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district, and one of outstanding elementary schools in West Haven. I ask the Chamber to give them a warm welcome. They're here for a very short period of time.

DEPUTY SPEAKER MILLER:

Thank you for coming and welcome to the chamber.

Will the Clerk please call Calendar Number --

THE CLERK:

Madam Clerk.

DEPUTY SPEAKER MILLER:

I'm sorry, sir. Will the Clerk please call Calendar Number 195.

THE CLERK:

Madam Speaker, page 27, on the House Calendar today, House Calendar Number 195, favorable report of the Joint Standing Committee on Public Safety and Security, Substitute House Bill Number 5029, AN ACT CONCERNING SEXUAL ASSAULT, STALKING, AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Good afternoon, Madam Speaker.

DEPUTY SPEAKER MILLER:

Good afternoon, madam.

REP. WILLIS (64th):

Madam Speaker, I move acceptance of the Joint Committee's favorable report and passage of the bill.

DEPUTY SPEAKER MILLER:

The question before the Chamber is on acceptance of the Joint Committee's favorable report and passage of the bill.

Representative Willis, you have the floor, madam.

REP. WILLIS (64th):

Thank you very much, Madam Speaker.

One in five women students on college campuses will experience sexual assault. We would not be taking this action today if young and courageous women were not coming forward to tell their stories. We would not have this issue before us if student activists, alumni, faculty, and college leadership were not speaking out and taking collective action. This is not just on our Connecticut campuses, this is a problem across this country on campuses.

In January, President Barack Obama announced a White House task force to protect students from sexual assault, making it a national priority. Students and

parents should expect a safe learning environment at college.

This legislation will hold colleges responsible for the prevention of sexual assaults. It will hold them responsible for initiating cultural change that must occur on our campuses. This is a move to change the present environment.

Only 12 percent of the survivors of sexual assault report because the process discourages them from reporting. Victims are not always provided the information that is easy for them to understand, their options. They are concerned about the stigma attached to reporting. Victims also are readily blamed. She shouldn't have gone to that party, she shouldn't have been drinking, she shouldn't have been wearing that outfit. There are also cases where the investigations have been mishandled. And they also are concerned that there are no sanctions taken, or what sanctions are taken against the perpetrator are light.

Schools may also lack the supportive and compassionate services they need to deal with someone who has experienced the trauma of sexual assault. This proposal seeks to address those issues.

Madam Speaker, the Clerk has an amendment, LCO 3490. I would ask that the Clerk call the amendment, and I be granted leave of the Chamber to summarize.

DEPUTY SPEAKER MILLER:

Will the Clerk please call LCO 3490 which will be designated House Amendment Schedule "A".

THE CLERK:

LCO Number 3490, offered by Representative Willis, designated House Amendment "A".

DEPUTY SPEAKER MILLER:

The Representative seeks leave of the Chamber to summarize the amendment.

Is there objection to summarization? Is there objection?

Hearing none, Representative Willis, you may proceed with summarization, madam.

REP. WILLIS (64th):

Thank you very much, madam.

This amendment will improve and build upon the law that we passed in 2012 that required our campuses, both private and public, to establish policies and regulations and procedures regarding the handling of sexual assault and intimate partner violence. We did

this before the federal law took effect. We acted previously.

This law will build and go beyond the federal law which is Campus SaVE -- Campus Sexual Violence Elimination Act. I move adoption, madam.

DEPUTY SPEAKER MILLER:

The question before the Chamber is adoption of House Amendment Schedule "A".

Will you remark on the amendment? Will you remark on the amendment?

Representative LeGeyt of the 17th.

REP. LEGEYT (17th):

Thank you, Madam Speaker.

I am very pleased to be part of the process in bringing forth this bill and this amendment. And, as part of the Higher Ed Committee, because we have a -- we have a tragic situation going on in our state and across our country with some of the numbers that the chairman of the Higher Ed Committee has shared. One in five women are assaulted during their college years. And of those only 20 -- only 20 percent report. That's actually 4 percent of the college women, who are assaulted, report and a full 80 percent of those, who are assaulted, don't, and that

represents 16 percent of the college women who are assaulted and don't report. I think that's a tragedy that we have to work to repair.

And the problem is that it's not simply a matter of providing an opportunity or a vehicle for them to follow, there are so many other concerns and aspects to the process of reporting sexual assault. Not the least of which are fears about reprisal, fears about being bullied or teased, and any number of other concerns that keep these victims from reporting.

This bill is designed to improve upon what we passed in 2012. And I would just ask, once again, through you, Madam Speaker, to the good chairman of the Higher Ed Committee to share, once again, how this bill is going to improve upon what we did in 2012.

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker. What this does is adds some best practices. We are now requiring that the colleges provide clear and concise information on the victim's rights and options they may have on reporting. We've also expanded it beyond sexual assault and intimate partner to also stalking.

We, also, in this particular version -- new version of the 2012 bill allow for anonymous reporting by any student where they can report or disclose. They also are required to report annually to the Connecticut General Assembly, and they have to establish a campus resource team that will be made up of different people who would be functioning as an advisory panel to advise and come up with programs, education programs for not just the students, but also for faculty and staff.

It also requires that the schools enter into a memorandum of agreement with a community provider, someone who deals in either domestic violence or sexual violence. So that is an important -- an important additions, hopefully, that will strengthen what we did and build upon what we did in 2012.

DEPUTY SPEAKER MILLER:

Are you finished, madam?

REP. WILLIS (64th):

Yes, would you like me to summarize the different sections of the bill at this time?

DEPUTY SPEAKER MILLER:

No, madam.

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Madam Speaker.

And I -- I would like to mention a couple of sections of this bill that I think will improve the process for people to come forward and report and will also improve the process whereby sexual assault can be thwarted. One is the reference to bystander intervention. You know, in our society, we like to think that this is just a -- expressive of a very small number of people who are perpetrating these assaults, but, in fact, there may be a wider mindset that allows it to happen.

And bystander intervention in this bill is designed to enable and empower members of the public, members of the school community, members of the victim's close friends to step forward and intercede and disrupt what may be an ongoing or even a initial sexual assault. And so I'm very pleased that that is in there.

Also, with regard to the mindset of the victim and the trauma that they go through and then have to deal with when it's time to consider reporting an assault like this, there's reference to a trauma-informed response which indicates that those people

who respond to -- to an assault would have training to be sensitive to all the different concerns that a victim might be sharing or worried about in the process of reporting their assault. So I'm very pleased that those are in there.

And, just in summary, Madam Speaker, I would like to say that this is very important legislation and something that is being cosponsored by many of our colleagues on both sides of the aisle, and I encourage us to pass it today. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Will you remark further? Will you remark further on the amendment before us?

Representative Ayala of the 128th.

REP. AYALA (128th):

Thank you, Madam Speaker. Good afternoon.

I rise in strong support of this bill. I think this is a phenomenal bill that has been made even better. I would like to commend Representative Willis and everyone who worked on this. It's obvious that a lot of thought was put into this. Adding stalking, I believe, is a very, very good preventative measure. Stalking, I believe, is probably the beginning of --

of a violent relationship. This amendment will make students feel more secure on their campus. And I commend -- I commend the work because I believe that Connecticut is showing a great example by strengthening this and making our youth feel -- making everyone who goes to a university feel safer. And I urge my colleagues to support it. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Representative Ackert of the 8th.

REP. ACKERT (8th):

We have a technical difficulty here. Could I request to speak from another mike?

DEPUTY SPEAKER MILLER:

You have permission to use someone else's mike, sir.

REP. ACKERT (8th):

Thank you, Madam Speaker, and good to see you.

Just a couple of questions. I guess, first of all, I'd like to thank our good chairs in Higher Ed for a very good piece of legislation. Connecticut was known as being one of the leaders in this after our first piece of legislation. Is there -- I know that -- I've looked at Section 2(c) and a question to the

proponent of the amendment regarding the funding for this. Is there any -- are we supporting these universities and board of -- Board of Regents with financial support? Through you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Willis, will you respond, madam.

REP. WILLIS (64th):

Through you, Madam Speaker, there is no fiscal note on this bill. The schools will do it within their available resources.

DEPUTY SPEAKER MILLER:

Representative Ackert.

REP. ACKERT (8th):

Thank you, madam -- Madam Speaker. And I think this is one of the changes that we did make that it -- even if they don't have the funds available, they are required to do these. Through you, correct, Madam Speaker?

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, right now they have to report and do programming under the Clery Act and

under the federal campus SaVE Act. So this is just an additional component that we're adding to this.

DEPUTY SPEAKER MILLER:

Representative Ackert.

REP. ACKERT (8th):

Thank you, Madam Speaker. Thank you to the -- the good chair.

The one thing, is it possible, and I think -- I would think that for the Board of Regents primarily that they can definitely share their resources in terms of collaborating one policy I would hope throughout the community colleges and the four institutions, through you, Madam Speaker?

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Yes, through you, Madam Speaker. The community colleges will have and the CSU system will have one campus overall constituent unit campus response team. And each one of the individual colleges will send representatives to participate in that response team for programming and training and educating.

DEPUTY SPEAKER MILLER:

Representative Ackert.

REP. ACKERT (8th):

Thank you, Madam Speaker. And then the one question I had in section 6 deals with the police departments not associated with the colleges. So if, by chance, we'll take Manchester Community College, for instance, who they now -- the police department now has to have an understanding and training when they go on that campus and by a pretty quick date here. And I imagine many of them have this in place already, but has there been an outreach to -- to departments like that because, hopefully, there has, or, hopefully, they probably have a memorandum of understanding with those colleges, but I didn't know a July 1st date, and I just noticed it myself, new -- a new component to this. So, to the best understanding of the good chair, do they know if that has already taken place in many of the districts that have colleges and the police departments have been informed of this legislation? Through you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, the bill went through the Public Safety Committee, and it was voted out

there. Many of the schools are already moving ahead and taking action. But I think it -- we felt that it was incumbent upon us that any state or local police department that has a college campus that they would be the first responders to, that they should be trained in awareness, prevention, and also how to deal with a trauma situation, so trauma-informed response is critically important. Because so many of these cases that we hear about, you know, are really mishandled by the first responders or people doing the initial interviewing.

DEPUTY SPEAKER MILLER:

Are you finished with your response, madam?

DEPUTY SPEAKER MILLER:

Yes. Thank you.

DEPUTY SPEAKER MILLER:

Thank you.

Representative Ackert.

REP. ACKERT (8th):

Thank you, Madam Speaker.

And I want to again thank -- because that is a key component that -- that we have heard that some first responders or police departments handle it

differently than we would probably see best fit for our colleges?

And I want to thank you -- for you to add that component to this because it is -- it is important for those colleges that do not have their own responders. So this is a great piece of legislation that made a previous great piece of legislation even better. And I want to thank the good chairs for that, and I look forward to everybody supporting this. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Will you remark further on the amendment before us?

Representative Smith of the 108th.

REP. SMITH (108th):

Thank you, Madam Speaker, and good afternoon.

DEPUTY SPEAKER MILLER:

Good afternoon, sir.

REP. SMITH (108th):

You know, ladies and gentlemen of the House, I think it's important really to recognize what we're doing here today and take time to pause and, hopefully, be very proud of what we're doing here

today. We're -- we're in the process of changing the culture at our -- on our campuses in the State of Connecticut. And we're changing that culture by making people more responsive, more attune, more aware of what's going on. And it's easy just to throw out the numbers. When you hear one in five, you know, one in five, what does that mean? But when you really break it down, when you think about the fact that we're sending our daughters and also our sons onto our state campuses and community colleges, 20 percent of them will be sexually assaulted.

And when I heard that during the committee public hearing, I was -- I was really taken aback by that number. It just seemed, come on, where'd you get that number from. That can't be real. How did you get that number? So I delved into that question a little bit, Madam Speaker, and unfortunately, it bore out that it is true that 20 percent of our students here in Connecticut -- even though we have a very tough bill already on the books -- are sexually assaulted.

So I'm proud here today to be part of this Chamber to be voting in favor of this bill to change the culture, as the good chairs have said, to make people, bystanders more responsible. If they see

something that just doesn't sound right, doesn't look right, doesn't feel right, let's report it. Let's make our students safe, let's make our daughters safe, let's make our sons safe on our campuses. This is a great bill.

It puts a lot of onus on different parties. There's a team campus resource group now that gets together. So it's not just one group looking at it, there's various groups within the college communities to make sure that what's going on over at, perhaps, at the athletic field is also made known down in the fraternities and other clubs and organizations on campus. And it's not just at one university, it's throughout the state of Connecticut that this reporting so one student can't go to the next university and -- and go in undercover if they had committed such an heinous act as sexual assault.

So there was a lot of work, there was a lot of effort by our chairs, and I respect them greatly and commend their efforts here. And I know that this is a bill that's probably will be supported by everyone in this House. I hope so. But it's a step, and I think the Chamber has to be made aware that it's probably a first step. Even though we already have tough bills

and this adds to it, until we have zero percent, in my mind, of sexual assault on our campuses, we have work to do. So I think this is a great step forward to bringing that number down, and I urge my colleagues to support it. Thank you, Madam Chairman.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Representative Haddad of the 54th.

REP. HADDAD (54th):

Thank you, Madam Speaker. Madam Speaker, I'd like to rise in support of the amendment.

And since it's a strike-all amendment in favor of the bill, should this amendment be adopted. And I wanted to thank the co-chairman -- co-chairwoman of the Higher Education Committee, Representative Willis, for putting so much work into what I think is -- is likely to be one of the most important bills that we pass this year in this General Assembly.

We know the statistics. We've heard that one in four or one in five young women on college campuses are likely to experience a sexual assault or an attempted sexual assault during their college years. But we also know and learning more and more that these incidences are not what folks may have, in the past,

felt were misunderstandings or -- or innocent -- young men innocently going over the line of what acceptable behavior is.

Our new research tells us that 90 percent of those sexual assaults that are committed on college campuses are committed by a very small percentage of students, as little as 2 or 3 percent, in fact, that they are repeat offenders and should really be classified as predators.

It is impossible to profile these people and so it gets to be very difficult before they arrive on campus to prevent them from being -- becoming part of the student body just as it's impossible to prevent and identify folks who are likely to occur this -- these kinds of crimes off-campus.

But what we can do to make some serious headway in preventing the number of -- of sexual assaults on college campus is enlist the help of the student body itself. And one of the strongest parts of this bill, I think, is the bystander intervention training that will be provided to -- to student body and to the employees of our public universities and private universities in the state of Connecticut. By enlisting their support to correctly identify when --

when predatory actions are about to occur on campus, to identify when young women or young men are vulnerable on campus, we can prevent a significant number of sexual assaults from occurring on campus.

And it's really our best hope for being able to diminish what is a statistic that is -- is really far too high. And so, like Representative Willis, I'd like to commend the students on campus who themselves have been working very diligently to -- to raise awareness of this issue on college campuses. I, myself, have met with a number of students on campus at the University of Connecticut who have -- who have been dedicating -- dedicated a number of hours of their own time to fighting this issue on campus. There's a group on -- at UConn called RAR, Revolution Against Rape, that does programming itself for their -- for their fellow students. And -- and that is really, I think, what gives us the most amount of hope that in the future we can resolve this issue is that the culture is already changing. And with these improvements to -- with added resources by the university, I'm confident that we can successfully make our college campuses far safer for young women and young men than they currently are. And so I'd

like to, again, thank the kind chairwoman of the Higher Education Committee and the other folks who have worked so diligently on this bill, and I urge its adoption. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Will you remark further on this amendment? Will you remark further on this amendment?

Representative Lavielle of the 143rd.

REP. LAVIELLE (143rd):

Thank you very much, Madam Speaker. Good afternoon.

DEPUTY SPEAKER MILLER:

Good afternoon, madam.

REP. LAVIELLE (143rd):

I rise in support of the bill, and before I make a couple of remarks, I do have a couple of questions for the proponent, if I may.

DEPUTY SPEAKER MILLER:

Please frame your questions, madam.

REP. LAVIELLE (143rd):

Thank you very much, Madam Speaker. So my question is related to one word in line 129. And in that line it says that each institution of higher

education "may" provide the option for any student or employee, et cetera, to report an incident anonymously. And I would like to ask the chair whether this, indeed, means as I read it that each higher education institution is not obligated to provide that anonymous reporting option but simply may provide it. Through you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Willis, will you respond, madam.

REP. WILLIS (64th):

Yes, yes, madam, thank you very much.

Each education institution of higher education will be providing the option to victims of sexual assault, stalking, or intimate partner violence. This section really is about disclosure and the anonymous reporting disclosure. But they are required to -- to do this. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. Well, that was -- that was actually precisely my question was whether the -- whether they were required. The word "may" is used here instead of "shall," so my -- my only concern was

whether the institutions of higher education were required to offer an anonymous reporting option, which I was hoping they were required to do. Through you, Madam Speaker.

REP. WILLIS (64th):

Through you, Madam Speaker, yes, they are required; and the next line, in 132 and 133, each institution shall notify such student and employee of their obligations under federal and state law. So it reiterates it there that they "shall" notify.

DEPUTY SPEAKER MILLER:

Are you finished with your response, madam?

REP. WILLIS (64th):

I'm sorry, through you. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. I -- I do support this bill, so I'm not trying to belabor this, but I just want to make sure that we -- that we get the legislative intent clear because it seems to me that in the first sentence of this paragraph, line 20 -- line 129 to be precise. The language says that an

institution, if it chooses, may offer a student the right to report anonymously, but it doesn't have to. And then after that there's another topic which is that the institution must notify the student of its obligation to deal with this in a certain manner.

But it's the reporting by the student that I wanted to make sure we were clear on that if any student or employee elected, at least initially, to report an incident anonymously that they would definitely have that option to do it anonymously. That's what I'm seeking to be sure that they would always have that option. Through you, Madam Speaker.

REP. WILLIS (64th):

Through you, Madam Speaker, yes, they would in terms of legislative intent, want to make it very clear on the record that they shall -- they are all required to provide this option and information to anyone that comes to them as a victim of sexual assault.

DEPUTY SPEAKER MILLER:

Are you finished with your response, madam?

REP. WILLIS (64th):

Yes, madam, thank you.

DEPUTY SPEAKER MILLER:

Representative Lavielle.

REP. LAVIELLE (143rd):

I thank the representative for her -- for her answer.

And just a follow-up, in the paragraph that begins on line 148, this paragraph -- basically, it's Section F, it basically concerns reporting by the institutions of higher education to the General Assembly. And here I -- I was just -- I'd like to know whether -- when incidents are reported anonymously or even in the cases where names must be used because that's how investigations are performed, et cetera, that there would not be unnecessary disclosures of victims' names to the General Assembly or in a public context in the General Assembly. Through you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Willis.

REP. WILLIS (64th):

Through you, Madam Speaker, no. This would clearly not be allowed, particularly, under federal law, as well under FERPA. That is private information that would not and could not be disclosed to the public. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker.

And I thank the chair of Higher Education for her answers and also for her good work and that of our ranking member on -- on this bill. And this is certainly a very important bill. It's an issue that we found, if we didn't know it already which we did, but if anyone was unsure that this is an issue that needed attention, still needs attention. But we also learned something else, I think, through the process, as both a General Assembly and also a committee of cognizance for our higher education institutions, that it -- it's important for our students to be safe on our college campuses. But it's also very important for them to feel that they are safe.

And because of some of the incidents, some of the communications episodes that surrounded the way this bill came to be and the way that the issue came, once again, to our attention, I think it's been -- I hope that it has been brought home to the University of Connecticut and to the administration of our other institutions, as well, that it is extremely important

to be sensitive to the way that incidents related to people's safety are perceived. And even what people say and how they behave themselves when they are in positions of leadership, in positions of authority, and policy-setting positions, that they conduct themselves accordingly and with a great deal of sensitivity.

I think that was probably a learning experience for some. I hope it will remain permanent. And if this was the outcome, then there certainly is a silver lining, at least we have a good bill and a way forward that will help our students not only be safe but feel safer on our college campuses. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Will you remark further on the amendment before us?

Representative Rebimbas of the 70th.

REP. REBIMBAS (70th):

Thank you, Madam Speaker.

Madam Speaker, I rise in support of the amended which we anticipate will be the bill that's before us. And just briefly I certainly want to commend all the

good comments regarding this bill and also echo the same sentiments. And I also, again, just want to extent my thank you to both the chairwoman and the ranking member, but also the Senate counterparts on the Higher Education Committee for all of the great work that they did in this legislation.

But, also, there's many other members both female and male that did a lot of work on it, so I also want to extend that. I won't name any names because I'm sure we'll leave some out and I don't want to offend anyone. But, also, all of the organizations and different agencies that had input in the amended bill that's before us.

I, also, want to actually highlight and commend those universities, private, that have -- and some public, that already had their own policies previously to what's before us here today and commend them for taking the responsible step before this.

And, certainly, there is a need for us to have some type of guidelines to make sure that universities are complying in addressing these situations on campuses by both male and female students. And, again, to echo what has already been previously said, these are institutions of education that we want

people to feel safe, both faculty as well as students. So this is very important.

I also want to highlight the fact that there is a data collection component to this amendment. So on an annual basis we're going to be provided with information as how these policies are working and what are the recorded incidents on campus. And what this will allow is an improvement, I hope, moving forward that if it's not being properly addressed, we can then address it accordingly. Because I do think the data is important because if we have legislation out there and policies that are not being enforced, implemented, complied with, and if there's no positive effect, then there's no use for it. So we want to make sure that we get the data that's necessary.

So, again, to everyone that worked hard on the legislation that's before us, I just want to congratulate them and thank them for their hard work and also implore the support in moving this amendment forward. Thank you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Representative Hwang of the 134th.

REP. HWANG (134th):

Thank you, Madam Speaker.

I rise in very strong support of this bill. I want to thank all the members of Higher Ed from the leadership on down for this great work. I think the premise of this is that no victim of sexual violence on college campuses should ever feel that their issues are not being taken seriously and that they should be made to feel that they are a burden in making this issue a significant concern to themselves and also to the academic institution.

I think it has to be a crystal clear message that there is zero tolerance for any bit of sexual assault, men or women, on a college campus setting. We need to understand that this statute, however well-intentioned, can only go so far. That we need to do a better job to raise the awareness not only in our college campuses, but in working with our law enforcement, with our community organizations, such as the Connecticut Coalition Against Domestic Violence and its wonderful affiliates throughout our community.

But most important of all, we need to raise awareness to let young people, to let seniors, to let people in our entire community recognize that there should be zero, zero tolerance on domestic violence

and sexual assaults, not only on college settings, but in our community, in our local schools, in -- in every aspect of our society. So I think -- and I want to applaud that this is a small step. But laws can only go so far. We need to have a better understanding that the mentality and the culture that we need to engender and foster is critical.

So I strong -- I stand in very strong support of this, but I believe that our task is still far ahead of us and that we need to do a far better job to raise that awareness, to empower people to believe that violence has no place in our community. So, again, I strong -- I stand in the strongest support of this bill, but I would also encourage in our passage of this, we send a message loud and clear that there is zero, zero tolerance for violence and sexual assault in our communities. Through you, Madam Speaker.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Will you remark further on the amendment before us?

Representative Kokoruda of the 101st.

REP. KOKORUDA (101st):

Good afternoon, Madam Speaker. It's good to see you up there.

DEPUTY SPEAKER MILLER:

Good afternoon, madam.

REP. KOKORUDA (101st):

I stand in strong support of this bill as well, and I -- and I won't repeat everything so many others have said. But I do want to thank the Higher Ed leadership with our chairman and our ranking members in both the House and the Senate, and all the other legislators that worked on it. You can see from the list so many people are supporting this bill -- this amendment which will become the bill.

I just want to say that I have a young woman in my community who I knew worked as a rape counselor, and she works and actually is a college advocate. And she came up to testify on this bill. What I didn't know was what directed her to this -- this career path was that she had been a victim herself on one of Connecticut's state university campuses. It happened in 2004, and it wasn't until 2012 that our -- our -- the university issued the report. She waited eight years for the report on her sexual assault case.

So what she loved about the bill and what -- what I -- what she talked to me about was it gives -- it tells -- informs victims of their rights. It informs them of their options. But, most importantly, it gives our victims support. And I think this young woman didn't have that in 2004, and I think her coming up and being brave to testify is certainly going to help us have that in this year. So, Madam Chairman -- Madam Speaker, I stand in full support of this amendment. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Will you remark further on this amendment before us? Will you remark further?

If not, I will try your minds. All those in favor, please signify by saying aye.

REPRESENTATIVES: Aye.

DEPUTY SPEAKER MILLER:

All those opposed, nay.

The ayes have it, and the amendment is adopted.

Will you remark further on the bill as amended? Will you remark further on the bill as amended?

Representative Willis of the 64th.

REP. WILLIS (64th):

Thank you, madam. And thank you to every one of my colleagues who got up and -- in support of this bill.

But I would be negligent before we pass this bill today to not stand up and thank the many people who participated in this whole process, which really started in 2012 on our Higher Education Committee, and stayed involved. We had hearings in November and then we had hearings following -- during session. And Representative Tim LeGeyt has been an amazing stalwart in working on this bill with us, Senator Toni Boucher, amazing in terms of the amount of time and energy devoted to this, and my former co-chair, Senator Beth Bye, who she and I worked long hours on this from the very beginning. Senator Steve Cassano, my Senate co-chair, and Representative Greg Haddad, vice chair of our committee, put in long hours on this bill. A lot of effort and a lot of thought went into this.

I also would be negligent if I didn't mention CONNSACS, which is Connecticut Sexual Assault Crisis Service. Both Laura Cordes and Jillian Gilchrest put in so much time with us and helping us to craft this in a way that worked, not just for -- on prevention

and -- and also on best practices on how to take care of the victim of assaults.

I want us to thank all of our state -- our public state universities and colleges for their participation and eagerness to ensure that their campuses are safe. Our private colleges, the Connecticut Conference of Independent Colleges were very much a part of this process, and I want to thank all of them for helping to make a good bill even better and stronger. Madam, I thank you very much.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Will you remark further on the bill as amended?

Representative Flexer of the 44th.

REP. FLEXER (44th):

Good afternoon, Madam Speaker,

DEPUTY SPEAKER MILLER:

Good afternoon, madam.

REP. FLEXER (44th):

Madam Speaker, I'd like to first start by thanking the leadership of the Higher Education Committee for bringing this piece of legislation before us today. A special thanks to the co-chairs of the committee, Representative Willis and Senator

Cassano; the vice chairs, Senator Bye and Representative Haddad; and the ranking members, Representative LeGeyt and Senator Boucher. Because of their tremendous work over the last several months, we have this great piece of legislation before us.

And I especially want to take a moment to thank Representative Willis, in particular. Because of her and her work over the last several years as leader of the Higher Education Committee, our state has already had the strongest laws in the country when it comes to dealing with violence against women on our college campuses. And I want to thank her individually for that.

We also have this piece of legislation before us today because of the brave current and former students at the University of Connecticut who came forward last fall and told their stories. They have a bravery that I think few of us can truly comprehend. And I want to thank them for bringing this issue to the forefront once again and helping us getting to this day today in the House of Representatives.

As has been mentioned several times, one in five women on a college campus will experience sexual assault in her time at that college. That is simply

unacceptable. And this General Assembly today is saying that and saying it strongly with this legislation before us. I'm particularly pleased with the efforts toward bystander intervention that is in this legislation today. That is really the way we're going to change the conversation on this issue and finally put an end to sexual violence, focusing on the fact that 90 percent of these offenses are committed by the same very small percentage of men. Most men do not rape. And through bystander intervention, we can get to these offenders, we can stand up against them and help prevent these assaults from occurring in the future.

I also want to say to our institutions of higher education that we applaud them for working towards this legislation, recognizing that at this time the truth is the higher the number of reported offenses on a campus, the better they're dealing with this issue. If a university or a college has a high number of sexual assaults reported, that means they're taking sexual assault seriously, they're working to prevent it. And with this legislation before us today, all of the universities and colleges in our state are going to be working cohesively toward that end. And I want

to thank everyone who worked on this bill, and I'm very proud today to be a member of this body. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, madam.

Will you remark further on the bill as amended? Will you remark further on the bill as amended?

Representative Srinivasan of the 31st.

REP. SRINIVASAN (31st):

Thank you, Madam Chair, and each session you're getting better in the way you're pronouncing my name. So, hopefully, next year it will get even better for both you and me.

DEPUTY SPEAKER MILLER:

With practice I will, sir.

REP. SRINIVASAN (31st):

Thank you, Madam Speaker. Thank you, Madam Speaker.

I, too, rise along with all my colleagues, both sides of the aisle, in strong support of this bill, which is now amended, which is now the bill on the floor of the House. We heard again and again when such situations occur, it takes a long time for the person to come up and tell their story. This has

happened over and over again. Why it happens is beyond me, but we all know it does. And what this bill does, as my colleagues have said so very eloquently and I will not repeat what they've just said, is a good, good first step in making sure we send this message loud and clear to our campuses. So I stand here, Madam Speaker, in strong support of this bill. Thank you.

DEPUTY SPEAKER MILLER:

Thank you, sir.

Representative Nicastro of the 79th.

REP. NICASTRO (79th):

Thank you, Madam Speaker. Good afternoon.

DEPUTY SPEAKER MILLER:

Good afternoon, sir.

REP. NICASTRO (79th):

Madam Speaker, this is such an important bill. I've got to say something, though. It doesn't just happen on college campuses. I was a youth officer for 17 years, and I saw it happening in the high schools. I'd have a young girl not going to school, she'd be truant from school, I'd go to the house and sit down to talk with her and I find out what happened with her boyfriend and I'd have to call in the police on this.

I had -- I saw this happen multiple times in 17 years. This is something that we've got to bring to head. We got to show them that we mean business, that we're not going to allow this to happen because it's going on everywhere not just in college campuses, in high schools. Thank you, Madam Chair.

DEPUTY SPEAKER MILLER:

Will you remark further on the bill as amended? Will you remark further on the bill as amended?

If not, will staff and guests please come to the well of the House, will the members please take your seats, the machine will be open.

THE CLERK:

The House of Representatives is voting by roll, members to the chamber immediately. The House of Representatives is voting by roll. Members to the chamber, please.

DEPUTY SPEAKER MILLER:

Have all members voted? Have all members voted? Will the members please check the board to determine if your vote is properly cast. If all members have voted, the machine will be locked and the Clerk will take a tally.

Will the Clerk please announce the tally.

THE CLERK:

Madam Speaker, House Bill Number 5029, as amended by House "A".

Total number voting	144
Necessary for passage	73
Those voting Yea	144
Those voting Nay	0
Those absent and not voting	5

DEPUTY SPEAKER MILLER:

The bill as amended is passed.

Are there any announcements or introductions?

Representative Ryan.

REP. RYAN (139th):

Thank you, Madam Speaker.

This afternoon many of us got to travel -- go upstairs to Room 310 and enjoy the hospitality of the Mohegan Tribe. We enjoyed their food, their entertainment with dance and music, and a few comments about their culture, plus a blessing from the tribal chief. I think we should take this opportunity this afternoon to now thank them for their hospitality because in our chamber we have the chair of the Mohegan Tribal Council, Kevin Brown, so I wish -- I'd

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GENERAL ASSEMBLY
SENATE

PROCEEDINGS
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Senator Looney.

SENATOR LOONEY:

If we might stand at ease for a moment, Madam President.

THE CHAIR:

The Senate will -- the Senate will stand at ease.

(Senate at ease.)

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if the Clerk would call as the next item Matter from the Committee on Higher Education.

THE CHAIR:

Senator, we've already called a bill. Would you like us to PT that bill?

SENATOR LOONEY:

Yes, PT that bill and call as the next item the item that had been earlier marked in sequence, Madam President, Calendar page 12, Calendar 339, House Bill 5029, from the Committee on Higher Education and Advancement.

THE CHAIR:

Thank you.

Mr. Clerk.

THE CLERK:

On page 12, Calendar 339, Substitute for House Bill Number 5029, AN ACT CONCERNING SEXUAL ASSAULT,

STALKING, AND INTIMATE PARTNER VIOLENCE ON CAMPUS, favorable report of the Committee on Higher Education.

THE CHAIR:

Senator Cassano. Good afternoon, sir.

SENATOR CASSANO:

Good afternoon, Madam President. Good to see you again.

THE CHAIR:

Same here, sir.

SENATOR CASSANO:

I move acceptance of the Joint Committee's report and I urge passage of this bill.

THE CHAIR:

Motion is on acceptance and passage. Will you remark?

SENATOR CASSANO:

Yes, this is a truly -- it's truly a landmark bill for the State of Connecticut, particularly for the women of Connecticut. It's a landmark bill because of its bipartisan effort to bring it together, the effort of both the Senate and the House to work together. And I particularly want to thank the Chairs, the prior Chairs before I was there who began this on, and my co-Chair today, Beth Bye and Roberta Willis. And sitting in the audience up here, I also want to give special thanks to ConnSACS. Jillian Gilchrest is here to see this bill pass. She's worked hard on it, she's been up here on a daily basis along with Laura Cordes.

Let me tell me a little bit about the highlights of this particular bill, AN ACT CONCERNING SEXUAL ASSAULT, STALKING, AND INTIMATE PARTNER VIOLENCE ON CAMPUS. Public and independent higher education institutions, namely all of our public institutions and private, must adopt and disclose multiple policies on sexual assault and intimate partner violence. They

must also offer sexual assault and intimate partner violence primary prevention and awareness programs. It expands the scope of policies requiring for-profit institutions licensed to operate in Connecticut comply with these proposals. It applies to stalking and institutional employees as well, a first for us.

It requires all institutions, public or private or for-profit, after a reported incident to immediately provide concise, written notification to each victim regarding his or her rights and options under the institution's policy or policies. And it allows all institutions to permit anonymous reporting. The bill requires all higher education institutions to report annually to the Higher Education Committee concerning their policies, prevention, and awareness programming and campaigns, and the number of incidents and disciplinary cases involving sexual assault, stalking, and intimate partner violence.

It also requires institutions to include information about stalking and family violence in their annual uniform campus crime reports. The bill requires all higher education institutions to establish a campus resource team to review their policies and recommend protocols, providing support and services to students and employees who have been victims. It establishes membership and education requirements for the team. It establishes additional education requirements for the institutions Title IX coordinator. Unfortunately in this process we have learned that some of our Title IX coordinators were not truly trained for this position.

It requires training for special police forces, campus police forces, campus security personnel, and training requirements for members of the state and local police who respond to campus incidents. The key to that is coordination, working as one, working as a team, and that will benefit the victim. And that has not been the case as it has been just much disarray in the process in the past. It also provides training for interveners. I had an opportunity to meet with a student from Yale who was an intervener who has been trained. And he goes visiting in the various sororities at Yale and some of the other schools in that region to make clear what this -- what sexual

assault really means in the victim's circumstances and the lifelong repercussions of what this means.

The bill requires an understanding, an MOU, with at least one community-based sexual assault crisis center and one computer-based domestic violence agency. They provide tremendous services and they have not been part of the process in the past. They establish a policy, excuse me, they establish a partnership with the service, and they ensure that victims can access free and confidential counseling and advocacy services either on or off campus. Lastly, the bill makes multiple technical changes. I would urge adoption of this bill and I would like to defer to my Vice Chair on the Committee, Beth Bye.

THE CHAIR:

Senator Bye, will you acceptance the yield, ma'am?

SENATOR BYE:

Yes, thank you, Madam President.

I mostly stand to thank Senator Cassano, Representative Willis, Representative LeGeyt, and Senator Boucher for their collaborative work on this bill, and all the advocates who came out and the students who had the courage to come forward and say this is a problem on our campuses. I think the way that the Committee this year went about making sure that students had the information that they need, making sure that our campuses are places where everybody knows where to go in the case of a sexual assault is very important.

So this is a wonderful day in Connecticut for the students. This is recognizing an entrenched problem on campuses. And on the heels of the 2012 legislation, I think this makes us a leader in protecting our students. So I really commend Senator Cassano for his work. And he got the entire delegation of men at the Legislature to sign on, and at the beginning of the legislative session, all the women Legislators signed on. So this has universal support. So thank you, Senator Cassano, Senator Boucher, for your work on this.

THE CHAIR:

Thank you. Will you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, I stand to join with my colleagues in support of this important measure and thank so many that really worked hard on this. My Ranking Member, Representative Tim LeGeyt, certainly Roberta Willis who was the Chairman of this Committee at the same time with the wonderful Chairman of that Committee that really helped to drive this, Senator Beth Bye, who has gone on to even higher positions here, and along with our current Chairman, Senator Steve Cassano, that really got behind this.

Unfortunately, we had an incident that really sparked what became not just a state issue, but a national issue because this is just not an issue that Connecticut faces and Connecticut college campuses face, but all of our college campuses throughout the country. And that incident actually did demonstrate that there were some flaws in the system that needed to be addressed. And I believe that Connecticut has been at the forefront of not just in one session but in two to make sure that we have the best processes and procedures in the state. Because, in fact, so many students go away for the very first time, leave home for the very first time, and are on a different campus that is foreign to them. And when a very traumatic incident occurs, they really don't have the support of family and friends immediately there because it happens, and that trauma is an immediate one. So how that is responded to is very key.

And some of the things that really this addresses that were just mentioned by the Chair of the Committee, such as adding stalking to this as well as employees of an institution. In a process of creating a safe environment on campus to actually make sure that there are sexual assault response teams which we were

surprised that didn't exist uniformly across the campuses. As well as addressing the issue of bystander intervention which I think is very important on a college campus because others and students themselves could probably be closest to a situation while it happens.

And allowing anonymous reporting and also clear reporting, because that also came out that so much of what was in policies and procedures established were not clear. They were complex and didn't and weren't victim-centered and that victim-centered response is extremely important. So again I stand here in full support and I know that it has the generous support of both sides of the aisle as well as our wonderful male members of the General Assembly as well. We appreciate that support very much. And it has been a difficult process, but a rewarding one. And we look forward to the passage today.

Thank you, Madam President.

THE CHAIR:

Thank you. Will you remark?

Senator Cassano, you rise for the second time.

SENATOR CASSANO:

I think maybe Senator Kane was going to speak, can I defer to Senator Kane.

THE CHAIR:

Senator Kane, will you accept the yield, sir?

SENATOR KANE:

I do. Thank you, Madam President.

Just, through you, just a couple of questions to the proponent of the bill?

THE CHAIR:

Please proceed, sir.

SENATOR KANE:

Madam President, I have a constituent in my district by the name of Donna Palomba who is the founder of an organization called Jane Doe No More. And Donna, if you know her story, is a victim of sexual assault and rape herself. And she goes out and she speaks, well, first of all, she has done a great deal in changing the perception and the stigmatism that we have with this type of crime. Her own case in Waterbury years ago, she was looked as if not the victim, but someone who was treated inappropriately by law enforcement let's say. And she's done a great deal in educating law enforcement and educating people throughout this state and throughout the country on the horrible nature of these crimes and how the victims of these crimes are truly that, they are victims.

My question to you in giving you that explanation is about the awareness and about the prevention programs. I'm curious how those programs will be instituted, how they will take place, how the awareness takes place. Is it -- is it just, let's say the college campus that is going to handle that, or will they hire outside firms like a Jane Doe No More to come in and speak to -- and actually she does it for free a lot of times, will they use people like that, organizations like that that bring the -- the awareness of this type of thing to let's say students or faculty or whomever? I guess my question really, Madam President, if that was a long, drawn out version is -- is to that point. I just want to understand that people like that will be brought in to -- to do some of these type of things. Through you.

THE CHAIR:

Senator Cassano.

SENATOR CASSANO:

Thank you, Senator Kane, and I truly appreciate your question because it gives me an opportunity to comment on a couple of these things. I believe I know of her case, read about it as many have. I believe she probably has a working relationship with ConnSACS. If

not, we will make sure she does. We need more people like her to come forward. I think that's critical. And to be very honest, I think this bill is only the first step. We have too many sexual assaults. And for every one we know of, there are probably several that we don't know of.

And by having the intervention, by going into -- talk with ball teams, talk with those that conduct the parties, the fraternities, the sororities, and places and so on, they have to understand that it's more than having a few drinks and bringing somebody to bed. Let's be honest, they have to understand that there are personal feelings or families, there are long-time tremendous feelings that are hurt. Some of us in this circle I know are parents are victims. All of us are familiar with someone who was a victim. There should be no more victims.

And if we do our job and people understand what it means not to sexually assault people, then we've -- we've won. But we're not going to do that this year, and we're not going to do that next year. We're going to have people like Donna and others to get that message out. If we can get into the ball teams on a regular basis, if we can get into those that are sponsoring the parties, and by the way, if they're sponsoring these parties and they continue to sponsor these parties and sexual assault takes place, they have no business being on the campuses. I really don't believe they belong on the campuses. If that's their attitude, they don't belong there. And maybe we've got to start to look at those kinds of things, but hopefully we won't get to that point.

So I hope that answers your question. It is a first step, it's a major step. It provides access to the victim, number one, that they haven't had. It provides coordinated response and collaboration. And hopefully as we spread the word as to what it means, what the impact is, and by the way, there's an impact on that person that commits the sexual assault too. There has to be because he knows, he knows that he's created harm in that process.

THE CHAIR:

Senator Kane.

SENATOR KANE:

Thank you, Madam President.

I thank Senator Cassano for answering my question. And, yes, you did and I appreciate that because, you know, I look to a person like Donna and she's one of my favorite people in the world. I mean just incredibly strong and an incredible person and has so much to offer on this subject, among other subjects actually. But -- but I just wanted to understand from you the type of collaboration that would take place. And I do appreciate the good Senator for his answers.

SENATOR CASSANO:

Thank you.

THE CHAIR:

Will you remark? Will you remark?

Senator McKinney.

SENATOR MCKINNEY:

Thank you, Madam President.

Madam President, I rise in support of the bill before us. And I -- I want to thank Senator Cassano who obviously when this first occurred was not the Chairman of the Higher Education Committee and then thrust into it later on. I want to thank Representative Cafero down in the House who -- who joined me on October 24th in calling for a hearing when we learned of the Title IX federal lawsuit that was filed by a group of courageous young women. And for Governor Malloy who shortly thereafter joined Representative Cafero and I in calling for legislative hearings, and ultimately the leaders of the Legislature in agreeing later to have that hearing.

Madam President, I guess what I want to say though is that, you know, all of the thank you's we've said today really are irrelevant. The only people we

should really thank are those extraordinarily brave and courageous women who came forward. Because we know that for every one of them that came forward, there are literally dozens or hundreds or more of young women who've been subjected to sexual assault, date rape, or rape on campuses across our country. And because of the culture have been afraid to come forward, because of the misunderstanding about rules and regulations created by universities that make it so difficult for young women to come forward.

And we saw that at our state's flagship university. Do they go through an internal process or do they call the external police? Do they go through an internal process or do they go through our criminal justice system? All of those confusing issues made a young woman's most difficult choice even harder and this bill makes many of those confusions go away. But I guess what struck me most about this, and it's not just a UCONN problem, it's a problem on college campuses across Connecticut and across the country, but even when we pass this law we need to do more about changing the culture.

I have two teenage daughters. I don't know that I would ever want them to go to a school that has a place called Rape Trail on it. The very fact that that had continued to exist, however much an urban myth or not, speaks not well of the culture at our university. And so there is a lot more that needs to be done. But it needs to be done among faculty and administrators and students together. The past couple of months I've been able to do somewhat of a college tour because my oldest son will be heading to college next fall. And when you take all of those college tours and you tour campuses, I don't remember one not talking about some type of a blue light system or security program, to highlight the fact that we take the security and the safety of the students at our university seriously.

But that doesn't speak to the culture of what's allowed and what's not allowed, what's acceptable and not acceptable. And until we change that culture, until we have young men understand that sexual assault, date rape, and the like is unacceptable, we're still going to have young women go through that

suffering. So I want to thank everybody who worked on this. But at the end of the day, I want to thank those courageous young women for coming forward. And like many people in their situation and similar situations for trying to make something so tragic to their lives and being public with it and the difficulties that come with being public about those tragedies, hopefully used to help others and protect others so they won't have to go through the same thing.

Thank you, Madam President.

THE CHAIR:

Senator, thank you. Will you remark?

Senator Cassano, you rise for the second time?

SENATOR CASSANO:

Yes, thank you, Madam Chair.

I, seeing no other comments, I do want to thank Senator McKinney for his comments and he is right on board and that's why many of us signed pledges that we would work with ConnSACS to carry -- carry that message. We don't have to just pass a bill, we can go to the next step. And I hope some of us volunteer to do that, many have signed up, in fact, to do that. We need to change the culture, Senator McKinney, you're absolutely correct. And it starts here with this bill and it starts here with us and the many victims that are out there that have come forward and their families, maybe we can change that culture.

Seeing no opposition, no more comments, I would urge that it be put on the Consent Calendar.

THE CHAIR:

Seeing no objection, so ordered, sir.

SENATOR CASSANO:

Thank you, Madam Chair.

And also, Madam President, if I might move also that all of the bills announced for referral to various Committees in today's session that those bills be transmitted to the Committees to which they have been referred immediately and not held.

SENATOR LOONEY:

Seeing no objection, so ordered.

SENATOR LOONEY:

Thank you, Madam President.

At this time if the Clerk would read the items on the Consent Calendar so we might proceed to a vote on the Consent Calendar.

THE CHAIR:

Mr. Clerk.

THE CLERK:

On page 1, Calendar 478, House Joint Resolution Number 76. On page 2, Calendar 479, House Joint Resolution Number 77, Calendar 480, House Joint Resolution Number 78, Calendar 481, House Joint Resolution Number 79, Calendar 482, House Joint Resolution Number 80, Calendar 483, House Joint Resolution Number 81. On page 3, Calendar 484, House Joint Resolution Number 82, Calendar 485, House Joint Resolution Number 83, Calendar 486, House Joint Resolution Number 84, and Calendar 47, House Joint Resolution Number 85. On page 12, Calendar 339, House Bill 5029. On page 38, Calendar 192, Senate Bill Number 2. And on page 41, Calendar 254, Senate Bill Number 424.

THE CHAIR:

Mr. Clerk, will you call for a roll call vote on the -- on the Consent Calendar. The machine is open.

THE CLERK:

Immediate roll call is ordered in the Senate on today's first Consent Calendar. Immediate roll call ordered in the Senate.

THE CHAIR:

If all members have voted, if all members have voted, the machine will be closed. Mr. Clerk, will you please call the tally.

THE CLERK:

On the Consent Calendar for today.

Total Number Voting	36
Necessary for Adoption	19
Those voting Yea	36
Those voting Nay	0
Those absent and not voting	0

THE CHAIR:

The Consent Calendar passes.

Are there any points of personal privilege or announcements? Any points of personal privilege or announcements?

Seeing none, Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if there are no announcements or points of personal privilege, it is our intention tomorrow to commence with a Democratic Caucus tomorrow morning at 10:00 a.m. followed by -- followed by Session. And at this point, Madam President, if there is no -- no additional comments or comments for announcement of Committee meetings in advance of the session tomorrow, I would move the Senate stand adjourned subject to the Call of the Chair.

THE CHAIR:

The Senate will stand adjourned subject to the Chair.

JOINT
STANDING
COMMITTEE
HEARINGS

HIGHER EDUCATION AND EMPLOYMENT ADVANCEMENT

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2014
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CHAIRMEN: Senator Cassano
Representative Willis

MEMBERS PRESENT:
SENATORS: Boucher

REPRESENTATIVES: Ackert, Alberts, Bacchiochi, Candelaria, Dillon, Haddad, Janowski, Lavielle, LeGeyt, Maroney, Sawyer, Sayers, Smith, Walker, Willis

REP. WILLIS: Good morning.

Welcome to the Higher Education and Employment Advancement Committee Public -- excuse me -- Public Hearing.

I welcome all of you here today. And we will see if there are remarks first to start from members of our committee.

I would just like to say before we begin that the topic at hand today really reflects a national issue. And certainly what's been talked about here in Connecticut and has come to the forefront is just part of a national issue.

Last month we saw President Obama announce the creation of a task force for a federal response on campus rates.

We know that nearly one in five young women will be sexually assaulted during their college years. The majority of those go unreported; only about 15 percent, maybe less.

Most attackers involve the use of alcohol. And most of the attackers are known to their victims. And over 60 percent of the victims are freshmen.

The positive known in all of this today is we're here to effect change. Rules, regulations and responses are all important, but it will take more than laws and policies. It will take a concerted effort on everyone to raise awareness and a need to change our culture on our college campuses.

If there is a bright side to all of this, it's that we are here for that purpose today to effect change going forward.

With that, my vice-chair Representative Greg Haddad, would you like to comment?

REP. HADDAD: Yeah. I -- I would like to thank the leadership of this committee. In particular, Representative Willis and Representative (sic) Bye for addressing what I think is -- and putting together a comprehensive package that you will all get a chance to -- to comment on today, but I think that gives us a really strong start on addressing this issue.

It is clear that there is an epidemic of -- of sexual assaults on college campuses. And it is clear that we need to have a stronger response to addressing that situation.

I think that colleges are challenged by the scope of the problem. And anything we can do here at the Legislature to help equip colleges and universities in the state of Connecticut to -- to better handle these -- these kinds of situations. It is time well spent so I -- I

thank the leadership of the committee and I thank members of -- of the public who are here to testify on the bill today.

I look forward to hearing your comments.

REP. WILLIS: Thank you very much.

Senator Boucher.

SENATOR BOUCHER: Thank you, Madam Chair.

And I echo the sentiments of my co-chairs and members I know of this committee.

This is issue was taken very seriously in the fall when we met previously and tried to build on ways to keep our college campuses safer. And now this is the next step to see if we can close some of those gaps and have a more consistent uniform response across all of our higher educational institutions in Connecticut.

You can see that we do take this very seriously. That college students when they leave their home often do not have the kind of support systems they are accustomed to; families, community members and so forth. So they will be relying a lot more on college campus' staff, faculty and so on when there is a crisis.
And the response on behalf of that school community is critical. And I am very pleased that this committee is again pursuing this to make sure that we keep our students as safe as possible so they can pursue their academics in a good climate.

Thank you very much, Madam Chair.

REP. WILLIS: Thank you, Senator.
Representative Tim LeGeyt.

REP. LEGEYT: Thank you, Madam Chair. I appreciate that.

This -- just to try not to echo completely what people -- members of the committee have said before. I think one of the things that is a focus today is that we are focusing on victims. We're not focusing on institutions, except to the extent that we might modify the legislation in place to better support victims of sexual violence and intimate partners.

So and -- and to that degree, I'm so pleased that we're having this hearing today so that that -- that kind of concern can be directed in the right direction.

Thank you.

REP. WILLIS: And thank you.

With that I will call Representative Mae Flexer.

Good morning, Mae.

REP. FLEXER: Good morning.

My name is Mae Flexer. I'm a State Representative for the 44th District.

Good morning, Representative Willis, Representative LeGeyt, Senator Boucher and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to testify in support of House Bill 5029, AN ACT CONCERNING

SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

I want to take this opportunity to thank this committee for their leadership on issues surrounding violence against women at our institutions of higher education.

Thanks to your leadership our state is leading the nation on this issue. And with this legislation I believe we can continue that strong position.

I also want to thank the brave students and alumnae of the University of Connecticut who came forward last fall and shared their experiences. Without their strength and fortitude we would likely not be having this conversation today.

Because of them, our state's colleges and universities, with the help of this Legislation, will be required to dramatically improve their response to sexual assault and intimate partner violence on our college campuses.

Students at UCONN have been at the forefront of these conversations for many years. Listening to their voices we can develop the best responses to and prevention methods for violence against women.

On many occasions I have heard our Attorney General George Jepsen compare the issue of violence against women to that of drunk driving. The campaign against drunk driving has reduced drunk driving deaths from 15,827 in 1991 to 9,878 in 2011.

This is a direct result of advocacy on the

part of victims of drunk driving and their families working tirelessly to increase penalties for these offenses and changing our society's perceptions of and acceptance of drunk driving. We must do the same for violence against women and I believe we will see similar results.

We can no longer accept that one in five women will be sexually assaulted in her college years. Would parent willingly send their teenagers to an institution where there is a one in five chance they would incur a serious life-altering injury?

We must understand that these crimes are viewed differently and work to change that. We don't ask people who have been mugged how often they've given money away to charity or why they were clearly flaunting their affluence through their appearance.

Why should we ask similar questions to victims of sexual violence?

We must also shift the role of men in this conversation. According to Dr. David Lisak who recently presented at the University of Connecticut, 3 percent of college men account for 90 to 95 percent of rapes.

This is a critical number to understand. Men often feel as though they're being lumped together when we talk about violence against women.

Educating everyone that these offenders are really a small part of the population can play a critical role in shifting this conversation and empowering men to be leaders in this conversation. Then this issue can stop being

a women's issue and instead be what it really is, the issue of violence of men perpetrating violence against women and other men.

To that end, I ask the leaders of this committee to solicit the support of all members of the Connecticut General Assembly for this bill. It is a tremendous accomplishment that every woman who serves in the House and the Senate, Republican and Democrat has pledged their support for this bill. And I thank the leaders who made that happen.

But I suggest to you that having every woman and man sponsor this bill would send an even more powerful statement that the state of Connecticut takes violence against women seriously and recognizes this is an issue for all of us, not just women.

The bill raised by this committee will provide clear direction to all of our institutions of higher education on how to respond to incidents of sexual assault and intimate partner violence in their campus communities.

As this committee learned at the public hill -- hearing held on these issues in November, having a clear policy for how to report these incidents is critical for victims of these crimes to come forward. Requiring that these policies be given in plain language is an important step to ease the complexity of the process that currently exists at many of our campuses.

Additionally, I suggest that the committee consider requiring in Section 2, Subsection B, that institutions work with CONNSACS and CCADV member programs to develop a campus specific

advocate system and perhaps offices for these agencies on campus.

Students who report being a victim of sexual assault or intimate partner violence have to navigate a complicated student judicial process and the criminal justice system. These students should be given an independent advocate to work through these processes whose sole purpose is to ensure that the victim informed of all options available to her or him and that that advocate's loyalty is to the victim and it cannot be questioned. This will eliminate confusion and empower victims to move forward as they see fit.

Many students report not coming forward as victims or witnesses because of fear that they will face discipline for violating the student code of conduct or other similar rules for activities, such as alcohol consumption. Policies should make it clear that a student will not be punished for other violations while making an effort to report sexual assault or intimate partner violence.

In section 2(d) the institution should be required to do just that.

The bill also requires that institutions establish a trained sexual assault response team. In addition to the members listed in the bill I suggest that representatives from the women's center on a campus if -- if -- be included, if such a center exists on the campus.

Additionally, a member of a community based domestic violence program should be included on the SART.

It is undisputed that sexual and domestic violence on college campuses are more frequently committed by students involved with fraternities or athletics. Because of this, I believe professionals who work with these groups should also be a part of the SART, if the campus has these groups as part of their community.

I also implore the committee to include students on the SART. Students can provide critical input from a unique perspective on these issues. I suggest that there be several students on the SART representing various parts of the campus community, especially parts of the community most affected by sexual and domestic violence.

The committee should also consider requiring that institutions that offer student health services have Sexual Assault Nurse Examiners on staff. Many students report having to travel off campus to have rape kits administered. Having these services on campus is one more way to mitigate the trauma a victim experiences.

I also ask the committee to consider imposing financial penalties on institutions that willingly do not cooperate with law enforcement investigations into sexual assaults and intimate partner's violence crimes on their campus communities or who do not comply with all sections of the legislation before you.

I believe the impact of this would be similar to that of the 2011 "Dear Colleague" letter from the U.S. Department of Education. This letter required that procedures to deal with sexual violence be in place or the institution

faced the loss of federal funding.

Institutions of higher education listened to that directive, albeit with lengthy policies whose effectiveness have yet to be fully evaluated. The legislation before you and the improvements to it being presented today, need to be taken seriously, and financial penalties will ensure that it is.

While it is important that our colleges and universities have the best response to sexual assault and intimate partner violence, it is also critical that these institutions be at the forefront of preventing these crimes. This legislation should also require bystander intervention training at all campuses.

This training should be given to all students, faculty and staff on an annual basis. Bystander intervention training gives people the tools to disrupt abusive behavior and create a culture where this abuse is no longer acceptable.

This is proven to be one of the most effective ways to reduce the number of sexual assault and intimate partner violence crimes on our campuses. The University of New Hampshire instituted a bystander intervention training program for its athletic department.

In 2007 the department had 75 cases before the university's judicial affairs office. After bystander intervention training was added, in 2013 just 7 athletes had cases before judicial affairs.

I also ask the committee to seriously consider the detailed testimony of the Connecticut Coalition Against Domestic Violence, the

Connecticut Sexual Assault Crisis Services Centers, the Office of the Victim Advocate and the Permanent Commission on the Status of Women. These changes will greatly enhance the legislation before you.

The legislation presented today is critical for both protecting our young people and ending a culture where violence against women and men perpetrated by men is acceptable. Thank you again for your tremendous work on this issue and for the opportunity to testify today.

I look forward to working with you all on this bill in the weeks to come.

REP. WILLIS: Thank you very much.

Questions or comments from members of the committee?

Representative Sawyer.

REP. SAWYER: Good morning.

REP. FLEXER: Good morning.

REP. SAWYER: The question I have for you is regarding the University of New Hampshire's experience through their athletic department. Do you know if that's been used across the campus or is that just -- was that specific example do you believe just done through their athletic?

REP. FLEXER: What I read I believe that they've used it in a couple of different pieces of their campus community. I don't think it's been done campus wide, but there are other institutions that have instituted this

bystander intervention program.

And the data on that is relatively new, but in the places where these sorts of trainings have been implemented the number of these cases have gone down dramatically; although, they've only been implemented in the last several years.

And I'd be happy to get you some more examples.

REP. SAWYER: I -- I would appreciate that because I think one of the things you very clearly bring out, and I think something that this committee is very keen on as well, is that it's -- it should be a male discussion as well as female discussion and -- and what we should be doing about it.

This -- the -- the drop from 75 to 7 is amazing. So thank you very much for bringing that forward and I would -- I would love the rest of that information.

REP. FLEXER: Great. Thank you.

REP. WILLIS: Thank you again. And thank you for your work on the -- this issue as well, Mae.

Oh, I'm sorry, Representative Alberts.

REP. ALBERTS: Thank you, Madame Chair.

Thank you, Mae, for your testimony.

I had a question as it related to your comment about the students reported not coming forward as victim's witnesses because of fear of -- of, you know, being considered for punishment for other violations. And I -- I think I --

I'm getting the sense that a lot of these incidents of -- of assault are taking place when students are indeed having some type of alcohol consumption.

And I'm -- part of me is just very hesitant to be so as generous as you're suggesting here and not that we -- not that we want to create a stumbling block for people to report assaults. Would you be open to the concept that we would encourage colleges to -- and universities -- keep in mind the fact that someone was, you know, coming forward and making it aware that something had happened -- an assault had taken place and they should keep that in mind as they consider any punishment?

Would that be something that you would be open to?

REP. FLEXER: Yeah, I mean, I think the suggestion that you make does make some sense. And I have to say that the policy, in particular at the University of Connecticut, is that if a student comes forward to report one of these crimes that there are potential violation of the student code of conduct for an offense like alcohol is not considered against them when -- when they do come forward.

And I think it's an example that should be replicated at other institutions. And I -- and I also just want to add that I have to give credit to the University of Connecticut that months ago they had this planned presentation from Dr. Lisak -- David Lisak well before the issue of sexual violence at UCONN in particular was making national headlines.

And when he came in and -- and presented he also talked about the issue of alcohol consumption. And that's something people often talk about as it relates to sexual assaults occurring on our campuses. And it turns out, according to his research, that these offenders -- again, that 3 percent of men in a campus community -- are going to find a way to offend regardless of alcohol consumption.

Alcohol consumption makes it much easier, but they are going to find a way to perpetrate these crimes unless we have a robust community that -- that has these bystander intervention models and -- and people stand up and stop these offenders from moving forward with their offenses.

REP. ALBERTS: Again, thank you very much.

Thank you, Madam Chair.

REP. WILLIS: Thank you. And -- and thank you, Mae, for raising a issue of bystander intervention because I think that goes a long way to addressing some of the campus climates that need to -- to be changed. And I think your analogy to alcohol that we've done in the past with the numbers we've raised awareness on that issue.
We should use a similar strategy on our college campuses with bystander intervention. Friends don't let friends drive and drink. And -- and I think that, you know, we've heard a lot in the testimony before about freshman orientation and the information that's handed out, but when you talk to students they don't remember that -- that day in orientation because so much is being thrown at them.

So by doing bystander intervention it's -- it's an ongoing strategy to change campus climate. So again, thank you very much for that.

Oh, Senator Boucher.

SENATOR BOUCHER: Thank you very much. And thank you for testifying.

I think that you brought out a very important point and that is, eliciting the support, which I know we have, of the men in our Legislature as well as on our college campuses as well. That's key.

And also very little is talked about fact is that there are also men that are victims of -- of sexual assault. And -- but it's -- I -- I would have maintain they probably more rarely ever come forward because of the stigma associated with it. So I think it's really important to include them all in this and -- and that you highlighted it so well. So thank you for that.

REP. WILLIS: Thank you. Thank you again, Mae.

Senator Bye.

SENATOR BYE: Two things; I just want to thank you Representative Flexer. You have been a champion on this and you continue to help guide our policy. And we really appreciate someone who spent five years on this helping us at this critical juncture.

And then I just want to make sure I let the community here know that Senator Cassano could not be here, but these issues are very important to him. He's following this hearing

remotely as he is away, but I -- I just wanted to make sure everybody knew that.

Thank you.

REP. WILLIS: Thank you.

Representative Lavielle.

REP. LAVIELLE: Good morning. Thank you, Madam Chair.

Thank you for your testimony.

I have a question that I would like to ask you. I will ask it again later because you -- you know, I -- it would be good to get input on this from a number of people.
I'm just curious do you have the impression that some of the things that are made very precise and explicit in the bill language were actually required already and just not being enforced, or are they new? For example, allowing people to report incidents anonymously. Were they not allowed previously? Were they not provided with notification after an incident of what their options were? And were -- was -- was no one available who was trained to counsel them afterwards?

Because these are all these that need to be done obviously and I -- and I think that it's very important language and very important point. But do -- do you have the impression that this was regulation that was lacking and not being complied with or -- or that it was already there and just not being enforced?

REP. FLEXER: I would say that these policies or similar policies were in place in most places.

And I do have to admit that I am most familiar with the policies at the University of Connecticut. I've spent a lot of time there both previous to the last several months and especially in the last several months. It is my alma mater and so it is the place I'm most familiar with.

And I know that they have policies in place that are similar to the legislation before you. I think what we've heard is that they were inconsistently enforced and -- and shared. And so I think, yes, that most institutions someone can come forward anonymously and -- and report a crime, but to what degree in the process that report stays anonymous is often a question.

And I don't know that there has been consistency in terms of access to counseling. And access to counseling in particular from someone who the victim can be assured is there to represent them.

Similar to, I believe, issues of sexual assault in the military where there is this loyalty to the institution that is so strong in every member of the military. At institutions of higher education there is often a loyalty to the institution and -- and so someone's loyalty to the victim could therefore be questioned.

And so I think we do need more consistent policies in terms of access to counseling for victims that come forward at all of our institutions of higher education.

REP. LAVIELLE: Thank you. You make an excellent point and I -- I would just follow up with for clarification that the view would then be that

the value of legislation would be actually to provide penalties or sanctions to the institution if these provisions aren't enforced; am I right?

REP. FLEXER: I think that's the best way to move forward, yes.

REP. LAVIELLE: Thank you. Appreciate it.

REP. WILLIS: Representative LeGeyt.

REP. LEGEYT: Thank you, Madam Chair.

Good morning, Mae.

REP. FLEXER: Good morning.

REP. LEGEYT: Thank you for your testimony today.

I'm -- I'm going to ask you a question that is -- I'm just looking for the answer to this and I might ask others as they come and testify as well.

If we accept as solid that one in five women are sexually assaulted during their college years, then to measure that against the number of women who come forward and actually make reports, statements probably indicates that there is a sizable majority -- a silent majority of people who are victims of sexual violence who don't.

And I -- I would just -- I'm just trying to get a sense. I don't have a sense of what that number is, but I wondered if you had any information about it.

REP. FLEXER: I believe numbers that are cited by the Connecticut Sexual Assault Crisis Services Center indicate that out of 100 sexual

assaults that occur 40 victims -- excuse me, 20 victims come forward and report their crime in any way.

And so the notion that you're proposing that perhaps the number of one in five is -- is much greater is entirely possible. And again, I believe that that's because of the way that we talk about this issue. The way we engage in -- in victim blaming, instead of focusing on the crime and the perpetrator we question the victim and we have a culture of this that does not encourage victims of this type of violence to come forward.

And as we change that we may see that culture -- we may see those numbers rise and then decline. And one of the things that this committee heard in November that I thought was really fascinating was from the Clery Center, which was that a campus that has a higher number of reported sexual assault on their campus is probably doing a better job of dealing with sexual assaults on their campuses because they're being honest about how many of these crimes actually occur.

And so for right now, if you're trying to decide where your son or daughter should go to college, you should probably pick the institution that's got a higher number because they are clearly dealing with this issue in a comprehensive way.

REP. LEGEYT: That's a great point. And I think that there are several issues that we're dealing with here; one, is to try to help victims of sexual violence come forward; one, is to try to train the rest of the college community so that we can start to prevent those things from happening; and another is

the improved reporting process for colleges and universities.

So a multifaceted concerns about a deep and -- and endemic problem in our colleges and universities. One that does and should have everybody concerned about the welfare of our college students and -- and the process that they go through.

It's a -- it's a terrible -- it's a terrible thing to have to deal with that in addition to all the other stressors that college students have to -- have to handle. So thank you for your testimony.

REP. FLEXER: Thank you.

REP. WILLIS: Thank -- thank you, Representative LeGeyt.

I think that raises another point that I know we're trying to get at today and that is we focus very much on reporting and numbers. And really we need to do more in terms of what is our response, you know, what is -- what is the supportive nature of the college community after an assault and -- and get away from even being fixated on a number.

Thank you, Mae.
Representative Ritter.

Good morning, Betsy.

REP. RITTER: Good morning, Representative Willis, and in brief absentia Senator Cassano and members for the committee on Higher Education and Employment Advancement.

For the record, my name is Betsy Ritter. I am

the State Representative from the 38th District representing the towns of Waterford and Montville.

And I'll be very brief.

I want to thank this committee for several things; the first, is taking a very serious hard and honest look at a situation that I think all of us as representatives of the state of Connecticut perhaps at this time don't feel particularly proud about, but your work and your willingness to take this on both last fall and currently as your priority item this session I think shows a willingness to turn it into something about which we can eventually be proud of in the state of Connecticut. And I thank you for that.

Secondly, as Representative Flexer, far more eloquently pointed out, I was very pleased a couple of weeks ago to be able to stand with many of my colleagues in the House and Senate from both sides of the aisle when all of other women got together to urge the committee in its mission to pursue this legislation.

And I think that's a -- that was a powerful and positive statement for us to make. I'm particularly welcome the invitation from Representative Flexer and I know all of us to invite the men to come along and I'm sure they will.

This is an issue that is important to -- to so many of us, but certainly for the record, it's my hope -- and I think I heard this at that meeting -- that not only do we take a serious look at this, but that we work hard to make sure that the legislation is strong legislation, that the legislation does as we

intend it to do, and provides an opportunity to clearly state our, not just dissatisfaction, but intolerance for a continuation of what many of us feel is perhaps not the most -- the safest environment for many of our citizens in Connecticut when we send them to college.

So thank you very much. Keep working. And I know we'll all be staying strong.

Thank you.

REP. WILLIS: Thank you.

Any questions or comments from members of the committee?

Hearing none, thank you very much, Representative.

Up next is Katie Kelley and Tom Clark from the Board of Regents -- State Board of Regents.

KATIE KELLEY: Good morning Representative Willis, Senator Boucher, Representative LeGeyt and members of the Higher Education and Employment Advancement Committee.

My name is Katie Kelly and I am the dean of students at Asnuntuck Community College.

I would like to thank you for the opportunity to testify today on behalf of the Board of Regents for Higher Education. And particularly, the twelve community colleges in the system of Connecticut state colleges and universities regarding House Bill 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

These issues are of significant importance. And in addition to my role as dean of students I also serve in a volunteer capacity as president of the Board of the Network Against Domestic Abuse in Enfield.

Outreach, support and prevention through education are my passion.

Let me first say, unequivocally, the Board of Regents is supportive of the intent of this legislation and is ready to work with any member of this committee or any group committed to improving institutional responses to reports of abuse or violence, as well as training and outreach to the campus community.

What I would like to do is quickly point out some concerns specific to the community colleges, and then with my colleague here, Tom Clark, the assistant counsel for the Board of Regents for Higher Education and a coordinator for many student affairs issues across our 17 institutions, answer any questions you have about our current practices, or how we can best assist in meeting the goals of this proposal.

I encourage members of this committee to work with the Board to reexamine this bill in light of the inherent differences that exist between major residential campuses and community colleges, not only differences created due to on-campus housing arrangements, or lack thereof, but differences in resources, staff and expertise dedicated to serving a 24-hour-a-day campus versus institutions that operate on much more restricted schedules.

Community college campuses are non-residential and thus lack comprehensive mental health

counseling functions, physical health services and programming personnel for non-academic areas. These institutions rely heavily on referrals to community agencies that have the requisite expertise to assist students in need of sexual assault or domestic violence support.

Additionally, many of our campuses rely solely on contract security services that lack the capability to participate in the kind of coordinated response and vision by this legislation. Our students come to campus for classes while balancing careers, family, and external obligations. And spend minimal time on campus outside of their academic commitments. And our student service structures and abilities reflect that reality.

Given the differences between community colleges and university settings, I ask you to consider the following: number 1, the proposed sexual assault response team. I encourage the committee to work the Board to better define a membership group for the community colleges that recognizes that staff at the college may not serve in the functions outlined in the proposed makeup of these teams, or that the confidentiality of the victim of assault or abuse may be violated.

Number 2, reporting requirements; the committee should align reporting requirements with Clery Act requirements and reporting dates and consider the effect such reporting requirements have on smaller institutions.

Number 3, the memoranda of understanding; Connecticut Sexual Assault Crisis Services, CONNSACS, provides a 24-hour hotline and a dedicated advocate for each campus. This

partnership can include campus wide programming, faculty and staff training and intervention and support for victims as is currently the practice at Asnuntuck Community College. Strengthening and supporting this alliance negates the need for a series of MOUs across the system.

Incidences of sexual assault and intimate partner violence are all too prevalent in our society. Continued awareness and prevention efforts are greatly needed.

The community colleges are dependent on the support of external agencies. Without on-campus mental health resources and appropriate campus security services, college face significant hurdles with respect to implantation of this proposal.

I believe that we can work together on small modifications to this proposal that take into account the focus and mission of our colleges and will ultimately have a greater impact on meeting the laudable intent of the proposed legislation.

Thank you for your time today. Assistant Counsel Tom Clark and I will now be happy to answer any questions.

REP. WILLIS: Thank you -- thank you very much for your testimony, Ms. Kelley and -- and Mr. Clark.
The -- the community colleges we recognized from the beginning in crafting this draft legislation presents particular challenges because as you pointed out, it's not residential. You don't have the campus support services that a four-year institution with residencies -- with residences have.

The other complication is that you have different security at different campuses in your community colleges. So in some places you use police -- you have police. You have some have security guards. Some campuses rely on municipal police departments and then your state police.

So you've got a -- you've got a varied landscape here that we were aware when we did this that one size fits all doesn't work for the community colleges. So this is very much a work in progress. We'll take your comments. But at the same time, we do want to make sure that there are provisions.

Not all -- I mean, this law -- this proposed law and -- and the new changes -- federal changes also include off-campus assault. And then the other issue that is -- is not just student to student, but you could have faculty or staff in -- in a situation with a student. So it -- it is -- nothing is simple.

And so this just makes our challenge going forward and I hope you'll be a part of this process as we try to craft something that works for the community college student and protecting them.

With that, I'll turn -- see if -- yes, Representative Sawyer has a question for you.

REP. SAWYER: Dean, a question, have you found in -- on other campuses perhaps in your travels, other places or in reading that you've done is there anything that you've seen that has been exceptional that you think we should be replicating here in Connecticut for the community colleges in -- in this -- in light

of this? Is there something that you think we could be adding?

And I'll just leave that as an open question. I don't want to put you on the spot. I would love it if you would perhaps get back to the committee if you have seen specialty courses or staff training or something that would be specific to your particular needs. That would be great for us to hear.

KATIE KELLEY: All right. Thank you. And I do support the idea of bystander training for students. I think that is very important. I support the Representative Mae Flexer's views on that as well.

REP. WILLIS: Other comments or questions?

Senator Boucher.

SENATOR BOUCHER: Yes, thank you so much for your very helpful testimony.

Could you in more detail explain the concerns you have about the memoranda of understanding? And why you think it may not necessarily be appropriate, if I understood you correctly for some community colleges.

KATIE KELLEY: Go ahead.

TOM CLARK: Good morning.

I -- I think the concern in part with the memoranda of understanding in part is many of those relationships currently do exist. Many of the trainings that are described in that memorandum -- that section regarding the MOU currently take place. It's a question of who provides them.

There's a close working relationship, I think, between CONNSACS representatives and the community colleges. So the question is, is -- is it necessary when it already exists?

I think the question that was raised earlier.

And Katie, I didn't know if you wanted to add to that in some way?

KATIE KELLEY: No. I -- I agree. We have a very strong working relationship with CONNSACS. Our campus advocate is on campus weekly working with a student organization designed to work towards prevention of sexual assault and domestic violence, workshops, trainings, all types of literature is distributed throughout campus.

And -- and it's just been a very strong working relationship and I would like to enhance that and continue that on all the campuses.

SENATOR BOUCHER: Would you maintain that that's only for some community colleges or across the board it's consistent that they already have these partnerships and are utilize them for both being on a team member with them and also providing training. And where appropriate, even bringing them in for intervention services to the victims should they so need it?

TOM CLARK: I think it's consistent that there's a close working relationship, as with any relationships. I think they vary in degree and -- and closeness.

I -- I'm not sure, in all honesty, to be able to address your question about intervention

services because it's my experience in -- in speaking with colleagues like Katie that the request of students for intervention services for sexual assault on a community campus -- community college campuses is relatively low.

So having that in place may be preparing for a rare event.

REP. WILLIS: Thank you very much.

Can I have a question on another aspect of this and that's the discipline policy once a student has made an accusation against another student or faculty or staff member. What kind of accommodation is made for that student because a community college is -- is smaller than our state universities -- our four-state university, certainly smaller than our Flagship Institution University of Connecticut.

So how can you move students around? How can you change courses or whatever to make that student feel comfortable on campus and not have to face the accused -- you know, the one who is accused.

TOM CLARK: Well, I -- of course as you're indicating, there are limited options, but I think I could speak for the community colleges since I -- as I mentioned before talked with the deans on just these kinds of issues.

That if there is a report of sexual assault colleges have the ability to intermittently suspend the student who is deemed to be a danger to the campus community. So it may be that the initial response would remove -- after an appropriate hearing, because due process rights to attach to the reported

perpetrator as well, that that person no longer can be on campus while the matter is being investigated, resolved and finally adjudicated on campus.

So there's that option to remove the student who is deemed to be a danger. If that student is allowed to remain on campus, you're right, we do have limited sections that we can alternate students to -- to attend.

There is the opportunity for independent study online program, certainly referrals to off-campus type facilities are available, as they would be for a four-year institution that may have those facilities on campus as well.

So I -- I believe the community colleges within the resources they have are prepared to meet all the challenges in terms of providing the accommodations that a student would require.

REP. WILLIS: One of the statistics that's thrown out is that the number of perpetrators is small and the majority of those frequently attack. They are the assault perpetrator assault several times.

Community colleges are much more prone -- students are much more prone to move from campus to campus, so how does that -- if someone is removed for that and then shows up on another community college how is that -- does that get reported to the police or security? How does that work?

TOM CLARK: That's a great question. And I'm -- I think what I can explain to you to put help to address that is with the 12 community college we have a system that involves what we call

discussion holds. And I administer that from our system office.

When a college, such as Asnuntuck, Katie Kelley would have a situation in which a student is removed from that campus for important reasons related to safety. That campus would request to me that I place in our student record's system an electronic hold that would prevent that student who was requested by campus to have that hold from being able to register at another community college without having a conversation with Katie's colleague and who would have a conversation with me to determine that that individual is appropriate to attend that institution.

So we have a means of putting up an electronic block to prevent somebody from migrating as a student by enrolling and registering at a subsequent community college without the approval of that college allowing them to attend.

REP. WILLIS: Any other questions or comments?

Representative LeGeyt.

REP. LEGEYT: Thank you, Madam Chair.

Good morning.

KATIE KELLEY: Good morning.

TOM CLARK: Good morning.

REP. LEGEYT: In regard to my question and concern that I shared with Representative Flexer a few minutes ago, I'm wondering again, if we -- if we accept the fact that one in five women are

assaulted during their college years and -- and we also accept the percentage that Representative Flexer shared that only 20 percent of those people who are assaulted come forward, is your experience or do you have any sense that that percentage of 80 percent of the women who are assaulted in their college years never come forward? Is that consistent with your understanding of the dynamic and perhaps how it plays out at -- at the community colleges?

KATIE KELLEY: I absolutely do for -- know from my own reading and research and understanding that that is, you know, most likely the -- the case.

At community colleges it's very rare that somebody comes forward. We have, for example, at my institution we have had students who have come seeking support for incidences that may have happened in the home or in the distant past. And we've always helped them to provide -- help them find appropriate services and support, but the, you know, the -- the -- our student population comes and goes.

The age range is 14 to 85. It's a very diverse population. And so there's not that level of campus life, if you will, that would, you know, encourage a student to come forward. But certainly, we let them know that they have those resources, that we have, you know, the ability to provide support services, but it is very rare.

REP. LEGEYT: Thank you. And so because campus life is different for community colleges and there's no part of the community that resides there do you think that that diminishes the number of assaults that occur or do you think

that it just, as you say, diminishes the number of reports?

KATIE KELLEY: You know, I think the number of incidences on campus for many of the schools is relatively low. I think certainly it diminishes the reports because if situations happen outside of the college environment, they are less likely to come forward and report in -- in the college.

TOM CLARK: Just to add I -- I think the statistic of 20 percent or 1 in 5 is -- is more or less a society wide statistic. So I would suspect that the same incidence rate among community college students, just that they don't look, as Katie as indicated, to the college for the kinds of support services because their relationship to the college is much less to address those kinds of issues.

And since their presence on campus is minimal, the likelihood that an assault would occur on campus is also minimal.

KATIE KELLEY: Certainly students, you know, their -- our support services are mostly academic in nature so our students receive services and are connected to the institution, but just in a different type of relationship.

REP. LEGEYT: Thank you.

REP. WILLIS: Thank you. I -- before I move to another question, just a comment. What may change for the community colleges is -- is the federal law and coming in compliance with that. The Campus Sexual Violence Elimination Act will require uniform reporting of incidents against students and employees on or off campuses.

So that -- that changes the dynamics in which our community colleges are going to have to operate under and -- and certainly this proposed law would put us in compliance -- would move us in compliance with the federal law as well. So I think that's -- you're facing a different situation moving forward.

With that, Representative Smith had a question for you.

REP. SMITH: Thank you, Madam Chair.

Just a -- I'm intrigued by this -- this community college aspect of this bill because, you know, when you think about it -- I know Naugatuck, for instance, has different branches, the Naugatuck in Danbury and -- and maybe other spots. So to define the campus is very difficult. And it seems to be one that's always moving.

So some of the impositions that we've placed in this bill, even though may be coming down from the federal level at some point, is something we will probably have to take a closer look at and address.

I'm wondering though if your proposals to us, in terms of how we can make this bill better, if that is a proposal strictly from your particular college or is -- was that a group effort from all the community colleges?

TOM CLARK: It's a group effort, sir, from all the community colleges. And -- and to take your point further, of course, we have charted two -- state college an online college, which even further attenuates the relationship of students with the college with respect to this

matter. Not that it can't happen, but we have students in many states and -- and whose relationship is a -- is through electronic means as opposed to physical presence.

So we have three different environments, if you would, in which our campuses are present and present their own unique and distinct challenges in complying with the proposed bill.

REP. SMITH: Yeah. Well, the electronic aspect of studying online from another state probably would be difficult to commit a sexual assault I would -- I would assume, but I'm -- I'm assuming there's some other attending issues there.

The -- the block that you're able to put on student registration from one campus to the next, is that also state wide with our state universities or is it just community colleges?

TOM CLARK: It -- it's just community colleges, sir.

REP. SMITH: And is there a reason why we cannot do it state wide?

TOM CLARK: There are some federal limitations with regard to the Family Educational Rights and Privacy Act and currently the community colleges share one sort of enterprise system of our student database that allows us to do that.

The Connecticut state universities are not connected to that database being a different constituent units some years ago. And -- and I believe Charter Oak has an entirely different student database, not a banner

system, which is our product name.

REP. SMITH: Well, I'm new to the committee so I'm not sure how it all flows down, but I thought we are now under one big umbrella, so perhaps maybe there's something the committee could take a look at and see why we can't do that, because it doesn't make sense to have a dangerous person go from a community college to a state college or any college in our state where they could commit -- he or she may commit an offense again. So it's probably something we should look at.

TOM CLARK: I -- I should also indicate that the -- the state universities have a policy and practice that if a student is removed from one of the four that they are blocked from attending the other three. So we -- we have them in constituent units and I'm sure we will move in that direction as -- as our reorganization continues.

REP. SMITH: Thank you.

Thank you, Madam Chair.

REP. WILLIS: The IT system is a whole different -- we're still working on transferring articulation. It adds a whole new complexity to the IT between the 17 units so.

Thank you very much.

No other questions?

I am going to be moving now -- oh, excuse me -- I have one more public official, Representative Lonnie Reed.

After Representative Reed testifies we will be

moving to the general public sign up.

REP. REED: Good morning.

REP. WILLIS: Good morning, Lonnie.

REP. REED: And I'm really so grateful to this committee for taking up this issue.

Good morning to Representative Willis and to Senator Cassano, who is not here, but to the Ranking Members and all the esteemed members of this wonderful committee.

And -- and it was so interesting hearing some of the testimony and some of the ideas it's creating an architecture of zero tolerance relating to this issue. Understanding that each institution is different and -- and needs to customize its approach in ways that work for it, but I think it's really important that -- that you are sending this message.

I'm just going to speak very briefly because I know you have some wonderful witnesses who are going to tell you some -- some very terrifying stories.

As a stepmother and an aunt of several wonderful young ladies, who the last one just graduated from college last year, but has been appalling and terrifying to see the level of increased instances of this kind on -- not just in our state, but all over the country.

The girls have gone to school in various other places and every single one of them -- and these are not, you know, shy, victim kinds of girls. These are really vibrant young women going out there, you know, grabbing hold of their future. And finding that people they

thought were their friends or environments they thought were friendly became very terrifying.

I mean, I actually had one child I went to pick her up. I made an eight-hour drive to pick her up from the university where she was from a near missed experience at a fraternity party. And I went to college many -- many years ago, obviously, but at -- at the University of Washington in Seattle we had fraternity parties all the time and -- and I'm sure terrible things happened that I didn't know about, but it seemed that there was a -- an ethos of taking care of your friends if they had (inaudible) a little bit too much.

You didn't exploit them. You didn't become a predator. And that was very much understood. So I am so grateful to you for really going in the -- in the heart of darkness when it comes to this problem.

It's an opportunity, not only to -- to deal with the victims, but also the victimizers. You know, we're about to graduate people from college with degrees with potentially predatory natures who are going out there into the larger universe when perhaps there is an opportunity to really change some behaviors.

So I thank you and thank you for allowing me to testify.

REP. WILLIS: You're welcome.

Any questions or comments for Representative Reed?

Yes, Representative Lavielle.

REP. LAVIELLE: Thank you, Madam Chair.

Thank you, Representative for your testimony. Good morning.

REP. REED: Good morning.

REP. LAVIELLE: Something has been bothering me since the last time we had a hearing. And I -- you might be able to speak to it because of the experiences that you've heard about. There -- there are policies at UCONN and some of our other -- all of our other institutions of higher education. They have apparently been applied well to a greater or lesser degree. And -- and when they are applied people have recourse to the various services.

But what seemed to me to be perhaps an even greater problem -- an overwhelming one -- was that even if there were plenty of protections in place people somehow didn't feel safe. So even if they were safe, they didn't feel safe and in that case perception is reality.

Even something terrible happens you go and report it and you think well, you know, nothing -- nothing will happen to me. This will continue. What in your experience is the most effective action that can actually make students on a campus feel safe as opposing to -- as opposed to just being safe?

REP. REED: Well, I think in addition to having, you know, policies in place where people feel they're really being heard and that's very important, but also really talking about stressing and encouraging an environment of intolerance.

You know, to make it not cool and like that

Representative Flexer talked about driving drunk, you know, it's an exact analogy but it's analogy in terms of the larger population saying this is not cool. And I think, you know, these behaviors don't just suddenly happen. There are run ups to these behaviors and fraternities and various other social groups. And the -- and the peers really need to know that they need to stop that.

You know, they -- they need to confront the individuals in their midst who are, you know, giving indications that they are going in that terrifying direction and just stop it. Just make it not cool and, you know, I think quite frankly, when you start looking at -- I remember one -- one of my stepdaughters was talking about a fraternity where she had gone to -- to a party and she was told later that this individual who had attacked a friend of hers was known to be doing this.

So why even did the -- if the administration didn't step in, why didn't the fraternity step in? Why was this person allowed to continue thriving in that environment.
So I think if you send a message where it's just not cool, it's not acceptable, the administration itself, obviously, policies in place, but creating a -- a zero tolerance among the young people on the campus and the institutions on the campus; the social institutions, the athletic team, all of it needs to be talked about, needs to be owned.

REP. LAVIELLE: Thank you. I -- and -- and I -- I promise you this is not a trick question. I'm not trying to put you on the spot. It's something that -- that really was disturbing to me in our last experience here.

Do you think that the message sent by the administration and by those who are, for example, explaining to sports teams and others how they must with their attitude must be -- the whole climate of communication around this is treated -- do you think that has an influence in whether people feel safe or not.

REP. REED: You know, I don't want to totally characterize what's happening because I also understand and, you know, this is part of who we are as a -- as a country, very litigious. And -- and the fear of liability, I mean, I think it permeates our institutions. It's something that we have to be honest about and talk about.

But I think that we should all be encouraged to express real zero tolerance and to do what it takes to make that environment a safe place -- and ecosystem that feels safe for everybody who is studying there.

REP. WILLIS: And I hope that will be the case.

Thank you very much for your testimony.

REP. REED: Thank you.

REP. WILLIS: Thank you. Thank you, Lonnie.

Now, Laura Cordes, executive director of CONNSACS.

LAURA CORDES: Good morning, Representative Willis, Representative LeGeyt, who I think just stepped out, and members of the Higher Education Committee.

My name is Laura Cordes and I am the executive director of the Connecticut Sexual Assault

Crisis Services.

CONNSACS is the state's leading voice to end sexual violence and the coalition of our state's nine community-based sexual assault crisis programs, which provide free and confidential sexual assault crisis counseling and victim advocacy to women, men and children of all ages.

Joined with me this morning is Beth Hamilton our director of prevention and programs. I anticipate that you may have some questions about primary prevention, bystander intervention and the development of campus response teams so I've asked Beth, who works very closely with college campuses throughout the state to join with us this morning.

We have a long history of working with campuses through technical systems and training programs, victim services and through the already mentioned Connecticut college consortium against sexual assault.

We're here today in support of House Bill 5029. And on behalf of our member programs, I want to thank you for the time that you continue to take to listen to the voices of students, victims and survivors in both public and private settings about the realities that they face in the aftermath of sexual violence.

As the president of the United States and students in Connecticut and throughout the country called for action to end the high rates of campus sexual assault, we applaud this committee for its ongoing commitment to address this epidemic. It affects not only female students, men as well, but certainly a disproportionally high number of traditionally

oppressed students, including students of color, LGBT students and students with disabilities.

We've talked about the response that we need and the prevention programs that we need to have in place. I can't stress enough that how we respond literally what we say matters to a student who discloses. And when a student discloses they need to be met with non-judgmental compassionate response, given access to services, and to receive easy to understand information about their rights and reporting options.

We know that to truly prevent sexual violence on campuses we have to change the culture. The entire campus community must be engaged. Prevention, education and training for students must be ongoing.

House Bill 5029 sets Connecticut institutions of higher education on a trajectory to be able to do both. It calls for additional best practices and victim centered response and prevention education and training, including the already mentioned bystander intervention primary prevention program.

Multidisciplinary campus response or sexual assault response teams. These are the key stakeholders who are more likely to handle and/or receive a disclosure from a sexual assault victim.

The legislation also helps bridge what is often a significant and re-traumatizing difference between campus policy and what survivors actually experience when they disclose or report to someone they perceive to be in a position of authority. And this is by

requiring that anyone who discloses or reports an assault be given concise, written information about their rights in reporting.

Many of these best practices are already in place on several Connecticut's four-year institutions of higher education.

The lowest grade given in aggregate to schools and contacts 2012 campus report were for the lack of mandatory training for campus SART teams, judicial board officers, campus security officers and fraternities and sororities.

While this bill addresses the first two entities we respectfully request that the committee members consider amending the bill to include mandatory annual training requirements for campus security officers, fraternities and sororities and athletic clubs.

We also encourage the committee to support the recommendations of the state victim advocate as well as those of our sister coalition the Connecticut Coalition Against Domestic Violence.

We thank you again for the opportunity to provide testimony today. It's our hope that the new legislation will help create communities where the problem of sexual violence is understood by well-trained staff, faculty, students, and administrators alike. And where victims and survivors are able to procure support, safety and the justice they deserve.
We would be happy to answer any questions you may have.

REP. WILLIS: Thank you. Thank you, Laura.

I -- I do want to state that Laura in context testified in our November hearing and we're really helped to guide us in drafting this. And I can't thank you enough for your help on this. And we're going to continue to depend on your guidance and input as -- as we move forward.

One of the recommendations that was made in -- in Representative Flexer's testimony was about student members of the SART team -- the sexual assault response team. Is there -- there a challenge there in terms of confidentiality with the students participating in a SART?

LAURA CORDES: I wouldn't think so because generally speaking individual cases and student's names are not discussed at a SART team meeting. And we would encourage students perhaps RAs or a student representative from a cultural center or the women's center be involved in the campus response team.

REP. WILLIS: Thank you.

Questions or comments for Laura?

Yes, Representative Sawyer.

REP. SAWYER: Hi, Beth. Mine is actually for Beth.

I was reading through testimony and in the Jane Doe Know More testimony that you have from one of their board director's members -- one of the movies that is mentioned is Duty Trumps Doubt. Is that -- is there something equivalent that you would recommend for -- and that -- I'm sorry -- that -- that movie, for those of us that haven't seen this is

particularly recommended for people in law enforcement.

So my question is, is there specifically an -- a video current production that you recommend for students? And I want to say this clearly, that it -- students that are -- on the -- at the high school level before they go to college, as well as at the college level.

Is there something that you recommend for those two pieces? Obviously, we've heard that freshman orientation is the wrong time. There's just too much going on. There's too much adaption, but before spring weekend, before -- you know, but also at the high school level.

BETH HAMILTON: I think there definitely are some documentaries out there, for example, lots of use Tough Guys, or -- or recently another release of Tough Guys which talks about the problematic nature of hegemonic masculinity and some of those different cultural aspects that might play into creating a culture that supports sexual violence.

I think there also will be a forthcoming documentary, certainly for those of you that are familiar with the Invisible War. Kirby Dick is a documentary film maker. He won an Oscar for that film. He's currently in production of doing -- creating a film that will specifically address this issue.

I would be happy to provide you with. We certainly use lots and lots of multimedia in our training, both for high school, as well -- middle school, high school as well as for college students. So I would be happy to provide you with some additional resources.

REP. SAWYER: When that newest one comes out, would you get back to us, because I think --

BETH HAMILTON: Oh, absolutely. Yeah, absolutely.

REP. SAWYER: -- I think that's the type of thing we would like to share.

Thank you.

REP. WILLIS: Yes, Representative Smith.

REP. SMITH: Thank you, Madam Chair.

And just a quick question. You mentioned some additional parties that should be part of the sexual assault training team. Could you give me that again the persons you recommended?

LAURA CORDES: My recommendation and CONNSACS' recommendation is while those parties that I mentioned campus security would already be included in a campus response team.

This was to carve out specific annualized training for folks who are key first responders like campus security officers, but also to make sure that Greek life and athletic club where there's research that shows there's a higher incidence of sexual violence within those groups, that they actually be trained as well and included in an annual basis on primary prevention and awareness programming for sexual violence and intimate partner violence.

REP. SMITH: Thanks. So there are in fact studies out there that do show that either Greek life or athletic life tends to lend more towards these types of activities.

Could you give us a little more insight on that?

BETH HAMILTON: Sure. There's -- there's plenty of research out there, both empirical research and some anecdotal research that definitely supports that places that create certain cultures that value things that might not necessarily be positive are -- are places that are challenging.

So for example, in fraternities where everybody is sort of trying to be like one another, power structures can be problematic, those types of things. And certainly with athletic teams those folks are going to be less likely to address their teammate if their teammate is perpetrating problematic behaviors versus somebody just sort of in the general public on the campus institution.

So we see lots of perpetration. We see perpetration rates go up within those settings basically.

REP. SMITH: So for the Greek life if we take that one in isolation, who -- who would you recommend then be part of this training team?

BETH HAMILTON: There's some great research out there that shows for example if you train the oversight -- the overseeing board, so often times they'll be an -- an oversight board for Greek life. Training certainly any academic advisors or any folks who representative of the college who are conduits of -- you know, sharing information, working with students in Greek life and certainly all of the students within Greek life, both fraternity and sororities themselves would be helpful to be

trained.

REP. SMITH: And for the athletics are talking about the director of athletics, or coaches, or both, or does it matter?

BETH HAMILTON: I think absolutely. I think it's a great model to have. You know, what -- what we want to set up is that you have students who are being supported also by administrators and other adults who are likely to say, you know, we also do not support this and they're going to model that behavior. So absolutely.

So for example, if we're training an entire athletic team, we want all of the coaches in the room. We would love for the director of athletics to be there, because then when we leave the campus, they're able to reinforce those messages. They're able to set up some of that culture that we're talking about, which does support the continuum of sexual violence.

REP. SMITH: And then those numbers we've heard this morning that one in five students are sexually assaulted, what is the number then for the Greek life and -- and the athletic life? Is it 1 in 10 or -- if you know?

BETH HAMILTON: You know, unfortunately, the -- it -- so as we've talk a lot about sexual violence because of the -- the nature of the crime, because of how underreported it is, there really isn't an easy way to capture those statistics.

There's certainly some -- again, I could -- could share some data with you that are very specific to campuses, so researchers who have on a particular campus done some of that

research and sort of charted if folks self-identify as being more or less likely to perpetrate behaviors and then their relationship with replace on that campus, but it's really hard to say that there are definitive numbers for it sort of rising or -- or going down in terms of replay.

REP. SMITH: And -- and thanks for your answers. You know, I'm not certainly not trying to say that we shouldn't. In fact, I think the more people that we train, the better off we're all going to be. So I'm not opposed to the training of the Greek life nor the athletics.

I'm just trying to figure out whether the studies that have been done are real studies that actually do show this, you know, this heightened risk or whether they are just studies out there that may lead to that, but I think your ideas are good ones.

I think it just kind of -- to me at least -- makes common sense to have some of these people trained, because you're dealing with groups of people. And the more groups that we can reach and the more lives that we can touch, the better off students will be.

So thank you for your testimony today and -- and for being here and sharing some of your insights.

REP. WILLIS: Representative Haddad.

REP. HADDAD: I wanted to thank you both for your work on this bill to this point. And thank you for your testimony.

I had a question for Laura. Representative Flexer mentioned the research from Dr. Lisak,

which was presented at a conference that you and I attended along with Mae at UCONN. And I'm trying to reconcile, I guess, some of what he said with what we're talking about now in terms of specific groups that have cultures that might be more accepting of sexual assaults and those kinds of bad behavior.

So as Representative Flexer mentioned in her testimony, a lot of his -- a lot of his research indicates that there are a small percentage of young men who enter college and who are in fact criminals, is the best of way describing it I guess.

I mean, I know oversimplify a little bit, but that they -- that they have a tendency to -- to perpetrate and to repeatedly commit crimes against young women and that they do it deliberately.

I had a chance to ask -- well, first of all, I wanted to ask you about what your reaction was to that research because I think, you know, as we try to craft public policy I think it's important for us to recognize that these are not young men who are somehow, you know, mistakenly crossing gray boundaries.

That in fact, that most sexual assaults that occur on campuses are very deliberate and manipulative acts. And that the perpetrators need to be punished, I think, severely. So I'm -- I'm curious to know what your reaction was to that and -- and if you could talk about how that -- well, I'll -- I'll ask you that question first.

LAURA CORDES: Thank you for your question.

We've had the opportunity to look at Dr.

Lisak's work for several years, both in Connecticut and around the country, and actually we had brought -- CONNSACS had brought David Lisak to Connecticut to specifically train law enforcement over the summer.

He's actually a pioneer in doing work and research that we just need more of. We have lots of studies and now the Centers for Disease Control and Prevention has an ongoing annual incidence and prevalence survey. So we can get the best data about the rates of sexual violence among all populations throughout the country.

What we don't have in this country -- and actually the -- the UN just did one of the largest reports -- was looking at perpetration rates and -- and why it is that people choose to commit acts of sexual violence and other forms of -- of violence against women and men as well.

So Dr. Lisak's work reinforces what we've known anecdotally serving victims and survivors for years. That offenders are by and large not strangers, not psychopaths, but men -- young men well liked, maybe respected who know their victim. And they use knowing the victim to manipulate, coerce, gain some level of trust and then assault the victim. And then understand that that dynamic that if a victim were to come forward, that they would likely not be believed because hey, they were a nice guy and/or you were drinking and/or you weren't following -- and we'll call it the rules that most women are raised in this culture to believe.

So they do it over and over and over again as

you saw through Dr. Lisak's presentation. So we have a positive response to that. It reinforces what we've known in our work.

BETH HAMILTON: If I could add one thing too, I think the other important piece of that is while there is a very small percentage of offenders, those offenders aren't acting in a vacuum, so there are lots of other people that are there that are knowledgeable about their behaviors and that are also conflicted in that.

And so that's why we talk about that bystander intervention piece and empowering entire communities to hold offenders accountable because there are lots of places along the way before it gets to that offense piece that folks could have said something, stepped in, all of those pieces.

So again, it's -- while there is that small percentage, that culture is allowed to exist there because there are so many people that support that offender's behaviors.

REP. HADDAD: Yeah -- no, I -- I agree with you. And I think that that's kind of where I was -- where I was headed with this, because I think that what happens -- in my -- I had a short conversation with -- with Dr. Lisak during that presentation -- I think that what happens is that there are certain kinds of organization on campuses that are attractive places for -- for these criminals to imbed themselves and fraternities and maybe sport's teams are two of them.

So fraternities certainly have -- create opportunity for -- for perpetrators. And it becomes even more incumbent I think on -- on

the -- the good and just men who are members of those kinds of organizations to recognize that the nature of their organization itself sort of makes it attractive for -- for the bad guys to sort of commit their crimes.

And so it -- it does become very important I think for the -- and when I'm very encouraged about this bill is that the -- the importance is places on bystander intervention because that's -- that's precisely what we're talking about. That -- that certain kinds of organizations if they take that responsibility seriously can make their organizations less welcoming to folks who might be using the organization as a tool to commit crimes.

Do you have any comments on that?

BETH HAMILTON: I think the only thing is that I would point you in the direction of Dr. Lisak's work with the Air Force Academy. So what he's done also -- particularly we know in the military those rates are even higher, both perpetration and victimization. And he's done some amazing work with that particular academy that has had some evidence show that the number and the level of sexual violence has decreased a little bit just based on that intervention with the entire Air Force population at -- at the cadet level.

REP. HADDAD: Thank you.

LAURA CORDES: And, Representative, if I may add, an example of bystander intervention training that I think gets at the heart of what you were talking about, that there are men who in groups, whether they be formal or informal, that know that perhaps they are somehow implicitly supporting an offending behavior or

an assault that maybe they don't have the skills quite yet to know how to intervene or the right words to say.
And we've had a campaign that Beth actually directs called Where Do You Stand Connecticut, engaging men in being active bystanders, but we actually have to as outlined in this bill and will be a part of the federal requirements. We actually have to train folks how to do that.

It doesn't -- my knowledge of -- of thinking that's not how I behave. That's not how I want my friends to behave. It may stop there. And folks really do -- especially in the new community where you're making new friends and/or don't want to be the outlier. And so I know that my friend or my group of friends don't tolerate that and that we together can intervene. We have a better chance of changing the culture.

REP. WILLIS: I want to follow up on that if I might, Laura.

It -- there was mention in previous testimony about the value of a victim advocate outside of the institution because the institution protects itself in -- in some respects. They -- they need they are concerned with that.

So how do you feel about the necessity -- I mean, obviously CONNSACS does that for some schools, you know, what is -- is that something that should be a given in this going forward is having a -- a victim advocate?

LAURA CORDES: I'll take a step back and -- and say just to -- as a reminder about a sexual assault victim and survivor and what they've lost -- what they've endured. You know, they

have lost trust, control. And in that aftermath of surviving a trauma, they have lots of decisions to make, who to tell, if to tell, how to feel normal again, how to ever trust someone again.

And sexual assault victim advocates and sexual assault counselors we're focused solely on the victim. We have privileged communications. We meet victims where they are at. And we make sure that we walk through all the options and help a victim and support a victim making the choice that's best for her or himself.

So when we think about sexual assault on the college campus we want to make sure that victims have options to access specially trained sexual assault crisis counselors and advocates. It was stated earlier that in I believe Mr. Clark's testimony that CONNSACS provides a sexual assault victim advocate dedicated to every campus in Connecticut. I wish that were the case.

While we do provide free and confidential services to all Connecticut residents who reach out to us, we do not the capacity or the funding to be able to provide one advocate per campus in Connecticut. If that were the case, I think we would have a much more rapid support for victims of sexual assault and a stronger collaboration in an ongoing way between all of our campuses and sexual assault crisis service programs.

But the idea of making sure through an MOU or a formal memo -- memorandum of agreement that sexual assault victim advocates off campus be part of the options for response and services. We support that and it's in our testimony.

REP. WILLIS: And do you get a call immediately upon a report -- CONNSACS through the schools that you do have an agreement with?

LAURA CORDES: You know, the -- the service, if you will, an advocate or a crisis counselor is initiated at the request of the victim or survivor herself. So if I'm a victim survivor on campus and I've disclosed to, let's say, Beth my RA and Beth is talking to me about my options and maybe the assault just happened. She may want to contact a sexual assault victim advocate and she may call me -- she may call the advocate herself as the victim or ask the resident assistant to call the sexual assault crisis counselor and advocate.

REP. WILLIS: Thank you.

Senator Bye, before you go, I -- I want to thank you for your work on this bill because we had the hearing in November you were my Senate co-chair. And then you moved up the food chain with Representative Walker as co-chair Appropriations, but you really lent a hand in the creation of the development of this legislation. So thank you very much.

SENATOR BYE: And -- and thank you, Representative Willis, for your leadership.

Thank you for your being here today.

I -- I want to take this off of the college campuses for a minute because we're -- we're here talking sexual assault on college campuses because that's a place where we have state colleges and we regulate private colleges in some ways. And we know that sexual assaults are happening on college campuses, so that's -- that's what we're

talking about.

But -- but in my mind, it feels like this is sort of a broader, cultural issue that might affect young people and -- and people not so young out in the community as well. So I know the purview of this bill is college campuses, but when I spoke with victims one of the things that kept coming up was the response of police officers.

I had a parent of a victim tell me that after a police officer interviewed the alleged assailant returned within 24 hours to the young woman who was raped and said, he seems like a nice guy. So I know you used those words before.

And to a young woman who has had the courage to come forward and go through what she went through on the hills of going through a terrible trauma to have that kind of response from a police officer is just hard to imagine what that felt like. How she must have felt just not -- I don't know whether it's not trusted or -- or just seemed like a nice guy, it must be you.

I mean, so the respond to that I -- I was really horrified with that story. And I know that's not how every police officer -- probably most police hopefully -- officers would not respond in that way, but we're going to all this trouble to talk about training on campuses for everyone on the campus, how they work with people and out in the community there are a lot of people working with folks who've been sexual assaulted as well.

So are there ways that -- that we should be looking broader at this as a legislature at

this issue? And to how people hired by our cities and towns and the state to deal with young women and men who may have been sexually assaulted -- how they deal with that and -- and what -- what would you recommend if you were taking this broader in terms of post training, ongoing training, because this is not an uncommon call or an uncommon thing for a police officer or first responder to be dealing with.

LAURA CORDES: Thank you for raising that and -- and certainly we're having the conversation has shifted nationally. It's not just about campus sexual assault, military sexual abuse, clergy sexual abuse. It's a criminal justice, public health, child welfare issue that has dramatic long-term impact through, not only for the victim, but their families and communities in this country and certainly around the world.

In -- in regards to law enforcement the response isn't consistent. There's been a shift -- a promising one in the last five years. I'm certainly even thanks to some of the work that Dr. Lisak has done, but police and law enforcement officers are just learning a new tool to investigate based on understanding trauma and the neurobiology of trauma and how impacts victims and that my story is going to be inconsistent because of PTSD, because of the impact of this crime.

If we just think that offenders are strangers then law enforcement officers are not going to believe victims who come forward and say it was my -- my friend's boyfriend, or my colleague, or my classmate. So we're doing a lot to train law enforcement officers. And Beth actually is involved in contacts and

working with a post on a law enforcement training initiative.

Do you want to speak to that?

BETH HAMILTON: Sure. I think one of the things that we do consistently is train at the academy, but we know also is that they need more training. So that very, sort of, brief 3 hours and 20 minutes of training that they get, I would definitely say that that can be heightened.

And I would certainly say that on an ongoing basis we have lots of folks who come together statewide who are really invested who want to work with survivors in really positive ways and be positive support systems, but we need to build in, sort of, the same way we're talking about all the training pieces and people gaining more knowledge and talking about some of the mythologies about sexual violence.

We need to have more of those conversations, certainly with police officers, but with anybody who is going to respond, so EMTs, or healthcare providers. And that's, you know, training that we do on an ongoing basis also, but could always use to do more of.

SENATOR BYE: Okay. And just -- just for the record, while I'm telling that story to just take it a step further when there was a complaint at the headquarters about the officer's behavior as the family was leaving the police station the supervising officer said, he's really a good guy about the officer.

So it's, like, double trauma. Like okay so,

you know, it just -- I have to say this story just resonated with me so much because everywhere they turned to try to say, you need to fix this. This can't be the response. It's defense, defense, defense, defense right up the line to where this victim at every level was faced with if it was I, I would have felt sort of -- I don't know -- like, not -- not believed or -- or, you know, don't worry it, it's only a little thing that he said, it was a nice guy.

So I just -- I just wanted to get that story out there so -- so we -- we as a legislature think bigger than just college campuses for these victims.

Thank you, Madam Chair.

REP. WILLIS: Thank you.

Representative LeGeyt has a question.

REP. LEGEYT: Thank you, Madam Chair.

Good afternoon, Laura.

I'm -- I want to ask you in the -- in the course of your work with -- at CONNSACS this bill is about sexual assault and intimate partner violence. I wonder if you might take a minute and share your view on to what degree those two terms are exclusive -- mutually exclusive?

Is -- I assume that you're going to say that intimate partner violence is a subset of sexual assault, but in your experience to what degree especially on campuses where students are living, how much of the sexual assault is intimate partner violence?

And I'm sure that the -- well, I'm not sure. I'm asking if the strategies and the therapy that -- and the resources in the help that you provide is different for a victim of intimate partner violence versus who is simply sexual assaulted by a stranger? Could you share about that?

LAURA CORDES: Sure. And I know Representatives from the Connecticut Coalition Against Domestic Violence who specialize in intimate partner violence and the service and direct counseling and advocacy will be testifying later and can provide more information, but where those two types of violence intersect.

Certainly sexual assault occurs in intimate partner and dating violence relationships, but we also know that -- I think it gets confused quite a bit and I appreciate your question because when we say that offenders know their victims, it's then assumed that it was date rape or that there was an intimacy between the offender and the victim.

When most of the cases that we work with the offender knows the victim, but not in a dating relationship or intimate partner. They know them because they live on their floor in the dorm. They attend a class through a friend's friends. And they are on campus.
So most of the cases that -- and victims of survivors that we work with are outside of an intimate partner or dating violence relationship.

REP. LEGEYT: The reason I ask is that I -- I don't want to belabor the point but I was asking prior about what the real numbers are of the silent majority of victims who don't come

forward. And I'm imagining that victims of intimate partner violence are less apt to come forward than someone who has simply been sexually -- not simply -- someone who has been sexual assaulted. Would you agree with that?

LAURA CORDES: I actually don't know the rates, but I will speak to those low numbers. And what we don't know -- we've talked about the reporting rate. And I -- I want to remind committee members that when we say reporting or those studies that I've looked at report rates as low as 5 percent and effort of 20 percent that ever report.

Report means to the police or to law enforcement. What we don't know are the number of students that disclose. I think that's a higher rate. And because students are met with a minimizing comment or not believed and they're not supported they are less likely. And we hear this from victims and survivors.

And so that's the point in which they shut down. They do not come forward. They're not going to report to the police or they're not going to report to the administration about a campus whose conduct or sexual misconduct violation.

REP. LEGEYT: Thank you.

REP. WILLIS: Representative Smith.

REP. SMITH: Thank you, Madam Chair, for the second time.

And I'm sure you're getting tired answering all these questions, but you just raise a very -- at least in my mind -- an important issue

here.

With the language of our bill as proposed we -- we define intimate partner violence as being someone who is, among other things, in a dating relationship. And I suspect based on what you just testified to that that word dating relationship is probably inappropriate in the sense that there are other relationships -- or many relationships that are not in a dating relationship where this intimate partner violence occurs.

So my question to you is, should the language that we have proposed here, which is in, for the committee's purposes, line 44 of our bill be redrafted to take out the word dating or dating and other relationships, or something along -- along those lines so we do not exclude certain individuals from falling within the proposed bill.

LAURA CORDES: I know that the Connecticut Coalition Against Domestic Violence uses a specific definition and has a request, but they will be presenting to change that language to address a -- a larger, more comprehensive definition of intimate partner violence.

REP. SMITH: Thank you.

REP. WILLIS: Thank you very much.

Thank you, Laura. And I hope you'll be working with us on this as we move forward. I've appreciated your input and guidance thus far.

So thank you to both of you. Thank you, Beth as well for coming here today.

LAURA CORDES: Thank you, Representative.

REP. WILLIS: Judy Greiman from the Connecticut Conference of Independent Colleges. And I believe she's bringing up a panel.

And please make sure you identify each of you for the record.

THOMAS PELLEGRINO: For the record my name is Thomas Pellegrino from Fairfield University.

DARCIE FOLSOM: Darcie Folsom from Connecticut College.

JUDITH GREIMAN: And I'm Judy Greiman. I run the Connecticut Conference of Independent Colleges and I'm here on behalf of the CCIC.

We deeply appreciate your bipartisan work in this area and your interest in making sure that Connecticut is in the forefront of ensuring safe campuses.

We have a few concerns about the bill as written, which are outlined in my testimony and I will hit a few of the high points and then turn it over to Darcie and Tom who can outline some of the things that campuses are doing across the -- across the state really to combat this problem.

So first as the -- as you consider this legislation we strongly recommend that there be one set of clear and manageable standards and requirements that align with the current federal requirements. So currently at the federal level we -- all campuses in Connecticut are subject to the Jean Clery disclosure of Campus Security and Campus Crime

Statistic Act passed in 1990.

We're subject to the Dear Colleague letter. The guidance from the Dear Colleague letter put out in 2011 by the Department of Education. The 2013 amendments to the Violence Against Women Act, which is currently the subject of a negotiated rulemaking at the federal level that just got underway this month and will certainly result in things from definition to how offenses are reported and other procedures coming -- guidance coming out on that. As well as the White House announced the new task force and that will come up with recommendations.

So we urge that you maintain consistency with the federal laws with regard to definitions, areas of coverage, report timing and requirements and training mandates. It can be -- we're just concerned that separate overlapping and potentially conflicting set of rules would create confusion at the campus level.

A few specific points of feedback on the -- on the bill in -- in Section 1 where it talks about sort of the, regardless where an incident occurred I would just draw your attention to the definitions in the federal act, which I've given you a site, which really refers -- has a little bit more of a specific definition so that there aren't -- you know, I had one campus counsel ask me, so if there was -- somebody was assaulted it had nothing to do with the campus it was in another state and the person happened to mention it to somebody on campus would we now have to include it in our report.

And so I think that there are ways to tighten

up that language and it's actually -- I think I've heard it called Clery Geography -- the Clery Act Geography. And we understand your desire to capture incidents, for example, at off campus housing, but just urge you to take a look at that federal language.

In other definitions, again, there are some different definitions in this act and in the federal act. And we urge you to use a single set of definitions where possible that are based on the federal policies which we all need to follow as it is.

In -- in terms of training, I just -- I think that the -- we -- institutions understand that training is a critical component of both prevention and also making sure that victims understand their rights going forward. We would say and I think you'll hear from both that training is costly.

And as a sector we're looking -- we're working with a variety of providers to come up with ways to bring trainers in. Also working with contacts to, you know, keep the cost down, but it is -- it's an expensive thing and it -- where you have extra money to provide for college campuses in that regard it would be great.

I think that I would just note that Senator Bye was talking about this is sort of an issue that's much broader than campuses and I think that there's some language in here around employees.

The federal act talks about training new employees. This act is a little bit is significantly broader and we would just say that I'm not sure our employees are at a

different place than employees of other places until you give employees the broader prescription around employees in a broader way.

Finally, in term -- in terms of anonymous reporting, we support. I think there's some clarification needed that's included in my written (inaudible) tweaking some of the language in there.

So in sum I'm going to -- I would say sexual violence on campus is the critically important issue. All of our campuses take seriously -- all of our campus are working hard to prevent sexual violence on campus.

And I've actually had conversations over the last couple of weeks with the presidents and -- and student affairs directors who have said this is one of the primary issues that keeps them up at night as they struggle to do all that they can around this. And I want you all to understand that this is not something that any campus in this state takes lightly.

So I ask Darcie Folsom and Tom Pellegrino -- Darcie from Conn. College, Tom from Fairfield University to give some examples of things that are going on at campuses across the state to combat sexual violence. And maybe after that we can answer your questions if that works for you.

DARCIE FOLSOM: Good afternoon. My name is Darcie Folsom and I am employed full time by Connecticut College in New London as the director of sexual violence prevention advocacy.

I'm here today to tell you about the work

we're doing at Connecticut College where we have developed a comprehensive approach to sexual assault prevention, as well as response education and training. We call it the Think SAFE Project. Think SAFE is Connecticut College's on-campus resource for information about sexual assault, dating violence, domestic violence and stalking.

Think SAFE's mission is to partner with campus members and community agencies to foster individual and collective action to end sexual and relationship violence.

Think SAFE was launched four years ago with a grant from the US Department of Justice's Office on Violence Against Women Campus Grant Program. The spirit of the grant was a good fit for our community and the grant funding enabled Connecticut College to hire and train staff and implement effective programming on our campus.

When the grant funding was completed a year ago the College's senior administrative team agreed this work was so important and so effective that it took on the responsibility for continuing to fund this work and my position.

I must tell you how important the funding was to Connecticut College being able to begin this important work and build such a comprehensive program. And when you are considering legislation, I strongly urge you to consider that any mandates must include funding.

Connecticut College Think SAFE program includes education and training for students, faculty, and staff. We provide training on

the topics of dating, domestic violence, sexual assault and stalking to a variety of student, staff and faculty groups, including campus safety officers and our judicial hearing board. This includes training we provide to every incoming student during orientation.

A coordinated community response team; we bring together representatives from our campus community and from our community partnerships. Community partners include the local sexual assault and domestic violence crisis centers, police departments, state attorney's office and victim's advocate from the local court system.

The Coordinated Community Response Team members work together to ensure a comprehensive and well-integrated approach to improving access to services.

We also have a bystander intervention program. Ours is called Green Dot and was implemented in fall of 2010. It's based on the premise that no one has to do everything, but everyone has to do something. That something is your green dot.

We train students, faculty, and staff to recognize situations in which their peers might be in danger or at risk. When they see a situation in which someone could be at risk, they are trained to step in and prevent that one potential incident from happening.

We just completed a very successful Green Dot Week at Connecticut College, which was a weeklong series of awareness events that culminated in a six-hour training session for 52 students. These six-hour trainings are

voluntary on behalf of the student body.

We also have peer education. Students at Connecticut College are very involved and along with the 500 students who have graduated from our Green Dot training program, students are also active in SafetyNet and one in four peer education groups that raise awareness through the year and especially during October and April, domestic violence and sexual assault activism month, respectively.

Students at Connecticut College will tell you that the culture on our campus is very open. People are aware of this issue and they know where to go for help.

Now, you may be surprised to learn that as colleges increase education and awareness of these issues on campuses, the number of reported incidents also tends to go up. As you delve more deeply into this issue, you will understand that an increased number of reported incidents means students are aware of the resources available to them and are getting critical support from their college or university.

I applaud you for taking on this difficult issue. At the same time I urge -- urge you to develop legislation that is fair and equitable and, most importantly, is survivor centered. I enforce this point because I have been hearing a lot lately about prosecution and conviction. Some people think that's the best solution.

And although it is important to hold offenders accountable, prosecution and conviction as a deterrent perpetuate the message that perpetrators should not commit sexual assault

because they'll get in trouble for it. It's a very self-centered approach that is based on the perpetrator's well-being and happiness.

Sexual assault prevention shouldn't be about making the perpetrator happy. It should be more about making a community of people who care about each other, who are willing to step in help and stop it from happening at all.

Connecticut College is a leader in this work. And I'm happy to answer any questions you might have. Thank you.

THOMAS PELLEGRINO: Thank you again. Thank you, Representative Willis --

REP. WILLIS: We appreciate that. That was amazing.

THOMAS PELLEGRINO: I have a hard act to follow.

Again, my name is Thomas Pellegrino. I'm the vice president for student affairs at Fairfield University.

I will try to keep my comments brief so as not to repeat what has already been said here.

I want to just focus in first on -- on three broad topics; alignment, assessment and incentivizing innovation.

In terms of alignment, I'm -- I'm underscoring what Judy had just mentioned to you here. As you're developing this very important legislation I would just encourage the Representatives to make sure that there is a alignment with -- with current federal statutes because so much of our work on our college campuses -- so much of our ongoing

training is done in line with much of the federal training and guidance in this area.

So to be specific, when we are -- when we are talking about prescriptions and regulations for -- for employee behavior we just want to make sure that there's alignment with federal acts, such as Title VII.

When we are talking about definitions and reporting requirements we want to make sure that there is alignment with, among other things, the Clery Act. And certainly, as Judy mentioned, when we -- when we are talking about this important distinction between anonymity and confidentiality there's much guidance that's been provided through Title VII and the Dear Colleague letter. And I would certainly underscore alignment with those three areas.

On the second topic of assessment, as a number of Representatives, including Representative Willis, have mentioned, assessment is really important here. This legislation contemplates an annual reporting requirement that includes a broad scope of important data points. I -- I applaud this body for -- for approaching it that way.

I would just underscore the fact though that sometimes data can -- can be not as helpful as we would want it to be. And sometimes quantitative data results in -- in score keeping. It certainly important and critical that we -- we develop and continue and monitor the quantitative data that we're developing here, but one thing I -- I wish -- I want the body to keep in mind is that qualitative data is going to be imperative here.

To really understand what the cultural issues are at play here as well as the numbers, as I believe Representative Flexer mentioned earlier on. Ironically, the schools that have "larger numbers" in terms of reported crimes on campus are probably doing the better job here. And that -- that may very well be true, but we also realize if we are all doing our collective work that there will need to be and hopefully be a course correction so that the numbers will go down again.

But they will go down again because we're all addressing this issue of sexual violence on campus in a collective and productive way and not simply because we have diluted the reporting on our campuses.

So again, in terms of assessment, I would certainly encourage certainly colleges as well, to look at the -- the qualitative as -- as well as quantitative data.

That leads me to my last point about incentivizing innovation. I know this body is going to be considering the question of whether to impose financial penalties for non-compliance.

In tandem with that consideration, I would encourage you to incentivize innovation. Colleges and universities work best when they are complying with dual requirements of both compliance, as well as education. By one example I will give you, this body two years ago in the wake of the Penn State tragedy considered the question of mandatory reporting.

And I can tell you that Fairfield University and the other colleges and universities across

this state we didn't wait for legislation to pass to ask ourselves the question about what are -- what are reporting requirements were going to be on our campuses. So we have -- we have installed mandatory reporting requirements across the board at Fairfield University in particular, but that was not where we stopped.

We also went to take a look at what are we doing in terms of background checks. And what kind of training are we providing to various constituent populations on our campuses, as well as people that come onto our campuses who are going to be working with our students and with children who are on our campuses.

All of this is by way of saying is that as the state of Connecticut is taking in a leadership role with this legislation I would also encourage you to allow the colleges and universities -- and I believe you are doing this -- but to allow us to also take a leadership role as educators.

And as -- as my colleagues have mentioned, we are doing many important programs on our campuses and we are also partnering with -- with folks like CONNSACS with very important programs. I would just highlight the Where Do You Stand campaign that's come up recently to address male education on our campuses.

That's just one example, but a very important example of the type of innovation and education that we want to be known for in the state of Connecticut, and to give us that chance.

So when I say incentivize innovation it goes to this question of -- of making sure that we

have the resources necessary, not only to do the critical Title IX certification training, but to be able to be leaders in this area, not just in terms of educational programs, but the critical research that's going to be necessary that will inform whether we are in fact making a dent in the cultural change that is needed on our college campuses.

So I would encourage you to look at incentivizing innovation as well as you look at this.

And I want to thank you again for being leaders in this important topic.

REP. WILLIS: You have them well trained.

I -- I just want to reiterate again in -- in terms of the reporting how important it is to me and I think the rest of the committee not to get hung up on numbers, but to -- and quantitative data, but really the issue is when someone reports that means they felt comfortable reporting. They felt that they were in a safe environment. So that -- to me that speaks -- it speaks well of an institution that a student feels they can report and get the services.

As Senator Bye pointed out when someone is treated poorly or not supportive or not seen as -- as, you know, being a victim that they don't report. They walk away and say I don't really want to get involved in this. This is too horrible. This is going to be too dragged out and I'm going to be on my own. And that's pretty scary.

So I want to speak to that. I also want to speak to the money -- the issue about funding mandates.

I have talked to some of the members of our committee and we feel very strongly that this is the responsibility of colleges and universities. And the basic thing a parent or a student needs to feel that they are going to a school that is safe.

So before you start adding a wing on, or doing whatever, the first thing you need to do is ensure that you have a safe environment and you needed to invest in that. So I just wanted to say that pretty clearly that that is the feeling of our -- many of our committee members.

JUDITH GREIMAN: Can -- can I just make two comments?

One, I -- I think it would be useful, particularly given Senator Bye's comments for trying to highlight the relationship that Fairfield University has with the Fairfield Police Department. I think it's pretty -- it is a really good model for the state.

And also in terms of the training I -- I don't -- our acknowledging that it is costly doesn't mean that we are not doing it. It fact, there's extensive training going on at every campus across the state and as a sector we have come together to do training together. And well, we did some in December, which we spoke about when I was here in November.

And I have now, sort of, been putting together a whole, what I'm going to call, you know, a year -- a year's worth of -- of stuff that is going to -- about to go out to the campuses to say here are the options that we could do as a group to keep the costs down, but to get as

many people trained as possible.

So it's -- it's really, you know, from Clery to Title IX to the whole soup to nuts to -- to enhance what we have already going on and we will also be talking with Laura about including context and all that, but Tom could just do a second on the Fairfield Police.

THOMAS PELLEGRINO: Sure, if I may.

Fairfield University's partnership with the Fairfield Police is invaluable in a number of different ways. And I think it speaks to the -- the concept of the MOU and the partnership that is contemplated by this legislation.

Our -- our relationship with the Fairfield Police goes back a number of years, but it has lived, first and foremost, in -- in the programs that we cosponsor on Fairfield's campus. The programs are specifically directed at the newest members of our school population -- our freshman, as well as our male students.

There is also varied partnerships with Fairfield Police also extend into providing rape aggression defense programs, as well as training for male student leaders -- male leaders on our campus. Myself and a number of other colleagues, in fact, will be participating at the end of this month in a 10 by 10 training that is being cosponsored by the Fairfield Police and is actually being run by the chief of police himself.

This is -- this is an invaluable relationship. The Fairfield Police not only take part in the investigation with us and we work closely with them, but I think the police along with

organizations like CONNSACS provide a necessary check and balance in this very complicated process that we're engaged in.

They provide transparency and frankly they also provide access to resources and expertise. And we hope that we do the same on the other end.

And finally, the legislation also speaks to having clear and plain language in disseminating policies. We have worked with the Fairfield Police to develop a frequently asked questions brochure, which covers our policy letting language that is readily understood by students and also by parents.

So again, I -- I just want to underscore the importance of having that external relationship with -- with Fairfield Police, but that can be at any institution.

REP. WILLIS: Thank you.

Hearing no other questions -- oh, I'm sorry, Representative LeGeyt.

REP. LEGEYT: Thank you, Madam Chair.

Good afternoon.

I -- I don't -- I guess I don't have a question. I -- I have a comment and it's about some of your remarks, Judy, regarding specific language in the bill.

I absolutely agree with you that referring to incidences of sexual assault, intimate partner violence regardless of where such incidences occurred is overbroad. And -- and you cite a couple possible scenarios that indicate the

problem with using that terminology so I certainly hope and expect that we can make -- help that to focus a little more.

Bystander intervention as well it's described in the bill, it -- it -- the description in the definition tend more to describe the mindset of a bystander and don't say anything about what he or she might do for intervention. And so I think that that's weak as well.

And appreciated your comments there. So I'll be hoping to interact with the members of the committee to change those so they are more specific and -- and appropriate.

Thank you.

REP. WILLIS: Thank you.

Just to follow up on that comment about off campus, we did struggle with that. We -- we know -- we realize the challenge, at the same time, we realize that a lot of these incidents happen off campus. They can be in apartments, or surrounding campuses and I don't know how we are going to frame all that, but clearly if a student comes back to school and has to face someone who -- a victim comes back and has to face the person that assaulted them, some sort of -- there needs to be something put in place.

So we clearly need to address that and it will be a -- I know it will be a challenge going forward.

JUDITH GREIMAN: And just to be clear, we're not saying not to address that word. I'm just saying is look -- if you look at the federal

definition it -- it makes the connection. It -- it covers those situations and it makes the connection back to the campus as opposed to just sort of it's something that has nothing to do with the campus.

So it -- it's pretty -- I -- I was actually going to print the language, but it, you know, it's sort of a lot of language so I just gave you the site. And I think it -- I think it covers what you're trying to do.

REP. WILLIS: Thank you very much.

Thank you, Judy. And I'm sure we'll be in touch as we move through as we develop different drafts you'll be able to take a look and -- and comment and that will helpful to us.

I'm going to do something a little bit out of order here. Some of our students who are here had to leave and that's really unfortunate. It's fortunate they put their priority on their schoolwork and their classes, but we really want to hear from the students and I don't want them to -- to leave.

So if you are a student and you're signed up, or if you're not a student and you'd like to testify, if you would just come up and I will -- and identify yourself, I will jump out of order. I hope no one objects to that, but I think we all understand why it's important to hear from students. So come on up.

Thank you very much for coming here today and we anxiously await your testimony. If you will identify yourself for the record.

MILLIE CUNNINGHAM: I'm Millie Cunningham.

KIRSI BALAZS: And my name is Kirsi Balazs.

MILLIE CUNNINGHAM: Hi Senator Cassano, Representative Willis and members of the committee.
We have a special greeting for Senator Boucher with whom we have worked on legislation in the past and Representative Lavielle who represents our home town of Norwalk and who has hosted us on previous visits to the General Assembly.

My name is Millie Cunningham from the Center for Youth Leadership at Brien McMahon High School in Norwalk. And this is Kirsi Balazs from the Mayor's Youth Leadership Council at Stamford High School.

On behalf of the -- our 384 members, we are here to testify in support of House Bill 5029.

So we know this bill is targeted towards colleges and universities we are here because we are concerned that high schools are becoming training grounds for sexual assaults on college campuses.

For example, last year while leading an activity about dating violence two of our members, a boy and a girl, walked around school handcuffed to each other. A male teacher stopped them, looked at the girl and said, can I borrow those later and do you come with them.

We started a project two years ago called, Boots and Leggins, because one of our female members was harassed by a male teacher for her, "Too tight leggings and boots that make you look like a whore."

He even threatened to take away playing time from her sports team if she did not change immediately. So now scores of our female members walk around school on a given day each year in boots and leggings and a sign that reads, "This outfit does not give you permission to harass me."

Unfortunately, we still have work to do. