

Central Connecticut State University

Report Pursuant to Connecticut General Statutes

Section 10a – 55m

January 1, 2021 – December 31, 2021

Prepared by the CCSU Office of Equity and Inclusion



CCSU is an equal opportunity employer and educator.

Enclosed Documents

- Background
- Policies & Notifications
- Sexual Violence Statistics and Data
- Training Provided
- Resources
- Presentations
- Posters/Programming

Background

About Central Connecticut State University

Founded in 1849, Central Connecticut State University (CCSU) is a regional, comprehensive public university dedicated to learning in the liberal arts and sciences and to education for the professions. The University is located in New Britain, CT and has been an important part of that city's educational and cultural life since CCSU's founding. It is comprised of the following schools – the Carol A. Ammon College of Liberal Arts & Social Sciences; the School of Business; the School of Education & Professional Studies; the School of Engineering, Science & Technology; and the School of Graduate Studies.

The largest of four comprehensive universities within the Connecticut State Colleges & University system, CCSU serves nearly 11,800 students--9,800 undergraduates, and 2,000 graduate students. Female students account for 48 percent of the student population; males, 52 percent. CCSU is richly diverse: more than 30 percent of students are students of color; African American students comprise 11 percent of the student body; Latinos, 12 percent; and Asians, 3 percent.

https://docs.ccsu.edu/oira/institutionalData/fastfacts/Fast_Facts_Spring_2021.pdf

https://docs.ccsu.edu/oira/institutionalData/fastfacts/Fast_Facts_Fall_2021.pdf

- The University offers 16 NCAA Division I sports programs.
- The University offers 10 residence halls, housing 23 percent of students.

About the Office of Equity & Inclusion (OEI)

Sexual violence prevention efforts are led by the CCSU Office of Equity & Inclusion in collaboration with other departments and offices across campus. Formerly known as the Office of Diversity & Equity, the Office of Equity & Inclusion was re-named in July 2019 to better reflect the goal of the office to promote equity and the inclusion of diverse viewpoints.

Vision

The sole purpose of the Office for Equity & Inclusion is to build an inclusive community where students, staff, and faculty can participate in a free and respectful exchange of ideas without fear. In establishing this community of understanding, safety, and inclusion, we are preparing students to serve in an increasingly diverse world.

Central Connecticut State University is committed to providing a safe and nondiscriminatory employment and educational environment that complies with policies relating to affirmative action, discrimination, and harassment. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate based on sex or race in its educational, extracurricular, athletic, or other programs or in the context of employment.

Mission

Guided by the CCSU mission, the Office for Equity & Inclusion (OEI) aims to cultivate a campus environment that is equitable, inclusive, and responsible to enable students, faculty, and staff to achieve their full potential.

OEI works with faculty, staff, and students to develop and maintain a community of inclusion. We act in a transparent manner guided by respect and prompt practices. We also provide training and support on diversity, Title IX, and sexual harassment prevention.

In 2020, the Office for Equity & Inclusion oversaw the activities of three centers: The Office of Victim Advocacy (OVA), the Ruthe Boyea Women's Center, and the LGBT Center.

OEI Transitions

To best understand any perceived gaps in programming for the 2021 year, it is important for this report to acknowledge the transitions of leadership and staff within OEI. In addition to Michelle Shaw, Pamela Whitley, Johanna Flannigan, and Stacey Miller leaving CCSU, during this time, job functions were covered by others. For example, due to the Title IX Coordinator leaving, VP of OEI was covering those responsibilities and when the OVA staff member left, the void was seen by lack of programming. 2021 was a year of many transitions and as this report is being created in 2022, we are excited to share the progressive measures and dedication to a full staff for 2022.

During this time of transition, OEI on-boarded Symplicity, to manage all discrimination and Title IX cases. The computer software program allows OEI to produce data, reports, and manage all case details in one centralized location. Due to staffing challenges, OEI did not fully embrace Symplicity until 2022, when the new staff in OVA and the Title IX Coordinator roles were hired.

Sexual Violence Prevention Efforts

CCSU utilizes a comprehensive, multi-level approach to the prevention of sexual violence. Programs and awareness initiatives are provided to students in a variety of settings and formats throughout the entirety of the calendar year. Prevention is an on-going aspect of the educational environment.

Students at CCSU engage in prevention strategies before they even begin classes. They are required to complete an online sexual violence prevention program, called "Sexual Violence Prevention Training" through the Vector Solutions learning platform. This training is an interactive program designed to provide students critical information about sexual assault, dating violence, domestic violence and stalking as well as resources available both on and off campus.

Federal and state ([Campus SaVE Act](#) ; [CT Public Act 14-11](#)) mandates require colleges and universities to provide this information to all students every year. All Connecticut State Colleges and Universities (CSCU) require Sexual Violence Prevention Training on an annual basis.

As the fall semester began, physical “red flags” are visible across campus as part of the Red Flag Campaign, a project focused on intimate partner violence awareness and prevention. The Office of Victim Advocacy leads the Red Flag Campaign, with a group of student volunteers working to plan and implement activities and programs for the campaign. Students interacted with the campaign through posters distributed throughout campus highlighting red flags of abuse. Posters related to the Red Flag Campaign also include information on how students could help a friend in an unhealthy relationship and access help for themselves. In addition, the Office of Victim Advocacy provided thirteen (13) classroom presentations about the campaign and hosted six (6) information tables. In October, The Office of Victim Advocacy hosted “Red Flag Campaign Day” and set up tables in the Student Center where students could answer trivia questions about healthy and unhealthy relationships and contribute to a banner depicting qualities of a healthy relationship.

Residential students had the opportunity to take part in programming, held in each hall, focused on sexual violence, and facilitated by staff from the Office of Equity & Inclusion (OEI), Office of Victim Advocacy (OVA) and the Ruth Boyea Women’s Center. This is also when NCAA athletic teams began their mandatory training program with OVA.

The Stand Up CCSU campaign took place throughout the spring semester. This campaign is developed by student community organizers in the Office of Victim Advocacy and included presentations, events, a poster campaign, and social media posts. Thousands of students interacted with Stand Up CCSU in different capacities and the campaign hosted a large outdoor event focused on bystander intervention halfway through the semester. The spring semester also included events such as a virtual Take Back the Night, organized by the Ruth Boyea Women’s Center.

CCSU faculty and staff also engaged in training programs throughout the year. All new employees were required to complete an initial Title IX training within their first year of employment and all employees were required to complete a Title IX Refresher training each subsequent year. This training informed employees of their responsibilities when receiving disclosures or reports of sexual misconduct, as well as their rights on campus. The training was offered in-person and on-line.

Forecasting Sexual Violence Prevention Effort for 2022

To meet the students with where they are, post COVID, and after racial unrest of 2021, we will be evaluating every program conducted by OEI. We will evaluate the data, evaluations, and best practices to demonstrate creativity and progressive concepts.

Policies & Notifications

CCSU publishes policies online and in print materials that are available to students and employees (see supplemental materials for print documents). Policies and protocol related to sexual misconduct may be found on the CCSU Office for Equity and Inclusion's website at the following link

<https://www.ccsu.edu/diversity/>

Reporting Form:

https://ccsu-gme-advocate.symplcity.com/titleix_report/index.php/pid576961?

The Student Code of Conduct is available through the Office of Student Rights and Responsibilities:

<https://www.ccsu.edu/studentrights/>

Reporting Form:

https://ccsu-advocate.symplcity.com/care_report/index.php/pid830102?

Policies of the Connecticut Board of Regents for Higher Education governing the Connecticut State Colleges & Universities

<https://www.ct.edu/regents/policies>

From: [Campus Announcements](#)
To: [Administrative Departments](#); [Academic Departments](#); [Students-AllActivelyEnrolled](#)
Subject: Annual Clery Report available
Date: Monday, September 27, 2021 12:57:12 PM

To the CCSU Community,

The latest edition of the Annual Security and Fire Report (also known as the Clery Report) is now available [online here](#). The report is prepared annually by the CCSU Police Department in accordance to federal law (the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990” and subsequent amendments).

The report contains statistics on specified crimes reported over the previous three calendar years, as well as specific information pertaining to campus security, alcohol and drug policies, sexual assault prevention and response, victims’ assistance programs, missing person reports, crime prevention, fire safety, and campus resources. Policies and procedures for campus-wide notifications and emergency response and evacuation are also included.

Please note: The crime statistics are only for certain crimes that occurred on campus, in off-campus buildings, property owned or controlled by the University, or on public property adjacent to campus.

All members of the campus community are encouraged to report crimes to the CCSU Police Department at (860) 832-2375. Emergencies or situations that may pose an immediate or ongoing threat to the health and safety of our students, employees and visitors should immediately be reported by dialing 9-1-1 or by using one of the call boxes located throughout the campus.

If you are unable to download and/or print the report, hard copies may be obtained at the CCSU Police Department on East Street.

*Sent on behalf of
Interim Chief Chris Cervoni
CCSU Police Department*

SUBJECT: Why Title IX is Important to YOU

Dear Faculty & Staff,

The Title IX & Sexual Harassment Training is NOT just another training we vaguely listen to in the background while completing other tasks. It grabs our attention and is a painful reminder that sexual misconduct can and does occur on our campus and on campuses all over the world. As faculty and staff at CCSU, we want you to be able to support our diverse student body as well as our fellow faculty/staff by keeping our campus safe. The Title IX and Sexual Harassment Prevention Training allows us to do this effectively as educators and advocates.

Due to COVID-19 and the health and safety of University staff and students, this training is available online. Below the information for the training is outlined for your convenience:

The online training is available through a program called "Sexual Violence Prevention" formerly known as "Not Anymore". This program takes an average of 45-60 minutes to complete with the option to save your progress and return for those with limited time. Due to the sensitive nature and limited time some of you may have please note that this training DOES NOT need to be completed in one sitting. To access the online training, please follow the link and sign in using your CCSU Blue Net ID and password to access the training.
(<http://studentaccess.org/LDAP/ccsu>)

At CCSU we are a family doing our best to keep our family safe by taking trainings that will benefit our Blue Devil community as a whole.

If you are employed at another institution and have completed Title IX and/or Sexual Harassment Prevention Training for that Institution, please contact Lindsey Hammell to discuss whether that training will fulfill your CCSU training requirement.

Please feel free to contact Lindsey Hammell with any questions.

Sincerely,

Lindsey Hammell

Sexual Assault & Violence Prevention Specialist

(860) 832-3795

Lindseyhammell@ccsu.edu

SUBJECT: DON'T FORGET

Good Morning,

If you are receiving this email, then our records indicate that you have not yet completed your Title IX and Sexual Harassment Prevention trainings for the 2021-2022 academic year.

The Title IX and Sexual Harassment Prevention training is required as part of our efforts to keep the CCSU safe. We all have the same goal, to keep our student body, faculty, and staff safe and feeling supported. Statistically, Sexual assault is underreported, therefore, it is up to us to be knowledgeable about this issue so that we can better serve our campus as educators and advocates. Sexual Harassment Prevention training can help YOU save lives.

The "Sexual Violence Prevention" training, formerly known as "Not Anymore", is an online training program that takes an average of 45-60 minutes to complete and does not need to be completed in one sitting. To access the online training, please follow this link and sign in using your CCSU Blue Net ID and password to access the training: <http://studentsuccess.org/LDAP/CCSU>.

If you have any technical problems with the program, please contact the program vendor through the HELP button or at support@studentsuccess.org.

If you believe you are receiving this email message in error, please feel free to contact Erin Rodas at erodas@ccsu.edu.

Sincerely,

Lindsey Hammell

Sexual Assault & Violence Prevention Specialist

(860) 832-3795

Lindseyhammell@ccsu.edu

From: [Shaw, Michelle A. \(Office of Equity and Inclusion\)](#)
To: [Miller, Stacey A. \(VP for Equity and Inclusion\)](#)
Subject: Title IX Procedures Advisory Council
Date: Thursday, November 11, 2021 8:09:14 AM
Attachments: [image001.png](#)

Hi,

Here is the list of the invitees for the Title IX Procedures Advisory Council:

- Co-Chair—Stacey Miller, VP for Equity and Inclusion and Interim Title IX Coordinator
- Co-Chair—John, Interim Vice President of Student Affairs
- Jean Alicandro, Director of Residence Life
- Ray Hernandez, Associate Dean for Student Affairs
- Stephanie Reis, Director of the Office for Student Rights and Responsibilities
- Michelle Shaw, Equity and Inclusion Associate
- University Counsel (TBA)
- Chris Cervoni, Interim Chief CCSU Police
- Densil Samuda, Sergeant, University Police
- Thomas Pincine, Interim Director, Athletics
- Amy Strickland, Associate Director, Athletics
- Anna Suski-Lenczewski, Chief Human Resources Officer
- Dan Moreland, Director of Employee and Labor Relations
- Michael Russo, Director of Counseling Services
- Lindsey Hammell, Sexual Assault & Violence Prevention Specialist

Regards,

Michelle Shaw, JD
Equity & Inclusion Associate
Office for Equity & Inclusion
Central Connecticut State University
1615 Stanley Street
Davidson Hall, Suite 119
(860) 832-1654

mshaw@ccsu.edu | <https://www.ccsu.edu/diversity>

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From: "Miller, Stacey A. (Office of Equity and Inclusion)" <stacey.miller@ccsu.edu>
Date: Monday, October 25, 2021 at 8:00 AM

To: "Tully, John (VP Student Affairs)" <Tullyj@ccsu.edu>, Jean Alicandro <alicanandro@ccsu.edu>, Ramon Hernandez <Hernandez@ccsu.edu>, "Cervoni, Chris (CCSU Police)" <CervoniC@ccsu.edu>, "Samuda, Densil (CCSU Police)" <samudadem@ccsu.edu>, "Pincince, Thomas (Athletics)" <PincinceT@ccsu.edu>, "Strickland, Amy Lyn (Athletics)" <stricklanda@ccsu.edu>, "Moreland, Daniel R. (Human Resources)" <daniel.moreland@ccsu.edu>, Anna Suski-Lenczewski <lenczewskia@ccsu.edu>, "Russo, Michael F. (Student Wellness)" <michael.russo@ccsu.edu>
Cc: "Shaw, Michelle A. (Office of Equity and Inclusion)" <mshaw@ccsu.edu>, "Reis, Stephanie (Office of Student Rights & Responsibilities)" <swreis@ccsu.edu>
Subject: Creation of a Title IX Advisory Council



Re: Creation of a Title IX Advisory Council

October 18, 2021

Dear Colleagues,

I hope this message finds you well and enjoying the semester

The changing Title IX landscape has raised a series of challenging issues that the University will continue to address over the next several months as we work to ensure the University remains Title IX compliant. Some of these issues relate to how to interpret our policies and procedures with respect to the CSCU/BOR framework, union agreements, University policies, and best practices.

With this in mind, and as the President has already authorized me, I am creating a Title IX Advisory Council that will draw on the advice, talent and experiences of those of us who deal with sexual misconduct on a regular basis. The hope is that we will achieve consistency interpreting processes and procedures addressing sexual misconduct on campus as well as keeping our response to such incidents consistent.

My goal would be for us to meet quarterly, starting on **January 28, 2022**. The Title IX Advisory Council would be made up of the following folks:

- Co-Chair–Stacey Miller, VP for Equity and Inclusion and Interim Title IX Coordinator
- Co-Chair–John, Interim Vice President of Student Affairs
- Jean Alicandro, Director of Residence Life
- Ray Hernandez, Associate Dean for Student Affairs
- Stephanie Reis, Director of the Office for Student Rights and Responsibilities
- Michelle Shaw, Equity and Inclusion Associate
- University Counsel (TBA)
- Chris Cervoni, Interim Chief CCSU Police

- Densil Samuda, Sergeant, University Police
- Thomas Pincine, Interim Director, Athletics
- Amy Strickland, Associate Director, Athletics
- Anna Suski-Lenczewski, Chief Human Resources Officer
- Dan Moreland, Director of Employee and Labor Relations
- Michael Russo, Director of Counseling Services
- Lindsey Hammell, Sexual Assault & Violence Prevention Specialist

If you have any objections to being a part of this group, and/or if you would like to designate another member of your team to serve in your place, please let me know. I will add this meeting to your calendars in the next few weeks and thank you in advance for your support.

Stacey A. Miller, Ed.D.

she/her/hers

Vice President for the Office for Equity & Inclusion and

Director of the John Lewis Institute for Social Justice

Central Connecticut State University

1615 Stanley Street

Davidson Hall Suite 119

New Britain, CT 06050

(860) 832-1652

stacey.miller@ccsu.edu

Want to schedule a meeting with Stacey Miller click on this link: calendly.com/stacey-miller-1

Sexual Violence Statistics and Data



Connecticut State
Colleges & Universities

SEXUAL VIOLENCE REPORTABLE STATISTICS AND DATA

CSCU INSTITUTION: Central Connecticut State University

REPORTING OFFICE/DEPARTMENT: OEI/Student Rights and Responsibilities

INSTITUTION CONTACT: Dr. Jill Bassett Cameron (Rev. 12/5 for reports as defined as Sexual Misconduct Terms

Report means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the institution investigate the allegation of sexual harassment. At the time of the filing the formal complaint, the complainant must be participating in or attempting to participate in an education program or activity of 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.

YEAR: 2021

Incidents of Sexual Assault, Stalking and IPV Reported to CSCU in 2021					
Type of Incident					
	<i>Number of Incidents Reported</i>	<i>Incident Reported to Have Occurred in 2021</i>	<i>Respondent Identified as Connected to the Reporting Institution</i>	<i>Respondent Identified as Connected to CSCU Institution</i>	<i>Confidential or Anonymous Reports</i>
<i>Sexual Assault</i>	2	2	2	2	0
<i>Stalking</i>	2	2	2	2	0
<i>Intimate Partner Violence (IPV)</i>	0	0	0	0	0

Disciplinary Cases Resulting from Investigations of Sexual Assault, Stalking and Intimate Partner Violence							
Type of Incident							
	<i>Number of Investigations</i>	<i>Finding of No Violation or Not Responsible</i>	<i>Finding of Responsible & Expulsion</i>	<i>Finding of Responsible & Suspension</i>	<i>Finding of Responsible & Probation/Warning</i>	<i>Number of Findings Appealed</i>	<i>Appeal Outcome</i>
<i>Sexual Assault</i>	2	No violation	0	0	0	0	0

<i>Stalking</i>	0	0	0	0	0	0	0
<i>Intimate Partner Violence (IPV)</i>	0	0	0	0	0	0	0

Link to the CSCU Student Code of Conduct: <http://www.ct.edu/files/policies/5.1%20StudentCodeofConduct.pdf>

Link to the CSCU Sexual Misconduct Policy:

<http://www.ct.edu/files/policies/5.2%20Ssexual%20misconduct%20reporting%20support%20and%20processes.pdf>



STATUTORY REFERENCES AND DEFINITIONS

SEXUAL ASSAULT

Sec. 53a-70. *Sexual assault in the first degree: Class B or A felony.* (a) A person is guilty of sexual assault in the first degree when such person (1) compels another person to engage in sexual intercourse by the use of force against such other person or a third person, or by the threat of use of force against such other person or against a third person which reasonably causes such person to fear physical injury to such person or a third person, or (2) engages in sexual intercourse with another person and such other person is under thirteen years of age and the actor is more than two years older than such person, or (3) commits sexual assault in the second degree as provided in section 53a-71 and in the commission of such offense is aided by two or more other persons actually present, or (4) engages in sexual intercourse with another person and such other person is mentally incapacitated to the extent that such other person is unable to consent to such sexual intercourse.

(b) (1) Except as provided in subdivision (2) of this subsection, sexual assault in the first degree is a class B felony for which two years of the sentence imposed may not be suspended or reduced by the court or, if the victim of the offense is under ten years of age, for which ten years of the sentence imposed may not be suspended or reduced by the court.

(2) Sexual assault in the first degree is a class A felony if the offense is a violation of subdivision (1) of subsection (a) of this section and the victim of the offense is under sixteen years of age or the offense is a violation of subdivision (2) of subsection (a) of this section. Any person found guilty under said subdivision (1) or (2) shall be sentenced to a term of imprisonment of which ten years of the sentence imposed may not be suspended or reduced by the court if the victim is under ten years of age or of which five years of the sentence imposed may not be suspended or reduced by the court if the victim is under sixteen years of age.

(3) Any person found guilty under this section shall be sentenced to a term of imprisonment of at least ten years, a portion of which may be suspended, except as provided in subdivisions (1) and (2) of this subsection, or a term of imprisonment and a period of special parole pursuant to subsection (b) of section 53a-28 which together constitute a sentence of at least ten years. Notwithstanding the provisions of subsection (a) of section 53a-29 and except as otherwise provided in this subsection, a court may suspend a portion of a sentence imposed under this subsection and impose a period of supervised probation pursuant to subsection (f) of section 53a-29.

Sec. 53a-71. *Sexual assault in the second degree: Class C or B felony.* (a) A person is guilty of sexual assault in the second degree when such person engages in sexual intercourse with another person and: (1) Such other person is thirteen years of age or older but under sixteen years of age and the actor is more than three years older than such other person; or (2) such other person is impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual intercourse; or (3) such other person is physically helpless; or (4) such other person is less than eighteen years old and the actor is such person's guardian or otherwise responsible for the general supervision of such person's welfare; or (5) such other person is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (6) the actor is a psychotherapist and such other person is (A) a patient of the actor and the sexual intercourse occurs during the psychotherapy session, (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C)

a patient or former patient of the actor and the sexual intercourse occurs by means of therapeutic deception; or (7) the actor accomplishes the sexual intercourse by means of false representation that the sexual intercourse is for a bona fide medical purpose by a health care professional; or (8) the actor is a school employee and such other person is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (9) the actor is a coach in an athletic activity or a person who provides intensive, ongoing instruction and such other person is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (10) the actor is twenty years of age or older and stands in a position of power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and such other person is under eighteen years of age; or (11) such other person is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

(b) Sexual assault in the second degree is a class C felony or, if the victim of the offense is under sixteen years of age, a class B felony, and any person found guilty under this section shall be sentenced to a term of imprisonment of which nine months of the sentence imposed may not be suspended or reduced by the court.

Sec. 53a-72a. Sexual assault in the third degree: Class D or C felony. (a) A person is guilty of sexual assault in the third degree when such person (1) compels another person to submit to sexual contact (A) by the use of force against such other person or a third person, or (B) by the threat of use of force against such other person or against a third person, which reasonably causes such other person to fear physical injury to himself or herself or a third person, or (2) engages in sexual intercourse with another person whom the actor knows to be related to him or her within any of the degrees of kindred specified in section 46b-21.

(b) Sexual assault in the third degree is a class D felony or, if the victim of the offense is under sixteen years of age, a class C felony.

Sec. 53a-73a. Sexual assault in the fourth degree: Class A misdemeanor or class D felony. (a) A person is guilty of sexual assault in the fourth degree when: (1) Such person subjects another person to sexual contact who is (A) under thirteen years of age and the actor is more than two years older than such other person, or (B) thirteen years of age or older but under fifteen years of age and the actor is more than three years older than such other person, or (C) mentally incapacitated or impaired because of mental disability or disease to the extent that such other person is unable to consent to such sexual contact, or (D) physically helpless, or (E) less than eighteen years old and the actor is such other person's guardian or otherwise responsible for the general supervision of such other person's welfare, or (F) in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over such other person; or (2) such person subjects another person to sexual contact without such other person's consent; or (3) such person engages in sexual contact with an animal or dead body; or (4) such person is a psychotherapist and subjects another person to sexual contact who is (A) a patient of the actor and the sexual contact occurs during the psychotherapy session, or (B) a patient or former patient of the actor and such patient or former patient is emotionally dependent upon the actor, or (C) a patient or former patient of the actor and the sexual contact occurs by means of therapeutic deception; or (5) such person subjects another person to sexual contact and accomplishes the sexual contact by means of false representation that the sexual contact is for a bona fide medical purpose by a health care professional; or (6) such person is a school employee and subjects another person to sexual contact who is a student enrolled in a school in which the actor works or a school under the jurisdiction of the local or regional board of education which employs the actor; or (7) such person is a coach in an athletic activity or a person who provides intensive, ongoing instruction and subjects another person to sexual contact who is a recipient of coaching or instruction from the actor and (A) is a secondary school student and receives such coaching or instruction in a secondary school setting, or (B) is under eighteen years of age; or (8) such person subjects another person to sexual contact and (A) the actor is twenty years of age or older and stands in a position of

power, authority or supervision over such other person by virtue of the actor's professional, legal, occupational or volunteer status and such other person's participation in a program or activity, and (B) such other person is under eighteen years of age; or (9) such person subjects another person to sexual contact who is placed or receiving services under the direction of the Commissioner of Developmental Services in any public or private facility or program and the actor has supervisory or disciplinary authority over such other person.

(b) Sexual assault in the fourth degree is a class A misdemeanor or, if the victim of the offense is under sixteen years of age, a class D felony.

SEXUAL ASSAULT/INTIMATE PARTNER VIOLENCE

Sec. 10a-55m. (a) (1) “*Affirmative Consent*” means an active, clear and voluntary agreement by a person to engage in sexual activity with another person.

Sec. 10a-55m. (a) (5) “*Intimate partner violence*” means any physical or sexual harm against an individual by a current or former spouse of or person in a dating 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, stalking under section 53a-181c, 53a-181d or 53a-181e, or family violence as designated under section 46b-38h.

Sec. 53a-70b. Sexual assault in spousal or cohabiting relationship: Class B felony. (a) For the purposes of this section:

(1) “Sexual intercourse” means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex. Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim's body; and

(2) “Use of force” means: (A) Use of a dangerous instrument; or (B) use of actual physical force or violence or superior physical strength against the victim.

(b) No spouse or cohabitor shall compel the other spouse or cohabitor to engage in sexual intercourse by the use of force against such other spouse or cohabitor, or by the threat of the use of force against such other spouse or cohabitor which reasonably causes such other spouse or cohabitor to fear physical injury.

(c) Any person who violates any provision of this section shall be guilty of a class B felony for which two years of the sentence imposed may not be suspended or reduced by the court.

STALKING

Sec. 53a-181c. Stalking in the first degree: Class D felony. (a) A person is guilty of stalking in the first degree when such person commits stalking in the second degree as provided in section 53a-181d and (1) such person has previously been convicted of a violation of section 53a-181d, or (2) such conduct violates a court order in effect at the time of the offense, or (3) the other person is under sixteen years of age.

(b) Stalking in the first degree is a class D felony.

Sec. 53a-181d. *Stalking in the second degree: Class A misdemeanor.* (a) For the purposes of this section, "course of conduct" means two or more acts, including, but not limited to, acts in which a person directly, indirectly or through a third party, by any action, method, device or means, (1) follows, lies in wait for, monitors, observes, surveils, threatens, harasses, communicates with or sends unwanted gifts to, a person, or (2) interferes with a person's property.

(b) A person is guilty of stalking in the second degree when:

(1) Such person knowingly engages in a course of conduct directed at a specific person that would cause a reasonable person to fear for such person's physical safety or the physical safety of a third person; or

(2) Such person intentionally, and for no legitimate purpose, engages in a course of conduct directed at a specific person that would cause a reasonable person to fear that such person's employment, business or career is threatened, where (A) such conduct consists of the actor telephoning to, appearing at or initiating communication or contact at such other person's place of employment or business, provided the actor was previously and clearly informed to cease such conduct, and (B) such conduct does not consist of constitutionally protected activity.

(c) Stalking in the second degree is a class A misdemeanor.

Sec. 53a-181e. *Stalking in the third degree: Class B misdemeanor.* (a) A person is guilty of stalking in the third degree when he recklessly causes another person to reasonably fear for his physical safety by willfully and repeatedly following or lying in wait for such other person.

(b) Stalking in the third degree is a class B misdemeanor.

PROGRAMMING:

Sec. 10a-55m. (a) (2) "*Awareness programming*" means institutional action designed to inform the campus community of the affirmative consent standard used pursuant to subdivision (1) of subsection (b) of this section, and communicate the prevalence of sexual assaults, stalking and intimate partner violence, including the nature and number of cases of sexual assault, stalking and intimate partner violence reported at or disclosed to each institution of higher education in the preceding three calendar years, including, but not limited to, poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars or panel discussions;

Sec. 10a-55m. (a) (6) "*Primary prevention programming*" means institutional action and strategies intended to prevent sexual assault, stalking and intimate partner violence before it occurs by means of changing social norms and other approaches, including, but not limited to, poster and flyer campaigns, electronic communications, films, guest speakers, symposia, conferences, seminars or panel discussions;

"Risk Reduction"

"*Risk Reduction*" is not statutorily defined. However, the Federal regulations for the Violence Against Women Act amendments to the Clery Act (VAWA), provides the following definition:

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

While VAWA's definition is criticized as implying that victims can prevent sexual violence by participating in risk reduction programs, it is still helpful in categorizing institution's sexual violence programs and initiatives for reporting purposes. Examples of risk reduction programs related to sexual violence include, but are not limited to, the following: blue safety lights on campus, self-defense classes, safety tips, bystander intervention techniques, the buddy system, rape whistles, and related educational programming.

Training Provided

[illegible]

Resources

ON & OFF CAMPUS RESOURCES FOR VICTIMS OF SEXUAL MISCONDUCT



Office of Victim Advocacy
Support. Advocate. Educate.

