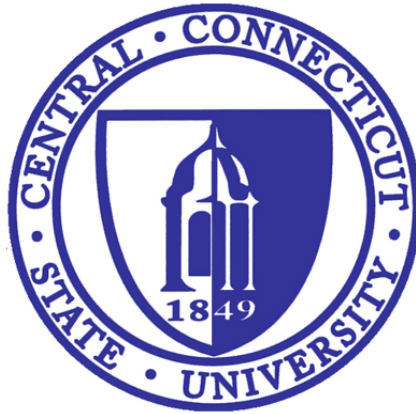
Crime Report: In compliance with the **Clery Act** (Campus Crime Statistics Act), all employees of the University (excluding “Privileged Contacts”) notified of a sexual assault are required to inform the CCSU Police of non-personally identifiable information for inclusion in campus crime statistics unless the matter has already been reported to the police. To access the report go to: <http://www.ccsu.edu/police/cleryReport.html>

Helping Victims/Survivors of Sexual Misconduct Protocol: A copy of the protocol is available at: <http://www.ccsu.edu/diversity/files/SexualMisconductProtocol14-15.pdf>

Did you know?

Electronic harassment can include text messages, posts to social media sites such as, Facebook, email and other electronic methods used to harass someone.

Notes



This document is available in alternate format by contacting the Office of Diversity and Equity at 860-832-1652.

This booklet is provided to employees, students and applicants for their general information and guidance only. It does not constitute a contract either express or implied, and is subject to revision at the University's discretion.

Take a Stand.
Say Something!

**Central Connecticut State University is an
equal opportunity educator and employer.**

June/2016

Office of Diversity & Equity

This publication is available in alternative formats.



you are
not alone

How to Help

in case of sexual or
interpersonal violence

Central Connecticut State University

What is Sexual Assault? Reporting an incident

- University Police** 6
860 832 2375
- Office of Diversity & Equity/Title IX Officer** 7
860 832 1652
- Office of Student Conduct** 8
860 832 1667

Medical attention

- SWS, Medical Services (Confidential)** 10
860 832 1925
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860 224 5011

Someone to talk to

- Office of Victim Advocacy** 13
860 832 3795
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860 832 1655
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860 832 2090
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860 832 1660
- SWS; Counseling Services (Confidential)** 17
860 832 1945
- Sexual Assault & Domestic Violence
Crisis Services*** 18
YWCA (SACS) - 860 225 4681/860 223 1787 (Hotline)
Prudence Crandall - 888 774 2900

Helpful Tips

- How Can I Help Stop Violence?** 21
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*Off-campus and confidential services.

What is Sexual Assault?

Sexual assault is a crime and will not be tolerated at Central Connecticut State University (CCSU). Sexual assault is compelling by force, or by threat of force, the following: sexual penetration of the vagina or anus, including by an object; oral sex; or contact with a person's genital area, groin, anus, inner thighs, buttocks or breasts for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating the victim.

Sexual assault is also intentionally subjecting another to such contact without consent. Any person can be a victim or a perpetrator.

Examples of sexual assault include: *rape, attempted rape, intentional touching without consent.*

If someone tells you about a sexual assault...

Remember

- 1 Listen and don't form opinions
- 2 Don't judge the severity of the situation based on their response to it
- 3 Empower them to make their own decisions
- 4 Trust their word and help them
- 5 Tell them you believe them
- 6 Let them know they are not alone

To report an incident

University Police

All criminal complaints
860 832 2375

Office of Diversity & Equity (Title IX Officer)

All complaints
860 832 1652

Office of Student Conduct

Complaints against students
860 832 1667

Emergency Medical Attention

911 for immediate assistance

Any **University faculty, staff member, or administrator** who is made aware of a sexual assault involving a member of the CCSU community is required to report the sexual assault to the Title IX officer at 860-832-0178.

University Police

The CCSU Police Department will give its full assistance in response to a report of sexual assault.

The CCSU Police Department will:

- » Obtain medical assistance
- » Conduct a criminal investigation
- » Obtain court order to protect you
- » Establish a safe plan
- » Connect you with support services

If the incident occurred off-campus, CCSU police can assist in contacting the police department of the town in which it took place.

On-campus
Dispatch Center, 24-hours:
860 832 2375
Detective Division
MON-FRI, 9:00AM-5:00PM
860 832 2383
www.ccsu.edu/police

Office of Diversity & Equity (ODE)

If you believe you or someone you know has been sexually assaulted, you can contact the ODE, which will investigate complaints of discrimination and sexual harassment including sexual violence. Complaints against students are handled by the Office of Student Conduct. (See page 8)

ODE is committed to fostering a positive learning, working and living environment. The Chief Diversity Officer serves as the **Title IX Officer**. The ODE also:

- » Conducts training on the prevention of sexual harassment
- » Assists faculty, staff and students who believe they have been harassed or treated unfairly because they are a member of a protected class
- » Provides referrals to on-campus or off-campus services including, but not limited to, medical and counseling providers, and victim services

Rosa Rodriguez
Chief Diversity Officer/Title IX Officer
On-campus
Davidson Hall, Rm. 102
MON-FRI, 8:00AM-5:00PM*
860 832 1652
www.ccsu.edu/affaction

*other times available by appointment

Office of Student Conduct (OSC)

The OSC promotes social responsibility and resolves discipline cases on campus in a sound and fair manner.

The staff are available to answer any questions or concerns about University behavioral standards and the CCSU Student Code of Conduct and Statement of Disciplinary Procedures.

- » Resolves discipline cases
- » Investigates allegations involving students
- » Provides referrals to CCSU and community programs

On-campus
Willard Hall, Rm. 107
MON-FRI, 8:00AM-5:00PM
860 832 1667
www.ccsu.edu/studentconduct

Options for Medical Attention

911 Emergency

For immediate assistance

Student Wellness Services, (SWS) Medical Services (Confidential)

On-campus evaluation or advice
860 832 1925

Hospital of Central Connecticut

Off-campus evaluation or advice when Student Wellness Services is closed and for the collection of medical evidence
860 224 5011 / 860 225 6244

SWS, Medical Services*

The SWS staff are trained in caring for victims of sexual assault. The office is staffed by the University Physician (Medical Director), two APRNs, and an RN. All are ready to listen and provide medical care and support. The collection of medical evidence is offered at New Britain's Hospital of Central Connecticut. SWS Staff provide:

- » Medical evaluation and treatment
- » Referral to medical specialists and counseling
- » Coordination with YWCA Sexual Assault Crisis Service
- » Medical evidence collection facilitation
- » Emergency contraception
- » Screening for STD/infections
- » Medication to prevent any STD/infection

On-campus
Marcus White Annex
MON–FRI, 8:00AM–5:00PM
860 832 1925
fax: 860 832 2579
www.ccsu.edu/health

***Confidential**

Hospital of Central Connecticut (HCC)

Part of the Gail Burns-Smith Sexual Assault Forensic Examiner (SAFE) program, HCC has specially trained people (SAFEs) who can collect the necessary evidence to aid criminal conviction. Procedures are carried out with compassionate care to help the survivor feel at ease.

These services are on-call 24/7 to improve the chances of gathering successful evidence, as it is best within 72 hours. SAFEs are specifically trained to safely guide survivors through the entire medical-legal process after a sexual assault incident.

- » Closest location for free state-funded rape analysis
- » 24/7 sexual assault examinations and counseling
- » Forensic evidence collection
- » Collaboration with law enforcement and justice personnel

Off-campus
New Britain General Campus
100 Grand St.
New Britain, CT 06050
24-hour SAFE program
860 224 5011
860 225 6244
860 224 5671 (For Emergencies)

If you want to speak with someone

Office of Victim Advocacy

On-Campus services and support

Women's Center

On-campus crisis intervention and referral

LGBT Center

*Resources for lesbian, gay, bisexual, transgender,
and gender non-conforming population*

Residence Life

On-Campus Referral for Resident Students

SWS, Counseling Services*

On-campus crisis intervention and counseling services

Sexual Assault Crisis Services*

Prudence Crandall Center for Domestic Violence*

**Confidential*

Office of Victim Advocacy

The Office of Victim Advocacy provides services to assist and support individuals affiliated with CCSU who have been impacted by sexual assault, relationship violence, and/or stalking.

- » Professional advocacy services for students, faculty and staff
- » Provides information on different options available to address safety and other concerns
- » Assists in the navigation of different reporting systems
- » Provides referrals to campus or community entities depending on individual needs
- » 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

On-campus
DiLoreto Hall, Rm. 207
MON–FRI, 9:00AM–5:00PM
(MID AUGUST - MID JUNE)
860 832 3795
sarahdodd@ccsu.edu

Women's Center

The Women's Center Coordinator is available to listen, provide crisis intervention, support, guidance, and referrals for victims, survivors, family members, friends, and partners of those who have been affected by violence. She will explain your options ranging from reporting a sexual assault to seeking housing changes.

- » Advocates for men and women of the campus community
- » Provides crisis intervention and peer support groups
- » Provides referrals to on-and off-campus resources
- » Conducts training on the prevention of sexual assault

On-campus

Student Center, Rm. 215
MON-FRI, 9:00AM-5:00PM
(SEPTEMBER - JUNE)
860 832 1655
fax: 860 832 1677
www.ccsu.edu/womenctr

LGBT Center

The LGBT Center at CCSU offers community building, education, resources, individual support, and advocacy for our lesbian, gay, bisexual, transgender, queer, questioning, and gender non-conforming population.

Our office provides an LGBT/Queer friendly place for victims of sexual assault, harassment, or interpersonal violence to find support, resources, and referrals.

- » A safe place to report an incident of sexual violence
- » Referrals to on- and off-campus LGBT-friendly victim support services
- » Access to information and resources regarding sexual assault, harassment, or interpersonal violence within LGBT communities and relationships
- » During these hours, the Center is generally staffed by a professional. Please check online or call for coordinators availability. Their hours may be subject to change each semester.

On-Campus

Student Center, Rm. 304-305
MON-FRI, 8:30AM-4:30PM
WED, 9:00AM-12:00PM**
860 832 2090
www.ccsu.edu/lgbtcenter

Residence Life

Residence Life staff are often the first line of contact for resident students and they are a good connection during times of crisis because these individuals are trained to offer support and guidance 24/7.

Please check the on-duty schedule posted in the main office of each building to contact the Residence Life staff member on duty.

- » Provide referrals to on- and off campus
- » Conducts training on violence prevention

Residence Life On-Campus
Barrows Hall, Rm. 120
MON-FRI, 8:30AM-5:00PM
860 832 1660
fax: 860 832 1659
www.ccsu.edu/reslife

SWS, Counseling Services*

The SWS offers crisis counseling to students when needed, minimizing the waiting time as much as scheduling permits. To ensure swift admittance, when calling, be sure to indicate that it is a crisis situation, and he/she will be seen immediately.

The initial intake assessment is made during the first appointment from which a counseling referral to other resources will be given.

- » Immediate counseling appointments for crisis situations
- » Free, confidential counseling
- » Group/individual counseling for students

***Confidential**

On-campus
Marcus White Hall, Rm. 205
MON-FRI, 8:00AM-5:00PM
860 832 1945
www.ccsu.edu/counseling

Off-campus Services*

Sexual Assault Crisis Services (SACS)

SACS offers assistance to survivors which help them regain feelings of independence, optimism and hope. Hotlines are staffed with trained, certified counselors who maintain confidentiality. SACS also offers accompaniment through medical, police, and court procedures.

- » Short-term individual crisis counseling
- » Support groups
- » Information, referrals and campus advocacy
- » Education programs
- » Confidential services

Off-campus
YWCA (SACS)
22 Glen St.
New Britain, CT
24-hour Hotlines (24/7)
English - 860 223 1787
Español - 888 568 8332

***Confidential**

Off-campus Services*

Prudence Crandall Center

Prudence Crandall Center is dedicated to helping individuals achieve lives free of domestic violence by providing care, advocacy, support, and education in a confidential setting.

- » Information & service referrals
- » Emergency shelter
- » Individual and group counseling for adults and children
- » Advocacy during court proceedings
- » Domestic violence education and inservice training

Off-campus
Prudence Crandall
P.O. Box 895
New Britain, CT 06050
860 225 6357 (Hotline)
888 774 2900 (Toll Free)
prudencecrandall.org

***Confidential**

Helpful Tips

If you are the victim of sexual or interpersonal violence:

- » Go to a safe place
- » Preserve evidence
- » Call someone you trust such as the Office of Victim Advocacy (860-832-3795), a staff or faculty member, your Hall Director, Resident Assistant, or a campus advocate at the local Sexual Assault Crisis Service
- » Call CCSU Police at 860-832-2375 or dial 911
- » Seek medical care and/or counseling

How Can I Help Stop Sexual Assault/Violence?

Sexual assault and interpersonal violence are complex and very real issues on college campuses today. In order to address this reality, all members of the campus community and relevant outside agencies must work together. Public safety is everyone's responsibility. Consider the following ways you can work to stop sexual violence and interpersonal violence.

- » Speak up. Take a stand in situations that could escalate.
- » Talk openly with your friends about these issues.
- » Encourage student leaders, coaches, professors, and others to provide information about sexual assault to students.
- » Use the resources listed in this brochure to inform yourself and help plan activities and programs for campus clubs and organizations.
- » Don't be afraid to get involved.
- » Take care of yourself and your friends.

Student Rights

CCSU has protocols and procedures in place to respond to reports of sexual violence. When a report involves students (as the accuser or the accused), all involved have equal rights throughout the disciplinary process, including the right:

- » to select an advisor or support person of their choosing and to bring that person to any meetings or proceedings that they choose.
- » to present a statement, evidence and witnesses on their behalf.
- » to review information, in a timely manner, that will be used at the hearing by other parties.
- » to have a pre-hearing meeting.
- » to be informed, in writing, of the outcome of the disciplinary proceedings and any sanctions imposed.
- » to appeal the outcome of the disciplinary proceedings.

These rights were established by University policies and, state and federal legislation that prohibits sex discrimination. For information on Title IX see www.knowyourix.org.

Info on the rights of accused students contact:

Chris Gutierrez

Veterans Affairs Coordinator and
Student Conduct Support Advisor

gutierrezc@ccsu.edu

860 832 2838

Willard Hall, Rm 102

Info on the rights of students who file a report:

Sarah Dodd

Victim Advocacy & Violence
Prevention Specialist

sarahdodd@ccsu.edu

860 832 3795

DiLoreto Hall, Rm 207

Your Rights

- » Be treated with respect and dignity.
- » Privacy. This means you can refuse to answer any questions about the sexual assault, your sexual orientation, your sexual, medical (including HIV status), and your mental health history.
- » Have confidential conversations with licensed counselors in CCSU's Student Wellness Services.
- » Decide whether or not you want the police to investigate the assault.
- » Not be judged based on your race, color, age, class, religion, disability status, national origin, gender or sexual orientation.
- » Have a counselor/advocate accompany you to medical and legal proceedings.
- » Request that someone you are comfortable with stay with you in the examination room.
- » Ask questions and get answers regarding any tests, exams, medications, treatments or police reports.
- » Be considered a victim/survivor of sexual assault, regardless of the offender's relationship to you.



Central Connecticut State University is an
equal opportunity educator and employer.

This document is available in alternate format by contacting
Student Disability Services at 860 832 1957.

This information is provided by CCSU's Sexual Assault and
Interpersonal Violence Resource Team.

May 2015



Office of Victim Advocacy

you are not alone

Resources and Options

For survivors of sexual assault,
intimate partner violence
and stalking.

You have options. If you or someone you know has experienced interpersonal violence, please know that there are people at CCSU and in the local community who are here to help. We can answer your questions about where to start.

CCSU has a professional advocate dedicated to assisting survivors/victims.

Sarah Dodd – CCSU’s Office of Victim Advocacy

860-832-3795

sarahdodd@ccsu.edu

DiLoreto Hall, Room 207*

M-F, 9 AM – 5 PM from mid-August thru mid-June

Sarah is here to assist and support you.

*Office will be moved beginning fall 2016. Call for new location.

**Remember,
no matter what,
this was
not your fault.**

Medical and Emotional Care

- You may need basic medical treatment for current injuries or those injuries that you are not aware of at this time. **Call 911 for immediate assistance.**
- Contact the CCSU Student Wellness Services (SWS) for on-campus evaluation and advice at 860-832-1925. For more information go to www.ccsu.edu/healthservices.
- For off-campus evaluation, advice and the collection of medical evidence go to the Hospital of Central Connecticut at 100 Grand St., New Britain or call 860-224-501.
- **Please seek emotional support.** It is important not to neglect your emotions. This may mean reaching out to a trusted friend, family member or a confidential professional counselor. **The CCSU SWS, Counseling Services is the only on-campus confidential resource.** There *are options for confidential counseling* both on- and off-campus.

SWS, Counseling Services

CCSU

Marcus White Hall, Room 205

860-832-1945

Free. Confidential.

YWCA

Sexual Assault Crisis Services

22 Glen St. New Britain CT

860-223-1787 (24/7)

ywcanewbritain.org/sacs/

Free. Confidential.

Prudence Crandall Center

(for Domestic Violence)

888-774-2900 (24/7)

prudencecrandall.org/

Free. Confidential.



Filing a Report - It's up to you.

It is important to note that the ODE/OSC and police processes are separate. You have the right to file reports with both, one or neither systems. **CCSU's Office of Victim Advocacy** (860-832-3795) can provide information on options and can assist you with making reports.

All Complaints

Office of Diversity and Equity (ODE)

Rosa Rodriguez, Title IX Officer
860-832-1652

TitleIXReport@ccsu.edu
Davidson Hall, Room 102

Complaints against Students

Office of Student Conduct (OSC)

Christopher Dukes, Director
860-832-1667

DukesC@ccsu.edu
Willard Hall, Room 107

Filing a Criminal Complaint and Orders for Protection

You may choose to file a report with the police within the jurisdiction where the incident occurred. For on-campus incidents call the **CCSU Police at 860-832-2375 or 911 (24/7)**. If you don't know which law enforcement agency to contact, CCSU can assist you.

You have the right to obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order against the perpetrator. If the perpetrator is not affiliated with CCSU, at your request, CCSU can still take actions for your protection and comfort on campus. The CCSU Police or the **Office of Victim Advocacy** can provide guidance on the process of requesting one of these orders.

You have the right to be on the CCSU campus. Regardless of whether or not you choose to file a formal complaint, **CCSU's Office of Victim Advocacy can assist in requesting reasonable accommodations** including changing academic, living, campus transportation or working situations. Each person's situation may be different. We will support you in determining what is best for you.

You may want to talk to someone where you feel most comfortable. **These offices are not confidential.** Consider asking about their limits of their confidentiality before you sit down to talk.

Office of Victim Advocacy
860-832-3795

Women's Center
860-832-1655

LGBT Center
860-832-2090

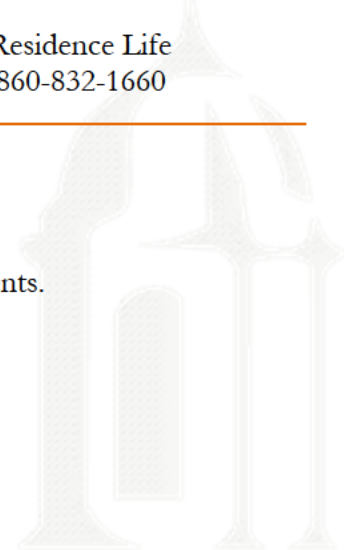
Residence Life
860-832-1660

Other Helpful Information

- www.knowyourix.org
Provides information on Title IX and student rights. Created by and for students.
- www.ccsu.edu/diversity/
Links to CCSU Title IX policies and procedures and staff contact information
- www.ccsu.edu/studentconduct/resources.asp
Links to the CCSU Student Code of Conduct

you are not alone.

There are people available to help.



Are you a Victim/Survivor of Sexual or Interpersonal Violence?

You Have Options: The Choice is Yours.

- Go to a safe place.
- Consider calling someone you trust—The CCSU Office of Victim Advocacy or a confidential off-campus provider are there for you.
- Seek medical care and/or counseling on campus, or through local resources.
- Preserve evidence.
- Call CCSU Police at 860-832-2375 or 911 (24 hours/7 days).

CCSU is committed to ending sexual assault, interpersonal violence and stalking. These acts may be a violation of the law and the CCSU Student Code of Conduct. It is essential that when they are reported to CCSU officials, they are treated seriously and consistent with campus policies and procedures, and State laws.

We believe that everyone has the right to an environment free of violence and fear. Our goal is to strengthen and improve the delivery of services, encourage the reporting of offenses, and to hold responsible persons accountable while protecting the rights of all involved parties.

A publication of the CCSU's Sexual Assault and Interpersonal Violence Resource Team (SART)

To obtain this publication in alternate formats, call Student Disability Services at 860-832-1957.

Equal Opportunity Employer and Educator

CCSU Resources

Available 24 hours/7 days a week

*Emergency - Police and/or Medical call 911
CCSU Police Department
860-832-2375

Monday - Friday, 8 AM - 5 PM

*Office of Diversity and Equity
860-832-1652

*Office of Student Conduct
860-832-1667

*Office of the Vice President for Student Affairs
860-832-1601

CCSU's Office of Victim Advocacy
860-832-3795 (Sarah Dodd)

The Ruthe Boyea Women's Center
860-832-1655

Student Wellness Services (Confidential)
860-832-1925 (health)
860-832-1945 (counseling)

Residence Life
860-832-1660

LGBT Center
860-832-2091

Off-Campus Confidential Resources

Available 24 hours/7 days a week

YWCA Sexual Assault Crisis Service
1-860-223-1787 English

Hospital of Central Connecticut
860-224-5671

Prudence Crandall Center for Domestic Violence
24 hour hotline: 1-888-774-2900

Suicide Prevention Lifeline
1-888-273-8255

***To report an incident at CCSU**



you are
not alone

Information and Resources on Sexual Assault & Interpersonal Violence



What is Sexual Assault?

Sexual assault is a crime and it will not be tolerated at Central Connecticut State University. It includes, but is not limited to, a sexual act directed against another person without the consent (as defined in the CT State Colleges and Universities Board of Regent's Sexual Misconduct Policy) of that person or when the person is not capable of giving such consent. Any person can be a victim or a perpetrator.

Examples: rape, attempted rape, and/or touching a person's body for sexual gratification without their consent.

What is Consent?

Consent is active; both parties say "yes." It is ongoing and can be withdrawn at any time without fear or explanation. Consent is a must for every form of sexual activity every time. You have the right to withdraw consent even if you have consented to sexual activity with the person in the past. Consent is ...

- agreeing to specific sexual behavior willingly. Obtaining consent is the responsibility of the person initiating the sexual contact.
- not valid if forced, intimidated or coerced.
- not valid when judgment is impaired by the use of alcohol/drugs or if the person is sleeping or unconscious.

State law is clear that having sexual intercourse with someone who cannot consent is **RAPE**.

What is Intimate Partner, Domestic and/or Dating Violence?

Intimate partner, domestic and/or dating violence includes acts of violence or threats of violence that occur between individuals who are family or household members, or persons in a current or former dating relationship. Intimate partner violence may include physical abuse, emotional abuse and threats of abuse.

Examples: assaults, rape, domestic or family violence involving physical force, stalking, texting that contains obscene material, electronic communications that contain serious threats of physical violence, and violation of a protective or restraining order issued by a court.

**If it doesn't feel right or safe,
it probably isn't.**

What is Stalking?

Stalking is defined as obsessive or unwanted contact of another person. This contact may cause reasonable apprehension of imminent physical harm or affect one's ability to perform daily life functions. It is when someone repeatedly contacts you, follows you, talks to you when you don't want them to, or threatens you.

Examples: unwanted communication (email, texting, instant messaging, and other electronic forms), damaging personal property, showing up at places you go, and/or sending unwanted gifts.

Rights of Victims/Survivors

- Be treated with respect and dignity.
- Not be judged based on your race, age, class, gender, sexual orientation, the offender's relationship to you and any other protected class.
- You can refuse to answer questions about the sexual assault, your sexual orientation, and your sexual, medical (including HIV status), and mental health histories.
- Have confidential conversations with a CCSU licensed counselor in Student Wellness Services.
- Decide if you want to make a police report.
- Have an advocate accompany you to medical, law enforcement and legal proceedings.
- Request that someone you are comfortable with stay with you in the examination room.
- Ask questions and get answers regarding any tests, examinations, medications, treatments or police reports.

How Can We Help Stop Violence?

The campus community and outside agencies must work together. Public safety is everyone's responsibility. By increasing our knowledge and accepting our ability to make a difference at CCSU, we can begin to reduce the risk. Consider the following ways to stop violence:

- Don't be afraid to get involved.
- Take care of yourself and your friends.
- Talk openly with friends about these issues.
- Speak up. Take a stand in situations that could escalate to abuse and violence.

**To obtain information on resources and/or to file a report, contact
TitleIXReport@ccsu.edu or call 860-832-1652.**

LGBT Alumni Club

CCSU graduates go on to do amazing things in life. It is our goal to build a robust LGBT Alumni Club for CCSU graduates and provide them with an opportunity to network, reconnect with CCSU, and act as influential role models for our current community.

Interested in joining this affiliation?

Please contact us at
LGBT@ccsu.edu
(860)832 -2091



Giving to LGBT Life

Parents and alumni are always welcome to help support LGBT Life initiatives at CCSU.

Your gifts will go toward helping us provide programming and improve the LGBT center's services for this community.

To make a gift please visit the CCSU Annual Giving webpage.
www.ccsu.edu/giving

Click the "other box" for gift designation and type in "LGBT life".



CCSU LGBT CENTER

Need someone to talk to?

Our Counseling Center staff provide affirming counseling and mental health care for the LGBT community.

Our Health Center staff is also an affirming safe place to openly discuss LGBT related health concerns.

Looking for support about your faith & sexuality or gender? There are campus Allies from our CCSU faith communities that are here to help you celebrate who you are holistically.

Need to report a bias incident, possible hate crime, or discrimination? Our office of Diversity & Equity and Student Conduct are here for you too. You matter and you deserve an equal opportunity to learn free of fear and harassment.

Men and LGBT people are sometimes also victims of sexual assault and domestic violence. Our campus response networks at CCSU and our community partners offer LGBT friendly services.

When you're dealing with LGBT life issues, you may catch yourself falling behind academically. Our Academic Learning coaches are Safe Zone members who want to help you succeed.

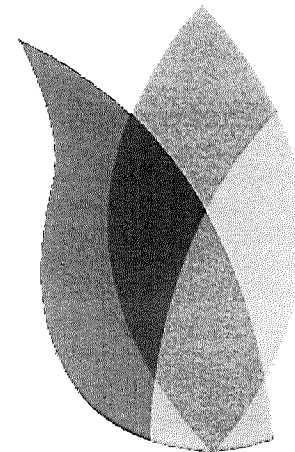
At CCSU your network of Allies are never far away. We're in the LGBT Center, in your residence halls, on the fields, and in your class rooms.

Find us on the Safe Zone member lists online!

Visit us @
web.ccsu.edu/lgbtcenter



Find us on
Facebook!



CCSU LGBT CENTER

Come Visit Us!
Student Center, 3rd Floor
Rms. 304-305

Address:
1615 Stanley St.
New Britain, CT 06050-4010

Email : LGBT@ccsu.edu
Phone: (860) 832- 2090
Fax: (860) 832-0441

Mail To:
LGBT Center/ SALD
P. O. Box 4010
New Britain , CT
06050-4010

Est. Fall 2009

The LGBT Center @ CCSU is a cultural center that provides community building, campus education, student support services, advocacy, and leadership development opportunities for the LGBT community at CCSU.

We offer a welcoming and consistently staffed safe space for information, resources and support services for the LGBT & ally community. Our efforts include campus programming around LGBT issues, LGBT community & leadership development; individual support & referral services; and maintaining a queer literary and periodical library. The Center also facilitates campus trainings on the topic of LGBT inclusion & services unique to this community, and advocates for institutional improvements to LGBT life & equity at the university.

About Us

The LGBT center opened in the fall of 2009 thanks to the hard work of the One-in-Ten Committee, students, faculty and



staff of CCSU. It started with a conversation and the recognition that students needed a safe space on campus. While the Center is still very new to campus, we are already making an impact on creating a more welcoming community for LGBT students and educating the campus on LGBT issues and student services.

Hours

It is our goal to be open from 9am-5pm Monday-Friday each semester. Due to limited staffing, please call or check our website for the most current center hours.



During these hours an administrator, student worker or volunteer can help you find and utilize in-house, campus and community resources; provide information about LGBT campus initiatives; and talk about LGBT issues.

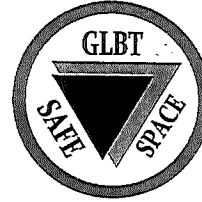
The LGBT Center distributes condoms, dental dams, non-latex F/C condoms, and lube.

Our office staff can help answer your basic Queer & Non-Queer safe sex questions. Whether or not you're LGBT always protect your partners and yourself. Stop by the center for free safe sex materials and information!

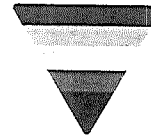
CCSU LGBT Programs

CCSU Safe Zone Program:

An ally training program run by the LGBT Center to educate campus members on LGBT issues and resources. The SZ programs acts as a campus visibility campaign.



Inside – OUT: A drop in weekly LGBTQIA support group that is facilitated by the Counseling & Wellness Center. Meets every week @ the LGBT Center.



QPOCC: Queer People of Color Caucus

QPOCC is a discussion group that provides a space for community and conversation for queer students of color and their allies. QPOCC meets weekly @ the LGBT Center.

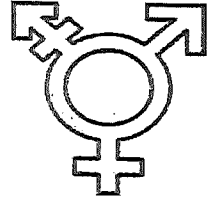
Lavender Graduation: An annual celebration of the achievements and contributions of CCSU's LGBTQIA undergraduate and graduate degree candidates.

PRIDE: CCSU's LGBT/Ally student club organization. Pride plans and executes LGBT related student activities, campaigns, and social events. Find them on facebook, visit the pride office in the Student Center, or email them at ccsupride@gmail.com for info.

Women, Gender & Sexuality Minor: An interdisciplinary course of academic study that allows students to explore issues of gender, gender identity, and sexual orientation in society.

Gender Neutral Services:

CCSU offers several Gender Neutral Bathrooms for individuals in need of a private facility. These can be especially useful to our Trans and Gender-Queer students, staff and faculty.



Gender Neutral Housing options are also available at CCSU. Please inquire within the Res life offices.

Contact: Reslife@ccsu.edu

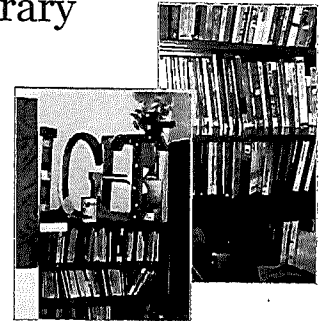
Gender Neutral Bathrooms on Campus

Copernicus:	Maria Sanford:	Davidson Hall:
233	1 st Floor	Single stall
3030100	2 nd Floor	bathroom across
4030100		from Admissions
5030100		Office

* Updated listing available online

Resource Library

- Books
- Films
- Magazines
- Informational Brochures & Pamphlets
- On/Off Campus Resource Lists



Borrowing

During our staffed hours, the center's books, videos, magazines, and resources can be signed out and borrowed by the CCSU community.

Visit our website and browse our catalog online!

Giving to our Collection

We accept your donations of LGBT related books & media. Faculty may also forward us their course bibliographies or items used in LGBT, gender, or sexuality related courses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Sexual Misconduct Reporting, Support Services and Processes Policy

June 16, 2016

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to insuring that each member of every BOR governed college or university community has the opportunity to participate fully in the process of education and development; and
- WHEREAS, The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and relationship violence; and
- WHEREAS, The Board of Regents for Higher Education adopted policy regarding “Sexual Misconduct Reporting, Support Services and Processes Policy, as amended on 1/15/15; and
- WHEREAS, Public Act 16-106 An Act Concerning Affirmative Consent imposed new requirements on colleges and universities to address sexual violence on campuses; and
- WHEREAS, The Board of Regents consistent with the goal providing safe environments at all of its campuses for all who frequent them, has reviewed its policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” and revised the policy so that it is consistent with the law; and
- WHEREAS As settlement of the issue regarding the BOR policy of sexual misconduct reporting in the matter between BOR and CSU-AAUP, the parties agreed to revise the Mandated Reporter requirements to the express language provided in the section entitled “Mandated Reporting by College and University Employees”; therefore be it
- RESOLVED, That the Board of Regents formally amends the “Sexual Misconduct Reporting, Support Services and Processes Policy”.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

**Board of Regents for Higher Education
Connecticut State Colleges and Universities**

June 16, 2016

Policy Regarding

Sexual Misconduct Reporting, Support Services and Processes Policy

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct received from a student as well as communicate any disclosure or report of sexual misconduct the employee received from another employee when misconduct is related to the business of the institution.

Affirmative consent must be given by all parties before engaging in sexual activity. Affirmative consent means an active, clear and voluntary agreement by a person to engage in sexual activity with another person. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff/faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

Sexual Misconduct Reporting
Support Services and Processes Policy

Terms, Usage and Standards

Consent must be affirmed and given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is a mutually affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent may never be assumed because there is no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

Report of sexual misconduct is the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

Disclosure is the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Sexual misconduct includes engaging in any of the following behaviors:

- (a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive educational or employment environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual

Sexual Misconduct Reporting
Support Services and Processes Policy

- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation.

- (b) **Sexual assault** shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent.

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

- (c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

- (d) **Intimate partner, domestic and/or dating violence means** any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or

Sexual Misconduct Reporting Support Services and Processes Policy

former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as “domestic violence” are against family or household members or persons in dating or cohabiting relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
 - Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
 - Emotional abuse includes but is not limited to, damage to one’s property, driving recklessly to scare someone, name calling, threatening to hurt one’s family members or pets and humiliating another person.
 - Cohabitation occurs when two individuals dwell together in the same place as if married.
 - The determination of whether a “dating relationship” existed is to be based upon the following factors: the reporting victim’s statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.
- (e) ***Stalking***, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person’s ability to perform the activities of daily life.

As used in this definition, the term “contacting” includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on- line community or any other internet communication) or remaining in the physical presence of the other person.

Confidentiality

When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic

Sexual Misconduct Reporting
Support Services and Processes Policy

Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a victim of a sexual misconduct or the person reported to have been the victim of sexual misconduct cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to victims of sexual misconduct as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of sexual misconduct to the extent reasonably possible.

Mandated Reporting by College and University Employees

Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from a student regardless of the age of the reported victim. All employees are also required to communicate to the institution's designated recipient (e.g., Title IX Coordinator) any disclosure or report of sexual misconduct received from an employee that impacts employment with the institution or is otherwise related to the business of the institution.

Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

Rights of Parties

Those who report any type of sexual misconduct to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

Sexual Misconduct Reporting
Support Services and Processes Policy

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.
- Those who have been the victim of sexual misconduct have the right to take both criminal and civil legal action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
 - standing criminal protective orders;
 - protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
 - temporary restraining orders or protective orders prohibiting the harassment of a witness;
 - family violence protective orders.

Options for Changing Academic, Housing, Transportation and Working Arrangements

The colleges and universities will provide assistance to those involved in a report of sexual misconduct, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services. All

Sexual Misconduct Reporting
Support Services and Processes Policy

CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Employee Conduct Procedures

Employees who are reported to have engaged in sexual misconduct are subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

Student Conduct Procedures

The **Student Code of Conduct** provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct, as defined herein.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for reported victims and accused students.

Reported victims of sexual misconduct shall have the opportunity to request that an investigation or disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual misconduct and shall use the preponderance of the evidence (more likely than not) standard in making a determination concerning the alleged sexual misconduct.

Both the reported victim of sexual misconduct and the accused student are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each student shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.

Both the reported victim and accused student are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the accused student, the violation committed, if any, and any sanction imposed upon the accused student. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The reported victim shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the accused student; however, in such cases, if a review by any reported victim is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. The reported victim and the accused student are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

Sexual Misconduct Reporting
Support Services and Processes Policy

In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential.

Dissemination of this Policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

m: Campus Announcements <Announce@ccsu.edu>
Sent: Wednesday, September 14, 2016 2:31 PM
To: Academic Departments; Administrative Departments
Subject: Red Flag Campaign

Dear Colleagues:

All across our campus you will find clusters of small, red flags which are symbolic to CCSU's **Red Flag Campaign** aimed at stopping dating and interpersonal violence on our campus. This Campaign helps students identify "red flags" for dating violence in their friends' relationships and encourages them to intervene. College students are at extremely high risk of either acting as perpetrator or being a victim of dating physical or sexual violence during their college years. Who is likely to witness this type of abuse? The answer is their friends.

The **Red Flag Campaign** features a series of eight posters that illustrate "red flags" that might be present in a relationship in which dating violence is occurring. The purpose is to encourage students to speak up when they see red flags for dating violence in their friends' relationships. Friends and family members are the most likely group of people to seek resources and information to help victims of dating/domestic violence. For college students surrounded by their peer group, this may be the most important intervention they have.

There are many **red flags** that indicate dating violence is occurring in relationships. Name-calling, excessive jealousy, blaming, isolation, stalking, and physical and/or sexual abuse are all indicators of violence. Many times these behaviors are subtle and/or kept hidden away from friends or family. But over time, these behaviors become increasingly dangerous and noticeable. What if we all took ownership of our community and got enough momentum going that one less person had to go through this?

are reaching out to highlight ways you can support the campaign:

1. Talk about the campaign. The more we are comfortable talking about dating violence the better we are prepared to address it when we see it.
2. Encourage your classes (and consider giving extra credit) to attend the keynote presentations and other scheduled events:
 - a. **Wednesday, September 21, 2016 at 4:30 PM in Alumni Hall – Leslie Morgan Steiner – Crazy Love**
 - b. **Monday, October 3, 2016 at 1:40 PM in Alumni Hall – Impact of Domestic - A Professional Panel Discussion**
3. Invite a representative from the Office of Diversity and Equity or Red Flag Campaign team to your classroom or student group for a 15 minute presentation (E-mail Sarah Dodd at sarahdodd@ccsu.edu to schedule a presentation).
4. Request a poster (Email Nicholas D'Agostino at nicholas.dagostino@ccsu.edu).

Special thanks to all of those who made this campaign happen: Diversity and Equity, The Office of Victim Advocacy, Administrative Affairs, Residence Life, Student Affairs, Student Wellness Services Athletics, Psychology Department, Criminology and Criminal Justice Department, Committee on the Concerns of Women, Student Government Association, Women's Center, Student Activities and Leadership Development, Marketing and Communication, Greek Life, CCSU Sexual Assault Resource Team.

For more information on the campaign visit www.ccsu.edu/diversity/redflag

Rosa Rodríguez
Chief Diversity and Title IX Officer

Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications

Soucy, Pamela (Diversity and Equity)

From: Karas, Kimberly (Marketing Communications)
Sent: Wednesday, September 23, 2015 4:17 PM
To: Academic Departments; Administrative Departments
Subject: Red Flag Campaign: Get Involved!

Hi all:

Each of you should have received an email from Kimberly Karas at the beginning of the week about the RED FLAG Campaign, an annual project to address and prevent dating violence in our community. Joanne and I are reaching out to you as well. We are both on the Red Flag Campaign committee and would like to highlight three areas where faculty can help the campaign out. They are:

Inviting a representative from the Office of Diversity and Equity to your classroom or student group for a 15 minute presentation (E-mail Sarah Dodd at sarahdodd@ccsu.edu to schedule). Each of us has had this presentation given in our classes and we received excellent feedback from our students.

Encourage your classes (and consider giving extra credit) to attend the keynote presentations listed below.

Request a poster (Email Nicholas D'Agostino at nicholas.dagostino@ccsu.edu).

If you have any questions about the campaign, you can contact both Joanne and I.
Thanks in advance for your support.

Joanne DiPlacido
Psychological Sciences
diplacido@ccsu.edu
ext. 2-3102

Kathy Bantley
Criminology
BantleyK@ccsu.edu
ext. 2-3142

"You Throw Like a Girl"

Former NFL Player, College Football Hall of Famer, activist, educator, feminist and entrepreneur **Don McPherson** will facilitate a discussion on language, gender and violence. The presentation focuses on nurturing positive language and understanding of masculine identity.

Date: Sunday, September 27, 2015

Time: 7:00 pm – 8:00 pm

Location: Alumni Hall

Invisible Chains: Coercive Control in Intimate Relationships A Facilitated Discussion with Dr. Lisa Fontes

Coercive control is a strategy some people (mostly men!) use to dominate their intimate partners and maintain their privileges. It usually includes some combination of degrading, isolating, micromanaging, manipulating, stalking, physically abusing, sexual

coercion, threatening or punishing. This interactive presentation describes how coercive control shows up in the lives of real people—and what we can do about it. The presentation includes original drawings created by artist, Liz Bannish.

Date: October 1, 2015

Time: 3:15 pm – 4:15 pm

Location: Memorial Hall, Connecticut Room

The Legal Consequences of Domestic/Interpersonal Violence

A Panel Discussion featuring: Kathy Bantley, Chair of Department of Criminology and Criminal Justice, Lyndsay Ruffolo, CCSU Instructor and Joe Ditunno, Deputy Director of Family Services at CSSD

The goal of this panel is to raise awareness of the interpersonal violence epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Have you ever wanted to learn more about how your state responds to interpersonal violence? Or what resources are available to victims? Bringing together a variety of expertise, attendees will learn about the history and progression of interpersonal violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of interpersonal violence, working with interpersonal violence offenders and the impact of interpersonal violence on victims and their families.

Date: October 9, 2015

Time: 12:15 – 1:15

Location: Vance Hall 105

Proclamation

Central Connecticut State University

WHEREAS: Central Connecticut State University has an interest in promoting the social and economic well-being of its employees and students; and

WHEREAS: That well-being depends upon the existing of healthy and productive employees working in safe and abuse-free work environments; and

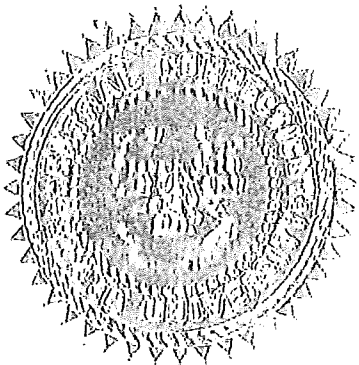
WHEREAS: surveys and studies have documented the stress-related health consequences for individuals caused by exposure to abusive work environments; and

WHEREAS: Abusive work environments can create costly consequences for employees, including reduced productivity, absenteeism, turnover, and employee health-related expenses; and

WHEREAS: Protection from abusive work environments should apply to every worker, and not limited to legally protected class status based only on race, color, gender, national origin, age, or disability; and

NOW, THEREFORE, BE IT PROCLAIMED: by the President of Central Connecticut State University that the week of **October 18-24, 2015** shall be known as

**“Central Connecticut State University
FREEDOM FROM WORKPLACE BULLIES WEEK”**



A handwritten signature in black ink, reading "Jack Miller".

Jack Miller
President

DAgostino, Nicholas (Diversity and Equity)

From: Academic Affairs Updates
Sent: Wednesday, September 23, 2015 3:09 PM
To: Academic Departments; Administrative Departments
Subject: Religious Holidays for the 2015-16 Academic Year

Dear Colleagues,

Various holidays are observed on days classes are scheduled to meet throughout the academic year. Students observing these holidays are considered officially excused from classes and it is suggested that faculty not give exams on major religious holidays. Everyone should also be considerate of religious commitments of observing students and faculty when scheduling meetings and academic events.

A comprehensive listing of religious holidays can be found by clicking on the link below. Observing full-time faculty will charge their absence to Personal Leave (PL).

With Good Wishes,

Carl

Carl R. Lovitt
Provost and Vice President
Academic Affairs

<http://www.interfaithcalendar.org/>

DAgostino, Nicholas (Diversity and Equity)

From: Campus Announcements <Announce@ccsu.edu>
Sent: Wednesday, December 16, 2015 11:29 AM
To: Academic Departments; Administrative Departments
Subject: Regarding the Report of Harassment of CCSU Muslim Student

Dear colleagues and students,

While the CCSU Police and the Office of Diversity and Equity continue to work with one of our students who reported yesterday that she, as a Muslim, was verbally harassed, I want to say clearly that such harassment is totally unacceptable and contrary to everything that we as a university stand for. We are a community dedicated to learning. We are welcoming and supportive of all who work and study here. We treat each other with respect and dignity. At a time when anti-Muslim rhetoric has become so loud and pernicious in our country, we should especially embrace our Muslim colleagues and students and let them know that they are safe, welcome, and valued here.

If you or your colleagues or students experience or observe any kind of harassment, please report it to the CCSU Police (860-832-2375), the Office of Diversity & Equity (860-832-1653), or Student Affairs (860-832-1601). Staff in those offices can help.

We have worked together to make our community genuinely welcoming, and I am proud of our accomplishment. I invite you all to continue to live that ideal by treating everyone with civility, respect, and care.

Sincerely yours,

Jack Miller

The Recorder

Wednesday, January 20, 2016

Central Connecticut State University

Volume 112 No 14

STUDENT HARRASMENT ON CAMPUS

NICHOLAS LEAHEY
The Recorder

At the end of last semester a student was verbally harassed, prompting an email by Central Connecticut President Jack Miller to the student body calling for "civility, respect, and care," towards all students.

According to the Hartford Courant, a female student who practices Islam, wearing a traditional head covering was on her way to a night class, when two men whom she did not know, referred to her as a "killer." The event occurred a week before Thanksgiving last semester in a campus parking garage. The student who was harassed wishes remain anonymous.

In the email from President Miller, he condemned the behavior, expressing the no-tolerance attitude of the university.

"I want to say clearly, that such harassment is totally unacceptable and contrary to everything that we as a university stand for," said Miller in the email. "We are welcoming and supportive of all who work and study here. We treat each other with respect and dignity."

The incident is currently being handled through a coordination of the Office of Diversity and Equity, Office of Student Affairs and CCSU Police.

The mass email by President Miller came after administration was notified by a professor, who was told by a student that Muslim women were being harassed due to their attire on campus. She added that some had been called killers and terrorists.

In an email sent out by Evelyn Newman Phillip Ph.D of the Department of Anthropology, she stated an incident in which a student was harassed in the DiLoreto parking lot, asking students, "What can we do to address this problem?" It is unclear if both incidents are related.

The incident comes in the backdrop of a wave of Islamophobia and anti-Muslim rhetoric, in lieu of recent world events by Islamist extremists such as the attacks in Paris and San Bernardino. Most notably, has been the rhetoric from Republican presidential candidate Donald Trump after announcing a plan to ban all Muslims from entering the country, if elected president.

CCSU administration and President Miller are asking anyone who has witnessed or experienced any type of harassment to report it immediately to the Office of Diversity and Equity, Office of Student Affairs and CCSU Police.



Michael Schroeder, owner of both the New Britain Herald and the Bristol Press newspapers.

PHOTO: HARTFORD COURANT

NEWSPAPER MOGUL RESIGNS AS CCSU PROFESSOR

CHRISTOPHER MARINELLI
News Editor

New Britain Herald and Bristol Press owner Mike Schroeder resigned as a journalism professor for this spring semester at Central Connecticut following pressure from journalism students following a controversial article published in the Herald that garnered national attention for plagiarism, fabrication of quotes and the mysterious pseudonym-author, "Edward Clarkin."

The original article titled, "Business Courts a Way for State Economics to Remain Competitive," involved an esoteric evaluation of business courts, with a special focus on the Las Vegas faction. It was peculiar for the Herald due to the localized beat of the New Britain newspaper.

Among others in the nationwide journalism community, the Hartford Courant took notice of the nebulous journalism and published an alarming article identifying the plagiarized content. They also contacted individuals quoted in the article to find out they had never been interviewed by the Herald or the author Edward Clarkin.

The plagiarized content was almost verbatim quotes from several articles, including "Business Needs A Fair and Impartial Judiciary," by the Huffington Post, as well as heavy plagiarism from an article titled "The New Business Courts," by the American Bar Association.

The Herald's article takes a

turn at one point and focused generously on the Las Vegas courts, which turned into an indictment of business court Judge Elizabeth Gonzalez.

The article argued the legitimacy of Gonzalez being elected due to the campaign funding acquired through plaintiffs which stated, "These judges rely on contributions, largely from plaintiff attorneys, to fund their campaigns. Whether any particular law firm receives favorable treatment from a judge or not, these financial relationships can create a perception of special treatment."

This arguably opinion-driven proclamation is preceded by several paragraphs of Gonzalez's fair treatment in defendant of a litigation suit of casino billionaire Sheldon Adelson, who is in affiliation with the Herald as a business partner and investor of Schroeder.

