
Recommendations from the Council on Sexual Misconduct Climate Assessments

2024

Introduction

The Council on Sexual Misconduct Climate Assessments (the Council) was created as part of CT Public Act 21-81. The first Council meeting was held on November 30, 2021 and has met regularly henceforth. The Council, as outlined in PA 21-81, is charged with three general responsibilities:

1. Developing a list of data points to be collected by institutions of higher education through student responses to sexual misconduct climate assessments;
2. Recommending one or more sexual misconduct climate assessments that collect the data points identified by the council; and,
3. Recommending guidelines for the implementation of such assessments

The purpose of this report is to share recommendations by the Council to aid in the creation, collection and implementation of sexual misconduct climate assessments on Connecticut campuses. It is intended to be used as a tool to support institutions of higher education as they plan and implement campus climate assessments as required under CT Public Act 21-81.

The Council has included in this final report the prescribing legislation, recommended assessment tools, data points required under the prescribing legislation, implementation guidance, and a contact list of Council members. Please also refer to the Council's Initial Guidance Letter, which is included in full in the appendixes to this document and has also been incorporated into this guidance. All materials related to the Council can also be found on the [Council's webpage](#). The Council may continue to communicate with institutions of higher education to provide further content to support their efforts and in order to gain feedback.

The Council is committed to supporting Connecticut colleges and universities in their efforts related to our shared goal of supporting students and raising awareness on topics including campus sexual misconduct, intimate partner violence, sexual assault, stalking, and resource awareness.

Thank you for your time and effort toward our shared goal of addressing and eliminating campus misconduct and gender-based violence. If you have questions about the ongoing work of the Council, please do not hesitate to reach out.

Beth Hamilton
Chair, Council on Sexual Misconduct Climate Assessments
beth@endsexualviolencect.org

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Council on Sexual Misconduct Climate Assessments Membership

CHAIR

Beth Hamilton, Appointed by Connecticut Alliance to End Sexual Violence

MEMBERS

Sen. Derek Slap

Rep. Gregg Haddad

Sen. Kevin Kelly

Rep. Irene Haines

Dr. Hillary Haldane, Appointed by Speaker of the House of Representatives

Dr. Lily Svensen, Appointed by President Pro Tempore of the Senate

Lisa Giliberto , Appointed by the Minority Leader of the House of Representatives

Kristen Eschwie, Appointed by the Leader of the Senate

Robin Tousey-Ayers, Designee of the Commissioner of Public Health

Leisssa Reid, Designee of the University of Connecticut

Angelo Simoni, Jr., Designee of the Board of Regents for Higher Education

Colleen Kearney, Designee of the Board of Regents for Higher Education

Debbie Colucci, Designee of the Connecticut Conference of Independent Colleges

Cara Mackler, Appointed by the Connecticut Alliance to End Sexual Violence

Louisa Printz, Appointed by the Connecticut Alliance to End Sexual Violence

Alison Hagani, Appointed by Every Voice Coalition of Connecticut

Stephanie Ellissant, Appointed by Every Voice Coalition of Connecticut

Sara Thakur, Appointed by Every Voice Coalition of Connecticut

Amber Stevenson, Appointed by Every Voice Coalition of Connecticut

Assessment Tools

PA 21-81: Such data points shall include, but not be limited to, data regarding (A) student awareness of institutional policies and procedures related to sexual assault, stalking and intimate partner violence, (B) if a student reported sexual assault, stalking or violence to an institution of higher education or law enforcement, the response to and results of such report, and (C) student perceptions of campus safety;

The Council reviewed several campus sexual misconduct assessment instruments for coverage of the data points required by PA 21-81. The following tools included questions that fulfilled the requirements of the statute:

1. 2019 AAU Campus Climate Survey on Sexual Assault and Misconduct
2. Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey Regarding Sexual Misconduct 2021
3. Brandeis University Campus Climate Survey Spring 2019

If an institution would like to use an instrument that is already in the public domain and free to use, the Council affirms that the AAU 2019 and ARC3 instruments contain questions that will fulfill the statute; however, it is not a requirement that institutions use one of the samples below.