ON CAMPUS RESOURCES

- ❑ **Office of Victim Advocacy**
Sexual Assault & Violence Prevention
Specialist- Lindsey Hammell
(860) 832-3795
Willard DiLoreto Room 305
- ❑ **Office for Equity & Inclusion**
Title IX Coordinator- Dr. Stacey Miller
(860) 832-1652
Davidson Hall Room 119
- ❑ **Student Wellness Center** (*CONFIDENTIAL*)
Health Services, Counseling & Student
Wellness
(860) 832-1926 (appointments)
(860) 832-1925 (inquiries)
Willard DiLoreto Room 101
- ❑ **Women's Center**
(860) 832-1656
Student Center, Room 215
- ❑ **LGBTQA Center**
(860) 832-2090
Barrows Hall Room 120
- ❑ **Residence Life**
Professional Staff & Ras
(860) 832-1660
Mid Campus, Room 118
- ❑ **Office of Student Affairs**
(860) 832-1601
Davidson Hall Room 103
- ❑ **CCSU Police Department**
(860) 832-2375
1500 East Street, New Britain, CT

OFF CAMPUS RESOURCES

- ❑ **CT Alliance to End Sexual Violence**
24 Hour Hotline (888) 999-5545
24 Hour Hotline *Spanish* (888) 568-8332
- ❑ **YWCA Sexual Assault Crisis Services** (a
member agency of the CT Alliance to End
Sexual Violence)
(*New Britain & Hartford area*)
24 Hour Hotline: (888) 999-5545
24 Hour Hotline *Spanish* (888) 568-8332
- ❑ **Prudence Crandall Center**
(*Domestic Violence Services*)
24 Hour Hotline (888) 774-2900
- ❑ **Suicide Prevention Lifeline**
24 Hour Hotline (800) 273-8255
- ❑ **Hospital of Central Connecticut**
100 Grand Street New Britain
(860) 224-5011
**SAFE program for sexual assault forensic
exams-exam can be done up to 120 hours
after a sexual assault. A survivor is not
required to report to police at the time of
the exam.*
- ❑ **Office of Victim Services**
(800) 822-8428
- ❑ **Safe Helpline**
(*Department of Defense Community*)
(877) 995-5247
- ❑ **New Britain Police Department**
(411)
10 Chestnut Street, New Britain, CT

What is Sexual Assault?

Sexual assault is a crime that 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 ...

- willingly agreeing to specific sexual behaviors. 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 or does not consent is **RAPE**.

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

Intimate partner, domestic and/or dating violence includes any act 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, threat of abuse, and emotional abuse.

Examples: assault, rape, domestic or family violence involving physical force, stalking, texting that contains obscene material, electronic communications that contain threats of physical violence and violation of 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. Stalking is when someone contacts you, follows you, talks to you when you don't want them to, or threatens you.

Examples: unwanted communication (email, texting, messaging, social media, and other electronic forms), damaging your 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 or sexual orientation.
- 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 obtain information regarding any tests, examinations, medications, treatments or police reports you have completed.

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 call 860-832-3795

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.
- Seek medical care and/or counseling on campus, or through local resources.
- Preserve evidence.
- **Call CCSU Police at 860-832-2375 or 911**

CCSU is committed to ending sexual assault, interpersonal violence and stalking. These acts may be a violation of the law and CCSU Student Code of Conduct. It is essential that when such incidents are reported to CCSU officials, they are treated in a manner that is consistent with campus policies and procedures, and State and Federal 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 **860-832-1952.**

Equal Opportunity Employer and Educator

CCSU Resources

Available 24 hours/7 days a week

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

Monday - Friday 8 AM - 5 PM

***Office for Equity & Inclusion**
860-832-1653

***Office of Student Rights & Responsibilities**
860-832-1667

***Office of Student Affairs**
860-832-1601

CCSU's Office of Victim Advocacy

860-832-3795

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

Student Wellness Center (SWC)(Confidential)
860-832-1925 (health)
860-832-1927 (counseling)

Residence Life
860-832-1660

LGBTQ Center
860-832-2090

Off-Campus Confidential Resources

Available 24 hours/7 days a week

YWCA Sexual Assault Crisis Service
1-888-999-5545

Hospital of Central Connecticut
860-224-5011

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

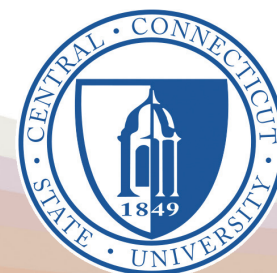
Suicide Prevention Lifeline
1-800-273-8255

***To report an incident at CCSU**



**you are
not alone**

Information and Resources on Sexual Assault & Interpersonal Violence



Presentations

New & Returner RA Training: Title IX & Sexual Misconduct Response and Prevention

Dr. Stacey Miller
Vice President for Equity and Inclusion
Office for Equity and Inclusion
stacey.miller@ccsu.edu | 860-832-1652

Michelle Shaw
Investigations Officer
Office for Equity and Inclusion
mshaw@ccsu.edu | 860-832- 1652



Training Outline

 About the Office for Equity & Inclusion & the Office of Victim Advocacy

 Overview: Title IX

 Sexual Misconduct

 CCSU Policies & Protocol

 Responding to Disclosures

 Resources



Office for Equity & Inclusion (OEI)

- Provides leadership to the campus community on topics of diversity, equity & inclusion
- Supports and plans cultural events
- Oversees and manages University Compliance
 - Nondiscrimination in Education and Employment Policy
 - Title IX and Sexual Misconduct Reporting
 - ADA/FHA
 - Equal Employment Opportunity and Affirmative Action



Davidson Hall Suite 119
(860) 832-1652



- Professional advocacy services for students, faculty and staff
- Information on options available to address safety and other concerns
- Assistance in navigating different reporting systems
- Referral to campus or community resources depending on needs
- Collaboration with other departments to develop, implement and evaluate violence prevention initiatives



Office of Victim Advocacy

Support. Advocate. Educate.

Willard DiLoreto Hall

Room D305

860-832-1652

TBA





Empowerment-based



Emotional support and crisis intervention



Providing information to victims/survivors to help them make informed decisions



Direct referral to additional resources



Support through reporting procedures

What is Victim Advocacy?



Advocacy is NOT:

- Telling someone what to do
- Investigating a report of a crime
- Providing long-term therapy
- Speaking for someone





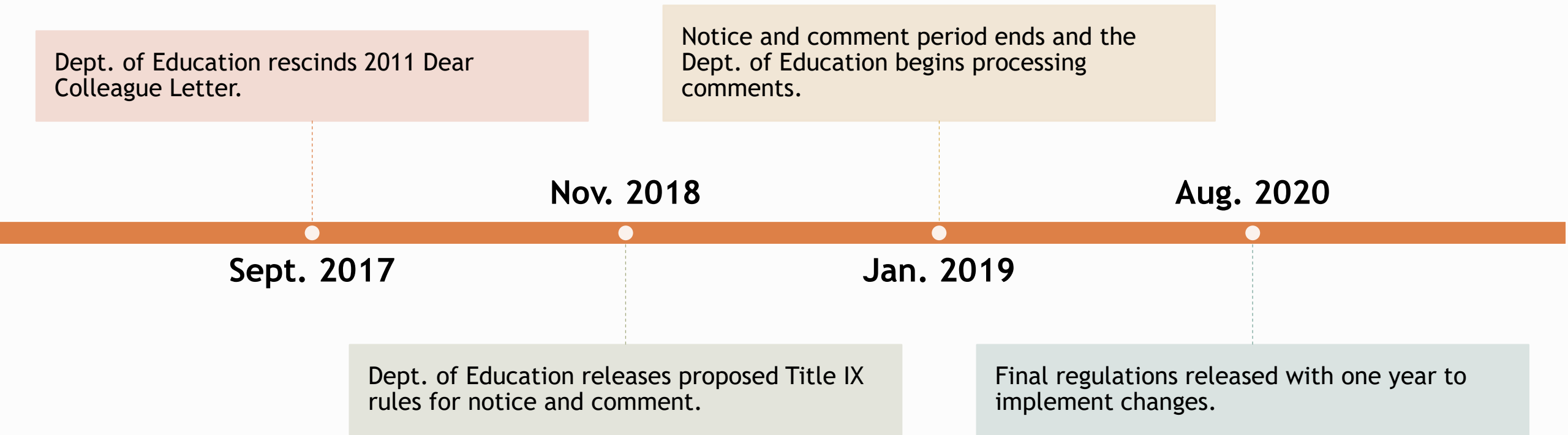
Title IX: Context and History

Title IX

- Federal civil rights law that prohibits discrimination on the basis of sex.
- Applies to all educational institutions that receive federal funds.
- Protects students and employees of all genders.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

— Title IX, Education
Amendments of 1972



Where We Are Now





Worksheet: Do You Know Your Policy?

**MATCH THE DEFINITION
WITH THE CORRECT TERM**





Sexual Misconduct

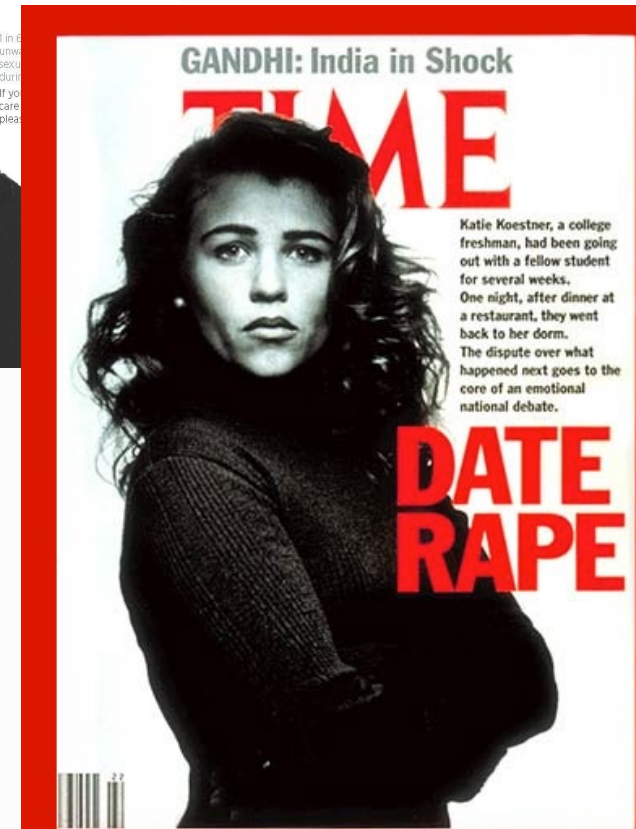
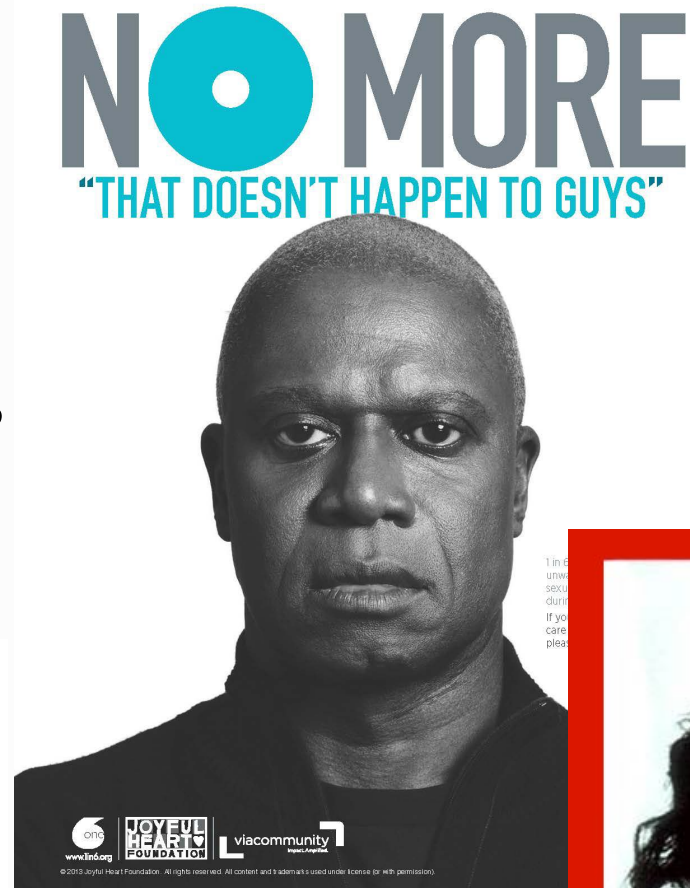
An umbrella term that includes: forms of Sexual Assault (i.e., violence), Sexual Harassment, Sexual Exploitation, Intimate Partner Violence (i.e., Domestic/Dating), and Stalking

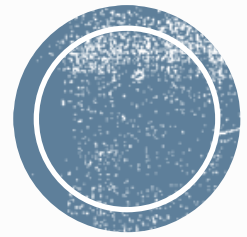
In Our Culture

- How are victims of sexual violence viewed?
- How are perpetrators viewed?



Illustration by Sukjong Hong





Sexual Assault




Sexual Assault:

Sexual contact or behavior that occurs without explicit consent from that person or when that person is incapable of giving consent.

Approximately **20% of college women** will experience completed or attempted sexual assault while attending college.

Approximately **6% of college men** will experience completed or attempted sexual assault while attending college.



A woman with long dark hair is sitting on a wooden stool. She is holding a white rectangular object, possibly a piece of paper or a tablet, in front of her. She is wearing a dark top and light-colored pants. The background is a dark, textured wall. The text is overlaid on the image in a white, sans-serif font.

We asked five women to each read aloud a different account of sexual abuse or assault.

This video includes personal stories of sexual assault that may be triggering to some people. Please take care of yourself, even if it means stepping out of the room.

The video runs for about 5 minutes.



9 in 10 offenders were known to the victim.

The majority of sexual assaults occurred in living quarters.

Off-campus victimization is more common.

Fewer than 5% of incidents were reported to the police.



Consent



CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood®





Sexual Harassment



Sexual Harassment

- **Unwelcome** sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature.
- Two categories: quid pro quo and hostile environment
- Forms of harassment include:
 - Language/posters 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 Harassment

Quid Pro Quo: “This For That”

- Subjected to **unwelcome** requests for sexual favors or conduct
- Submission to the conduct is a **condition** of employment, education, benefit, etc.
- 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
 - A one time incident can be seen as severe



Question 6: Is this sexual harassment?

A faculty member asks a student to stay after class to discuss a bad grade. Once alone, the faculty member says to the student, “you’re a really beautiful young woman. Why don’t you come out to dinner with me and we’ll see if we can get that grade up?”



Question 7: Is this sexual harassment?

A faculty member often comments on what female identified students are wearing and makes jokes during class about students' dating experiences.



Question 8: Is this sexual harassment?

Riley and Jamie teach in the same department. One day, Riley asks Jamie out on a date. Jamie says no, and Riley doesn't ask again.



Question 9: Is this sexual harassment?

After Jamie says no to a date with Riley, Riley continues asking Jamie out once a week. Jamie starts avoiding department meetings and the shared office space to try and avoid seeing Riley.





Sexual Exploitation



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.



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.

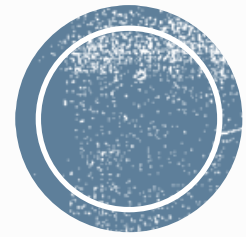
The majority of incidents occurred off campus.

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.





Intimate Partner Violence



Intimate Partner Violence, Domestic Violence, and/or Dating 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.





Behind the Post – Will and Zoe



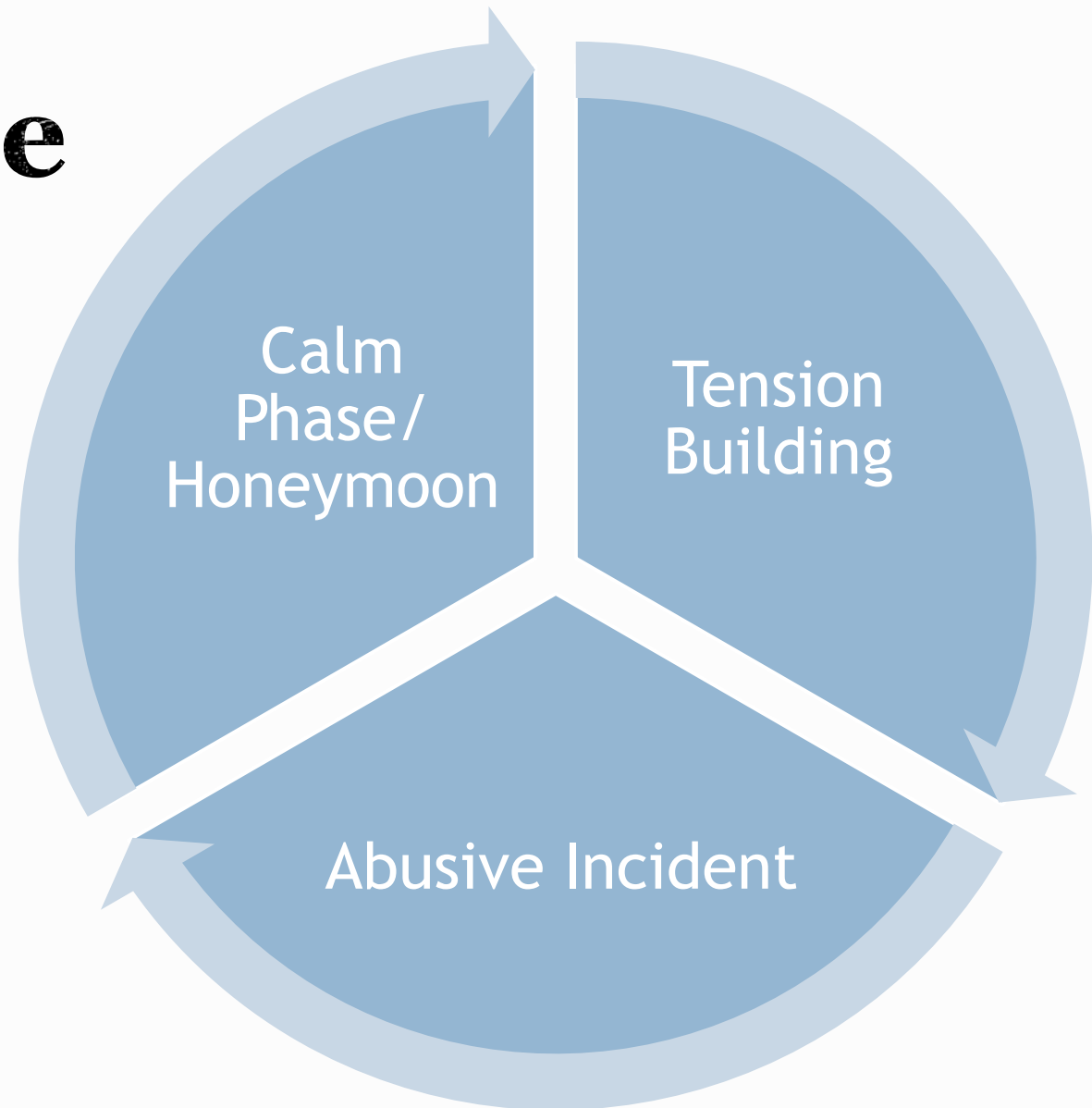
Power and Control

Rape and
Abuse Crisis
Center, 2009



Cycle of Violence

- What are reasons that someone may stay in an abusive relationship?
- How does this type of abuse impact someone's education or work?



Number of original hashtagged posts:

85,687

#WhyIStayed across all media

185,794

#WhyILeft across all media

63,883

Non re-tweets:

66,174

"Non-influencers" using the hashtags

75%

Total number of original posts and retweets

198,696



These are the key themes that emerged from an in-depth analysis of the hashtag dataset collected Sep. 8 to Dec. 1, 2014.

#WhyIStayed





Stalking

Stalking

- **Repeatedly** contacting another person when the contacting person knows or should know that the contact is **unwanted** by the other person
- 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.



People age 18-24 experienced the highest rate of stalking victimization.

3 in 4 victims knew their offender in some capacity.

1 in 4 stalking victims reported some form of cyberstalking was used.

The most common fear cited was not knowing what would happen next.



16% of women and 5% of men have experienced stalking at some point in their lifetime.

Of women who reported being stalked, 85% were stalked by a man.

Of men who reported being stalked, 46% were stalked by a woman.

62% of stalking victims reported fearing harm to themselves, their partner, or a family member.

Stalking Statistics

National Center for Victims of Crime; Centers for
Disease Control



Behavior of Stalkers



Follow you
and show up
where you
are.



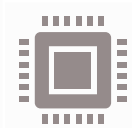
Send
unwanted
gifts, letters,
cards, or e-
mails.



Damage your
home, car, or
other
property.



Monitor your
phone calls or
computer
use.



Use technology,
like hidden
cameras or GPS,
to track where
you go.



Drive by or
hang out at
your home,
school, or
work.

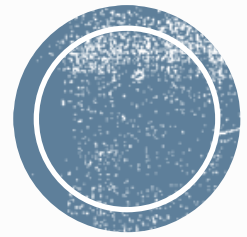


Find out about
you by using
public records
or online
search services
or hiring
investigators.



Contacting
friends, family,
neighbors, or
co-workers
about you.





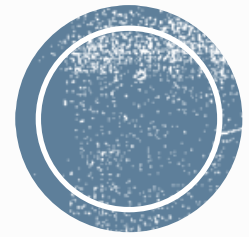
Impact of Sexual Violence

Content warning: The next slide features a quote from a sexual assault survivor about the emotional impact of their assault.

I tried to push it out of my mind, but it was so heavy I didn't talk, I didn't eat, I didn't sleep, I didn't interact with anyone. After work, I would drive to a secluded place to scream. I became isolated from the ones I loved most.

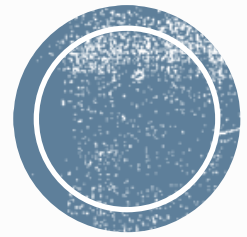
Quote from the letter
“Emily Doe” read to her
attacker at his sentencing,
published by BuzzFeed.





Responding to Interpersonal Violence

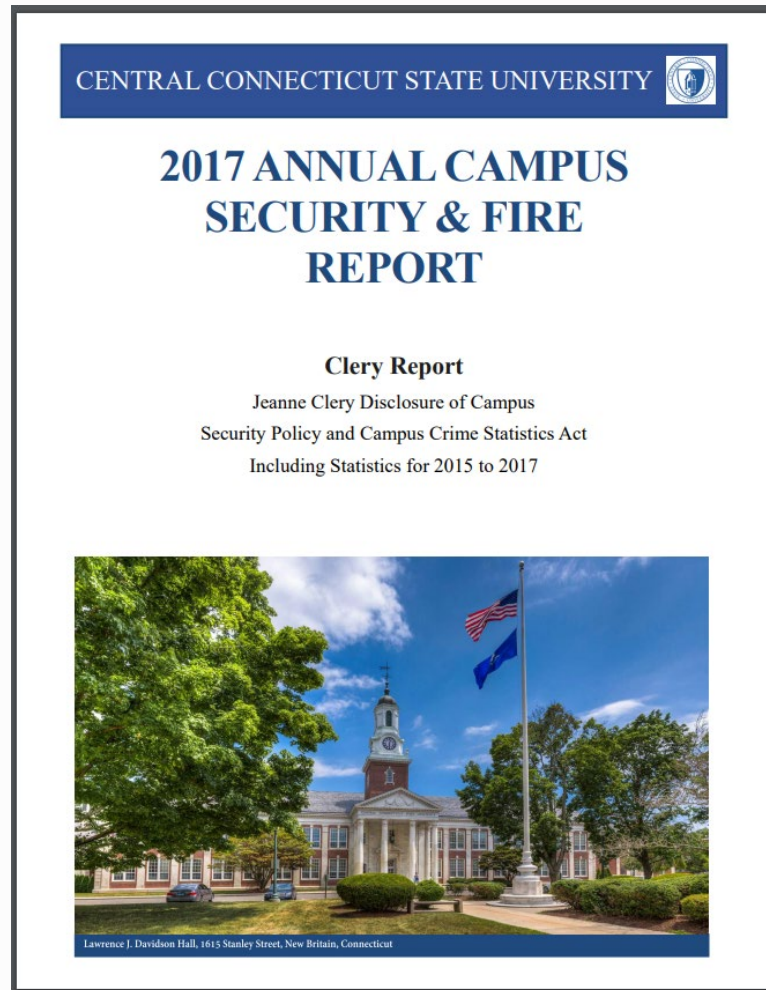




Institutional Response

The Clery Act and Title IX

The Clery Act - Requirements



<http://www.ccsu.edu/police/>

- Publish an Annual Security Report
- Keep a public crime log
- Disclose crime statistics for incidents that occur on campus
- Issue Timely Warnings
- Devise an emergency response, notification and testing policy
- Publish an annual fire safety report
- Enact policies and procedures to handle reports of missing students



Title IX

9. Schools cannot discourage your continuing your education.

8. In cases of sexual violence, schools are prohibited from encouraging or allowing mediation (rather than a formal hearing) of the complaint.

7. Schools can issue a no contact directive under Title IX to prevent the accused student from approaching or interacting with you.

6. Schools may not retaliate against someone filing a complaint and must keep a complainant-victim safe from other retaliatory harassment or behavior.

5. Schools must take immediate action to ensure a complainant-victim can continue his or her education free of ongoing sex discrimination, sexual harassment or sexual violence.

1. Title IX a landmark federal civil right that prohibits sex discrimination in education.

2. Title IX does not apply to female students only.

3. Schools must be proactive in ensuring that your campus is free of sex discrimination.

4. School must have an established procedure for handling complaints of sex discrimination, sexual harassment or sexual violence.



Responsible Employees – BOR Sexual Misconduct Policy

- **All employees** (including student workers, graduate assistants and interns and any other person a CCSU campus member may be reasonably seen 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.

To report incidents of sexual misconduct:

Office for Equity & Inclusion
860-832-1652

You are all responsible employees!



Types of Communication

Disclosure

- The communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution

Report

- The communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

- All communication regarding incidents of sexual misconduct must be referred to the Title IX Coordinator
- Even if the student does not request or want to participate in an investigation, they are still entitled to support services and resources
- The CCSU Sexual Assault and Violence Prevention (SAVP) Specialist can discuss reporting options with individuals to help them fully understand their options and allow them to make the best choice for themselves.



You are an important piece in our response to sexual misconduct

- Connect students in need to valuable resources
- Front line support
- Students may feel more comfortable accessing resources if referred by someone they already know.
- A student disclosing any form of sexual misconduct is putting the University “on notice” that discrimination has occurred. By referring to the Title IX Coordinator, you are helping us respond to sex discrimination and prevent future incidents.



Mandatory Reporting – BOR Policy Regarding 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 immanent harm to a child.

DFC Careline (24/7)
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.”



Rights of Reporting * & Responding Parties

- 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
 - As long as this person's involvement doesn't delay any meeting related to this conduct.
- To receive notice at the same time of the outcome
- The right to request a review of any decision regarding the sexual misconduct matter in which they are involved.



Investigation Standards

- A Reasonable Person
 - Behavior that a reasonable person would consider offensive
 - About the impact - not the intent
- Preponderance of the Evidence standards
 - More likely than not



Retaliation

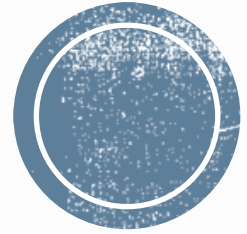
- Retaliation occurs when a person is subjected to an adverse employment or educational action because they made a complaint under the sexual misconduct policy, assisted or participated in any manner in an investigation
- Any form of retaliation is prohibited



Is this retaliation?

- Jamie filed a sexual harassment complaint against their supervisor. After the investigation, the supervisor was found not responsible. Since the conclusion of the investigation, Jamie has been scheduled for fewer shifts and has been left out of staff meetings.
- Yes, this is retaliation
- No, this is not retaliation
- Unsure, need more information





Responding to Disclosures – Individual Response

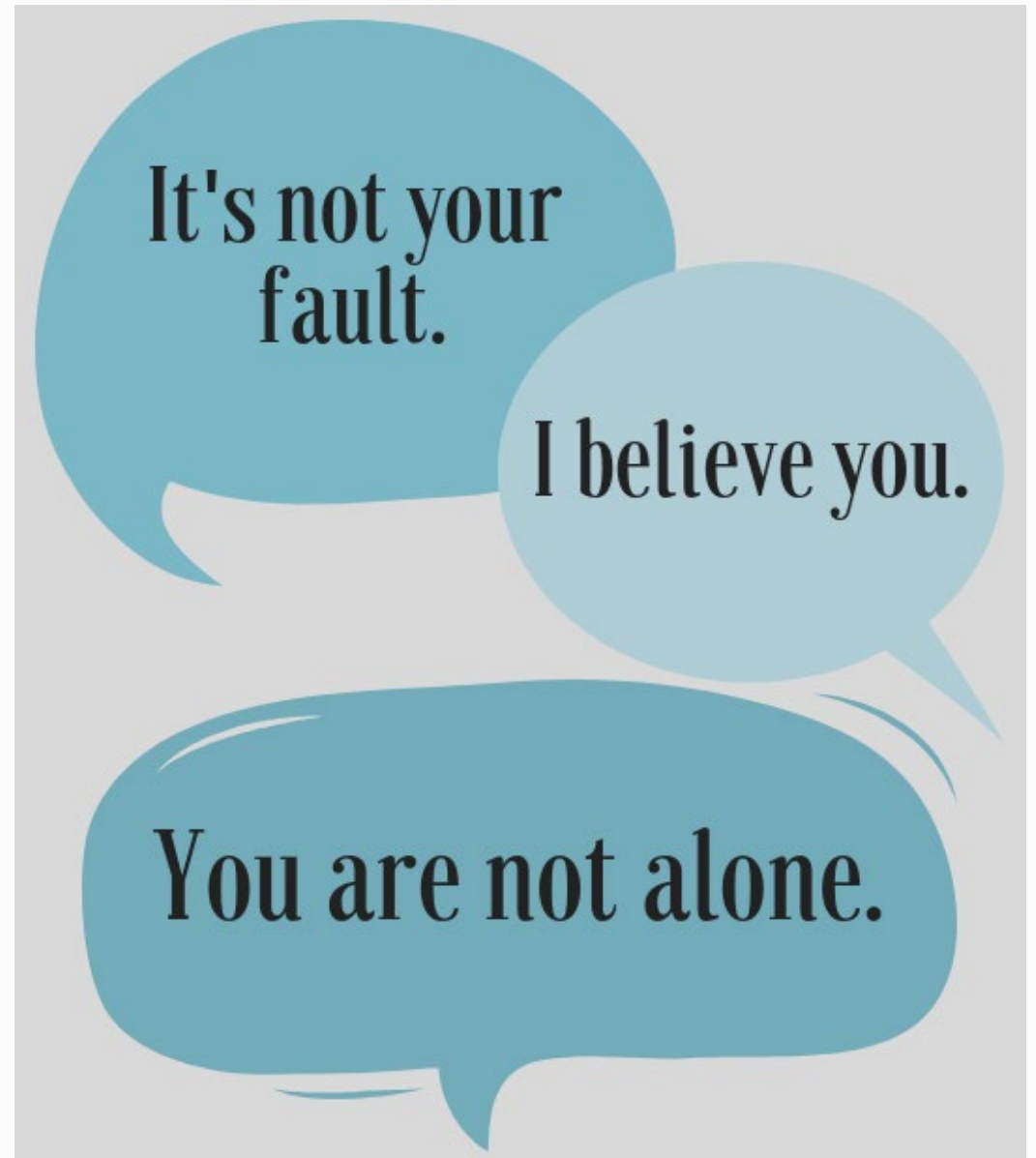
Why do students disclose to RA's?

- They are friends.
- They believe that they will be believed.
- They have no one else to turn to.
- They are having difficulty with classes or with other aspects of their life and need assistance.
- They feel like they need to explain a behavior.
- To warn them about another student.
- They are suddenly triggered.



Responding to Disclosures

- Listen.
- Emphasize safety.
- Let them know you believe them.
- Tell them it's not their fault.
- Show genuine concern and empathy.
- Provide options and offer to connect them to resources.
- Maintain privacy/confidentiality as much as possible and be upfront about mandated reporting requirements.
- Avoid making assumptions.
- Do NOT try to investigate or ask unnecessary questions.



Scenario 1

A resident knocks on your door and asks if they can speak with you privately. They tell you they are worried about their roommate, who came back from a party the night before visibly upset. They spoke to their roommate today and the roommate confessed they think someone had sex with them last night, but they don't remember because they had a lot to drink. The resident tells you they aren't sure what happened and asks what they should do.

- What are your initial thoughts?
- What are some things you would say to this person?
- What are some things you do NOT want to say to this person?
- What is your responsibility as a CCSU employee?



Scenario 2

A resident tells you they were sexually assaulted by a guest they invited to their room. They are afraid to stay in their room, but are unsure about making a report.

- What are your initial thoughts?
- What are some things you would say to this person?
- What are some things you do NOT want to say to this person?
- What is your responsibility as a CCSU employee?



Scenario 3

You start to notice an unfamiliar person waiting outside your building at different times. One night when you are on duty, the person comes in and asks to be let into a resident's room. The person says they are a friend of this resident and want to surprise them for their birthday.

- What are your initial thoughts?
- What are some things you would say to this person?
- What are some things you do NOT want to say to this person?
- What is your responsibility as a CCSU employee?



Scenario 4

After a program on healthy relationships, a resident comes to you and says some of the “red flags” discussed in the program felt similar to their relationship. They want to know how to improve their relationship.

- What are your initial thoughts?
- What are some things you would say to this person?
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- What is your responsibility as a CCSU employee?



“Empathy has no script. There’s no right way or wrong way to do it. It’s simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of ‘you’re not alone.’”

- Brene Brown



You have support.

The screenshot shows the CCSU Student Affairs website. The header includes the text "STUDENT AFFAIRS" and contact information: "DAVIDSON HALL ROOM 103 (860) 832 1601". A left sidebar contains a navigation menu with links to Home, Departments, FAQ's, Resources, AlcoholEdu/SexualAssaultEdu, Assessment in Student Affairs, Sexual Assault & Interpersonal Violence, Student/Family Resources, Policies, Pictures, Orientation, Contact Us, and Meet The Staff. Below the menu are buttons for "AlcoholEdu®/Haven Online Course", "Sexual Assault/Interpersonal Violence Information", "THE RED FLAG CAMPAIGN", and a Facebook link "Find us on Facebook". The main content area is titled "CCSU Sexual Assault & Interpersonal Violence Information/Resources" and features a logo with the text "you are not alone" and the quote "If it doesn't feel right, or safe, it probably isn't." Below this, there are sections for "Booklets/Brochures" (listing "Sexual Assault and Interpersonal Violence Resource ('What you need to know')", "How to Help in case of Sexual Violence" Booklet) and "Information" (with a note to click on tabs for more info). A list of tabs includes: Purpose of this Information, What is Sexual Assault?, What is Interpersonal Violence?, What is Consent?, How Can I Stop Sexual Assault/ Interpersonal Violence at CCSU?, and Do You Think You are a Victim/Survivor of Sexual/Interpersonal Violence?

You are not alone in supporting a student who has experienced sexual assault, relationship violence, or stalking.



On Campus Resources: Someone to Talk To

Office of Victim Advocacy

Currently Dr. Stacey Miller

860-8321652

Davidson Hall Room 119

The Office for Equity & Inclusion

Title IX Coordinator

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***Confidential**

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*New Location

Barrows Hall

Residence Life Staff

Professional & RAs

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Midcampus, Room 118

Office of Student Affairs

860-832-1601

Davidson Hall, Room 103



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Office of Equity & Inclusion (all complaints)

860-832-1652

Davidson Hall Suite 119

Office of Students Rights and Responsibilities
(complaints against students)

860-832-1667

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**SAFE Program for sexual assault forensic exams
- exam can be done up to 120 hours after a
sexual assault. A survivor is not required to
report to police at the time of the exam*





**Sexual and
relationship violence
can be prevented.**

The majority of people 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.



Is this a form of prevention?



FOX 13 NAIL POLISH TO DETECT DATE
8:48 79° RAPE DRUG UNDER DEVELOPMENT



Primary Prevention

- The goal is to prevent initial perpetration and victimization
- Addresses the root causes of violence
- Focuses on creating an environment that encourages well-being and healthy choices
 - Social norm change
 - Bystander intervention

Secondary Prevention

- Focus is on the potential victim
- Requires a potential victim to change their behavior in an effort to “avoid” being assaulted
- Strategies are typically “in the moment” responses
 - Self-defense
 - “Rape whistles”

Risk reduction is NOT an effective prevention method for sexual violence or dating violence.

Sexual and relationship violence are NEVER the victim's fault.



Norms that shape our environment:

- Objectification of women [LGBTQA+ community]
- Value placed on claiming and maintaining power
- Tolerance of violence/aggression and victim-blaming
- Toxic masculinity, the “man box”
- Notions of individual and family privacy

How can we challenge these norms and prevent violence?



Stand Up CCSU
**Community
Organizers**





Thank you!

Please complete the program evaluation form and return your response clicker.

Dr. Stacey Miller
Vice President for Equity & Inclusion
Office for Equity & Inclusion
Davidson Hall, Room 119
Stacey.miller@ccsu.edu | 860-832-1652

Michelle Shaw
Investigation Officer
Office for Equity and Inclusion
mshaw@ccsu.edu | 860-832-1654

New & Returner RA Training: Title IX & Sexual Misconduct Response and Prevention

Dr. Stacey Miller
Vice President for Equity and Inclusion
Office for Equity and Inclusion
stacey.miller@ccsu.edu | 860-832-1652

Michelle Shaw
Investigations Officer
Office for Equity and Inclusion
mshaw@ccsu.edu | 860-832- 1652



Training Outline

 About the Office for Equity & Inclusion & the Office of Victim Advocacy

 Overview: Title IX

 Sexual Misconduct

 CCSU Policies & Protocol

 Responding to Disclosures

 Resources



Office for Equity & Inclusion (OEI)

- Provides leadership to the campus community on topics of diversity, equity & inclusion
- Supports and plans cultural events
- Oversees and manages University Compliance
 - Nondiscrimination in Education and Employment Policy
 - Title IX and Sexual Misconduct Reporting
 - ADA/FHA
 - Equal Employment Opportunity and Affirmative Action



Davidson Hall Suite 119
(860) 832-1652



- Professional advocacy services for students, faculty and staff
- Information on options available to address safety and other concerns
- Assistance in navigating different reporting systems
- Referral to campus or community resources depending on needs
- Collaboration with other departments to develop, implement and evaluate violence prevention initiatives



Office of Victim Advocacy

Support. Advocate. Educate.

Willard DiLoreto Hall

Room D305

860-832-1652

TBA





Empowerment-based



Emotional support and crisis intervention



Providing information to victims/survivors to help them make informed decisions



Direct referral to additional resources



Support through reporting procedures

What is Victim Advocacy?



Advocacy is NOT:

- Telling someone what to do
- Investigating a report of a crime
- Providing long-term therapy
- Speaking for someone





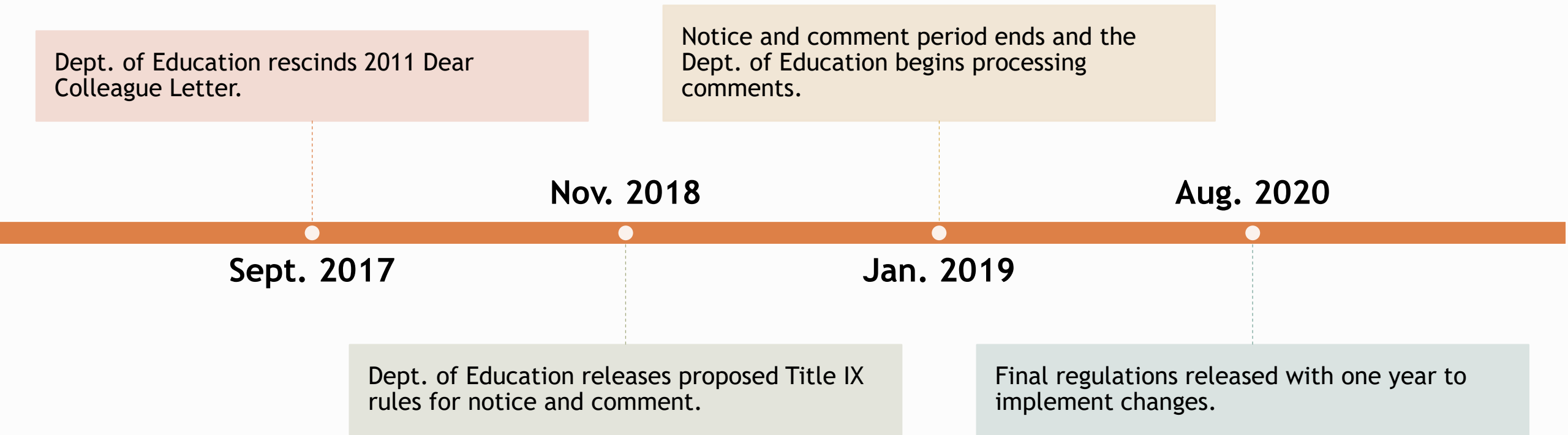
Title IX: Context and History

Title IX

- Federal civil rights law that prohibits discrimination on the basis of sex.
- Applies to all educational institutions that receive federal funds.
- Protects students and employees of all genders.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

— Title IX, Education
Amendments of 1972



Where We Are Now





Worksheet: Do You Know Your Policy?

**MATCH THE DEFINITION
WITH THE CORRECT TERM**





Sexual Misconduct

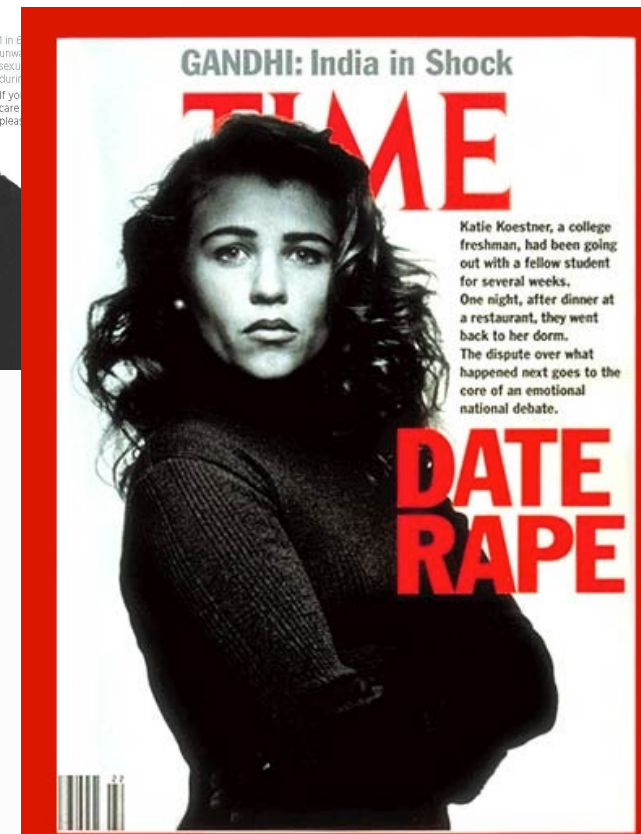
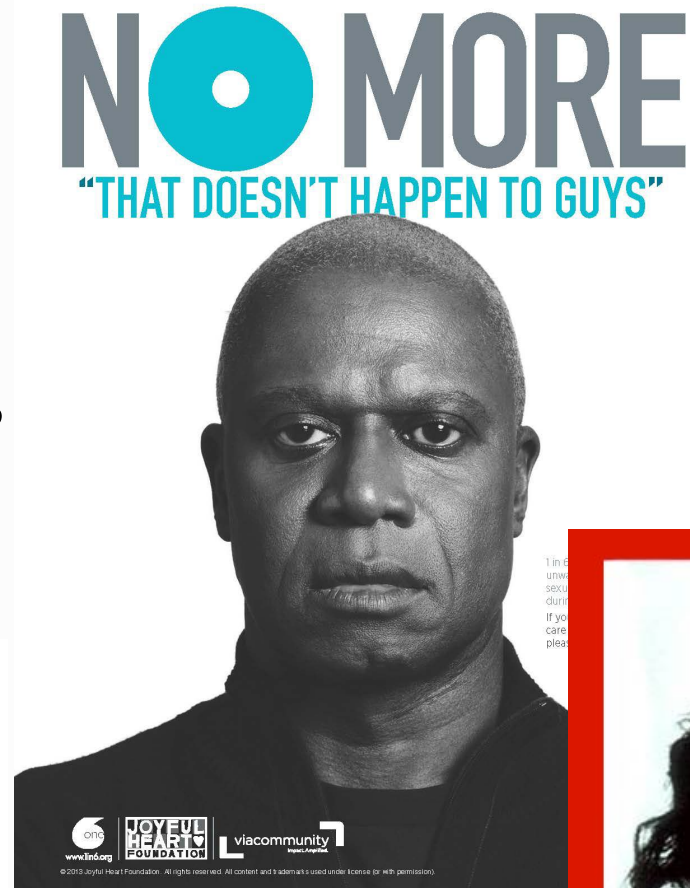
An umbrella term that includes: forms of Sexual Assault (i.e., violence), Sexual Harassment, Sexual Exploitation, Intimate Partner Violence (i.e., Domestic/Dating), and Stalking

In Our Culture

- How are victims of sexual violence viewed?
- How are perpetrators viewed?



Illustration by Sukjong Hong





Sexual Assault




Sexual Assault:

Sexual contact or behavior that occurs without explicit consent from that person or when that person is incapable of giving consent.

Approximately **20% of college women** will experience completed or attempted sexual assault while attending college.

Approximately **6% of college men** will experience completed or attempted sexual assault while attending college.





We asked five women to each read aloud a different account of sexual abuse or assault.

This video includes personal stories of sexual assault that may be triggering to some people. Please take care of yourself, even if it means stepping out of the room.

The video runs for about 5 minutes.



9 in 10 offenders were known to the victim.

The majority of sexual assaults occurred in living quarters.

Off-campus victimization is more common.

Fewer than 5% of incidents were reported to the police.



Consent



CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood®





Sexual Harassment



Sexual Harassment

- **Unwelcome** sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature.
- Two categories: quid pro quo and hostile environment
- Forms of harassment include:
 - Language/posters 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 Harassment

Quid Pro Quo: “This For That”

- Subjected to **unwelcome** requests for sexual favors or conduct
- Submission to the conduct is a **condition** of employment, education, benefit, etc.
- 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
 - A one time incident can be seen as severe



Question 6: Is this sexual harassment?

A faculty member asks a student to stay after class to discuss a bad grade. Once alone, the faculty member says to the student, “you’re a really beautiful young woman. Why don’t you come out to dinner with me and we’ll see if we can get that grade up?”



Question 7: Is this sexual harassment?

A faculty member often comments on what female identified students are wearing and makes jokes during class about students' dating experiences.



Question 8: Is this sexual harassment?

Riley and Jamie teach in the same department. One day, Riley asks Jamie out on a date. Jamie says no, and Riley doesn't ask again.



Question 9: Is this sexual harassment?

After Jamie says no to a date with Riley, Riley continues asking Jamie out once a week. Jamie starts avoiding department meetings and the shared office space to try and avoid seeing Riley.





Sexual Exploitation



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.



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.

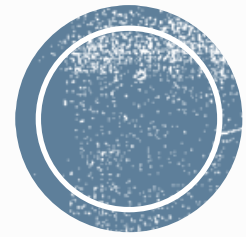
The majority of incidents occurred off campus.

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.





Intimate Partner Violence



Intimate Partner Violence, Domestic Violence, and/or Dating 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.





Behind the Post – Will and Zoe



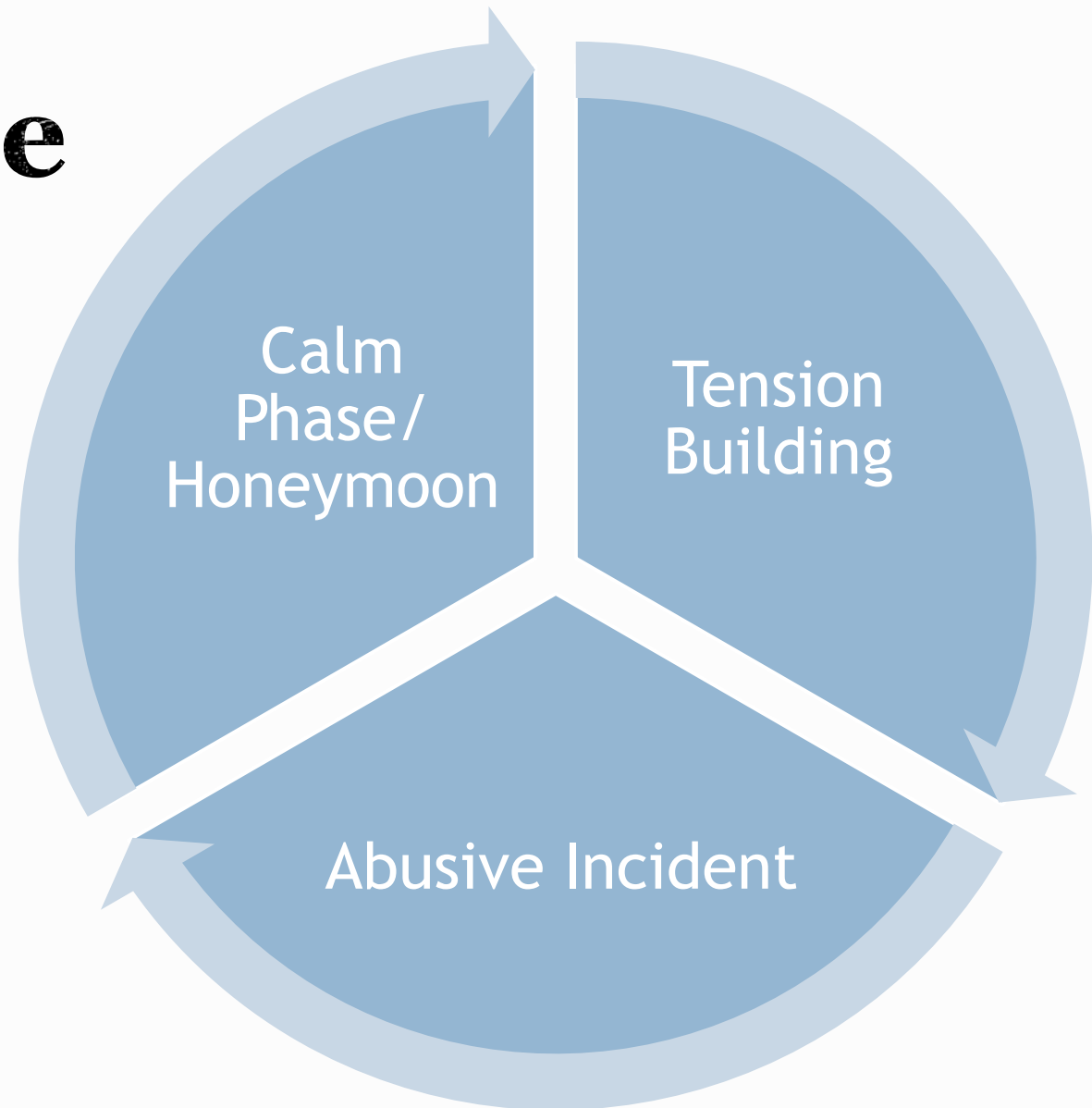
Power and Control

Rape and
Abuse Crisis
Center, 2009



Cycle of Violence

- What are reasons that someone may stay in an abusive relationship?
- How does this type of abuse impact someone's education or work?



Number of original hashtagged posts:

85,687

#WhyIStayed across all media

185,794

#WhyILeft across all media

63,883

Non re-tweets:

66,174

"Non-influencers" using the hashtags

75%

Total number of original posts and retweets

198,696



These are the key themes that emerged from an in-depth analysis of the hashtag dataset collected Sep. 8 to Dec. 1, 2014.

#WhyIStayed





Stalking



Stalking

- **Repeatedly** contacting another person when the contacting person knows or should know that the contact is **unwanted** by the other person
- 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.



People age 18-24 experienced the highest rate of stalking victimization.

3 in 4 victims knew their offender in some capacity.

1 in 4 stalking victims reported some form of cyberstalking was used.

The most common fear cited was not knowing what would happen next.



16% of women and 5% of men have experienced stalking at some point in their lifetime.

Of women who reported being stalked, 85% were stalked by a man.

Of men who reported being stalked, 46% were stalked by a woman.

62% of stalking victims reported fearing harm to themselves, their partner, or a family member.

Stalking Statistics

National Center for Victims of Crime; Centers for
Disease Control



Behavior of Stalkers



Follow you
and show up
where you
are.



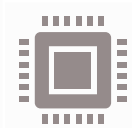
Send
unwanted
gifts, letters,
cards, or e-
mails.



Damage your
home, car, or
other
property.



Monitor your
phone calls or
computer
use.



Use technology,
like hidden
cameras or GPS,
to track where
you go.



Drive by or
hang out at
your home,
school, or
work.

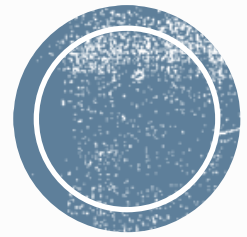


Find out about
you by using
public records
or online
search services
or hiring
investigators.



Contacting
friends, family,
neighbors, or
co-workers
about you.





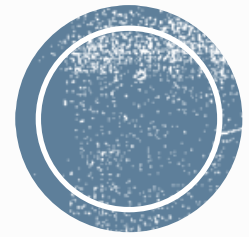
Impact of Sexual Violence

Content warning: The next slide features a quote from a sexual assault survivor about the emotional impact of their assault.

I tried to push it out of my mind, but it was so heavy I didn't talk, I didn't eat, I didn't sleep, I didn't interact with anyone. After work, I would drive to a secluded place to scream. I became isolated from the ones I loved most.

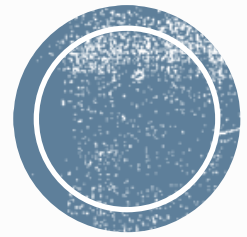
Quote from the letter
“Emily Doe” read to her
attacker at his sentencing,
published by BuzzFeed.





Responding to Interpersonal Violence

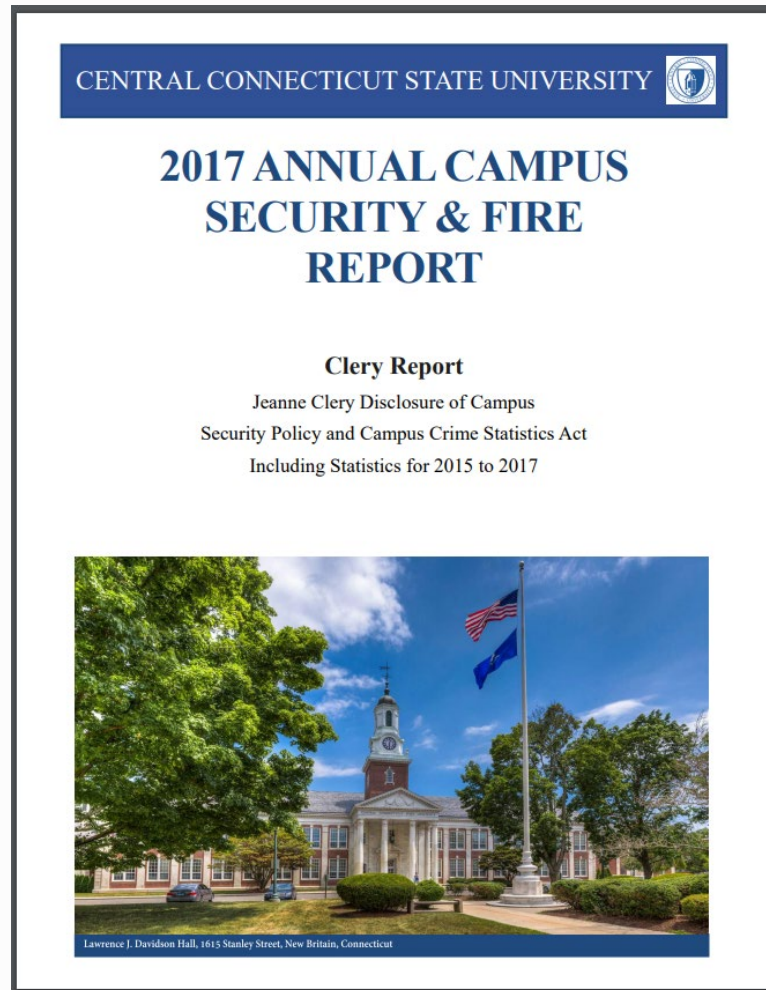




Institutional Response

The Clery Act and Title IX

The Clery Act - Requirements



<http://www.ccsu.edu/police/>

- Publish an Annual Security Report
- Keep a public crime log
- Disclose crime statistics for incidents that occur on campus
- Issue Timely Warnings
- Devise an emergency response, notification and testing policy
- Publish an annual fire safety report
- Enact policies and procedures to handle reports of missing students



Title IX

9. Schools cannot discourage your continuing your education.

8. In cases of sexual violence, schools are prohibited from encouraging or allowing mediation (rather than a formal hearing) of the complaint.

7. Schools can issue a no contact directive under Title IX to prevent the accused student from approaching or interacting with you.

6. Schools may not retaliate against someone filing a complaint and must keep a complainant-victim safe from other retaliatory harassment or behavior.

5. Schools must take immediate action to ensure a complainant-victim can continue his or her education free of ongoing sex discrimination, sexual harassment or sexual violence.

1. Title IX a landmark federal civil right that prohibits sex discrimination in education.

2. Title IX does not apply to female students only.

3. Schools must be proactive in ensuring that your campus is free of sex discrimination.

4. School must have an established procedure for handling complaints of sex discrimination, sexual harassment or sexual violence.

Responsible Employees – BOR Sexual Misconduct Policy

- **All employees** (including student workers, graduate assistants and interns and any other person a CCSU campus member may be reasonably seen 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.

To report incidents of sexual misconduct:

Office for Equity & Inclusion
860-832-1652

You are all responsible employees!



Types of Communication

Disclosure

- The communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution

Report

- The communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

- All communication regarding incidents of sexual misconduct must be referred to the Title IX Coordinator
- Even if the student does not request or want to participate in an investigation, they are still entitled to support services and resources
- The CCSU Sexual Assault and Violence Prevention (SAVP) Specialist can discuss reporting options with individuals to help them fully understand their options and allow them to make the best choice for themselves.



You are an important piece in our response to sexual misconduct

- Connect students in need to valuable resources
- Front line support
- Students may feel more comfortable accessing resources if referred by someone they already know.
- A student disclosing any form of sexual misconduct is putting the University “on notice” that discrimination has occurred. By referring to the Title IX Coordinator, you are helping us respond to sex discrimination and prevent future incidents.



Mandatory Reporting – BOR Policy Regarding 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 immanent harm to a child.

DFC Careline (24/7)
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.”



Rights of Reporting * & Responding Parties

- 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
 - As long as this person's involvement doesn't delay any meeting related to this conduct.
- To receive notice at the same time of the outcome
- The right to request a review of any decision regarding the sexual misconduct matter in which they are involved.



Investigation Standards

- A Reasonable Person
 - Behavior that a reasonable person would consider offensive
 - About the impact - not the intent
- Preponderance of the Evidence standards
 - More likely than not



Retaliation

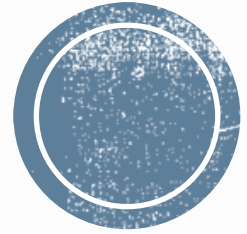
- Retaliation occurs when a person is subjected to an adverse employment or educational action because they made a complaint under the sexual misconduct policy, assisted or participated in any manner in an investigation
- Any form of retaliation is prohibited



Is this retaliation?

- Jamie filed a sexual harassment complaint against their supervisor. After the investigation, the supervisor was found not responsible. Since the conclusion of the investigation, Jamie has been scheduled for fewer shifts and has been left out of staff meetings.
- Yes, this is retaliation
- No, this is not retaliation
- Unsure, need more information





Responding to Disclosures – Individual Response

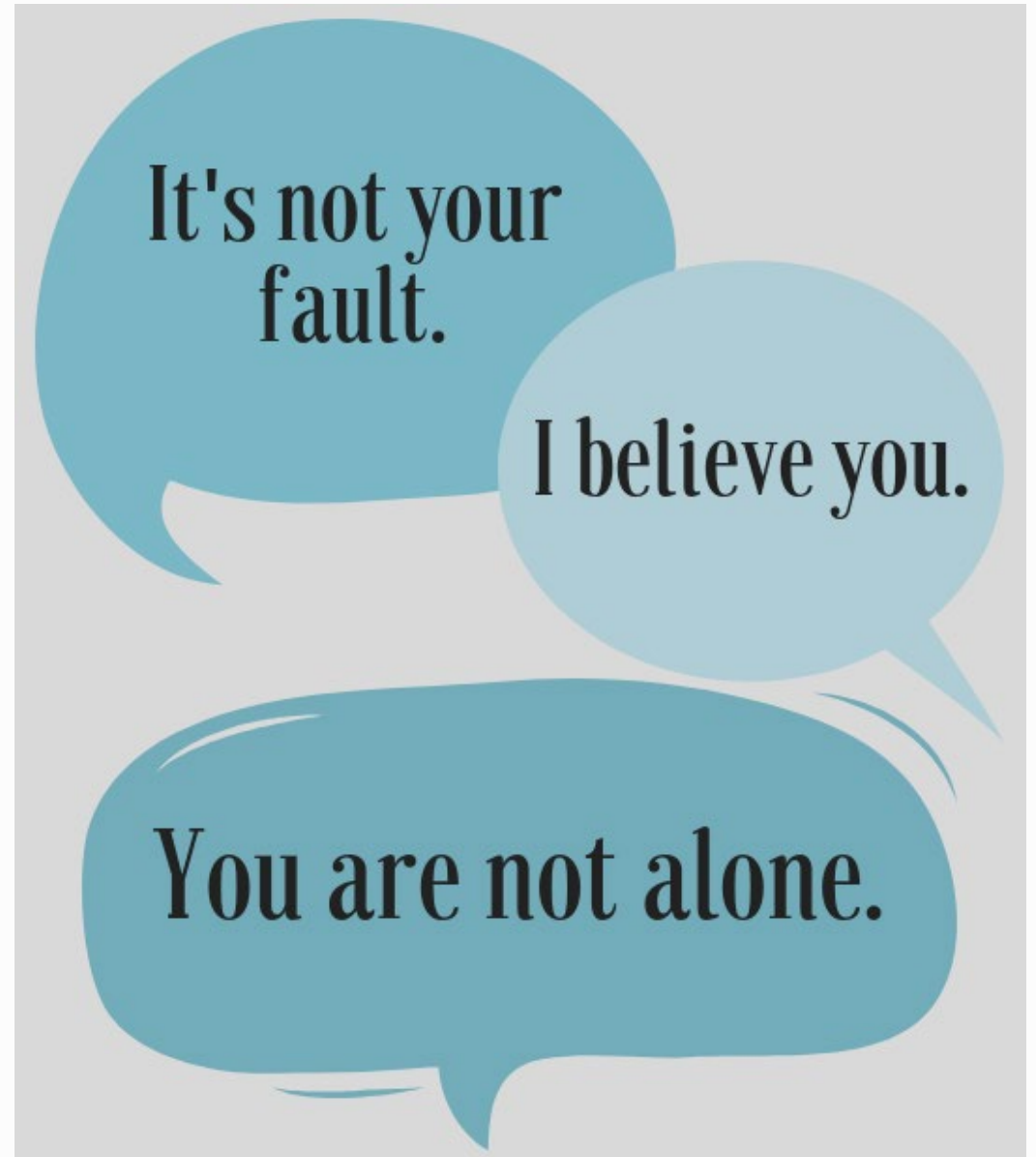
Why do students disclose to RA's?

- They are friends.
- They believe that they will be believed.
- They have no one else to turn to.
- They are having difficulty with classes or with other aspects of their life and need assistance.
- They feel like they need to explain a behavior.
- To warn them about another student.
- They are suddenly triggered.



Responding to Disclosures

- Listen.
- Emphasize safety.
- Let them know you believe them.
- Tell them it's not their fault.
- Show genuine concern and empathy.
- Provide options and offer to connect them to resources.
- Maintain privacy/confidentiality as much as possible and be upfront about mandated reporting requirements.
- Avoid making assumptions.
- Do NOT try to investigate or ask unnecessary questions.



Scenario 1

A resident knocks on your door and asks if they can speak with you privately. They tell you they are worried about their roommate, who came back from a party the night before visibly upset. They spoke to their roommate today and the roommate confessed they think someone had sex with them last night, but they don't remember because they had a lot to drink. The resident tells you they aren't sure what happened and asks what they should do.

- What are your initial thoughts?
- What are some things you would say to this person?
- What are some things you do NOT want to say to this person?
- What is your responsibility as a CCSU employee?



Scenario 2

A resident tells you they were sexually assaulted by a guest they invited to their room. They are afraid to stay in their room, but are unsure about making a report.

- What are your initial thoughts?
- What are some things you would say to this person?
- What are some things you do NOT want to say to this person?
- What is your responsibility as a CCSU employee?



Scenario 3

You start to notice an unfamiliar person waiting outside your building at different times. One night when you are on duty, the person comes in and asks to be let into a resident's room. The person says they are a friend of this resident and want to surprise them for their birthday.

- What are your initial thoughts?
- What are some things you would say to this person?
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Scenario 4

After a program on healthy relationships, a resident comes to you and says some of the “red flags” discussed in the program felt similar to their relationship. They want to know how to improve their relationship.

- What are your initial thoughts?
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“Empathy has no script. There’s no right way or wrong way to do it. It’s simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of ‘you’re not alone.’”

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100 Grand Street, New Britain, CT

860-224-5011

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relationship violence
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The majority of people 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.



Is this a form of prevention?



FOX 13 NAIL POLISH TO DETECT DATE
8:48 79° RAPE DRUG UNDER DEVELOPMENT



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- The goal is to prevent initial perpetration and victimization
- Addresses the root causes of violence
- Focuses on creating an environment that encourages well-being and healthy choices
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 - Bystander intervention

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- Focus is on the potential victim
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 - “Rape whistles”

Risk reduction is NOT an effective prevention method for sexual violence or dating violence.

Sexual and relationship violence are NEVER the victim's fault.



Norms that shape our environment:

- Objectification of women [LGBTQA+ community]
- Value placed on claiming and maintaining power
- Tolerance of violence/aggression and victim-blaming
- Toxic masculinity, the “man box”
- Notions of individual and family privacy

How can we challenge these norms and prevent violence?



Stand Up CCSU
**Community
Organizers**





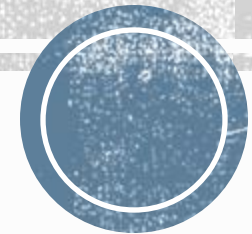
Thank you!

Please complete the program evaluation form and return your response clicker.

Dr. Stacey Miller
Vice President for Equity & Inclusion
Office for Equity & Inclusion
Davidson Hall, Room 119
Stacey.miller@ccsu.edu | 860-832-1652

Michelle Shaw
Investigation Officer
Office for Equity and Inclusion
mshaw@ccsu.edu | 860-832-1654

Title IX & Sexual Misconduct Response and Prevention



Dr. Stacey Miller

Vice President

Office for Equity and Inclusion

stacey.miller@ccsu.edu | 860-832-1652


Training Outline

 About the Office for Equity & Inclusion & the Office of Victim Advocacy

 Overview: Title IX

 Sexual Misconduct

 CCSU Policies & Protocol

 Responding to Disclosures

 Resources



Office for Equity & Inclusion (OEI)

- Provides leadership to the campus community on topics of diversity, equity & inclusion
- Supports and plans cultural events
- Oversees and manages University Compliance
 - Nondiscrimination in Education and Employment Policy
 - Title IX and Sexual Misconduct Reporting
 - ADA/FHA
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Davidson Hall Suite 119
(860) 832-1652



- Professional advocacy services for students, faculty and staff
- Information on options available to address safety and other concerns
- Assistance in navigating different reporting systems
- Referral to campus or community resources depending on needs
- Collaboration with other departments to develop, implement and evaluate violence prevention initiatives



Office of Victim Advocacy

Support. Advocate. Educate.

Willard DiLoreto Hall

Room D305

860-832-1652

TBA



What is Victim Advocacy?



Empowerment-based



Emotional support and crisis intervention



Providing information to victims/survivors to help them make informed decisions



Direct referral to additional resources



Support through reporting procedures



Victim Advocacy is NOT:

- Telling someone what to do
- Investigating a report of a crime
- Providing long-term therapy
- Speaking for someone






Title IX: Context and History

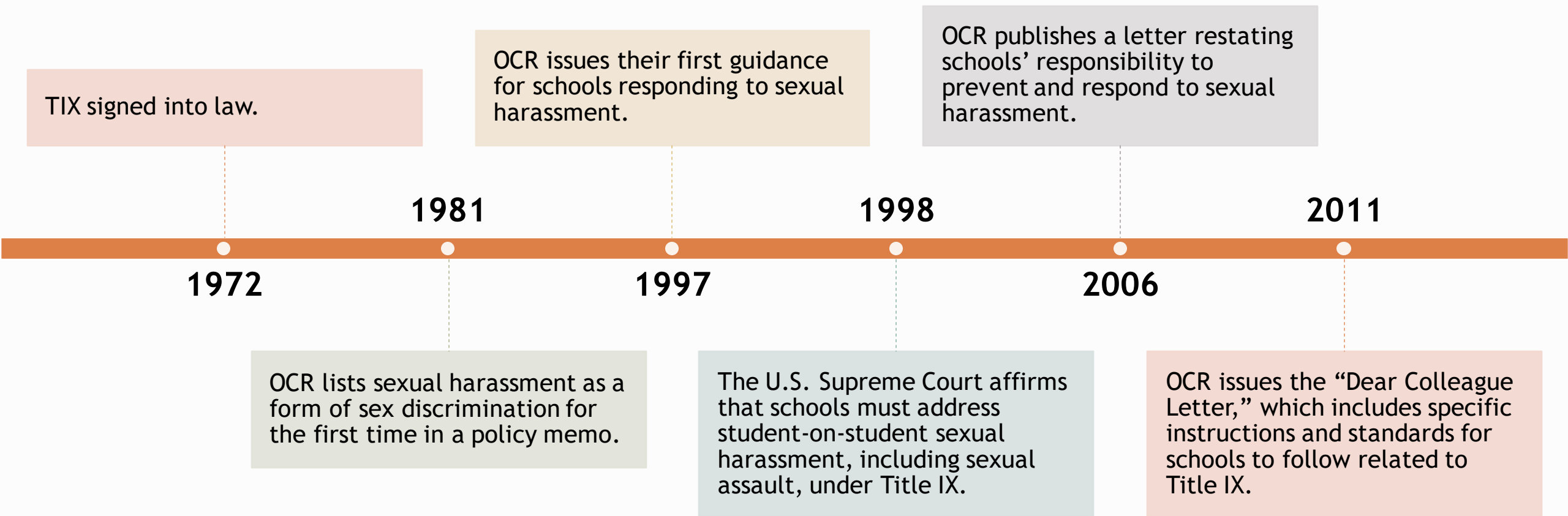


Title IX

- Federal civil rights law that prohibits discrimination on the basis of sex.
- Applies to all educational institutions that receive federal funds.
- Protects students and employees of all genders.

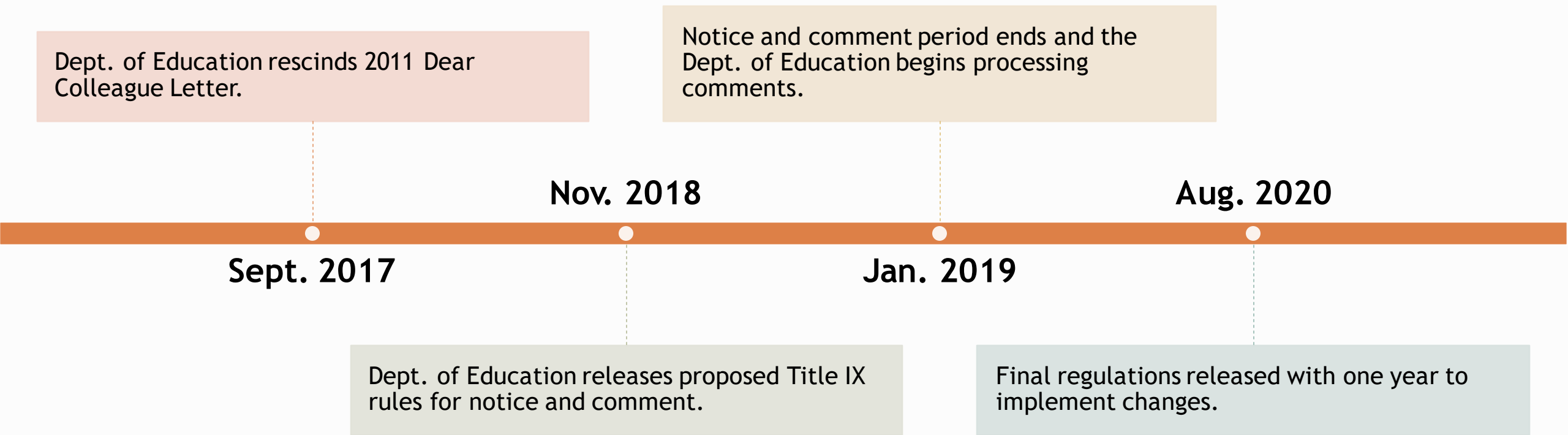
 No person in the United States shall, **on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination** under any education program or activity receiving Federal financial assistance.”

— Title IX, Education
Amendments of 1972 



History of Title IX





Where We Are Now





Worksheet: Do You Know Your Policy?

**MATCH THE DEFINITION
WITH THE CORRECT TERM**





Sexual Misconduct

An umbrella term that includes: forms of Sexual Assault (i.e., violence), Sexual Harassment, Sexual Exploitation, Intimate Partner Violence (i.e., Domestic/Dating), and Stalking



In Our Culture

- How are victims of sexual violence viewed?
- How are perpetrators viewed?

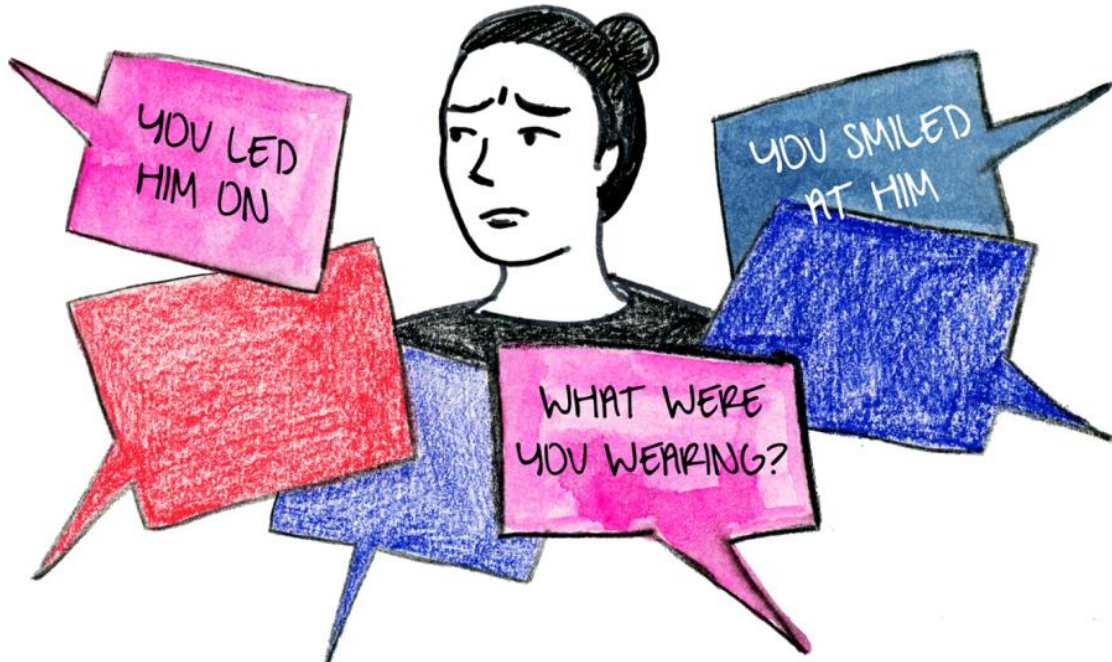
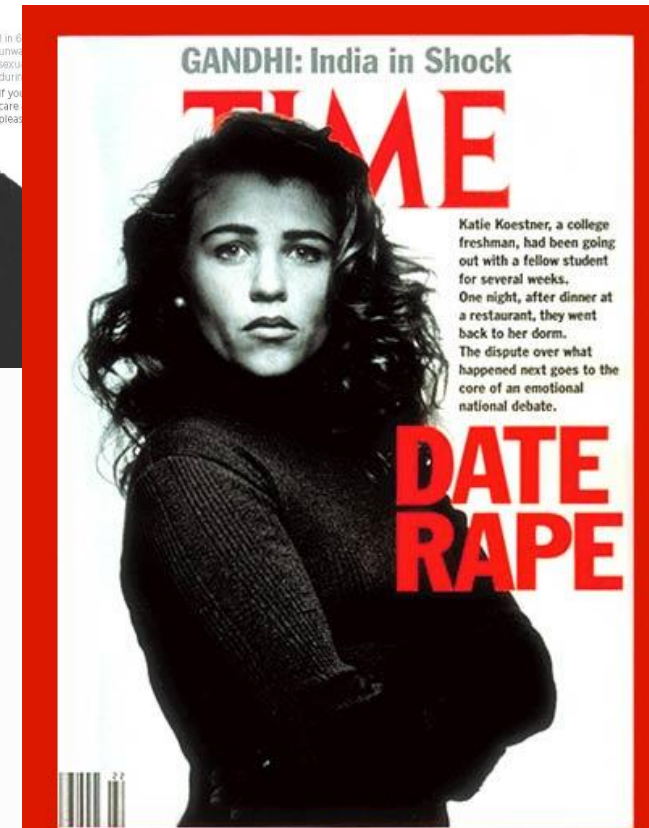
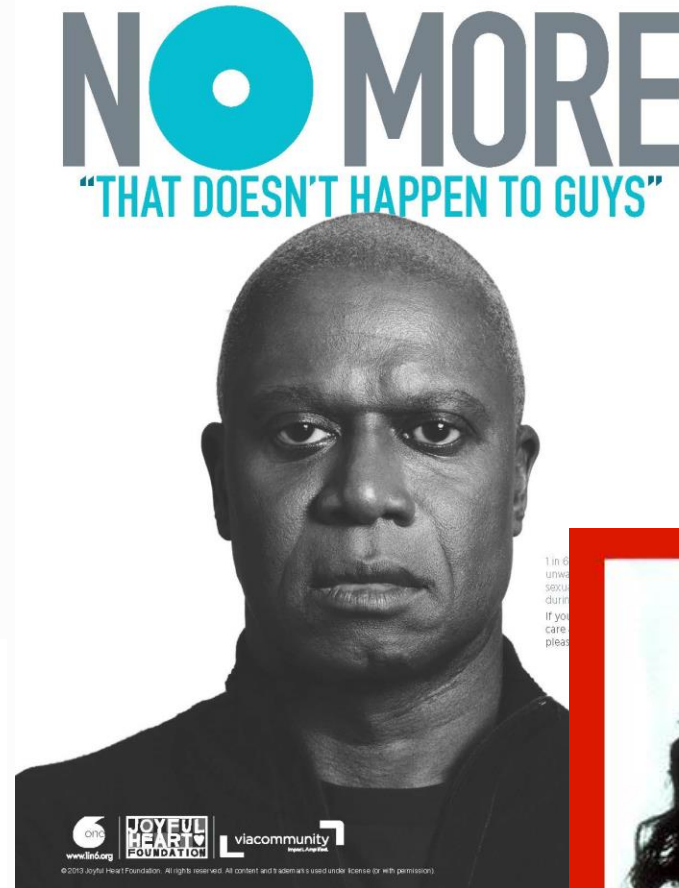
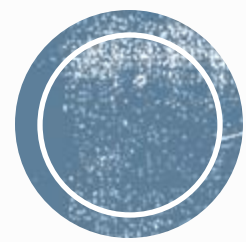


Illustration by Sukjong Hong





Sexual Assault



Sexual Assault:

Sexual contact or behavior that occurs without explicit consent from that person or when that person is incapable of giving consent.

Approximately **20% of college women** will experience completed or attempted sexual assault while attending college.

Approximately **6% of college men** will experience completed or attempted sexual assault while attending college.





We asked five women to each read aloud a different account of sexual abuse or assault.

This video includes personal stories of sexual assault that may be triggering to some people. Please take care of yourself, even if it means stepping out of the room.

The video runs for about 5 minutes.



9 in 10 offenders were known to the victim.

The majority of sexual assaults occurred in living quarters.

Off-campus victimization is more common.

Fewer than 5% of incidents were reported to the police.



Consent



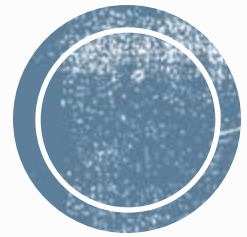
CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood®





Sexual Harassment



Sexual Harassment

- **Unwelcome** sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature.
- Two categories: quid pro quo and hostile environment
- Forms of harassment include:
 - Language/posters 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 Harassment

Quid Pro Quo: “This For That”

- Subjected to **unwelcome** requests for sexual favors or conduct
- Submission to the conduct is a **condition** of employment, education, benefit, etc.
- 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
 - A one time incident can be seen as severe



Question 6: Is this sexual harassment?

A faculty member asks a student to stay after class to discuss a bad grade. Once alone, the faculty member says to the student, “you’re a really beautiful young woman. Why don’t you come out to dinner with me and we’ll see if we can get that grade up?”



Question 7: Is this sexual harassment?

A faculty member often comments on what female identified students are wearing and makes jokes during class about students' dating experiences.



Question 8: Is this sexual harassment?

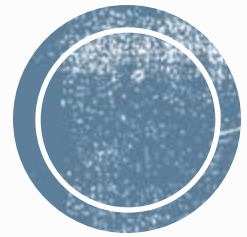
Riley and Jamie teach in the same department. One day, Riley asks Jamie out on a date. Jamie says no, and Riley doesn't ask again.



Question 9: Is this sexual harassment?

After Jamie says no to a date with Riley, Riley continues asking Jamie out once a week. Jamie starts avoiding department meetings and the shared office space to try and avoid seeing Riley.





Sexual Exploitation



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.



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.

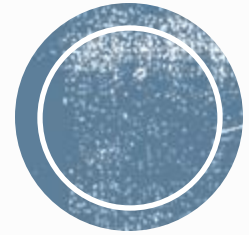
The majority of incidents occurred off campus.

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.





Intimate Partner Violence



Intimate Partner Violence, Domestic Violence, and/or Dating 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.





Behind the Post – Will and Zoe



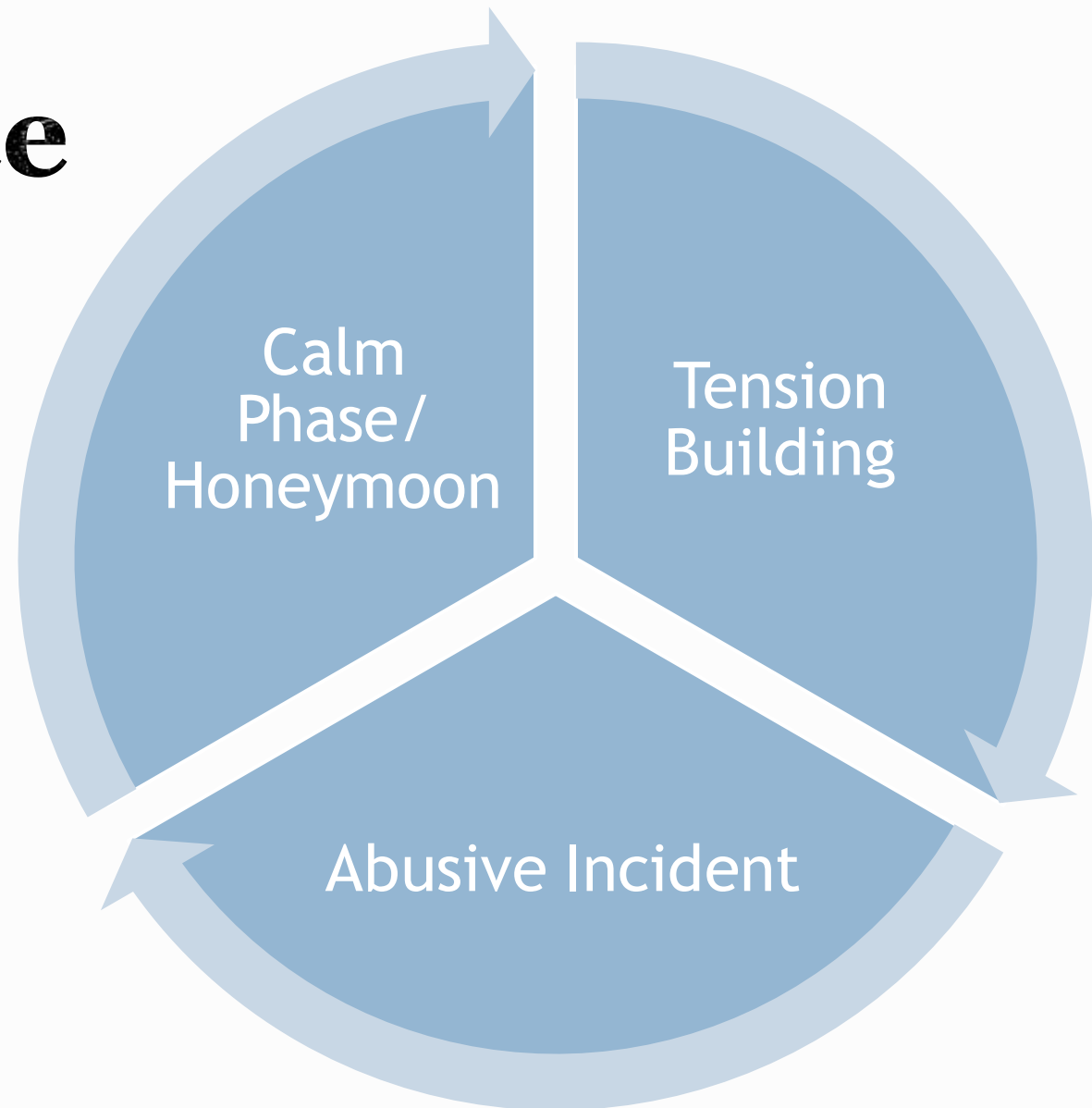
Power and Control

Rape and
Abuse Crisis
Center, 2009



Cycle of Violence

- What are reasons that someone may stay in an abusive relationship?
- How does this type of abuse impact someone's education or work?



Number of original hashtagged posts:

85,687

#WhyIStayed across all media

185,794

#WhyILeft across all media

63,883

Non re-tweets:

66,174

"Non-influencers" using the hashtags

75%

Total number of original posts and retweets

198,696



These are the key themes that emerged from an in-depth analysis of the hashtag dataset collected Sep. 8 to Dec. 1, 2014.

#WhyIStayed





Stalking



Stalking

- **Repeatedly** contacting another person when the contacting person knows or should know that the contact is **unwanted** by the other person
- 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.



People age 18-24 experienced the highest rate of stalking victimization.

3 in 4 victims knew their offender in some capacity.

1 in 4 stalking victims reported some form of cyberstalking was used.

The most common fear cited was not knowing what would happen next.



16% of women and 5% of men have experienced stalking at some point in their lifetime.

Of women who reported being stalked, 85% were stalked by a man.

Of men who reported being stalked, 46% were stalked by a woman.

62% of stalking victims reported fearing harm to themselves, their partner, or a family member.

Stalking Statistics

National Center for Victims of Crime; Centers for
Disease Control



Behavior of Stalkers



Follow you
and show up
where you
are.



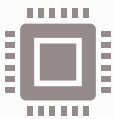
Send
unwanted
gifts, letters,
cards, or e-
mails.



Damage your
home, car, or
other
property.



Monitor your
phone calls or
computer
use.



Use technology,
like hidden
cameras or GPS,
to track where
you go.



Drive by or
hang out at
your home,
school, or
work.

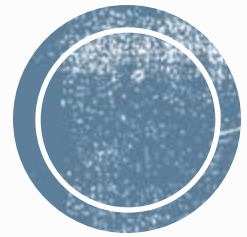


Find out about
you by using
public records
or online
search services
or hiring
investigators.



Contacting
friends, family,
neighbors, or
co-workers
about you.





Impact of Sexual Violence

Content warning: The next slide features a quote from a sexual assault survivor about the emotional impact of their assault.

I tried to push it out of my mind, but it was so heavy I didn't talk, I didn't eat, I didn't sleep, I didn't interact with anyone. After work, I would drive to a secluded place to scream. I became isolated from the ones I loved most.

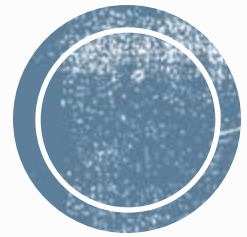
Quote from the letter
“Emily Doe” read to her
attacker at his sentencing,
published by BuzzFeed.





Responding to Interpersonal Violence

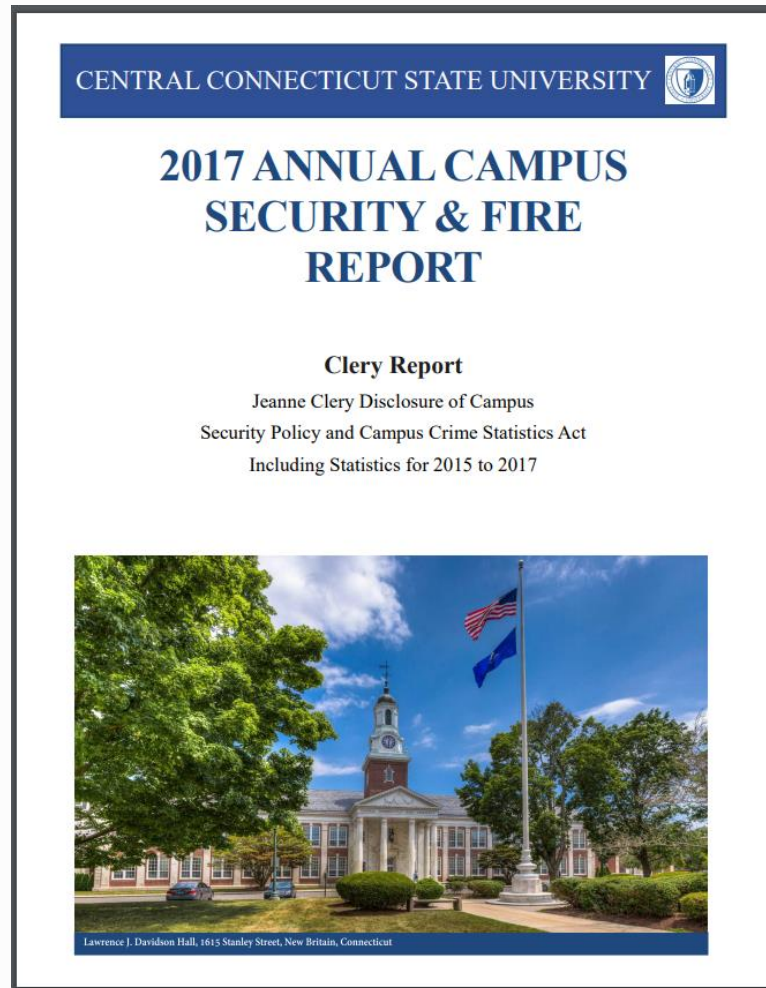




Institutional Response

The Clery Act and Title IX

The Clery Act - Requirements



<http://www.ccsu.edu/police/>

- Publish an Annual Security Report
- Keep a public crime log
- Disclose crime statistics for incidents that occur on campus
- Issue Timely Warnings
- Devise an emergency response, notification and testing policy
- Publish an annual fire safety report
- Enact policies and procedures to handle reports of missing students



Title IX

9. Schools cannot discourage your continuing your education.

8. In cases of sexual violence, schools are prohibited from encouraging or allowing mediation (rather than a formal hearing) of the complaint.

7. Schools can issue a no contact directive under Title IX to prevent the accused student from approaching or interacting with you.

6. Schools may not retaliate against someone filing a complaint and must keep a complainant-victim safe from other retaliatory harassment or behavior.

5. Schools must take immediate action to ensure a complainant-victim can continue his or her education free of ongoing sex discrimination, sexual harassment or sexual violence.

1. Title IX a landmark federal civil right that prohibits sex discrimination in education.

2. Title IX does not apply to female students only.

3. Schools must be proactive in ensuring that your campus is free of sex discrimination.

4. School must have an established procedure for handling complaints of sex discrimination, sexual harassment or sexual violence.



Responsible Employees – BOR Sexual Misconduct Policy

- **All employees** (including student workers, graduate assistants and interns and any other person a CCSU campus member may be reasonably seen 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.

To report incidents of sexual misconduct:

Office for Equity & Inclusion
860-832-1652

You are all responsible employees!



Types of Communication

Disclosure

- The communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution

Report

- The communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

- All communication regarding incidents of sexual misconduct must be referred to the Title IX Coordinator
- Even if the student does not request or want to participate in an investigation, they are still entitled to support services and resources
- The CCSU Sexual Assault and Violence Prevention (SAVP) Specialist can discuss reporting options with individuals to help them fully understand their options and allow them to make the best choice for themselves.



Mandatory Reporting – BOR Policy Regarding 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 immanent harm to a child.

DFC Careline (24/7)
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.”



Rights of Reporting * & Responding Parties

- 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
 - As long as this person's involvement doesn't delay any meeting related to this conduct.
- To receive notice at the same time of the outcome
- The right to request a review of any decision regarding the sexual misconduct matter in which they are involved.



Retaliation

- Retaliation occurs when a person is subjected to an adverse employment or educational action because they made a complaint under the sexual misconduct policy, assisted or participated in any manner in an investigation
- Any form of retaliation is prohibited



Is this retaliation?

- Jamie filed a sexual harassment complaint against their supervisor. After the investigation, the supervisor was found not responsible. Since the conclusion of the investigation, Jamie has been scheduled for fewer shifts and has been left out of staff meetings.
- Yes, this is retaliation
- No, this is not retaliation
- Unsure, need more information





Responding to Disclosures – Individual Response



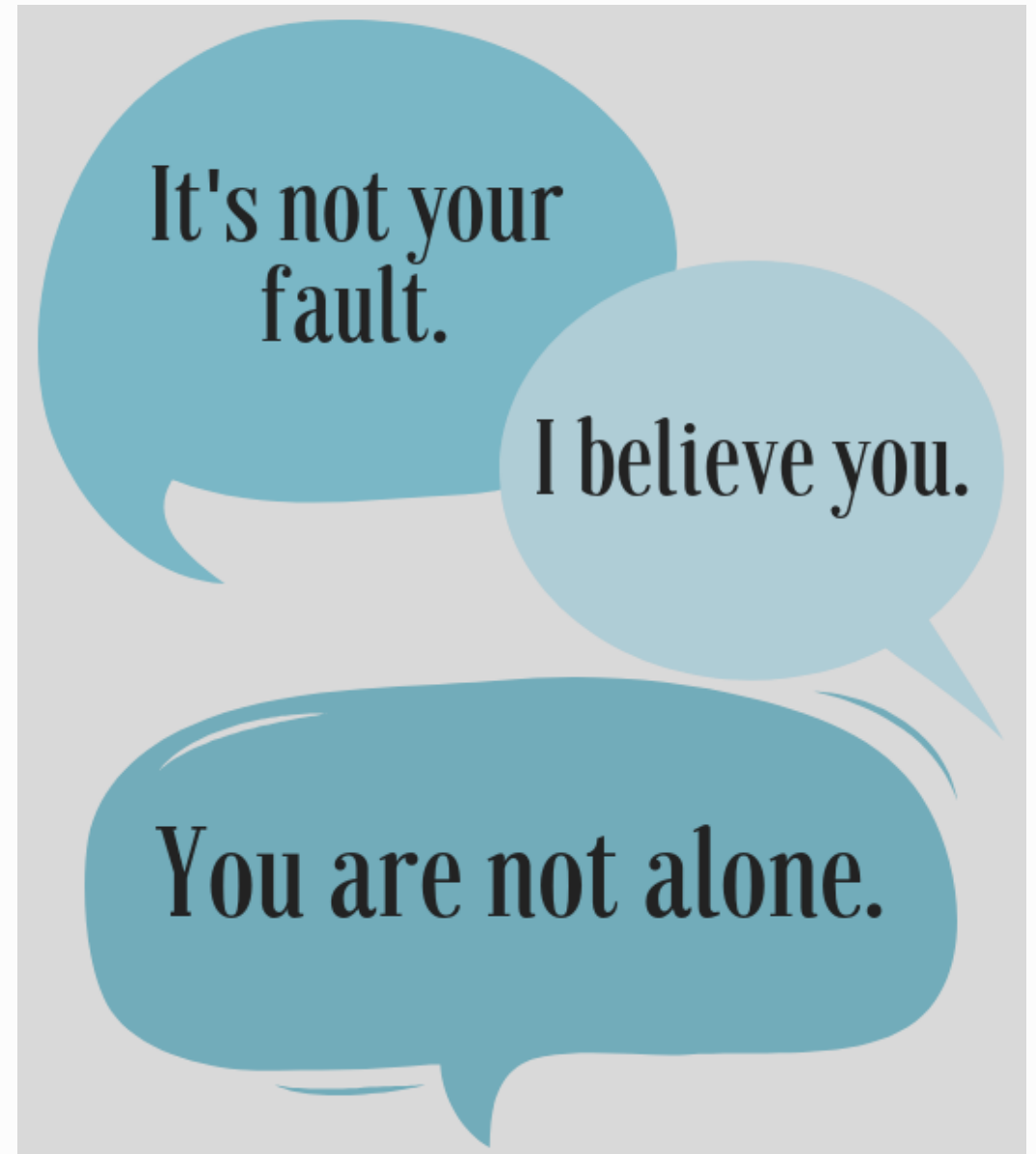
Why do students disclose to other students?

- They are friends.
- They believe that they will be believed.
- They have no one else to turn to.
- They are having difficulty with classes or with other aspects of their life and need assistance.
- They feel like they need to explain a behavior.
- To warn them about another student.
- They are suddenly triggered.



Responding to Disclosures

- Listen.
- Emphasize safety.
- Let them know you believe them.
- Tell them it's not their fault.
- Show genuine concern and empathy.
- Provide options and offer to connect them to resources.
- Maintain privacy/confidentiality as much as possible and be upfront about mandated reporting requirements.
- Avoid making assumptions.
- Do NOT try to investigate or ask unnecessary questions.



Remember...

“Empathy has no script. There’s no right way or wrong way to do it. It’s simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of ‘you’re not alone.’”

- Brene Brown



You have support.

The screenshot shows the CCSU Student Affairs website. The header includes the text "STUDENT AFFAIRS" and contact information: "DAVIDSON HALL, ROOM 103, (860) 832 1601". A left sidebar contains a navigation menu with links to Home, Departments, FAQ's, Resources, and various support resources. The main content area features the CCSU logo, the title "Sexual Assault & Interpersonal Violence Information/Resources", and the phrase "you are not alone" with the tagline "If it doesn't feel right, or safe, it probably isn't." Below this, there are sections for "Booklets/Brochures" (listing "Sexual Assault and Interpersonal Violence Resource" and "How to Help in case of Sexual Violence" Booklet) and "Information" (with a list of topics like "Purpose of this Information", "What is Sexual Assault?", etc.). At the bottom of the sidebar, there are buttons for "Alcohol Edu/Haven Online Course", "Sexual Assault/Interpersonal Violence Information", "THE RED FLAG CAMPAIGN", and a Facebook link.

STUDENT AFFAIRS

DAVIDSON HALL
ROOM 103
(860) 832 1601

Home
Departments
FAQ's
Resources
▶ AlcoholEdu/
SexualAssaultEdu
▶ Assessment in
Student Affairs
▶ Sexual Assault & Interpersonal
Violence
▶ Student/Family Resources
Policies
Pictures
Orientation
Contact Us
Meet The Staff

Alcohol Edu/Haven
Online Course

Sexual Assault/Interpersonal
Violence Information

THE RED FLAG CAMPAIGN

f Find us on Facebook

CCSU
Sexual Assault & Interpersonal Violence
Information/Resources

you are
not alone

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

Booklets/Brochures

- Sexual Assault and Interpersonal Violence Resource ("What you need to know")
- "How to Help in case of Sexual Violence" Booklet

Information

*Click on the tabs below to see information about the section:

- ▶ Purpose of this Information
- ▶ What is Sexual Assault?
- ▶ What is Interpersonal Violence?
- ▶ What is Consent?
- ▶ How Can I Stop Sexual Assault/ Interpersonal Violence at CCSU?
- ▶ Do You Think You are a Victim/Survivor of Sexual/Interpersonal Violence?

You are not alone in supporting a those who has experienced sexual assault, relationship violence, or stalking.



On Campus Resources: Someone to Talk To

Office of Victim Advocacy

Currently Dr. Stacey Miller

860-8321652

Davidson Hall Room 119

The Office for Equity & Inclusion

Title IX Coordinator

860-832-1652

Davidson Hall Room 119

Student Wellness Services

***Confidential**

Health Services Counseling &
Student Development

860-832-1926 (appointments)

860-832-1925 (inquires)

Willard Diloreto, W101

Women's Center

Jacqueline Cobbina Boivin

860-832-1656

Student Center, Room 215

The LGBTQA Center

860-832- 2090 or 2091

*New Location

Barrows Hall

Residence Life Staff

Professional & RAs

860-832-1660

Midcampus, Room 118

Office of Student Affairs

860-832-1601

Davidson Hall, Room 103



On Campus Resources: To Report an Incident

Office of Equity & Inclusion (all complaints)

860-832-1652

Davidson Hall Suite 119

Office of Students Rights and Responsibilities
(complaints against students)

860-832-1667

Willard Diloreto Hall, W105

CCSU Police (criminal complaints)

Emergency 911

Routine Police Dispatch: 860-832-2375

Human Resources (complaints against
employees)

860-832-1756

Davidson Hall Room 201



Off Campus Confidential Resources

YMCA Sexual Assault Crisis Service

24-Hour Hotline: 860-2236-1787 or 888-999-5545

24-Hour Spanish Hotline: 888-568-8332

Prudence Crandall Center for Domestic Violence

24-Hour Hotline: 888-774-9200

24-Hour Spanish Hotline: 844-831-9200

Suicide Prevention Lifeline

24-Hour Hotline: 800-273-8255

Hospital of Central Connecticut

100 Grand Street, New Britain, CT

860-224-5011

**SAFE Program for sexual assault forensic exams
- exam can be done up to 120 hours after a
sexual assault. A survivor is not required to
report to police at the time of the exam*





**Sexual and
relationship violence
can be prevented.**



The majority of people 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.



Question 21: Is this a form of prevention?



Primary Prevention

- The goal is to prevent initial perpetration and victimization
- Addresses the root causes of violence
- Focuses on creating an environment that encourages well-being and healthy choices
 - Social norm change
 - Bystander intervention

Secondary Prevention

- Focus is on the potential victim
- Requires a potential victim to change their behavior in an effort to “avoid” being assaulted
- Strategies are typically “in the moment” responses
 - Self-defense
 - “Rape whistles”

Risk reduction is NOT an effective prevention method for sexual violence or dating violence.

Sexual and relationship violence are NEVER the victim's fault.



Norms that shape our environment:

- Objectification of women [LGBTQA+ community]
- Value placed on claiming and maintaining power
- Tolerance of violence/aggression and victim-blaming
- Toxic masculinity, the “man box”
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Stand Up CCSU
**Community
Organizers**





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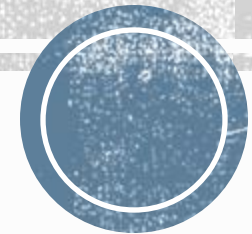
Vice President for Equity & Inclusion

Office for Equity & Inclusion

Davidson Hall, Room 119

stacey.miller@ccsu.edu | 860-832-1652

Title IX & Sexual Misconduct Response and Prevention



Dr. Stacey Miller

Vice President

Office for Equity and Inclusion

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Davidson Hall Suite 119
(860) 832-1652



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Support. Advocate. Educate.

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TBA



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Direct referral to additional resources



Support through reporting procedures



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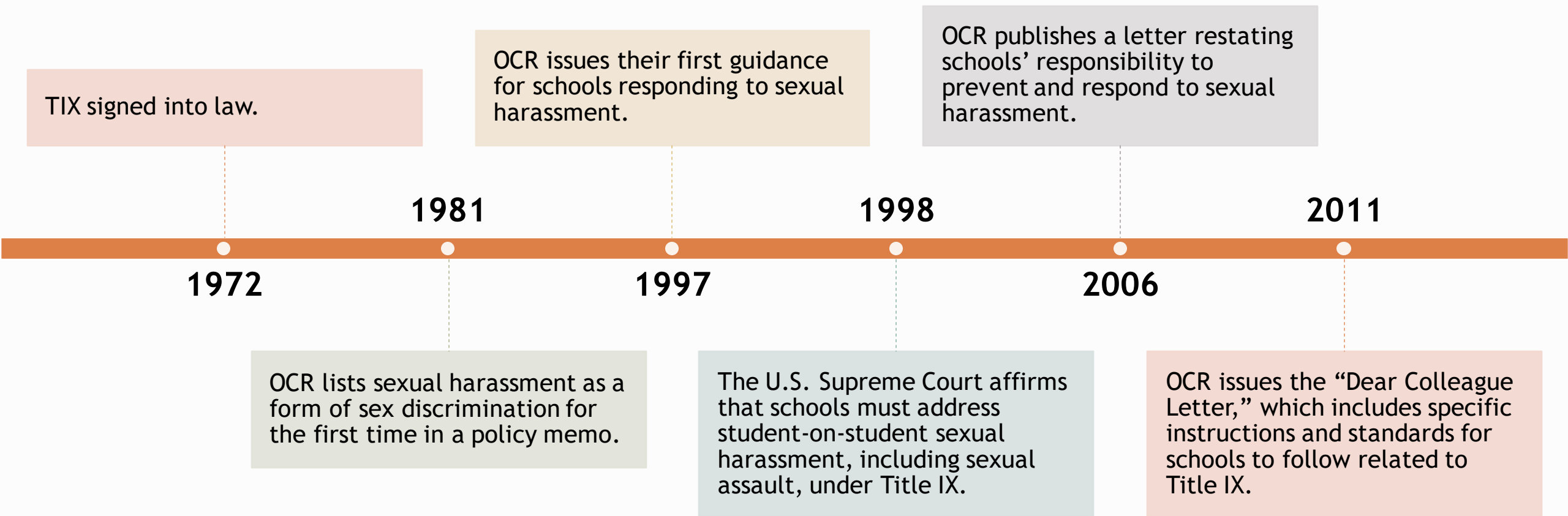


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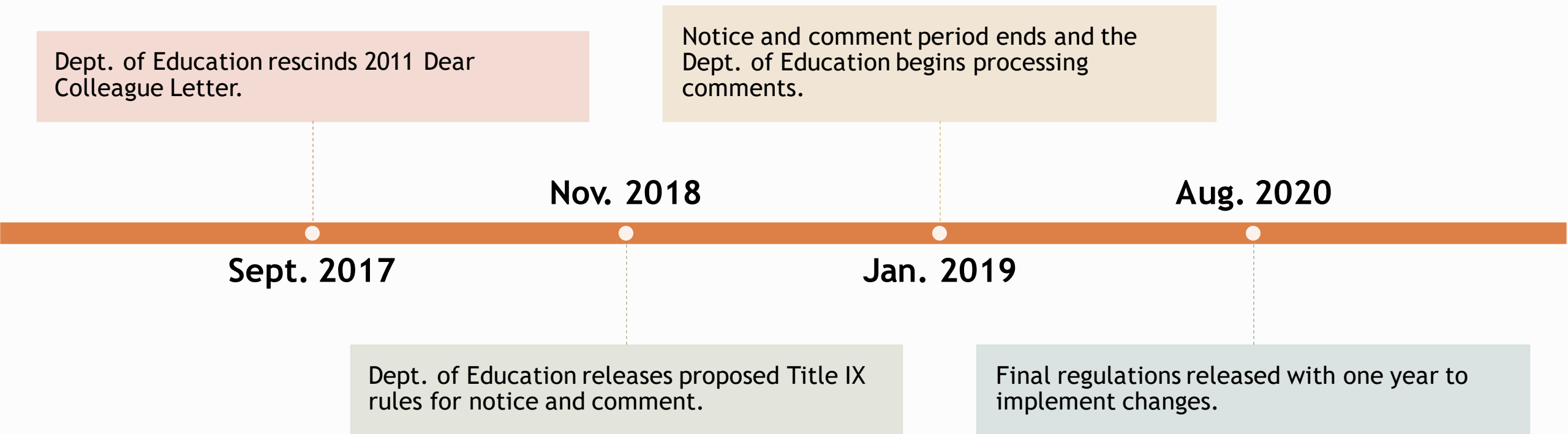
 No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

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History of Title IX





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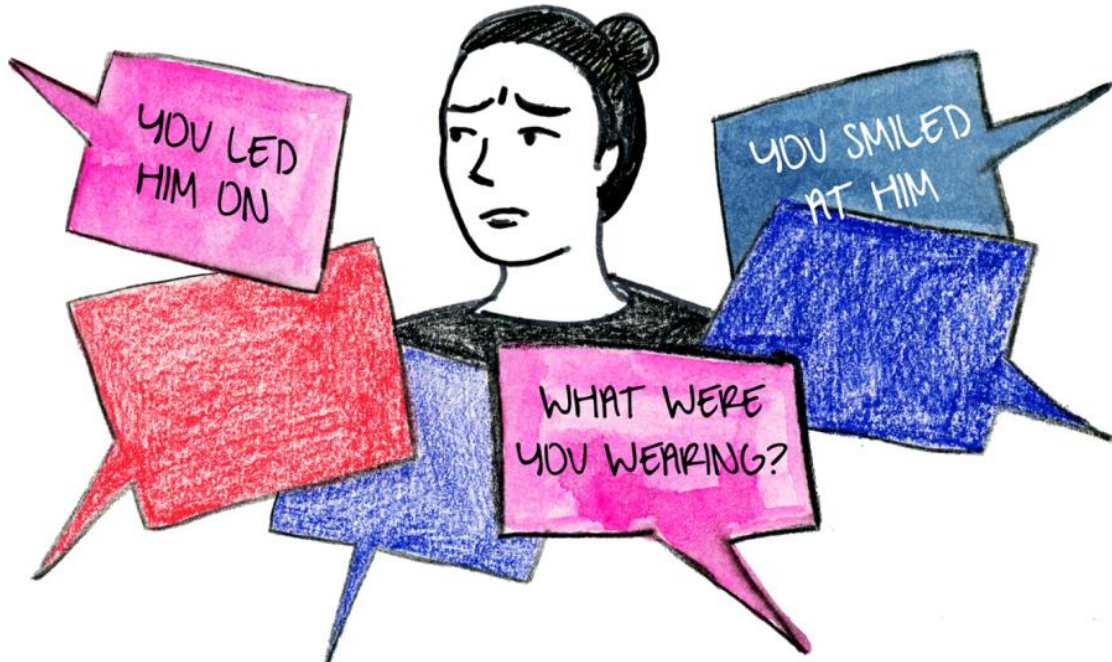
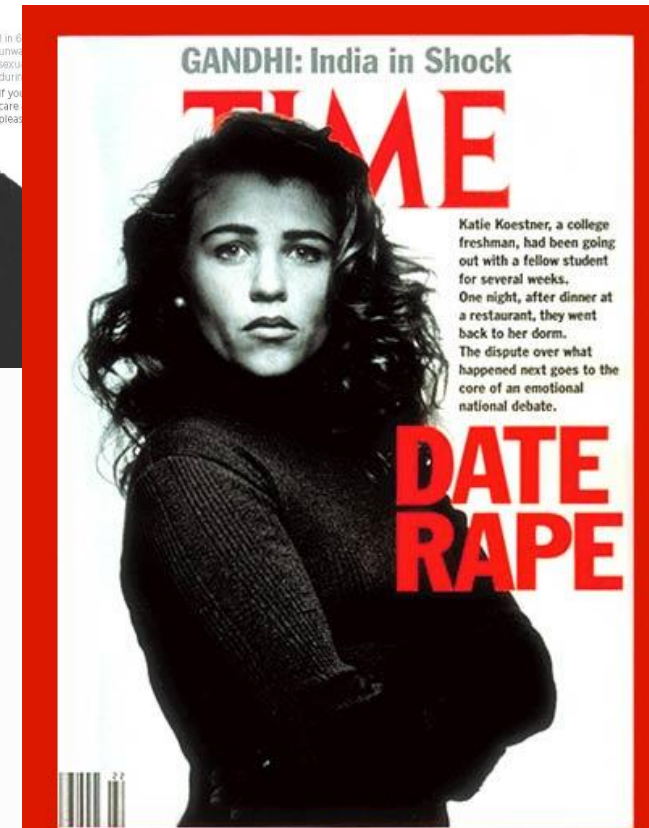
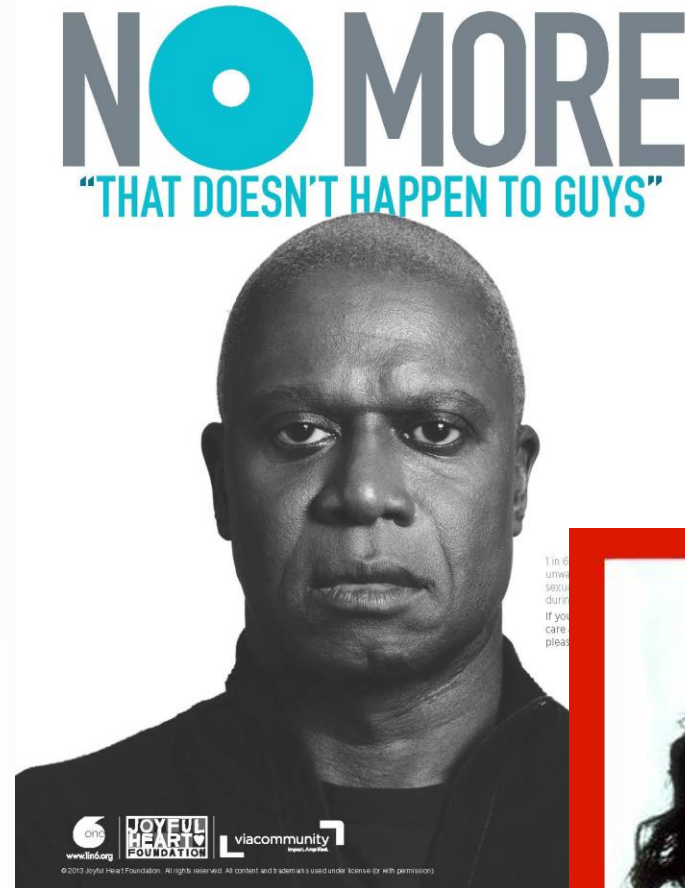
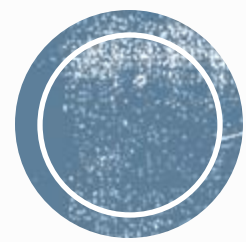


Illustration by Sukjong Hong





Sexual Assault



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Sexual contact or behavior that occurs without explicit consent from that person or when that person is incapable of giving consent.

Approximately **20% of college women** will experience completed or attempted sexual assault while attending college.

Approximately **6% of college men** will experience completed or attempted sexual assault while attending college.





We asked five women to each read aloud a different account of sexual abuse or assault.

This video includes personal stories of sexual assault that may be triggering to some people. Please take care of yourself, even if it means stepping out of the room.

The video runs for about 5 minutes.



9 in 10 offenders were known to the victim.

The majority of sexual assaults occurred in living quarters.

Off-campus victimization is more common.

Fewer than 5% of incidents were reported to the police.



Consent



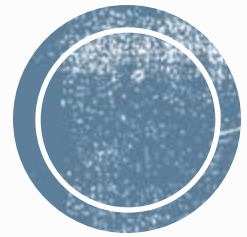
CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

 Planned Parenthood®





Sexual Harassment



Sexual Harassment

- **Unwelcome** sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature.
- Two categories: quid pro quo and hostile environment
- Forms of harassment include:
 - Language/posters 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 Harassment

Quid Pro Quo: “This For That”

- Subjected to **unwelcome** requests for sexual favors or conduct
- Submission to the conduct is a **condition** of employment, education, benefit, etc.
- 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
 - A one time incident can be seen as severe



Question 6: Is this sexual harassment?

A faculty member asks a student to stay after class to discuss a bad grade. Once alone, the faculty member says to the student, “you’re a really beautiful young woman. Why don’t you come out to dinner with me and we’ll see if we can get that grade up?”



Question 7: Is this sexual harassment?

A faculty member often comments on what female identified students are wearing and makes jokes during class about students' dating experiences.



Question 8: Is this sexual harassment?

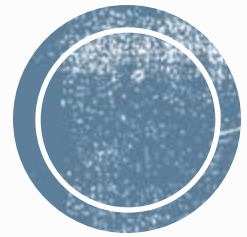
Riley and Jamie teach in the same department. One day, Riley asks Jamie out on a date. Jamie says no, and Riley doesn't ask again.



Question 9: Is this sexual harassment?

After Jamie says no to a date with Riley, Riley continues asking Jamie out once a week. Jamie starts avoiding department meetings and the shared office space to try and avoid seeing Riley.





Sexual Exploitation



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.



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.

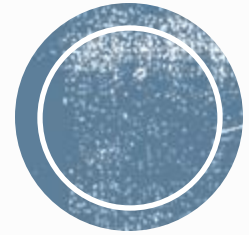
The majority of incidents occurred off campus.

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.





Intimate Partner Violence



Intimate Partner Violence, Domestic Violence, and/or Dating 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.





Behind the Post – Will and Zoe



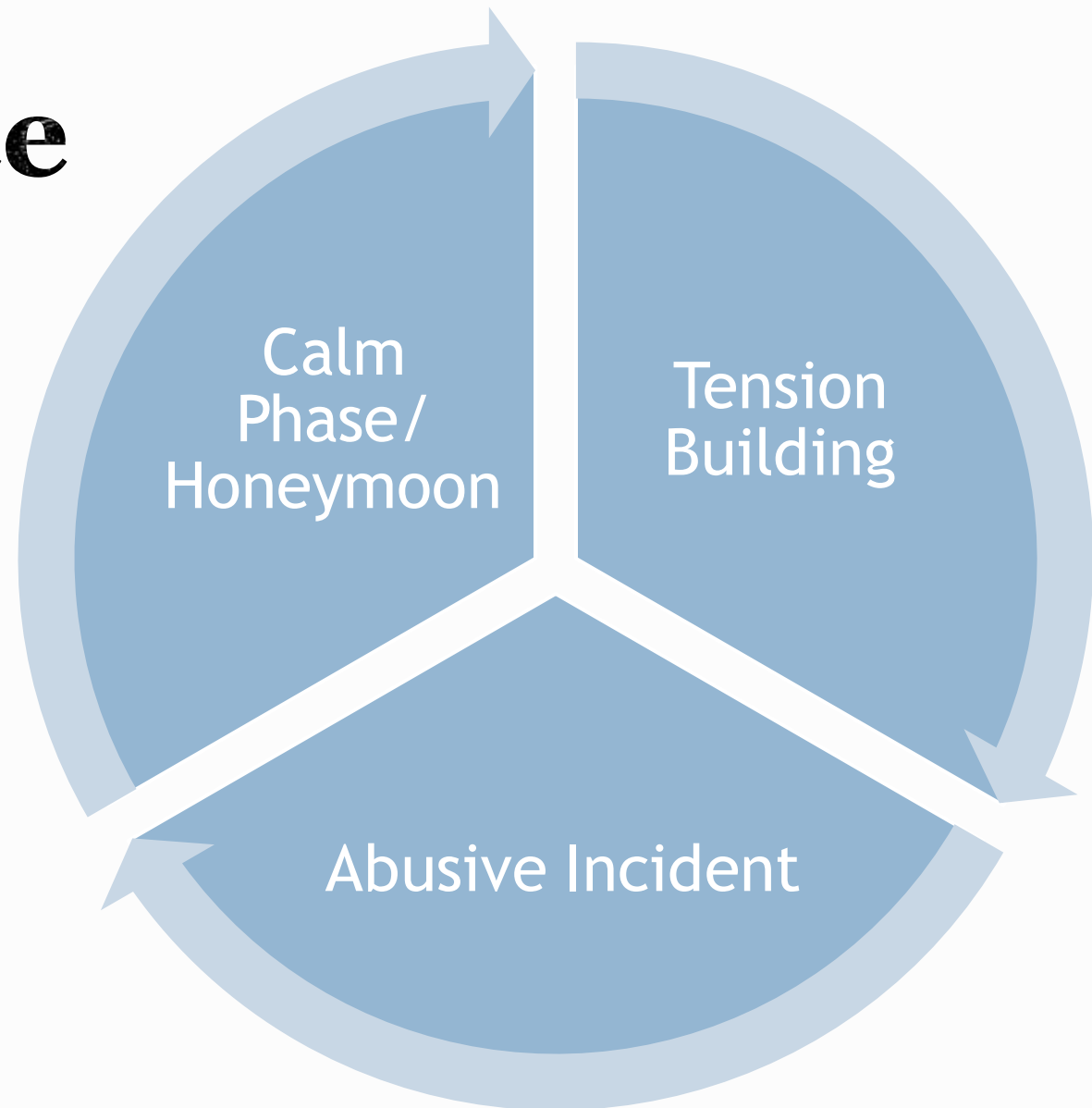
Power and Control

Rape and
Abuse Crisis
Center, 2009



Cycle of Violence

- What are reasons that someone may stay in an abusive relationship?
- How does this type of abuse impact someone's education or work?



Number of original hashtagged posts:

85,687

#WhyIStayed across all media

185,794

#WhyILeft across all media

63,883

Non re-tweets:

66,174

"Non-influencers" using the hashtags

75%

Total number of original posts and retweets

198,696



These are the key themes that emerged from an in-depth analysis of the hashtag dataset collected Sep. 8 to Dec. 1, 2014.

#WhyIStayed





Stalking



Stalking

- **Repeatedly** contacting another person when the contacting person knows or should know that the contact is **unwanted** by the other person
- 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.



People age 18-24 experienced the highest rate of stalking victimization.

3 in 4 victims knew their offender in some capacity.

1 in 4 stalking victims reported some form of cyberstalking was used.

The most common fear cited was not knowing what would happen next.



16% of women and 5% of men have experienced stalking at some point in their lifetime.

Of women who reported being stalked, 85% were stalked by a man.

Of men who reported being stalked, 46% were stalked by a woman.

62% of stalking victims reported fearing harm to themselves, their partner, or a family member.

Stalking Statistics

National Center for Victims of Crime; Centers for
Disease Control



Behavior of Stalkers



Follow you
and show up
where you
are.



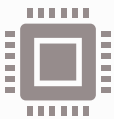
Send
unwanted
gifts, letters,
cards, or e-
mails.



Damage your
home, car, or
other
property.



Monitor your
phone calls or
computer
use.



Use technology,
like hidden
cameras or GPS,
to track where
you go.



Drive by or
hang out at
your home,
school, or
work.

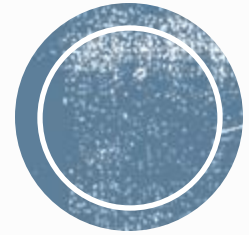


Find out about
you by using
public records
or online
search services
or hiring
investigators.



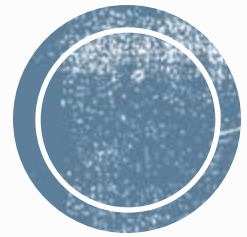
Contacting
friends, family,
neighbors, or
co-workers
about you.





Responding to Interpersonal Violence

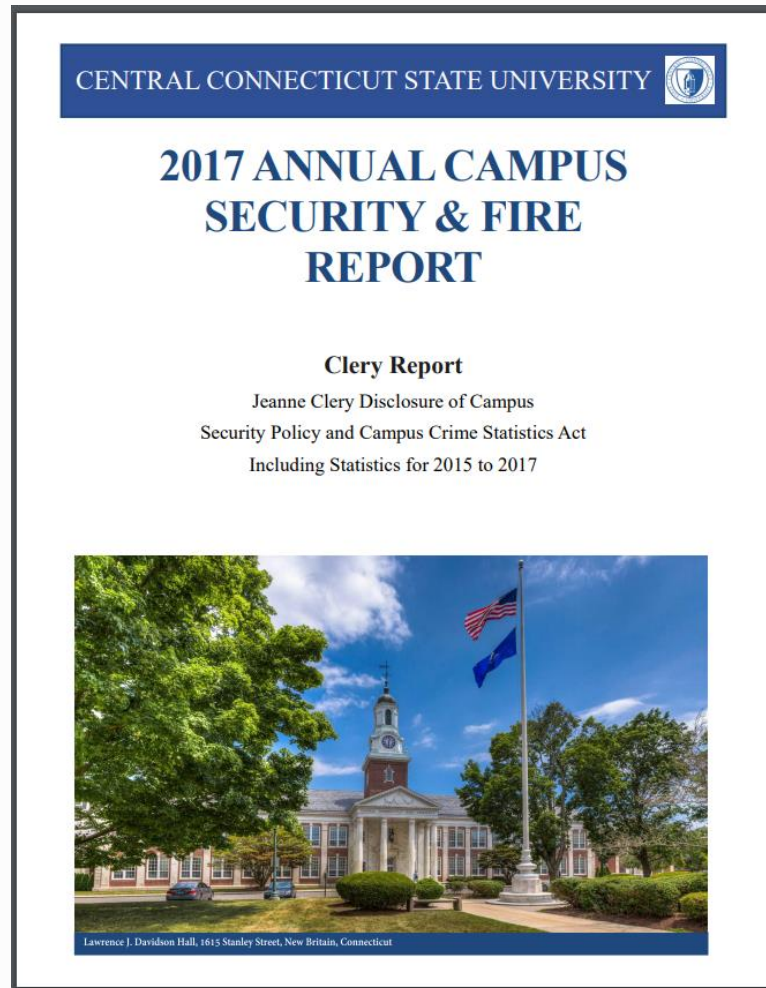




Institutional Response

The Clery Act and Title IX

The Clery Act - Requirements



<http://www.ccsu.edu/police/>

- Publish an Annual Security Report
- Keep a public crime log
- Disclose crime statistics for incidents that occur on campus
- Issue Timely Warnings
- Devise an emergency response, notification and testing policy
- Publish an annual fire safety report
- Enact policies and procedures to handle reports of missing students



Title IX

9. Schools cannot discourage your continuing your education.

8. In cases of sexual violence, schools are prohibited from encouraging or allowing mediation (rather than a formal hearing) of the complaint.

7. Schools can issue a no contact directive under Title IX to prevent the accused student from approaching or interacting with you.

6. Schools may not retaliate against someone filing a complaint and must keep a complainant-victim safe from other retaliatory harassment or behavior.

5. Schools must take immediate action to ensure a complainant-victim can continue his or her education free of ongoing sex discrimination, sexual harassment or sexual violence.

1. Title IX a landmark federal civil right that prohibits sex discrimination in education.

2. Title IX does not apply to female students only.

3. Schools must be proactive in ensuring that your campus is free of sex discrimination.

4. School must have an established procedure for handling complaints of sex discrimination, sexual harassment or sexual violence.



Responsible Employees – BOR Sexual Misconduct Policy

- **All employees** (including student workers, graduate assistants and interns and any other person a CCSU campus member may be reasonably seen 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.

To report incidents of sexual misconduct:

Office for Equity & Inclusion
860-832-1652

You are all responsible employees!



Types of Communication

Disclosure

- The communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution

Report

- The communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

- All communication regarding incidents of sexual misconduct must be referred to the Title IX Coordinator
- Even if the student does not request or want to participate in an investigation, they are still entitled to support services and resources
- The CCSU Sexual Assault and Violence Prevention (SAVP) Specialist can discuss reporting options with individuals to help them fully understand their options and allow them to make the best choice for themselves.



Mandatory Reporting – BOR Policy Regarding 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 immanent harm to a child.

DFC Careline (24/7)
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.”



Rights of Reporting & Responding Parties

- 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
 - As long as this person's involvement doesn't delay any meeting related to this conduct.
- To receive notice at the same time of the outcome
- The right to request a review of any decision regarding the sexual misconduct matter in which they are involved.



Retaliation

- Retaliation occurs when a person is subjected to an adverse employment or educational action because they made a complaint under the sexual misconduct policy, assisted or participated in any manner in an investigation
- Any form of retaliation is prohibited



Is this retaliation?

- Jamie filed a sexual harassment complaint against their supervisor. After the investigation, the supervisor was found not responsible. Since the conclusion of the investigation, Jamie has been scheduled for fewer shifts and has been left out of staff meetings.
- Yes, this is retaliation
- No, this is not retaliation
- Unsure, need more information





Responding to Disclosures – Individual Response



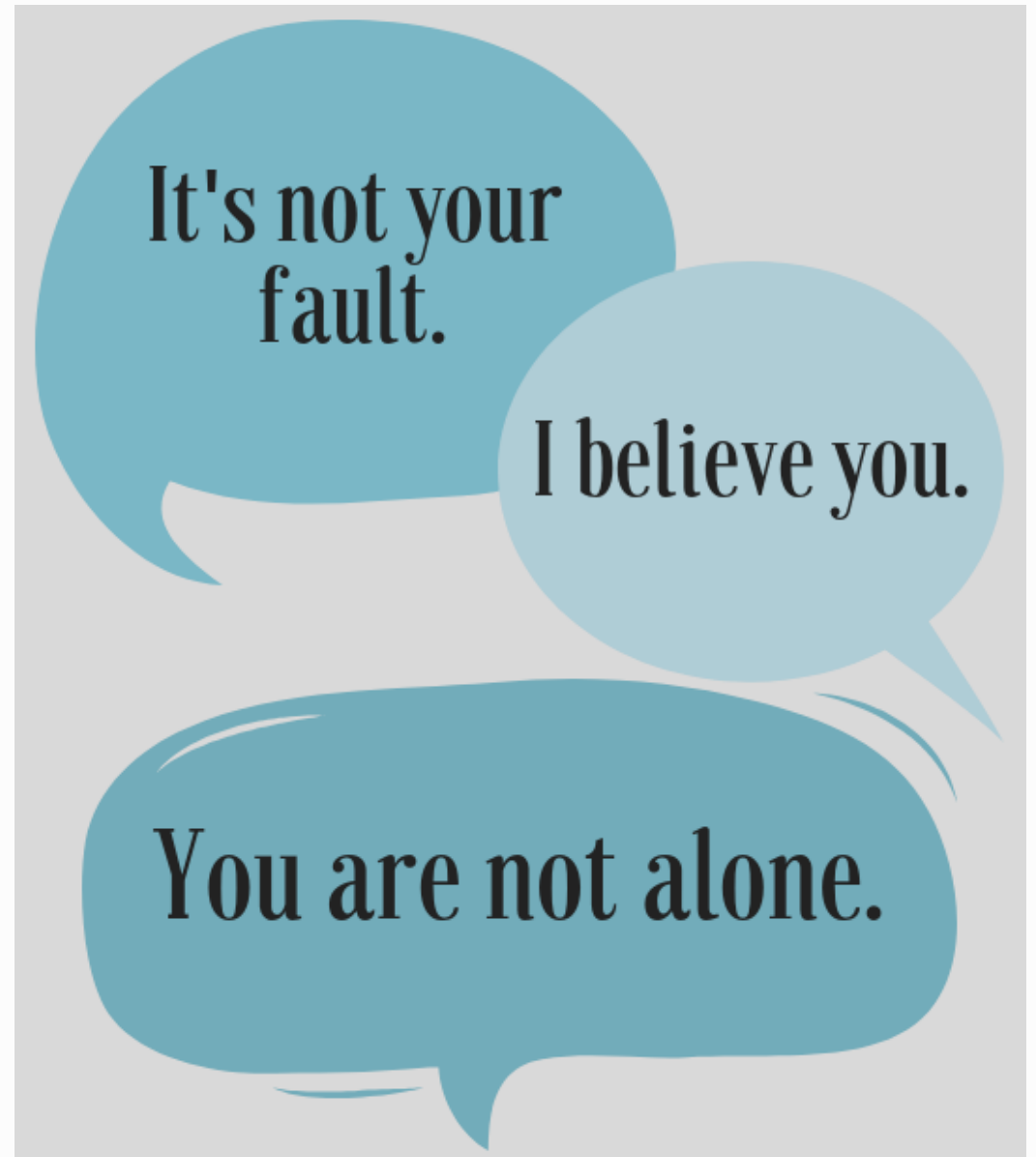
Why do students disclose to other students?

- They are friends.
- They believe that they will be believed.
- They have no one else to turn to.
- They are having difficulty with classes or with other aspects of their life and need assistance.
- They feel like they need to explain a behavior.
- To warn them about another student.
- They are suddenly triggered.



Responding to Disclosures

- Listen.
- Emphasize safety.
- Let them know you believe them.
- Tell them it's not their fault.
- Show genuine concern and empathy.
- Provide options and offer to connect them to resources.
- Maintain privacy/confidentiality as much as possible and be upfront about mandated reporting requirements.
- Avoid making assumptions.
- Do NOT try to investigate or ask unnecessary questions.



Remember...

“Empathy has no script. There’s no right way or wrong way to do it. It’s simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of ‘you’re not alone.’”

- Brene Brown



You have support.

The screenshot shows the CCSU Student Affairs website. The header includes the text "STUDENT AFFAIRS" and contact information: "DAVIDSON HALL, ROOM 103, (860) 832 1601". A left sidebar contains a navigation menu with links to Home, Departments, FAQ's, Resources, and various support services. The main content area features the CCSU logo, the title "Sexual Assault & Interpersonal Violence Information/Resources", and the phrase "you are not alone" with the tagline "If it doesn't feel right, or safe, it probably isn't." Below this, there are sections for "Booklets/Brochures" (listing "Sexual Assault and Interpersonal Violence Resource" and "How to Help in case of Sexual Violence" Booklet) and "Information" (with a list of topics like "Purpose of this Information", "What is Sexual Assault?", etc.). At the bottom of the sidebar, there are buttons for "Alcohol Edu/Haven Online Course", "Sexual Assault/Interpersonal Violence Information", "THE RED FLAG CAMPAIGN", and a Facebook link.

STUDENT AFFAIRS

DAVIDSON HALL
ROOM 103
(860) 832 1601

Home
Departments
FAQ's
Resources
▶ AlcoholEdu/
SexualAssaultEdu
▶ Assessment in
Student Affairs
▶ Sexual Assault & Interpersonal
Violence
▶ Student/Family Resources
Policies
Pictures
Orientation
Contact Us
Meet The Staff

Alcohol Edu/Haven
Online Course

Sexual Assault/Interpersonal
Violence Information

THE RED FLAG CAMPAIGN

f Find us on Facebook

CCSU
Sexual Assault & Interpersonal Violence
Information/Resources

you are
not alone

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

Booklets/Brochures

- Sexual Assault and Interpersonal Violence Resource ("What you need to know")
- "How to Help in case of Sexual Violence" Booklet

Information

*Click on the tabs below to see information about the section:

- ▶ Purpose of this Information
- ▶ What is Sexual Assault?
- ▶ What is Interpersonal Violence?
- ▶ What is Consent?
- ▶ How Can I Stop Sexual Assault/ Interpersonal Violence at CCSU?
- ▶ Do You Think You are a Victim/Survivor of Sexual/Interpersonal Violence?

You are not alone in supporting a those who has experienced sexual assault, relationship violence, or stalking.



On Campus Resources: Someone to Talk To

Office of Victim Advocacy

Currently Dr. Stacey Miller

860-8321652

Davidson Hall Room 119

The Office for Equity & Inclusion

Title IX Coordinator

860-832-1652

Davidson Hall Room 119

Student Wellness Services

***Confidential**

Health Services Counseling &
Student Development

860-832-1926 (appointments)

860-832-1925 (inquires)

Willard Diloreto, W101

Women's Center

Jacqueline Cobbina Boivin

860-832-1656

Student Center, Room 215

The LGBTQA Center

860-832- 2090 or 2091

*New Location

Barrows Hall

Residence Life Staff

Professional & RAs

860-832-1660

Midcampus, Room 118

Office of Student Affairs

860-832-1601

Davidson Hall, Room 103



On Campus Resources: To Report an Incident

Office of Equity & Inclusion (all complaints)

860-832-1652

Davidson Hall Suite 119

Office of Students Rights and Responsibilities
(complaints against students)

860-832-1667

Willard Diloreto Hall, W105

CCSU Police (criminal complaints)

Emergency 911

Routine Police Dispatch: 860-832-2375

Human Resources (complaints against
employees)

860-832-1756

Davidson Hall Room 201



Off Campus Confidential Resources

YMCA Sexual Assault Crisis Service

24-Hour Hotline: 860-2236-1787 or 888-999-5545

24-Hour Spanish Hotline: 888-568-8332

Prudence Crandall Center for Domestic Violence

24-Hour Hotline: 888-774-9200

24-Hour Spanish Hotline: 844-831-9200

Suicide Prevention Lifeline

24-Hour Hotline: 800-273-8255

Hospital of Central Connecticut

100 Grand Street, New Britain, CT

860-224-5011

**SAFE Program for sexual assault forensic exams
- exam can be done up to 120 hours after a
sexual assault. A survivor is not required to
report to police at the time of the exam*





**Sexual and
relationship violence
can be prevented.**



The majority of people 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.



Question 21: Is this a form of prevention?



Primary Prevention

- The goal is to prevent initial perpetration and victimization
- Addresses the root causes of violence
- Focuses on creating an environment that encourages well-being and healthy choices
 - Social norm change
 - Bystander intervention

Secondary Prevention

- Focus is on the potential victim
- Requires a potential victim to change their behavior in an effort to “avoid” being assaulted
- Strategies are typically “in the moment” responses
 - Self-defense
 - “Rape whistles”

Risk reduction is NOT an effective prevention method for sexual violence or dating violence.

Sexual and relationship violence are NEVER the victim's fault.



Norms that shape our environment:

- Objectification of women [LGBTQA+ community]
- Value placed on claiming and maintaining power
- Tolerance of violence/aggression and victim-blaming
- Toxic masculinity, the “man box”
- Notions of individual and family privacy

How can we challenge these norms and prevent violence?



Stand Up CCSU
**Community
Organizers**





Thank you!

Please complete the program evaluation form and return your response clicker.

Dr. Stacey Miller

Vice President for Equity & Inclusion

Office for Equity & Inclusion

Davidson Hall, Room 119

stacey.miller@ccsu.edu | 860-832-1652

Posters/Programming

Central Connecticut State University's
Ruthe Boyea Women's Center
honors Pride Month



“ **Not everything that is faced
can be changed,
but nothing can be changed
until it is faced** ”

James Baldwin

Born in Harlem, New York, Aug. 2, 1924, James Baldwin was an essayist, novelist, playwright, poet, and social justice advocate. Baldwin is regarded as one of the foremost intellectual thinkers of the 20th century for voicing his concerns around identity, creativity and freedom. As an openly gay man during a time when homosexuality was taboo, Baldwin explored the intersections of his identities through several published works. Baldwin's work considered what it meant to be human and explored our everyday struggles, victories, and defeats during one of the most turbulent times for blacks in America. Some of his writings include "Notes of a Native Son" and "Go Tell It on the Mountain."



For more information contact the CCSU Ruthe Boyea Women's Center Jacqueline Cobbina-Boivin at cobbina-boivinj@ccsu.edu Tiffany Trowbridge-Bernard at t.trowbridge-bernard@ccsu.edu The Women's Center is open for virtual appointments We look forward to assisting you



“

I am a Black Feminist. I mean I recognize that my power as well as my primary oppressions, come as a result of my blackness as well as my womanness, and therefore my struggles on both of these fronts are inseparable

”

Audre Lorde

Audre Lorde described herself as a “black, lesbian, mother, warrior, poet.” She understood that personal identity encompassed more than one’s gender or race. That it was gender and race. Even more than that, it was gender and race, and sexual orientation, class, age, ability and many other dimensions of identity which intersected to shape a person’s experience. Today, this idea is known as intersectionality, a term coined by Kimberlé Crenshaw. An accomplished poet, Lorde’s first volume of poetry was published in 1968 by the Poet’s Press. She went on to publish numerous other critically acclaimed works that grappled with the complexities of identity and oppression.



Central Connecticut State University's
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honors Pride Month



“**No pride for some of us
without
liberation for all of us**”

Marsha P. Johnson

Marsha “pay it no mind” Johnson was a self-identified drag queen and a prominent gay liberation activist. Born in Elizabeth, New Jersey, she became infamous in New York City’s gay and art scene from the 1960s to 1990s. She was a veteran of the Stonewall Riots(link is external), a turning point in gay and lesbian activism, and was one of whom many say helped start the riot the morning of June 28, 1969. Johnson became an active member of many of the groups that proliferated after Stonewall, such as the Gay Liberation Front (GLF) that fought for the protection and sexual liberation of all people. Knowing the hardships of living on the streets, she co-founded Street Transvestite Action Revolutionaries (STAR) with GLF member, Sylvia Rivera. STAR provided homeless and transgender individuals with shelter and community.



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honors Pride Month



“
Sylvia’s role in gay history was that she
was one of the first people to highlight
that our movement needed to be more
inclusive of people who did not fit in the
mainstream
”

Sylvia Rivera

Sylvia Rivera was a Latina trans activist, who, together with Marsha P. Johnson, co-founded Street Transvestite Action Revolutionaries (STAR), an organization that provided housing and other services to homeless LGBTQ youth in New York City. Rivera was always a vocal and, at times, forceful advocate for change. She was once arrested for attempting to climb through a window (in a dress and heels) into a room where the New York City Council was debating a gay rights bill.



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Harvey Milk

Harvey Milk, the subject of the Oscar-winning film Milk, was the first openly gay politician to be elected in California. Milk was assassinated in 1978, but during his short tenure in office he pushed legislation to ban discrimination based on sexual orientation in employment, housing, and public accommodations.

The bill passed with just one dissenting vote by Dan White, the city supervisor who would go on to shoot and kill Milk. In 2009, Gov. Arnold Schwarzenegger designated May 22, Milk's birthday, as a day of recognition for the late politician and activist.

“

It takes no compromise to give people their rights... it takes no money to respect the individual. It takes no political deal to give people freedom. It takes no survey to remove oppression.

”



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“
**This is a fight for human rights.
Africa has the same universal
values and belongs to humanity.**
”

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honors Pride Month



Alice Nkom

Alice Nkom is a human rights lawyer and LGBTQ activist from Cameroon, where homosexuality is still criminalized. In a country where police officers entrap members of the LGBTQ community through text messages and beat those they perceive to be gay, Nkom bravely fights for rights on behalf of the LGBTQ community.

Though Nkom identifies as heterosexual, she has dedicated her work to fighting for Cameroon's LGBTQ community and founded the Association for the Defence of Homosexuality in 2003. Though she and her colleagues are sometimes in danger because of the work they do, Nkom remains undeterred.



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“It is revolutionary for any trans person to choose to be seen and visible in a world that tells us we should not exist”

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Laverne Cox

Laverne Cox, best known for playing Sophia Burset on Netflix's *Orange Is the New Black*, is a black, trans woman, the first trans person to be nominated for an Emmy, and a proud advocate for LGBTQ rights. Cox has been outspoken about access to health care for LGBTQ communities and has particularly championed the rights of trans people and people of color.



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Lena Waithe

Actress, writer, and producer Lena Waithe made history in 2017 as the first black woman to win an Emmy for comedy writing. But rather than reveling in her historic win, Waithe, who identifies as queer, used her acceptance speech to deliver an inspiring message to her "LGBTQIA family." Waithe often uses her spotlight moments to advocate for the LGBTQ community. Earlier this year, she wore a rainbow cape to the Met Gala, a bold statement in the face of the event's religious theme



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**“The things that make us
different, those are our
superpowers**

”

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Michael Sam

Michael Sam became the first openly gay football player to be drafted by an NFL team in 2014. While his draft was a historic first, Sam's time in the NFL was discouraging. He was passed from team to team, and eventually found himself without a team. About a year after he was first drafted, Sam retired from the NFL citing mental health reasons.

His struggle highlighted the discrimination and homophobia still rampant in the sports world, but Sam has gone on to share his story and continues to champion change.



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“
To anyone out there especially young people feeling like they don't fit in and will never be accepted, please know this, great things can happen when you have the courage to be yourself
”





“
**Let us be enraged about
injustice, but let us not be
destroyed by it**
”

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Bayard Rustin

The modern gay rights movement was closely tied to the Black civil rights movement in the 1960s, and Bayard Rustin perhaps best personified the intersection of both causes at the time. A gay adviser to Martin Luther King Jr., he organized the 1963 March on Washington, a benchmark of peaceful protesting. Later, he played a pivotal role in bringing the AIDS crisis to the NAACP's attention in 1987. In 2013, President Barack Obama posthumously awarded Rustin the Presidential Medal of Freedom, the highest civilian honor.



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“
**Don't let anyone define you,
you define yourself**”

Billie Jean King

When she was publicly outed in 1981 via a palimony suit filed by her female secretary, her handlers urged her to deny the relationship, but King refused. In doing just that, she became one of the first national sports players to be openly gay (and lost all of her endorsement deals in the process), leading the way for fellow tennis star Martina Navratilova to come out months later. King went on to serve as a board member for the National AIDS Fund and the Elton John AIDS Foundation and played a key role in securing national distribution for the 1996 documentary *It's Elementary: Talking About Gay Issues in School*. Her lifetime achievement honors include being inducted into the Chicago LGBT Hall of Fame in 1999 and becoming the first female athlete to receive the Presidential Medal of Freedom 10 years later.



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Kathy Kozachenko

In 1974, Kathy Kozachenko was voted on to the city council of Ann Arbor, Michigan, making her the first openly gay person to be elected to office in United States history.

At the time, she kept a low profile and although she didn't hide the fact that she was gay, she didn't focus on it or make it a fixture of her campaign. Kozachenko dedicated her life and career to different aspects of social justice, including the civil rights of the gay community and people of color.

“

I stepped up and did what I felt needed to be done at the time. Maybe that's the whole story, that ordinary people can do something that then other people can later look back on and feel really good that they did this

”



For more information contact the CCSU Ruthe Boyea Women's Center Jacqueline Cobbina-Boivin at cobbina-boivinj@ccsu.edu Tiffany Trowbridge-Bernard at t.trowbridge-bernard@ccsu.edu The Women's Center is open for virtual appointments We look forward to assisting you

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honors Pride Month



CeCe McDonald

CeCe McDonald is a transgender prison-reform activist. Experiencing the inhumane treatment of prisoners firsthand, McDonald began speaking out against the criminal justice system. For McDonald, the issue of safety included her status as a transgender female in a men's prison. Transgender prisoners were assigned to prisons based on their sex at birth rather than their gender identity. The experience served to strengthen McDonald's character and establish her resolve to become a transgender leader

“

**We are all stronger, smarter,
talented, beautiful, and more
resilient than we were told**

”



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“Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts”

”

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Barbara Gittings

Barbara Gittings recalled being discriminated against for being gay as early as her years in high school and college but refused to believe there was anything wrong with who she was. She later became an activist and participated in the first gay march outside the White House in 1965 protesting discriminatory employment. Today, the sign she carried is part of the Smithsonian Institution along with copies of the revolutionary magazine she edited, *The Ladder*. Gittings successfully lobbied the American Psychiatric Association to remove homosexuality from a list of psychological disorders and many call her the mother of gay and lesbian activism.



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“ If the world conference on women is to address the concerns of all women, it must similarly recognize that discrimination based on sexual orientation is a violation of basic human rights ”

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Beverly Palesa Ditsie

South African lesbian activist Beverly Palesa Ditsie, spoke about the importance of LGBT rights in the context of human rights at the 4th UN World Conference on Women in Beijing in 1995. Not only was she the first openly lesbian woman to address the UN, but it was also the first time that the United Nations was openly addressed about LGBT issues



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Érika Montecinos

Chilean lesbian activist Érika Montecinos is the founder of Agrupación LésBlca Rompiendo el Silencio (Breaking the Silence LesBlan Association), which advocates for the rights of cis and trans women who identify as lesbian or bisexual.



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“ Women are taught to be ashamed of our sexuality. And those of us who identify as lesbian, bi, or diverse, can't say it, because there is greater pressure on women regarding the obligations we have to society ”



“

Arundhati and Menaka have helped take a giant step for LGBTQ rights in the world's largest democracy. In their committed fight for justice, they have shown us that we as a society must continue to make progress, even after laws are changed, and that we must make an effort to understand, accept and love

”

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Menaka Guruswamy & Arundhati Katju

Lawyers Menaka Guruswamy & Arundhati Katju argued for the decriminalization of homosexuality in India, resulting in the unanimous Supreme Court decision to repeal Section 377 in 2018. The couple were honored in Time's 100 most influential people in 2019



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Urvashi Vaid

American LGBTQ+ rights activist Urvashi Vaid, works for an inclusive LGBTQ+ movement, one that encompasses everyone regardless of race, class, ethnicity, age, or ability. Her book, *Irresistible Revolution: Confronting Race, Class and the Assumptions of LGBT Politics*, was released in 2012

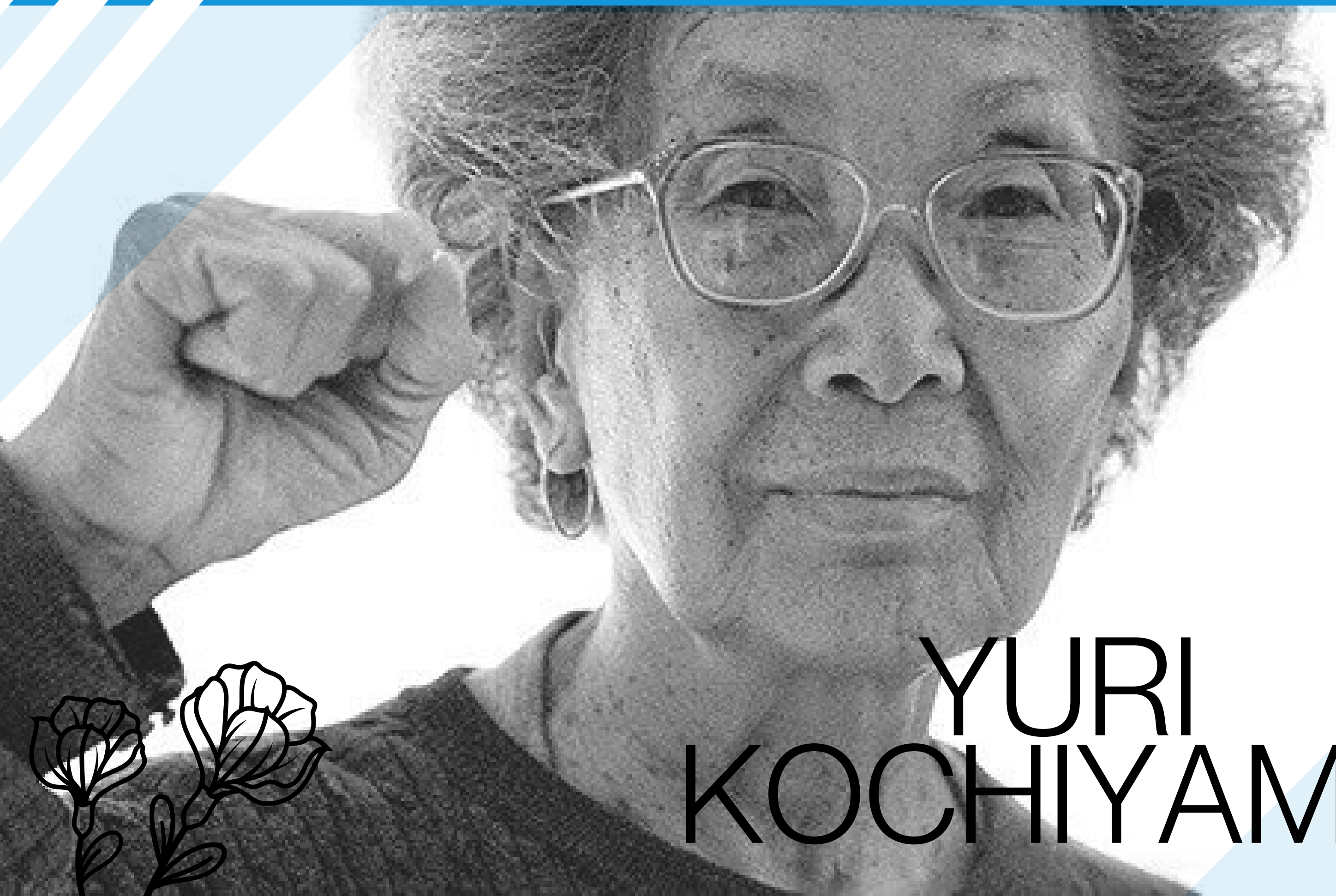
“

One is to take care of the parts of our community that are less powerful. That means low-income LGBT people, transgender people, and our community's women, whose rights are getting the crap kicked out of them, parts of our community across the board -- kids, old gay people...The second thing I would love to see happen is for the LGBT community to use its political power and access to create a more just society for all

”



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YURI KOCHIYAMA



Yuri Kochiyama was radical Japanese-American liberation activist and a pioneer of the intersectionality movement. Born in California to Japanese immigrants in 1921, Yuri lived what she felt was an "all American childhood". After the Japanese attack on Pearl Harbor her life would drastically change; Yuri, her mother and her brother were some of the many U.S. citizens of Japanese descent to be held in internment camps; it was in the camps where Yuri developed a deep pride in her Japanese heritage and the experience sparked her passion for activism. Yuri advocated for safer streets and integrated schools. Fate led Yuri to a close friendship with Malcolm X; opening her eyes and encouraging her activism to fight for the total liberation of marginalized peoples around the world.

“Fight against racism and polarization, learn from each others struggles... ethnic groups need their own space but there are enough issues that we could all work on [together]”

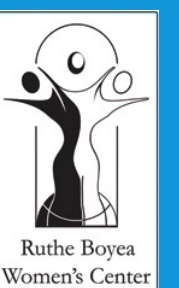
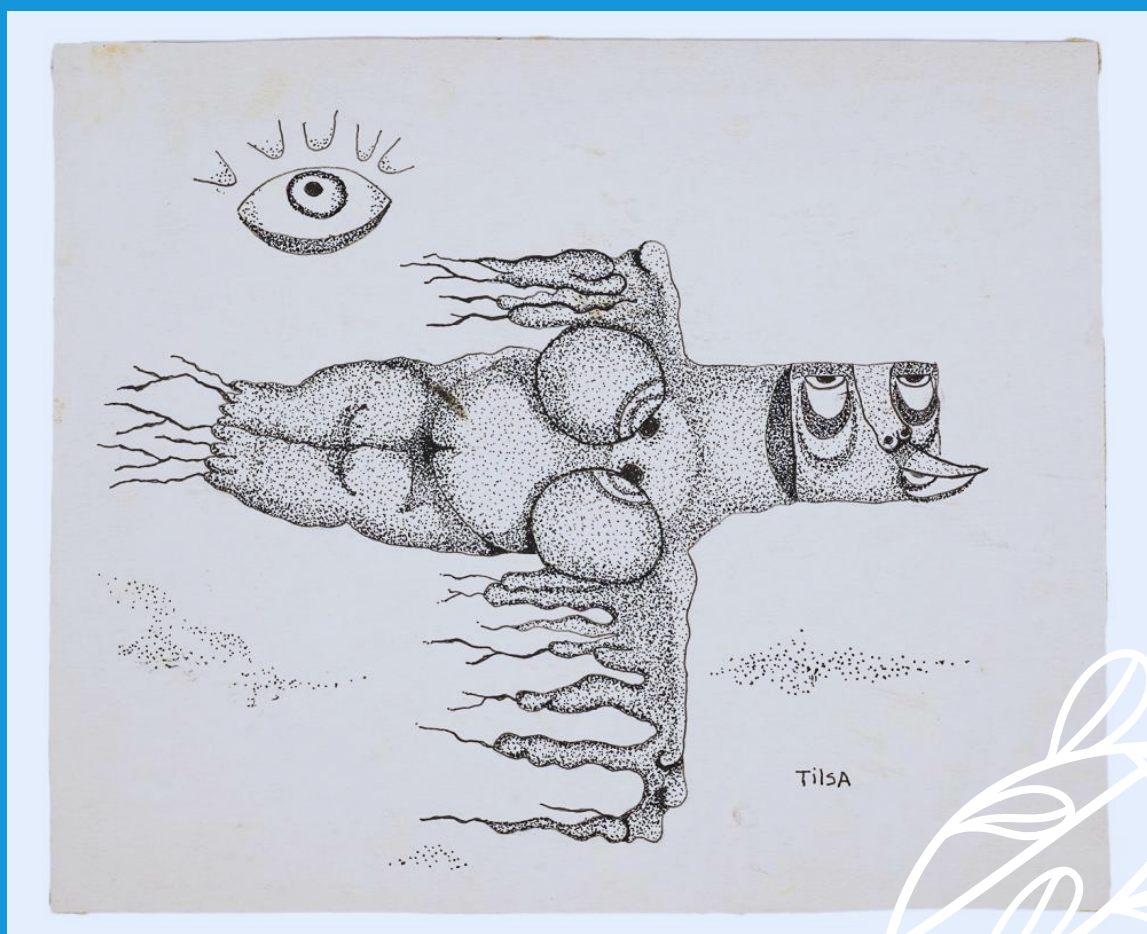


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TILSA TSUCHIYA



Tilsa Tsuchiya was a Japanese-Peruvian-Chinese artist famous for her paintings and prints based on Peruvian mythological legends and folklore. Her father was a doctor who immigrated to Perú from Japan, and her mother was of Peruvian and Chinese ancestry. She was drawn to artistic expressions at an early age and began her career as an artist by drawing pictures; she would eventually study at the Escuela Nacional Superior Autónoma de Bellas Artes (National Superior Autonomous School of Fine Arts) in Lima. Tsuchiya stood out amongst her classmates due to her creativity. She won a gold medal for painting while in university and graduated with honors. She would continue her studies in France where she expanded her expertise from painting to engraving and printmaking. While her work was deeply influenced by Peruvian mythological legends, she also used her art to push gender narratives and expressions of female sexuality. She is hailed as one of the most influential and celebrated Peruvian artists.



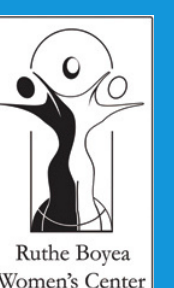
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Philip Vera Cruz



Philip Vera Cruz was a Filipino American labor leader, farmworker, and leader in the Asian American movement. He helped found the Agricultural Workers Organizing Committee (AWOC), which later merged with the National Farm Workers Association (NFWA) to become the United Farm Workers (UFW). As the union's long-time second vice president, he worked to improve the working conditions of migrant workers.

“My life within the union, my life now outside the union, are all one: my continual struggle to improve my life and the lives of my fellow workers. But our struggle never stops.”



Junko Tabei



Junko Tabei was a Japanese mountaineer and the first woman to reach the top of Mt. Everest. She was also the first woman to climb the highest peak on every continent. She founded the Joshi-Tohan Club, which was a women-only mountaineering club in Japan—the first of its kind. She wanted to create a space for women in Japan to discover climbing, and as a way to combat the discrimination she had encountered in all-male climbing groups. Tabei refused to take corporate sponsors and funded all her own trips. She funded her climbs through tutoring children in English, accepting paid public appearances and leading mountain climbing tours. She was also an avid environmentalist whose postgraduate studies focused on the degradation of Mt. Everest due to the waste left behind from climbing tourism. Tabei revolutionized the ideals of who a Japanese woman, wife and mother could be. By the end of her life in 2016, she had scaled 70 mountains, many of which were some of the highest in the world.

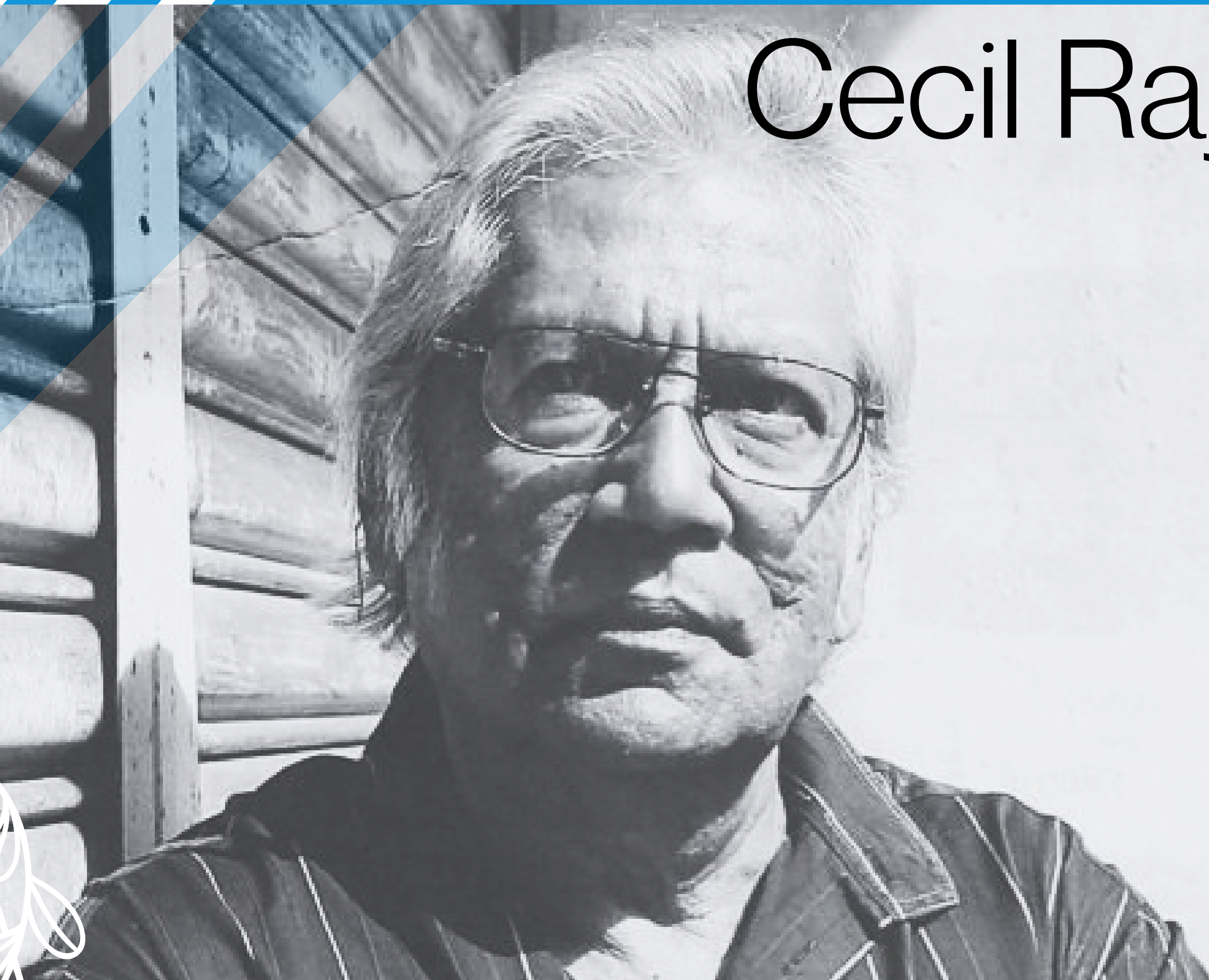
“

Technique and ability alone do not get you to the top; it is the willpower that is most important

”



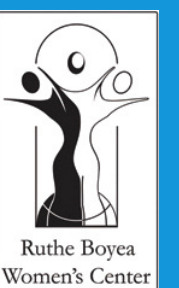
Cecil Rajendra



Cecil Rajendra is a Malaysian poet, human rights activists and lawyer. Commonly referred to as the “lawyer-poet”, he has spent decades providing legal aid for the poor, pushing to make Malaysia’s justice system work for all and writing poetry—his writing is comprised of complex themes such as human rights, environmental concerns and repressive laws. Rajendra also spearheaded the movement against Malaysia’s Internal Security Act, which allowed persons to be held without official criminal charges or trials under specific circumstances as defined in Malaysian law. He created the first mobile legal aid clinic in the country, giving citizens the opportunity to learn about their legal rights. In 2019, Rajendra won the International Bar Association’s pro bono award for his groundbreaking work on behalf of Malaysia’s most underrepresented citizens. He is also the author of over 25 books, and his poems have been published in over 50 countries.

“ i want every punctuation –
full-stop, comma and semi-colon
to turn into a grain of barley
millet, maize, wheat or rice
in the mouths of our hungry;
i want each and every metaphor
to metamorphose into a rooftop
over the heads of our homeless.

”





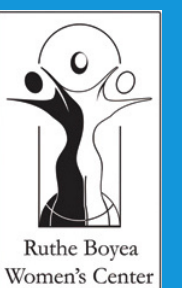
Yorm Bopha

Yorm Bopha is a Cambodian housing rights and land activist who was jailed for her opposition against a luxury development in her community that led to the ousting of thousands of local residents from their homes. Angered by over 3,000 local residents losing their homes, Bopha grabbed a megaphone and organized her community to stand against their government and developers. Bopha fought her way through police barricades, withstood water canons and demanded that residents were compensated fairly. She was eventually arrested and charged with allegedly assaulting two taxi drivers, and served jail time on what many believed were false chargers to squash the resistance she led. After protests and an international outcry, Bopha was released and continues to fight against gentrification.

“

While you are imprisoned, take strength from us. We will tirelessly advocate for you, and share in your fight
-letter signed by other female activists and leaders from across the world

”

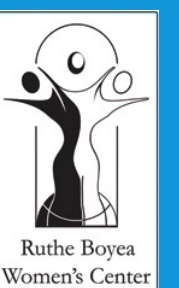




Mimi Aung

Mimi Aung is a Burmese American engineer and project manager at Jet Propulsion Laboratory (JPL). She is the lead engineer on the Mars Helicopter Ingenuity, the first extraterrestrial aircraft. Born in Illinois and returned to Myanmar with her parents when she was two and a half. Aung studied electronic engineering at the University of Illinois at Urbana-Champaign, and earned her master's degree in 1990. She is an expert for The Planetary Society and has written for Spaceflight. She was selected as one of the top 100 Women in the world by the BBC in 2019.

“The role of women in space exploration should be equal. Men and women basically jointly answering the big questions together in space exploration”



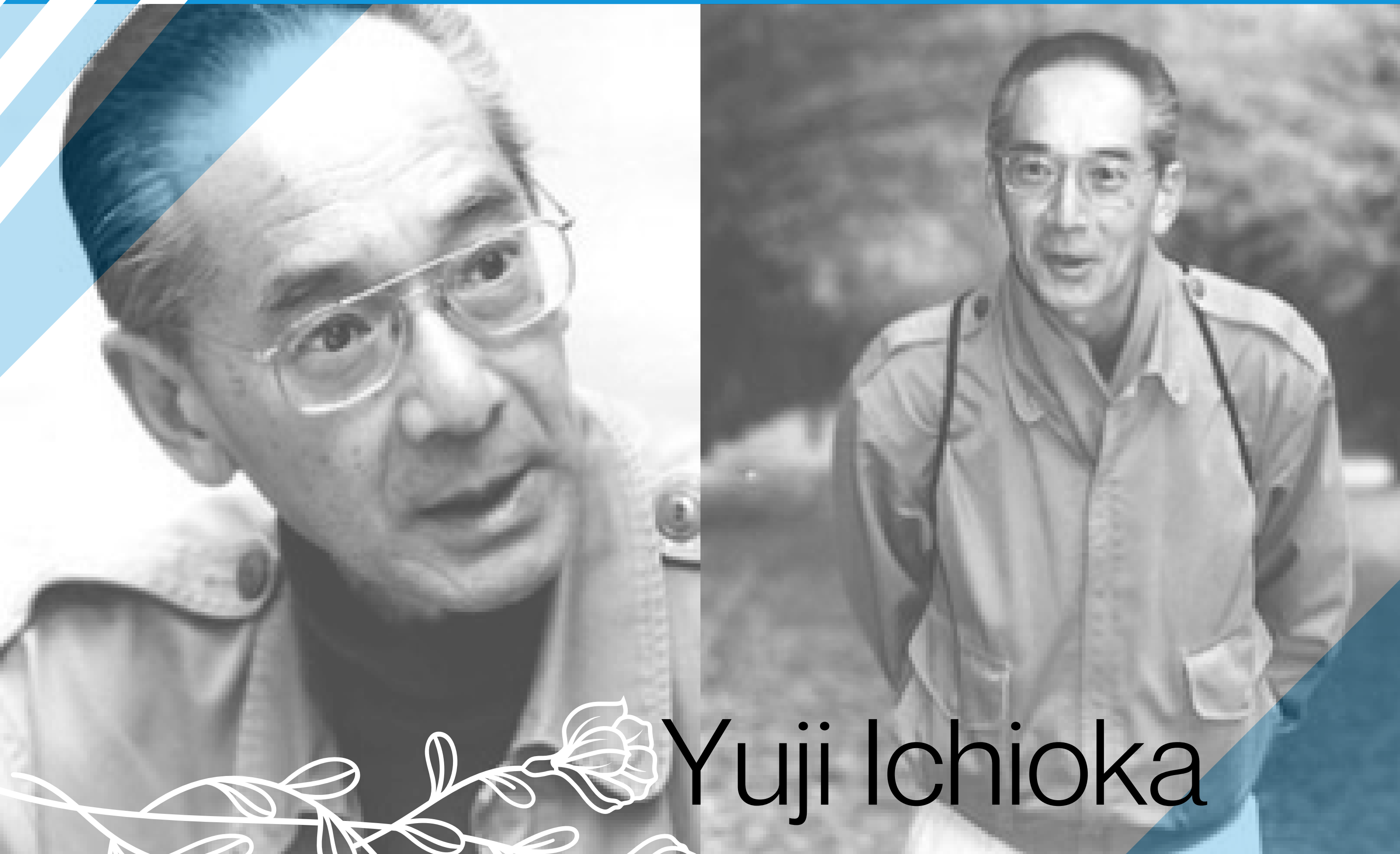
Victoria Manalo Draves



Victoria Manalo Draves is the first Asian American Olympic champion. She was a San Francisco native and daughter of a Filipino father and English mother. In the 1948 Olympics she won the gold medal for the United States in both platform and springboard diving. After the Olympics, Manolo Draves and her husband opened their own diving school. She was inducted into the International Swimming Hall of Fame in 1969.



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honors Asian American Pacific Islander Heritage Month



Yuji Ichioka

Yuji Ichioka was a Japanese American civil rights activist and historian. He was born in San Francisco in 1936 to Japanese immigrant parents. Ichioka and his family would be held at the Topaz Japanese incarceration camp in Utah after the U.S. government declared war against its Japanese citizens, deeming them as enemies of the state during WWII. After their release, the family would return to the Bay Area and settle in Berkeley. Ichioka attended UCLA for his undergraduate studies and eventually moved to New York City to attend Columbia. Ichioka never finished and decided to visit Japan for the first time in 1966. The trip served as a means of deep cultural awakening within Ichioka, and he was inspired to learn the language, culture and the experience of Japanese immigrants in the United States. Once he returned to the U.S., Ichioka attended Berkeley University where he earned a master's degree in Japanese history. He became involved in activism and encouraged younger Asian Americans to join the anti-war and civil rights movements. He also played a significant role in the forming of the Asian American Political Alliance and taught the first-ever Asian American studies class at UCLA. He is credited with coining the term "Asian American", which was revolutionary at the time as Asians were identified as "Orientals". Ichioka found a term that would unite Asians in the United States as one, creating a sense of solidarity and pride.



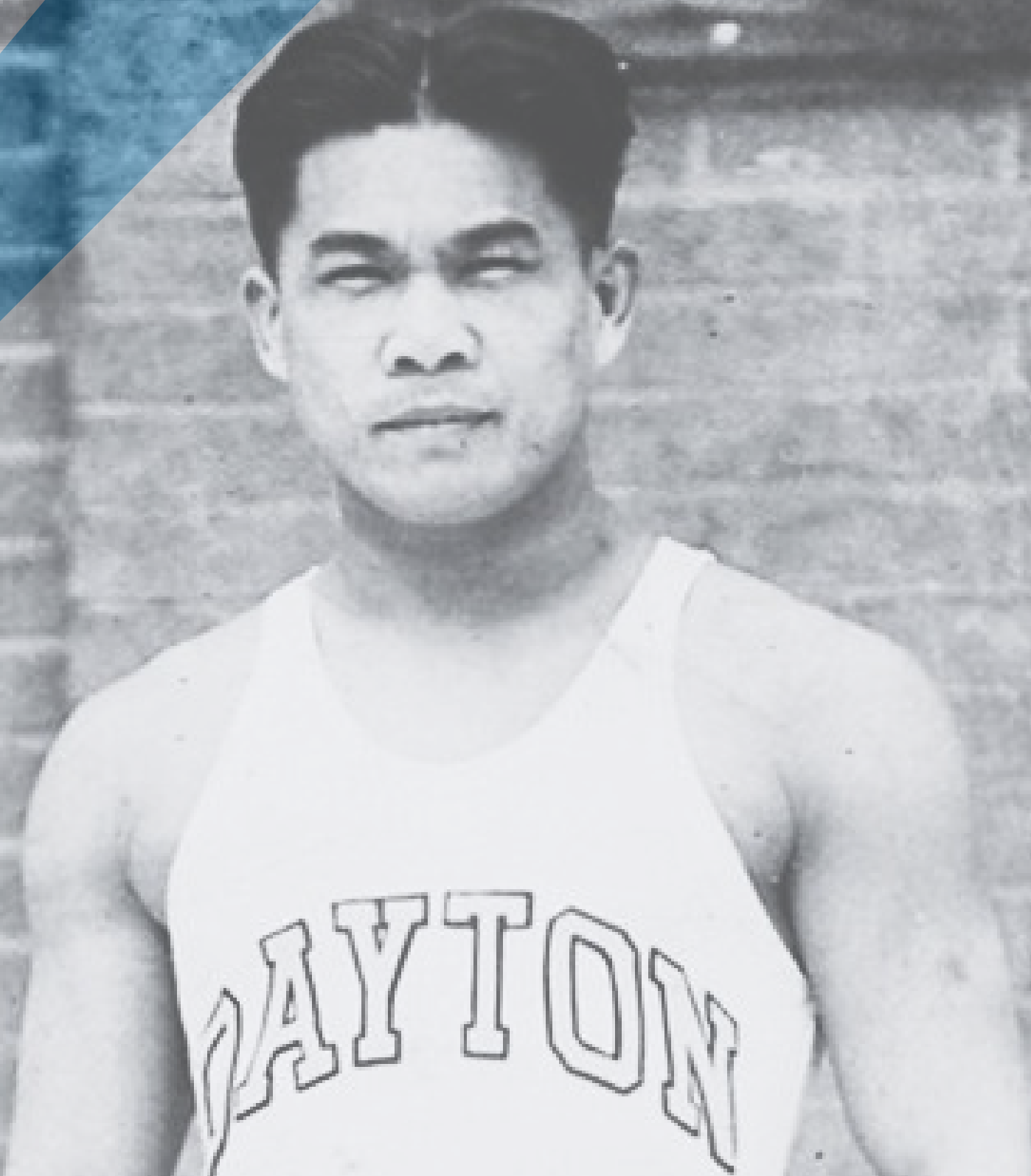
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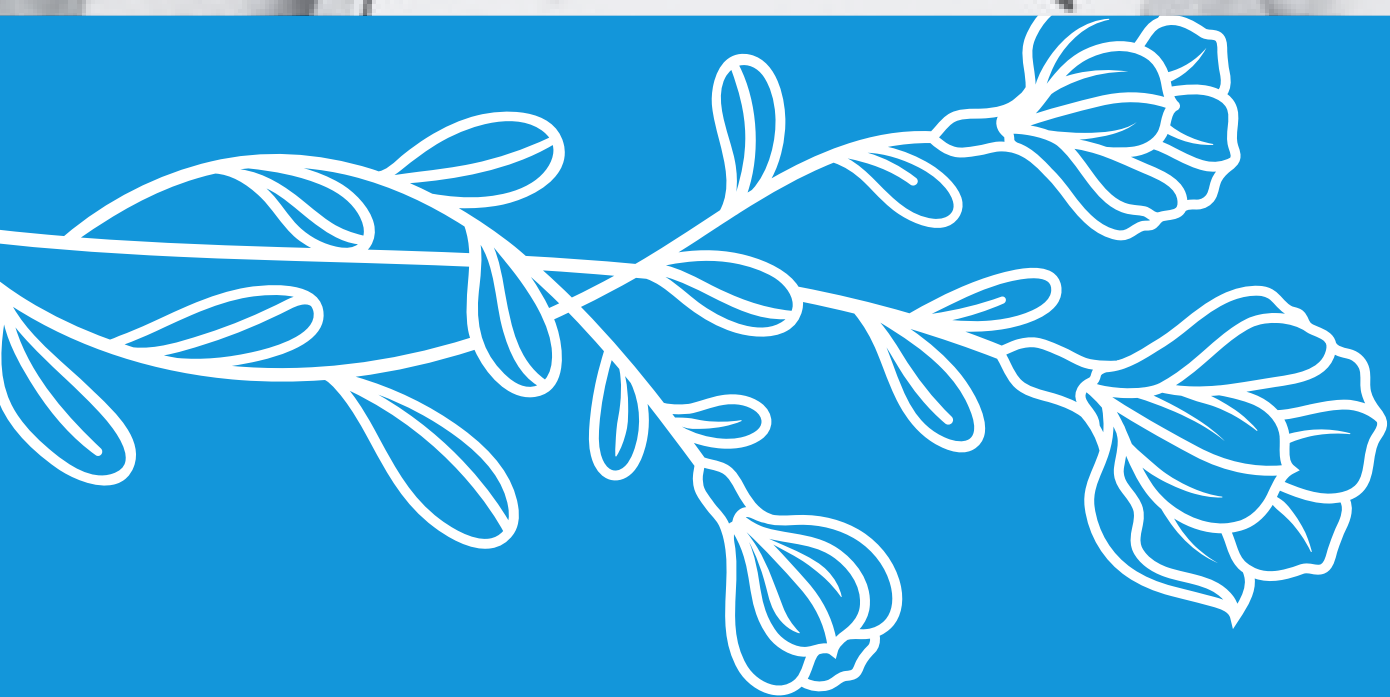
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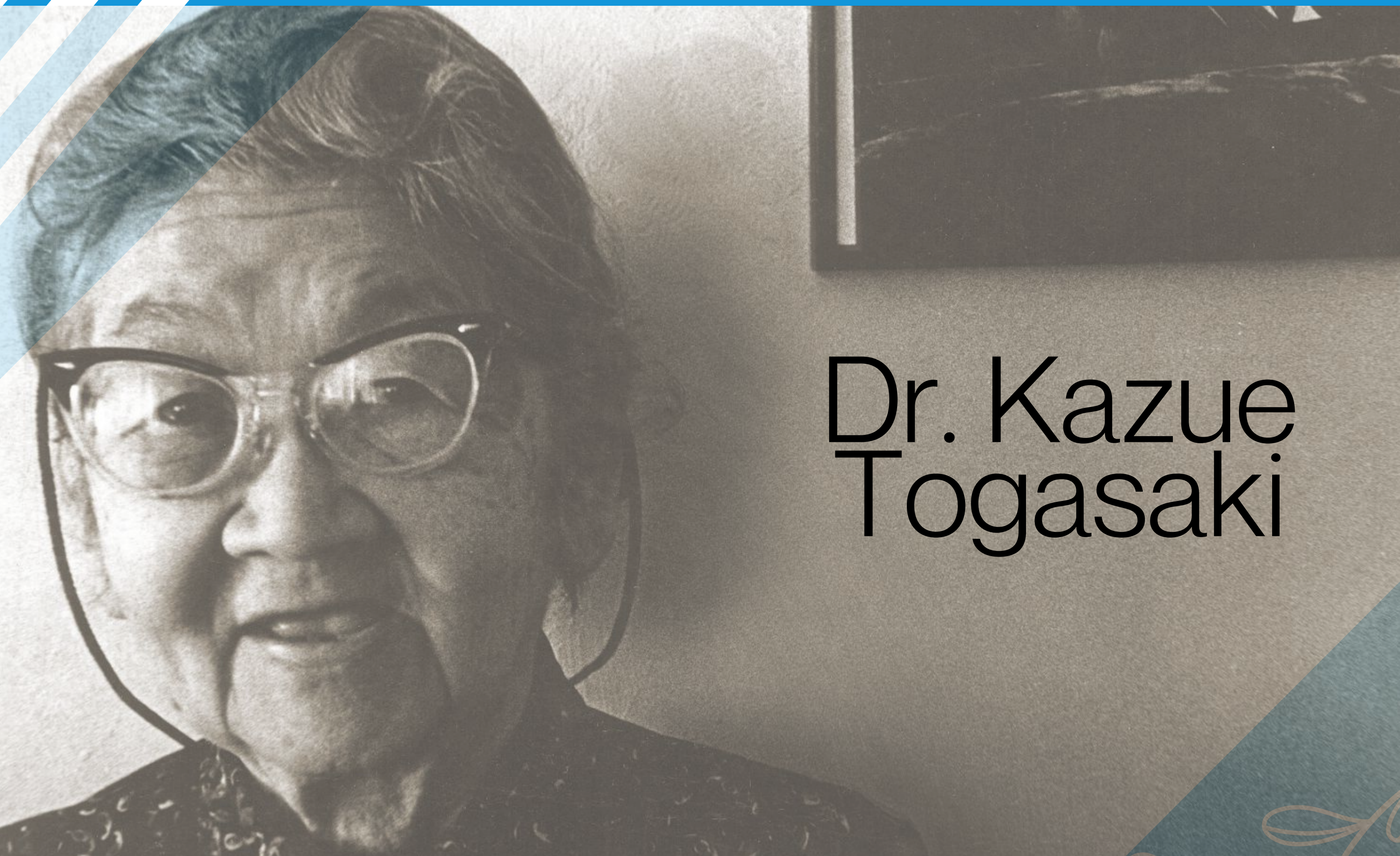


Walter Achiu

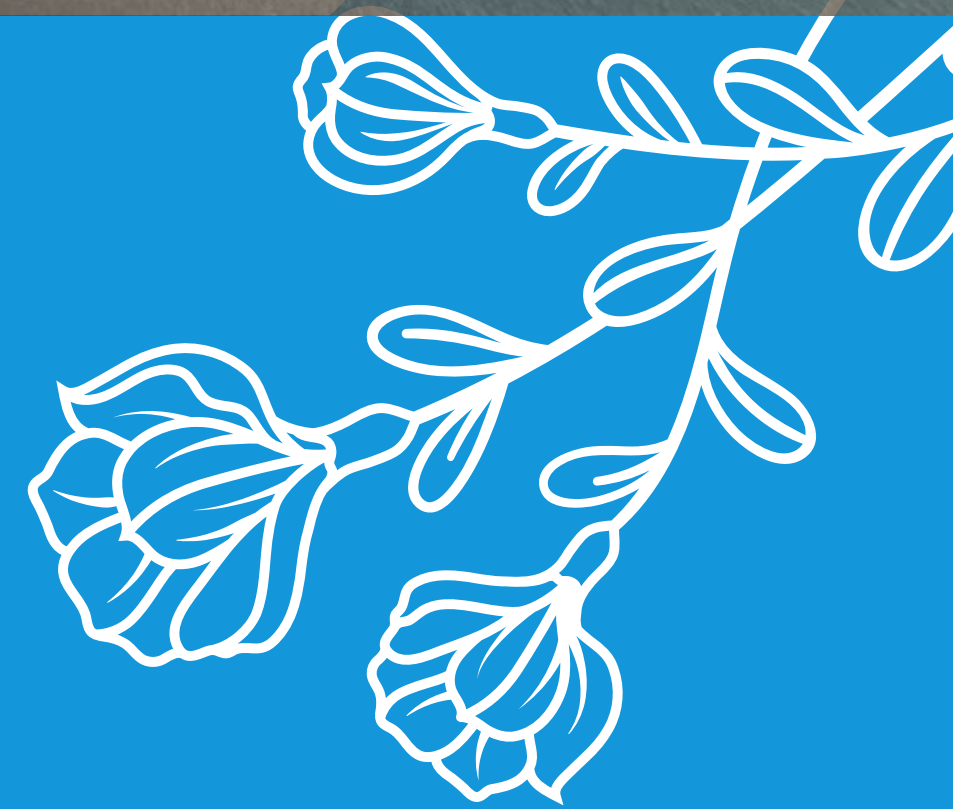
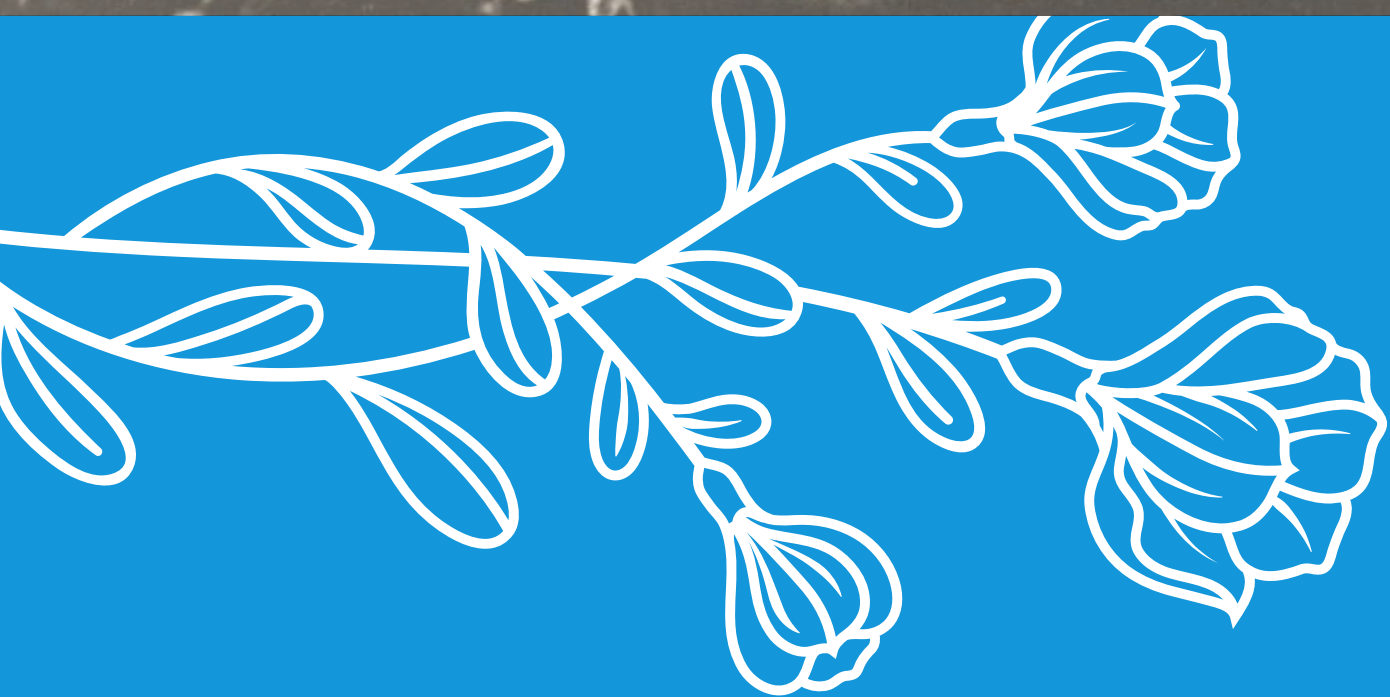


Walter "Sneeze" Achiu was perhaps the first great Asian American multisport star. Walter's father, Leong Achiu, was born in Shanghai, eventually setting in Hawaii, where he met Walter's Hawaii-born mother. Pronounced "a-choo", Achiu's nickname "Sneeze" seemed a natural thing. A high school sports star, Walter went to the mainland in 1922 to attend the University of Dayton. The speedy football running back was an All-American honorable mention just three years later. Achiu was considered by the Dayton Daily News to be "the greatest drawing card in the history of the school and also their most popular performer with the fans." Achiu reached the National Football League in 1927, playing sparingly for the Dayton Triangles. He's considered the first person of East Asian descent to see NFL action, according to the Washington Post. Achiu would go on to become a professional wrestling champion, competing into the 1950s. He was named to the University of Dayton Athletic Hall of Fame in 1974, passing away at the age of 86 in 1989 in Honolulu.





Dr. Kazue Togasaki



After witnessing the 1906 earthquake in her hometown of San Francisco, California, Dr. Kazue Togasaki knew she wanted to work in the medical profession. Despite graduating first in her nursing class, she was unable to find work because "they 'didn't use' Japanese nurses; the staff wouldn't have it," Togasaki explained in an oral history interview. She later attended the Women's Medical College in Philadelphia, Pennsylvania, graduating in 1933, one of the first two Japanese-American women to earn a medical degree. During World War II, Togasaki was sent to an internment camp with other Japanese Americans, where she offered her medical services to others in the center, especially pregnant women. In one month at the camp, she delivered 50 babies and led an all-Japanese-American medical team. After the war, Togasaki returned to San Francisco and established her own medical practice, where she delivered more than 10,000 babies before she retired at the age of 75.



Dr. Feng Shan Ho



Known as the “Chinese Schindler,” a reference to Oskar Schindler, Dr. Feng Shan Ho issued thousands of visas to Shanghai to Jews in Austria between 1938 and 1940, saving them from the Holocaust. At that time, he served as the consul general of the then-Nationalist Chinese government’s consulate in Vienna and issued visas to fleeing Jews, going against the orders of his superior. “Nowadays most people believe that he saved more than 5,000 lives at the time,” Xu Xin, a professor and a leading expert on Jewish studies at Nanjing University, told CNN. “More importantly, Ho was probably the first diplomat to really take action to save the Jews.” In 2000, Israel posthumously bestowed the title of “Righteous Among the Nations,” one of its highest civil honors. He is one of the only two Chinese to be conferred that status. The U.S. Senate passed a resolution honoring Ho’s heroic deeds in 2008. And earlier this year, a commemorative plaque was placed on the former Chinese Consulate building in Vienna.



Patsy Mink

Not only was Patsy Mink the first Asian American woman elected to the U.S. Congress in 1964, she was also the first woman from an ethnic minority group to make it into the elite lawmaking body. Mink spent four decades in the House of Representatives, speaking out in favor of the rights of immigrants, minorities, women, and children. She was also one of the major players involved in getting Title IX—the legislation that brought academic and athletic equity to American educational institutions—passed. In 1972, she became the first Asian American woman to seek the Democratic presidential nomination.

“

We have to build things that we want to see accomplished, in life and in our country, based on our own personal experiences...to make sure that others...do not have to suffer the same discrimination

”



Cecilia Chung



Since the early 1990s, Cecilia Chung has been one of the leading voices advocating for transgender rights. As an Asian American HIV-positive transgender woman, Chung began her work in San Francisco, formerly serving as the chair of the San Francisco Human Rights Commission and later on the Presidential Advisory Council on HIV/AIDS. Chung currently works at the Transgender Law Center and is the director of Positively Trans, a project addresses inequities, stigma, and discrimination nationally and in local communities through community-driven research, leadership development, and storytelling.

“

When I was coming into the movement [in the early '90s], transgender people were dying left and right—not just because of violence, but because of what we later found out was HIV. We weren't just fighting for our rights, we were fighting for our lives by demanding treatment and more research. We were also demanding to be seen as human beings

”



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Dr. Chien-Shiung Wu

Known as both the “First Lady of Physics” and the “Chinese Marie Curie,” Dr. Chien-Shiung Wu made significant contributions to physics during her long career. Born in China, Wu moved to California, where she completed her PhD in 1940 at the University of California, Berkeley. Wu joined the research staff at Columbia University in 1944, where she worked on the Manhattan Project, which helped the United States develop the atomic bomb during World War II. But despite her accomplishments, Wu still faced discrimination working as a woman in the field of science. She fought for equal pay throughout her career, and eventually became the first woman to serve as president of the American Physical Society.

“ It is shameful that there are so few women in science. [...] In China there are many, many women in physics. There is a misconception in America that women scientists are all dowdy spinsters. This is the fault of men. In Chinese society, a woman is valued for what she is, and men encourage her to accomplishments yet she remains eternally feminine ”



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Kiyoshi Kuromiya

Born in a Japanese internment camp in 1943, Kiyoshi Kuromiya became a prominent activist whose work spanned several different movements, including civil rights, protesting the Vietnam War, LGBT rights, and AIDS/HIV advocacy. In his 20s, Kuromiya spent the spring and summer of 1965 fighting for civil rights, befriending Dr. Martin Luther King Jr. in the process. But his creative non-violent protest methods were not always appreciated, especially at Selma when he was brutally clubbed by Alabama state troopers. Kuromiya was leading a group of high school students in a march to the state capitol building in Montgomery on March 13. Following King's assassination, Kuromiya helped look after his children. In 1968, Kuromiya organized a demonstration against the use of napalm in the Vietnam War. He also became a strong advocate for LGBTQ rights, both before and after he was diagnosed with AIDS in 1989. As a member of ACT UP, Kuromiya founded the Critical Path Project, which sent information first through newsletters, then through the internet, to thousands of HIV/AIDS patients to insure access to the latest treatment news. He took part in some of the earliest rallies for gay rights in the 1960's.



BLUE DEVILS SAY SOMETHING
WHEN WE SEE RELATIONSHIP
RED FLAGS

He said if I really
loved him, I'd have
sex with him.

Verbal
Emotional
Abuse


RED FLAG CAMPAIGN 2021

Office of Victim Advocacy.

RED FLAG CAMPAIGN 2021

OFFICE OF VICTIM ADVOCACY

**BLUE DEVILS SAY SOMETHING WHEN WE
SEE RELATIONSHIP RED FLAGS.**



Sexual Violence

Sexual
Abuse

Sexual
Assault or
Rape

Sexual
Harassment

Stalking

Indecent
Exposure

Degrading
Sexual
Imagery

Voyeurism

Cyber
Harassment

Trafficking

Sexual
Exploitation

**YOU ARE
NEVER
ALONE.**

**YOU DO
NOT NEED
TO "MAN UP".**

**SUFFERING
DOES NOT
MAKE YOU
WEAK.**

**IT'S OK TO
SHOW YOUR
EMOTIONS.**

**THERE IS
HELP OUT
THERE.**

MENS MENTAL HEALTH REMINDERS:

#MENSHEALTHMONTH

**SPEAKING
UP IS
COURAGE.**

**IT'S NOT
UNMANLY
TO
STRUGGLE.**

**YOU ARE
NOT A
BURDEN.**

Porn in Media



Thursday, March 10th
6:00 PM

To Join: ccsu.webex.com/meet/ccsuwomenscenter

Have you ever wondered if pornography or other sexual media impacts your decision making or satisfaction? Or how can you have safe and satisfying sexual and romantic relationships? Come learn all about the history of pornography, how we use it to learn about sex, and how we should incorporate other information into our sexual knowledge. From sexy Instagram accounts, to OnlyFans, to the endless porn online...we will cover it all and learn ways to foster healthy sexual behaviors that you can enjoy across the lifespan.



Megan Maas, PhD, is an assistant professor in Human Development & Family Studies at Michigan State University. Her award-winning research, recognized by the American Psychological Association, and funded by the National Institutes of Health HHfocuses on media impacts on adolescents' sexual and mental health. As a former health educator (turned academic), she has been training teachers, social workers, and school counselors on pornography use among teens for the last 10 years. In addition to publishing in academic journals, she also publishes her work in mass media outlets such as HuffPost, CNN, and Salon.



THE RED FLAG CAMPAIGN

**Central Connecticut State
University
Office of Victim Advocacy**

Have you noticed these flags on campus?



What is the Red Flag Campaign?

The Red Flag Campaign is a public awareness campaign designed to address dating violence and promote the prevention of dating violence on college campuses. Through using the “bystander intervention” strategy, the campaign encourages friends and other campus community members to “say something” when they see warning signs (“red flags”) for dating violence in a friend’s relationship.

Intimate Partner Violence on college campuses

- ❑ 21% of college students report having experienced dating violence by a current partner
- ❑ 32% of college students report experiencing dating violence by a previous partner.
- ❑ College students are **not equipped** to deal with dating abuse; 57% say it is difficult to identify and 58% say they don't know how to help someone who's experiencing it

Relationship Red Flags



Red Flags in Relationships

What are some relationship red flags?

❑ Jealousy

- ❑ Excessive calling, texting, or messaging on social media.
- ❑ Angry when their partner spends time with others.

❑ Isolation

- ❑ Persuades their partner to give up activities they enjoy.
- ❑ Separates their partner from relationships with family and friends.
- ❑ Makes all of the decisions in the relationship

❑ Stalking

- ❑ Sends unwanted messages directly, through friends, or through social media frequently.
- ❑ Consistently follows their partner

Red Flags in Relationships

❑ **Physical or sexual abuse**

- ❑ Grabbing, pushing, or hitting their partner.
- ❑ Throwing objects.
- ❑ Forcing their partner to have or engage in unwanted sexual activities.

❑ **Emotional abuse and/or victim blaming**

- ❑ Makes their partner feel bad about themselves.
- ❑ Consistently “talks down” to their partner.
- ❑ Uses derogatory language to describe their partner.

What would you do if you notice a Red Flag?

- ☐ Would you say something?
- ☐ What might make you hesitate to say or do something?

How can you help yourself if your partner is showing Red Flags?

- ❑ **CCSU has a Victims Advocate** who is specially trained to help you. The Office of Victim Advocacy is located in Willard DiLoreto D305 and also available by phone at (860) 832-3795.
- ❑ **The Office of Victim Advocacy can offer:** emotional support, help receiving accommodations such as moving classes or dorms, assistance with reporting abuse, and more.
- ❑ **CCSU also offers counseling services** which are located in Willard DiLoreto W101 and also available by phone at (860) 832-1925.
- ❑ Both of these resources are **free** and available to **all CCSU students, faculty & staff**.

How can you help a friend if their partner shows any Red Flags?

- ❑ **Ask** your friend if they notice the same things you do and how it makes them feel when their partner acts that way.
- ❑ **Ask** them if they are interested in speaking to someone and remind them of the resources that are available to them. If they refuse, **do not** push them.
- ❑ If you feel your friend may be in a dangerous situation and is in need of urgent help, **call 9-1-1**.

Scenario 1

You are walking into class, and Abby (the person you sit next to & have gotten to know over the semester) is not as talkative as usual. You ask her if everything is ok? She confides in you that her partner, Sarah, and her got into a fight the night prior. Abby wanted to spend the night out with her friends and Sarah demanded that they stay home together. This was not the first time Sarah prevented Abby from doing things she enjoys. Abby isn't sure what to do, she is worried the next fight might become violent.

How would you respond to Abby's concerns about Sarah's behavior?

Scenario 2

You spend a Saturday night at a carnival with your friend Emma and her boyfriend, Matt. When you are all in the car on your way home, Matt begins to argue with Emma, accusing her of “checking out other guys” at the carnival. This escalates to him claiming she is cheating on him and calling her names. After you drop them off, Emma texts you and tells you that the argument continued at home, and Matt grabbed her. She sends you a picture of bruises on her arms and further reveals to you that this is not the first time something like this has happened.

How would you respond to Emma’s texts?

What are signs of a healthy relationship (“green flags”) ?

- ❑ **Comfortable pace:** Both you and your partner let the relationship happen at a pace that is comfortable for both of you. Taking the next step in the relationship makes you both feel happy & excited, without mixed feelings.
- ❑ **Trust:** Knowing your partner won't do anything to hurt you or your relationship.
- ❑ **Independence:** Your partner supports you having other friends as well as a life outside of your relationship that includes a career, hobbies, and time to yourself.
- ❑ **Respect:** Your partner values your beliefs, opinions and accepts who you are as a person.
- ❑ **Compassion:** Feeling a sense of care and concern from your partner & knowing they will support you in your decisions.
- ❑ **Communication:** Being able to talk about anything comfortably (both good & bad).

Source:

[JoinOneLove.org](https://www.joinonelove.org)

Get Involved!

The Red Flag Campaign takes place at CCSU from September to November.

- ❑ Information Tables, Located in the Student Center lobby from 11:00 a.m. - 1:00 p.m.
 - ❑ Wednesday 9/21
 - ❑ Wednesday 9/28
 - ❑ Wednesday 10/12
 - ❑ Wednesday 10/26
 - ❑ Wednesday 11/9
 - ❑ Wednesday 11/16



Reporting

OFFICE FOR EQUITY AND INCLUSION

860-832-1652

Davidson Hall, Room 119

OFFICE OF STUDENT RIGHTS & RESPONSIBILITIES

860-832-1667

Willard DiLoreto Hall, Room W-105

University Police Emergency

(Policy, Fire, Medical): 911

Routine Police Service Requests

Dispatch 860-832-2375

Off-Campus Resources (Available 24/7)

YWCA Sexual Assault Crisis Service:

English Hotline: (860) 223-1787

Spanish Hotline: (888) 568-8332

Prudence Crandall Center:

(Domestic Violence Services)

Hotline: (888) 774-2900

Suicide Prevention Lifeline:

Hotline: 988 (Call or text)

Available online: 988lifeline.org

Hospital of Central Connecticut:

Phone: (860) 224-5011

100 Grand Street

New Britain, CT

Questions or Comments?

Sexual Assault & Violence Prevention Specialist

Willard DiLoreto, Room D305

lindseyhammell@ccsu.edu

860.832.3795



sending love to



crazyheadcomics



the people
battling mental
illness during the
holidays



the people
feel lonely during
the holidays



the people
who are caregivers
to someone
who's ill



the people
who struggle to
afford a holiday
celebration



the people
who are grieving
a loss during
the holidays



the people
who are spending
the holidays with
people who aren't
supportive

Welcome to CCSU's Office of Victim Advocacy

Come meet our new Victim
Advocate, Lindsey Hammell!

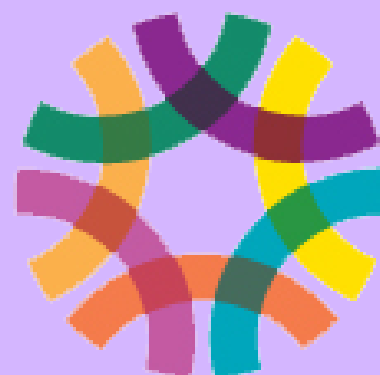
We are located in DiLoreto Hall Room 305

Phone number: 860-832-3795

Email:

lindseyhammell@ccsu.edu

We are here to help.



you are
not alone

In recognition of November 25th, UN Day for the Elimination of Violence Against Women,
The Ruthe Boyea Women's Center presents:

The White Ribbon Campaign

Will you take the Pledge?

“One man's actions
reflect how all men are
perceived. So stand up
and speak out.”

- Chris Aponte

*Ruthe Boyea Women's Center Student
Events Coordinator*

**Every Monday &
Wednesday in November
1pm-2:30pm
Student Center Lobby**

The White Ribbon Campaign is the world's largest movement of men and boys working to end violence against women and girls, promote gender equity, healthy relationships and a new vision of masculinity. White Ribbon asks men to wear white ribbons as a sign of their pledge *to never commit, condone, or remain silent about violence against women and girls.*



For more information contact
Jacqueline Cobbina-Boivin,
Olga Fritho, or Chris Aponte

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c.aponte@my.ccsu.edu

www.whiteribbon.ca/campaigns.html
860-832-1655
Student Center Room 215



Follow us on instagram
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Ruthe Boyea Women's Center

EEO



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Student Center Room 215

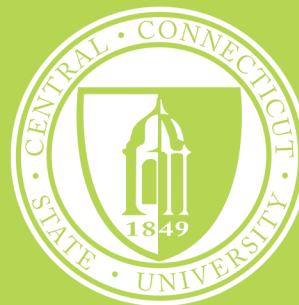


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EEO



www.whiteribbon.ca/campaigns.html



YOU ARE NOT ALONE