According to the Hartford Courant, the Las Vegas Review-Journal was bought by GateHouse Media chain, of which Schroeder was the manager and Adelson the key investor.

The Review-Journal reported being asked to investigate Gonzalez following their purchase, of which they never chose to publish information on.

Further unethical journalistic practices in the article involved the fabrication of quotes: Quinnipiac law professor Harry Mazadoorian is mentioned in the Herald's article, in which he was allegedly quoted,

"That one way incompetent judges are dealt with is by reassignment to lower, less visible courts."

However, according to Mazadoorian in an interview with the Hartford Courant, Mazadoorian said, "I do a lot of writing and I don't remember having said that."

In the Herald's article, the author Edward Clarkin also wrote, "Several calls to Gonzalez's office asking for comment were not returned."

The clerk of Gonzalez's office stated there was no such call recorded, even stating all calls were recorded in excel sheets, maintaining the illegitimacy of the alleged calls.

This brings about the nebulous existence of Edward Clarkin, which according to The New York Times, "No one named Edward Clarkin lives in Connecticut, according to public records." The name is also derived from Mike Schroeder's middle name "Edward" and his mother's maiden name, "Clarkin."

While the national conversation has allegedly crowned the pseudonym as being Mike Schroeder, no comment has been made by him to substantiate. In a meeting with the editors of The Recorder and the CCSU Journalism Department, Schroeder stated he was involved in the editing process, but made no comment of writing and stated it was a freelance writer.

In that same meeting, Schroeder proclaimed all business ties with Adelson and GateHouse Media had

been dissolved.

Schroeder re-stated these facts publicly in an apology letter written in the New Britain Herald.

While a pseudonym is not reprehensible, the contention in these circumstances is the protection of unethical journalism and a breach of the integrity of a writer. While there is no legal consequence for the fabrication of quotes or plagiarism, it undeniably breaks the code of ethics journalists abide by, initially set by the Associated Press.

Schroeder has undoubtedly brought success to the Herald and Bristol Press, helping both local newspapers stay afloat. Both places have gained a sense of credibility in recent years, credibility that has been arguably compromised. The Herald, Schroeder and Adelson, have become infamously known within national headlines from major news outlets such as the Associated Press, The New York Times and the Washington Post for the Edward Clarkin pseudonym protecting the unethical journalism.

Even though Schroeder has commented publicly in his open apology in the Herald, the details regarding the identity of Edward Clarkin remains ambiguous. While Schroeder has resigned from teaching at CCSU including attending the journalism department's trip to Cuba, he remains owner of the New Britain Herald and The Bristol Press.

Rodriguez, Rosa (Diversity and Equity)

From: McLaughlin, Mark (InstiAdv)
Sent: Monday, November 28, 2016 1:14 PM
To: Rodriguez, Rosa (Diversity and Equity)
Subject: FW: The tragedy in Orlando

This may not have come from your office, but in the same vein as your request.

Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications
860-832-0065
For Web Update Requests Please Use www.ccsu.edu/webrequest

From: Campus Announcements
Sent: Monday, June 13, 2016 11:54 AM
To: Academic Departments <AcademicDepartments@ccsu.edu>; Administrative Departments <AdministrativeDepartments@ccsu.edu>
Subject: The tragedy in Orlando

Dear colleagues, students, and friends,

In response to the horrific, hate-filled violence that targeted both the LGBT and Latino communities in Orlando this weekend, I want to affirm, on behalf of the Central community, that we stand in solidarity with the victims and extend our deepest compassion to their grieving families and friends. I also want to affirm for our own LGBT and Latino colleagues and students that we embrace you and that we are dedicated to keeping CCSU a welcoming, supportive, and safe place for all.

Jack Miller
President

Rodriguez, Rosa (Diversity and Equity)

From: McLaughlin, Mark (InstiAdv)
Sent: Monday, November 28, 2016 1:17 PM
To: Rodriguez, Rosa (Diversity and Equity)
Subject: FW: Sexual Assault & Interpersonal Violence Resources

Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications
860-832-0065

For Web Update Requests Please Use www.ccsu.edu/webrequest

From: Campus Announcements
Sent: Friday, September 02, 2016 10:01 AM
To: Students-AllActivelyEnrolled <Students-AllActivelyEnrolled@my.ccsu.edu>
Subject: Sexual Assault & Interpersonal Violence Resources

The "*How to Help in case of Sexual Violence*" booklet and the "*Sexual Assault & Interpersonal Violence*" brochure are campus resources available to you. We hope you will take the time to familiarize yourself with these publications so that if the need arises you will have the necessary information and know the resources available.

A new campus resource is the *Office of the Victim Advocacy** which is located in Carroll Hall, Room 248. Ms. Sarah Dodd, the Victim Advocacy & Violence Prevention Specialist can be reached by email at sarahdodd@ccsu.edu or by calling 860-832-3795.

Both publications may be obtained through the Office of the Vice President for Student Affairs in Lawrence Davidson Hall, Room 103 or by calling 860-832-1601 or extension 21601. They can also be obtained through the *Office of the Victim Advocacy**. This brochure is available in alternate formats. Please contact Student Disability Services at (860)832-1957.

You may also print these documents directly from our website at:
<http://www.ccsu.edu/sexualassaultawareness>.

This information is provided by CCSU's Sexual Assault and Interpersonal Violence Resource Team.

On behalf of the Sexual Assault & Interpersonal Violence Resource Team
Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications

Sexual Assault & Interpersonal Violence Resource Team

Friday, Oct. 21, 2016

11:30 am – 1:30 pm

Bellin Room, Student Center CCSU

MISSION:

The mission of CCSU's Sexual Assault and Interpersonal Violence Resource Team 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.

GOALS:

- > Involve all appropriate University departments and community-based resources to carry out the team's mission.
- > Clearly delineate the role and services of on and off campus partners.
- > Review, assess, and revise as necessary existing documents, policies, educational materials, and training initiatives.
- > Provide training to the campus community.
- > Develop a written protocol to be followed when cases of sexual assault and interpersonal violence are reported.

Meeting Convener: Laura Tordenti, Vice President for Student Affairs

AGENDA:

1. Welcome

Dr. Laura Tordenti

- New member of SART, Dr. Jacqueline Harris
CCSU Director of Student Wellness Services
- New member of SART, Amanda Carrington
YWCA Campus Advocate/Community Educator
- Guest, Jessica Stepensky

YWCA LGBT Advocate, CCSU student who attended NCCWSL in 2016

2. Climate Survey

Sarah Dodd

3. 2016 Report to Legislature

Rosa Rodriguez,
Sarah Dodd

4. Live Safe Program

Chief Sneed

Announcements:

All

Meeting invitees:

Jean Alicandro,
Residence Life
Dr. Richard Bachoo,
Administrative Affairs
Kathleen Bantley,
Criminology/Criminal Justice
Amanda Carrington,
YWCA
Jacqueline Cobbina-Boivin,
Women's Ctr.
Ed Dercole,
University Police
Dr. Joanne DiPlacido,
Psychological Science
Sarah Dodd,
Diversity and Equity
Christopher Dukes,
Student Conduct
Joanna Flanagan,
YWCA
Adam Grabowski,
Prudence Crandall
Dr. Jacqueline Harris
Student Wellness Serv.

Dr. Shannon Jackson,
Student Wellness Serv., Counseling
Atty. Carolyn Magnan,
University Counsel
Joni Moody,
SGA Senator
Atty. Elizabeth Moseley,
Assistant State's Attorney, New Britain JD
Crystal Nieves,
LGBT Center
Atty. Brian Preleski,
State's Attorney, New Britain JD
Rosa Rodriguez,
Diversity and Equity
Paul Schlickmann,
Athletics
Dr. Jason Sikorski,
Psychological Science
Chief Gregory Sneed,
University Police
Dr. Laura Tordenti,
Student Affairs
Chief James Wardwell,
New Britain Police

Sexual Assault & Interpersonal Violence Resource Team

Tuesday, February 23, 2016

11:30 am – 1:30 pm

Bellin Room, Student Center CCSU

MISSION:

The mission of CCSU's Sexual Assault and Interpersonal Violence Resource Team 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.

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- > Provide training to the campus community.
- > Develop a written protocol to be followed when cases of sexual assault and interpersonal violence are reported.

Meeting Convener: Laura Tordenti, Vice President for Student Affairs

AGENDA:

1. Welcome

New member, Jacqueline Lopez,
YWCA New Britain Adult Advocate

Dr. Laura Tordenti

2. Stand Up Campaign

Sarah Dodd

3. Climate Survey

Sarah Dodd

4. Report on cases

Rosa Rodríguez

5. Clery Report Training

Sarah Dodd

Announcements:

All

Meeting invitees:

Jean Alicandro,
Residence Life

Joni Moody,
SGA Senator

Dr. Richard Bachoo,
Administrative Affairs
Kathleen Bantley,
Criminology/Criminal Justice
Jacqueline Cobbina-Boivin,
Women's Ctr.
Nicholas D'Agostino,
Diversity and Equity
Ed Dercole,
University Police
Dr. Joanne DiPlacido,
Psychological Science
Sarah Dodd,
Diversity and Equity
Christopher Dukes,
Student Conduct
Adam Grabowski,
Prudence Crandall
Dr. Shannon Jackson,
Student Wellness Serv., Counseling
Kaitlin Frawley,
Prudence Crandall
Atty. Carolyn Magnan,
Counsel to the President

Atty. Elizabeth Moseley,
Assistant State's Attorney, New Britain JD
Crystal Nieves,
LGBT Center
Jennifer Oliver,
YWCA
Atty. Brian Preleski,
State's Attorney, New Britain JD
Rosa Rodriguez,
Chief Diversity Officer
Paul Schlickmann,
Athletics
Dr. Jason Sikorski,
Psychological Science
Chief Gregory Sneed,
University Police
Dr. Laura Tordenti,
Student Affairs
Nina Vazquez,
YWCA
Chief James Wardwell,
New Britain Police

Sexual Assault & Interpersonal Violence Resource Team

Thursday, Oct. 1, 2015

11:30 am – 1:30 pm

Connecticut Room, Memorial Hall, CCSU

MISSION:

The mission of CCSU's Sexual Assault and Interpersonal Violence Resource Team 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.

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- > Develop a written protocol to be followed when cases of sexual assault and interpersonal violence are reported.

Meeting Convener: Laura Tordenti, Vice President for Student Affairs

AGENDA:

1. Welcome

New member: Joni Moody, SGA Senator

Dr. Laura Tordenti

2. Title IX Report to Legislators

Rosa Rodriguez

3. Climate Survey

Sarah Dodd

4. Employee & Student Training Update

Rosa Rodriguez

5. SGA Academic Affairs Committee request statement on syllabi

Dr. Laura Tordenti

6. Coercive Control lecture

Dr. Lisa Fontes,
UMass Amherst University faculty
and publisher of "Invisible Chains:
Overcoming Coercive Control in
Your Relationships"

Announcements:

All

Meeting invitees:

Jean Alicandro,
Residence Life
Dr. Richard Bachoo,
Administrative Affairs
Kathleen Bantley,
Criminology/Criminal Justice
Jacqueline Cobbina-Boivin,
Women's Ctr.
Nicholas D'Agostino,
Diversity and Equity
Ed Dercole,
University Police
Dr. Joanne DiPlacido,
Psychological Science
Sarah Dodd,
Diversity and Equity
Christopher Dukes,
Student Conduct
Adam Grabowski,
Prudence Crandall
Dr. Shannon Jackson,
Student Wellness Serv., Counseling
Kaitlin Frawley,
Prudence Crandall
Atty. Carolyn Magnan,
Counsel to the President

Joni Moody,
SGA Senator
Atty. Elizabeth Moseley,
Assistant State's Attorney, New Britain JD
Crystal Nieves,
LGBT Center
Jennifer Oliver,
YWCA
Atty. Brian Preleski,
State's Attorney, New Britain JD
Rosa Rodriguez,
Chief Diversity Officer
Paul Schlickmann,
Athletics
Dr. Jason Sikorski,
Psychological Science
Chief Gregory Sneed,
University Police
Dr. Laura Tordenti,
Student Affairs
Nina Vazquez,
YWCA
Chief James Wardwell,
New Britain Police

DAgostino, Nicholas (Diversity and Equity)

From: Taddei, Janelle (Student Affairs)
Sent: Friday, August 21, 2015 4:40 PM
To: Tordenti, Laura (Student Affairs); Rodriguez, Rosa (Diversity and Equity)
Cc: Pohl, Jonathan (Student Wellness); Dodd, Sarah J. (Diversity and Equity); DAgostino, Nicholas (Diversity and Equity)
Subject: CCSU Required Alcohol Awareness and Sexual Violence Prevention Online Programs
Attachments: AVR_ADMDDESC.XLSX; AVR_ADMDDESC.XLSX; 2015 Announcement -NOTICE TO CAMPUS -sexual assault publications.docx; 2015 Announcement -NOTICE TO CAMPUS - Student Handbook.docx

Good afternoon,

I just sent the email from the Student Affairs email account- BCC - to all incoming first year and transfer students. There were a few of the students who did not have an email account listed, so they did not yet receive an email. I have attached both spreadsheets from Josie Vesce in Admissions of first year and transfer students if anyone wants to review the students without an email. In addition, I noted that Mark Zimmerman's email is invalid.

Two things I just thought of:

- Normally we send the letter to CIE to inform them of the need for their students to complete. I will do that, sending the message to Toyin Ayeni.
- The other thing is, that we may wish to post the letter and an announcement to Pipeline, reminding students to complete.
- I also request that Marketing place an announcement regarding the Student Handbook each semester. Both are attached. You may wish to edit, and send back to me so that I will request they be posted to Pipeline.

Thank you.

Jan Taddei
Office of the Vice President for Student Affairs
Central Connecticut State University
1615 Stanley Street
Davidson Hall, Room 103
New Britain, Ct 06050
(P) 860-832-1605
(F) 860-832-1610
taddejaa@ccsu.edu

From: StudentAffairs
Sent: Friday, August 21, 2015 4:20 PM
Subject: CCSU Required Alcohol Awareness and Sexual Violence Prevention Online Programs

Dear Student:

At Central Connecticut State University (CCSU), we strive to maintain a safe and healthy learning environment for our students. As part of our awareness program to reduce high-risk behaviors, we want to provide you and your peers with information about two major issues confronting college students—alcohol use and sexual violence. For this reason, we **require** all new students to complete a program on alcohol awareness and sexual violence prevention by **September 25, 2015**. At CCSU, we use a program called E-Chug (www.ccsu.edu/echug) and SVPP (www.ccsu.edu/svpp). If you do not complete the online program by this date, you will be required to attend an in-person session.

Whether you drink or not, *EChug* will provide you with helpful information so you can make well-informed decisions about alcohol, including how to help your peers when necessary. SVPP, the sexual violence prevention program will help you understand the facts about sexual assault, how to intervene in situations that could lead to harm to others, and resources for students who are impacted by violence.

These programs include survey questions. The surveys are individualized to your attitudes, behaviors and knowledge, and provide a comparison with your peers. Your individual responses will be confidential. Be assured, the University will not receive information about your specific responses. The more honest you are, the more you learn from the surveys. The overall results will be used to develop campus-wide programming.

Next Steps

You will need a computer with internet access and audio capabilities, using any major web browser released within the previous two years. **It takes approximately 30 minutes to complete each component. The online courses can be accessed beginning August 24, 2015.**

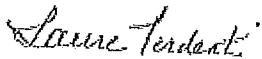
1. Go to www.ccsu.edu/echug for EChug and www.ccsu.edu/svpp for SVPP.
2. Complete both the alcohol and sexual violence prevention components.
3. When prompted, send an electronic verification of completion to Dr. Jonathan Pohl for EChug (alcohol awareness) at pohlj@ccsu.edu and Ms. Sarah Dodd for SVPP (sexual violence prevention) at sarahdodd@ccsu.edu.

After completing each component, print the certificate of completion for your records. **Remember: the deadline for completing both surveys is September 25, 2015.**

Questions

We look forward to seeing you on campus. If you have any questions about the program, please contact Dr. Jonathan Pohl, Coordinator of Wellness Education in Student Wellness Services at 860-832-1948.

Very truly yours,



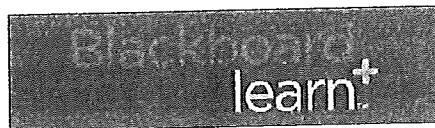
Laura Tordenti, Ed.D.
Vice President for Student Affairs



CENTRAL Pipeline

Students

Faculty & Staff



Students

Faculty & Staff

- Free Pizzas, Prizes & More! Courtesy Farmington Bank
- Sexual assault resources are available, click for details
- Get your Student Handbook today!
- Faculty Showcase Concert, Tuesday, September 8
- "YouAtCCSU" It's an APP for you... so you know what's up.
- Student Center Parking Garage is currently only accessible via Harold Lewis Drive
- Student Center Parking Lot Closed (Wednesday, August 26th)
- Parking Lot Closings
- Accounting/Finance Career Fair, Sept. 21
- Stay Connected On Campus with Wifi Calling!
- Theatre Auditions, Sept 1 & 2
- Veterans Public Forum at CCSU, Aug. 27
- Move-in Schedule for Residence Halls
- Campus Smoking Policy
- Student Center Rear Entrance/Burritt Parking Lot Closures
- Do you have a disability?
- Women's Lacrosse: Open Tryout, 9/12. Your Chance to be a Div I Walk On!

Sexual assault resources are available, click for details

August 28, 2015

On behalf of the Sexual Assault & Interpersonal Violence Resource Team

The "*How to Help in case of Sexual Violence*" booklet and the "*Sexual Assault & Interpersonal Violence*" brochure are campus resources available to you. We hope you will take the time to familiarize yourself with these publications so that if the need arises, you will have the necessary information and know the resources available.

A new campus resource is the *Office of the Victim Advocacy** which is located in DiLoreto Hall, Room 207. Ms. Sarah Dodd, the Victim Advocacy & Violence Prevention Specialist can be reached by email at sarahdodd@ccsu.edu or by calling 860-832-3795.

Both publications may be obtained through the Office of the Vice President for Student Affairs in Lawrence Davidson Hall, Room 103 or by calling 860-832-1601 or extension 21601. They can also be obtained through the *Office of the Victim Advocacy**.

You may also print these documents directly from our website at: <http://www.ccsu.edu/sexualassaultawareness> at the top of the page.

This information is provided by CCSU's Sexual Assault and Interpersonal Violence Resource Team.

DAgostino, Nicholas (Diversity and Equity)

From: Karas, Kimberly (Marketing Communications)
Sent: Monday, September 14, 2015 10:39 AM
To: Academic Departments; Administrative Departments
Subject: Red Flag Campaign - How You Can Get Involved

Dear Colleagues:

Have you seen the **red flags** on campus? CCSU has launched the 2015 Red Flag Campaign – an annual project to address and prevent dating violence in our community. This campaign features a series of posters that illustrate behaviors that might be present in a relationship in which dating violence is occurring, a 15 minute presentation facilitated by members of the Red Flag Campaign Committee and several presentations by experts in the field. I invite you to be a part of this on-going discussion. There are many ways for you to be involved:

- **Invite us to your classroom or student group.** E-mail Sarah Dodd at sarahdodd@ccsu.edu to schedule a 15 minute presentation in any of your classes or groups. Sarah is CCSU's victim advocate and provides services and training to the CCSU community. The presentation will focus on identifying abusive behavior in dating relationships, signs of a healthy relationship and how to help a friend who may be experiencing abuse. This presentation would be appropriate for classes in any academic discipline.
- **Encourage your classes to attend a keynote presentation.** Scroll down to view the three different presentations that will take place during the campaign. If you would like to encourage your students to attend through providing extra credit or making one of the presentations an assignment please e-mail sarahdodd@ccsu.edu. She can assist you with tracking student attendance or any other needs.
- **Request a poster.** Red Flag posters will be put up on campus Monday, September 14th. If you would like a poster for your office or department please contact nicholas.dagostino@ccsu.edu.

For more information on dating violence and the Red Flag Campaign please see www.theredflagcampaign.org. Thank you for your continued support of violence prevention initiatives on our campus.

Best wishes,

Rosa

"You Throw Like a Girl"

Former NFL Player, College Football Hall of Famer, activist, educator, feminist and entrepreneur Don McPherson will facilitate a discussion on language, gender and violence. The presentation focuses on nurturing positive language and understanding of masculine identity.

Date: Sunday, September 27, 2015

Time: 7:00 pm – 8:00 pm

Location: Student Center, Alumni Hall

'Invisible Chains: Coercive Control in Intimate Relationships

A Facilitated Discussion with Dr. Lisa Fontes

Coercive control is a strategy some people use to dominate their intimate partners and maintain their privileges. It usually includes some combination of degrading, isolating, micromanaging, manipulating, stalking, physically abusing,

sexual coercion, threatening or punishing. This interactive presentation describes how coercive control shows up in the lives of real people—and what we can do about it. The presentation includes original drawings created by artist, Liz Bannish.

Date: October 1, 2015

Time: 3:15 pm – 4:15 pm

Location: Memorial Hall, Connecticut Room

The Legal Consequences of Domestic/Interpersonal Violence A Panel Discussion

Featuring: Kathy Bantley, Chair of Department of Criminology and Criminal Justice, Lyndsay Ruffolo, CCSU Instructor and Joe Ditunno, Deputy Director of Family Services at CSSD

The goal of this panel is to raise awareness of the interpersonal violence epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Have you ever wanted to learn more about how your state responds to interpersonal violence? Or what resources are available to victims? Bringing together a variety of expertise, attendees will learn about the history and progression of interpersonal violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of interpersonal violence, working with interpersonal violence offenders and the impact of interpersonal violence on victims and their families.

Date: October 9, 2015

Time: 12:15 – 1:15

Location: Vance Hall 105

Thank you to the many individuals and sponsors who helped to make the Red Flag Campaign possible including The Red Flag Campaign Committee, Office of Diversity and Equity, Office of Victim Advocacy, The Women's Center, University Police, Residence Life, Student Government Association, Administrative Affairs, Department of Athletics, Department of Criminology and Criminal Justice, Department of Psychology, YWCA of New Britain, Student Activities and Leadership Development and the Office of Student Affairs.



Central Connecticut State University

August 21, 2015

Dear Student:

At Central Connecticut State University (CCSU), we strive to maintain a safe and healthy learning environment for our students. As part of our awareness program to reduce high-risk behaviors, we want to provide you and your peers with information about two major issues confronting college students—alcohol use and sexual violence. For this reason, we **require** all new students to complete a program on alcohol awareness and sexual violence prevention by September 25, 2015. At CCSU, we use a program called E-Chug (www.ccsu.edu/echug) and SVPP (www.ccsu.edu/svpp). If you do not complete the online program by this date, you will be required to attend an in-person session.

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2. Complete both the alcohol and sexual violence prevention components.
3. When prompted, send an electronic verification of completion to Dr. Jonathan Pohl for EChug (alcohol awareness) at pohlj@ccsu.edu and Ms. Sarah Dodd for SVPP (sexual violence prevention) at sarahdodd@ccsu.edu.

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Questions

We look forward to seeing you on campus. If you have any questions about the program, please contact Dr. Jonathan Pohl, Coordinator of Wellness Education in Student Wellness Services at 860-832-1948.

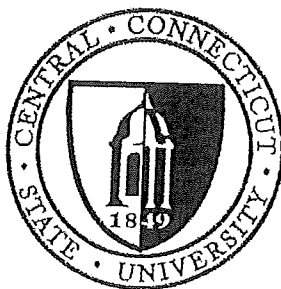
Very truly yours,

A handwritten signature in cursive that reads "Laura Tordenti".

Laura Tordenti, Ed.D.
Vice President for Student Affairs

1615 Stanley Street – New Britain, Connecticut 06050-4010 – Phone: 860.832.1601 – Fax: 860.832.1610

Equal Opportunity Educator and Employer

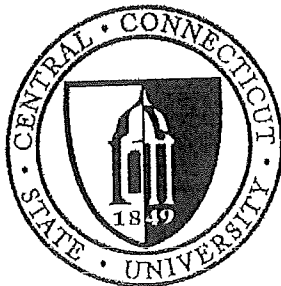


Important Resource for Students

The 2014-2015 **Central Connecticut State University Student Handbook** is a resource that contains information you need to know about CCSU, including academic, social, and personal aspects of University life.

The Student Handbook can be accessed through: <http://www.ccsu.edu/studenthandbook>

Office of the Vice President for Student Affairs
Davidson Hall, Room 103
(860)832-1601
<http://www.ccsu.edu/studentaffairs>



On behalf of the
Sexual Assault & Interpersonal Violence Resource Team

The "*How to Help in case of Sexual Violence*" booklet and the "*Sexual Assault & Interpersonal Violence*" brochure are campus resources available to you. We hope you will take the time to familiarize yourself with these publications so that if the need arises, you will have the necessary information and know the resources available.

Both publications may be obtained through the Office of the Vice President for Student Affairs in Lawrence Davidson Hall, Room 103 or by calling 860-832-1601 or extension 21601.

You may also print these documents directly from our website at:
<http://www.ccsu.edu/sexualassaultawareness>
at the top of the page.

This information is provided by
CCSU's Sexual Assault and Interpersonal Violence Resource Team.

This brochure is available in alternate formats.
Please contact Student Disability Services at (860)832-1957.

D'Agostino, Nicholas (Diversity and Equity)

From: D'Agostino, Nicholas (Diversity and Equity) on behalf of Rodriguez, Rosa (Diversity and Equity)
Sent: Friday, July 15, 2016 4:09 PM
To: D'Agostino, Nicholas (Diversity and Equity)
Subject: Invitation to Serve on the Affirmative Action Employee Advisory Committee

Dear Colleagues:

As part of the CT Affirmative Action (AA) Plan regulations, agencies with over 100 employees can choose to have an Employee Advisory Committee to assist in pursuing the goals and objectives of affirmative action and equal opportunity. CT regulations 46a-68-36 (d) state, *The committee, if established, may consider any matter appropriate to the development and implementation of the affirmative action plan.*

In the past, we have met this obligation utilizing the various employee groups on campus e.g., Committee on the Concerns of Women, Latino Employee Group, LGBT Advisory Committee; however, CCSU will be establishing a separate campus-wide committee that will be charged with assisting the university in our implementation of the AA plan.

You have been identified as a CCSU employee who could assist the Office of Diversity and Equity in our work to achieve CCSU's affirmative action goals and objectives. This committee will meet two times semester to discuss the hiring, promotional and programmatic goals and their achievement. We are hoping you will advise our office on achieving these goals and diversifying CCSU in all levels.

Please notify us of your interest to participate by July 31, 2016,

Rosa

Rosa Rodríguez
Chief Diversity and Title IX Officer
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1652
Rosa.rodriguez@ccsu.edu

DAgostino, Nicholas (Diversity and Equity)

From: DAgostino, Nicholas (Diversity and Equity)
Sent: Friday, May 20, 2016 8:45 AM
To: Tordenti, Laura (Student Affairs)
Cc: Rodriguez, Rosa (Diversity and Equity); Alicandro, Jean (ResLife); Baumann, Ryan (ResLife); Cifuentes, Alberto (Library); Clark, Lawrence M. (Student); Cobbina-Boivin, Jacqueline (WomensCtr); Coddington, Lila L. (Counselor Education & Family Therapy); DAgostino, Nicholas (Diversity and Equity); DiPlacido, Joanne (Psychological Science); Fuller, Collan Alexander D. (Student); Greenebaum, Jessica (Sociology); Hazan, Scott (SALD); Lucewicz, Caitlin A. (Student); Mann, William J. (History); Martin, Jaclyn M. (Student); Moreno-Fuentes, Gladys (Student Wellness); Nieves, Crystal (SALD); Taddei, Janelle (Student Affairs); Taverner, Marco A. (Student); Thomas, Jeffrey (Geological Sciences)
Subject: LGBT Advisory Board - Gender Inclusive Housing Proposal
Attachments: CCSU Gender Inclusive Housing Proposal Final May 2016.pdf

Dear Dr. Tordenti:

It is with great pride that I provide you with the LGBT Advisory Board's fully executed Gender Inclusive Housing Proposal. With a vote of 14 out of 15 active members (one member did not participate in the vote), we have overwhelmingly approved the proposal. Please note that there have been several modifications to the document since our May 9, 2016 presentation. The primary change added language regarding *Option 1* that allows students to participate in this option without having selected a roommate. While it was not our intention to exclude this as an available option, the proposal read as though previously selected roommates was a requirement. The other change was that I had the incorrect name for our board which has been changed in the final document.

We would like to thank you for charging and trusting our group to take on this important project. We believe that our proposal will advance our work on behalf of LGBTQ students and sends a message that CCSU is a campus for all students. Also, we will avail ourselves to assist in any way with your anticipated implementation of this proposal, or components thereof.

I would like to extend my sincere appreciation to the entire LGBT Advisory Board for their efforts to meet the deadlines for this project and for their insightful input that has led to the final proposal. Specifically, I thank Ryan Baumann, Alberto Cifuentes Jr., and Larry Clark for their diligence in drafting the key elements of the proposal.

Lastly, we look forward to working on future projects of this caliber and once again want to express our appreciation for your support of LGBTQ students, faculty and staff at CCSU.

Thank you,
Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

ITEM

The Board of Regents for Higher Education amends its' policy regarding "Sexual Misconduct Reporting, Support Services and Processes Policy" to comply with Public Act 16-106, An Act Concerning Affirmative Consent, and to fulfill its agreement with the Connecticut State University American Association of University Professors ("CSU-AAUP") Case No. SPP-31568.

BACKGROUND

In 2015 an "affirmative consent" bill was introduced to the state legislature. Although the bill did not pass in 2015, it was understood that it would be re-introduced for the 2016 session. House Bill 5376, "An Act Concerning Affirmative Consent" was passed and enacted as Public Act 16-106. The Act becomes effective on July 1, 2016. Although the Sexual Misconduct Reporting, Support Services and Processes Policy is substantially consistent with the Act, the policy has been revised to conform to the language of the Act.

Upon adoption of the Sexual Misconduct Reporting, Support Services and Processes Policy, CSU-AAUP challenged the ability of the Board to require that all employees become mandated reporters in all instances of a disclosure of sexual misconduct. CSU-AAUP subsequently filed Case No. SPP-31568 with the State Board of Labor Relations. As a result the BOR and CSU-AAUP agreed to language that would require all faculty to be mandated reporters when they receive reports or disclosures of sexual misconduct from students, but that their requirement to report disclosures from other employees would depend upon whether the misconduct impacted the university or was related to the employee's employment. It was also agreed that the policy change would not be made until after legislation regarding affirmative consent was passed so that all of the changes would be made together.

ANALYSIS

In accordance with the provisions of Public Act 16-106 the policy adopts the statutory definition of "affirmative consent", as well as the statutory standard of affirmed consent. Likewise it clarifies that both investigations and disciplinary proceedings begin promptly. Other changes such as moving the terms and definition to the Terms, Usage and Standards section were made to provide clarity.

The Statement of Policy and the Mandated Reporting sections were revised to mirror the language proposed by CSU-AAUP and agreed upon by the BOR/CSCU.

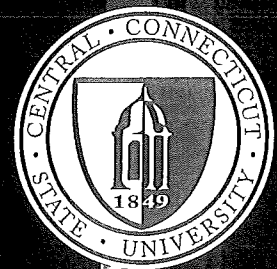
RECOMMENDATION

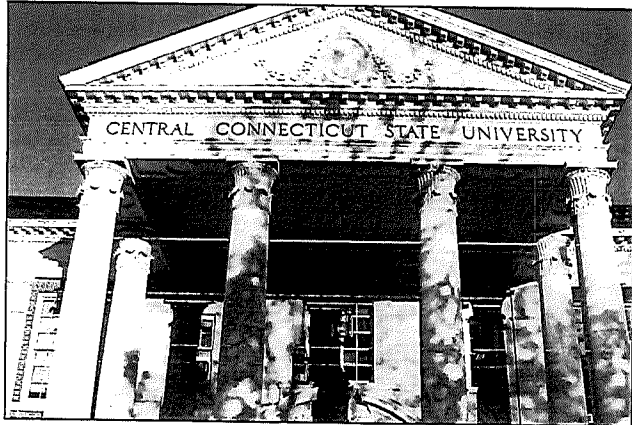
That the Board of Regents for Higher Education to amend the Sexual Misconduct Reporting, Support Services and Processes Policy.



Reflecting on the Past & Renewing Momentum

Jack Miller
President





Reflecting on the Past & Renewing Momentum

CCSU is certainly a much different place than I found it to be 11 ½ years ago. While a few things remain the same most have changed, some for the better and some not. Not every new effort met with success, but many did. Big dreams and bold efforts are never easy to actualize, but when they come through the results can be remarkable.

Thoughts contained here are not meant as a blueprint for a new leader. Future directions should be left to future leadership. Rather, this summary is simply my reflections on the past and my conclusions about the future potential of a very special university.

Jack Miller
President

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STRATEGIC PLANNING

On the University website, the development of the Strategic Plan for Central Connecticut State University and the elements of its distinctive identity are explained. The Plan began in 2005. The first complete iteration of the plan followed three years of wide-ranging discussion, meetings, and campus-wide presentations. The plan was endorsed by the Faculty Senate, the University Planning and Budget Committee, the Executive Committee, the Council of Deans, and the Student Government Association in 2008.

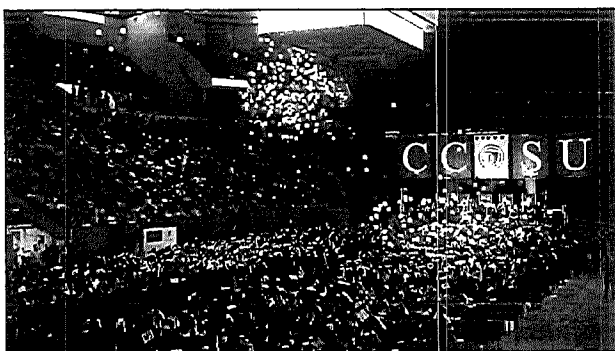
Overall, the plan represents for the members of our community our commitment to work together to achieve stated aspirations. More than that, it also records our mutual commitment to our students, present and future.

Each objective in the plan is referenced to one of seven goals. Each objective has a measurement goal and enabling activities. Many objectives are cross-referenced to previous institutional plans to demonstrate a history of commitment to achievement.

The plan is updated annually with current data. The original goals are matched with progress to date on the outcome measures. This provides for ongoing assessment of accomplishments.

Conclusion

This Strategic Plan has been modified annually, but under new leadership, it may be time for a complete "overhaul."



STUDENT ACADEMIC SUCCESS

The best single example of student success is the rate at which undergraduate, first-time/full-time students graduate. In the 2005-06 year, the graduation rate for CCSU as reported to IPEDS was 40%; by the last year for which data are complete, 2015-16, the rate was 57%, a full 17 point increase. CCSU is now graduating 43% more students in six years than in 2005-06. Given a "typical" first-time, full-time class of about 1,350, now 230 more students earn a degree than would have at the 2005-06 rate.

Using national comparison data from IPEDS for master's degree institutions, Central had reached the 32nd percentile by the 2014-15 academic year. As newer national data becomes available the 57% graduation rate will put Central well into the top quartile.

Conclusion

It will take careful planning and evaluation of interventions to raise the graduation rate even higher than it now is. A 60% rate is a reasonable short-term goal over the next few years. There needs to be more assessment of interventions to determine which have an impact and which do not. In other terms assess what actually works, support those initiatives, and discard others.

COST TO ATTEND

Although there are numerous ways to analyze cost, perhaps the simplest is annual cost of tuition, fees, room, and meals for full-time, in-state students. In Fall 2006 that cost was \$14,332, by 2015 it was \$20,434. That represents an increase of \$6,102 or 42.6% on the \$14,000 base. During that same time period the Consumer Price Index (CPI) for the area including Connecticut went up 21.7%. The rate of increase for students was just about double that of the CPI.

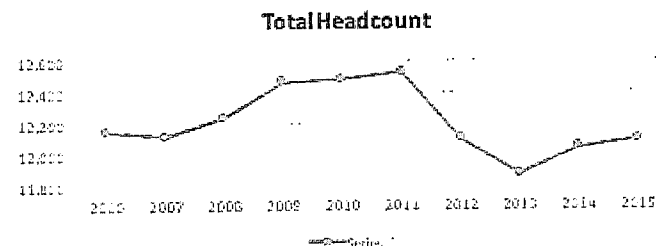
While general inflation accounts for a part of the increased cost, another contributor is the reduced percentage of the University budget provided through state allocation. In Fall 2005 the state allocation provided 28.6% of total revenue, while in Fall 2015 it was down to 20.1%. Another substantial contributor to increased cost is the huge escalation of employee benefits not fully covered by state allocation.

Conclusion

The cost to students has gone up much too quickly over the last 10 years. The rate of increase must be substantially reduced to keep higher education accessible to students. This is not only an institutional problem, but a systemic and national one as well. Cost containment will be a top priority for the University and the System.

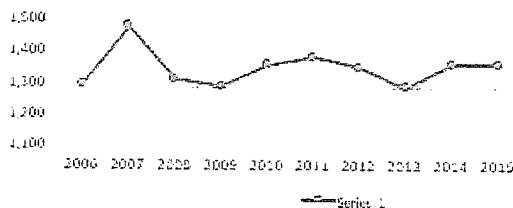
ENROLLMENT

Total headcount enrollment has been generally stable over a 10-year period using Fall 2006 as the base through Fall 2015. Total headcount was never lower than 11,865 (Fall 2013) and never higher than 12,521 (Fall 2011), a variation of only 5% from low to high. Although there are up and downward trends, the most recent fluctuations since 2013 are up.



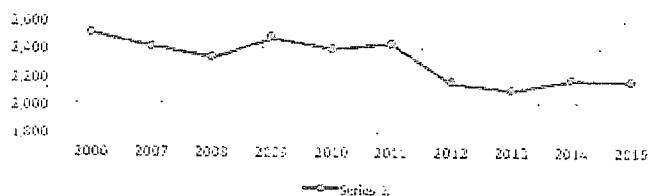
First-time full-time undergraduate student enrollment has also been stable. The lowest number enrolled was 1,281 (Fall 2009) and the highest number was 1,469 (Fall 2007).

First-Time Full-Time Undergraduate Enrollment



Graduate enrollment had been in decline, but it has leveled and is slowly starting to increase again over the last two years. The highest graduate headcount was 2,500 (Fall 2006) and the lowest was 2,094 (Fall 2013). Much of the recent increase is due to new Master's degree programs in Business.

Graduate Enrollment



Conclusion

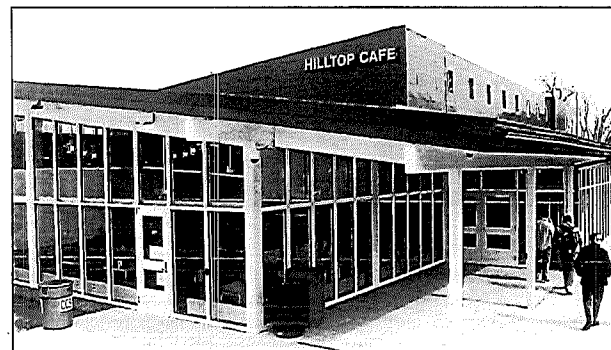
Future of enrollment will be negatively impacted by the continually declining number of high school graduates in Connecticut. This decline will continue for over a decade. Recruitment of traditional students has become increasingly competitive. The University must continue to emphasize graduate enrollment, non-traditional undergraduate student enrollment, transfer student recruitment, and establishment of new programmatic areas as methods of counterbalancing the trend of declining numbers of new high school graduates going to college.

ADVANCEMENT AND FINANCIAL AID

Another way of trying to maintain access to a quality education is increasing financial aid awarded to students. Federal, state, and institutional financial aid, has gone from \$57.7 million in 2005-06 to \$97.5 million in 2015-16. That is an increase of \$44.8 million, or 85%, over the baseline year. Private support of students through institutional financial aid is a small, but critical, component. Through our Foundation, many students receive scholarship help. A good measure of the ability to help is the value of the endowment, which has grown from \$18.4 million in 2005 to \$66 million in 2016.

Conclusion

Maintaining and growing private philanthropic support will become increasingly more important as public support declines. Equally important is increasing the percentage of income from the endowment spent on student scholarships. With an endowment of over \$60 million, the amount of revenue stipulated for scholarships must increase.



STUDENT LIFE

Student Affairs is playing an increasingly more important role in creating a richer campus environment. One central element in the recruitment and retention of students is the creation of a full campus life and connecting students in meaningful ways beyond only their classes. This has been an important focus for the Division of Student Affairs with both commuter and residential students.

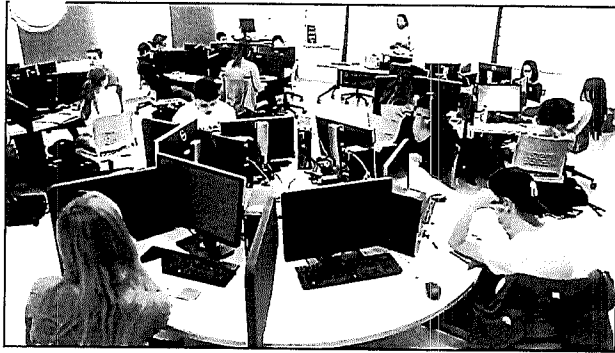
Increasing residential space for students and utilizing CTfastrak options for commuters are two important initiatives. Recreational, social, and leadership opportunities have been vastly expanded. Fitness facilities and recreational sports have been increased as well.

Students often come to the University with a variety of medical and substance use issues. The need for services is expanding but these added services bring additional costs, and the University is struggling to meet new levels of demand.

Finally, Student Affairs is making a very real attempt to catch-up with the University in terms of outcomes-based assessment of programs. Providing services rather than validating the effectiveness of the services has been the culture of the organization. Now, they are attempting to orient staff towards not only providing quality services to students but also finding ways of gauging the effectiveness of the services. This has been slow work, and a different focus for staff, but progress is being made.

Conclusion

The staff of Student Affairs need to continue their efforts at developing outcome measures which truly assess the services provided and their cost/benefit ratios. As resources become limited supporting efforts with the greatest likelihood of success is critical. Also Student Affairs, Administrative Affairs, and Fiscal Affairs need to develop a long-term solution to dining services.



NUMBER OF FACULTY AND STAFF

The number of full-time faculty has increased over the last 10 years from 417 in Fall 2006 to 450 in Fall 2015, or an increase of 7.9%. In the same period, the number of part-time faculty has increased from 468 to 499, or an increase of 6.6%. Equally importantly, the percentage of credit hours taught by full-time faculty has increased from 62.9% to 66.6% during the same time period.

It is important to note that, while the number of full-time and part-time faculty has increased, the student enrollment by headcount has stayed virtually flat, going from 12,144 in the Fall of 2006 to 12,086 in the Fall of 2015.

When considering the change in the number of staff other than faculty, it is clearest to analyze by collective bargaining units and to exclude groups with small numbers of about 20 or fewer members. The full-time SUOAF bargaining unit has gone from 192 filled positions in Fall 2006 to 214 in Fall 2015. This is an increase of 22 positions, or 11.5%. AAUP full-time faculty and full-time SUOAF are the only two units to increase, while the three other large units have all declined in filled full-time positions. Management/confidential is down by one position from 39 to 38. Administrative clerical is down 15 positions, or 13.4%. Service/maintenance is also down by 15 positions, or 14.2%.

Consider this hypothetical scenario. If every position filled with a full-time faculty member, regardless of assignment, covered three sections of three credit courses in the Fall and in the Spring with 22 students on average in each section, all the credit hours taught during the 2015-16 year would have been covered. This is providing that the same number of part-time faculty maintained the same teaching load as last year.

For a second hypothetical scenario, if all people identified as full-time faculty taught three sections of three credit courses to 33 students each semester, and no part-time faculty taught any classes, all the credits taught during 2015-16 would have been covered. Obviously, not all courses are the same in terms of credits awarded, number of students which can be accommodated, nor does it account for reassigned time. Nevertheless, the example is illustrative.

Conclusion

Based on the data, there is a need for critical self-assessment by every academic department of the utilization of instructional resources and of student demand for classes.

NEW ACADEMIC PROGRAMS AND ORGANIZATION

The organizational structure of the academic units in the University evolves as student needs and academic content shift. The departments/schools that have been renamed, moved, and/or combined since fall 2005, include the following:

School of Education and Professional Studies

- Department of Educational Leadership—Name changed to Educational Leadership, Policy, and Instructional Technology (2015)
- Department of Reading and Language Arts—Name changed to Literacy, Elementary, and Early Childhood Education (2015)
- Department of Special Education—Name changed to Special Education and Interventions (2015)
- Department of Teacher Education—This department was dissolved in Spring 2015; the faculty were reassigned to the other three education departments.

School of Technology

School renamed **School of Engineering and Technology** (2008)

School renamed **School of Engineering, Science, and Technology** (2014)

- New Department of Engineering established in 2008
- Department of Physics and Earth Science was split into two departments:
 - Dept. of Physics and Engineering Physics
 - Dept. of Geological Sciences (which includes the Science Education Faculty)
- Department of Chemistry was renamed to the Department of Chemistry and Biochemistry (2008)
- Department of Biological Sciences was changed to the Department of Biology
- Department of Technology Education was changed to Department of Technology and Engineering Education (2005)

School of Arts and Sciences

School renamed **Carol A. Ammon College of Liberal Arts and Social Sciences** (2015)

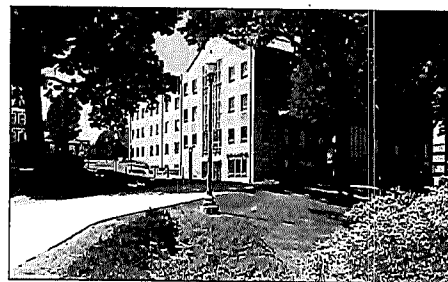
- These departments moved out of this School into the School of Engineering, Science, and Technology (2014):
 - Biology
 - Chemistry
 - Computer Science
 - Mathematical Sciences
 - Physics and Earth Sciences
- The Department of Psychology was renamed the Department of Psychological Science (2012)
- New Department of Journalism established (2010)

Many new degree programs have been approved since 2005. The attempt has been to keep pace with changing student demand.

Program	Level	Academic Year	Approval Date
Mechanical Engineering	Baccalaureate	2007	Dec-05
Computer Engineering Technology	Baccalaureate	2007	Jan-07
Construction Management	Master's	2007	Nov-06
Teacher Education: Specialization in Math, Spanish, English, Sciences, Technology and Engineering Education	Master's	2008	Apr-06
Nursing	Baccalaureate	2009	Dec-07
Journalism	Baccalaureate	2010	Mar-10
Civil Engineering	Baccalaureate	2012	Mar-12
Robotics and Mechatronics Engineering Technology	Baccalaureate	2012	Mar-12
Physical Education, specialization Exercise Science	Master's	2013	Jan-13
Digital Printing and Graphics Technology	Baccalaureate	2014	Sep-13
Exercise Science	Baccalaureate	2014	Sep-13
Networking Information Technology	Baccalaureate	2014	Sep-13
Science, Technology, Engineering & Math Education	Master's	2014	Oct-13
Manufacturing Management	Baccalaureate	2015	Jun-14
Educational Leadership & Administration – Higher Education	Doctorate	2015	1/2015, 11/2014
Business Administration	Master's	2015	May-14
Media Studies	Baccalaureate	2016	Jun-15
Strategic Communications	Baccalaureate	2016	Jun-15
Dance Education	Baccalaureate	2016	Oct-15
Nurse Anesthesia Practice	Doctorate	2017	Nov-15
Accounting	Master's	2017	Mar-16

Conclusion

Ongoing assessment of programmatic needs of students is critical for keeping program offerings relevant to the changing world of practice.



FACILITIES

The University is mid-way through the largest building program in its history. Completion dates, or planned completion dates, span over the period of 2012, with the opening of the Bichum Engineering Lab, to the reconstruction of Copernicus Hall for the Sciences in 2020. The following list shows the sequence for six facilities completed and for the seven remaining in the Plan.

Construction Schedule

	Building	Begin Construction	Completed
1	Bichum Engineering Lab	January 2011	January 2012
2	Social Sciences Hall	August 2011	May 2013
3	New Public Safety Building	April 2012	July 2013
4	Athletic Complex (7 Phase Project)	May 2009	June 2014
5	Residence Complex	February 2014	August 2015
6	Food Service Facility	May 2015	January 2016
7	Willard/DiLoreto	August 2016	January 2018
8	Huang Recreation Center	December 2016	December 2018
9	Engineering Building	August 2017	August 2019
10	Library Expansion	August 2018	August 2019
11	Barnard Hall Addition/Renovation	September 2018	September 2019
12	Memorial Hall Renovation	May 2018	August 2019
13	Copernicus Renovation for Sciences	August 2019	August 2020

In addition to these projects, there are developing plans for a new parking facility. Further exploration of the possibilities of a significantly expanded "downtown campus" in New Britain are underway.

Conclusion

Careful monitoring of facility plans will be most important as the changing context of state government can significantly impact construction projects. Delays have been, and likely will continue to be, numerous. Disruption to campus activities comes with progress, and continued communication with faculty and staff is imperative.



DIVERSITY AND INTERNATIONAL EXPERIENCES

Although diversity takes many forms in our pluralistic society, one of the sets of indicators is whether faculty, staff, and students are representative of each other in race or ethnicity. While this is clearly one dimension of diversity, many other endeavors, including course content in diversity, gender diversity, internationalism, etc., are all important and tracked at Central Connecticut State University. The following table represents progress in becoming more representative of the state and area we serve.

Instructional Staff with Faculty Status

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Diversity <small>(excludes White & Unknown)</small>	18%	18%	19%	18%	20%	21%	20%	22%	24%	25%	26%
Black, Non-Hispanic Black or African-American	24	24	25	25	27	27	25	28	24	24	24
Hispanic Hispanic/Latino	20	21	20	19	20	21	20	23	23	25	24

Non-Instructional Staff

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% Diversity <small>(excludes White & Unknown)</small>	20%	21%	22%	22%	23%	24%	24%	24%	25%	25%	26%
Black, Non-Hispanic Black or African-American	50	51	53	58	58	56	53	54	51	52	56
Hispanic Hispanic/Latino	44	48	53	53	49	52	57	58	60	62	64
Students											
% Diversity <small>(excludes White & Unknown)</small>	17%	18%	17%	18%	19%	22%	24%	26%	28%	29%	31%
Black, Non-Hispanic Black or African-American	897	885	857	897	955	1,051	1,133	1,159	1,184	1,225	1,298
Hispanic Hispanic/Latino	656	660	644	760	786	965	1,059	1,155	1,229	1,359	1,418

In terms of overall diversity of race and ethnicity, the University appears to be doing well, even recognizing that in 2010 the US Labor Department categories changed. Diversity, as indexed by excluding both "white" and "unknown," indicates that "other instructional staff with faculty status" went from 18% in 2005 to 26% in 2015. The non-instructional staff went from 20% to 26%. Critically, the diversity of the student population went from 15% to 31%, more than doubling.

A word of caution should be noted here. Two of the main target demographics, black non-Hispanics or African-American and Hispanic/Latino, have not progressed across all areas. The numbers for African-American faculty remained virtually unchanged from 2005 to 2015. The numbers for Latino faculty increased by 20%, but on a very small base. The numbers for non-instructional staff are more encouraging with African-Americans, increasing from 12% and Hispanics by 45%.

The demographics of the faculty by rank and gender indicate that the number of professors and associate professors has gone up from 2006 to 2015, while the number of assistant professors has remained almost constant, and the number of instructors has declined. This is true for males and females, but the increase in female professors is the most precipitous, increasing by 31%, while male professors increased by 8%.

Students are the group for which recruitment efforts aimed at diversity have been most successful. Black, or African-American, students have increased from 897 in 2005-06 to 1,298 in 2014-15, an increase of 45% of the total student population. Hispanic/Latino students increased from 656 to 1,418, an increase of 116%.

The demographic trends for diversity at Central Connecticut State University mirror the population of the state. In all counties: Fairfield, Hartford, Litchfield, Middlesex, New Haven, New London, Tolland, and Windham, the white population has declined. Over one year alone, from 2015 to 2016, the decline of the white population has ranged from 407 in Windham and 712 in Tolland to 4,318 in Hartford and 4,369 in

New Haven. In the same year, the Black and Hispanic populations have increased precipitously. For example, Fairfield's Hispanic population grew by +4,385 and New Haven by 3,518. Fairfield's Black population by 1,932 and Hartford's by 1,404. Asian populations are also increasing.

A different measure of success in diversification of the curriculum is the number of students participating in an international learning experience at a foreign country. Their experiences may be either short-term or long-term. In 2005-06, 220 Central students studied abroad. By 2014-15, 442 did so; an increase of just more than double. More recently there has been decline in the numbers.

CCSU has been recognized in the annual report, Open Doors: Report on International Educational Exchange; a report of the Institute on International Education. CCSU students' participation in short-term programs has ranked from 19th in 2009 to as high as 8th in 2014 of all Master's degree-granting institutions in the US. For all types of study-abroad programs, CCSU has made the "Top 40" of Master's-level institutions from 2010-14.

Conclusion

Clearly, there needs to be a renewed effort to diversify faculty, in particular, adding African-American and Latino faculty. Efforts to diversify non-instructional staff also need improvement, but growth is recognized. The diversification of the student population, particularly, African-American and Latino students, continues to be an area of very real strength. This momentum must not go to waste.

TECHNOLOGY

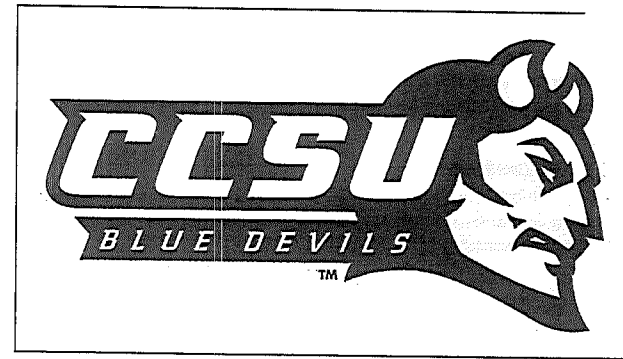
The Information Technology Services Division continues to be an area with exceptionally high demands placed on it. This is true from the individual user level as well as from the institutional and systematic levels.

Service to individual users on the campus is very well regarded. The IT Staff are timely in responding to individual needs. They are viewed as courteous and as an excellent institutional resource. For example, in a recent nine-month period they upgraded 445 computers in faculty and staff offices. Wireless service for academic, as well as residential facilities, has been completed. This included extensive work in the new Mid-Campus Residence Hall. Many other campus based projects, too many to enumerate here, have been successfully completed.

The challenges which exist, and have traditionally existed, are with the interface at the System level. Skepticism has become even greater as financial resources have declined. Many faculty and staff lack full understanding and respect for the System Office's role in upgrading hardware and software, which is sometimes 20 years old, with an ever-increasing need for compatibility across institutions, much higher security levels, and providing for increased demand for user services.

Conclusion

The institution should continue to support the high quality of IT support to campus users. However, at the same time there are major demands for large scale implementation of systemic initiatives. Resources and increased mutual respect between the institution and the System Office will be important if these dual needs are to be met.



ATHLETICS

An important measure of athletic success is the Academic Progress Rating (APR), which the NCAA has used to replace graduation rate for Division I athletic programs. In 2003-04 year, 11 teams, or 61%, met the required APR. By 2014-15, all 18 teams, or 100%, met the required APR, and have for the past two years.

Next in importance to academic achievement as an indicator of athletic success is competitiveness. The following is a list of the last Northeast Conference Championship each team won, and the place in the Conference they finished last year.

Records From 2005-06 Through 2015-16

MEN'S SPORTS

	LAST CHAMPIONSHIP	FINISH 2015-16
Cross Country	2015-16	1 of 8
Soccer	2011-12 (3-way tie)	5 of 8
Football	2010-11 (2-way tie)	Tie-3 of 7
Indoor Track	-	2 of 9
Basketball	2006-07	10 of 10
Golf	-	6 of 9
Outdoor Track	2015-16	1 of 9
Baseball	2005-06	4 of 7

WOMEN'S SPORTS

	LAST CHAMPIONSHIP	FINISH 2015-16
Cross Country	-	2 of 10
Soccer	2014-15	6 of 9
Swimming	2015-16	1 of 8
Indoor Track	-	3 of 10
Basketball	-	5 of 10
Golf	2010-11	5 of 7
Lacrosse	-	6 of 8
Outdoor Track	-	6 of 10
Softball	2014-15	5 of 9
Volleyball	-	7 of 8

Conclusion

As the cost of athletic programs increases it is important to carefully monitor the academic success of student athletes. Secondly, analyzing data for competitive success, programs which have not won a conference championship in 11 or more years should be given special scrutiny. Athletics needs to make clear the many benefits it offers to the entire institution.

CONTINUITY OF LEADERSHIP

The President, Executive Committee (ExCom), and President's Office staff at Central Connecticut State University are very experienced, both in terms of total years with the institution and the years () in their present positions. They have also proved themselves to be totally trustworthy.

Richard Bachoo
Chief Administrative Officer (18)

Jacquelynn Bonasio-Peterson
Chief Information Officer (1)
(26 years at CCSU)

Charlene Casamento
Chief Financial Officer (4)

Christopher Galligan
VP Institutional Advancement (9)
(13 years at CCSU)

Carl Lovitt
Provost (10)

Carolyn Magnan
University Counsel (16)

Rosa Rodriguez
Chief Diversity Officer (5)

Anna Suski-Lenczewski (2)
Chief Human Resources Officer
(12 years at CCSU)

Laura Tordenti
VP Student Affairs (6)

Jack Miller
President (12)

Courtney McDavid
Administrative Assistant to the President (5)
(22 years at CCSU)

Rita Pelletier
CSU Administrative Assistant (8)

Leadership at the System Office has been far less continuous. There have been eight heads of the System in the last 10 years.

William Cibes, Jr.
Chancellor
7/8/1994-1/31/2006

David Carter, Sr.
Chancellor
2/1/2006-2/28/2011

Louise Feroe
Acting Chancellor
3/1/2011-7/1/2011

Michael Meotti
Interim President
7/1/2011-9/1/2011

Robert Kennedy
President/President
9/1/2011-10/12/2012

Philip Austin
Interim President
10/12/2012-7/1/2013

Gregory Gray
President
7/1/2013-9/28/2015

Mark Ojalkian
President
9/28/2015-Present

In 2011 the 12 community colleges, four state universities, and the online college were combined into a single system with all of the expected growing pains. Much of the systemic leadership change has been, at least in part, the result of that major organizational change.

Conclusion

As the leadership of the System becomes more continuous and the organizational structure is not as new, the functionality of the System should improve substantially. Central Connecticut State University needs to be a major and integral component in the maturation and growth of the System.

raiy were escorted

Sociology I or Christopher Doucot, of Hart... was one of the protestors who made it into the venue. Doucot forced his way up to the podium, getting within arms length, where he shouted, "You're fired, you fascist," several times.

Just before Trump took the stage, the audience was told not to act violently to protestors but to instead chant "Trump, Trump, Trump" around the protestor and security would escort the person out. Doucot offered his two cents, Trump hollered his famous "Get him outta here" line right as Doucot was arrested and escorted out of the rally by several police officers.

When asked why he did this, Doucot said, "Silence to evil is complicity with evil." He said he does not regret his actions. "I would have regretted not doing something nonviolently to confront hate in my community."

CCSU student Rocco Morgan attended with a few friends. He said, "We weren't supporters. We only went to see what it's like and experience the whole thing. Personally, I don't have a stance on the presidential race." Morgan said he did not witness any violence

CONTINUED ON PAGE 2

STANDUPCCSU PROMOTES AWARENESS OF SEXUAL AND INTERPERSONAL VIOLENCE

COREY O'NEILL

The Recorder

StandUp Day had their first event of the semester on Thursday in conjunction with the Office of Victim Advocacy in order to bring awareness to the issue of sexual and interpersonal violence on campus.

Various activities were set up in the Student Center Circle for students to participate in, many left with items such as t-shirts and phone cases.

"We had almost 200 shirts and ran out of them all," said StandUp CCSU member and student Ben Moore. "It was a fantastic turnout."

StandUpCCSU is an ongoing campaign led by a group of students, faculty and staff. The campaign is committed to spreading campus-wide awareness of sexual harassment, as well as preventing sexual and

interpersonal violence. It encourages all students, male and female, to "stand up" against such violence.

"StandUp Day spreads awareness around campus," said junior Matt Brown. "A lot of people look past this issue, but all college campuses should have a day like this."

At the event, students volunteered and signed pledges, promising to "stand up" against sexual violence.

"We had hundreds of students come up and sign pledges," said Victim Advocacy and Violence Prevention Specialist Sarah Dodd.

"I hope that the people that pledged will intervene when they see something, and I hope they'll make sure that this is a safe campus," said student Derrick Baez.

The day concluded with a performance by the all-female CCSU acappella group, the ACABellas, as

they sang "Till It Happens to You" by Lady Gaga. The song was made for the 2015 documentary film "The Hunting Ground," which is about sexual assault on college campuses.

"I think that it was really important that we were able to stand in the middle of campus in our "StandUp" t-shirts and promote awareness to this cause," said manager of the ACABellas Nicole Lundgarini. "I think that every college student should be a part of an event like this at some point in their lives."

Students continue to show their support for the StandUp campaign by posting sticky notes can be seen everywhere you go. On these notes you are likely to see "#StandUpCCSU." For every person involved with the campaign, these sticky notes stand for more than to just share a message.

"StandUp Day may be over, but we really hope that people continue acts of bystander intervention. We hope everyone works together because we're one big community," said Moore.

Everyone involved in the StandUp event hopes that awareness of this issue is spread every day, not just one day a year.

"The next step is possibly making this an event with all of the Connecticut State Schools involved," said student Jonathon Rios. "Hopefully we can get statewide recognition, not just Central-wide recognition."

While it was a successful day, Dodd is already planning for next year.

"After today, we'll start prepping for next year's StandUp which will be even bigger," said Dodd.

short term student rates available!

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big sky

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(2 minutes from CCSU)

new britain 224.1100
(7 minutes from CCSU)

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Follow Us On Twitter: @TheRecorder

DAgostino, Nicholas (Diversity and Equity)

From: Soucy, Pamela (Diversity and Equity)
Sent: Wednesday, July 22, 2015 9:02 AM
To: Academic Departments; Administrative Departments
Subject: FW: Diversity Training Reminder

Good morning.

Reminder: If you have not completed Diversity Training and have not yet registered for the August 5th training, please use the link below to register.

Should you have any questions, please contact me at 2-1652 or at soucyp@ccsu.edu.

Thank you.

Pam Soucy
Office of Diversity and Equity
860-832-1652

From: Soucy, Pamela (Diversity and Equity)
Sent: Wednesday, July 08, 2015 10:52 AM
To: Academic Departments; Administrative Departments
Subject: Diversity Training

Please note, if you have completed diversity training, you do not need to attend this session.

Dear Colleagues:

The Office of Diversity and Equity (ODE) is offering a **3-hour State-Mandated Diversity Training* session** that is required for all University employees. ODE offers 3-hour State Mandated Diversity Training* Sessions annually for CCSU staff, faculty and students. The training consists of two components. The **first** segment focuses on ODE responsibilities, policies, and procedures. The **second** component will focus on a particular identity (i.e. race, religion, sex, sexual orientation etc.) as it relates to college students, campus life and/or classroom environments.

This training has been scheduled for Wednesday August 5, 2015 – 9:00a.m. to Noon p.m. in Memorial Hall – Connecticut Room. The secondary topic for this session will focus on the LGBT community. The link below will allow you to register for this session. Please note that self-scheduling is on a first-come basis.

[CSU State Mandated Diversity Training Registration Form](#)

Should you have any questions please contact myself or Pam Soucy at 860-832-1652.

DAgostino, Nicholas (Diversity and Equity)

From: Matterazzo, Susan (Academic Affairs)
Sent: Monday, August 10, 2015 5:33 PM
To: Akers, Crystal (English); Amara, Margaret (Counselor Education & Family Therapy); Ashraf, Assef (History); Bartone, Michael D. (Lit El Ed Chld Ed); Bieluczyk, Thomas (Journalism); Bragg, Caleb (Psychological Science); Broyld, Daniel J. (History); Bullions, Linda (Biomolecular Sciences); Burrello, Jotham M. (English); Campasano, Vincent (Finance Academic); Chae, Myungjin (MfgConstMgt); Chowdhury, Shahla (Engineering); Criscola, Jeanne (Design); Efremoff, Theodore (Art); Forsythe-Pribanic, Cassandra E. (Physical Education Human Performance); Frechette, Michael (Ed Lead Policy Inst Tech); Freeman, Amanda L. (Sociology); Friesem, Yonty (Communication); Gaedeke, Patricia (Physical Education Human Performance); Garceau, Timothy J. (Geography); Gentile-Doyle, Catherine (Social Work); Ghiloni-Wage, Beth (Marketing); Hartman, David O. (Management and Organization); Hopkins, Marie K. (Special Education and Interventions); Hoyt, Christopher R. (Theatre); Johnson, David (Geography); Keazer, Lindsay M. (Math); Kramer, Keith (Music); Lahey, Frank (Engineering); Lauretano, Angela F. (Biology); Lee, Byung H. (Criminology and Criminal Justice); Levchak, Charisse C. (Sociology); McGuckin, Briana U. (Library); McKelvey, Michele M. (Nursing); Medeiros, Kristen (Psychological Science); Miasnikov, Nikita (Math); Morelli, Henry (MIS); Pet, Susan (Lit El Ed Chld Ed); Pitkin, Howard F. (Finance Academic); Rahman, Mohammad (MfgConstMgt); Rein, Thomas (Anthropology); Ruane, Sinead (Management and Organization); Ruffolo, Lyndsay D. (Criminology and Criminal Justice); Savelli, Melanie R. (Communication); Shabana, Kareem (Management and Organization); Shibly, Hassan (MfgConstMgt); Singhal, Rahul (Physics and Engineering Physics); Tafrate, Lauren B. (School of Education & Professional Studies); Weise, Patricia (Art); Wheat, John (Marketing); Yavner, Steven D. (Journalism)
Cc: DAgostino, Nicholas (Diversity and Equity)
Subject: Fall 2015 New Faculty Diversity Training

Dear New Faculty Member,

The Office of Diversity and Equity has scheduled a diversity training for new faculty on Thursday, August 27, 2015 from 9 a.m. to noon in Vance Hall Room 105. A light breakfast and coffee service will be provided for the session. The registration link to sign up for the session can be found here: [Fall 2015 New Faculty Diversity Training Registration Form](#).

Please direct any questions to Nick D'Agostino, Office of Diversity and Equity (nicholas.dagostino@ccsu.edu).

Thank you,
Susan

Susan Matterazzo, Office of the Provost
Central Connecticut State University
Davidson Hall, Room 111
1615 Stanley Street
New Britain, CT 06050
☎ 860.832.2228 | 📠 860.832.2224 | ✉ matterazzo@ccsu.edu

DAgostino, Nicholas (Diversity and Equity)

To: Rodriguez, Rosa (Diversity and Equity); Soucy, Pamela (Diversity and Equity); Dodd, Sarah J. (Diversity and Equity)
Subject: Do Not Delete - Title IX Training Requirement - Registration Request

This message is being sent on behalf of Rosa Rodríguez, Chief Diversity and Title IX Officer:

Our records show that you have not completed nor registered to complete Title IX training.

We have just reviewed our records and nearly 80% of our full-time employees have completed the required Title IX training. Unfortunately, you are one of the remaining 20%. Please help us reach 100% by completed Title IX Training.

If you are in receipt of this email, you will be automatically registered for our online training program offered by Workplace Answers. That being said, we are offering several in-person training sessions this semester. If you would prefer to attend an in-person session please use the following link to register for a date and time that will work with your schedule [Title IX In-Person Training Program](#).

Title IX Training Information:

As employees at CCSU we are all required to complete Title IX training on an annual basis.* We have scheduled six in-person training sessions for the Spring 2016 semester. Please use the following link to schedule your training date: [Title IX In-Person Training Program](#).

This session will help you understand your responsibilities under Title IX and provide you with information regarding the resources for students and employees.

*Given the recent legislative changes regarding Title IX, Sexual Assault and Interpersonal Violence on college campus, the Office of Diversity and Equity is providing several training sessions on the topics. Currently all employees at the university are expected to take either the online or in person training regarding Sexual Assault and Interpersonal Violence Prevention.

If you have questions regarding this training, please contact Sarah Dodd at sarahdodd@ccsu.edu,

Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

D'Agostino, Nicholas (Diversity and Equity)

From: D'Agostino, Nicholas (Diversity and Equity)
Sent: Tuesday, October 13, 2015 1:04 PM
To: Dodd, Sarah J. (Diversity and Equity)
Cc: Soucy, Pamela (Diversity and Equity)
Subject: Title IX Refresher Training - Confirmation of Registration - 10/14/2015 Noon to 12:45 p.m.

This email is to confirm your registration for tomorrow's Title IX Refresher training program taking place in DiLoreto 309 from Noon to 12:45 p.m. If you already attended another session, please disregard this reminder.

If you are unable to attend this session, please use the following link to sign up for an alternate date and time:
<https://form.jotform.com/52355531539154>

Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

DAgostino, Nicholas (Diversity and Equity)

From: Taddei, Janelle (Student Affairs)
Sent: Tuesday, July 07, 2015 3:28 PM
To: Rodriguez, Rosa (Diversity and Equity)
Cc: DAgostino, Nicholas (Diversity and Equity)
Subject: CCSU Required Diversity Training

Good afternoon,

FYI, I sent this notice to six staff members in Student Affairs who have not yet completed diversity training. I blind-copied them.

Thank you.

Jan Taddei
Office of the Vice President for Student Affairs
Central Connecticut State University
1615 Stanley Street
Davidson Hall, Room 103
New Britain, Ct 06050
(P) 860-832-1605
(F) 860-832-1610
taddejaa@ccsu.edu

From: Taddei, Janelle (Student Affairs)
Sent: Tuesday, July 07, 2015 3:27 PM
Subject: CCSU Required Diversity Training

Good afternoon,

In the coming month(s), you may receive notification of Diversity Training at CCSU, as you have not yet completed required Diversity Training. Each division is trying to get a 100% participation/completion rate and Student Affairs is no different. ☺ We hope that you will sign up for Diversity Training in the near future, when you receive notice from the Office of Diversity & Equity in Davidson 102.

If you have questions on the requirements of Diversity Training or feel that you have already completed training, please contact the Office of Diversity & Equity at 860-832-1653.

Thank you.

Jan Taddei
Office of the Vice President for Student Affairs
Central Connecticut State University
1615 Stanley Street
Davidson Hall, Room 103
New Britain, Ct 06050
(P) 860-832-1605
(F) 860-832-1610
taddejaa@ccsu.edu

D'Agostino, Nicholas (Diversity and Equity)

From: D'Agostino, Nicholas (Diversity and Equity)
Sent: Tuesday, January 12, 2016 4:19 PM
To:
Subject: Do Not Delete: You Still Need to Complete CCSU/State Mandated Diversity Training

Dear .

Our records indicate that **you have not** completed the State of Connecticut Mandated Diversity Training*. As part of our employment here at CCSU, we are required to complete several trainings organized by the Office of Diversity and Equity. The required trainings include Diversity Training (one time), Sexual Harassment Training for Supervisors (one time) and Title IX Training (annually).

As part of our efforts to comply with the Diversity Training mandate, the Office of Diversity and Equity has scheduled the following diversity training sessions:

1. Monday, January 25, 2016 from 1 to 4:30 p.m. – Alumni Hall – Topic Race (Refreshments)
2. Monday, February 1, 2016 from 1:00 p.m. to 4:30 p.m. – Alumni Hall – Topic Race (Refreshments)
3. Friday, February 19, 2016 from 9 a.m. to 12:30 p.m. – DiLoreto 309 – Topic LGBT (Refreshments)
4. Monday, May 2, 2016 from 9 a.m. to 12:30 p.m. – Memorial Hall Connecticut Room – Topic LGBT (Refreshments)

These sessions will offer participants an interactive experience and the opportunity to ask key questions related the diversity, discrimination, affirmative action, accommodations and other key issues faced by faculty and staff in this arena.

The registration link to sign up for the session can be found here: [Spring 2016 Diversity Training Registration Form](#).

Thank you,

Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

*CONN. GEN. STAT § 46a-54 (16). - To require each state agency that employs one or more employees to (A) provide a minimum of three hours of diversity training and education (i) to all supervisory and nonsupervisory employees, not later than July 1, 2002, with priority for such training to supervisory employees, and (ii) to all newly hired supervisory and nonsupervisory employees, not later than six months after their assumption of a position with a state agency, with priority for such training to supervisory employees.

D'Agostino, Nicholas (Diversity and Equity)

From: D'Agostino, Nicholas (Diversity and Equity)
Sent: Friday, February 12, 2016 1:58 PM
To:
Subject: Do Not Delete: CCSU Mandated Title IX Training Registration Information

Dear ,

Our records show that you have not completed your Title IX Training session offered by CCSU. Our records show that you have been registered to complete this training requirement via Workplace Answers (an online training program). If you have not received an email from workplace answers, please contact our office at 860-832-1652 to ensure you receive the appropriate link.

If you prefer, you can choose to complete this training in person using the following link [Title IX Training In-Person Registration Form Spring 2016](#).

As you may be aware, we are all required to complete Title IX training on an annual basis*. Our records indicate that you have not been able to attend a previously held Title IX training. We have scheduled multiple in-person training sessions to accommodate most schedules.

This session will help you:

- Define sexual harassment and Title IX (including sexual assault and interpersonal violence prevention)
- Know which laws prohibit it
- Recognize specific behaviors that constitute sexual harassment, sexual assault and interpersonal violence
- Recognize and handle retaliation
- Apply CCSU's policy to sexual harassment and Title IX cases
- Understand and fulfill your responsibility
- Use remedies and procedures available through the University

Please feel free to contact me with any questions.

Best wishes,

Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

***Background:**

Given the recent legislative changes regarding Title IX, Sexual Assault and Interpersonal Violence on college campus, the Office of Diversity and Equity is providing several training sessions on the topics. Currently all employees at the university are expected to take either the online or in person training regarding Sexual Assault and Interpersonal Violence Prevention.

Both federal and state laws clearly prohibit sexual harassment, sexual assault and interpersonal violence in the workplace and education settings – and yet it happens. On campuses large and small, women and men find themselves the unwilling target of unwelcomed sexual conduct that creates a hostile environment. It is critical that all students,

«GreetingLine»

Thank you for completing the initial Title IX Training Program offered at CCSU. As part of our compliance measures, we are all required to complete Title IX training on an annual basis (July 1 through June 30). As part of this effort we will be offering Title IX refresher sessions on the following dates and times (**this training is not currently available in an online/e-format**):

Tuesday, September 29, 2015; 10 – 10:45 AM
Wednesday, October 14, 2015; Noon - 12:45 PM
Thursday, October 22, 2015; 3:30 – 4:15 PM
Friday, November 6, 2015; 4:00 – 4:45 PM
Monday, November 16, 2015; 1 – 1:45 PM
Tuesday, December 1, 2015; 3:00 – 3:45 PM
Wednesday, December 9, 2015; 9:00 – 9:45 AM
Thursday, December 17, 2015; 3:30 – 4:15 PM

These sessions will take place in DiLoreto 309 and space is limited to a first come first serve basis. At this time we do not have an online version for this program; however, as the refresher we have only made these session 45 minutes. These sessions will focus on the following areas: policy review, legal/policy updates, definitions and case studies. These interactive sessions will be led by the Office of Diversity and Equity and the Office of Victim Advocacy.

To register please use the following link: [Title IX Refresher Registration Link](#)

Welcome back and looking forward to seeing you at an upcoming session,
Nick

Dear:

Our records show that you have not yet registered to take Title IX Training. These sessions are available through an in-person or the online (Workplace Answers) program offered by CCSU.

As you may be aware, we are all required to complete Title IX training on an annual basis*. Our records indicate that you have not been able to attend a previously held Title IX training. We have scheduled multiple in-person training sessions to accommodate most schedules. Please use the following link to schedule your training date: [Title IX In-Person Training Dates Spring 2016](#)

While we highly recommend attending one of the in-person sessions, the training is available in limited quantity through an online program. If you prefer to take the training online please fill out the following form: [Title IX Online Training Program](#).

This session will help you:

- Define sexual harassment and Title IX (including sexual assault and interpersonal violence prevention)
- Know which laws prohibit it
- Recognize specific behaviors that constitute sexual harassment, sexual assault and interpersonal violence
- Recognize and handle retaliation
- Apply CCSU's policy to sexual harassment and Title IX cases
- Understand and fulfill your responsibility
- Use remedies and procedures available through the University

Please feel free to contact us with any questions.

Best wishes,

Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

***Background:**

Given the recent legislative changes regarding Title IX, Sexual Assault and Interpersonal Violence on college campus, the Office of Diversity and Equity is providing several training sessions on the topics. Currently all employees at the university are expected to take either the online or in person training regarding Sexual Assault and Interpersonal Violence Prevention.

Both federal and state laws clearly prohibit sexual harassment, sexual assault and interpersonal violence in the workplace and education settings – and yet it happens. On campuses large and small, women and men find themselves the unwilling target of unwelcomed sexual conduct that creates a hostile environment. It is critical that all students, employees, including managers, understand both the full range of behaviors that define sexual harassment, sexual assault and interpersonal violence and the proactive steps they can take to prevent it.

«GreetingLine»

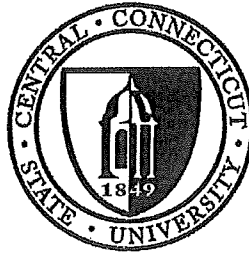
Thank you for completing the initial Title IX Training Program offered at CCSU. As part of our compliance measures, we are all required to complete Title IX training on an annual basis (July 1 through June 30). As part of this effort we will be offering Title IX refresher sessions on the following dates and times (**this training is not currently available in an online/e-format**):

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To register please use the following link: [Title IX Refresher Registration Link](#)

Welcome back and looking forward to seeing you at an upcoming session,
Nick



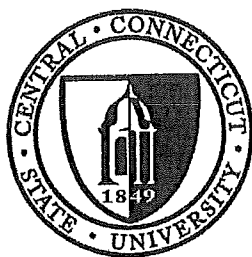
Central Connecticut State University

Diversity Training Program
May 2, 2016; 9:00 am – 1:00 pm
Memorial Hall – Connecticut Room

- | | |
|---|--|
| • Introduction | Rosa Rodríguez
Chief Diversity Officer & Title IX Officer |
| • ODE policies, procedures and relevant laws and case scenarios | Nicholas D'Agostino
Associate in Diversity and Equity |
| • Meeting the needs of LGBTQ students | Robin McHaelen
Executive Director, True Colors Inc. |
| • Question/Answer | All |

Material Provided:

- Presentations
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CCSU preferred name procedure
- CONNSACS statistical fact sheets
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



Central Connecticut State University

Diversity Training Program
July 9, 2016; 10:00 am – 1:00 pm
Memorial Hall – Connecticut Room

Trainers:

Nicholas D'Agostino

Associate in Diversity and Equity
CCSU Office of Diversity and Equity

Robin McHaelen, MSW

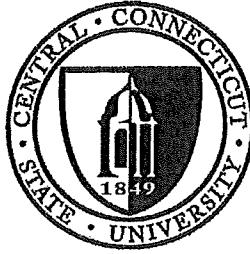
Executive Director
True Colors Inc.

Agenda

- | | |
|--|-------------------------|
| • Introduction (Goals and Ground Rules) | D'Agostino and McHaelen |
| • Taking the Temperature of the Room | D'Agostino |
| • ODE policies and procedures | D'Agostino |
| • Definitions | D'Agostino and McHaelen |
| • My Identity Activity | McHaelen |
| • Forced Choices – How To Dialogue Activity | D'Agostino |
| • Scenarios/Brainstorming Activity
What can SGA do? | D'Agostino and McHaelen |
| • Question/Answer | D'Agostino and McHaelen |

Material Provided:

- Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CCSU preferred name procedure
- CONNSACS statistical fact sheets
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



Central Connecticut State University

Title IX Training Program

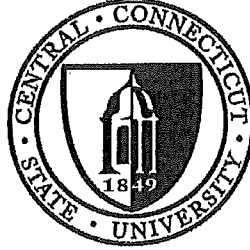
September 10, 2015 from 9:00 a.m. to Noon

DiLoreto Room 309

- | | |
|---|--|
| • Introduction | Rosa Rodríguez, Chief Diversity Officer & Title IX Officer |
| • Board of Regents Policies and University Procedures | Nicholas D'Agostino, Associate in Diversity & Equity |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- ODE Presentation
- Office of Victim Advocacy Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CONNSACS statistical fact sheets
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



Central Connecticut State University

Title IX Training Program

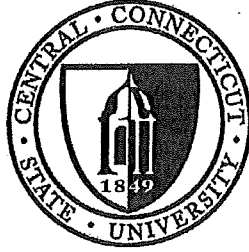
November 30th, 2015 from 1:00 p.m. to 4:00 p.m.

DiLoreto 309

- | | |
|---|--|
| • Introduction | Rosa Rodríguez, Chief Diversity Officer & Title IX Officer |
| • Board of Regents Policies and University Procedures | Sarah Dodd, Sexual Assault and Violence Prevention Specialist |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- ODE Presentation
- Office of Victim Advocacy Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CONNSACS statistical fact sheets
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



Central Connecticut State University

Title IX Training Program

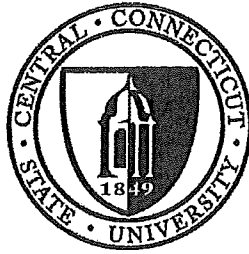
December 2, 2015; 9:00 am – 12:00 pm

DiLoreto 309

- | | |
|---|--|
| • Introduction | Rosa Rodríguez, Chief Diversity Officer & Title IX Officer |
| • Board of Regents Policies and University Procedures | Nicholas D'Agostino, Associate in Diversity & Equity |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- ODE Presentation
- Office of Victim Advocacy Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CONNSACS statistical fact sheets
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



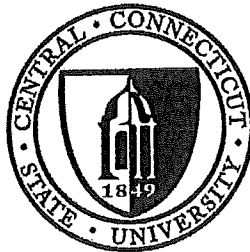
Central Connecticut State University

Title IX Training Program
February 1, 2016; 9:00 am – 12:00 pm
DiLoreto 309

- Introduction Rosa Rodríguez, Chief Diversity Officer & Title IX Officer
- Board of Regents Policies and University Procedures Sarah Dodd, Sexual Assault and Violence Prevention Specialist
- Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy
- Question/Answer All

Material Provided:

- Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CONNSACS statistical fact sheets
- CONNSACS 2015 Connecticut Legislative Sessions Update
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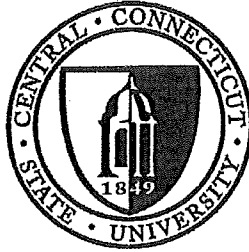
Central Connecticut State University

Title IX Training Program
March 8, 2016; 1:00 pm – 4:00 pm
DiLoreto 309

- | | |
|---|--|
| • Introduction | Rosa Rodríguez, Chief Diversity Officer & Title IX Officer |
| • Board of Regents Policies and University Procedures | Sarah Dodd, Sexual Assault and Violence Prevention Specialist |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- Presentation
- ODE Policy Booklet
- How to Help Booklet
- Not Alone Brochure
- CCSU syllabus statement recommendations
- CONNSACS statistical fact sheets
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer, Sarah Dodd, & On- and Off-Campus Resources)



Central Connecticut State University

Title IX Refresher Training Program

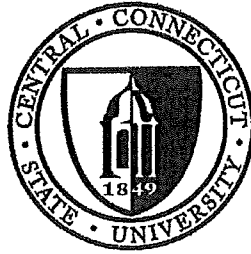
October 22, 2015; 3:30 – 4:15

DiLoreto 309

- | | |
|---|--|
| • Introduction | Sarah Dodd, Sexual Assault and Violence Prevention Specialist |
| • Board of Regents Policies and University Procedures | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- Office of Victim Advocacy Presentation
- CCSU How to Help Booklet
- CCSU ODE Booklet
- OVA Resources and Options Sheet
- CCSU syllabus statement recommendations
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer & On- and Off-Campus Resources)



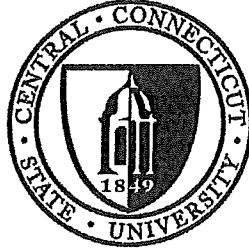
Central Connecticut State University

Title IX Refresher Training Program
December 9, 2015; 9:00 am – 9:45 am
Diloreto 309

- | | |
|---|--|
| • Introduction | Sarah Dodd, Sexual Assault and Violence Prevention Specialist |
| • Board of Regents Policies and University Procedures | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Sexual Assault and Violence Prevention Specialist
Office of Victim Advocacy |
| • Question/Answer | All |

Material Provided:

- Office of Victim Advocacy Presentation
- CCSU How to Help Booklet
- CCSU ODE Booklet
- OVA Resources and Options Sheet
- CCSU syllabus statement recommendations
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer & On- and Off-Campus Resources)



Central Connecticut State University

Title IX Refresher Training Program

March 8, 2016; 6:00 pm – 6:45 pm

Diloreto 309

- | | |
|---|--|
| • Introduction | Sarah Dodd, Victim Advocacy and Violence Prevention Specialist |
| • Board of Regents Policies and University Procedures | Sarah Dodd, Victim Advocacy and Violence Prevention Specialist |
| • Sexual Assault, Intimate Partner Violence & Stalking Awareness and Prevention | Sarah Dodd, Victim Advocacy and Violence Prevention Specialist |
| • Question/Answer | All |

Material Provided:

- Office of Victim Advocacy Presentation
- CCSU How to Help Booklet
- CCSU ODE Booklet
- OVA Resources and Options Sheet
- CONNSACS 2015 Connecticut Legislative Sessions Update
- Business cards (Title IX Officer & On- and Off-Campus Resources)

D'Agostino, Nicholas (Diversity and Equity)

From: D'Agostino, Nicholas (Diversity and Equity)
Sent: Monday, November 30, 2015 2:01 PM
To: Soucy, Pamela (Diversity and Equity); Rodriguez, Rosa (Diversity and Equity); D'Agostino, Nicholas (Diversity and Equity)
Subject: Diversity Training December 1, 2015 from 5:30 - 9:00 PM - Registration Confirmation

This email is to confirm that you are registered to attend Diversity Training tomorrow (December 1, 2015) evening from 5:30 to 9:00 PM in Memorial Hall's CT Room. Light food will be provided.

See you then,
Nick

Nicholas D'Agostino
Associate
Office of Diversity and Equity
Central Connecticut State University
Davidson Hall, Room 102
1615 Stanley Street, New Britain CT 06050
860-832-1653
Nicholas.Dagostino@ccsu.edu

Central Connecticut State University

Office of Diversity and Equity

Rosa Rodríguez
Chief Diversity Officer and Title IX Coordinator
Nicholas D'Agostino
ODE Associate and Investigator

Davidson Hall, 102
860-832-1652
<http://web.ccsu.edu/diversity/>

*"Respect for yourself,
Respect for others and
Responsibility for your actions."*
Dalai Lama

CCSU Diversity Training

- o CCSU Nondiscrimination Policy
- o Brief Overview of Title IX and the BOR Sexual Misconduct Policy
- o Key Definitions
- o Reporting Requirements

ODE Responsibilities

- o Nondiscrimination in Education and Employment Policy
- o Title IX Compliance
- o BOR\CCSU Sexual Misconduct Reporting, Support Services and Processes Policy
- o ADA Compliance
- o Equal Employment Opportunity and Affirmative Action

CCSU Nondiscrimination Policy

Harassment and discrimination are prohibited based on:

Age	Marital Status
Ancestry	National Origin
Color	Race
Criminal Record (state employment)	Religious Creed
Disability (intellectual, learning, mental and physical disability)	Sex (pregnancy and sexual harassment or misconduct)
Genetic Information	Sexual Orientation
Gender Identity or Expression	

Title IX is a...

- o Federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance
- o Prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence
- o <http://www.youtube.com/watch?v=1FAs9feg1sl>

Discrimination Differential/Disparate Treatment

- Treat someone differently
- Based on individual's protected class status
- Interferes with or limits the ability of a person to participate in, or benefit from, the services, activities or privileges provided by the University
- Otherwise adversely affect the person's employment or educational experience and/or creating a hostile learning or working environment

Hostile Environment

- Unwelcome verbal or physical conduct directed at another
- Because of that individual's protected class (e.g., gender/sex)
- That unreasonably interferes with the person's work or academic performance
- Sufficiently severe, pervasive or persistent
- Purpose or of creating a hostile work or educational environment

• A one time incident can be seen as severe

Examples of Harassing Behavior

- Language/posters with of a prejudicial nature
- Offensive graphic jokes
- Taunting
- Name calling
- Use of offensive words
- Threatening
- Unlawful or inappropriate Internet use
- "Accidental" collisions or brushing up against
- Physical assault including sexual assault

Discrimination Disparate Impact

- A process, procedure or action that results in adverse impact towards members of a protected class.
- An action may not appear to be discriminatory on its face, but rather is one of discrimination based on its application or effect.

Disparate Impact – Case Law

- Griggs v. Duke Power Company**
- Issue: Using a high school diploma as a requirement for some clerical or blue collar work
 - Data: 32% White men versus 12% Black men with HS diploma (disparate impact)
 - Employer (defendant) was unable to defend link between the position and educational requirement.

Standards Utilized

- Reasonable Person Standard**
- Behavior that a reasonable person would consider offensive
 - In the eye of the beholder. Impact - not intent!
- Preponderance of the Evidence**

Scenario:

Chao and Mai, Vietnamese refugees who resettled in the local area, have been employed at the University as maintenance workers for several years. About a month ago, shortly after a new supervisor took over the department, Chao and Mai were told that they should no longer speak their native language to each other at work, even while on break. Since that time Chao and Mai have been reprimanded for returning late from lunch and their supervisor has been watching them throughout their shift.

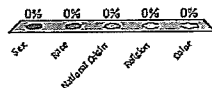
Is this a policy violation?

1. Yes
2. No
3. Unsure



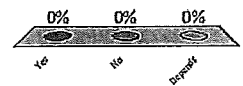
What is the protected class status?

1. Sex
2. Race
3. National Origin
4. Religion
5. Color



Can an employer require employees to only speak English?

1. Yes
2. No
3. Depends



Scenario:

- o While teaching a section on African Art you display the following image and ask students what they think of the image. A student states that the image "looks like a monkey." Some students in the class laugh at the response and some Black students look upset.
- o What are your thoughts about this comment?
- o How might you respond to this situation?



Hate Crimes

Intimidation based on bigotry when a person, with specific intent, intimidates or harasses another person based on real or perceived race, religion, ethnicity, disability, orientation, or gender identity. Covered under this is physical contact, damages or defacing of property, threats by word or act, or there is a reasonable cause to believe that such an act will occur.

Workplace/Educational Environment Includes:

Any place a student/employee must be as part of their education/employment:

- buildings
- training
- study abroad
- transportation
- off-campus meetings
- conferences
- residence halls
- events/athletic
- classrooms

Misconduct can also be investigated when it occurs during unpaid breaks (lunch), University sponsored social events and at "company" parties (picnics, retirement and holiday parties, etc.)

Retaliation

No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the University.

Reporting Discrimination & Harassment

- Encourage reporting as soon as possible
- Administrators and supervisors **must** report incidents of discrimination/harassment
- Students and non-supervisory employees are strongly encouraged to report incidents of discrimination and/or harassment (different standard for Title IX)
- New as 2014. All employees **must** report incidents of sexual misconduct, stalking or intimate partner violence and/or gender discrimination to the Title IX Officer

Mandatory Reporting – BOR Sexual Misconduct Policy

- New Change—All employees (including student workers, graduate assistants and interns and any other person a CCSU campus member may reasonably see as an agent of the University) are required to report incidents of sexual misconduct regardless of the alleged victim's age to the University's Title IX Officer.*
- Board policy requires that a report must be made to the CT Department of Children and Families whenever a person under the age of eighteen (18) years of age may have been sexually assaulted.

*Title IX Officer - Rosa Rodriguez
rosa.rodriguez@ccsu.edu
860-832-0178.

Rights of Those Who Report

- To be treated seriously and with dignity
- Provided support services materials that include: on- and off-campus resources; information regarding reporting options (including campus police); information regarding their rights
- Provided with options for changing academic, housing, transportation and working arrangements
- Prompt handling of such matters

Rights of Alleged Victim & Accused:

- To be treated fairly and with respect
- To have a support person during any meeting or proceeding related to the allegation of sexual misconduct
 - As long as this person's involvement doesn't delay any meeting related to this conduct and does not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct.
- To receive notice at the same time of the outcome
- To request a review of any decision regarding the sexual misconduct matter in which they are involved

What you can do

If you are the target of unwanted sexual attention or behavior:

- o Respond to the problem
- o Document—times, places, specifics of each incident and names of witnesses
- o Report
- o Don't remain silent

What you can do

If you are a bystander...

- o Help the victim make his/her feelings known
- o Follow the University policy and procedure
- o Support your co-workers or classmates—encourage reporting!

University Perspective Harassment & Discrimination

- o It's illegal—Title VII of the Civil Rights Act, state law and Title IX of the Education Enhancement Act.
- o It won't be tolerated.
- o It creates personal financial liability, loss of reputation, possible loss of employment and possibly criminal charges.

Complaint Procedures and Options*

- o Internal Process: 90 day time frame
 - Complaint Procedure – See packet
- o External Process:
 - CHRO (180 day timeframe)
 - EEOC (180** day timeframe)
- o OCR Process: 180 day time frame

*ODE procedures and timetables included in packets

**The 180 calendar day filing deadline is extended to 300 calendar days if a state or local agency enforces a law that prohibits employment discrimination on the same basis. EEOC.gov

On-campus Resources To report an incident:

Office of Diversity and Equity
(All complaints)
Chief Diversity Officer/
Title IX Officer
Rosa Rodriguez
860-832-1652
Davidson Hall, Room 102

CCSU Police
(Criminal complaints)
Emergency: 911
Routine - Police Dispatch
860-832-2375

Any administrator

Office of Student Conduct
(Complaints against students)
Christopher Dukes
860-832-1667
Willard Hall, Room 107

On-campus Resources Someone to talk to:

CCSU Victim Services
Sarah Dodd
860-832-3795
DiLoreto 207

Women's Center
Jacqueline Cobbina-Bolvin
860-832-1655
Student Center, Room 215

Residence Life
860-832-1660
Barrows Hall, Room 120


Student Wellness Services*
(Confidential)

Health Services:
860-832-1925

Counseling Services:
860-832-1945

Office of Student Affairs
860-832-1601
Davidson Hall, Room 103

*This office is the only office at CCSU staffed with confidential counselors.



Off-campus Confidential Resources

- **YWCA Sexual Assault Crisis Service**
24 Hour Hotline: 860-223-1787
24 Hour Spanish Hotline: 888-568-8332
- **Prudence Crandall Center for Domestic Violence**
24 Hour Hotline: 888-774-2900
- **Suicide Prevention Lifeline**
24 Hour Hotline: 860-273-8255
- **Hospital of Central Connecticut**
100 Grand Street
New Britain, CT 06050
860-224-5011

Orientation and Gender

True Colors, Inc.
 30 Arbor Street, Suite 201A
 Hartford, CT 06106
 860-232-0050
www.ourTrueColors.org

Goals & Agreements

- › Ensure that CCSU is safe and welcoming to all students, faculty and staff
- › Increase understanding and knowledge
- › Identity opportunities for supportive interventions
- › Respect
 -
 -
 -
- › Ouch/Oops
- › ELMO
- › WAIT
- › Others?

Goals

Agreements

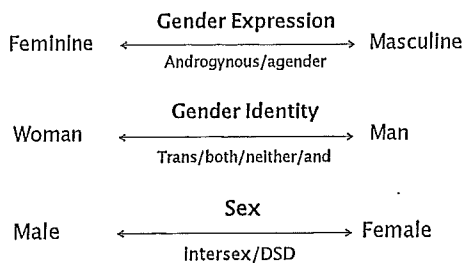
The Impact of Silence

- 1) Name the 3 most important people or relationships in your life
- 2) Name 3 places that have special meaning or significance to you
- 3) List 3 life events or topics of conversation that you usually talk with your friends about
- 4) List 3 things you do when you are not sleeping or working

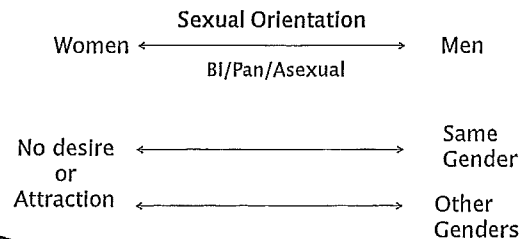
The Impact of Being Silenced

- Social Isolation
- Depression, anxiety, suicidality & other mental health risks
- Secrecy, concealment strategies can lead to unending stress
- Increased abuse of Substances
- Significantly higher rates of cigarette smoking
- Homelessness
- Sexual acting out, higher STD and HIV/AIDS transmission

Gender Exists on a Continuum



Orientation exists on a continuum



The Basics

The Genderbread Person v2.0

© 2014 Genderbread.com. All rights reserved. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

The diagram shows a gingerbread person with various attributes and their corresponding icons:

- Genderbread Person v2.0** (© 2014 Genderbread.com)
- Genderbread** (represented by a rainbow flag)
- Gender** (represented by a male symbol)
- Sex** (represented by a female symbol)
- Biological Sex** (represented by a male symbol)
- Assigned to** (represented by a male symbol)
- Attracted to** (represented by a male symbol)
- Age** (represented by a male symbol)
- Appearance** (represented by a male symbol)
- Activities** (represented by a male symbol)
- Interests** (represented by a male symbol)
- Values** (represented by a male symbol)
- Relationships** (represented by a male symbol)
- Sexual Orientation** (represented by a male symbol)
- Sexual Activity** (represented by a male symbol)
- Sexual Attraction** (represented by a male symbol)
- Sexual Orientation** (represented by a male symbol)
- Sexual Activity** (represented by a male symbol)
- Sexual Attraction** (represented by a male symbol)

www.genderbread.com

Views, Values & Responsibilities

The image shows a balance scale with two pans. The left pan is labeled "Personal Views and Values" and the right pan is labeled "Professional Responsibilities". The scale is balanced, indicating that these two aspects are in equilibrium.

Your Family of Origin's Views (past)

1. Positive
2. Mostly Positive
3. Mostly Negative
4. Negative

View Category	Percentage
Positive	0%
Mostly Positive	100%
Mostly Negative	0%
Negative	0%

Racial, Ethnic, Cultural Views & Values

1. Positive
2. Mostly Positive
3. Mostly Negative
4. Negative

View Category	Percentage
Positive	0%
Mostly Positive	100%
Mostly Negative	0%
Negative	0%

Views and values within your Community of Faith

1. Positive
2. Mostly Positive
3. Mostly Negative
4. Negative

View Category	Percentage
Positive	0%
Mostly Positive	100%
Mostly Negative	0%
Negative	0%

Your personal views (currently)

1. Positive
2. Mostly Positive
3. Mostly Negative
4. Negative

View Category	Percentage
Positive	0%
Mostly Positive	100%
Mostly Negative	0%
Negative	0%

College/University Stressors

- ▶ Developmental Tasks of Young Adulthood
- ▶ Anti-LGBT Sentiments and Harassment
- ▶ Residences, Roommates, Rejection oh my

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Prevention & Best Practices

- ▶ Academic Life:
 - Inclusive Curriculum
 - Classroom Environment
- ▶ Inclusive Policies
- ▶ Institutional Commitment
- ▶ Counseling and Health
- ▶ Student Life
- ▶ Campus Safety
- ▶ LGBT recruitment and retention

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Scenarios

- ▶ Identify the potential issues and concerns of each party in the scenario.
- ▶ What is the University's perspective on the situation likely to be?
- ▶ How, specifically, would you respond? How might you help?

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Sex (Body)

- SEX refers to the body
- Chromosomes, internal and external reproductive organs
- Much diversity exists even at this level (Intersex)
 - Chromosomal (XX, XY, XXY, XYY, XO)
 - Reproductive differences

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Gender Identity (Mind)

- One's Inner Psychological Sense of Being a Man or a Woman
- May (or May Not) Be in Concert with One's Sexed Body
- Exists as continuum of thoughts, feelings, and (socially constructed) behavior, clothing, mannerisms
- Non-traditional Gender Expression or Gender Variance is Often (Mistakenly) Assumed to Be a Result of Same Sex Orientation

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Transgender

- A global term that encompasses a wide continuum of people who do not fit neatly in traditional gender boxes
- Includes:
 - Gender Variance in role, dress (expression), behavior
 - Cross-dressing
 - Androgynous Gender Expression
 - Gender Queer
 - Transsexuality

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Sexual Orientation

- ▶ Is defined as one's emotional, romantic and erotic attractions, toward another for the most part AND over a period of time
 - It is about Feelings rather than behavior
 - May Be Fluid Over Time
- ▶ Exists on a Continuum
- ▶ Crosses all dimensions of diversity (race, ethnicity, religion, class, ability, etc.)

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True Colors, Inc

True Colors works to create a world where youth of all sexual orientations and gender identities are valued and affirmed. We challenge all forms of oppression through education, training, advocacy, youth leadership development, mentoring and direct services to youth and those responsible for their well-being. We can be reached at 888-363-3331 or on the web at www.OurTrueColors.org

Our Programs include:

- ▶ **Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) Youth Mentoring:** True Colors provides CT's only mentoring program for sexual and gender minority youth
- ▶ **Professional Consultation and Training:** True Colors values certification and skill building training for more than 2,500 youth serving professionals annually
- ▶ **Foster parent recruitment (especially for teenagers):** We recruit potential foster parents specifically to support the needs of teenagers in care.
- ▶ **The Safe Harbor Project:** This very active joint True Colors and DCF program focuses on policy and procedures for LGBTI youth in out-of-home care.
- ▶ **Youth Leadership Development:** These programs include high school and college Gay/Straight Alliance (GSA) seminars and forums and other leadership opportunities for youth. In addition, we provide direct advocacy for youth dealing with harassment in school.
- ▶ **Annual LGBTI Youth Issues Conference:** Every March, True Colors organizes and produces the largest and most comprehensive LGBTI and ally conference in the country, bringing thousands of youth and youth serving professionals from across the country together for cutting edge workshops, training, entertainment and activities.

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Student Disability Services at Central Connecticut State University

CAROLYN R. FALLAHI, PH. D.
FACULTY LIAISON TO SDS

Why Accommodations?

- Provide “equal access through accommodations” (U. of Washington, n. d.).
- They have the ability to succeed.
- But, services are underutilized.

IDEA

Individuals with Disabilities Education Act (IDEA)

- National federal special education law.
- Provides Individualized Education Programs to students who are eligible.
- Requires states to state regulations and **MUST** include all of the provisions within IDEA.
- There may be additional laws pertaining to individual states.

www.ieda.org

IDEA 2004

The Individuals with Disabilities Education Act of 2004

- New definitions of Transition Services.
- Schools must help students transition to post-school activities.
- Focus on outcomes – meaning that they want to make sure that the student is able to be successful.

Americans with Disabilities Act (ADA) of 1990

College and Universities

- IDEA only applies from elementary through high school aged students.
- ADA Applies to all public and private colleges and universities (not religious).
- Purpose: to prevent discrimination against individuals with disabilities the “right to participate in or benefit from services, programs, or activities that they provide.”

www.ada.gov

The Rehabilitation Act of 1973

Colleges and Universities

- Applies to all colleges and universities that accept any type of federal financial assistance for any program or service.
- Purpose: to prevent discrimination against individuals with disabilities.

Section 504 Rehabilitation Act of 1973

- You cannot deny services or discriminate against an otherwise qualified person who has a disability.
- Colleges/universities must demonstrate compliance if receiving aid from the government.

How do these laws impact us?

- We **MUST** remove any barriers to learning for the student.
- Or Provide reasonable modifications to rules, policies, or practices.

College vs. High School

- We are **NOT** mandated to seek out those students who **MIGHT** have a disability and test them.
- Students must **ASK** for what accommodations they feel they need and then provide the appropriate paperwork.
- Students **MUST** advocate for themselves.
- These accommodations **MUST** be renewed and reviewed each semester.

Definition of Disability

- Person who:
 - Has a physical or mental impairment.
 - Substantially limits 1 or more major life activities.
 - Has a record of the impairment.
 - Or is regarded as having an impairment.
 - Is qualified to be admitted to the program either with or without the accommodation.
 - Has a disability that **SUBSTANTIALLY** limits a major life activity.
 - The program would not have to endure substantial changes, adjustments, or modifications.

ADA's rules of construction

- Substantial limitation – compared to most people.
- Presumptive Disabilities – no disabilities are automatically included, but there are a number that few would argue about.
- How are the Major Life Activities performed?
- Mitigating measures.

The LIST!

- Deaf
- Blind
- Intellectual Disability
- Missing limbs
- Wheelchair
- Autism
- Cancer
- Cerebral Palsy
- Diabetes
- Epilepsy
- Multiple Sclerosis
- HIV
- Major Depressive Disorder
- Bipolar Disorder
- PTSD
- Traumatic Brain Injury
- Obsessive Compulsive Disorder
- Schizophrenia

Responsibility on our end
What must colleges and universities do?

- Once the student has sufficiently documented a disability:
 - We must provide reasonable accommodations or modifications.
 - They should not be given unfair advantage.
 - Require significant alteration to the program.
 - Result in the lowering of academic or technical standards.
 - Cause the college to incur financial hardship.
 - The accommodations must be provided in a timely manner.

What can I do to help?
Unit 9: 301 Design

- Disability Statement.
- Where are campus resources?
- Define course requirements thoroughly.
- Provided printed materials early.
- Provide important information in both oral and written formats.
- Read aloud.
- Provide students copies of your outlines/ppts.

What can I do?
Continued

- Keep instructions brief and uncomplicated. Repeat.
- Allow time for questions.
- Captioned videos
- Study guides/review sheets.
- Multiple methods for course assessment.
- Stress ideas rather than mechanics.

Problems
What if I don't know how to comply with the accommodation or I don't agree with them?

- Contact us.

Carolyn R. Fallahi, Ph. D.
Faculty Liaison: Student Disability Services
fallahic@ccsu.edu
860-832-3114

#Blacklivesmatter versus #alllivesmatter:
 Diversity/EEO and Affirmative Action
 Matter Today
 Maintaining your Bottom Line

Presented By:
 Derek Hall
 Nicholas D'Agostino

BIOS

Derek is a dynamic public speaker and group facilitator who believes that through examination of our social identities and open dialogue about our lived experiences we can build strong and safe communities that meet the needs of all instead of a privileged few. Born and raised in Hartford CT, Derek was trained in group facilitation and diversity education by The Anti-Defamation League's A World of Difference and uses that training to provide cultural competency workshops to corporate partners in CT. Derek also speaks at high schools and colleges in New England on topics of social justice ranging from race and gender inequity to other forms of bias as well as interpersonal and systemic oppression.

BIOS

Nicholas D'Agostino is currently an Associate in Diversity and Equity at Central CT State University. He has served in several capacities over the past nine years working for the state of Connecticut in the areas of diversity, equal employment opportunity and affirmative action. Prior to this work, Nick was employed by True Colors Inc., a local non-profit that provides education, support and advocacy for LGBTQ youth. Nick received his bachelor's degree in Sociology from Quinnipiac University and is currently enrolled in CCSU's Masters in Counseling program. Nick has been a social justice activist since high school and continues this work in his professional and volunteer capacities. Nick is a certified Anti-Defamation League World of Difference Trainer and has remained actively involved with True Colors, where he currently serves as their Board President. His expertise and passion include training (diversity, sexual harassment and other topics), affirmative action planning, strategic planning and event/conference organizing. Nick has prided himself as having a mathematical/business oriented brain with a social services heart. This balance has proved itself successful in his professional life.

Objectives

Participants will:

- Gain a clearer understanding of race, racism, sexism and privilege
- Engage in self-reflective, interpersonal and group activities to enhance proficiency of discussing race and gender in the workplace
- Gain an understanding of the roles they play in perpetrating and/or ending racism and sexism in their workplace
- While focusing on race, participants will gain a greater understanding of oppression and the systems that oppress people based on various identities e.g., gender, disability, race, sexual orientation

Ground rules

- Take 100% responsibility for your learning
- Engage in both/ & thinking
- Lean into discomfort
- Critique the good
- Own your reactions
- No blame/shame (others or yourself)
- Be honest & authentic

What is race?

What is race?

Is a social construct created to separate human beings based on physical differences such as skin color, facial features, hair texture etc. as well as ancestral points of origin.

Racial identity

Black/African American: A person having origins in any of the Black racial groups of Africa

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

Native American, Alaskan Native: A person having origins in any of the original peoples of North & South America (including Central America) & who maintains tribal affiliation or community attachment

Racial identity

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent

*Hispanic/Latino/a: people who identify their origin as Hispanic, Latino may be of any race although Latino/Hispanic is a racialized identity in the US

My racial identity is...

1. Black African American
2. White/Caucasian
3. Native American/Alaskan Native
4. Asian
5. Hispanic/Latino/a

I am comfortable talking about race with people who share my racial identity

1. Agree
2. Somewhat agree
3. Somewhat disagree
4. Disagree

I am comfortable talking about race with people who DO NOT share my racial identity

1. Agree
2. Somewhat agree
3. Somewhat disagree
4. Disagree

My Identity - My Race Activity

1. My racial identity is _____.
2. One thing that makes me proud to be a part of this racial identity is _____.
3. One thing that has been difficult for me due to my racial identity is _____.
4. What are some assumptions you think people outside of your racial identity have about your racial identity?

What is racism?

Commonly defined a "prejudice + power," racism is prejudice or discrimination against someone based on their race. Underlying is the belief that certain racial groups are superior to others. Racism can be manifested through beliefs, attitudes, and actions. Racism comes in several forms, including:

1. Individual or internalized racism
2. Interpersonal racism
3. Institutional racism
4. Structural racism

Individual or internalized racism

This is racism that exists within individuals. It is when one holds negative ideas about his/her own culture, even if unknowingly. Xenophobic feelings or one's internalized sense of oppression/privilege are two examples of individual or internalized racism.

Interpersonal racism

This is the racism that occurs between individuals. It is the holding of negative attitudes towards a different race or culture. Interpersonal racism often follows a victim/perpetrator model.

Institutional racism

Recognizing that racism need not be individualist or intentional, institutional racism refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups at the expense of others. Jim Crow laws and redlining practices are two examples of institutional racism.

Structural racism

Structural racism refers to the ways in which the joint operation of institutions (i.e., inter-institutional arrangements and interactions) produce racialized outcomes, even in the absence of racist intent. Indicators of structural racism include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Because these effects are reinforced across multiple institutions, the root causes of structural racism are difficult to isolate. Structural racism is cumulative, pervasive, and durable.

Other groups often targeted by oppression:

- Women
- Persons with disabilities e.g., psychiatric disabilities
- LGBT persons
- People of varying religions e.g., Jewish, Muslim, Sikh, Atheist
- Migrant workers
- Foreign born persons

Micro-aggressions

- <https://www.youtube.com/watch?v=F05HaArlV44#t=205>
- <https://www.youtube.com/watch?v=KPRA4g-3yEk>

I have experienced microaggressions based on my race?

1. Yes
2. No



I have experienced microaggressions based on my gender?

1. Yes
2. No



Race/Gender in the United States

- US Population (Census 2014)
- White - 62.1%
 - Black/African American - 13.2%
 - Hispanic - 17.4%
 - Asian, Hawaiian, American Indian, Alaskan Native - 6.8 %
 - Two or more races - 2.5 %
 - Male - 49.2%
 - Female - 50.8%

Race in Employment

- People of Color in the US workforce
- 11.6% Black/African American
 - 4% of Fortune 500 CEO's are African American, Hispanic or Asian - Fortune
 - Less than 1% of Fortune 500 companies have Black CEO's - DiversityInc.com
- National Unemployment rate 8.1%
- White (7%)
 - Black/African american (13.8%)
 - Hispanic (10.3%)
 - Native American (12.3 %)

Women in employment

Women represent 47% of the US workforce

Women represent less than 20% of corporate boards and 15% of executive level positions - Catalyst.org

Women make 82.1% to the dollar for men in comparable positions (DOL)

Conclusion

Most US companies are lead by White men

Forced choice & *I hear you* Activity



Helpful tips for cross-cultural dialogues

1. Practice the real work
2. Recognize that you will likely make mistakes
 - a. Own those mistakes and apologize
3. Come from a place that shows that it is not always about you
4. Seek first to understand and then to be understood
5. Recognize what identities you bring into a space
6. Name it
 - a. the way you feel
 - b. the way you're perceiving them to be feeling

Helpful tips for cross-cultural dialogues

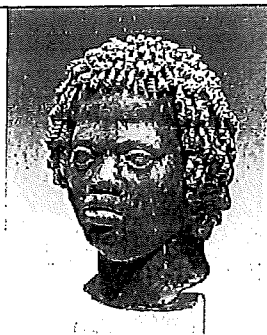
7. Ask the right questions
 - a. How can I be more helpful?
 - b. What can we do together?
8. Listen without defending
9. Listen as opposed to minimizing, challenging and/or devaluing

Case Scenario

While teaching a section on African Art you display the following image and ask students what they think of the image. A student states that the image "looks like a monkey." Some students in the class laugh at the response and some Black students look upset.

What are your thoughts about this comment?

How might you respond to this situation?



Role Play 1

Person A: Hey (insert name), have you noticed that Nick seems to ignore me during meetings? I get the sense that he doesn't like me. I'm starting to wonder if it's because I'm (insert your own identity)

Person B: Provide a response to person A

Person A: Explain how that response made you feel

Discuss your experience

Role Play 2

You and your co-workers are having a conversation about the recent incident in South Carolina where a White police officer forcefully removed a Black female teenage out of the classroom. One of your co-workers says the student deserved it because she was disrespectful as those people behave.

Person A (African American mother): I'm so disappointed and disgusted by what he just said, I'm tired of people making assumptions about my community.

Person B (White observer): Provide a response?

What could you have done during the conversation to change this situation?

Maintaining your bottom line

What impact do racial and gender biases and micro-aggressions have on you and your organization's employees?

How about on productivity and delivery of services?

What do you do when you see these things happening in your workplace? What is your role in these instances?

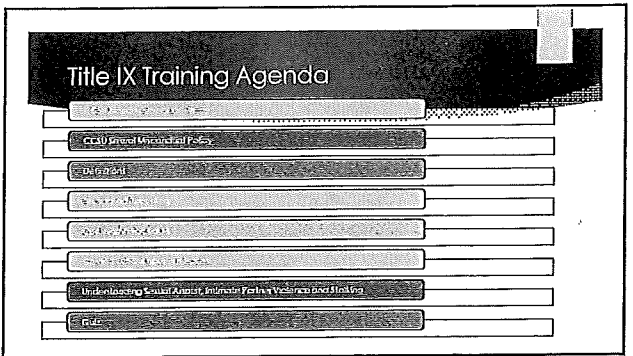
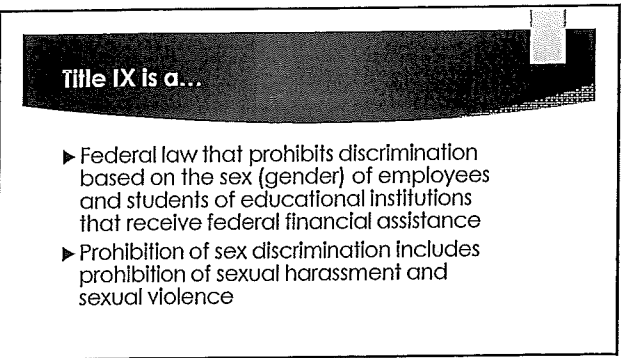
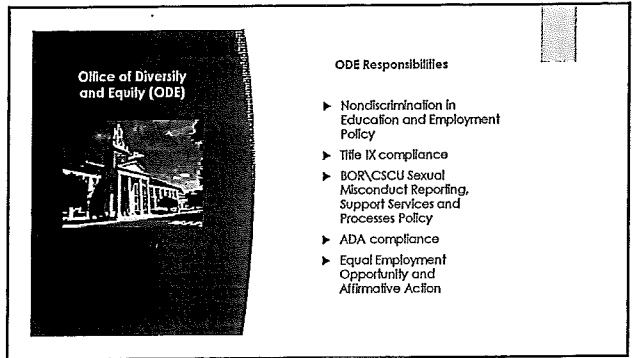
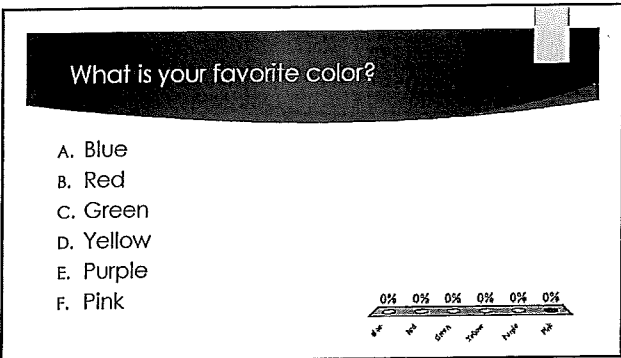
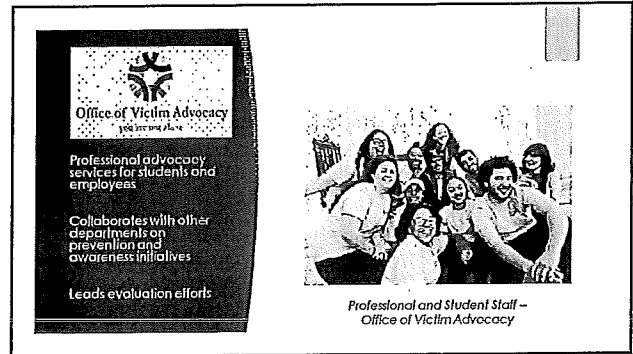
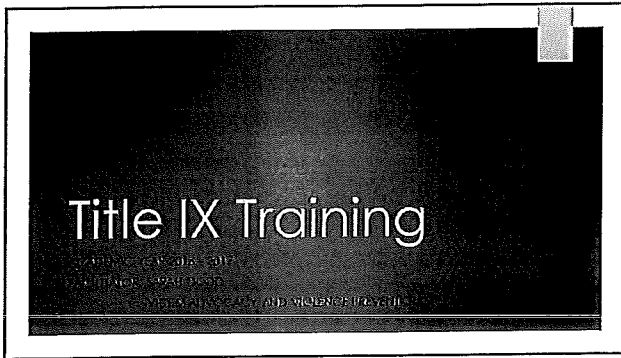
Whose responsibility is it to address bias and micro-aggressions in the workplace?

Things to consider...

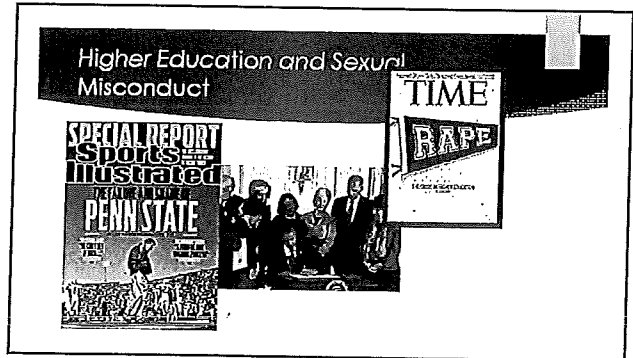
1. Who makes decisions at your company? Are people/voices missing?
2. Who conducts recruitment and selection at your company?
3. What do your policies, procedures and practices say about your organization in terms of race, gender and other groups/identities?
4. How do I contribute to the marginalization of others?

Conclusion

1. Parking lot review
 2. Questions?
- Thank you.



The Context



I feel very comfortable discussing topics related to sexual Misconduct

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree

CCSU Policies and Protocol

CCSU Nondiscrimination Policy

Harassment and discrimination are prohibited based on the following:

Age	Marital Status
Ancestry	National Origin
Color	Race
Criminal Record (state employment)	Religious Creed
Disability (intellectual, learning, mental and physical disability)	Genetic Information
Sex (pregnancy and sexual harassment or misconduct)	Sexual Orientation
Gender Identity or Expression	

Discrimination Differential/Disparate Treatment

- ▶ Treat someone differently
- ▶ Based on Individual's protected class status (e.g. sex, gender)
- ▶ Interferes with or limits the ability of a person to participate in, or benefit from, the services, activities or privileges provided by the University
- ▶ Otherwise adversely affect the person's employment or educational experience and/or creating a hostile learning or working environment

Workplace/Educational Environment Includes:

Any place a student/employee must be as part of their education/employment:

- buildings
- training
- study abroad
- transportation
- off-campus meetings
- conferences
- residence halls
- events/athletic
- classrooms

Misconduct can also be investigated when it occurs during unpaid breaks (lunch), University sponsored social events and at "company" parties (picnics, retirement and holiday parties, etc.)

Reporting Discrimination & Harassment

- Encourage reporting as soon as possible
- Administrators and supervisors **must** report incidents of discrimination/ harassment
- Students and non-supervisory employees are strongly encouraged to report incidents of discrimination and/or harassment (different standard for Title IX)
- All employees must report incidents of sexual misconduct, stalking or intimate partner violence and/or gender discrimination to the Title IX Officer

Mandatory Reporting – BOR Sexual Misconduct Policy

- ▶ All employees (including student workers, graduate assistants and interns and any other person a CCSU campus member may reasonably see as an agent of the University) are required to report incidents of sexual misconduct regardless of the alleged victim's age to the University's Title IX Officer.*
- ▶ Board policy requires that a report must be made to the CT Department of Children and Families whenever a person under the age of eighteen (18) years of age may have been sexually assaulted.

*Title IX Officer - Rosa Rodriguez
rosa.rodriquez@ccsu.edu
860-832-0178.

Mandatory Reporting – BOR Policy Reporting Suspected Abuse or Neglect of a Child

Any university employee deemed a "mandatory reporter" who has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to report the incident to the Department of Children and Families within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child.

*Pursuant to state law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer shall be deemed or referred to as "mandatory reporters."

Mandatory Reporting

Any university employee deemed a mandatory reporter is required to report such incidents to their immediate supervisor in addition to DCF.

For more information on this policy contact:

Anna Suski-Lenczewski
CCSU's Chief Human Resources Officer
lenczewski@ccsu.edu or 860-832-1757

Rights of Those Who Report

- ▶ To be treated seriously and with dignity
- ▶ Provided support services materials that include: on- and off- campus resources; information regarding reporting options (including campus police); information regarding their rights
- ▶ Provided with options for changing academic, housing, transportation and working arrangements
- ▶ Prompt handling of their concerns

Rights of Complainant & Accused:

- ▶ To be treated fairly and with respect
- ▶ To have a support person during any meeting or proceeding related to the allegation of sexual misconduct.
 - ▶ As long as this person's involvement doesn't delay any meeting related to this conduct and does not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct.
- ▶ To receive notice at the same time of the outcome
- ▶ To request a review of any decision regarding the sexual misconduct matter in which they are involved

Complaint Procedures and Options

- ▶ Internal Process: 90 day time frame
 - ▶ Complaint Procedure – See packet
- ▶ External Process:
 - ▶ CHRO (180 day timeframe)
 - ▶ EEOC (180 day timeframe*)
- ▶ OCR Process: 180 day time frame

*The 180 calendar day filing deadline is extended to 300 calendar days if a state or local agency enforces a law that prohibits employment discrimination on the same basis. EEOC.gov

Investigation Standards

- ▶ **Reasonable Person**
 - ▶ Behavior that a reasonable person would consider offensive
 - ▶ In the eye of the beholder. Impact - not intent!
- ▶ **Preponderance of the evidence standard**
 - ▶ More likely than not


Retaliation

No retaliation, reprisal or intimidation in conjunction with a complaint of discrimination/harassment shall be tolerated by the University.

University Perspective Harassment & Discrimination

- ▶ It's illegal—Title VII of the Civil Rights Act, state law and Title IX of the Education Enhancement Act.
- ▶ It won't be tolerated.
- ▶ It creates personal financial liability, loss of reputation, possible loss of employment and possibly criminal charges.

Resources and Referrals



On-campus Resources To report an incident:

Office of Diversity and Equity (All complaints)
 Chief Diversity Officer/
 Title IX Coordinator
 Rosa Rodriguez
 860-832-1452
 Davidson Hall, Room 102

Office of Student Conduct (Complaints against students)
 Christopher Dukas
 860-832-1467
 Carroll Hall, Room 202

CCSU Police (Criminal complaints)
 Emergency: 911
 Routine - Police Dispatch
 860-832-2375

On Campus Resources Someone to talk to:

<p>CCSU Victim Services Sarah Dodd 860-832-3795 Carroll Hall, Room 248</p> <p>CCSU Women's Center Jacqueline Cobbina-Boivin 860-832-1655 Student Center, Room 215</p> <p>Residence Life 860-832-1660 Mid Campus, Room 118</p>	<p>Student Wellness Services (Confidential) Health Services: 860-832-1925 Counseling Services: 860-832-1945</p> <p>Office of Student Affairs 860-832-1601 Davidson Hall, Room 103</p> <p>Any university administrator</p>
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Off-campus Confidential Resources

- ▶ YWCA Sexual Assault Crisis Service
 24 Hour Hotline: 860-223-1787
 24 Hour Spanish Hotline: 888-568-8332
- ▶ Prudence Crandall Center for Domestic Violence
 24 Hour Hotline: 888-774-2900
- ▶ Suicide Prevention Lifeline
 24 Hour Hotline: 800-273-8255
- ▶ Hospital of Central Connecticut
 100 Grand Street
 New Britain, CT 06050
 860-224-5011

Sexual Misconduct

Sexual Misconduct: Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature.

Quid Pro Quo: "This For That"

- o Subjected to **unwelcome** requests for sexual favors or conduct
- o Submission to the conduct is a condition of employment, education, benefit, etc.
- o The harasser generally has some type of supervisory or power relationship over the person being harassed

Hostile Environment

- ▶ Unwelcome verbal or physical conduct directed at another
- ▶ Because of that individual's protected class (e.g., gender/sex)
- ▶ That unreasonably interferes with the person's work or academic performance
- ▶ Sufficiently severe, pervasive or persistent
- ▶ Purpose or of creating a hostile work or educational environment

Forms of Harassment

- ▶ Language/posters with of a prejudicial nature
- ▶ Offensive graphic jokes
- ▶ Taunting
- ▶ Name calling
- ▶ Use of offensive words
- ▶ Threatening
- ▶ Unlawful or inappropriate Internet use
- ▶ "Accidental" collisions or brushing up against
- ▶ Physical Assault

Sexual Misconduct: Sexual Exploitation

Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses.

Sexual Assault

Sexual Misconduct: Sexual Assault

Sexual assault may include a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

The Mythology

- ▶ "Classic" rape myths.
 - ▶ Offenders attack strangers, wear ski masks, hide in ambush, inflict injuries
- ▶ The adoption of new language: "date rape"
- ▶ New myths:
 - ▶ Viewed as less harmful and less serious offenses
 - ▶ Seen as a miscommunication between two people

What other myths are there about sexual violence?

What percentage of College Women experience attempted or completed sexual assault while in college?

- A. 8%
- B. 20%
- C. 25%
- D. 60%

Statistics

Approximately **20%** of college women will experience attempted or completed sexual assault while attending college.

Approximately **6%** of college men will experience attempted or completed sexual assault while attending college.

Christopher P. Krebs et. al. The Campus Sexual Assault Study: Final Report xii, National Criminal Justice Reference Service, October 2007

Prevalence at CCSU

Approximately **11%** of undergraduate women experienced attempted or completed sexual assault.

Approximately **3%** of undergraduate men experienced attempted or completed sexual assault.

Approximately **6%** of graduate student women experienced attempted or completed sexual assault.

- The majority of incidents occurred off-campus
- 90% of victims/survivors knew the person that harmed them
- Approximately 3% of victims/survivors notified law enforcement
- 40% of victims/survivors told a close friend

Consent (and tea)

Film Clip and Discussion

It wasn't bad sex. It wasn't a mistake. It wasn't my fault.

It was rape.

This film contains content about sexual assault that may be triggering to some people.

Provide care and support to all participants during the screening.

Discussion Questions

1. What caught your attention during this clip?
2. What concerned you while watching the clip?
3. What questions did the clip raise for you?

Title IX Activists

Wagone Way, II

Wagone Way, II is a former Title IX coordinator at the University of North Carolina at Chapel Hill. She is a leading expert on Title IX and has been instrumental in the development of the new Title IX regulations. She is also a frequent speaker at national and international Title IX conferences.

Intimate Partner Violence

Intimate Partner Violence

A pattern of abusive behavior in any relationship that is used by one partner to **gain or maintain power and control** over another intimate partner. It may be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.

Power and Control

Threatening self-harm

Using Threats: [Using Threats](#)

Using Intimidation: [Using Intimidation](#)

Using Emotional Abuse: [Using Emotional Abuse](#)

Using Jealousy: [Using Jealousy](#)

Using Guilt: [Using Guilt](#)

Using Obligation: [Using Obligation](#)

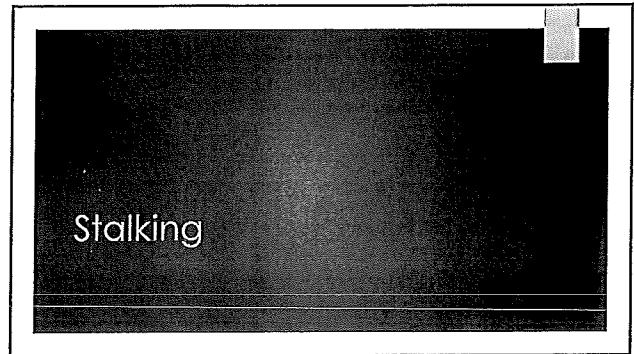
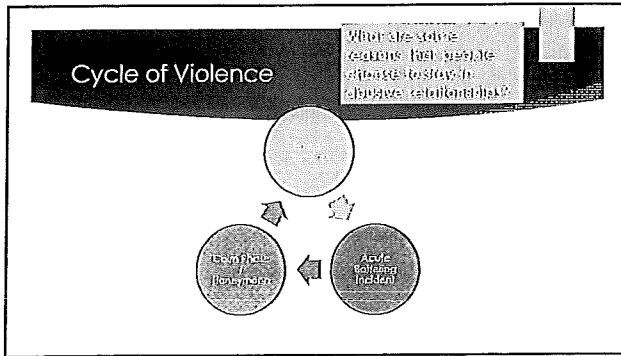
Physical and Sexual Abuse: [Physical and Sexual Abuse](#)

Using Money: [Using Money](#)

Rape and Abuse Crisis Center, Fargo, North Dakota: [Rape and Abuse Crisis Center, Fargo, North Dakota](#)

Domestic Violence: [Domestic Violence](#)

St. Mary's: [St. Mary's](#)



Stalking

One person's repetitive and willful following or lying in wait behavior towards another person that causes that other person to reasonably fear for his or her physical safety.

- Bolin, K., Catalano, S., and Bond, M. (2009) *Stalking Victimization in the United States*. Bureau of Justice Statistics Special Report. U.S. Department of Justice.
- 1 in 4 stalking victims reported some form of cyberstalking was used.
 - 3 in 4 of all victims knew their offender in some capacity.
 - 1 in 4 stalking victims reported some form of cyberstalking was used.
 - 1 in 4 stalking victims reported some form of cyberstalking was used.

Most Stalkers Target Celebrities.

A. True
B. False

All Stalkers have mental health issues.

A. True
B. False

If a person ignores stalking behavior it will go away.

A. True
B. False

Behavior of Stalkers

- Follow you and show up wherever you are.
- Send unwanted gifts, letters, cards, or e-mails.
- Damage your home, car, or other property.
- Monitor your phone calls or computer use.
- Use technology, like hidden cameras or global positioning systems (GPS), to track where you go.
- Drive by or hang out at your home, school, or work.
- Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.

Individual Response

Why do students disclose to faculty/staff?

- ▶ They believe that they will be believed.
- ▶ They feel close to the staff member and want comfort.
- ▶ They are having difficulty with classes or with other aspects of their life and really need assistance.
- ▶ They feel like they need to explain a behavior.
- ▶ To warn a staff member about another student.
- ▶ They are suddenly triggered.

Case Study Activity

Directions: In groups of 3-5 please read your Case Study card and discuss the questions below. Prepare to report back to the larger group.

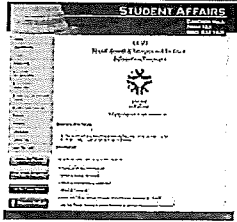
- How would you respond, in the moment, to the student/colleague who has approached you? (i.e. what are concrete things you can say or do?)
- What are things you would not want to say or do in response to the student?
- What is your responsibility as a CCSU employee?
- What questions does that raise for you?

Disclosure of SA, DV and/or stalking to non-confidential CCSU employee

```

    graph TD
      A[Disclosure of SA, DV and/or stalking to non-confidential CCSU employee] --> B[Refer.]
      B --> C[Report.]
      C --> D[Follow-Up (if appropriate)]
      B --> E[Office of Diversity and Equity (all complaints)]
      B --> F[Office of Student Conduct (complaints against all students)]
      C --> G[Confidential: YWCA, Student Counsel Center, Counseling Services, Non-Confidential: Office of Title IX Advocacy, Women's Center, Intervention Center]
  
```

You have support.




You are not alone
In supporting a
student or
colleague who has
experienced
unwanted
behaviors.

Sexual Misconduct
Can Be Prevented


The majority of men and women in our community do not perpetrate violence.

The majority of us are non-violent people who do not want violence to happen to our peers.



What is prevention?

- ▶ **Primary Prevention:**
Focus is on stopping violence before it occurs.
 - Social norm change
 - Bystander intervention
- ▶ **Risk Reduction:**
Focus is on the potential victim. It typically focuses on "in the moment" strategies:
 - Self Defense
 - Blue Lights



Norms that Shape Environment

- ▶ **Women:** Objectification
- ▶ **Power:** Value placed on claiming and maintaining
- ▶ **Violence:** Tolerance of aggression and victim blame
- ▶ **Masculinity:** "the man box"
- ▶ **Privacy:** Notions of individual and family privacy

(National Sexual Violence Resource Center's 2014 Yearbook on the Spectrum of Sexual Violence)

Kitty Genovese



The scream no one answered

Apathy at Stabbing of Queens Woman Shocks Inspector

by MANKEN GARDNER

For more than half an hour 38 respectable, law-abiding old men in Queens watched a killer stalk and stab a woman in three separate attacks in Kew Gardens.

"Twice the sound of their voices

Discussion:

Why do people choose not to intervene in a given situation?

Why do people choose to intervene in a given situation?

Have you ever intervened in a situation that could have led to harm for another person?

Bystander Intervention Scenario

It is Thursday night and you stayed late at work finishing a project. As you walk to your car you pass one of the residence halls. You see a group of students walking together in front of you. One of the students spots a woman walking alone. He makes some loud comments about her body and starts to hassle her.

Title IX Quiz

Title IX prohibits discrimination against Only women on college campuses?

A. True
B. False


Title IX is a...

- ▶ Federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance
- ▶ Prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence

Who is the Title IX Coordinator?

A. Rosa Rodriguez
B. President Miller
C. Chief of CCSU Police
D. Sarah Dodd
E. I don't know

**Title IX Coordinator –
Rosa Rodriguez**



Davidson Hall, 102
860-832-1652
Rosa.rodriguez@ccsu.edu

Possible accommodations for a Person who reports that they experienced Sexual Misconduct are (click all that apply):

- A. Change in parking
- B. Change in on-campus housing
- C. Academic assistance
- D. No-contact order in place

0% 0% 0% 0%

Change in parking
Change in on-campus housing
Academic assistance
No-contact order in place

Examples of sexual assault prevention activities are:

- A. Self defense classes
- B. Bystander intervention programming
- C. Passing out whistles to students
- D. Campus Climate Surveys

0% 0% 0% 0%

Self defense classes
Bystander intervention programming
Passing out whistles to students
Campus Climate Surveys


At CCSU you are A/AN: (Mark All that apply)

- A. Responsible Employee
- B. Confidential Resource
- C. Mandatory Reporter
- D. Active bystander

0% 0% 0% 0%

Responsible Employee
Confidential Resource
Mandatory Reporter
Active bystander

Thank You.



you are not alone


Sarah Dodd
Victim Advocacy and Violence Prevention Specialist
sarahdodd@ccsu.edu
860-832-3795
Carroll Hall 248
9:00 am – 5:00 pm, M-F

Would you like a presentation in your classroom?
Please contact me directly to coordinate!

Title IX Refresher Training

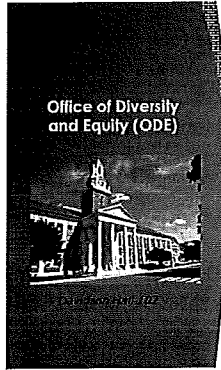
ACADEMIC YEAR 2016 - 2017
 FACILITATOR: SARAH DODD, MSW
 VICTIM ADVOCACY AND VIOLENCE PREVENTION SPECIALIST
 CENTRAL CONNECTICUT STATE UNIVERSITY

Office of Victim Advocacy



- Professional advocacy for students and employees
- Collaborates with other departments on prevention activities
- Coordinates research and evaluation

Office of Victim Advocacy, Professional and Student Staff



ODE Responsibilities

- Nondiscrimination in Education and Employment Policy
- Title IX compliance
- BOR/CSCU Sexual Misconduct Reporting, Support Services and Processes Policy
- ADA compliance
- Equal Employment Opportunity and Affirmative Action

CCSU Title IX Training - Refresher

- CCSU Employee Responsibilities
- Climate Study
- Film Clip - Discussion
- Case Study
- Title IX Topics
 - Pregnant and Parenting Students
 - Gender Identity
- Questions

CCSU Nondiscrimination Policy

Discrimination and harassment are prohibited based on the following:

Age	Marital Status
Ancestry	National Origin
Color	Race
Criminal Record (state employment)	Religious Creed
Disability (Intellectual, learning, mental and physical disability)	Genetic Information
Sex (pregnancy and sexual harassment or misconduct)	Sexual Orientation
Gender Identity or Expression	

Workplace/Educational Environment Includes:

Any place a student/employee must be as part of their education/employment:

- buildings
- training
- study abroad
- transportation
- off-campus meetings
- conferences
- residence halls
- events/athletic
- classrooms

Misconduct can also be investigated when it occurs during unpaid breaks (lunch), University sponsored social events and at "company" parties (picnics, retirement and holiday parties, etc.)

CCSU Employee Responsibilities
 FEDERAL, STATE, BOARD OF REGENTS AND CAMPUS POLICY REQUIREMENTS

Mandatory Reporting – BOR Sexual Misconduct Policy

- ▶ All employees (including student workers, graduate assistants and interns and any other person a CCSU campus member may reasonably see as an agent of the University) are required to report incidents of sexual misconduct regardless of the alleged victim's age to the University's Title IX Officer.*
- ▶ Board policy requires that a report must be made to the CT Department of Children and Families whenever a person under the age of eighteen (18) years of age may have been sexually assaulted.

*Title IX Officer - **Rosa Rodríguez**
rosa.rodriguez@ccsu.edu
 860-832-0178.

Mandatory Reporting – BOR Policy Reporting Suspected Abuse or Neglect of a Child

Any university employee deemed a "mandatory reporter"* who has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to report the incident to the Department of Children and Families within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child.

DCF Careline Number
 1-800-842-2288 & TDD: 1-800-624-5518

*Pursuant to state law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer shall be deemed or referred to as "mandatory reporters."

Mandatory Reporting

Any university employee deemed a mandatory reporter is required to report such incidents to their immediate supervisor in addition to DCF.

For more information on this policy contact:

Anna Suski-Lenczewski
 CCSU's Chief Human Resources Officer
lenczewskia@ccsu.edu or 860-832-1757

Rights of Alleged Victim & Accused:

- ▶ To be treated fairly and with respect
- ▶ The right to have a support person during any meeting or proceeding related to the allegation of sexual misconduct.
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- ▶ The right to request a review of any decision regarding the sexual misconduct matter in which they are involved

Complaint Procedures and Options

- ▶ Internal Process: 90 day timeframe
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 - ▶ OCR Process: 180 day timeframe

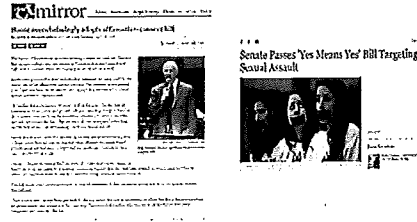
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 - ▶ Behavior that a reasonable person would consider offensive
 - ▶ In the eye of the beholder. Impact - not Intent!
- ▶ Preponderance of the evidence
 - ▶ More likely than not



Affirmative Consent Bill Passed



Title IX Training 2016 - 2017

Campus Climate Survey: Sexual Assault and Interpersonal Violence at CCSU

PRELIMINARY DATA

Prevalence at CCSU

Approximately 11% of undergraduate women experienced attempted or completed sexual assault.

Approximately 3% of undergraduate men experienced attempted or completed sexual assault.

Approximately 6% of graduate student women experienced attempted or completed sexual assault.

The majority of incidents occurred off-campus

90% of victims/survivors knew the person that harmed them

Approximately 3% of victims/survivors notified law enforcement

40% of victims/survivors told a close friend

Resources and Referrals



On-campus Resources To report an incident:

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 Title IX Coordinator
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Office of Student Conduct (Complaints against students)
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 Carroll Hall, Room 202

CCSU Police (Criminal complaints)
 Emergency: 911
 Routine - Police Dispatch
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On Campus Resources Someone to talk to:

CCSU Victim Services
 Sarah Dodd
 860-832-3795
 Carroll Hall, Room 248

CCSU Women's Center
 Jacqueline Cobbina-Bolvin
 860-832-1655
 Student Center, Room 215

Residence Life
 860-832-1660
 Mid Campus, Room 118

**Student Wellness Services
(Confidential)**
 Health Services:
 860-832-1925
 Counseling Services:
 860-832-1945

Office of Student Affairs
 860-832-1601
 Davidson Hall, Room 103

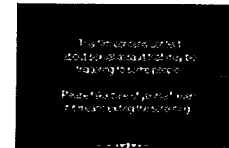
Any university administrator

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- ▶ **Prudence Crandall Center for Domestic Violence**
 24 Hour Hotline: 888-774-2900
- ▶ **Suicide Prevention Lifeline**
 24 Hour Hotline: 860-273-8255
- ▶ **Hospital of Central Connecticut**
 100 Grand Street
 New Britain, CT 06050
 860-224-5011

Film Clip and Discussion

It wasn't her sex.
 It wasn't a mistake.
 It wasn't my fault.
It was rape.



Discussion Questions

1. What caught your attention during this clip?
2. What concerned you while watching the clip?
3. What questions did the clip raise for you?



Case Study Activity

Directions: In groups of 3 – 5 please read your Case Study card and discuss the questions below. Prepare to report back to the larger group.

1. How would you respond, in the moment, to the student/colleague who has approached you? (i.e. what are concrete things you can say or do)
2. What are things you would not want to say or do in response to the student?
3. What is your responsibility as a CCSU employee?
4. What questions does that raise for you?

Disclosure of SA, DV and/or stalking to non-confidential CCSU employee

Office of Diversity and Equity (all complaints)
Office of Student Conduct (complaints against all students)

Refer.

Report.

Follow-Up (if appropriate)

Confidential
YWCA
Prudence Crandall Center
Counseling Services
Not Confidential
Office of Victim Advocacy
Women's Center
Residence Life

Title IX Topics

Pregnant and Parenting Students

City University of New York - 2013

- ▶ The National Women's Law Center filed a pregnancy discrimination complaint on behalf of a 27 year old student.
- ▶ The complaint alleges that professors told the student that she would not be allowed to make up tests or assignments resulting from any pregnancy related absences, including labor and delivery.
- ▶ Also, that administrators recommended that she drop the class since she was due before the end of the semester.

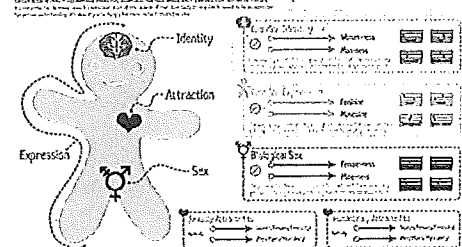
Pregnant and Parenting Students

- ▶ Absences due to pregnancy or a related condition must be excused for as long as their doctor says it is necessary.
- ▶ Students can not be penalized for pregnancy or related conditions.
- ▶ Students must be allowed to make up work missed while they were absent due to pregnancy or related conditions.
- ▶ Schools can not terminate or reduce athletic, merit or needs based scholarships based on pregnancy.

Students at CCSU can work through Disability Services when requesting accommodations due to pregnancy or a related condition.

Gender Identity or Expression

The Genderbread Person v3.3 *by transsexual activist, 2012*



Gender Identity and Expression

May 13, 2016 Dear Colleague Letter

- ▶ Schools must treat students consistent with the student's gender identity
- ▶ Students must be allowed to participate in sex-segregated activities and access sex-segregated facilities consistent with their gender identity
- ▶ Schools must take reasonable steps to protect students' privacy related to their transgender status.



Thank You.