AAU Campus Climate Survey on Sexual Assault and Misconduct 2019

Link to instrument (full instrument published with methods and results as part of 2019 Aggregate Report): <https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019>

ARC3 Campus Climate Survey Regarding Sexual Misconduct 2021

Link to instrument (available by request): <https://www.arc3survey.org/>

The Council recognizes that this list is not exhaustive, and the statute provides flexibility for institutions to select or create a tool that best serves their campus community. In light of this recognition, the Council offers the following examples of questions that fulfill the statute's requirements, but these particular questions are not required.

Requirement

“Student awareness of institutional policies and procedures related to sexual assault, stalking and intimate partner violence” *Source: AAU, 2019*

Sample Questions

- Are you aware of the services provided by the following? (Mark all that apply) [list of University offices]
 - How knowledgeable are you about how sexual assault and other sexual misconduct are defined at [University]?
 - How knowledgeable are you about where to make a report of sexual assault or other sexual misconduct at [University]?
 - How knowledgeable are you about what happens when a student reports an incident of sexual assault or other sexual misconduct at [University]?
-

Requirement

“If a student reported sexual assault, stalking or violence to an institution of higher education or law enforcement, the response to and results of such report”

Sample Question 1 *Source: Brandeis University, 2019*

The following questions are about how people would react to someone reporting an incident of sexual assault at [University]. [Response options: Very Unlikely, Unlikely, Neutral, Likely, and Very Likely]

- Students would label the person making the report (the Accuser/Survivor) a troublemaker.
- Students would have a hard time supporting the person who made the report (the Accuser/Survivor).
- The Accused/alleged offender(s) [or] their friends would try to get back at the person making the report.
- The Accused/alleged offender(s) or their friends would try to discredit the claim(s) made by the Accuser/Survivor.
- The academic achievement of the person making the report (the Accuser/Survivor) would suffer.

Sample Question 2 *Source: Brandeis University, 2019*

What kind of responses did you receive from those you told or reported to? Please check all that apply.

- Responded in a way that made you feel supported.
- Helped you gather information or find resources or services.
- Doubted you, asked questions to determine if it really happened, or refused to believe you.
- Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn't do something to prevent it.
- Minimized the importance or seriousness of what happened.
- Made excuses for the person who did this to you.
- Responded in a cold or detached way.
- Connected you with [Resource Office 1]
- Connected you with [Resource Office 2]
- Connected you with the University Title IX Officer or Dean of Students Office.
- Connected you with [Police Department].
- Gave you resources you could use if you wanted to.
- Told you to not talk about it, to move on, or to focus on other things.
- Was with you when you called a resource or went with you to keep you company.
- Told others about it without your permission.
- Got so emotional or upset that you had to comfort them or the conversation became about them.
- Other, please specify.

Sample Question 3 *Source: Brandeis University, 2019*

Did any of the following occur after you shared the incident with or reported it to someone? Check all that apply. If you have shared and/or reported to more than one person, include all of the items that have occurred since you first shared it with someone or reported it.

- Nothing happened.
- My peers found out about what happened from someone else.
- I lost friendships or other relationships/connections
- Family members found out about what happened from someone else.
- I am/was being treated differently (e.g., as if I had done something wrong, or was fragile or damaged) by my friends, peers, classmates, or other acquaintances.

- The person/people who did this to me know that I've told others about it.
 - Police got involved.
 - Someone in [University] administration (not the person I told) contacted or met with me.
 - Someone in [University] administration contacted or met with the person who did this to me.
 - Someone in [University] administration changed my or the other person/people's class schedule or housing arrangement.
 - My case went through the [Investigative Office].
 - Other, please specify.
 - Were any of these done against your wishes or because you felt pressured to do them?
 - You indicated that these actions were done against your wishes or because you felt pressured to do them. If you would like to let us know more about this situation and how we can better support students in similar circumstances, please tell us more here (Thank you!)
-

Requirement

"Student perceptions of campus safety"

Sample Question 1 *Source: ARC3, 2021*

- I feel safe on campus at [University]. [Response options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree]
- The following statements describe how [University] might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement. [Response options: Very Unlikely, Unlikely, Neutral, Likely, Very Likely]
- The institution would take steps to protect the safety of the person making the report.
- The institution could provide accommodations to support the person (e.g., academic, housing, safety).
- The institution would take action to address factors that may have led to the sexual misconduct.
- Sense of Safety [Response options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree]
 - On or around this campus, I feel safe from sexual harassment.
 - On or around this campus, I feel safe from dating violence.
 - On or around this campus, I feel safe from sexual violence.
 - On or around this campus, I feel safe from stalking.

Implementation Guide

PA 21-81: (a) On or before March 1, 2023, and every two years thereafter, each institution of higher education in the state shall conduct a sexual misconduct climate assessment that collects the data points developed by the Council on Sexual Misconduct Climate Assessments, pursuant to section 2 of this act, and distribute such assessment to each enrolled student in accordance with the guidelines recommended by said Council. An institution may use any sexual misconduct climate assessment, including, but not limited to, one recommended by the council or developed by an institution of higher education or a national association, provided such assessment collects all of the data points developed by the Council.

The Council recommends that institutions view the promotion of a campus climate study as part of the study itself; therefore, the announcement to students of an upcoming assessment should take place by the deadline written in PA 21-81 Sec 3a of March 1, 2024. In pursuit of as broad and diverse a collection of student voices as possible, it is imperative that students understand when a campus sexual climate assessment will be conducted by their school and the assessment's goals. A school may remain in compliance with PA 21-81 if its assessment outreach plan includes clear communication to students by March 1, 2024, even if data collection will occur after that date. As noted in the legislation, however, data collection should occur by the end of the 2023-2024 academic year.

When implementing climate assessments, the Council considers it the responsibility of institutions to develop a community of care that is necessary to develop a culture that addresses and prevents campus sexual misconduct, intimate partner violence, sexual assault, and stalking. Following best practices drawn from empirical studies, the guidance in this section is offered to help campuses generate a community of care that will increase assessment effectiveness while also considering the impacts on survivors of sexual violence. The Council recognizes that each campus and institution has its own unique campus culture and offers the following considerations when implementing campus climate assessments.

The following section has been organized into three categories to guide campuses at different phases of climate assessment development and implementation.

1. Outreach and Support
2. Methods and Approaches
3. Transparency and Implementation

OUTREACH AND SUPPORT

Community-wide assessments provide an opportunity to raise awareness about the prevalence of and resources related to sexual violence or misconduct, intimate partner violence, domestic violence, or stalking; however, there can also be an impact on survivors of violence. It is critically important to recognize that campus community members who have had an experience related to sexual violence or misconduct, intimate partner violence, domestic violence, or stalking may be upset by memories of the experience that arise while engaging with an assessment. It is even possible that participating in an assessment may be the first time someone identifies their experiences as abuse, which may motivate them to report the harm they experienced or seek help after being reminded of the experience.

It is the Council's recommendation that assessments should include information regarding where community members can go for support related to their experiences of harm. Each institution is aware of the unique resources on their campus that they should highlight, such as their Title IX office, counseling center, women's center, and other centers or departments that offer support. This information should be present and clear on all assessments.

The Council also recommends including off-campus, community-based organizations that can support community members. These services are especially helpful if they are seeking off-campus medical care, reporting to law enforcement, or need victim compensation. These organizations have 24/7/365 free and confidential hotlines. You can learn more at the website for the state coalitions regarding sexual and domestic violence, the [Connecticut Alliance to End Sexual Violence](#), and the [Connecticut Coalition Against Domestic Violence](#).

The Council offers the following questions for institutions to consider regarding outreach and support when implementing climate assessments.

Messaging about the climate assessment

How will the campus be informed of the upcoming assessment and its timeframe for deliverables? Will this be messaged by the president/chancellor, provost, Title IX team, etc.? Will there be an identified committee or working group involved in the process of preparing the campus community for the assessment, ensuring a high response rate or level of engagement, and drafting the outcomes report for dissemination?

Increasing response rates

What steps will you take to ensure a high response rate? Have you considered what messaging will be delivered via formal and informal channels, student government and student organizations, student media, residence hall directors, academic support staff, cultural centers, etc? Are there key leaders on campus who should be involved in advertising the assessment?

Communications about available resources

How will you communicate what resources are available, both on campus and in the local area, for support and services if assessment participants experience any distress or concern while participating?

Addressing confidentiality

How will you communicate to respondents that their responses will be kept confidential and that there will be protections in place for any identifying information? This is particularly important for campuses and institutions where there may be relatively few individuals who identify with some demographic groups. Students may be reluctant to participate due to concerns they would be identified based on their demographic information.

Communications with campus employees

How will you communicate to employees the purpose and timeline of the assessment? For facilities and custodial staff, particularly those who work in residence halls or other places on campus where students gather outside of class, how will they be made aware of the assessment? It is possible students will be experiencing stress or some other response to an assessment that gathers sensitive information. How will faculty be informed of the assessment? Will there be guidance offered for them to encourage students to participate in the assessment?

Considerations for commuter campuses

If your campus is either non-residential or has a high number of commuter students, what steps can you take to ensure they have access to the resources available on campus as well as in the communities where they reside?

Considerations for accessibility

What measures are being taken to ensure accessibility and privacy for students with disabilities to participate in the assessment? Are there opportunities for support for those who may need assistance to complete the assessment?

IT and online survey considerations

If your assessment is web-based, is your IT department able to set up safety mechanisms such as a quick exit link, information about deleting browser history, etc.? Is the assessment able to work on a handheld device as well as a laptop?

METHODS AND APPROACHES

Connecticut institutions are varied in their assessment needs and benefit from the flexibility of the prescribing legislation, which allows each institution to determine the best collection method to generate data that will be useful in serving its students. In addition, campuses may remain in compliance with PA 21-81 by collecting the statute's key data points through campus research methods that are quantitative in nature (e.g., web survey with closed-ended questions), qualitative (e.g., confidential interviews; web survey with text responses), or a mixed-methods approach. The goal of the assessment described in PA 21-81 is to strengthen each institution's ability to support and educate its students. Each institution should select the study design that will give them the greatest opportunity to serve and improve their student community.

The Council offers the following questions for institutions to consider regarding methods and approaches when implementing climate assessments.

Engaging students and key campus leaders

How will student leaders be brought in to participate in the planning and delivery of the assessment? Does your campus have a survivor advocacy network, a Women's/Gender Center, or a sexual assault support volunteer class, etc. where there are students who are interested in addressing the problem and would like to participate in efforts to prevent violence?

Providing incentives

If you are considering incentives for students to participate, how will you communicate this to students and ensure that their responses will be kept confidential and anonymous, separate from their identified participation?

Reviewing existing data

What data already exists on your campus? Can anything in the existing sources help you reduce the burden on students by asking fewer questions in a new assessment? Is any existing data able to evolve your assessment and inform collecting information that may be more actionable?

TRANSPARENCY AND IMPLEMENTATION

PA 21-81: (c) Not later than six months after the distribution of the sexual misconduct climate assessment pursuant to subsection (a) of this section, and every two years thereafter, each institution of higher education in the state shall post on its Internet web site (1) the campus level results of the sexual misconduct climate assessment, (2) its uniform campus crime report prepared pursuant to section 10a-55a of the general statutes, and (3) an Internet link to the report submitted to the joint standing committee of the General Assembly having cognizance of matters relating to higher education pursuant to subsection (f) of section 10a-55m of the general statutes, as amended by this act.

The Council encourages institutions to consider ways to be transparent with the campus community about the intentions of the climate assessment, how the data will be collected, used, and stored, and what process will be followed to address the assessment results. Prospective participants may be more likely to participate if they are aware of what will be done with the results. It will also be helpful to have key stakeholders who will be responsible for releasing the assessment's findings and implementing any necessary changes to be a part of the assessment planning process.

PA 21-81 requires institutions to post the results of their assessment to their public-facing website and to send a report to the General Assembly within six months of the closure of the assessment. In section 3c of PA 21-81, the Council interprets the distribution of a climate assessment to include the period during which the study is open to student responses. If an institution finds that they will not be able to release the findings of their campus climate assessment by 6 months following the end of the data collection period, the Council recommends that the institution write a statement to the General Assembly describing the timing challenge and giving a revised timeline by which the General Assembly can be assured of viewing the institution's assessment results on a public webpage.

Appendix A

Prescribing Legislation PA 21-81

Public Act No. 21-81, Substitute House Bill No. 6374

Sec. 3. (NEW) (Effective July 1, 2021) (a) On or before March 1, 2023, and every two years thereafter, each institution of higher education in the state shall conduct a sexual misconduct climate assessment that collects the data points developed by the Council on Sexual Misconduct Climate Assessments, pursuant to section 2 of this act, and distribute such assessment to each enrolled student in accordance with the guidelines recommended by said council. An institution may use any sexual misconduct climate assessment, including, but not limited to, one recommended by the council or developed by an institution of higher education or a national association, provided such assessment collects all of the data points developed by the council.

(b) Each institution of higher education shall include with the sexual misconduct climate assessment a statement that (1) the identity of assessment respondents shall be confidential, (2) students should not disclose personally-identifying information with their assessment responses, and (3) no assessment responses may be used as a basis of disciplinary action or legal proceeding.

(c) Not later than six months after the distribution of the sexual misconduct climate assessment pursuant to subsection (a) of this section, and every two years thereafter, each institution of higher education in the state shall post on its Internet website (1) the campus level results of the sexual misconduct climate assessment, (2) its uniform campus crime report prepared pursuant to section 10a-55a of the general statutes, and (3) an Internet link to the report submitted to the joint standing committee of the General Assembly having cognizance of matters relating to higher education pursuant to subsection (f) of section 10a-55m of the general statutes, as amended by this act.

Sec. 4. Subsection (f) of section 10a-55m of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(f) Not later than October 1, 2015, and annually thereafter, each institution of higher education shall report to the joint standing committee of the General Assembly having cognizance of matters relating to higher education, in accordance with the provisions of section 11-4a, concerning, for the immediately preceding calendar year, (1) a copy of its most recent policies regarding sexual assault, stalking and intimate partner violence adopted in accordance with subsection (b) of this section, or any revisions thereto, (2) a copy of its most recent concise written notification of the rights and options of a student or employee who reports or discloses an alleged violation of its sexual assault, stalking and intimate partner violence policy or policies required pursuant to subsection (e) of this section, (3) the number and type of sexual assault, stalking and intimate partner violence prevention, awareness and risk reduction programs at the institution, (4) the type of sexual assault, stalking and intimate partner violence prevention and awareness campaigns held by the institution, (5) the number of incidences of sexual assault, stalking and intimate partner violence reported or disclosed to the institution, (6) the number of confidential or anonymous reports or disclosures to the institution of sexual assault, stalking and intimate partner violence, (7) the number of disciplinary cases at the institution related to sexual assault, stalking and intimate partner violence, [and] (8) the final outcome of all disciplinary cases at the institution related to sexual assault, stalking and intimate partner violence, including, but not limited to, the outcome of any appeals of such final outcome, to the extent reporting on such outcomes does not conflict with federal law, and (9) on a biennial basis, the summary results of the sexual misconduct climate assessment conducted by the institution pursuant to section 3 of this act.

Approved June 28, 2021

Appendix B

Initial Guidance Letter from Council

From: CT Council on Sexual Misconduct Climate Assessments

Date: December 1, 2023

Dear Colleagues:

The purpose of this letter is to update you on the work of the CT Council on Sexual Misconduct Climate Assessments, as well as to provide initial guidance to colleges and universities who are planning campus assessments related to prescribing legislation [HB 6374](#). Contained within this document, you will find a timeline of the Council's upcoming reports and brief guidance regarding compliance with HB 6374. Following a hiatus in response to [VAWA regulations](#), the Council has resumed regular meetings. The Council anticipates the following timeline in distributing detailed guidance this winter:

December 1: Release of Council's initial letter with brief guidance regarding HB 6374 and list of campus contacts

January 1: Release of existing sample climate assessments and best practices

February 1: Release of any additional information based on feedback received from campuses

Over the coming months, the Council will distribute more detailed guidance around best practices in the assessment of sexual misconduct experience and awareness; however, the Council is cognizant of the active planning processes currently taking place on Connecticut campuses in advance of campus data collection during the 2023-24 academic year. For those institutions who may benefit from earlier clarity regarding select portions of the Council's prescribing legislation, this letter contains initial guidance to incorporate into data collection that is already underway.

Sample instruments: The Council reviewed several campus sexual misconduct assessment instruments for coverage of the data points required by HB 6374. If an institution would like to use an instrument that is already in the public domain and free to use, the Council affirms that the [AAU 2019](#) and [ARC3](#) instruments contain questions that will fulfill the statute; however, it is not a requirement that institutions use one of the two samples below. The appendix of this letter includes links to both instruments, as well as the list of specific questions from each that would fulfill the statute's requirements.

1. March 1, 2024 deadline: The Council recommends that institutions view the promotion of a campus climate study as part of the study itself; therefore, the announcement to students of an upcoming assessment should take place by the deadline written in HB 6374 Sec 3a of March 1, 2024. In pursuit of as broad and diverse a collection of student voices as possible, it is imperative that students understand when a campus sexual climate assessment will be conducted by their school and the assessment's goals. A school may remain in compliance with HB 6374 if their assessment outreach plan includes clear communication to students by March 1, 2024, even if data collection will occur after that date. As noted in the legislation, data collection should occur by the end of the 2023-2024 academic year.
2. Methods used for climate assessment: Connecticut institutions are varied in their assessment needs and benefit from the flexibility of the prescribing legislation, which allows each institution to determine the best collection method to generate data that will be useful in serving its students. In addition, campuses may remain in compliance with HB 6374 by collecting the statute's key data points through campus research methods that are quantitative in nature (e.g., web survey with closed-ended questions), qualitative (e.g., confidential interviews; web survey with text responses), or a mixed-methods approach. The goal of the assessment described in HB 6374 is to strengthen each institution's ability to support and educate their students. Each institution should select the study design that will give them the greatest opportunity to serve and improve their student community.
3. Timeline to report back to Council with results of assessment (Sec 3c): In section 3c, the Council interprets the distribution of a climate assessment to include the period during which the study is open to student responses. If an institution finds that they will not be able to release the findings of their campus climate assessment by 6 months following the end of the data collection period, the Council recommends that the institution write a statement to the General Assembly describing the timing challenge and giving a revised timeline by which the General Assembly can be assured of viewing the institution's assessment results on a public webpage.
4. The Council is committed to supporting Connecticut colleges and universities in our shared goal of supporting students and raising awareness about campus sexual misconduct, intimate partner violence, sexual assault, stalking, and resource awareness. If you have questions about the ongoing work of the Council, please do not hesitate to reach out to the Chair.

Sincerely,

Beth Hamilton, Chair, CT Council on Sexual Misconduct Climate Assessments

Beth@endsexualviolencect.org

Guidance Letter Appendix

AAU 2019:

Link to instrument: (full instrument published with methods and results as part of 2019 Aggregate Report)

<https://www.aau.edu/key-issues/campus-climate-and-safety/aau-campus-climate-survey-2019>

ARC3:

Link to instrument: (instrument available by request)

<https://www.arc3survey.org/>

List of Council-approved questions by statute requirement satisfied:

Required Topics	Item sections & numbers which satisfy each requirement	
	AAU 2019	ARC3
“Student awareness of institutional policies and procedures related to sexual assault, stalking and intimate partner violence”	C1, C2a, C2b, C2c, C2d	Module 4/C
“If a student reported sexual assault, stalking or violence to an institution of higher education or law enforcement, the response to and results of such report”	Reporting: Harassment D10-11, Stalking E8-E9, IPV F8-F9, Assault GA16-GA16a; Assessment of resources: HH1-HH2 ; Perceptions: I1-I2	Module 4/A, 4/B; Module 13

Appendix C

Connecticut College & University Title IX Contacts

COLLEGE/UNIVERSITY	TITLE IX CONTACT*	TITLE IX E-MAIL
Albertus Magnus	Dr. Matthew Lavery	MLavery@albertus.edu
Asnuntuck Community College	Dawn E. Bryden	DBryden@asnuntuck.edu
Capital Community College	Jason Scappaticci	Jscappaticci@capitalcc.edu
Central Connecticut State University	Jill Bassett Cameron	jbassett-cameron@ccsu.edu
Charter Oak State College	Angelo Simoni	simonia@ct.edu
Connecticut College	Megan Monahan	mmonahan@conncoll.edu
Connecticut Conference of Independent Colleges	Jennifer Widness	widnessj@theccic.org
Connecticut State Colleges & Universities	Marilyn Albrecht	MAlbrecht@commnet.edu
Eastern Connecticut State University	Sara Madera	maderas@easternct.edu
Fairfield University	Dawn Floyd	dfloyd@fairfield.edu; equity@fairfield.edu
Gateway Community College	John Paul Chaisson-Cardenas	jchaisson-cardenas@commnet.edu
Goodwin University	Alden Minick	aminic@goodwin.edu
Hartford International University for Religion & Peace	Michael Sandner	msandner@hartfordinternational.edu
Housatonic Community College	Robin L. Avant	ravant@housatonic.edu
Manchester Community College	T.J. Barber	tbarber@manchestercc.edu
Middlesex Community College	Sara Hanson	SHanson@mxcc.edu
Mitchell College	Alicia Martinez	Martinez_a@mitchell.edu
Naugatuck Valley Community College	Sarah Gager	sgager@nv.edu
Northwestern CT Community College	Dr. Ruth Gonzalez	rgonzalez@nwcc.edu
Norwalk Community College	Dr. John-Paul Chaisson-Cardenas	jchaisson-cardenas@commnet.edu
Post University	Jennifer Labate	jlabate@post.edu
Quinebaug Valley Community College	Tanaya Walters	twalters@qvcc.edu
Quinnipiac University	Sarah Hellyar	sarah.hellyar@qu.edu
Sacred Heart University	Mia James Westendorp	westendorpm@sacredheart.edu
Southern Connecticut State University	Paula Rice	ricep1@southernct.edu
St. Vincent's College	Mia James Westendorp	TitleIXCoordinator@sacredheart.edu
Three Rivers Community College	Rebecca Kitchell	rkitchell@trcc.commnet.edu.
Trinity College	Shannon Lynch	shannon.lynch@trincoll.edu
Tunxis Community College	Sydney Lake	slake@tunxis.edu
University of Bridgeport	Alden Minick	aminic@goodwin.edu
University of Connecticut	Cameron Liston	cameron.liston@uconn.edu
University of Hartford	Kenna Grant	mckenna@hartford.edu
University of New Haven	Barbara Lawrence	blawrence@newhaven.edu
University of St. Joseph	Rayna Dyton-White	dytonwhite@gmail.com
Wesleyan University	Debbie Colucci	dcolucci@wesleyan.edu
Western Connecticut University	Scott Towers	towerss@wcsu.edu
Yale University	Elizabeth Conklin	elizabeth.conklin@yale.edu