Sarah Dodd
Victim Advocacy and Violence Prevention
Specialist
sarahdodd@ccsu.edu
860-832-3795
Carroll Hall Room 248



Would you like a presentation in your classroom?
Please contact me directly to coordinate!

Red Flag Campaign – Campus Communication

1. E-mail sent to all employees from Chief Diversity Officer on September 14, 2015

Dear Colleagues:

Have you seen the red flags on campus? CCSU has launched the 2015 Red Flag Campaign – an annual project to address and prevent dating violence in our community. This campaign features a series of posters that illustrate behaviors that might be present in a relationship in which dating violence is occurring, a 15 minute presentation facilitated by members of the Red Flag Campaign Committee and several presentations by experts in the field. I invite you to be a part of this on-going discussion. There are many ways for you to be involved:

- **Invite us to your classroom or student group.** E-mail Sarah Dodd at sarahdodd@ccsu.edu to schedule a 15 minute presentation in any of your classes or groups. Sarah is CCSU's victim advocate and provides services and training to the CCSU community. The presentation will focus on identifying abusive behavior in dating relationships, signs of a healthy relationship and how to help a friend who may be experiencing abuse. This presentation would be appropriate for classes in any academic discipline.
- **Encourage your classes to attend a keynote presentation.** Scroll down to view the three different presentations that will take place during the campaign. If you would like to encourage your students to attend through providing extra credit or making one of the presentations an assignment please e-mail sarahdodd@ccsu.edu. She can assist you with tracking student attendance or any other needs.
- **Request a poster.** Red Flag posters will be put up on campus Monday, September 14th. If you would like a poster for your office or department please contact nicholas.dagostino@ccsu.edu.

For more information on dating violence and the Red Flag Campaign please see www.theredflagcampaign.org. Thank you for your continued support of violence prevention initiatives on our campus.

Best wishes,

Rosa

"You Throw Like a Girl"

Former NFL Player, College Football Hall of Famer, activist, educator, feminist and entrepreneur Don McPherson will facilitate a discussion on language, gender and violence. The presentation focuses on nurturing positive language and understanding of masculine identity.

Date: Sunday, September 27, 2015

Time: 7:00 pm – 8:00 pm

Location: Student Center, Alumni Hall

Invisible Chains: Coercive Control in Intimate Relationships

A Facilitated Discussion with Dr. Lisa Fontes

Coercive control is a strategy some people use to dominate their intimate partners and maintain their privileges. It usually includes some combination of degrading, isolating, micromanaging, manipulating, stalking, physically abusing, sexual coercion, threatening or punishing. This interactive presentation describes how coercive control shows up in the lives of real people—and what we can do about it. The presentation includes original drawings created by artist, Liz Bannish.

Date: October 1, 2015

Time: 3:15 pm – 4:15 pm

Location: Memorial Hall, Connecticut Room

The Legal Consequences of Domestic/Interpersonal Violence A Panel Discussion

Featuring: Kathy Bantley, Chair of Department of Criminology and Criminal Justice, Lyndsay Ruffolo, CCSU Instructor and Joe Ditunno, Deputy Director of Family Services at CSSD

The goal of this panel is to raise awareness of the interpersonal violence epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Have you ever wanted to learn more about how your state responds to interpersonal violence? Or what resources are available to victims? Bringing together a variety of expertise, attendees will learn about the history and progression of interpersonal violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of interpersonal violence, working with interpersonal violence offenders and the impact of interpersonal violence on victims and their families.

Date: October 9, 2015

Time: 12:15 – 1:15

Location: Vance Hall 105

Thank you to the many individuals and sponsors who helped to make the Red Flag Campaign possible including The Red Flag Campaign Committee, Office of Diversity and Equity, Office of Victim Advocacy, The Women's Center, University Police, Residence Life, Student Government Association, Administrative Affairs, Department of Athletics, Department of Criminology and Criminal Justice, Department of Psychology, YWCA of New Britain, Student Activities and Leadership Development and the Office of Student Affairs.

- 2. E-mail sent to all teaching faculty from Dr. DiPlacido and Ms. Bantley (members of Red Flag Committee on September 23, 2015)**

Hi all:

Each of you should have received an email from Kimberly Karas at the beginning of the week about the RED FLAG Campaign, an annual project to address and prevent dating violence in our community. Joanne and I are reaching out to you as well. We are both on the Red Flag Campaign committee and would like to highlight three areas where faculty can help the campaign out. They are:

Inviting a representative from the Office of Diversity and Equity to your classroom or student group for a 15 minute presentation (E-mail

Sarah Dodd at sarahdodd@ccsu.edu to schedule). Each of us has had this presentation given in our classes and we received excellent feedback from our students.

Encourage your classes (and consider giving extra credit) to attend the keynote presentations listed below.

Request a poster (Email Nicholas D'Agostino at nicholas.dagostino@ccsu.edu).

If you have any questions about the campaign, you can contact both Joanne and I.

Thanks in advance for your support.

Joanne DiPlacido

Psychological Sciences

diplacido@ccsu.edu

ext. 2-3102

Kathy Bantley

Criminology

BantleyK@ccsu.edu

ext. 2-3142

"You Throw Like a Girl"

Former NFL Player, College Football Hall of Famer, activist, educator, feminist and entrepreneur **Don McPherson** will facilitate a discussion on language, gender and violence. The presentation focuses on nurturing positive language and understanding of masculine identity.

Date: Sunday, September 27, 2015

Time: 7:00 pm – 8:00 pm

Location: Alumni Hall

Invisible Chains: Coercive Control in Intimate Relationships

A Facilitated Discussion with Dr. Lisa Fontes

Coercive control is a strategy some people (mostly men!) use to dominate their intimate partners and maintain their privileges. It usually includes some combination of degrading, isolating, micromanaging, manipulating, stalking, physically abusing, sexual coercion, threatening or punishing. This interactive presentation describes how coercive control shows up in the lives of real people—and what we can do about it. The presentation includes original drawings created by artist, Liz Bannish.

Date: October 1, 2015

Time: 3:15 pm – 4:15 pm

Location: Memorial Hall, Connecticut Room

The Legal Consequences of Domestic/Interpersonal Violence

A Panel Discussion featuring: Kathy Bantley, Chair of Department of Criminology and Criminal Justice, Lyndsay Ruffolo, CCSU Instructor and Joe Ditunno, Deputy Director of Family Services at CSSD

The goal of this panel is to raise awareness of the interpersonal violence epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Have you ever wanted to learn more about how your state responds to interpersonal violence? Or what resources are available to victims? Bringing together a variety of expertise, attendees will learn about the history and progression of interpersonal violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of interpersonal violence, working with interpersonal violence offenders and the impact of interpersonal violence on victims and their families.

Date: October 9, 2015

Time: 12:15 – 1:15

Location: Vance Hall 105

Presented by:
Sarah Dodd, CCSU Victim Advocate

Red Flag Campaign

Content from this presentation comes from the Red Flag Campaign, a project of the Virginia Sexual and Domestic Violence Action Alliance (Action Alliance)
www.theredflagcampaign.org


Have you seen red flags on campus?



The Red Flag Campaign is designed to address dating violence and promote the prevention of dating violence on college campuses.

Prevalence of Dating Violence

Dating Violence occurs in 1 out of every 5 college relationships.



Dating violence is a pattern of abusive behavior in a relationship that is used by one partner to gain or maintain power and control over another. It may be physical, emotional, sexual, psychological, or economic.

What are some examples of Red Flags that might indicate an abusive relationship?

Red Flags for Dating Violence

When a person...

- **Jealousy**
 - Gets angry when his/her partner spends time with other people
 - Calls his/her partner over and over
- **Emotional abuse and victim blame**
 - Uses derogatory language to describe partner
 - Constantly finds fault with his/her partner
 - Makes partner feel bad about himself/herself
- **Isolation**
 - Makes all the decisions in the relationship
 - Makes his/her partner "pay" for spending time with other people
 - Persuades his/her partner to give up activities his/her enjoys

Red Flags for Dating Violence

When a person...

- **Coercion**
 - Ignores her/his partners wishes or needs
 - Manipulates or forces partner to do something against his/her will
- **Physical and sexual abuse**
 - Grabs or pushes partner
 - Throws or breaks objects
 - Forces his/her partner to have sex or do sexual things
- **Stalking**
 - Harasses someone to the point of fear
 - Repeatedly follows someone
 - Sends frequent unwanted messages to someone directly or through friends

If you observed a red flag in a friend's relationship...

Why might a person choose to not say something or do something about the behavior?

Why might a person choose to say something or do something about the behavior?

Scenario 1

You're sitting in the Student Center with Joe and Emily who have been dating on and off for about a year. Joe excuses himself to get some coffee. You then notice Emily open Joe's backpack and take out his phone. She tells you that she has to check his texts, emails and social media to make sure he's not cheating on her. She admits to doing this often because she's worried about Joe talking with other girls. She then asks that you don't tell Joe.

- What could you do if Joe was your friend?
- What could you do if Emily was your friend?

Scenario 2

You're walking back from class with your friend Kayla whose cell phone is incessantly ringing. You ask her if everything is alright and she states that her ex-boyfriend John has been texting and calling her all day. Her phone continues to go off and she appears to be frustrated. Kayla tells you that John needs to know everything she's doing all the time and it's getting annoying especially since she ended the relationship three weeks ago. She also tells you that he comes to campus every day and begs her to talk things but she refuses.

How do you respond to Kayla's concerns about Joe's behavior?

What are some important components of healthy relationships?

What are some important components of healthy relationships?

Signs of a healthy relationship

- **Communication:** shares thoughts and ideas
- **Trust:** is honest and accountable to his/her partner
- **Connection:** feels there are other people to rely on besides partner
- **Balance:** Has equal decision-making power
- **Safety:** Is peaceful, is emotionally supportive
- **Boundarless:** Respects someone's personal limits and privacy, recognizes a person's right to end a relationship

Resources

- | | |
|---|---|
| <p>On-Campus</p> <p>CCSU Office of Women Advocacy
860-432-3142
@bantleyk
Women's Center
Women's Center Coordinator
860-432-3142
Student Center Room 215
Fisher Hall 102
860-432-3142
Bentley Hall, Room 103
384 East Main Street, Room 103
New Britain, CT 06113
Counseling Services: 860-432-3142</p> | <p>Off-Campus - Confidential</p> <p>YWCA Sexual Assault Crisis Services
24 Hour Hotline: 860-237-1332
24 Hour Support Hotline: 860-237-1332
Practitioner: 860-237-1332 ext 1000 - immediate
Violence
28 Wick Hallway #15, 224-23-10
Student Center Building
24 Wick Hallway #15, 224-23-10
New Britain, Connecticut
New Britain, CT 06113
860-237-1332</p> |
|---|---|

Reporting

Office of Women Advocacy
Title IX Compliance Officer
Kathy Bantley
860-432-3142
Dana Wilson Hall, Room 103
384 East Main Street
Christie Plaza East
860-432-3142
Violence@ccsu.edu
University Police
860-432-3142
860-432-3142
860-432-3142

Detailed information on resources and reporting can be found in your packets.



Upcoming Red Flag Events

- "You Throw Like a Girl! Language, Masculinity and Violence against Women" featuring Don McPherson
◦ September 27th, 7:00 pm, Alumni Hall
- Invisible Chains – Coercive Control In Intimate Relationships featuring Dr. Lisa Fontes
◦ October 1st, 3:15, Connecticut Room (Memorial Hall)
- The Legal Consequences of Interpersonal Violence – a panel featuring experts in criminal justice
◦ October 9th, 12:15, Vance 105

Questions or comments?

- Kathy Bantley, Red Flag Campaign Co-Chair
bantleyk@ccsu.edu
860-432-3142
- Sarah Dodd, Red Flag Campaign Co-Chair
sarahdodd@ccsu.edu
860-432-3795

Please email Kathy or Sarah if you are interested in getting involved in the campaign. We have many volunteer opportunities!

Rodriguez, Rosa (Diversity and Equity)

From: McLaughlin, Mark (InstiAdv)
Sent: Monday, November 28, 2016 1:12 PM
To: Rodriguez, Rosa (Diversity and Equity)
Subject: FW: Red Flag Campaign

Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications
860-832-0065
For Web Update Requests Please Use www.ccsu.edu/webrequest

From: Campus Announcements
Sent: Wednesday, September 14, 2016 2:31 PM
To: Academic Departments <AcademicDepartments@ccsu.edu>; Administrative Departments <AdministrativeDepartments@ccsu.edu>
Subject: Red Flag Campaign

Dear Colleagues:

All across our campus you will find clusters of small, red flags which are symbolic to CCSU's **Red Flag Campaign** aimed at stopping dating and interpersonal violence on our campus. This Campaign helps students identify "**red flags**" for dating violence in their friends' relationships and encourages them to intervene. College students are at extremely high risk of either acting as perpetrator or being a victim of dating physical or sexual violence during their college years. Who is likely to witness this type of abuse? The answer is their friends.

The **Red Flag Campaign** features a series of eight posters that illustrate "**red flags**" that might be present in a relationship in which dating violence is occurring. The purpose is to encourage students to speak up when they see red flags for dating violence in their friends' relationships. Friends and family members are the most likely group of people to seek resources and information to help victims of dating/domestic violence. For college students surrounded by their peer group, this may be the most important intervention they have.

There are many **red flags** that indicate dating violence is occurring in relationships. Name-calling, excessive jealousy, blaming, isolation, stalking, and physical and/or sexual abuse are all indicators of violence. Many times these behaviors are subtle and/or kept hidden away from friends or family. But over time, these behaviors become increasingly dangerous and noticeable. What if we all took ownership of our community and got enough momentum going that one less person had to go through this?

We are reaching out to highlight ways you can support the campaign:

1. Talk about the campaign. The more we are comfortable talking about dating violence the better we are prepared to address it when we see it.
2. Encourage your classes (and consider giving extra credit) to attend the keynote presentations and other scheduled events:
 - a. **Wednesday, September 21, 2016 at 4:30 PM in Alumni Hall – Leslie Morgan Steiner – Crazy Love**
 - b. **Monday, October 3, 2016 at 1:40 PM in Alumni Hall – Impact of Domestic - A Professional Panel Discussion**

3. Invite a representative from the Office of Diversity and Equity or Red Flag Campaign team to your classroom or student group for a 15 minute presentation (E-mail Sarah Dodd at sarahdodd@ccsu.edu to schedule a presentation).
4. Request a poster (Email Nicholas D'Agostino at nicholas.dagostino@ccsu.edu).

Special thanks to all of those who made this campaign happen: Diversity and Equity, The Office of Victim Advocacy, Administrative Affairs, Residence Life, Student Affairs, Student Wellness Services Athletics, Psychology Department, Criminology and Criminal Justice Department, Committee on the Concerns of Women, Student Government Association, Women's Center, Student Activities and Leadership Development, Marketing and Communication, Greek Life, CCSU Sexual Assault Resource Team.

For more information on the campaign visit www.ccsu.edu/diversity/redflag

Rosa Rodríguez
Chief Diversity and Title IX Officer

Sent on behalf of the Office of Diversity & Equity
Mark Warren McLaughlin, PhD
Associate Vice President
Marketing & Communications
860-832-0065
For Web Update Requests Please Use www.ccsu.edu/webrequest

Central Connecticut State University

The Red Flag Campaign – Fall Semester 2015

Final Report

Description:

The Red Flag Campaign (RFC) uses an evidence-based, bystander intervention strategy to address sexual assault, dating violence and stalking on college campuses. At CCSU the campaign includes the distribution of red flags on campus, a poster series, classroom presentations and several key note speakers.

Red Flag Committee

A campus wide committee worked together to implement the campaign. Chaired by Sarah Dodd (Office of Victim Advocacy) and Kathy Bantley (Criminology and Criminal Justice) the committee was comprised of students, faculty and staff from Student Government, Residence Life, Health Services, Women's Center, University Police, Office of Diversity and Equity, Center for International Education, Psychological Sciences, Criminology and Criminal Justice and the YWCA of New Britain. Additional support was provided by the Department of Athletics and Student Affairs.

Goals

The goals of the RFC included:

- To build bystander intervention skills in the student population
- To improve student understanding of the different forms dating violence can take
- To bring awareness to the issue of dating violence in the college community

Initiatives

Classroom Presentations

- Facilitated presentations in 27 classrooms across various disciplines including construction management, criminology, computer science, history, management, management information systems, psychology, statistics and nursing.
- Approximately 841 students participated (25% increase from 2014).

Keynote Speakers

Don McPherson, "You Throw like a Girl;" 500 (approx.) students in attendance including all NCAA athletes

Representative feedback in response to the question "What is one thing you learned at this program?"

- *If you stay silent things won't change.*
- *How the language we use today makes a difference.*
- *That this is an issue for men and women. Also that you shouldn't be silent. Prevent it, don't wait until something happens*
- *Speak up before heat of the moment*
- *Masculinity does not have to follow the basic stereotype*
- *That I can make a difference*
- *I need to prepare for the moment of social issues the way I do for sports*
- *Being respectful to women is being more of a man*

Dr. Lisa Fontes presented on "Coercive Control;" facilitated workshops for the SART Team, two classrooms and an open sessions with 50 people in attendance.

Representative feedback in response to the question "What is one thing you learned at this program?"

- *That partner violence is serious and everyone should help to stop it*
- *I learned about all the different "techniques" partners will use to control their partners*
- *I learned that physical abuse is not the only form of control and abuse*

Other

- Criminal Justice Panel; Legal Consequences of Domestic Violence (82 attended)
- Tabling at two football games (approximately 300 students received educational information)
- Student Center
 - Tabling on multiple dates (approximately 100 students received educational information)
 - Dressed statue of Kaiser in Red Flag outfit
 - Banner in Devil's Den, television screens
- Door tags in Residence Halls
- Two e-mails to campus from Rosa Rodríguez, Title IX Coordinator
- Promotion at Title IX Training on September 21, September 28, October 6

Total Direct Contact (Training/Events): 1,523 (66% increase from 2014)

RFC Survey

Description: Student workers from the Office of Victim Advocacy randomly asked students in the CCSU Student Center to fill out a brief survey.

Dates of survey: October 19 - 23

Total # of participants: 68

Results:

- 88% of students who did see physical red flags on campus reviewed a Red Flag poster
- 73% of students stated that the Red Flag Campaign increased their knowledge about relationship violence
- 94% of students stated that if a friend was affected by relationship violence they would say something

Overall Outcomes

- Increased student contact. The RFC 2015 expanded education efforts and directly reached more students with educational content than past campaigns
- Events lead to learning. Students report learning about bystander intervention, social norm change and different aspects of abusive behavior through educational events
- New faculty allies. Faculty from atypical disciplines such as computer science and geography engaged in the campaign, allowing RFC to reach students who might not otherwise focus in the classroom on issues like interpersonal violence.

Stand Up CCSU – Spring 2016

E-mail sent to faculty from student Community Organizers throughout February 2016.

Dear “Department Name” Faculty:

I hope this e-mail finds you well! The Office of Diversity and Equity (ODE) is collaborating with a variety of departments across campus to implement a month long campaign called **Stand Up CCSU**. This year’s campaign, developed by trained CCSU students, focuses on the many ways that individuals at CCSU can take a stand to end violence and create a safer, more inclusive campus.

We have a 10 – 15 minute presentation that we would like to share with classes. The presentation discusses the campaign, on and off campus resources and opens a discussion on how to be an active bystander and intervene in situations that could lead to violence or a hostile environment. We would very much like to share this presentation with your students. Would it be possible for us to share this presentation in any of your classes? If so, please e-mail my supervisor, Sarah Dodd (sarahdodd@ccsu.edu) your preferred dates and times.

Additionally, **Stand Up CCSU** is hosting two events to further discussion. Please see the information below. If you are interested in incorporating the events in to any of your classes via an assignment or extra credit please let Sarah Dodd (sarahdodd@ccsu.edu) know in advance as it will help us plan for catering. We are also able to assist with sign-in sheets for your class if needed.

The Hunting Ground: Film and Discussion
March 9, 2016; 6:00 pm; Memorial Hall Constitution Room,

At this event we will screen a documentary that focuses on the response of college campuses to reports of sexual assault. A Q & A with Rosa Rodriguez, CCSU’s Title IX Coordinator, will follow.

The Mask You Live In: Film and Discussion with Dr. Jason Sikorski
March 11, 2016; 2:30 pm; Philbrick Room (Student Center)

At this event we will screen *The Mask You Live In*, a documentary that follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity. A discussion facilitated by Dr. Jason Sikorski will follow.

Thank you for considering this request!

Best wishes.

Notice sent to all students via Pipeline on March 4, 2016

#StandUpCCSU

The 2016 Stand Up CCSU campaign is underway. Stand Up CCSU is organized by a group of CCSU students committed to the prevention of sexual and interpersonal violence on our campus. Keep an eye out throughout the semester for our poster campaign, a PSA competition (with great prizes!) and a variety of events. Upcoming events include the following:

The Hunting Ground: Film and Discussion
March 9, 2016; 6:00 pm; Memorial Hall Constitution Room,

At this event we will screen a documentary that focuses on the response of college campuses to reports of sexual assault. A Q & A with Rosa Rodriguez, CCSU’s Title IX Coordinator, will follow.

****Trigger warning:** This film does contain information about sexual violence which may be triggering for survivors.

The Mask You Live In: Film and Discussion with Dr. Jason Sikorski
March 11, 2016; 2:30 pm; Philbrick Room (Student Center)

At this event we will screen *The Mask You Live In*, a documentary that follows boys and young men as they struggle to stay true to themselves while negotiating America’s narrow definition of masculinity. A discussion facilitated by Dr. Jason Sikorski will follow.

If you have any questions about the campaign, or want to get more involved, e-mail Sarah Dodd (CCSU Victim Advocacy and Violence Prevention Specialist) at sarahdodd@ccsu.edu.

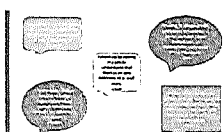
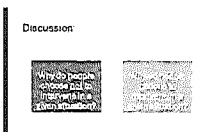
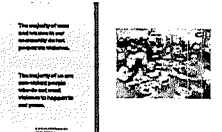
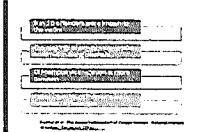
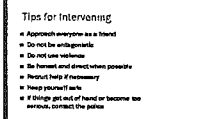
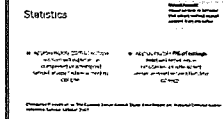


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STAND UP CCSU 2016 – FINAL REPORT

Prepared by Sarah Dodd, CCSU Victim Advocacy and Violence Prevention Specialist (April 2016)

*This project was made possible with generous support from
the Avon Foundation for Women.*

AVON
Foundation
for Women

Summary of Initiatives

DEVELOPED A PEER EDUCATION PROGRAM

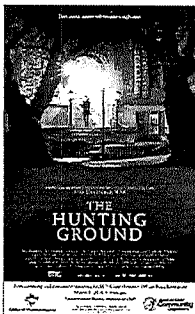
In the fall of 2015 recruitment efforts began for the Stand Up CCSU Community Organizers. After an application and interview process, eleven students were ultimately selected to be a part of the program. These students were provided a full day of training and then facilitated classroom presentations, developed a poster campaign and planned four outreach events. They are the heart of the Stand Up CCSU campaign.



Community Organizers at a weekly meeting.

46 BYSTANDER INTERVENTION CLASSROOM PRESENTATIONS

At the beginning of the spring 2016 semester a sub-committee of community organizers developed a twenty minute presentation for classrooms with the assistance of their advisor. They then reached out to faculty across campus. The community organizers co-facilitated presentations in 46 classrooms, directly reaching approximately 1200 students. Their presentation focused on sexual assault myths, bystander intervention and resources on campus. They reached students from a variety of disciplines including math, english, business, manufacturing, criminal justice, sociology, psychology and geology.



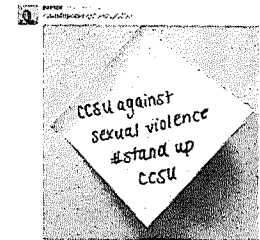
2 FILM SCREENINGS

The community organizers screened two new documentaries. They hosted a screening of *The Hunting Ground*, a film that documents how some campuses mishandle Title IX complaints, followed by an open forum with the CCSU Title IX Officer. They also screened *The Mask You Live In*, a film that deconstructs social norms around masculinity, followed by a discussion with CCSU professor, and expert in hypermasculinity, Dr. Jason Sikorski. Together, the screenings reached approximately 125 students.

THE POSTER CAMPAIGN

The community organizers began developing the poster campaign during their initial training. After much reflection they developed a campaign that featured each of the community organizers in a poster with their own unique bystander intervention message. They were eager to focus on both how and why students intervene to make campus better and safer. As a group they designed the concept, took the photographs and created an implementation plan.

- One week before the posters went up, the community organizers distributed Post-Its with bystander messages all over campus.
- If a CCSU student posted a picture of a found Post-It to twitter they received a free t-shirt.
- The community organizers then put up 11 X 17 posters.
- The week after the initial posters, they put up even larger posters.



Post-It Note found on campus and posted to #StandUpCCSU

¹⁴ See Addendum A for all posters.

COLLABORATION WITH DEPARTMENT OF COMMUNICATIONS



Community Organizer Ben and Victim Advocate Sarah on a student run television show.

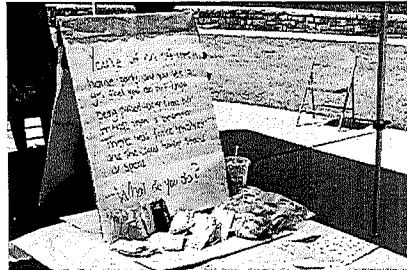
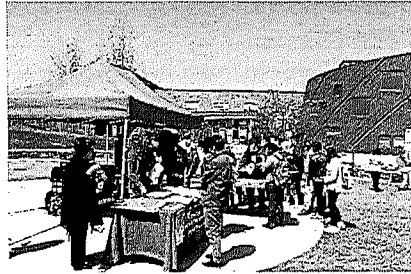
From the very beginning of this project the Department of Communications was a main partner. Two faculty members assigned their production classes a major project of developing a PSA on Stand Up CCSU. The students were provided training and support throughout the semester from the Office of Victim Advocacy. At the end of the semester a screening of the PSA's was organized.

Due to the integration of the campaign in to classes, much excitement was generated amongst students in that department. This led to Stand Up CCSU being highlighted in other academic projects including the student newspaper, a student run TV show, posters and video projects for other classes.

STAND UP CCSU 2016 – FINAL REPORT

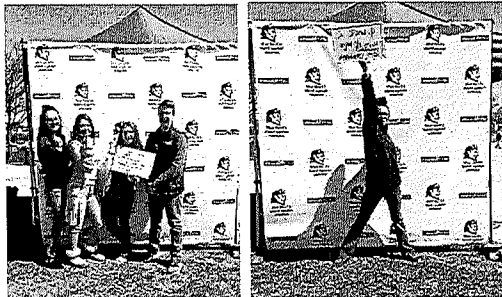
STAND UP DAY

The community organizers developed **Stand Up Day** and played a major role in its success. The four hour long event was held outside of the Student Center on campus (see top right picture) on one of the first beautiful days of spring. The community organizers had music playing to draw attention to the event. Students could stop by to learn about resources, take part in a bystander intervention themed activity (see middle right picture), sign the Stand Up pledge, or have their picture taken with their own Stand Up message (see bottom photos) to be added to social media. Students who participated received a free t-shirt, phone back case or bracelet. Approximately 400 students participated. The event ended with a live performance of "Till It Happens to You" performed by one of CCSU's student acapella groups.



SOCIAL MEDIA

Photos, events, poster campaign promotion and links were shared on an on-going basis on Facebook, Twitter and Instagram.



STAND UP CCSU 2016 – FINAL REPORT

Financial Summary

The Avon Foundation for Women Awarded The Office of Victim Advocacy \$10,000 to support the Stand Up CCSU Campaign and evaluation.

Stand Up CCSU 2016 Budget	
Revenue	
Avon Foundation Grant	\$10,000
Expenses	
Event/Training Catering	(\$1,254)
Training Materials	(\$1,124)
Films (with educational rights)	(\$764)
Survey Monkey Subscription	(\$528)
Printing	(\$2,000)
Post-It Notes	(\$228)
Incentives for Evaluation	(\$979)
Flash Drive Prizes	(\$481)
T-Shirts	(\$1,642)
Indirect Costs	(\$1,000)
Total Expenses	(\$10,000)
Revenue – Expenses =	(\$0)



Community Organizers showing the positive community that they built.

STAND UP CCSU 2016 – FINAL REPORT

Evaluation

Methodology

Upon completion of the Stand Up CCSU campaign, approximately 1,000 students were e-mailed a link to an on-line survey. The link was additionally posted on the campaign's Facebook and Twitter. Students who completed the survey were put in to a drawing to win one of four mini I-Pads.

Descriptive Statistics

Number of participants: 189 CCSU Students

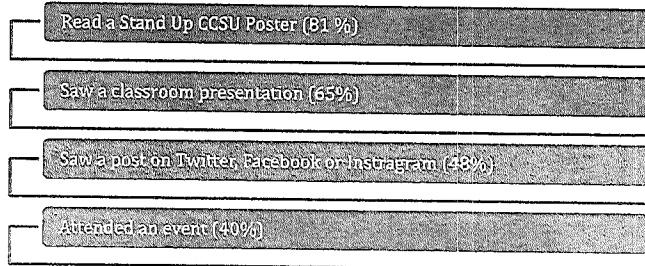
Gender Identify: 65% identified as female, 35 % identified as male

Mean age: 21

Student status: 23% first year undergrad, 13 % second year undergrad, 28% third year undergrad, 33% fourth year undergrad, 2% graduate, 1 % other

HOW DID CCSU STUDENTS INTERFACE WITH THE CAMPAIGN?

Survey Sample Participation in Stand Up CCSU – Most to Least Participation



Students were talking about Stand Up CCSU! 41% of the CCSU students in our sample had a conversation with a classmate or friend regarding Stand Up CCSU.



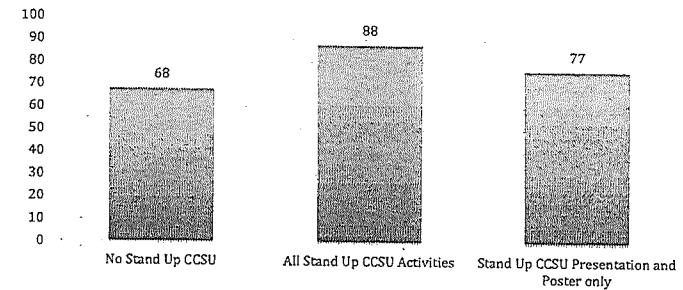
STAND UP CCSU 2016 – FINAL REPORT

DID THE STAND UP CCSU CAMPAIGN IMPACT BYSTANDER CONFIDENCE?

Findings

Survey participants also answered questions regarding how confident they were in intervening on behalf of another person.

Bystander Confidence Level - A comparison of students who did and did not interface with Stand Up CCSU



Discussion

- Participants who took part in all Stand Up CCSU activities (classroom presentation, viewed a poster, attended an event and viewed social media posts) were significantly more confident in their ability to intervene than participants who did not interface with the campaign in any way. They were also more confident than their peers who only saw a presentation and a poster.
- The different facets of the campaign mattered. It is likely that the more connections a student had with Stand Up CCSU, the more confident they became in their ability to intervene and in their perception that other CCSU students will intervene on behalf of each other.
- Due to funding from the Avon Foundation we were able to explore different ways to reach students and ultimately learned that connecting with students on many different levels was critically important to the success of the campaign.



Thank you for giving us the opportunity to make a difference on our campus!

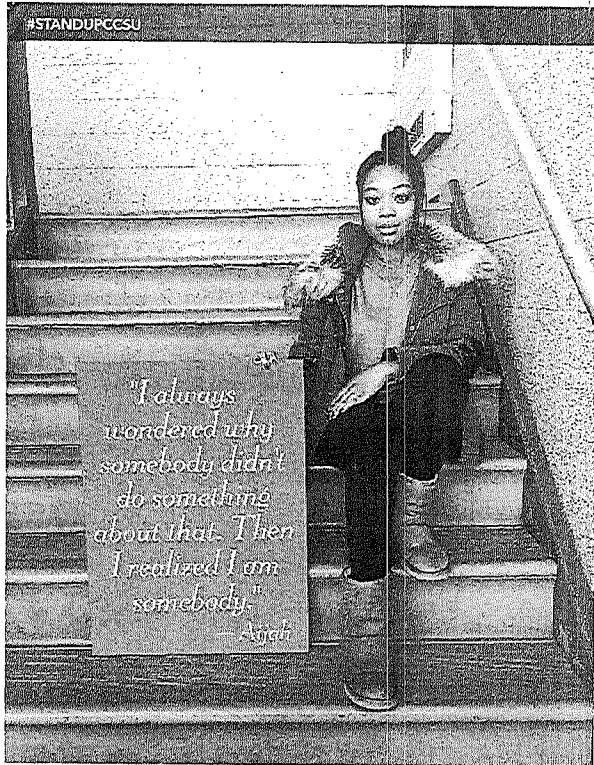
Top Row from Left: Sarah, Nicole, Daniella, Aijah, Joel, Jonathan

Bottom Row from Left: Donessia, Monica, Nadiyah, Ben, Jessica



Addendum A – CCSU Student Developed Poster Campaign

STAND UP CCSU 2016 – FINAL REPORT



Stand Up CCSU
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AVON
Foundation
for Women



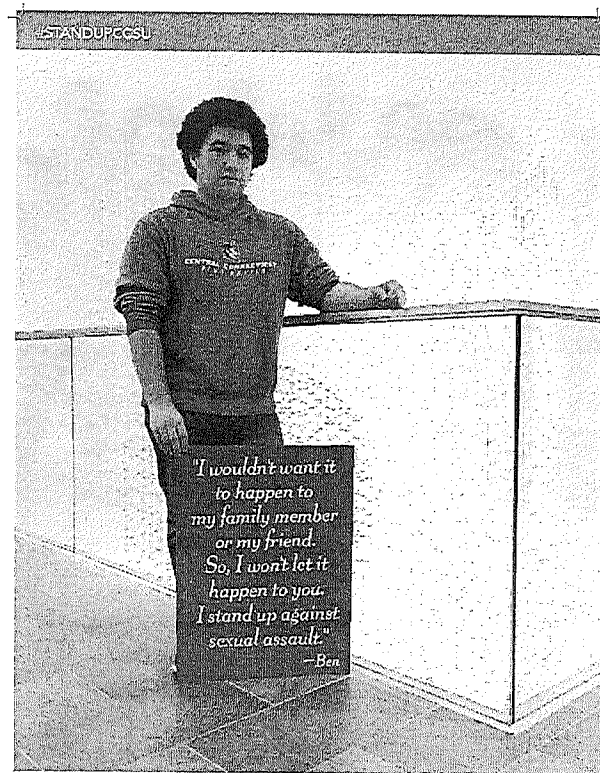
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STAND UP CCSU 2016 – FINAL REPORT



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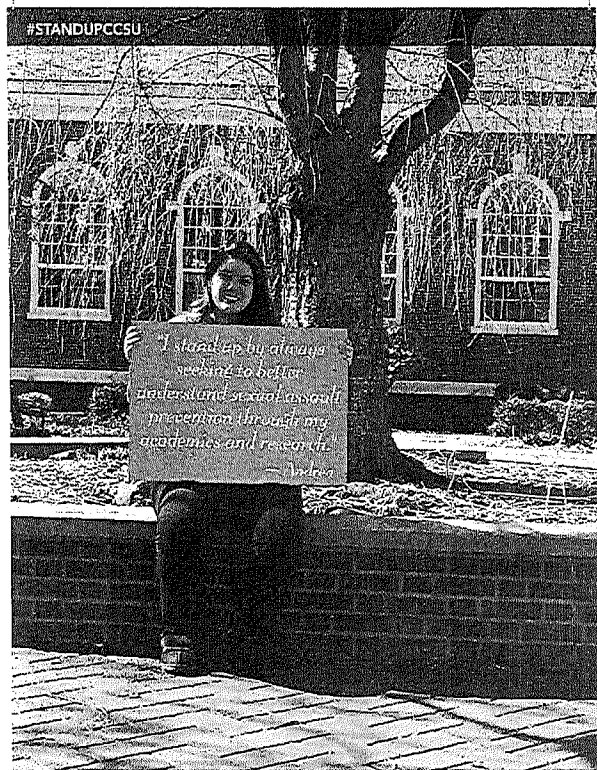
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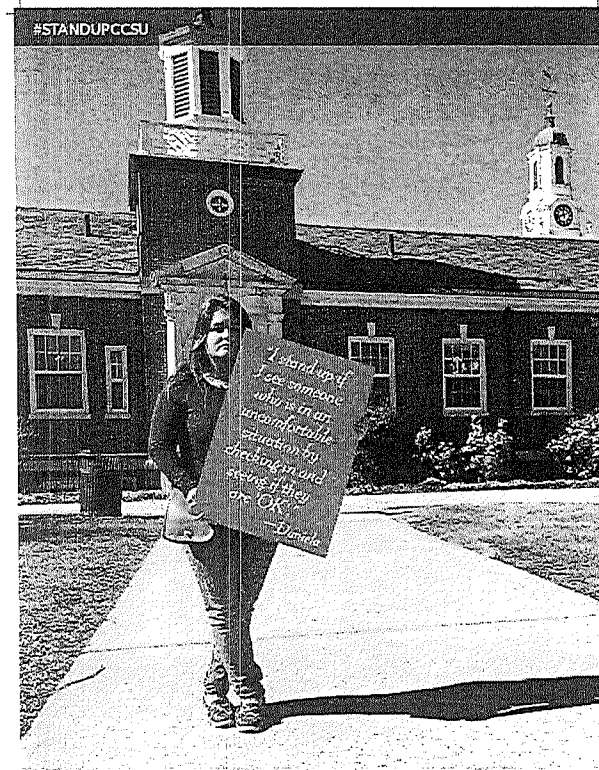
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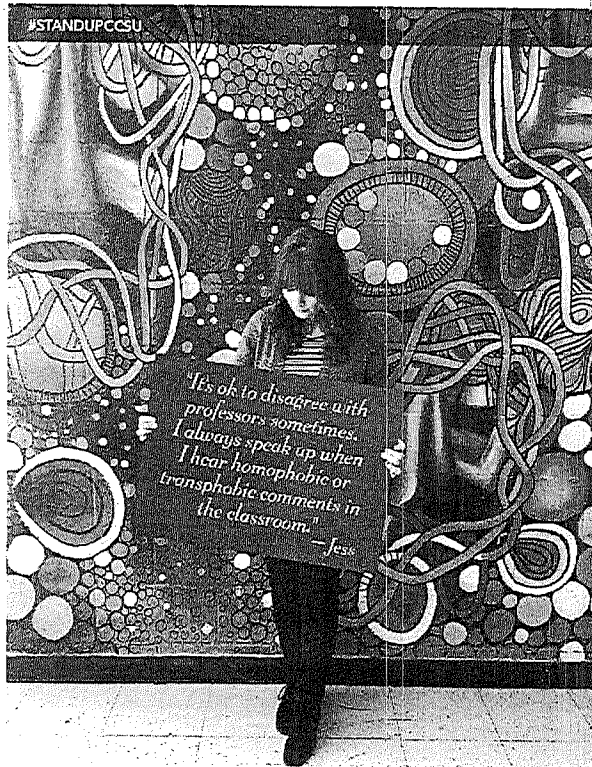


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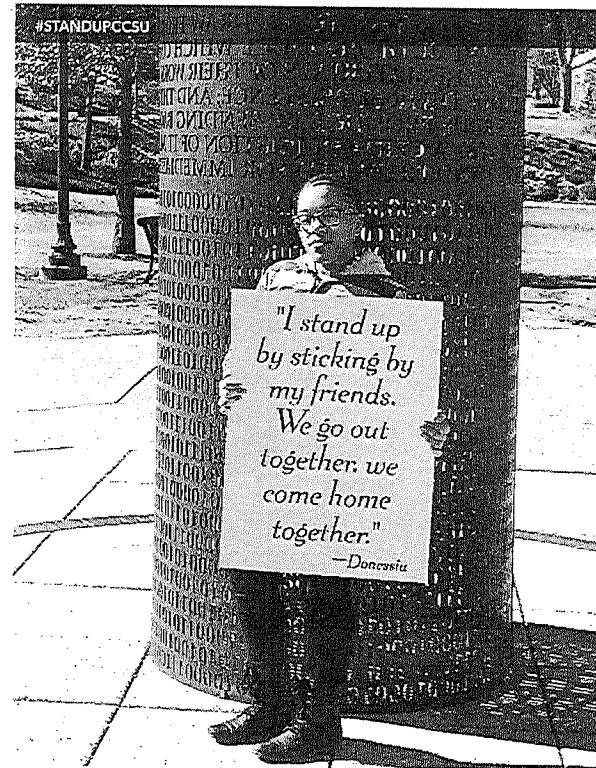
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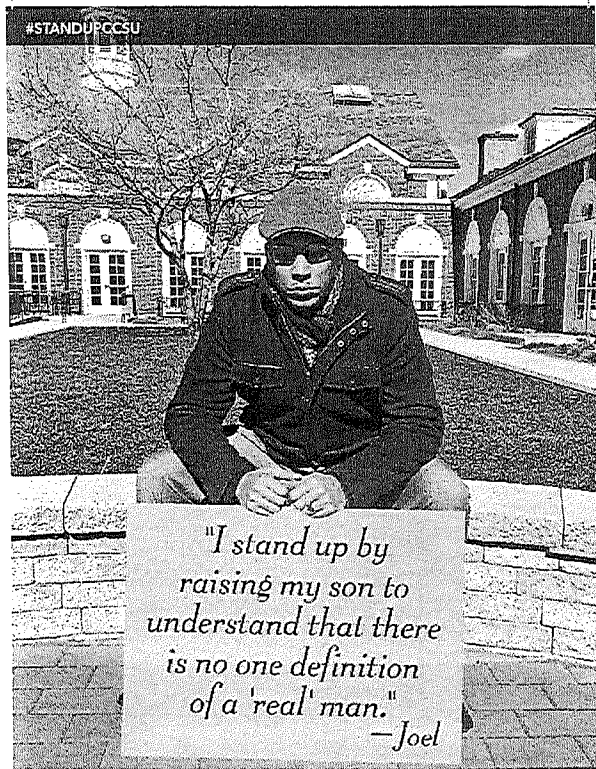
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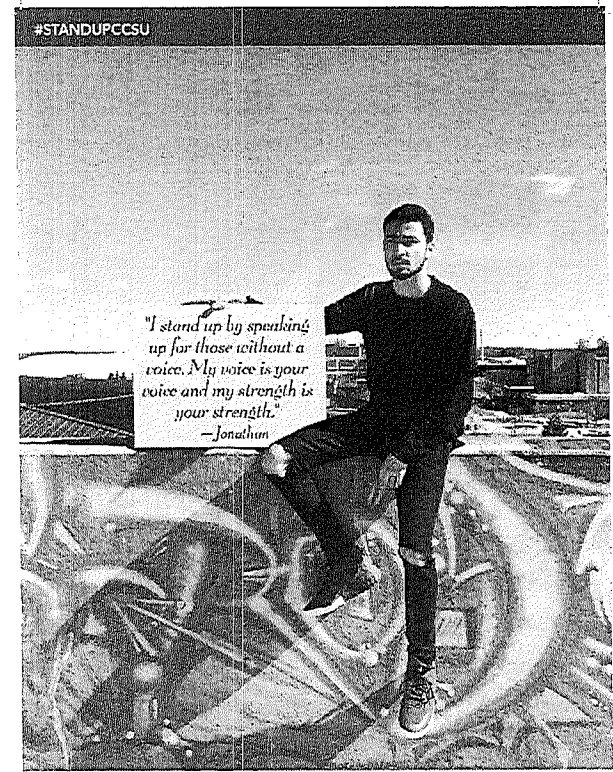
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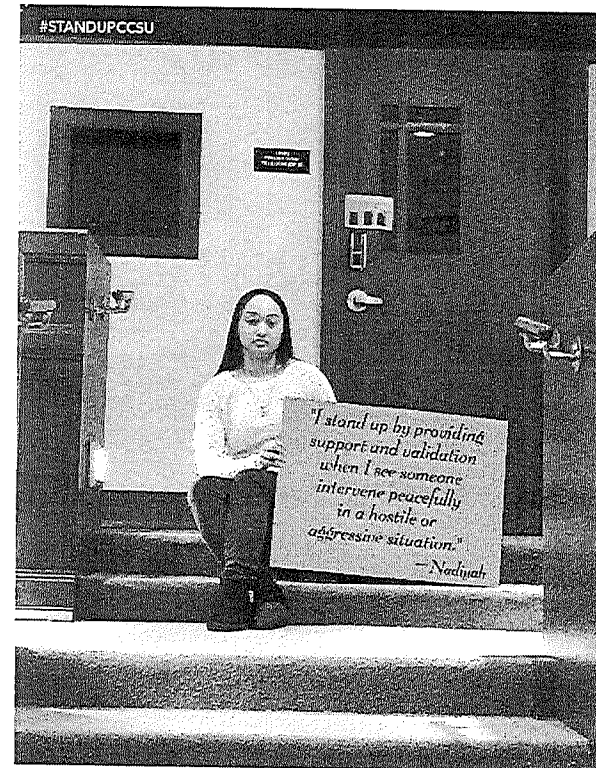
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The Last Mile

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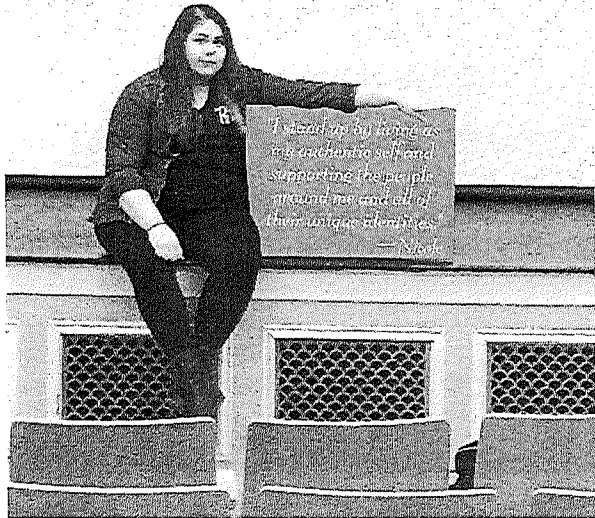
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#STANDUPCCSU



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#STANDUPCCSU

*"I always wondered
why somebody
didn't do something
about that.
Then I realized
I am somebody."*

— Aijah



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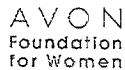
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#STANDUPCCSU

"I stand up by always seeking to better understand sexual assault prevention through my academics and research."

— Andrea



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#STANDUPCCSU

"I wouldn't want it to happen to my family member or my friend. So, I won't let it happen to you. I stand up against sexual assault."

— Ben



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#STANDUPCCSU

"It's ok to disagree with professors sometimes. I always speak up when I hear homophobic or transphobic comments in the classroom."

—Jess



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#STANDUPCCSU

"I stand up if I see someone who is in an uncomfortable situation by checking in and seeing if they are 'OK'."

—Daniela



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#STANDUPCCSU

*"I stand up
by sticking by
my friends.
We go out together,
we come home
together."*

—Donessia



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2020-2021

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#STANDUPCCSU

*"I stand up by
raising my son
to understand that
there is no one
definition of a
'real' man."*

—Joel



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#STANDUPCCSU

"I stand up by speaking up for those without a voice. My voice is your voice and my strength is your strength."

—Jonathan



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#STANDUPCCSU

"I stand with my friends who are in harmful or abusive relationships by letting them know I am there and connecting them with the right resources."

—Monica



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#STANDUPCCSU

"I stand up by providing support and validation when I see someone intervene peacefully in a hostile or aggressive situation."

—Nadiyah



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#STANDUPCCSU

"I stand up by living as my authentic self and supporting the people around me and all of their unique identities."

—Nicole



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CCSU Events 2015-2016

Date of Event	Department	Type	Name of event	Description of Event
9/21/2015	Department of Modern Languages/ Latino and Puerto Rican Studies Program/ The School of Education/ Art Department/ History Department/ Student Affairs/ The Latin American, Latino and Caribbean Center	Art Exhibit	Guayasamin's Art in Motion: "Ecuador Unframed"	A Traveling Mural Exhibit Organized by the University of Notre Dame
9/24/2015	Office of Diversity & Equity	Lecture	Latina Confessions - Documentary & Discussion	CCSU Lecturer: Dr.Heather Rodriguez
9/26/2015	National Association for the Advancement of Colored People (NAACP)	Dinner	2015 Freedom Fund Dinner	Keynote Speaker: Mildred "Bonnie" Hines, First Female Bishop of the African Methodist Episcopal Zion Church
9/27/2015	Red Flag Campaign Committee, Department of Athletics, Student Government Association, Office of Diversity and Equity, Office of Victim Advocacy, Women's Center, Office of Student Affairs, Administrative Affairs	Lecture	You Throw Like A Girl; Language, Masculinity, and Violence Against Women	Don McPherson, former NFL player, College Football Hall of Famer, activist. Educator, feminist and entrepreneur talked about his experiences in college with women, feminism, and things alike.
9/30/2016	Office of Diversity & Equity	Lecture	Foriegners in their Own Land Documentary & Discussion	Guest Lecturer: Dr.Steve Pitti, Yale Univeristy
10/1/2015	CCSU Red Flag Campaign /Office of Diversity & Equity	Lecture	Invisible Chains: Overcoming Coercive Contrl in Intimate Relationships	Attend this session and find out about coercive control and how to help someone get free from their partner's domination.
10/4/2015	The Center for Africana Studies	Lecture	Where The High Five Came From: The Art of the Kingdom of Kongo	Robert Farris Thompson is the consummate example of the committed intellectual; enthusiastic, passionate, knowledgeable and rigorous, but, above all he is loved and respected for the subject matter.
10/7/2016	Office of Diversity & Equity	Lecture	The Uneven Expansion of LGBT Rights in Latin America	Guest Lecturer: Dr. Javier Perales, Amherst College
10/8/2015	American Library Association	Lecture	Latino Americans 500 Years of History featuring Maria Montoya	Maria Montoya is the Associate Professor of History at New York University. Her areas of research/interest are American West, Labor History, Gender and Latina/o History.
10/9/2015	CCSU Red Flag Campaign /Office of Diversity & Equity/ Department of Criminology & Criminal Justice	Panel Discussion	The Legal Consequences of Domestic/Interpersonal Violence	The goal of this panel is to raise awareness of the domestic epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Bringing together a variety of expertise, attendees will learn about the history and progression of domestic violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of domestic violence, working with domestic violence offenders and the impact of domestic violence on victims and their families.

CCSU Events 2015-2016

10/14/2015	Office of Diversity and Equity/ Department of Modern Languages/ Latino and Puerto Rican Studies Program/ The School of Education/ Art Department/ History Department/ Student Affairs/ The Latin American, Latino and Caribbean Center	Lecture	"Oswaldo Guayasamín's Ecuador (1952) and the Question of Mestizaje: The Mural in its Literary and Painterly Contexts"	Juan G. Ramos, Assistant Professor of Spanish at the College of the Holy Cross. He completed his Ph.D. in Comparative Literature at the University of Massachusetts Amherst. He is a native of Ecuador. His latest research project focuses on "Modernismo in the Andes", particularly in Colombia, Ecuador, and Peru. His main works address Latin American literature with special emphasis on the connection of poetry, music, and film.
10/22/2015	CCSU-AAUP Committee for Minority retention/ The National Endowment for the Humanities/American Library Association	Exhibit	Latina Identity Art Exhibit	CCSU Students have created 20 panels that are 4 feet by 8 feet. Each panel contains approximately 40 items related to the social construction of Latina Identity in all over 800 objects on Latina Identity. Each panel is thematic and addresses a different topic such as overcoming stereotypes, food and culture, appearance and dress, folklore, music, religiosity, la familia, etc.
10/26/2015	Ruthe Boyea Women's Center	National Protest	Walk of No Shame	The Walk of No Shame is a national protest that began on April 3, 2011, when Toronto Officer Constable Michael Sanguinetti stated "Women should avoid dressing like sluts" to prevent being raped. In solidarity with others, women respond "No Woman Wears an Outfit to be Raped," and "Stop blaming us for Crimes Perpetrated Against Us!"
10/28/2015	The Womens Center	Lecture	Sin By Silence	From behind prison walls, SIN BY SILENCE reveals the lives of extraordinary women who advocate for a future free from domestic violence. Inside the California Institution for Women, the first inmate-initiated and led group in the U.S. prison system, shatters the misconceptions of domestic violence.
10/29/2015	Ruthe Boyea Women's Center	Lecture	Women in Recovery: Treatment Considerations & Barriers	Charlene A. Snipes is the Acting Program Director of the General Psychiatry Unit at Capital Region Mental Health Center in Hartford, CT - an agency within the Department of Mental Health and Addiction Services (DHMAS). Ms.Snipes discussed the positive correlations between childhood experiences of abuse and trauma with woman's substance abuse patterns, the impact on the families and parenting, physiological effects, the psychological impact of shame and stigma and barriers for poor women and women of color in accessing treatment for substance abuse.
10/29/2015	Latin American Student Organization/ C.O.L.A.D.A. / Spanish Club	Celebration	Día de los Muertos Celebration	L.A.S.O, C.O.L.A.D.A, and the Spanish Club have all teamed up to create an event that celebrates the Mexican holiday, "Día de los Muertos". This celebration took place in Semesters where they served authentic Mexican food while C.O.L.A.D.A provided a live performance.
11/2/2015	Office of Diversity and Equity	Luncheon/Story Teller		Throughtout Mexico and Central America, people gather on the days from November 1st and November 2nd to celebrate their ancestors and remember their loved ones. Come join us as we build an altar for them on November 1st 3-6 PM in Memorial Hall's Connecticut Room.
11/3/2015	Ruthe Boyea Women's Center	Lecture	Sideye Seminar - Identifying & Defying Forms of Sexism	Amanda Seales, with a master's in African American studies from Columbia University, has been featured on many TV shows in her pursuit to make a change. Ms. Seales takes serious topics (racism, rape culture, sexism, police brutality, etc.) and, with humor, makes them relatable and interesting.
11/12/2015	Ruthe Boyea Women's Center	Dance Session	Women's Night In	Women's Night In is a fun night for students to come together and practice Zumba, belly dancing and pole dancing.
11/18/2015	Ruthe Boyea Women's Center	Lecture	Women of Color Luncheon	Dr.Damary Bonilla-Rodriguez has worked passionately on behalf of underserved communities through roles in the not-for-profit, private, and government sectors. In her current role at Girls Incorporated, an organization that inspires all girls to be strong, smart and bold, she leads the organization's national Latina Initiative. At Girls Inc, she is a member of the Values and Diversity committees. Dr.Rodriguez is also a member of several other professional organizations.

CCSU Events 2015-2016

11/19/2015	Central Connecticut State University	Lecture	The Culturally Competent Workplace Human Beings as Resources	Discusses various topics such as Affirmative Action and Diversity/EEO
12/1/2015	Ruthe Boyea Women's Center	HIV Testing	World AIDS Day: Women and the HIV/AIDS Crisis	LaToya Tyson, Prevention Program Manager, AIDS-CT and Norman Lebron, Prevention Services Specialist, AIDS-CT attended this event to inform women about HIV/AIDS and assisted with free confidential HIV testing.
12/3/2015	Travelers	Forum	The Connecticut Forum	From our founding, The Connecticut Forum's mission has been to encourage the free and active exchange of ideas - to inform, challenge, entertain, inspire and build bridges among people from all walks of life. At the heart of that mission was creating room for difficult and critical conversations that strengthen and enrich our community.
12/10/2015	Central Connecticut State University	Discussion	Bridgin the Gap: A Dream Deferred	This event is the culmination of a semester-long focus on wealth and income inequality through the prism of race. A constitution of the 2014 event, students will be presenting work in the forms of posters, photography, writing and video. Their work will be on display for live judging along with dinner and keynote speaker, Tim Wise.
12/10/2015	American Library Association/ Office of Diversity & Equity	Film	Latino Americans: 500 Years of History	Episode 3: War and Peace (1942-1954)
12/17/2015	Central Connecticut State University	Exhibit	The Boriqueneers: Triumph Through Adversity: Valio la Pena	The Boriqueneers is a nickname for the 65th Infantry Regiment of the 3rd Division in the United States Army, an all volunteer Puerto Rican Unit.
2/2/2016	Ruthe Boyea Women's Center	Movie	The Invisible Women	Archival footage and in-depth interviews with former members of the Student Nonviolent Coordinating Committee (SNCC), SNCC's Black Women's Liberation Committee, the Black Panther Party, Third Women's Allianace, and the National Black Women's Feminist Organization reveal how black women mobilized, fought for recognition, and raised awareness of how sexism and class issues affected womens of color within and outside The Black Power Movement and mainstream feminism.
2/10/2016	CSU-AAUP	Discussion	Inequality and the Crisis of Public Higher Education	This CSU-AAUP summit explores the role public higher education can play in reducing inequality, or- if current trends continue- how regional comprehensive universities like the CSU's, contrary to their missions, could exagerate the very inequalities they were designed to eradicate.
2/11/2016	LASO		Sweets of Latin America	
2/11/2016	CCSU Latino and Puerto Rican Studies/ Office of Diversity & Equity	Lecture and flim	Latino Americans 500 Years of History featuring Mark Overmyer Velazquez, Ph.D	Dr. Velazquez is the Associate Professor of History at University of Connecticut, and the Director of El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies
2/16/2016	NAACP/CT Humanities/ National Empowerment for the Arts/ Ford Foundation/ Stan & Joanne Marder/ Maysles Documentary Center/ Greg Melville & Family/ Goldcrest	Panel & Theatrical presenta	James Baldwin: The Price of the Ticket	Moderator: Dr.Walton Brown-Foster, Professor, Department of Political Science and African American Studies
2/17/2016	Students for Justice in Palestine	Theatrical Presentation	"I am Rachel Corrie"	The play "I am Rachel Corrie" is based on the diaries and emails of Rachel Corrie (April 10, 1979 - March 16, 2003) who was an American Evergreen State College student. Corrie was a member of the International Solidarity Movement who traveled the Gaza Strip during the Second Intifada.
2/17/2016	Central Connecticut State University	Lecture	School Funding Equity Summit	How are CT schools funded? Where does the money come from? What would adaequae and equitable school funding look like?

CCSU Events 2015-2016

2/17/2016	The Womens Center	Lecture	Women of Color Luncheon	Ms. Darline Perpignan is a youth advocate, women's activist and outreach specialist. A graduate of University of Bridgeport, she earned both her bachelor's degree in International Political Economy and Diplomacy; and a master's degree in Global Development and Peace.
2/18/2016	NAACP	Talent Show	Apollo Night	Come show off your talent at NAACP's Apollo night!
2/18/2016	Central Connecticut State University	Lecture	Black History Month Civil Rights Speaker	Rev. Cromwell Handy, Pastor of Dexter Ave Baptist Church in Montgomery, Alabama will speak on the role of the Church and the Civil Rights movement.
2/21/2016	South Asian Student Association		Rhoang Lahore De South Asian	
2/25/2016	United Caribbean Club	Audio Presentation	Bob Marley Tribute	Join UCC as they play Bob Marley's tops hits on the South Side of Memorial Hall at 6PM!
2/25/2016	Office of Diversity and Equity/ Student Affairs/ Anthropology Department/ Administrative Affairs/ Student Life/ Women's Center	Lecture	A Conversation with Connecticut Activists: Being Black in CT	Moderator: Dr. Evelyn Phillips, CCSU Professor, Anthropology Department. Guest Speakers: Glenn Cassis, Executive Director of CT African American Affairs Commission; William Foster III, Professor of English Naugatuck Valley Community College; Kamora Herrington, Program Director of True Colors; Bishop John Selders, Moral Mondays CT
2/26/2016	Africana Student Organization	Fashion Show	African Fashion Show	CCSU's Africana Student Organization is having their annual fashion show in Torp Theater! Come down and support the models and designers!
2/27/2016	Office of Diversity & Equity/ Wheeler Clinic/ CCSU Alumni Association/ CCSU Division of Student Affairs/ CCSU Institutional Advancement	Gala	Women of Influence Gala	Honoring Central Connecticut's women of influence.
3/4/2016	Muslim Student Organization	Theatrical Presentation	"Is Islamophobia now a word?"	Rabbi Bob Alper is an ordained rabbi who served congregations for fourteen years and holds a doctorate from Princeton Theological Seminary. He's been a comedian for twenty-three years.
3/8/2016	Veterans Affairs/ Office of Diversity & Equity/ Office of Academic Affairs	Theatrical Presentation	Camp Logan: Shades of Truth Theatre	Produced and directed by: Michael A.Green
3/8/2016	The Ruthe Boyea Women's Center	Film	International Women's Day Festival: Inside Her Sex	Inside Her Sex is a film by Sheona McDonald that interprets our world today and how we live in a highly sexualized society, the messaging around female sexuality is distorted and rife with shame. What women look like, who women should want, what women should desire are some of the topics that this film talks about.
3/9/2016	Office of Victim Advocacy/Office of Diversity & Equity	Film	The Hunting Ground	
3/10/2016	American Library Association/ Office of Diversity & Equity	Film	Latino Americans: 500 Years of History	Episode 5: Prejudice and Pride
3/11/2016	Office of Victim Advocacy/ Office of Diversity & Equity/Phil Dekta Theta/Department of Psychology	Film and discussion	Film Screening: The Mask You Live In	Featuring: Dr. Jason Sikorski, Department of Psychology
3/16/2016	HEALTHYfellows/ Man Enough Support Initiative/ Office of Diversity & Equity/ Student Wellness Services	Lecture	8TH Annual Connecticut in Black, White, & Shades of Gray: The Truth about Race & Health Disparities	The forum was designed to engage the CCSU campus and the larger community in a meaningful dialogue about health disparities across race and gender. The forum will provide a venue to discuss and explore the broader definition of health and identify solutions that will improve the delivery, access, and quality of care to all Connecticut residents.

Exhibit Opening and Reception

September 21, 3:00 PM
Ellihu Burritt Library
1st and 2nd floor

Special Guests:

Mr. Raúl Erazo,
Consul General of Ecuador, New Haven, CT

Professor Rachel Siporin
Art Department, CCSU

Professor Mike Alewitz
Art Department, CCSU

Public Lecture:

Professor Juan Ramos
College of the Holy Cross
October 14, 9:30 AM
Ellihu Burritt Library
2nd floor

This exhibit was organized by:
Lorena Lora, Rachel Parroquin, and Andrea Topash-Rios
and supported by the Fundación Guayasamín

Guayasamín's Art in Motion: "Ecuador"

A Traveling Mural Exhibit Organized by the University of Connecticut

September 21 - October 19, 2015



Organized by CCSU's Prof. Rocío Fuentes (roci.fuentes@ccsu.edu) and Prof. Heather

Exhibit Opening and Reception

September 21, 3:00 PM
Ellihu Burritt Library
1st and 2nd floor

Special Guests:

Mr. Raúl Erazo,
Consul General of Ecuador, New Haven, CT

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"Sarah Speaks Up" Against Domestic Abuse

Living in a constant state of fear and despair for more than a decade, Sarah Gallardo suffered daily at the hands of her abusive ex-husband. Afraid to share her anguish, she wrestled with her torment over sleepless nights of terror, hiding her physical and emotional wounds. The downward spiral hit rock bottom when her abuser shot a gun through her car windshield, narrowly missing her head. After he discharged his weapon, Gallardo says she'll never forget his haunting words as he calmly and casually strolled back into their home as she stood, frozen in fear, trembling on the driveway.

"I'm not sorry I did it," she recalls him saying. "I'm only sorry I missed you."

She cites the birth of her daughter as a powerful wake-up call to a better life. Gallardo left her abusive partner (receiving completion of a four-year prison sentence), and enrolled in CCSU, majoring in Communications (Public Relations/Promotions track). She credits her actions for helping to instill the confidence and self-worth she thought had been lost forever. Volunteering as a domestic violence counselor at the Prudence Crandall Center of New Britain, she now dedicates her life to educating, comforting, and empowering victims through her Sarah Speaks Up campaign, a charitable organization to raise awareness about domestic abuse.

Sarah Speaks Up



sarahspeaksup.com

Communication major Sarah Gallardo turned a nightmarish decade of abuse into Sarah Speaks Up, a statewide, anti-domestic violence campaign.

What advice would you give others, such as college students, who may be quietly living in an abusive relationship? Jealousy is not love—absolutely not. Jealousy implies ownership and that begets control. Someone who loves you is going to respect you, honor your decisions, support your wants and needs, understand that you can't get back to them right away, understands that perhaps you



Sarah Gallardo

Hometown: Newington, CT

Major: BA, Communication: Public Relations/Promotions Track

Finding Her Voice: Suffering in silence for more than a decade in an abusive relationship, Gallardo turned despair into hope, becoming a domestic violence counselor at Prudence Crandall Center in New Britain, and recently founded "Sarah Speaks Up," a non-profit awareness campaign against domestic abuse (www.sarahspeaksup.com).

Rising Sun: Named a "2015 Woman of Inspiration" by the Connecticut Sun; a "First 100 Men and Women" award recipient by the Connecticut Coalition Against Domestic Violence; and awarded a Live Your Dream scholarship from the Farmington Valley Soroptimist Club.

want to take a semester abroad, or go home for the weekend and not stay on campus, or go to a sporting event with friends and not just be with your significant other. Two people in a relationship are in fact two separate people, and by this interweaving of one into the other, there gets to be this misconception that somehow they deserve to know, or have control over the other—and that's simply not true.

What has the Prudence Crandall Center meant to you during your recovery, and your decision to enroll at CCSU? I've been volunteering at the center going on three years now. I ended up meeting someone there, the kind of person my life just wouldn't be the same without: Robin Todhunter. She was the support group leader at the time, an amazing person, multifaceted. I call her my DV (domestic violence) mom. She told me that I have too much potential not to go back to college. She used to fit the question, "So when are you going back to school?" into our conversations on a weekly basis. Her belief in me, and her

continued on page 18

SUICIDE IN VETERANS

What faculty and staff need to know



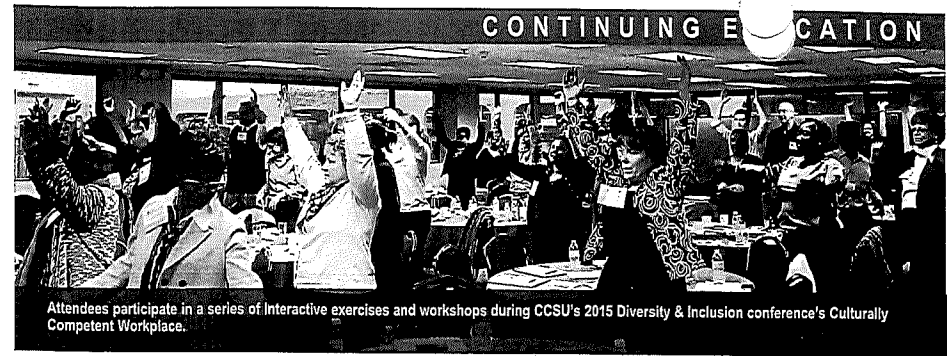
(retired Major General Mark A. Graham, and his wife, Carol Graham)

Please join us for a lecture from retired Major General Mark A. Graham. He will discuss supporting veterans in our classrooms, their struggles with life after service to our country and how faculty and staff can better support them.

FREE ADMISSION
Monday, April 11, 2016
12 – 1 pm
Torp Theater-Davidson Hall

For more information, contact Chris Gutierrez, Coordinator of Veterans Affairs at gutierrezc@ccsu.edu.

Sponsored by:
 Veterans Affairs Office, Division of Student Affairs
 Central Connecticut State University



Attendees participate in a series of interactive exercises and workshops during CCSU's 2015 Diversity & Inclusion conference's Culturally Competent Workplace.

Creating a "Culturally Competent Workplace"

What are the key elements of a culturally competent workplace? Central recently explored the question at the 2015 Diversity & Inclusion conference, presenting topics ranging from "Mindfulness as a Skill for Life" to "Why Diversity/EEO and Affirmative Action Matter Today—Maintaining Your Bottom Line," or even "Captaining Your Own Emotional Life."

Developed by CCSU's Office of Continuing Education and Carolyn Fallahi, Professor and Chair of the Department of Psychological Science, the conference's Culturally Competent Workplace theme provided an opportunity to help open eyes to the idea of "seeing people as people."

"I don't think any organization can afford *not* to do some type of diversity training," says Christa Sterling, Director of CCSU's Office of Continuing Education.

Presented through a series of workshops led by faculty and human resources professionals (HR), the open, public forum helped showcase the talents and expertise of CCSU's faculty and employees, helping attendees understand diversity in the workplace, support a diverse group of peers and patrons, and share ideas for diversity awareness, respect, and appreciation.

CCSU is the "premier choice" when considering expertise for diversity training, says Sterling, noting how in our global society, diversity training is more imperative than ever.

"This conference gets people from a variety of areas and disciplines together and talking," she adds. "CCSU's faculty aren't just trainers, they're studied experts."

Serving as the conference's keynote speaker, Joelle A. Murchison, Vice President of the Travelers Companies, Inc. Enterprise and Diversity and Inclusion division, spoke on the "Changing Face of Diversity and Inclusion."

"Diversity is a hot topic," says Judith Ratcliffe, Assistant Director of CCSU's Continuing Education. "We want to demonstrate how beneficial it is to see all sides of an issue, and explore others' viewpoints before making decisions."

Additional featured workshops presented by CCSU faculty experts included: "On Being a Real Man" by Jason Sikorski, Associate Professor of Psychological Science; "Difficult Conversations" by

Jane Fried, professor emerita of CCSU Counselor Education and Family Therapy; "Training the Brain for Compassion: Lesson from Contemplative Neuroscience," "Creating a Compassionate Business Climate Through the Practice of Mindfulness," and "Who's Got the Con? The Neuroscience of How to be the Captain of Your Own Emotional Life" by Jim Malley, associate professor emeritus and former chair of the Department of Counselor Education and Family Therapy; "Mindfulness as a Skill for Life" by Judith Rosenberg, Professor of Counselor Education and Family Therapy; "The Physics of Business Growth: Mindsets, Systems, and Processes" by Kate Wall, program manager and deep learning coach for the Travelers EDGE Scholars Program at CCSU; "Mental Illness in the Workforce" by Fallahi; "Why Diversity/EEO and Affirmative Action Matter Today—Maintaining Your Bottom Line" by Nicholas D'Agostino, an associate in Diversity & Equity at CCSU, Derek Hall, community organizer, and Robia McHadden, founder and Executive Director of True Colors, Inc.; "It Is Our Business: The Cost of Intimate Partner Violence and How the Private Sector Can Be a Force for Change" by Sarah Dodd, CCSU Victim Advocacy and Violence Prevention Specialist.

Organizers sought a target audience of forward-thinking managers, strategic business leaders, and workplace diversity educators.

"It was a wide variety," Sterling says of the conference's 77 attendees. "We targeted mostly HR professionals or managers and directors, or the people making decisions about training."

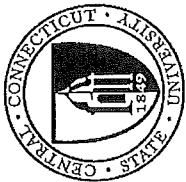
However, once word of the conference spread, the number of attendees with varied professional backgrounds grew.

"We ended up with people from private industry, corporations, non-profits, K-12 schools, colleges, state workers, Connecticut National Guard, and police," Sterling says.

The end result, according to conference organizers, proved to be a resounding success.

"The feedback's been great," adds Sterling. "We've had several attendees already saying how much they're looking forward to our next conference. I hope we do it again. There really is an endless list of topics people are interested in regarding diversity and inclusion."

—Keith Hagarty



The Institute of Technology and Business Development
of Central Connecticut State University/El Instituto de Tecnología y Desarrollo
de Negocios de Central Connecticut State University

In partnership with and funded by/en colaboración con y auspiciado por

Farmington Bank

Presents/Presenta

Hispanic Business Entrepreneurial Program/Programa Empresarial para
negocios hispanos

This 10-week program, delivered in Spanish, is designed to provide up to 25 members of the Hispanic community, who plan to start or grow businesses, the skills necessary to compete and succeed in the business environment. Class will be held Tuesdays from 6:00 p.m. – 8:30 p.m.

Este programa de 10 semanas, cuya instrucción es en español, está diseñado para proveer las destrezas necesarias para competir y tener éxito en el ambiente de negocios. Esta instrucción se les proveerá a 25 miembros de la comunidad hispana que planifican iniciar o hacer crecer sus negocios. Las clases se llevarán a cabo los martes de 6:00 a 8:30 de la tarde.

Marketing your Business – March 22 and 29/Mercadeando su Negocio – 22 de marzo y 29 de marzo

Segmentation/Segmentación

Marketing Research/Investigación de mercado

Marketing Strategies/Estrategias de Mercado

Legal Structures & Business – April 5/ Estructura Legal y los Negocios – 5 de abril

Sole Proprietorship/ Propietario único

Partnership/Sociedad

Limited Liability Company/Sociedad de responsabilidad limitada

Corporation/Corporación

Financial Management – April 12, 19 and 26/ Finanzas Gerenciales – 12, 19 y 26 de abril

Basic Accounting /Contabilidad básica

Financial Statements/Estados financieros

Budget/Presupuesto

Taxes (Federal, State, and Local)/Impuestos (federal, estatal, y local)

Financing Basics – May 3/ Fundamentos de Financiamiento - 3 de mayo

Sources of Capital (Banks, SBA)/Fuentes de capital (bancos/SBA)

Business Loan Process/Proceso de préstamo de negocios

Insurance for Businesses – May 10/Seguros para los Negocios – 10 de mayo

Importance of Insuring businesses/la importancia de asegurar su negocio

Business Plan – May 17 and 24/Plan de Negocios – 17 y 24 de mayo

Goals of Business Planning/ Los objetivos de la planificación de negocios

Content of the Business Plan/ Contenido del Plan de negocios



Presents: Equity Now Salon
Central Connecticut State University
TEDxCCSUSalon

A salon engagement conversation

146 Years: Inequity, Injustice and Race in Public Education

TEDxCCSUSalon Guests

Bishop John L. Selders, Rev Josh Pawelek, & Dr. Helen Koulidobrova

Featuring: Jeff Duncan-Andrade TEDx Talk - Growing Roses in Concrete

Thursday, June 09, 2016 @ 5:45-7:15 PM

Memorial Hall, Connecticut Room

TEDxCCSU and Office of Diversity and Equity Co-sponsored event

RACISM



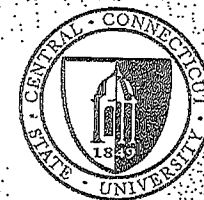
Taking on race & racism
Hosted by Travelers

December 3, 2015

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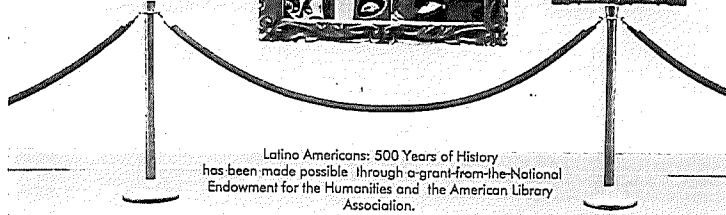
Women of Influence & Gala

Saturday, February 27, 2016, 6:00 p.m.
Student Center, Alumni Hall
Central Connecticut State University



Proceeds to benefit LGBTQ scholarships & initiatives at CCSU

Exploring the Latino Experience
through Art, Film, and History

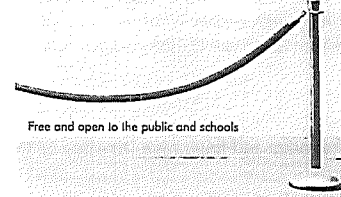


Latino Americans: 500 Years of History
has been made possible through a grant from the National
Endowment for the Humanities and the American Library
Association.

Schedule of Art Events for Fall 2015

Sept. 21 Opening of Guayasamín Ecuadorian Art Exhibit
Sept. 24 Screening of film "Latina Expressions"
Oct. 14 Discussion of Guayasamín by Dr. Juan Ramos
Oct. 2015 Latina Identity and Empowerment Art exhibit

For more info please visit:
www.facebook.com/ccs/latinoamericans



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success of organizations every day. In the wake of the *Black Lives Matter* movement, we continue to see the negative impact societal systems (e.g., employment, education, criminal justice, child welfare) have on women, people of color and other underrepresented communities. The workshop will explore how your organization manages its diversity, how organizational power is manifested within your organization, and how your organization reaches and meets the needs of your customers.

4:00-4:15 Break

4:15-5:15 Ms. Robin McHaelen, Founder and Executive Director of True Colors, Inc.

LGBTQQITSSGL...?

A primer on emerging sexual and gender identities 101 that includes definitions, some values clarification and audience specific how to's around language, inclusion and cultural competency.

5:15-6:15 Networking Hour

**The Culturally Competent Workplace
Human Beings as Resources
November 19, 2015**

Proposed Schedule

- 8:30 – 9:00 Registration, Check in, Continental Breakfast
9:00 – 9:15 Welcoming Remarks: Dr. Carolyn Fallahi and Dr. Christopher Galligan
9:15-10:30 Dr. Jane Fried

Difficult Conversations

Diversity dialogues are specially designed dialogues where your employees learn the skills of authentic dialogue and respectful conversation on subjects related to racial and ethnic differences in an atmosphere of trust and inclusion. The format includes skill training in appropriate self-disclosure, taking responsibility for personal opinions, learning to listen calmly and finding areas of agreement in the midst of conflict.

10:30-10:45 Break

10:45-12:00 Dr. Jason Sikorski

On Being a Real Man

Converging lines of research evidence have shown that men who adhere rigidly to societal expectations regarding how men ought to think, feel and act are at risk for a number of negative life outcomes. For instance, men are less likely to visit the doctor, seek out mental health services and develop relationship building skills consistent with genuine interpersonal closeness. Simultaneously, men are much more likely to perpetrate acts of domestic violence, abuse illicit substances, and take a passive role in raising their children. To be clear, the problem is not 'being a man.' Rather, the problem is men automatically, with little reflection, acting in ways that are obviously unhealthy and inconsistent with long-term future happiness due to an engrained perception that men are supposed to suppress emotions, be aggressive and remain fiercely independent. This 3-4 hour awareness raising workshop reviews the unhealthy expectations placed on men in the United States and how these expectations diminish the quality of our lives. Instead of blaming men for these societal expectations during the workshop, men are encouraged to come together and support each other in the process of making changes that have long lasting impact on their emotional, social and cognitive development. Topics reviewed during the workshop include: help seeking expectations, sexual and relationship health, hostility and aggression, child rearing and self-care. In short, rather than accepting the "boys will be boys" mentality in the United States, men in this workshop work to recognize societal expectations, challenge these ideas and

craft personal plans for change more conducive to lasting physical and emotional health.

12:00-1:45 Lunch

Keynote Speaker: Ms. Joelle A. Murchison, Vice President, Enterprise Diversity and Inclusion, The Travelers Companies, Inc.:

The Changing Face of Diversity and Inclusion

1:45 – 2:30 **Lightning Round**

Dr. Jim Malley: Training the Brain for Compassion: Lessons from Contemplative Neuroscience

Ms. Lila Coddington: Wellness Recovery Action Plan

Dr. Judith Rosenberg: Mindfulness as a Skill for Life

Dr. Jim Malley: Who's Got the Con? – The Neuroscience of How to be the Captain of Your Own Emotional Life

Dr. Kate Wall: The Physics of Business Growth: Mindsets, Systems, and Processes

Dr. Jim Malley: Creating a Compassionate Business Climate Through the Practice of Mindfulness

Dr. Carolyn Fallahi: Mental Illness in the Workforce

Dr. Kate Wall: Knowledge Management and Success Planning: It's All About the Talent Pipeline

Ms. Sarah Dodd: The Cost of Intimate Partner Violence and How the Private Sector Can Be a Force for Change

2:30 – 4:00 Ms. Rosa Rodriguez and Mr. Nicholas D'Agostino

#Blacklivesmatter versus #alllivesmatter: Why Diversity/EEO and Affirmative Action Matter Today – Maintaining your Bottom Line

If women and people of color have risen to the top ranks of the government, business and industry in America, why are affirmative action and equal employment opportunity programs still necessary? Despite the success of some individuals, glass ceilings, wage inequality and discrimination continue to impact employees and the

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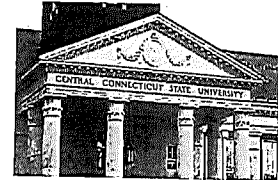
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Breaking News Update: Southington police looking for wanted man, schools released

State reviews bill that universally defines 'affirmative consent' at college level

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CCSU

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Posted: Thursday, March 3, 2016 8:55 pm
Posted on Mar 3, 2016 by Kristina Todeschl Wayne

NEW BRITAIN — A bill before the Connecticut General Assembly seeking to include affirmative consent as a universal standard applied to state colleges and universities is moving forward in the legislative process.

The House bill would "require the inclusion of affirmative consent as a standard in every institution of higher education's policy or policies regarding sexual assault, stalking and intimate partner violence," it states.

It is important to have a clear, universally acknowledged definition of what consent means so students can fully understand what it takes to both give and receive it, says Rosa Rodriguez, chief diversity officer at Central Connecticut State University.

"We have people from all walks of life, from all over the world," Rodriguez says of the students at CCSU.

As a result, the definition of consent may vary from person to person.

The bill defines affirmative consent as "an active, clear and voluntary agreement by a person to engage in sexual activity with another person that is sustained throughout the sexual activity

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current or former partner or spouse.

and may be revoked at any time by any such person.

"Education is really the key to raising awareness among our student body," Rodriguez says. "We've increased our training tremendously in the last couple of years."

A variety of training sessions, both on campus and online, aim to teach students, faculty and staff how to recognize sexual assault and its signs in victims. Since training has increased, CCSU has seen a rise in reports of intimate partner violence, Rodriguez says, defined by the Centers for Disease Control & Prevention as "physical, sexual or psychological harm by a

Since classes began last fall, there have been a total of 40 disclosures and reports of sexual assault on campus, seven of which were carried over from the spring 2015 semester, Rodriguez says. A disclosure is when a student has experienced sexual assault, defined by the U.S. Department of Justice as "any type of sexual contact or behavior that occurs without the explicit consent of the recipient," at some point in their life, she explained.

Connecticut State Colleges & Universities President Mark E. Ojakian testified Tuesday in support of the bill's passage. CCSU enrolls about 92,000 students across Connecticut at four state universities, 12 community colleges and Charter Oak State College in New Britain, according to its Web site, csu.edu.

During his testimony before the Higher Education and Employment Advancement Committee, Ojakian said nearly 22 million women and 1.6 million men report being the victim of a sexual assault at some point in their lives. A 2014 White House report stated one in five women are sexually assaulted on college campuses, while only one in eight report it, he testified. According to a September 2015 Association of American Universities survey, rates of reporting sexual assaults on 27 campuses across the country were low, ranging from five to 28 percent, depending on the type of sexual misconduct.

"When we start getting help, that's when we start healing," Rodriguez says of sexual assault victims. "We just have to try and do the best we can with the resources we have, and connecting them, if they want to pursue criminal charges, with law enforcement, medical care, sometimes academic support. We have to remember that their whole life is impacted."

On the CCSU campus, thousands of booklets, pamphlets and other materials are printed to educate students on the services available to them if they become a victim of sexual assault, Rodriguez says.

"We are committed to not just providing a safe campus, but in fostering a campus culture that actively acknowledges and confronts the realities of rape, sexual assault and intimate partner violence on our campuses and in our communities," Ojakian, of CCSU, says.

Kristina Todeschl Wayne can be reached at (860) 801-5069 or ktwayne@centralctcommunications.com.

- More about Affirmative Consent**
- ARTICLE: Yes means Yes: Bill requiring affirmative consent progresses
- More about College**
- ARTICLE: Students set sights on college at College Cool at New Britain High
 - ARTICLE: Senator hears student loan woes
 - ARTICLE: City officials, state higher education leaders meet about Bristol Campus
 - ARTICLE: Higher education leaders convene over possible Bristol campus
- More about University**
- ARTICLE: Woman moves from assistance to independence
 - ARTICLE: City officials, state higher education leaders meet about Bristol Campus
 - ARTICLE: Higher education leaders convene over possible Bristol campus
 - NCAA BASKETBALL: Women's - Eastern Michigan at Michigan

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~ New Britain, CT ~
Central Connecticut State University
 Panel Discussion & Theatrical Presentation

Tuesday, February 16 ... 4:30 pm
 Free and Open to the Public

Dr. Walton Brown-Foster, Moderator
 Professor, Department of Political Science and African American Studies

Dr. Felton O. Best
 Director, African American Studies Program

Dr. Beverly Johnson
 Department of English

Dr. Joshua Perlestein
 Department of Theatre

Dr. Evelyn Phillips
 Director, Africana Center and Department of Anthropology

Filmmaker Karen Thossen will be present

Co-Sponsored by
 CCSU Department of Political Science, Department of Theatre
 CCSU African American Studies Program and Africana Studies Program
 Arts Committee - Greater Hartford Chapter of the Links, Inc.
 New Britain Chapter of the NAACP

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 Stan & Joanne Marder

THE INVISIBLE WOMEN

Reflections Unheard:
Black Women in Civil Rights

February 2
 February 4 **5:00PM START TIME**

Vance Academic building
 Room 105




Where do black women activists fit into the epochal struggles for equality and liberation during the 1960s and 70s? This feature length documentary unearth the story of black women's political marginalization—between the male-dominated Black Power movement and second wave feminism, which was largely white and middle class—showing how each failed to recognize black women's overlapping racial and gender identities.

Archival footage and in-depth interviews with former members of the Student Nonviolent Coordinating Committee (SNCC), SNCC's Black Women's Liberation Committee, the Black Panther Party, Third World Women's Alliance, and the National Black Women's Feminist Organization reveal how black women mobilized, fought for recognition, and raised awareness of how racism and class traits affected women of color within and outside the Black Power Movement and mainstream feminism. Prominently featured activists include Frances Beale, Angela Davis, Kala Boff, Nikki Giovanni, Rosemary Mesby, Judy Richardson, Gwendolyn Siroch, Deborah Singletary, and Eugenia Wiltshire. Required viewing for Women's Studies, African American Studies, and students of the Civil Rights Movement.

Wed. Feb. 10
 9:30AM TO 4:30PM

CCSU MEMORIAL HALL
 CONSTITUTION ROOM

**CCSU-AAUP & CCSU SGA Summit on:
 INEQUALITY AND THE CRISIS
 OF PUBLIC HIGHER EDUCATION**



Inequality defines the state of Connecticut; we are the state with the largest income gap between the top 1 percent and the bottom 99 percent.

Public higher education can be a way to reduce inequality. But recent trends, which threaten the quality of education in public universities, are producing the opposite results.

This summit explores these questions, and considers ways we can move forward to provide an excellent education and enhanced opportunities for all citizens of Connecticut.

ATTENDANCE IS FREE. NO REGISTRATION REQUIRED

For information contact:
 Louise Williams, History Department,
williamsl@ccsu.edu
 John O'Connor, Sociology Department,
occonnorjohn@ccsu.edu

Program
 9:30-10:50 a.m. Welcome and opening remarks
 Panel 1: Inequality In Connecticut
 Jennifer Klein, Yale University
 Bishop John Selders, Moral Mondays CT
 Bilal Sekou, University of Hartford
 Peter Tercyak, State Representative
 Bobby Sanchez, State Representative

10:50-12:05 p.m. Panel 2: Higher Education and Inequality
 Gaye Tuchman, University of Connecticut
 Johnny Williams, Trinity College
 Kenneth Saltman, UMass Dartmouth
 Phillip Trostel, University of Maine
 Subira Gordon, African American Affairs Commission

12:15-1:30 p.m. Keynote address: Inequality & the Public Sector: Higher Education as a Common Good - Bill Fletcher, Jr, TransAfrica Forum; Institute for Policy Studies; BlackCommentator.com


1:40-2:55 p.m. Panel 3: Students & Alumni: Experiences & Concerns

3:05-4:30 p.m. Panel 4: Moving Forward
 Vijay Nair, CSU AAUP President WCSU
 Dan Livingston, Labor Lawyer
 Dan Clawson, UMass, Amherst
 Brad Russell, College of St. Rose
 Matt Lesser, State Representative

CSU-AAUP Summit on
Inequality and the Crisis of Public Higher Education

Wednesday, February 10, 2016
 9:30 a.m.-4:30 p.m.

Central Connecticut State University
 Memorial Hall, Constitution Room



Program

9:30-10:50 a.m. Welcome and opening remarks
 Panel 1: Inequality In Connecticut
 Jennifer Klein, Yale University
 Bishop John Selders, Moral Mondays CT
 Bilal Sekou, University of Hartford
 Peter Tercyak, State Representative
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 Bill Fletcher, Jr, TransAfrica Forum; Institute for Policy Studies; BlackCommentator.com

1:40-2:55 p.m. Panel 3: Students & Alumni: Experiences & Concerns

3:05-4:30 p.m. Panel 4: Moving Forward & Making Change
 Vijay Nair, CSU AAUP President WCSU
 Dan Livingston, Labor Lawyer
 Dan Clawson, UMass, Amherst
 Brad Russell, College of St. Rose
 Matt Lesser, State Representative

ATTENDANCE IS FREE. NO REGISTRATION REQUIRED

For information contact:
 Louise Williams, History Department,
williamsl@ccsu.edu
 John O'Connor, Sociology Department,
occonnorjohn@ccsu.edu

Women of Color Luncheon

W E D N E S D A Y
February 17, 2016
Connecticut Room
Memorial Hall - 12:20pm



Keynote speaker:

Ms. Darline Pagan

Ms. Darline Pagan is a youth advocate, women's activist and outreach specialist. A graduate of University of Bridgeport, she earned both her bachelor's degree in International Political Economy and Diplomacy; and a master's degree in Global Development and Peace. In 2012, she worked in the Conflict Resolution Department at the Jordan Institute of Diplomacy in Amman, Jordan, and was awarded for her research skills and contribution to the preparation of the NATO Conference for the Middle East. While in Amman, Jordan she published many articles regarding women issues- most famous: "Women Issues shouldn't be an apparatus it is simply our rights". In 2009, she founded the Leaders of Tomorrow, Inc., and an organization working to develop leadership skills within inner-city high school youth. Her community involvement varies from hosting "back to school" events to give away school supplies to inner-city youth.

Inviting all women of color students, faculty, staff and administrators. To attend please register at www.ccsu.edu/WomenOfColor.



For further information, please contact
Militia D'Arce or
Jacqueline Cobble-Bolvin,
Cobble-Bolvin@ccsu.edu or 860-432-1855.

www.ccsu.edu/Undergraduate/CollegeWomen/CollegeWomenofColor/2016/02/17/women-of-color-luncheon

CCSU

CENTER FOR TEACHING AND FACULTY DEVELOPMENT
FALL SEMESTER PROGRAMS ...save the dates!

WED. SEPT 23RD
3:00-5:00 PM
MEMORIAL HALL
CONNECTICUT ROOM

Innovation Fund Project Presentations
Hear from select CCSU faculty who have piloted innovative approaches to promoting student success.
Co-sponsored with Provost's Office—reception to follow

TUES. OCT 13TH
3:15 PM
STUDENT CENTER
SPRAGUE/CARLTON

Reaching and Teaching LGBT Students
Featuring Prof. Lella J. Rupp, Professor of Feminist Studies and Associate Dean of Social Sciences, UC Santa Barbara.
Co-sponsored with the History Department

WED. OCT 14TH
4:00-5:30 PM
STUDENT CENTER
PHILBRICK ROOM

Community Engagement/Service Learning Workshop
Hear from professors who have organized community engagement projects, and learn how to incorporate community engagement initiatives relevant to your subject area. Get advice on raising funds, handling logistics, and teaming with other classes.
Co-sponsored with CCSU Faculty Senate Community Engagement Committee

WED. OCT 21ST
8:00-1:00 PM
WILLARD HALL ROOM 004

Weatherproof Your Course
Learn about available tools that can keep your classes running even in the worst of winter weather! An identical session will be offered on Thursday, October 29th from 3:00-4:00 PM. (same location)
Co-sponsored with IDTRC

THURS. OCT 29TH
3:00-4:00 PM
(IDENTICAL SESSION)

FRI. NOV 20TH
10:00 AM-NOON
MARCUS WHITE
LIVING ROOM

Research Ethics Workshop
If you plan to conduct or supervise research with human participants, come learn about the types of research that require Human Studies Council (HSC) review, get an overview of the CCSU Human Studies Council's review process, and collect helpful advice on how to complete an application for HSC approval.
Co-sponsored with Grants and Funded Research Office

PROGRAMS ARE OPEN TO ALL CCSU FACULTY. NO REGISTRATION IS REQUIRED. FOR MORE INFORMATION, PLEASE CONTACT:
CTFD DIRECTOR KARA RUSSELL, RUSSELLK@CCSU.EDU
CTFD BOARD OF ADVISORS: ABIGAIL ADAMS, BARBARA CLARK, MARY COLLINS, LISA FRANK, SHELLY JONES, PALOMA LAPUERTA, KRIS LARSEN, LORRAINE LIBBY, PAUL PETERSON, JASON SNYDER, JOHN TULLY & TOM VASKO

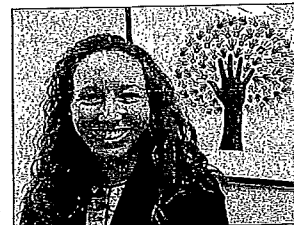
DEPARTMENT PROFILE

Rising to the Challenge New Office of Victim Advocacy & Violence Prevention Launches StandUPCCSU



"We want to build a community where people are standing up for each other and looking out for each other."

Sarah Dodd,
CCSU Victim Advocacy and Violence Prevention Specialist



Where can CCSU students turn to in the face of violence? Responding to nationwide concerns over potential threats facing college students, Central's Office of Diversity and Equity has established the new Office of Victim Advocacy & Violence Prevention.

According to Victim Advocacy and Violence Prevention Specialist Sarah Dodd, the new office (located in Dioreto Hall) seeks to bolster violence prevention efforts, assess the effectiveness of existing programs, and help victims find the support they need.

"Building awareness is really important," says Dodd. "We really want to reinforce the changing of behaviors and social norms that lead to a culture of violence."

To that end, Dodd's office recently launched StandUPCCSU, a bystander awareness campaign encouraging men to stand up and intercede when they come across potentially abusive or violent situations.

"StandUPCCSU teaches bystander intervention techniques to help develop skills regarding situations that lead, not just to violence, but to a hostile culture," says Dodd.

"We want to build a community where people are standing up for each other and looking out for each other," she says. "One of the biggest reasons why people intervene is because they feel responsible for each other, so cultivating that feeling of responsibility is very important."

The campus-based campaign featured a series of posters, films, in-class discussions, lectures and speaking engagements, such as those by nationally renowned speakers Dr. Jackson Katz ("More Than A Few Good Men"), Dr. Tom Keith ("The Bro Code: Masculinity and the Courage to Change"), and CCSU Associate Professor of Psychological Science Jason Sikorski on the issue of hyper-masculinity.

It's critical for colleges and universities to not only provide support services to victims, but to also enact educational outreach that raises awareness and skill levels in dealing with potentially harmful situations, says Rosa Rodriguez, chief diversity officer and Title IX officer with the Office of Diversity & Equity.

"We want to make sure more of the community is educated, informed, and able to challenge offensive behaviors and support survivors—sometimes we need to challenge each other," says Rodriguez. "A person we respect or love may say something thoughtless or offensive. If we're in a safe place, we can tell them that they may want to rethink how they're saying that."

The new Office of Victim Advocacy & Violence Prevention gives the Central community a vital hub to access information, assistance and support.

"Sarah brings a lot of experience in working with victims of sexual violence and collaborating with faculty and staff on delivering the programs," Rodriguez says of Dodd's leadership. "She brings experience in evaluating how effectively the programming works."

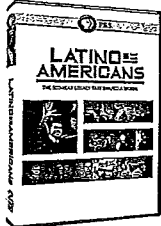
—Carol Laird

LATINO AMERICANS

Exploring the Latino Experience through Art, Film, and History

All screenings will have the following time schedule and format:

- 5:30pm Reception
- 6:00pm Screening of Episode
- 7:00pm Discussion led by scholar



Join us for special screenings of the PBS Documentary:
"Latino Americans: 500 Years of History"

Latino Americans is the first major documentary series for television to chronicle the rich and varied history and experiences of Latinos. The series chronicles Latinos in the United States from the 1500's to present day. It is a story of people, politics, and culture. *Latino Americans* relies on historical accounts and personal experiences to tell the stories of early settlement, conquest and immigration; of tradition and reinvention; and of anguish and celebration.

Episode	Date	Discussant	Location
1: Foreigners in their own land	Sept. 30, 2015	Dr. Steve Pitti Yale University	Torp Theatre Davidson Hall
2: Empire of Dreams	Oct. 8, 2015	Dr. Maria Montoya NYU	Torp Theatre Davidson Hall
3: War and Peace	Dec. 10, 2015	Veterans Panel Discussion	Welte Auditorium
4: The New Latinos	Feb. 11, 2016	Dr. Mark Overmyer-Velazquez, UCONN	Torp Theatre Davidson Hall
5: Prejudice and Pride	Mar. 10, 2016	Dr. Anthony Mora University of Michigan	Torp Theatre Davidson Hall
6: Peril and Promise	April 14, 2016	Dr. Erendira Rueda Vassar College	Torp Theatre Davidson Hall

Central Connecticut State University
1615 Stanley Street, New Britain, CT
All screenings are free and open to the public.

Latino Americans: 500 Years of History has been made possible through a grant from the National Endowment for the Humanities and the American Library Association

WWW.FACEBOOK.COM/CCSULATINOAMERICANS

DiAgostino, Nicholas (Diversity and Equity)

From: Coddington, Lila L. (Counselor Education & Family Therapy)
Sent: Wednesday, October 14, 2015 10:37 AM
To: Dukes, Christopher (Office Student Conduct); Hernandez, Ramon (Student Affairs); Fallahi, Carolyn (Psychological Science); Nicoll-Senft, Joan (Special Education and Interventions); Rodriguez, Rosa (Diversity and Equity); DiAgostino, Nicholas (Diversity and Equity); Pohl, Jonathan (Student Wellness); Reisk, Janice (CACE); Wright, Elizabeth C. (CACE); Johnson, Montez (CACE); Social Work-1; Sociology; PsychClub (Psychology); PsychologyFullTime; Women's Center; Sweeney, Susan (SALD); Poppe, Ken (CACE); Saville, Carol Y. (Staff-Affairs-Disability Svcs)
Cc: Rosenberg, Judith (Counselor Education & Family Therapy); Counseling & Family Therapy; Medeiros, Kristen (Psychological Science)
Subject: First Meeting of Autism Connection. Students, Allies, Faculty and Staff Welcomed!
Attachments: Autism Connection Group.pdf

Autism Connection

Join the Growing Conversation

Meet New Friends
Socialize
Become an AC_Mentor

WHEN: Thursday, October 15th (First Meeting)
TIME: 12:15pm - 1:15pm
WHERE: Vance Academic Room 106
WHO: Students, Allies, Faculty & Staff
Coordinators: Kristen Medeiros and Lila Coddington

DISCOVER

Active Social Involvement at CCSU
Awareness of Autism
Support and Caring

For More Information Contact

Lila Coddington at 860-832-0078 or coddingtonl@ccsu.edu
Kristen Medeiros at kmediros@ccsu.edu

Sponsored By:

Central Access & Student Development

LATINO AMERICANS
500 YEARS OF HISTORY



Featuring Guest Scholar
Maria Montoya, Ph.D

ASSOCIATE PROFESSOR OF HISTORY, NEW YORK UNIVERSITY
AREAS OF RESEARCH/INTEREST: AMERICAN WEST, LABOR HISTORY, GENDER, LATINA/O HISTORY

DATE: Thursday, October 8th, 2015

TIME: 5:30pm Reception in Davidson Hall 123
6:00pm Screening of Episode 2
7:00pm Discussion by Dr. Montoya

LOCATION: Torp Theatre in Davidson Hall

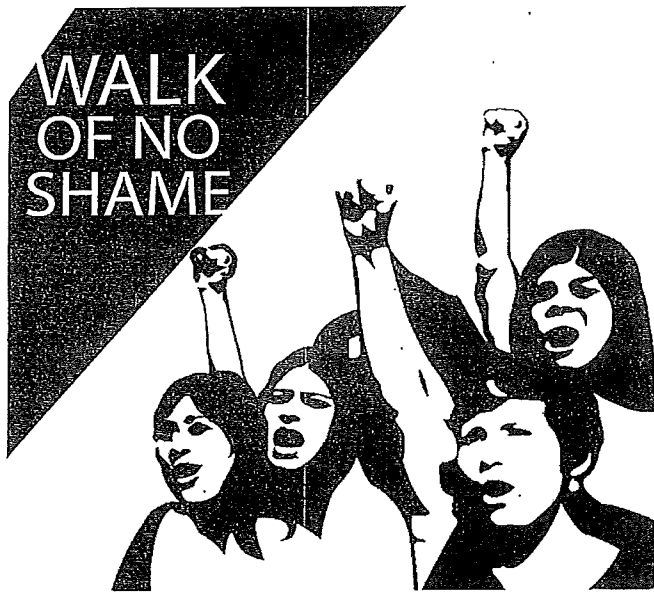
PBS SERIES- EPISODE 2: EMPIRE OF DREAMS

Description of Episode: Widespread immigration to the U.S. from Latin countries begins - first with a small group from Cuba, then a larger one from Mexico. In 1898, the U.S. helps liberate Cuba and Puerto Rico from Spain but then seizes Puerto Rico as its colony. The first Puerto Rican arrivals (now U.S. citizens) establish a network in New York. Immigrants encouraged to immigrate in the 20s are deported en masse in the 30s. Puerto Ricans, also caught in the depths of the Depression, rebel against U.S. rule on the Island, and gain Commonwealth status from the U.S. Government.
Latino Americans: 500 Years of History has been made possible through a grant from the National Endowment for the Humanities and the American Library Association.

Central Connecticut State University
1615 Stanley Street, New Britain, CT
Free parking is available. Film and discussion are free.

Humanities www.facebook.com/ccsulatinamericans ALA American Library Association

LATINO AMERICANS
500 YEARS OF HISTORY



WALK OF NO SHAME
A MARCH AND SPEAK OUT TO END STREET HARASSMENT AND CATCALLING!
Monday, October 26, 2015 at 5pm
Alumni Hall, Student Center

For more information contact:
Jacqueline Cobble-Bolin
at 860-832-1655
CobbleBolin@ccsu.edu
Gretchen Maliso
at 860-832-1655
GretchenMaliso@ccsu.edu
Purple Boyes Women's Center,
Student Center Room 215

A national protest that began on April 3, 2011 when Toronto police officer Constable Michael Sanguinetti stated "Women should avoid dressing like sluts" to prevent being raped.

In solidarity with others, we respond "No Woman Asked to be Raped," "No Woman Wears an Outfit to be Raped," and "Stop Blaming us for Crimes Perpetrated Against Us!"


My Body, My Rules!

The Department of Modern Languages and the Latino and Puerto Rican Studies Program at CCSU present:

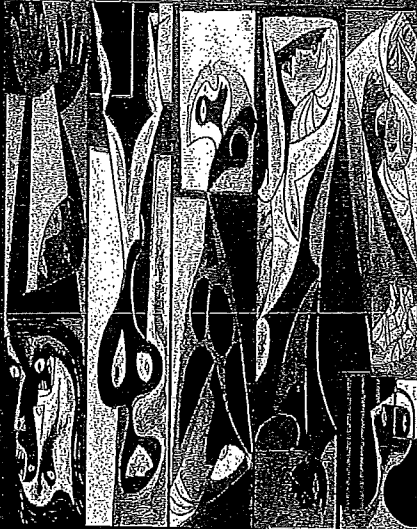
Public Lecture

Professor Juan Ramos (College of the Holy Cross)
Davidson 206, October 14th, 9:30 AM

"Oswaldo Guayasamin's Ecuador (1952) and the Question of Mestizaje: The Mural in its Literary and Painterly Contexts"



Juan G. Ramos, Assistant Professor of Spanish at the College of the Holy Cross. He completed his Ph.D. in Comparative Literature at the University of Massachusetts Amherst. He is a native of Ecuador. His latest research project focuses on modernismo in the Andes, particularly in Colombia, Ecuador, and Peru. His main works address Latin American literature with special emphasis on the connection of poetry, music, and film.



Organized at CCSU by Prof. Rosio Fuentes (rosio.fuentes@ccsu.edu) and Prof. Heather Rodriguez (hrodriguez@ccsu.edu)

Sponsored by: Department of Modern Languages, Latino and Puerto Rican Studies, Davidson Library, The School of Education, Art Department, History Department, Student Affairs, the Office of Diversity and Equity, and Friends of the Library.

Latino Americans: 500 Years of History has been made possible through a grant from the National Endowment for the Humanities and the American Library Association

ALA American Library Association

Latina Identity Art Exhibit

Date: Thursday, October 22, 2015
Time: 3-5pm
Location: "The Secret Garden": Courtyard area between Social Science Hall and Marcus White

Menu: Apples, caramel, pumpkin pie, apple cider, hot cocoa, cupcakes etc.

Rain or Wind over 25 mph Location: Sociology Department, 3rd floor Social Science Hall

Description of Art Exhibits: CCSU Students have created 20 panels that are 4 feet by 8 feet. Each panel contains approximately 20 items related to the social construction of Latina Identity - in all over 800 objects on Latina Identity. Each panel is thematic and addresses a different topic such as overcoming stereotypes, food and culture, appearance and dress, folklore, music, religiosity, la familia, etc.

Sponsored by the CCSU AADP Committee for Minority retention, the National Endowment for the Humanities and American Library Association
www.facebook.com/ccsulatinoamericans

Ebenezer D. Bassett Day

October 16



Central Connecticut State University celebrates
EBENEZER D. BASSETT DAY

Friday, October 16, 2015
 5:00 pm - Torp Theater, Davidson Hall

Central Connecticut State University
 1615 Stanley Street, New Britain

Reception will follow ~ Free and open to the public
Master of Ceremonies: Mr. Stan Simpson
 FOX-CT Television Host, Columnist, and CCSU Alumnus

Living the Legacy: The Ebenezer D. Bassett Humanitarian Awards

Mr. Howard K. Hill **Dr. Jonathan Holloway**
Congressman John B. Larson **Mr. John Motley**
Mr. Curtis D. Robinson **Ms. Mary Sanders**

"Ebenezer D. Bassett, America's Diplomat at Home and Abroad"

Keynote Address: Ms. Myra E. Burton

Division Chief for Africa and the Americas, US State Department Office of the Historian

Ebenezer D. Bassett

Graduated CCSU's parent institution as the first African American alumnus
 Principal of the school that became the nation's first Historically Black College
 Appointed by President Grant as the first African American ambassador

Event Info: www.ccsu.edu/bassett ; www.facebook.com/EbenezerBassett ; fothergllh@ccsu.edu
 Sponsors: Center for African Studies • Center for International Education • Dept. of Anthropology
 Dept. of History • Office of Administrative Affairs • Office of Diversity & Equity • CCSU Alumni Association
 HEALTHYfellows/Man Enough Support Initiatives

A COMEDY PRESENTED BY THE RUTHE BOYEA WOMEN'S CENTER:

Sideye Seminar

Identifying & Defying Everyday Forms of Sexism

TUESDAY, NOVEMBER 3, 2015 | 8:00PM

TORPE THEATER, DAVIDSON HALL



Comedian, host, content creator, and more, Amanda Seales doesn't just want to make you laugh, she wants to make a change! With an uncanny knack for taking serious topics (racism, rape culture, sexism, police brutality, etc.) and with humor, making them relatable and interesting, she combines intellectual wit, engaging silliness and a pop culture obsession to create her unique style of smart funny content for the stage and screen.

This funny lady with a master's in African American studies from Columbia University has been invited to guest host on ABC's "The View", opened for the legendary Paul Mooney, been featured on VH1's "Best Week Ever", TRU TV's "Friends of the People", as a host/contributor to MTV, Al Jazeera America, Huff-Post Live and an appearance on CNN went viral when armed with intelligence, wit, and now famous facial expressions, she deftly took down a sexist defender of catcalling.



For more information contact:
 Jacqueline Collins-Schiff
 at 860-439-1655
 Collins-Schiff@ccsu.edu

Office of
 Victim Services



WOMEN IN RECOVERY:

TREATMENT CONSIDERATIONS - & - BARRIERS

Charlene A. Snipes, MPA, LCSW

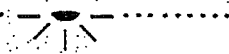
Thursday October 29, 2015

5:00pm - 6:30pm

Marcus White Living Room



Ms. Snipes is the Acting Program Director of the General Psychiatry Unit at Central Region Mental Health Center in Hartford, CT - an agency within the Department of Mental Health and Addiction Services (DMHAS). She has worked for many years with (and for) elderly women dealing with substance abuse, mental health, pregnancy, parenting and trauma issues with a focus on person-centered recovery and trauma informed care. One of her areas of expertise is in working with women of color in recovery and gender specific treatment considerations. Her presentation will discuss the possible connections between childhood experiences of abuse and trauma with women's substance abuse problems, the impact of the families and parenting styles, the psychological impact of shame and stigma and barriers for poor women and women of color in accessing treatment for substance abuse.



Equal Opportunity Employment
 All events are open to the CCSU community.
 This event is being held at a handicap accessible location.

For more information contact:
 Jacqueline Collins-Schiff Sherie V. Turner
 at 860-439-1655 at 860-439-1655
 Collins-Schiff@ccsu.edu

Let us hear from you!
 The Sage Women's Center
 Success Center Room 215

THE BORINQUEENERS

TRIUMPH THROUGH ADVERSITY

Exhibit Opening RECEPTION:

Friday, February 5, 5-7pm
 New Britain Visitors' Center
 66 W. Main St., New Britain, CT 06051
 Please contact glasseries@ccsu.edu for more information.

The *Borinqueneers* is a nickname for the 65th Infantry Regiment of the 3rd Division in the United States Army, an all-volunteer Puerto Rican unit, who served most notably in the Korean War.

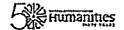


The featured *Borinqueneer* War Veterans:
 Luis R. Rodriguez, Celestino Cordova, Dolores N. Hernandez, Luis R. Centeno.

AN EXHIBIT BY:
 Central Connecticut State University's Fall 2015
 Introduction to Public History class
 In cooperation with the
 Veteran's History Project

ON DISPLAY AT:
 New Britain Visitors' Center
 66 W. Main St., New Britain, CT 06051
 December 1st 2015- April 14, 2016

Sponsored by CCSU Latino and Puerto Rican Studies with the support:
 "Latino Americans: 500 Years of History has been made possible through a grant from the National Endowment for the Humanities and the American Library Association."






Central Connecticut State University
Presents



el Dia de los Muertos
A Day of Remembrance

Monday, November 2, 2015
Connecticut Room




Rosa Rodriguez
Office of Diversity and Equity

Día de los Muertos

A Day of Remembrance

Throughout Mexico and Central America, people gather on the days from November 1st and 2nd to celebrate their ancestors and remember their loved ones. Families clean up and decorate graveyards and cemeteries, they prepare home altars and hold services, they cook special meals and foods.

Members of CCSU's community have built an altar for several years to honor members of our community who have died in the previous year. Come join us as we build the altar or Ofrendas on November 1, 2015 from 3 to 6 PM in Memorial Hall's Connecticut Room, and then again on November 2nd, as we celebrate the lives of those who have passed.

Luncheon/Story Teller
 Monday, November 2, 2015 @ 11:30 AM


Presentation by Dr. Abigail Adams
 Monday, November 2, 2015 @ 4:30 PM
 Refreshments will be served.

For information and to RSVP, contact the Office of Diversity and Equity at 860-832-1652 or at Soucy@ccsu.edu.

Event is sponsored by the Hispanic Month Planning Committee, Office of Diversity and Equity, Student Affairs and the Modern Languages and Anthropology Departments.



Equal Opportunity Employer and Educator



2015 Freedom Fund Dinner


New Britain Branch #2006

"Pursuing Liberty in the Face of Injustice"

Keynote Speaker - Bishop Mildred "Bonnie" Hines
 First Female Bishop of the African Methodist Episcopal Zion Church


Saturday, September 26, 2015, 6 pm

Central Connecticut State University
 New Britain, Connecticut



About the event


This event is the culmination of a semester-long focus on wealth and income inequality through the prism of race. A continuation of the 2014 event, students will be presenting work in the forms of posters, photography, writing and video. Their work will be on display for live judging along with dinner and keynote speaker, Tim Wise. A tentative schedule is listed below; times are subject to change. This event is free and open to the public. Be sure to stick around and attend the book signing with Tim Wise!



Tim Wise

Starting in the 1980s as a college activist Tim Wise has had a long career as an anti-racist essayist, author and educator. He has written six books and has been featured in several documentaries. Wise was a part of one of the many groups trying to defeat the political candidacy of David Duke and he was a community organizer in New Orleans' public housing. He regularly appears on CNN and MSNBC to discuss race issues.

Schedule	Location and Parking
(Times are approximate)	This event will be held in Memorial Hall's Constitution Room. Access to the second floor by stairs or elevator. Parking is available in the Copernicus, Welte, and Vance garages.
5:00 Welcome	
Student presentations and voting	
6:30 Dinner	
7:15 Tim Wise Presents	
8:00 Awards	
8:15 Book signing	

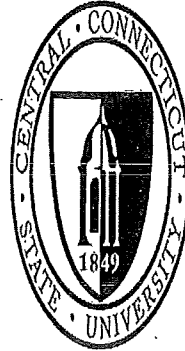


Bridging the Gap: A Dream Deferred
 A discussion and presentation about income inequality looking at the importance of race and the role it plays.

CLOSING CEREMONY

JAMAICAN MASTER'S PROGRAM
IN EDUCATIONAL LEADERSHIP

August 1, 2014
Torp Theater • Davidson Hall
3:00 p.m. - 5:00 p.m.



CENTRAL CONNECTICUT STATE UNIVERSITY
School of Education and Professional Studies
New Britain, CT 06050

PROGRAM

Welcome	DR. MICHAEL ALFANO, Dean School of Education & Professional Studies
	DR. GLYNIS FITZGERALD, Dean, School of Graduate Studies
	DR. RICHARD BACHOO Chief Administrative Officer
Invocation	NICOLA WILLIAMS, MICO Cohort
Opening Remarks	DR. ELLEN RETELLE, Chair Department of Educational Leadership
Greetings from Jamaica	DR. ASBURN PINNOCK, Principal Sam Sharpe Teachers' College
Greetings from JEDSN	DR. LYNDROY GRANT, President Jamaica Educator Development & Support Network
Student Remarks	CAROL ANGLIH, SSTC Cohort CLAYTON HALL, MICO Cohort ALTHEA GREEN, WTC Cohort
Closing Remarks	DR. ANTHONY RIGAZIO-DIGILIO Professor and Program Coordinator Department of Educational Leadership

WHAT DOES IT MEAN TO BE AN AMBASSADOR OF
EBENEZER D. BASSETT'S LEGACY?

"LIVING THE LEGACY"



SCHOLAR & EDUCATOR

As an ambassador, a Scholar & Educator strives to live as a wise person. You understand that education is the key to opportunity. You are committed to your own growth and the growth of others. You are a "True Teacher."

ALUMNUS

As an ambassador, an Alumnus serves as a representative, role model, advisor, and guide. You have chosen to be a person of integrity. You have assumed the responsibility for reaching back to help the next generation. Daily you apply your knowledge because you are committed to make the world a better place.

DIPLOMAT

As an ambassador, a Diplomat is committed to serving others. You are a humble leader. You aspire to make a difference in the world by using your knowledge, talents, skills, and resources to build consensus and unity between different groups of people. You are a capacity builder and you focus on meeting the needs of the masses rather than the needs of a few.

CIVIL RIGHTS & EQUITY

As an ambassador of Civil Rights & Equity, you are committed to creating a more equitable and just society for all. You are an advocate for the needs of your brothers and sisters of the planet. You recognize the diversity in the human experience and you believe that everyone has a right to be treated with dignity and respect, and to have the resources necessary to sustain health and wellness.

FAITH & FREEDOM

As an ambassador of Faith & Freedom, you are a person of compassion. You believe in the human spirit and you recognize, with opportunity, each person's capacity to reach their human potential. You are a person of hope and you live as an inspiration that life's challenges are meant to be met and overcome.

EBENEZER D. BASSETT MEMORIAL QUESTIONNAIRE 2015



FLAG PROCESSION

Troop 41
Berlin, CT



Troop 41 was established in October of 1985 by Joe Greco. Troop 41 takes pride in its community service, supporting many volunteer and community organizations, including but not limited to, the Muscular Dystrophy Association, Veteran groups and the Berlin Fair.



RECEPTION ENTERTAINMENT

The Ebenezer D. Bassett Memorial
Committee proudly presents:

The
MATT BELLIVEAU DUO

Featuring

Matt Belliveau, guitar &
Derrick Bosse, Bass



Matt Belliveau - Matt was born in Hartford and raised in Newington, CT. He has been exploring music from an early age on the piano and guitar. In 2005, at age 11, Matt became the youngest person ever to win the Steve Vai scholarship to the National Guitar Workshop classes in New Milford, CT. Only a handful of fellow participants were chosen out of hundreds. He began attending CCSU in 2011 and joined the CCSU Music Department as a Jazz Studies program as a guitar major in 2012. Since then, Matt has been playing in the CCSU Big Band, Jazz Combo, and iPad Ensemble. Currently, he is sitting in with the Thomaston Jazz Orchestra and is a senior at CCSU!!!

For booking information please contact
the Matt Belliveau Duo

Phone (860) 324-5977
Email: mjbelleveu@my.ccsu.edu

The Melanie Ilene Rieger
Memorial Foundation
and the
Connecticut

Department of Correction
with
Office for Victims of Crime (Washington)
CT Department of Children and Families
CT Judicial Branch
Court Support Services Division
CT Office of the Chief State's Attorney
CT Office of the Victim Advocate
CT Office of Victim Services
CT Board of Pardons and Parole
Survivors of Homicide
Women's Center and Dept. of Social Work,
Central Connecticut State University

Present the

19th Annual

Melanie Ilene Rieger
Memorial
Conference Against Violence

June 3rd & 4th, 2015

Central Connecticut State University
1615 Stanley Street • New Britain, CT 06050

Questions about the conference?
(203) 756-8080 or SRIEGER@att.net
www.melanieriegerconference.com

Information Is Kept Strictly Confidential!
REGISTRATION FEE: \$50.00
(Non-refundable)

Includes breakfast & lunch daily
Must be enclosed with registration form
PLEASE MAKE CHECK PAYABLE to the
MIR MEMORIAL FOUNDATION

SPONSORSHIPS WILL BE AVAILABLE FOR CRIME VICTIMS
Contact Dr. Samuel Rieger

Melanie Ilene Rieger, a college student, was
murdered by her boyfriend on May 24, 1994.
The conference was established in her memory
with the hope that others would avoid such tragedy.

WEDNESDAY, June 3, 2015

8:00-9:00 a.m.
Breakfast & Registration (Welte Hall):

9:00-10:00 a.m.
Opening Ceremonies (Welte Hall):

Presentation of the Colors
Aaron Noel Treppeda, Soloist
Rev. Anthony J. Bruno, Director of Religious
Services, Department of Correction
Dr. Jack Miller, President,
Central Connecticut State University

Acting Commissioner Scott Semple,
Department of Correction

Linda J. Cimino, Director, Office of Victim Services
Dr. Samuel L. Rieger, father of Melanie
Natasha M. Pierre, CT Victim Advocate

10:15-11:30 a.m.
Keynote Speaker (Welte Hall):
David Kaczynski: Brother of Unabomber Ted Kaczynski
"From Violence to Healing: A Twenty Year Journey"

11:45-12:45 p.m.
Breakout Session I (Held in the Student
Center):

#1- Dr. Guy Vallaro: Dir. CT Forensic Science Laboratory
"Forensics: The 21st Century Tool for Solving
Unsolvable Crimes"

#2- Joseph Froehlich: Dir. Law Enforcement Services
CCADV: "Assessing Risk in Stalking & Domestic
Violence Cases"

#3- Jillian Gilchrist: CONNSACS, "Meeting the
Challenge: Achieving Prevention and a Student
Centered Approach to Sexual Assault on Campus"

#4- Dr. James Gill: CT Medical Examiner: "Ask the
Medical Examiner"

#5- Mari Bailey: Valley of the Sun Parents of Murdered
Children: "The Impact of Traumatic Grief on Friends
& Family Members"

#6- Patricia Kupec, Jill Colavolpe, Gavin Galligan,
David Snyder: CT Dept. of Correction: "Connecticut
Department of Correction: From Incarceration
to Re-Entry"

#7- Traci Lester: CT Judicial Branch, Court Support
Services Division: "Suicide of Law Enforcement
Officers"

1:00-2:00 p.m.
Lunch: (Memorial Hall 2nd Floor):

CCSU Reps Honored During 100 Men of Color Gala



The Annual 100 Men of Color ceremony recognized CCSU alums Larry Hall '89, MS '96, Director of Admissions (far right in top photo above), Bilal Afolabi '15 (second from right in photos immediately above), and posthumously recognized Ebenezer D. Bassett, 1853 (far right, immediately above); along with (l-r, top image) Dr. Richard Bachoo, Chief Administrative Officer; Warren Perry, Professor of Anthropology; Serafin Mendez-Mendez, Professor of Communication; (l-r immediately above) CCSU Professor of Philosophy Felton Best and Adjunct Professor of Philosophy Ben Foster. At the very top, CCSU Associate Athletics Director Michael Ansara congratulates his honored colleagues.

The ceremony honors those whose exemplary leadership, entrepreneurial success, and community service has made a significant difference in the lives of others. Proceeds from the event provide financial support for programs promoting the advancement of young men of color.



Gloria A. Cassis is the Executive Director of the State of Connecticut African American Affairs Commission. He has a bachelor's degree in political science and a graduate degree in his administration from University of Connecticut. As Executive Director of the Commission, Mr. Cassis has provided testimony to the legislature, served on several commissions, assisted community organizations and presided at conferences.

Kamara Le'Elia Harrison is the Program Director for The Colon, a support and advocacy organization for several minority youth. As a member of the National Black Justice Coalition's Leadership Advisory Council, she participated at the "OUT on the Hill Black LGBT Leadership Summit" an organize with other thought leaders, faith leaders, philanthropists and activists who are organizing to empower their communities.



Reverend Doctor John L. Seiders, Jr. is one of the leaders of Moral Monday CT. He has exhibited extraordinary commitment and dedication to a number of efforts that have given him the opportunity to travel across the country speaking and conducting workshops in the areas of race, oppression and reproductive justice. He is also an HIV/AIDS educator and activist with numerous divisions for his work.

William Foster is a professor of English at Nazarene Valley Community College. He was first published at age twelve. Poet, playwright, and author, he has written 15 books and 10 plays. Foster is a long-time trustee for the Anti-Defamation League's "A World of Difference" program, and has worked extensively with the "Women Can Really Hurt Us" program in Connecticut schools.

CCSU is an Equal Opportunity Educator and Employer

CCSU Proudly Presents:

REAL STORIES CONVERSATIONS TRUTH

A Conversation with Connecticut Activists Being Black in CT

Thursday, February 25, 2016
Alumni Hall 9:25 - 11:00 am

Moderated by: Dr. Evelyn Phillips, Professor of Anthropology



Panelists:



Gloria Cassis
Executive Director
CT African American Affairs
Commission



Kamara Le'Elia Harrison
Program Director
The Colon, Inc.



William Foster III
English Professor
Nazarene Valley
Community College



Rev. John L. Seiders, Jr.
Moral Monday CT

Megan Clark Torrey '96, MS '08 Confronting Worldwide Women's Issues

As executive director of the World Affairs Council of Connecticut (WACCCT), Megan Clark Torrey '96, MS '08 works to reverse gender inequality and bring global issues into focus. Torrey oversees the development and delivery of world class programming to educate the statewide community on global affairs, recently implementing a nationwide series on global women's health, coordinating a leadership mission to Brazil, and producing a documentary on former US Secretary of State Henry Kissinger. Her research interests include citizen participation in foreign policy, and inclusive security and the role of women in post-conflict situations.

Dedicating her career to worldwide women's issues, Torrey was recently named a 2015 Global Impact Honoree by the Connecticut Women's Hall of Fame.

"Globally, there are many challenges to the full and equal participation of women in society," says Torrey.

How are you bringing women's global issues to the state? At the World Affairs Council, I was part of the team that developed a series of programs called "The Global Women's Issues Forum." These programs focus on issues, like education and healthcare, which are imperative to women around the globe. We've had programs that focus on women and business empowerment and skillset building globally. We are able to bring thoughtful global leaders on these issues to Connecticut, and connect our community with people and organizations around the world. For instance, we hosted the first female Iraqi minister of the environment.

How did your experiences at CCSU prepare you for the work you're doing now for WACCCT? At CCSU I studied International Relations. That gave me a foundational knowledge of all things global. Knowledge and understanding of what is going on in the world, and how it impacts us here in Connecticut, is essential to my role.

Why did you choose CCSU? I have always wanted to study global relations and CCSU has the most comprehensive program for one of our state schools. It also offered the flexibility that allowed me to work and go to school at the same time.

Can you give an example of citizen participation here in Connecticut? The biggest thing one can do to vote for political candidates that share the same views on foreign policy. We try and connect our community with non-governmental organizations (NGOs), and get people excited, involved, and engaged in those issues. We recently hosted a program on Syrian refugees. Chris George from Integrated Refugee and Immigrant Services in New Haven, Ellen Billard who founded her own NGO, called "Road to Madras," and two local residents addressed the issue of dealing with one of the world's most critical crises. Our hope is that we're connecting our community to critical global issues.



Megan Clark Torrey '96, MS '08

Occupation: Executive Director, World Affairs Council of Connecticut

Degrees: BA '96, MS '08 (International Studies)

Hometown: Newington, CT

Global Scope: Before joining WACC in 2003, Torrey worked with UNESCO's International Year for the Culture of Peace at its headquarters in Paris and the United Nations International Training Research Institute for the Advancement of Women.

It's A Woman's World: "So many women have persevered through adversity and used their platform for making the world a better place. A great example is Malala Yousafzai."

What does being named a Global Impact Honoree by the Connecticut Women's Hall of Fame (CtWHF) mean to you? This year the theme of the CtWHF is Global Impact. It is a tremendous honor to be recognized for all of my work in this arena. To be personally recognized for the work I do in global education and engaging the public in critical global issues here in our state is very rewarding and gratifying to me. It is inspiration to continue on this path.

— Kate Callahan '14

PAPER TIGERS

One high school's unlikely success story.



KPJR FILMS

CCSU Screening & Discussion
Thursday February 4, 2016 (snow date 2/18)
Torp Theatre 5:15 to 8:00 pm
Please RSVP to marian.rosario@ccsu.edu by February 1, 2016

Exploring the Latino Experience

NEH-ALA Grant Helps Fund Year-Long, Cultural Programming



Heather R. Rodriguez
There are more than 50 million Latinos in the United States, quickly becoming our nation's largest minority group. Recognizing strength in numbers, the National Endowment for the Humanities (NEH) and the American Library Association (ALA) recently awarded Assistant Professor of Sociology Heather R. Rodriguez a \$10,000 grant to explore the Latino experience in America.

"Through education, awareness, the arts, public film screenings, community history exhibitions, and community collaborations, CCSU can play a leading role in educating the surrounding community about the Latino experience," says Rodriguez.

CCSU is one of 203 institutions selected for the "Latino Americans: 500 Years of History" program, with public screenings of the six-part, Public Broadcasting Service (PBS) TV documentary "Latino Americans" serving as the project's centerpiece.

Produced for public television through NEH funding, the program shares stories of nearly 100 Latinos who helped shape 500 years of North American history. Presented throughout the 2015-16 school year, each on-campus screening will feature one of five invited scholars to lead discussion and Q&A sessions with audience members about the unique experiences and contributions of Latino Americans.

"The program serves to broaden our collective understanding of Latinos' historical and cultural influences in the evolution of our nation," says Carl Lovitt, CCSU

provost and vice president for Academic Affairs.

"Professor Rodriguez put together an impressive proposal and convinced the selection committee that CCSU would be an outstanding choice for this effort," he says.

In addition to providing financial support for "much-needed" programming, Rodriguez believes the grant will further enhance the reputation of various academic initiatives on campus, including the Latino and Puerto Rican Studies program.

Receiving the grant funding also allows CCSU to create opportunities to build long-term collaborations with community partners, adds Rodriguez, who, as the new chair of the Latino and Puerto Rican Studies program, enlisted the help of Associate Professor of History Leah Glasser to build upon each part of the documentary's theme. Their combined efforts led to the creation of "Exploring the Latino Experience through Art, Film, and History," a comprehensive presentation designed as an outreach for both the CCSU community and greater public.

Additionally, students enrolled in history and sociology classes will document the Latino experience by conducting interviews and creating oral history exhibits, art installations, and commemorative signs (on display during screening sessions).

"The grant helps us create year-long, thematic programming on the Latino American experience that would address the

needs and acknowledge the representation of various Latino communities, families, and students that are present on campus and in the surrounding area," says Rodriguez, further commending Glasser's efforts to initiate and strengthen partnerships with the Spanish Speaking Center of New Britain, the New Britain Visitor's Center, and the New Britain Veteran's History Project.

Upcoming screenings and scheduled guest speakers for the six, 55-minute episodes of "Latino Americans: 500 Years of History" include:

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- April 14, 2016, Episode Six, Torp Theater (Erendira Rueda, Vassar College)

For updated screening information visit www.facebook.com/ccsulatinoznations.

continued on page 22

Come Join Our

DIAS DE LOS MUERTOS

CELEBRATION

Thursday OCT 29th

10P.M. until 1A.M.

Authentic Mexican Cuisine

Live performance by C.O.L.A.D.A

Semesters

Hosted by Latin American Student Organization
C.O.L.A.D.A and Spanish Club

Ruthe Boyea Women's Center Presents

Take Back the Night

Tuesday, April 5, 2016

This is an opportunity for victims, survivors & supporters to come together to share music, poetry & begin the road to healing.

6:30 pm

Student Center, Semesters

INTERNATIONAL WOMEN'S DAY FILM FESTIVAL

FILM: INSIDE HER SEX
DATE: TUESDAY MARCH 9, 2016
TIME: 11:30AM
LOCATION: PHILBRICK ROOM, STUDENT CENTER

In fact, who women should be, is dictated to us from screens and pages and people. INSIDE HER SEX is a thought-provoking, feature-length documentary that explores female sexuality and shame through the eyes and experiences of three women from different walks of life, each brave enough to chart her own course of sexual discovery. Elle Chase, a popular sex blogger, Candida Royalle, the creator of Femme Productions Inc., a feminist, adult film company designed to speak with a woman's voice and Samantha Allen, the ex-devout Mormon and current gender, sex, and tech writer for The Daily Beast. Through varied, candid and intensely personal interviews, INSIDE HER SEX will delve to the core of these three women and their sexuality, beginning a much needed conversation around female sexuality and shame. Essential viewing for Gender and Sexuality Studies.

FILM: FEMINISTS INSHALLAH
DATE: TUESDAY MARCH 9, 2016
TIME: 1:30PM
LOCATION: PHILBRICK ROOM, STUDENT CENTER

This groundbreaking documentary recounts Arab feminism's largely unknown story, from its labor-shattering birth in Egypt by feminist pioneers up through viral Internet campaigns by today's tech-savvy young activists during the Arab Spring. Moving from Tunisia to Egypt, Algeria, Morocco, Lebanon and Saudi Arabia, filmmaker and author Feriel Ben Mahmoud tracks the progress of Arab women in their long march to assert their full rights and achieve empowerment. Featuring previously unreleased archival footage and exclusive multigenerational interviews, FEMINISM INSHALLAH is an indispensable resource for Women's

For more information contact
 Jacqueline Cobbina-Bovini
 at 860-932-1655
 Cobbina-Bovini@ccsu.edu

DEPARTMENT OF RESIDENCE LIFE

CCSU

BECOME A GLADIATOR IN THE 2015-2016 ACADEMIC YEAR

MY SCHEDULE

RESIDENT ASSISTANT SELECTION



STUDENTS MUST ATTEND ONE INFORMATION SESSION TO RECEIVE AN APPLICATION AND BE CONSIDERED!

CANDIDATE REQUIREMENTS

- A minimum of 24 credit hours at time of employment.
- Have resided on campus for one full semester.
- Have a cumulative GPA of 2.5 or higher upon completion of one semester at CCSU at time of application.
- Have maintained a good student conduct history that will be reviewed prior to Group Dynamics.

QUESTIONS?!

CONTACT THE RESIDENT ASSISTANT SELECTION COMMITTEE
ccsuraselection@gmail.com

EARLY-BIRD APPLICATIONS DUE SUNDAY, NOVEMBER 8, 2015

ALL APPLICATIONS DUE THURSDAY, JANUARY 28, 2016



INFO SESSION DATES

20 OCT	Student Center - 4:30pm Belin A & B Room
23 OCT	Student Center - 1:00pm Clock Tower Room
26 OCT	Sam May Hall - 8:00pm Basement
28 OCT	Seth North Hall - 6:00pm Basement
05 NOV	Mid-Campus Hall - 3:30pm Residence Life Office
08 NOV	EARLY-BIRD APPLICATIONS DUE
10 NOV	Student Center - 2:00pm Belin A & B Room
18 NOV	Mid-Campus Hall - 6:00pm Mid-Campus Multipurpose Room
04 DEC	Student Center - 11:00am Elus & White Room
20 JAN	Mid-Campus Hall - 3:15pm Residence Life Office
25 JAN	Mid-Campus Hall - 7:00pm Mid-Campus Multipurpose Room
28 JAN	ALL APPLICATIONS DUE

School Funding Equity Summit

February 17
What Will It Take to Provide All Students with Equal Opportunity for a Quality Education?

Date: Wednesday, February 17, 2016

Time: 6:30 pm - 7:10 pm

Location: Vance Academic Building Room 105

Cost: FREE

Keynote: Jim Finley, President, Finley Governmental Strategies

Panelists Include: Michael Frechette, CCSU; Nancy Haynes, former Business Manager of Middletown Public Schools

How are CT schools funded? Where does the money come from? What would adequate and equitable school funding look like?

What is CCJEF vs. RELL?


REGISTER by e-mailing: lydia.colon@ccsu.edu

For more information, contact: Jacob Werblow, Associate Professor, CCSU 860-832-2474

A Comedy Presented by The Ruthe Boyce Women's Center

Sideeye Seminar

Identifying & Defying Everyday Forms of Sexism





Amanda Seales' now famous appearance on CNN challenging the notion of catcalling and street harassment as something women need to accept is at the cornerstone of this lecture on identifying, challenging and ending that and other every day instances of sexism that continue to marginalize women's voices/presence as equal members of Society.

TUESDAY, NOVEMBER 3, 2015 | 8:00PM
TORPE THEATER, DAVIDSON HALL

Amanda Seales Bio: A comedian, and by League trained culture critic and writer/producer with veteran experience in the entertainment business along with a master's degree in African American studies from Columbia University Amanda provides a unique, knowledgeable, socially aware, humorous, and honest perspective speaking on a number of topics relating to women, African American Studies, web/media production, Hip-hop, pop culture, social awareness and more.


For more information contact:
 Jacquiesha Cobble-Buvis
 at 860-832-1055
 Cobble-Buvis@ccsu.edu

CCW  

NOW PLAYING

TUES DEC 1 2015

STRAIGHT OUTTA COMPTON



...What has Changed?

DEVILS DEN



Ruthe Boyea Women's Center Presents

MARCH

FOR WOMEN'S LIVES

WEDNESDAY

MARCH 30, 2016

12:00 PM

CONSTITUTION ROOM, MEMORIAL HALL



"We march for Women's Lives to educate the campus on issues that are relevant to women's lives today."

The mission of this march is to highlight issues such as institutional sexism and androcentrism, the wage gap and glass ceiling, the battle for reproductive rights, violence against women, the misrepresentation and objectification of women in the media, equal access to education, the LGBTQIA community, women in the STEM field, and the lack of diversity of women's leadership roles in society.



Jane Elliott

(Creator of the Blue Eyes Green Eyes Experiment)

POWER, PERCEPTION, AND PREJUDICE

Wednesday, March 30, 2016

1:40pm

Constitution Room, Memorial Hall

Jane Elliott, internationally known teacher, lecturer, diversity trainer, and recipient of the National Mental Health Association Award for Excellence in Education, exposes prejudice and bigotry for what it is, an irrational class system based upon purely arbitrary factors. And if you think this does not apply to you...you are in for a rude awakening.

Featuring: Who Needs Feminism Campaign, Prudence Candall, CWEALF, CONNSACS, PCSW, Planned Parenthood, League of Women Voters and other CT organizations

Sponsors: The Ruthe Boyea Women's Center, The Office of Diversity and Equity, The Confucius Institute at CCSU, CCSU Africana Center, Committee for the Concerns of Women, Women, Gender and Sexuality Studies, the Department of Psychological Science, Governor William A. O'Neill Endowed Chair in Public Policy & Practical Politics

For more information contact:
Jocqueline Cobble-Bovig
at 860-439-1655
Cobble-Bovig@ccsu.edu

Ruthe Boyea Women's Center,
Student Center Room 215



All events are open to the CCSU community, including students, staff, faculty, family, etc.

LA INO

JOIN US FOR A SPECIAL SCREENING ON
DECEMBER 10, 2015 OF THE PBS SERIES:
LATINO AMERICANS 500 YEARS OF HISTORY

PBS Series:
Latino Americans: 500 Years of History
EPISODE 3: War and Peace (1942-1954)



LOCATION: CCSU Campus, Welte Auditorium

1615 Stanley St, New Britain, CT 06050

Free Visitor Parking Available in Copernicus Garage off Paul Manaforte Drive.

5:30pm Reception

6:00pm Film

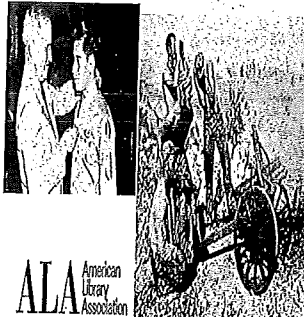
7:00pm Panel Discussion

with Latino Veterans

World War II is a watershed event for Latino Americans with hundreds of thousands of men and women serving in the armed forces, most fighting side by side with Anglos. In the Pacific, East LA's Guy Gabaldon becomes a Marine Corp legend when he singlehandedly captures more enemy soldiers than anyone in US military history. But on the home front, discrimination is not dead. In 1942,

After the war, Macario Garcia becomes the first Mexican National to earn the Congressional Medal of Honor for his exploits fighting in Europe, only to be refused service in a Texas diner. The experience during the war pushes Latinos to fight for civil rights back home. A doctor from South Texas, Hector Garcia, organizes the American GI Forum, transforming himself into a tireless advocate for civil rights and the friend of a future president.

Screening and reception are free and open to the public and all CCSU students, staff, faculty, family, etc.



LA INO

Exploring the Latino Experience through Art, Film, and History



Dr. Stephen Pitti is a Professor of History & American Studies at Yale University.

Dr. Pitti directs the Ethnicity, Race & Migration program at Yale University. His fields of interest include: U.S. History of Mexican Americans; the U.S. West; 19th & 20th century Immigration; US-Mexico border; and Labor history.



Anthony P. Mora, Ph.D, Associate Professor of American Culture and History, University of Michigan, Ann Arbor

Professor Mora's principal research interests focus on the historical construction of race, gender, and sexuality in the U.S. His current research explores the relationship between African Americans and Mexican Americans in the early-twentieth-century Midwest.

EVENT:

Please join us for a screening of the PBS Series
Latino Americans 500 Years of History
Episode 5 Prejudice and Pride

Date: Thursday, March 10, 2016
Place: Connecticut Room, lower level of Memorial Hall
Time: 5:30pm Reception
6:00pm Screening of Episode 5
7:00pm Discussion by guest scholars



Central Connecticut State University
1615 Stanley Street, New Britain, CT

Free parking is available. Free and open to the public
Please visit <http://www.ccsu.edu/latinostudies/> for more info



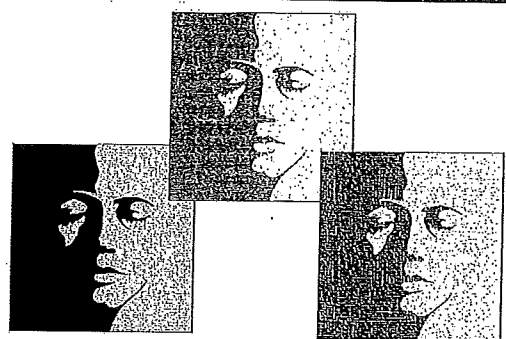
FORUM

HEALTHYyellows / Man Enough Support Initiative's
8th Annual

MEN's Health & Wellness Forum

Connections in Black, White, & Shades of Grays:
The Truth about Race & Health Disparities

WEDNESDAY, MARCH 16, 2016



The forum was designed to engage the CCSU campus and the larger community in a meaningful dialogue about health disparities across race and gender. The forum will provide a venue to discuss and explore the broader definition of health (e.g., physical, mental, financial, environmental, spiritual, etc.) and identify solutions that will improve the delivery, access, and quality of care provided to all Connecticut residents.



NOW Recruiting Facilitators & Volunteers

Event Date:

**Friday April 8, 2016
8am-2pm**

Looking for female students in the STEM field to participate in the 2016 CCSU Girls In STEM Expo.

Task for facilitators

Task for volunteers

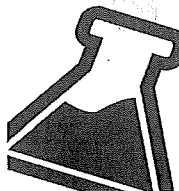
For more information contact:

Jacqueline Cobbina-Boivin at 860-832-1655
Cobbina-Boivin@ccsu.edu

Ulricka Joseph at 860-832-1655
Ulrickajoseph@my.ccsu.edu



Equal Opportunity Employer/ Educator
All events are open to the CCSU community
This event is being held at a handicap accessible location



!FREE HIV TESTING!
 Thursday, March 31, 2016
 4:30p.m.
Sprague Carlton, Student Center
 LaToya Tyson, Prevention Program Manager, AIDS-CT

"Come get tested, the sooner you know, the better"

Sponsored by:
Ruthe Boyea Women's Center

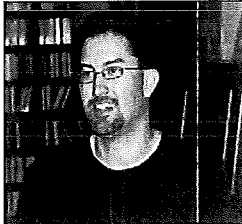
contact info:
 s.v.truman@my.ccsu.edu
 860-832-1655

Jacqueline Cobbina-Boivin
 Ruthe Boyea Women's Center
 1615 Stanley Street
 New Britain, CT 06650
 Telephone: 860-832-1655
 Fax Number: 860-832-1655
 Email: Cobbina-Boivin@ccsu.edu



LATINO AMERICANS 500 YEARS OF HISTORY

Exploring the Latino Experience through Art, Film, and History



Mark Overmyer Velazquez, Ph.D

Associate Professor of History, University of Connecticut
 Director, *El Instituto: Institute of Latino/a, Caribbean, and Latin American Studies*

PBS Series: *The New Latinos* (Episode 4)

Date: Thursday, February 11, 2016

Place: Torp Theatre in Davidson Hall

Time: 5:30pm Reception in 123 Davidson Hall
 6:00pm Screening of Episode 4
 7:00pm Discussion by Dr. Overmyer-Velazquez

Central Connecticut State University
 1615 Stanley Street, New Britain, CT

Free parking is available. Film and discussion are free.
 Please visit <http://www.ccsu.edu/latinostudies/> for updates on location



Sponsored by CCSU Latino and Puerto Rican Studies with the support:
 "Latino Americans: 500 Years of History has been made possible through a grant from the National Endowment for the Humanities and the American Library Association."

Mother's Day Weekend Tradition


CT BREAST 2016 HEALTH INITIATIVE

RACE IN THE PARK

MOTHER'S DAY WEEKEND • MAY 7, 2016

Saturday, May 7, 2016
 (rain or shine)
 Walnut Hill Park
 New Britain, CT

Register, Pledge & Volunteer Online
www.ctraceinthepark.org | 860-827-7103



#raceinpark

Black History Month Civil Rights Speaker

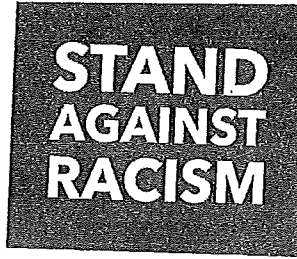
February 18

Rev. Cromwell Handy, Pastor of Dexter Ave Baptist Church in Montgomery, Alabama will speak on the role of the Church and the Civil Rights movement. Dexter Avenue Baptist Church was the central planning place for the modern day Civil Rights movement, which was coordinated by then pastor Dr. Martin Luther King.

This event will be held on Thursday, February 18, at 12:15 pm in the Torp Theater, Davidson Hall.

For more information, please contact Stephen Balkaran.

All are welcome.



Stand Against Racism
 April 28, 2016
 10:00 a.m. - 4:00 p.m.
 Central Connecticut State University
 Torp Theater



eliminating racism
 empowering women
ywca

8TH Annual

HEALTHYfellows Men's Health & Wellness Forum

Connecticut in Black, White, & Shades of Gray: The Truth about Race & Health Disparities

WEDNESDAY, MARCH 16, 2016

MORNING SESSION (8-15 AM-12:30 PM)
 MEMORIAL HALL, CONSTITUTION ROOM

EVENING SESSION (5:00-8:15 PM)
 DILORETO HALL, LECTURE HALL

CENTRAL CONNECTICUT STATE UNIVERSITY

MORNING SESSION (8:45 AM - 12:30 PM)
 Location: Memorial Hall, Constitution Room

KEYNOTE ADDRESS
 "The Tale of Two Cities: Environmental Racism in Flint Michigan & Hartford Connecticut"
 Ms. Cynthia R. Jennings, Esq. - City Councilwoman City of Hartford

Plenary Session (1)
 Why Are We So Ill? Health Disparities & Race

Moderator - Mr. Keith Johnson, HEALTHYfellows@CCSU

- Dr. Carol L. Sison (CT Dept. of Public Health)
- Mr. Nelson Brown, LSW II (Health Clinical Social Worker)
- Ms. Marisol Guea Melendez, Central Connecticut State University
- Ms. Tawana Guardamagna, Latino Community Services

Plenary Session (2)
 The Shattering Majority: Examining the Health of Whiteness in a Multicultural World

Moderator - Mr. Kyle Leonard, HEALTHYfellows@CCSU

- Dr. Jacob Westberg, Central Connecticut State University
- Mr. Jay Kemp, Diverse.org
- Mr. Jason Fritchard, Future Project
- Dr. Helga Kroll-Bowen, Central Connecticut State University

Plenary Session (3)
 Somos Hombres (We are Men): Masculinity Through the Latino Lens

Moderator - Mr. Eric Vargas, HEALTHYfellows@CCSU

- Dr. William Lago, Eastern Connecticut State University
- Mr. Robert Similes, State Representative (CT)
- Mr. Raymond Arroyo, English Language School
- Mr. Javier Fernandez, American National Insurance Company

EVENING SESSION (5:00 AM - 8:15 PM)
 Location: DiLoreto Hall, Lecture Room 600

Plenary Session (1)
 Male Genocide: Black Lives Matter to What?

Moderator - Mr. Patrick Williams, HEALTHYfellows@CCSU

- Rev. Al Jackson, Pastor, Union Hope Baptist Church
- Mr. Keith X. Lovjoy, Michigan Study Group #14
- Mr. Bakong Ramzi, Student Activities & Leadership Development
- Mr. Andrew Woods, Hartford Community Thrift Care
- Bishop John Sellers Jr., Assistant United Church of Christ

Plenary Session (2)
 The Truth Shall Set You Free: Educational Conspiracy to Destroy Black & Brown Students

Moderator - Mr. Arturo Paez-Gris, HEALTHYfellows@CCSU


- Dr. Ford Rogge-Abate, Emerita Faculty Capital Community College
- Mr. Abdul-Rahman Muhammad, My People's Cultural Services
- Dr. Anderson Radzicki, University of Massachusetts

Plenary Session (3)
 Collective Consciousness: Meaningful Solutions to Address Problems Plaguing Minority Communities

Moderator - Mr. William Featherly, HEALTHYfellows@CCSU

- Mr. Alfonso White, Chairman, African American Affairs Commission, CT
- Mr. Jeffrey Ambrose, North American Family Institute, CT, Inc.
- Ms. Danielle Smith, Community Health Consultant

Sponsors: HEALTHYfellows / Man Enough Support Initiative, Office of Diversity & Equity, and Student Wellness Services



Celebrating
Secondary Survivors
 Understanding the Effects of Life after Sexual Violence

Wednesday, April 27, 2016
 6:00pm - 8:00pm
Central Connecticut State University
 Philbrick Room, Student Center
 1615 Stanley St, New Britain, CT



Sergeant Tina Ferrante,
 South Windsor Police Department
Life after Sexual Assault and Why Victims Stay
 Debbie Mitchell
*PTSD - Post Traumatic Stress Disorder and how it
 Effects a Survivor and their Friends and Family.*
 Jane Doe No More R.A.P.E. Outreach Survivors
Share their Personal Stories
 Michelle Desrochers

Jane Doe
no more
 making prevention personal

For more information email
 info@janedoenomore.org
 or call 203-729-0245

To learn more about Jane Doe No More,
 visit janedoenomore.org

For more information contact Connor Henry or Dezarue Shipman
 at the CCSU Ruthe Boyea Women's Center at 860-832-1655.



Exploring the Latino Experience

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Heather R. Rodriguez

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LATINO AMERICANS

500 YEARS OF HISTORY

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For updated screening information visit www.facebook.com/ccsulinlatinoamericans.

continued on page 22

Come Join Our

DIA DE LOS MUERTOS

CELEBRATION

Thursday OCT 29th

10P.M. until 1 A.M.

Authentic Mexican Cuisine

Live performance by C.O.L.A.D.A

Semesters

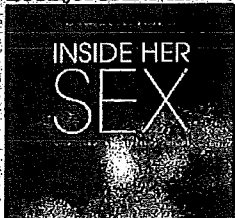
Hosted by Latin American Student Organization
C.O.L.A.D.A and Spanish Club

PosterByWall.com

INTERNATIONAL WOMEN'S DAY FILM FESTIVAL

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FILM: INSIDE HER SEX
DATE: TUESDAY
MARCH 9, 2016
TIME: 11:30AM
LOCATION: PHILBRICK ROOM, STUDENT CENTER



FILM: FEMINISTS (INSHALLAH)
DATE: TUESDAY
MARCH 9, 2016
TIME: 1:30PM
LOCATION: PHILBRICK ROOM, STUDENT CENTER



This groundbreaking documentary recounts Arab feminism's largely unknown story, from its taboo-shattering birth in Egypt by feminist pioneers up through viral internet campaigns by today's tech-savvy young activists during the Arab Spring. Moving from Tunisia to Egypt, Algeria, Morocco, Lebanon and Saudi Arabia, filmmaker and author, Ferial Ben Mahmoud tracks the progress of Arab women in their long march to assert their full rights and achieve empowerment. Featuring previously unreleased archival footage and exclusive multigenerational interviews, **FEMINISM (INSHALLAH)** is an indispensable resource for Women's

For more information contact
 Jacqueline Cobbinia-00111
 at 860-432-1655
 Cobbinia-Boivin@ccsu.edu

Ruthe Boyea Women's Center Presents

Take Back the NIGHT

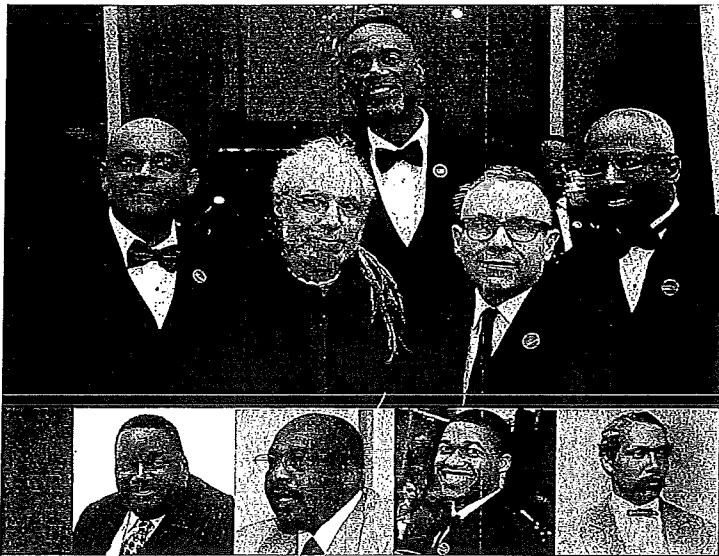
Tuesday,
 April 5, 2016

6:30 pm

Student Center, Semesters

This is an opportunity for victims, survivors & supporters to come together to share music, poetry & begin the road to healing.

CCSU Reps Honored During 100 Men of Color Gala



The Annual 100 Men of Color ceremony recognized CCSU alumni Larry Hall '89, MS '96, Director of Admissions (far right in photo above); Bilal Afolabi '15 (second from right in photo immediately above), and posthumously recognized Ebenezer D. Bassett, 1853 (far right, immediately above); along with (l-r, top image) Dr. Richard Buchoo, Chief Administrative Officer; Warren Perry, Professor of Anthropology; Serafia Mendez-Mendes, Professor of Communication; (l-r immediately above) CSU Professor of Philosophy Felton Best; and Adjunct Professor of Philosophy Ben Foster. At the very top, CCSU Associate Athletics Director Michael Aasara congratulates his honored colleagues.

The ceremony honors those whose exemplary leadership, entrepreneurial success, and community service has made a significant difference in the lives of others. Proceeds from the event provide financial support for programs promoting the advancement of young men of color.



Glenn A. Cassis is the Executive Director of the State of Connecticut African American Affairs Commission. He has a bachelor's degree in political science and a graduate degree in his administration from University of Connecticut. As Executive Director of the Commission, Mr. Cassis has provided testimony to the legislature, served on several commissions, advised numerous organizations and presided at conferences.

Kamara LeFlin Harrison is the Program Director for True Colors, a support and advocacy organization for sexual minority youth. As a member of the National Black Justice Coalition's Leadership Advisory Council, she participated in the "OUT on the Hill Black LGUT Leadership Summit" to organize with other thought leaders, faith leaders, philanthropists and activists who are organizing to improve their communities.



Reverend Doctor John L. Selken, Jr. is one of the leaders of Moral Monday CT. He has exhibited extraordinary commitment and dedication to a number of efforts that have given him the opportunity to travel across the country speaking and conducting workshops in the areas of race, oppression and reparative justice. He is also an HIV/AIDS educator and activist with numerous citations for his work.

William Foster is a professor of English at Nazareth Valley Community College. He was first published at age twelve. Poet, playwright, and author, he has written 15 books and 10 plays. Foster is a long-time trustee for the Anti-Discrimination League's "A World of Difference" program, and has worked extensively with the "Names Can Really Hurt Us" program in Connecticut schools.

CCSU is an Equal Opportunity Educator and Employer

CCSU Proudly Presents:

REAL STORIES CONVERSATIONS TRUTH

A Conversation with Connecticut Activists Being Black in CT

Thursday, February 25, 2016
Alumni Hall 9:25 - 11:00 am

Moderated by: Dr. Evelyn Phillips, Professor of Anthropology



Panelists:



Glenn Cassis
Executive Director
CT African
American Affairs
Commission



Kamara LeFlin Harrison
Program Director
True Colors Inc.



William Foster
English Professor
Nazareth Valley
Community
College



Bishop Isha Selken
Moral Monday CT

Megan Clark Torrey '96, MS '08 Confronting Worldwide Women's Issues

As executive director of the World Affairs Council of Connecticut (WACCT), Megan Clark Torrey '96, MS '08 works to reverse gender inequality and bring global issues into focus. Torrey oversees the development and delivery of world class programming to educate the statewide community on global affairs, recently implementing a nationwide series on global women's health, coordinating a leadership mission to Brazil, and producing a documentary on former US Secretary of State Henry Kissinger. Her research interests include citizen participation in foreign policy, and inclusive security and the role of women in post-conflict situations.

Dedicating her career to worldwide women's issue, Torrey was recently named a 2015 Global Impact Honoree by the Connecticut Women's Hall of Fame.

"Globally, there are many challenges to the full and equal participation of women in society," says Torrey.

How are you bringing women's global issues to the state? At the World Affairs Council, I was part of the team that developed a series of programs called "The Global Women's Issues Forum." These programs focus on issues, like education and healthcare, which are imperative to women around the globe. We've had programs that focus on women and business empowerment and skillset building, globally. We are able to bring thoughtful global leaders on these issues to Connecticut, and connect our community with people and organizations around the world. For instance, we hosted the first female Iraqi minister of the environment.

How did your experiences at CCSU prepare you for the work you're doing now for WACCT? At CCSU I studied International Relations. That gave me a foundational knowledge of all things global. Knowledge and understanding of what is going on in the world, and how it impacts us here in Connecticut, is essential to my role.

Why did you choose CCSU? I have always wanted to study global relations and CCSU has the most comprehensive program for one of our state schools. It also offered the flexibility that allowed me to work and go to school at the same time.

Can you give an example of citizen participation here in Connecticut?

The biggest thing one can do is vote for political candidates that share the same views on foreign policy. We try and connect our community with non-governmental organizations (NGOs), and get people excited, involved, and engaged in those issues. We recently hosted a program on Syrian refugees. Chris George from Integrated Refugee and Immigrant Services in New Haven, Ellen Billard who founded her own NGO, called "Road to Maifuq," and two local residents addressed the issue of dealing with one of the world's most critical crises. Our hope is that we're connecting our community to critical global issues.



Megan Clark Torrey '96, MS '08

Occupation: Executive Director, World Affairs Council of Connecticut

Degrees: BA '96, MS '08 (International Studies)

Hometown: Newington, CT

Global Scope: Before joining WACCT in 2003, Torrey worked with UNESCO's International Year for the Culture of Peace at its headquarters in Paris and the United Nations International Training Research Institute for the Advancement of Women.

It's A Woman's World: "So many women have persevered through adversity and used their platform for making the world a better place. A great example is Malala Yousafzai."

What does being named a Global Impact Honoree by the Connecticut Women's Hall of Fame (CIWHF) mean to you? This year the theme of the CIWHF is Global Impact. It is a tremendous honor to be recognized for all of my work in this arena. To be personally recognized for the work I do in global education and engaging the public in critical global issues here in our state is very rewarding and gratifying to me. It is inspiration to continue on this path.

— Kate Callahan '16

Central Focus Winter 2016 - 5

PAPER TIGERS

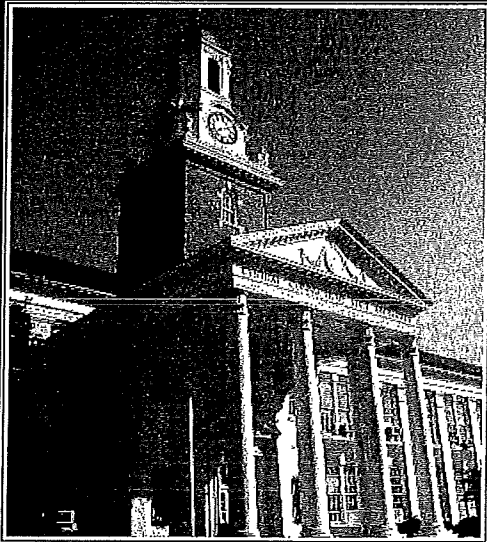
One high school's unlikely success story.



CCSU Screening & Discussion
Thursday February 4, 2016 (snow date 2/18)
Torp Theatre 5:15 to 8:00 pm
Please RSVP to marian.rosario@ccsu.edu by February 1, 2016

Central Connecticut State University

President's Citation



April 26, 2016
4:00 p.m.

Invisible Chains Overcoming Coercive Control in Intimate Relationships



Lisa Aronson Fontes, PhD



Do you know someone in a controlling relationship? Want to help?

Attend this session and find out about coercive control & how to help someone get free from their partner's domination.

If you or someone you care about is caught in a partner's controlling web, this talk & this book provide answers, hope, and a way out. Original drawings by Liz Bannish



October 1, 2015

3:15 pm - 4:15 pm

Memorial Hall, Connecticut Room

Free and open to the public. Light refreshments provided.

Please RSVP to sarahdodd@ccsu.edu

This program is a part of the CCSU Red Flag Campaign.

CCSU is an equal opportunity employer / educator.

#redflagCCSU



The Legal Consequences of Domestic/Interpersonal Violence

The goal of this panel is to raise awareness of the domestic violence epidemic and present on Connecticut's approach to victim treatment and abuser accountability. Have you ever wanted to learn more about how your state responds to domestic violence? Or what resources are available to victims? Bringing together a variety of expertise, attendees will learn about the history and progression of domestic violence laws in general and in Connecticut, current criminal justice procedures at the state level to reduce incidences of domestic violence, working with domestic violence offenders and the impact of domestic violence on victims and their families.

Join us on October 9th for this informative session!

Speakers: Kathy Baniley, Esq. & Lyndsay Ruffolo (Department of Criminology & Criminal Justice), Joseph DiTunno (Court Support Services Division, Judicial Branch). Moderated by: Dr. Eugena Givens

Date: Friday, October 9, 2015

Time: 12:15 - 1:30

Place: Vance 105

Please RSVP to sarahdodd@ccsu.edu by October 6, 2015.

A light lunch will be provided.

Department of Criminology & Criminal Justice



#redflagCCSU

CCSU is an equal opportunity employer / educator.

Central Connecticut State University
Veterans Affairs presents

CAMP HOGAN

(Theatre production)

Tuesday March 8, 2016

Welte Auditorium

Free admission

6:00 pm - 8:30 pm

Director/Producer: Michael A. Green

SHADES OF TRUTH THEATRE



Office of Diversity and Equity
Office of Academic Affairs



Central Connecticut State University
Human Studies Council
-Institutional Review Board-

CENTRAL CONNECTICUT STATE UNIVERSITY

The Office of Diversity and Equity
1615 Stanley Street
New Britain, CT 06050

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU

Principal Investigator – Sarah Dodd
Victim Advocacy and Violence Prevention Specialist
Phone number(s): 1-860-832-3795
e-mail address: sarahdodd@ccsu.edu

Why am I being asked to take part in this research study? You are being asked to participate in this study because you are a student at CCSU. If you are under 18 or have already participated in this study in a different class, you are excluded from the study.

What is the reason for doing the study? The purpose of this study is to better understand the issues of sexual assault and intimate partner violence at CCSU.

What will I be asked to do? If you choose to participate in this study, you will be asked to complete a paper survey. Pens and pencils will be available to you if you do not have one. All participants will be required to utilize a privacy partition provided by the researcher so to ensure that no other participants can see your survey answers. The survey will ask questions about the following:

- Your perceptions of how CCSU administrators respond to sexual assault
- Your perceptions of your own safety and the benefits of prevention training at CCSU
- Your own experience with sexual assault and intimate partner violence since you began attending CCSU

After you have completed the survey you may turn your survey in to the researcher and leave the classroom.

Where is the study going to take place, and how long will it take? The study will take place in your classroom during class. It will take approximately 15 minutes to complete.

What are the risks and discomforts? Because this survey focuses on behaviors such as sexual assault, people may feel uncomfortable answering the questions. There are questions about many different types of assaults and actions that could be viewed as assaults, including being a victim of an assault. It is important that if you do choose to participate in the study you are as honest as possible. If you do become distressed during or after taking the survey please utilize the resources listed in the attached brochure, "Sexual Assault and Interpersonal Violence: What You Need to Know".

What are the benefits to me?



Central Connecticut State University
Human Studies Council
-Institutional Review Board-

You are not expected to get any direct benefit from being in this research study.

What are the benefits to other people? Data collected from this study will be used to improve the effectiveness of sexual assault and intimate partner violence response efforts and initiatives that aim to prevent sexual violence at CCSU. These improvements will benefit all members of the CCSU community.

Do I have to take part in the study? Your participation in this research is your choice. If you decide to participate in the study, you may change your mind and stop participating at any time without penalty or loss of benefits to which you are already entitled.

What are the alternatives to being in this research study? Instead of being in this research study, you can choose not to participate. If you choose not to participate you may leave the classroom. You do not have to return to class.

Who will see the information that I give?

This study is anonymous. That means that no one, not even members of the research team, will know that the information you give comes from you. All of your responses will also be completely confidential. Your survey will not be revealed to anybody other than the research team. All returned surveys will be stored at Ms. Dodd's office at CCSU and will be kept in a locked cabinet. All surveys will be destroyed upon completion of the analysis. To ensure anonymity, research findings will be presented in an aggregate form, which means that no individual person will be identified by their responses to the questions.

What if I have questions?

Before you decide whether to accept this invitation to take part in the research study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the researcher, Sarah Dodd at 860-832-3795 or sarahdodd@ccsu.edu.

What are my rights as a research participant?

You have rights as a participant in research. If you have questions about your rights, or complaints about this research you may talk to the researcher or contact the CCSU Human Studies Council by:

- Telephone: 860-832-2366
- Email: hsc@ccsu.edu

Documentation of Informed Consent:

You are freely making a decision whether to be in this research study. By filling out this survey, you indicate that:

1. you have read and understood this consent form
2. You have had the consent form explained to you
3. you have had your questions answered, and
4. you have decided to be in the study.

By completing this survey you agree to consent.

You may keep this consent form.

Part I

We will not report any group data for groups of fewer than five individuals that may be small enough to reveal identity. Instead, the researchers will combine the groups to eliminate any potential for identifiable demographic information.

1. What is your current gender identity?

Female Male Transgender Female Transgender Male

Genderqueer/Gender-nonconforming Other (please specify) _____

2. What sex were you assigned at birth, meaning on your original birth certificate?

Female Male

3. What is your ethnicity (as you define it)?

Hispanic or Latino Not Hispanic or Latino

4. What is your race (as you define it)? (Circle all that apply)

American Indian or Alaskan Native Asian Black or African American

Native Hawaiian or Other Pacific Islander White

Other (Please specify) _____

5. Which term best describes your sexual orientation?

Bisexual Gay Heterosexual

Lesbian Questioning Other (please specify) _____

6. What is your current student status (Please check only one)

First year undergraduate Second year undergraduate

Third year undergraduate Fourth year undergraduate Graduate student

Other (please specify) _____

7. How old are you? _____ years

8. Are you currently living on or off campus?

On Campus Off - Campus

9. Are you an international student? Yes No

10. How long have you been a student at CCSU? _____ years _____ months

11. Which of the following are you currently involved in? (Mark all that apply)

- Fraternity/Sorority Intramural athletics NCAA athletics
 Student Government Other student organization: _____

Part II

12. Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
a) I feel valued in the classroom/learning environment					
b) Faculty, staff, and administrators respect what students on this campus think					
c) I think faculty are genuinely concerned about my welfare					
d) I think administrators are genuinely concerned about my welfare					
e) I feel close to people on this campus					
f) I feel like I am a part of this university					
g) I am happy to be at this university					
h) The faculty, staff, and administrators at this school treat students fairly					
i) I feel safe on this campus					

13. Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
a) CCSU officials (administrators, campus police) should do more to protect students from harm					
b) If a crisis happened on campus, CCSU would handle it well					
c) CCSU responds too slowly in difficult situations					
d) CCSU officials handle incidents in a fair and responsible manner					
e) CCSU does enough to protect the safety of students					
f) There is a good support system on campus for students going through difficult times					

14. If someone were to report a sexual assault to a campus authority, how likely is it that:

	Very Likely	Moderately Likely	Slightly Likely	Not at all Likely
a) CCSU would take the report seriously				
b) CCSU would keep knowledge of the report limited to those who need to know in order for the university to respond properly				
c) CCSU would forward the report outside the campus to criminal investigators				
d) CCSU would take steps to protect the safety of the person making the report				
e) CCSU would support the person making the report				
f) CCSU would take corrective action to address factors that may have led to the sexual assault				
g) CCSU would take corrective action against the offender				
h) CCSU would take steps to protect the person making the report from retaliation				
i) Students would label the person making the report a troublemaker				
j) Students would support the person making the report				
k) The alleged offender(s) or their associates would retaliate against the person making the report				
l) The educational achievement/career of the person making the report would suffer				

15. Have you received training in policies and procedures regarding incidents of sexual assault (e.g. what is defined as sexual assault, how to report an incident, confidential resources, procedures for investigating)?

YES NO

16. Have you received training in prevention of sexual assault?

YES NO

17. If yes, how useful did you think the training was (mark one)?

VERY MODERATELY SOMEWHAT SLIGHTLY NOT USEFUL

18. Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Don't Know
a) If a friend or loved one was sexually assaulted, I know where to go to get help						
b) I understand CCSU's formal procedures to address complaints of sexual assault						
c) I have confidence that CCSU administers the formal procedures to address complaints of sexual assault fairly						

Part III

This section asks about nonconsensual or unwanted sexual contact you may have experienced. The person with whom you had the unwanted sexual contact could have been a stranger or someone you know, such as a family member or someone you were dating or going out with. These questions ask about five types of unwanted sexual contact:

- a) **Forced touching of a sexual nature (forced kissing, touching of private parts, grabbing, fondling, rubbing up against you in a sexual way, even if it is over your clothes)**
- b) **Oral sex (someone's mouth or tongue making contact with your genitals or your mouth or tongue making contact with someone else's genitals)**
- c) **Sexual intercourse (someone's penis being put in your vagina)**
- d) **Anal sex (someone's penis being put in your anus)**
- e) **Sexual penetration with a finger or object (someone putting their finger or an object like a bottle or a candle in your vagina or anus)**

The questions below ask about unwanted sexual contact that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

19. Since you began college at CCSU has anyone had sexual contact with you by using physical force or threatening to physically harm you? YES NO

17a. If you answered yes to the above question, which of the following occurred? Please check all that apply.

- a) Forced touching of a sexual nature
- b) Oral sex
- c) Sexual intercourse
- d) Anal sex
- e) Sexual penetration with a finger or object

20. Since you started attending college at CCSU has anyone attempted but not succeeded in having sexual contact with you by using or threatening to use physical force against you? YES NO

The next set of questions ask about your experience with unwanted sexual contact while you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep. These situations might include times that you voluntarily consumed alcohol or drugs and times that you were given drugs without your knowledge or consent.

21. Since you started attending CCSU, has someone had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question asks about incidents that you are certain happened. YES NO

If you answered YES to question 20 please answer the following questions. If you answered NO to question 20 please go to question 21.

20a. When the person had sexual contact with you when you were unable to provide consent or stop what was happening, which of the following happened? Please check all that apply.

- a) Forced touching of a sexual nature
- b) Oral sex
- c) Sexual intercourse
- d) Anal sex
- e) Sexual penetration with a finger or object
- f) Don't know

20b. Just prior to the incident(s), had you been drinking alcohol? Keep in mind that you are in no way responsible for the assault that occurred, even if you had been drinking.

YES NO

20c. Were you drunk?

YES NO

20d. Just prior to the incident(s), had you voluntarily been taking or using any drugs other than alcohol?

YES NO

20e. Just prior to the incident(s), had you been given a drug without your knowledge or consent?

YES NO DON'T KNOW

22. Since you started attending CCSU, have you suspected that someone has had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question asks about events that you think (but are not certain) happened.

YES NO

Part IV

For the next set of questions, please pick the **MOST SERIOUS INCIDENT** if you had more than one, and answer the questions below about this experience. If you had no unwanted sexual experiences, circle "no experience" for each of the questions below.

23. Who did the UNWANTED BEHAVIOR involve? (Mark only one)

- a) Stranger d) coworker g) college staff
b) Family member e) employer/supervisor h) non-romantic friend
c) Acquaintance f) college professor/instructor i) casual or first date
j) current romantic partner k) ex-romantic partner
l) No experience m) other _____

24. Was this person a student at CCSU?

YES NO I do not know No experience

25. Was this person affiliated with CCSU, as an employee, staff, or faculty member

YES NO I do not know No experience

26. What was the gender of the individual who did this to you?

Man Woman No Experience

27. Did the incident involve: (Mark all that apply)

- a. The other person's use of alcohol
b. Your use of alcohol

- c. The other person's use of drugs
- d. Your use of drugs
- e. None of the above
- f. No experience

28. How frightened were you by the incident?

- a. Extremely frightened
- b. Somewhat frightened
- c. Only a little frightened
- d. Not at all frightened
- e. No experience

29. Where did the incident occur? (Mark ALL that apply)

- a. Off-campus (please specify location) _____
- b. On-campus (please specify location) _____
- c. Other location (please specify) _____
- d. No experience

30. Who did you tell about the incident? (Mark ALL that apply)

- | | |
|--|--|
| a. no one <input type="checkbox"/> | g. faculty or staff <input type="checkbox"/> |
| b. roommate <input type="checkbox"/> | h. residence hall staff <input type="checkbox"/> |
| c. close friend other than roommate <input type="checkbox"/> | i. police <input type="checkbox"/> |
| d. parent or guardian <input type="checkbox"/> | j. romantic partner <input type="checkbox"/> |
| e. other family member <input type="checkbox"/> | k. campus sexual assault advocate <input type="checkbox"/> |
| f. counselor <input type="checkbox"/> | l. other <input type="checkbox"/> (specify) _____ |
| | m. no experience <input type="checkbox"/> |

31. Did you use the formal campus procedure to report the incident?

YES NO No experience

32. If yes, did university formal procedures help you deal with the problem?

- a. Didn't help me at all
- b. Helped me a little bit
- c. Helped, but could have helped more
- d. Helped me a lot
- e. Completely solved the problem

33. If you did not tell anyone, why? (Mark ALL that apply)

- a. Ashamed/embarrassed
- b. Is a private matter – wanted to deal with it on own
- c. Concerned others would find out
- d. Didn't want the person who did it to get in trouble
- e. Fear of retribution from the person who did it
- f. Fear of not being believed
- g. I thought I would be blamed for what happened
- h. Didn't think what happened was serious enough to talk about
- i. Didn't think others would think it was serious
- j. Thought people would try to tell me what to do
- k. Would feel like an admission of failure
- l. Didn't think others would think it was important
- m. Didn't think other's would understand
- n. Didn't have time to deal with it due to academics, work, etc.
- o. Didn't know reporting procedures on campus
- p. Feared I or another would be punished for infractions or violations (such as underage drinking)
- q. I did not feel the campus leadership would solve my problems
- r. I feared others would harass me or react negatively toward me
- s. I thought nothing would be done
- t. Didn't want others to worry about me
- u. Wanted to forget it happened
- v. Had other things I needed to focus on and was concerned about (classes, work)
- w. Didn't think the school would do anything with my report
- x. Other (specify) _____
- y. No experience
- z. I did tell someone

Part V

How many times has a casual, steady, or serious dating or intimate partner done the following to you DURING THIS SCHOOL YEAR (since the start of the Fall 2015 semester)

0 1 2 3 4 5 6 7 8 9 10+

- 1. Scratched me? _____ times
- 2. Slapped me? _____ times

3. Physically twisted my arm? _____ times
4. Slammed me or held me against a wall? _____ times
5. Kicked me? _____ times
6. Bent my fingers? _____ times
7. Bit me? _____ times
8. Tried to choke me? _____ times
9. Pushed, grabbed, or shoved me? _____ times
10. Dumped me out of a car? _____ times
11. Threw something at me that hit me? _____ times
12. Burned me? _____ times
13. Hit me with a fist? _____ times
14. Hit me with something hard besides a fist? _____ times
15. Beat me up? _____ times
16. Assaulted me with a knife or gun? _____ times

Please answer the following questions about what you consider the MOST SERIOUS INCIDENT you indicated that happened during this school year. If you answered zero (0) to all questions above, please mark "No Experience" or "N/A" (unless otherwise indicated).

17. How frightened were you by the incident?

Extremely Somewhat Only a little Not at all

No Experience

18. How concerned were you about your safety?

Extremely Somewhat Only a little Not at all

No Experience

19. Did you seek services or contact a hotline after the incident?

YES NO N/A

20. Were you injured in the incident?

YES NO N/A

a) If yes, did you seek medical attention?

YES NO N/A

Thank you for completing this survey. Please turn your paper over when you are finished. You may turn in your survey with the researcher at the front of the room and leave the classroom when you are ready.

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU

Principal Investigator: Sarah Dodd, MSW
Special thanks to Dr. Sally Lesjak, CCSU Department of Mathematics
and Dr. Amy Stichman, NDSU Department of Criminal Justice

Methodology

- Random selection of classes from each school within CCSU
- Faculty that permitted the survey gave students one week advance notice
- Paper survey distributed in classrooms
 - Fall 2015: 50 classrooms
 - Spring 2016: 7 classrooms
- Survey was administered at the end of class - students could leave
- Participants were required to use a privacy screen
- All students (participants or not) were provided with a tri-fold resource booklet

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Total Completed Surveys = 1,011
Response rate: 94%

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Demographics

Demographics

Gender Identity	Sex	Ethnicity
Female: 53.51%	Female: 43.81%	Hispanic or Latino: 13.71%
Male: 45.99%	Male: 46.19%	Not Hispanic or Latino: 86.29%
Identified with another identity: .05%		

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Demographics

- Race:
 - American Indian or Alaskan Native: .81%
 - Asian: 4.76%
 - Black or African American: 11.25%
 - Native Hawaiian or Other Pacific Islander: .41%
 - White: 75.18%
 - Two or more races: 2.53%
 - Identified with another race: 5.07%

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Demographics

Sexual Orientation

- Bisexual: 3.02%
- Gay: 2.02%
- Heterosexual: 91.63%
- Lesbian: 1.51%
- Questioning: .91%
- Identified with another sexual identity: .91%

Student Status

- First Year: 18.30%
- Second Year: 14.14%
- Third Year: 21.76%
- Fourth Year: 22.06%
- Fifth Year: 2.18%
- Graduate: 20.87%

Georgia Campus Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Demographics

Mean age: 23

Majority of participants lived off campus (76.23%)

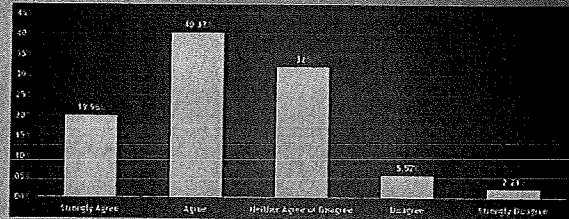
30% of students were involved in one or more activity on campus

Georgia Campus Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

General Climate

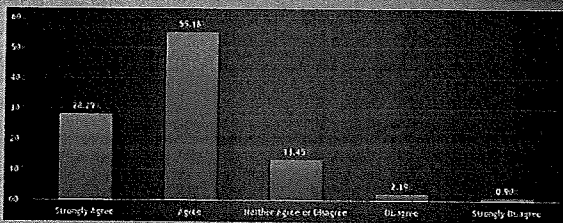
Georgia Campus Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

I think administrators are genuinely concerned about my welfare.



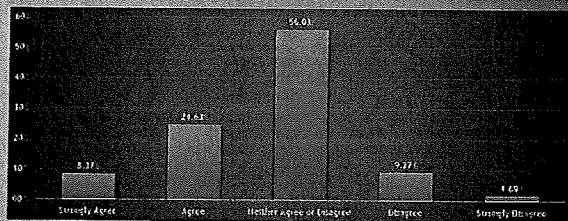
Georgia Campus Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

I feel safe on this campus.



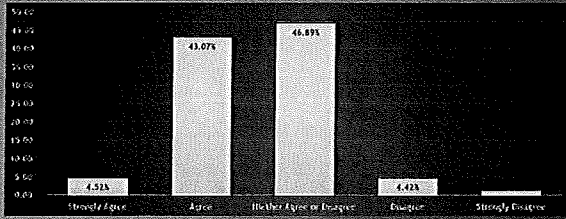
Georgia Campus Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

CCSU Officials (administrators, campus police) should do more to protect students from harm.



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CCSU officials handle incidents in a fair and responsible manner.



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There is a good support system on campus for students going through difficult times.



Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

If someone were to report a sexual assault to a campus authority...

93% of students believe it is very likely or moderately likely that CCSU would take the report seriously.

89% of students believe it is very likely or moderately likely that CCSU would support the person making the report.

88% of students believe it is very likely or moderately likely that CCSU would take corrective action against the offender.

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

If someone were to report a sexual assault to a campus authority...

77% of students believe that it is very likely or moderately likely that students would support the person making the report.

42% of students believe that it is very likely or moderately likely that the alleged offender(s) or their associates would retaliate against the person making the report.

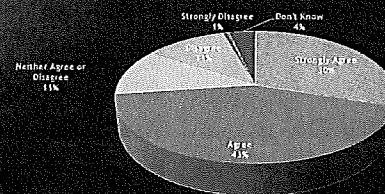
Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Training

- 43% of the sample had received training in policies and procedures regarding incidents of sexual assault.
- 38% of students received training in the prevention of sexual assault.
- Only 23.06% of students thought the training was VERY useful.

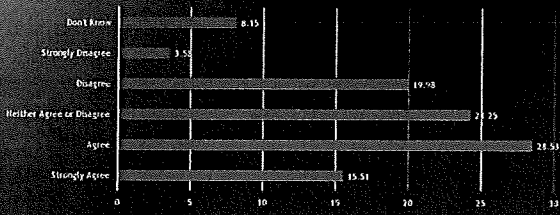
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If a friend or loved one was sexually assaulted, I know where to go to get help.



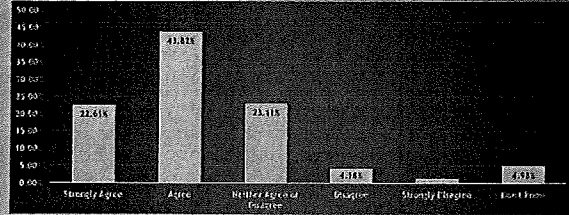
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I understand CCSU's formal procedures to address complaints of sexual assault.



Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

I have confidence that CCSU administers the formal procedures to address complaints of sexual assault fairly.



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Prevalence of Sexual Assault

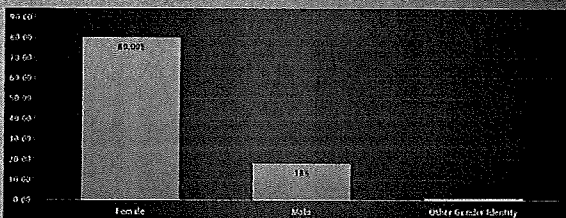
Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Prevalence

- Approximately 7% of students experienced attempted or completed sexual assault.
- Of the participants that experienced sexual violence, 41% answered "yes" to more than one type of unwanted sexual contact.

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Experience of attempted and completed sexual assault: Gender

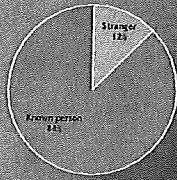


Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Type of Unwanted Sexual Contact	Percentage of Students
Sexual contact by using physical force or threatening to physically harm you	3%
Attempted by not succeeded in having sexual contact with you by using or threatening to use physical force against you	3.41%
Sexual contact when you were unable to provide consent or stop what was happening	3.39%
Suspected someone has had sexual contact with you when you were unable to provide consent or stop what was happening	1.13%

Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Who did the unwanted behavior?



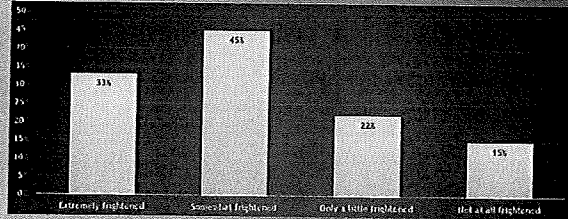
Known Person:

- Acquaintance
- Non-Romantic Friend
- Ex-Romantic Partner
- Casual or first date
- Current Romantic Partner

55% of Known persons were a student at CCSU.

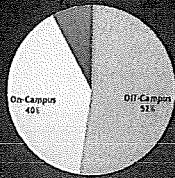
CCSU's Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

How frightened were you by the incident?



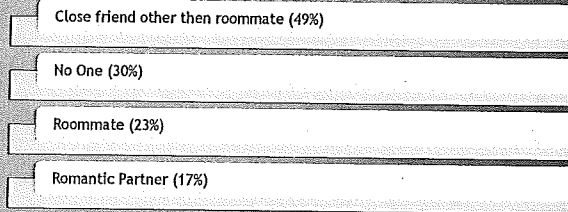
CCSU's Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Where did this incident occur?



CCSU's Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

Who did you tell about the incident?



Only 4% of students said that they told the police.

CCSU's Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

- 11% of undergraduate women experienced completed or attempted sexual assault while at CCSU.
- 3% of undergraduate men experienced completed or attempted sexual assault while at CCSU.
- 6% of graduate student women experienced completed or attempted sexual assault while at CCSU.

CCSU's Campus Climate Survey: Sexual Assault and Intimate Partner Violence at CCSU 2015 - 2016

**Central Connecticut State University
Office of Diversity and Equity
Suggested Statements for Syllabus**

Syllabus statements are the first step in communicating expectations with students. The following examples are consistent with University policies and procedures related to the learning environment.

Statement on Discrimination and Harassment

Central Connecticut State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, (including pregnancy, transgender status, sexual harassment and sexual assault); sexual orientation; or any other status protected by federal or state laws. Any student who has concerns about should contact the Office of Diversity and Equity (ODE) at 860-832-1652, Student Affairs at 860-832-1601, or his/her faculty member. **The ODE is located on the main floor of Davidson Hall, room 102.**

Sexual Misconduct, Intimate Partner Violence and Stalking

Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors in any form, including but not limited to: sexual assault, sexual exploitation, sexual harassment or stalking, as defined in CCSU policies. For additional information, please consult the CCSU policy at <http://www.ccsu.edu/diversity/policies/BORSexualMisconductFeb2015.pdf>. **All faculty members and staff have a duty to report incidents of sexual harassment including sexual misconduct, intimate partner violence and stalking to Rosa Rodríguez, Title IX Officer, Office of Diversity and Equity, Davidson Hall, 102.**

To file a report contact: Diversity and Equity (860-832-1652), Student Conduct (860-832-1667) or Student Affairs (860-832-1601). For criminal complaints, contact the University Police (860-832-2375).

For support and advocacy contact: Office of Victim Advocacy at 860-832-3795 or sarahdodd@ccsu.edu; Student Wellness Services at 860-832-1945 (confidential); Women's Center at 860-832-1655; the local YWCA's Sexual Assault Crisis Services Hotline at 860-223-1787 (confidential) and Prudence Crandall Center for Domestic Violence (confidential) at 888-774-2900 (24-hour hotline).

CAREER CONVERSATIONS: A weekly series of professional development activities and workshops

September 16, 2015

Career Conversations: A weekly series of professional development activities and workshops.

Resume Writing & More

Thursday, October 1

10am & 3:15pm

Philbrick Room-Student Center

Career Fair Boot Camp

Thursday, October 8

10am & 3:15pm

Philbrick Room-Student Center

The Job & Internship Search Process

Thursday, October 22

10am & 3:15pm

Philbrick Room-Student Center

Using Social Media to Jumpstart Your Career

Thursday, October 29

10am & 3:15pm

Philbrick Room-Student Center

Mastering the Interview

Thursday, November 5

10am & 3:15pm

Philbrick Room-Student Center

We all like to think that we are objective scholars who judge people solely on their credentials and achievements, but copious research shows that every one of us has a lifetime of experience and cultural history that shapes the review process.

“To evaluate other people more accurately we need to challenge our implicit hypotheses ... we need to become explicitly aware of them.”

VIRGINIA VALIAN

The results from controlled research studies demonstrate that people often hold implicit or unconscious assumptions that influence their judgments. Examples range from expectations or assumptions about physical or social characteristics associated with race, gender, and ethnicity to those associated with certain job descriptions, academic institutions, and fields of study.

It is important to note that in most studies examining evaluation and gender, ***the sex of the evaluator was not significant; both men and women share and apply the same assumptions about gender.***

Recognizing biases and other influences not related to the quality of candidates can help reduce their impact on your search and review of candidates.

Examples of common social assumptions or expectations:

- When shown photographs of people of the same height, evaluators overestimated the heights of male subjects and underestimated the heights of female subjects, even though a reference point, such as a doorway, was provided (Biernat et al.).
- When shown photographs of men with similar body types, evaluators rated the athletic ability of African American men higher than that of white men (Biernat and Manis).
- When asked to choose counselors from among a group of equally competent applicants who were neither exceptionally qualified nor unqualified for the position, students more often chose white candidates than African American candidates, indicating their willingness to give members of the majority group the benefit of the doubt (Dovidio and Gaertner).

These studies show that we often apply generalizations that may or may not be valid to the evaluation of individuals (Bielby and Baron). In the study on height, evaluators applied the statistically accurate generalization that on average men are taller than women to their estimates of the height of individuals who did not necessarily conform to the generalization. If generalizations can lead us to inaccurately evaluate characteristics as objective and easily measured as height, what happens when the qualities we are evaluating are not as objective or as easily measured? What happens when the generalizations are not accurate?

“Even the most well-meaning person unwittingly allows unconscious thoughts and feelings to influence seemingly objective decisions.”

MAHZARIN R. BANAJI

Examples of assumptions or biases that can influence the evaluation of applications:

- When rating the quality of verbal skills as indicated by vocabulary definitions, evaluators rated the skills lower if they were told an African American provided the definitions than if they were told that a white person provided them (Biernat and Manis).
- Randomly assigning different names to résumés showed that job applicants with “white-sounding names” were more likely to be interviewed for open positions than were equally qualified applicants with “African American-sounding names” (Bertrand and Mullainathan).

“To respond without prejudice... an individual must overcome years of exposure to biased and stereotypical information.”

PATRICIA DEVINE ET AL.

- When symphony orchestras adopted “blind” auditions by using a screen to conceal candidates’ identities, the hiring of women musicians increased. Blind auditions fostered impartiality by preventing assumptions that women musicians have “smaller techniques” and produce “poorer sound” from influencing evaluation (Goldin and Rouse).
- Research shows that incongruities between perceptions of female gender roles and leadership roles cause evaluators to assume that women will be less competent leaders. When women leaders provide clear evidence of their competence, thus violating traditional gender norms, evaluators perceive them to be less likeable and are less likely to recommend them for hiring or promotion (Phelan et al.; Eagly and Karau; Heilman et al.).

Examples of assumption biases in academic job-r

- A study of over 300 résumés for medical faculty hire for medical school found that letters written by males differed systematically from those written by females. Letters written by males provided “minimal and less solid recommendation,” while portraying women as students and professionals, and more focused on women’s personal lives.
- In a national study, 233 curriculum vitae randomly assigned a female name. Both male and female applicants gave the male applicants more favorable ratings for teaching, research experience and were more likely to hire than the female applicants.
- A study of R01 grants from the National Institutes of Health found that despite controlling for publication record, African Americans were less likely than whites to receive grants (Ginther et al.).

When we assume racial, ethnic, and gender biases in the evaluation process, the danger that minority candidates will

Advice for minimizing the influence of bias and assumptions:

- **Strive to increase the representation of women and minorities in your applicant pool.** Research shows that gender assumptions are more likely to negatively influence evaluation of women when they represent a small proportion (less than 25%) of the pool of candidates (Heilman, van Ommeren et al.).
- **Learn about and discuss research on biases and assumptions and consciously strive to minimize their influence on your evaluation.** Experimental studies show that greater awareness of discrepancies between the ideals of impartiality and actual performance, together with strong internal motivations to respond without prejudice, effectively reduces prejudicial behavior (Devine et al.).
- **Develop and prioritize evaluation criteria prior to evaluating candidates and apply them consistently to all applicants.** Research shows that different standards may be used to evaluate male and female applicants and that when criteria are not clearly articulated before reviewing candidates evaluators may shift or emphasize criteria that favor candidates from well-represented demographic groups (Biernat and Fuegen; Uhlmann and Cohen).
- **Spend sufficient time (at least 20 minutes) evaluating each applicant.** Evaluators who were busy, distracted by other tasks, and under time pressure gave women lower ratings than men for the same written evaluation of job performance. Sex bias decreased when they were able to give all their time and attention to their judgments, which rarely occurs in actual work settings (Martell).
- **Evaluate each candidate's entire application; don't depend too heavily on only one element such as the letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program.** Recall the study showing significant patterns of difference in letters of recommendation for male and female applicants (Trix and Psenka).

- **Be able to defend every decision for eliminating or advancing a candidate.** Research shows that holding evaluators to high standards of accountability for the fairness of their evaluation reduces the influence of bias and assumptions (Foschi).
- **Periodically evaluate your judgments, determine whether qualified women and underrepresented minorities are included in your pool, and consider whether evaluation biases and assumptions are influencing your decisions by asking yourself the following questions:**
 - ❑ Are women and minority candidates subject to different expectations or standards in order to be considered as qualified as majority men? (Recall the examples of the National Institutes of Health, the study of curricula vitae, and blind auditions for orchestras.)
 - ❑ Are candidates from institutions other than the major research universities that have trained most of our faculty being under-valued? (*Qualified candidates from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching.*)
 - ❑ Have the accomplishments, ideas, and findings of women or minority candidates been under-valued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference? (*Recall the biases seen in evaluations of written descriptions of job performance.*)
 - ❑ Is the ability of women or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity being underestimated? (*Recall social assumptions about leadership abilities.*)
 - ❑ Are assumptions about possible family responsibilities and their effect on a candidate's career path negatively influencing evaluation of a candidate's merit, despite evidence of productivity? (*Recall studies of the influence of generalizations on evaluation.*)
 - ❑ Are negative assumptions about whether women or minority candidates will "fit in" to the existing environment influencing evaluation? (*Recall students' choice of counselor.*)

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For full references please see:
http://wiseli.engr.wisc.edu/hiring/BiasBrochure_References.pdf

 **WISELI**

Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison

<http://wiseli.engr.wisc.edu>

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Review Applica



Research on Bias and Assu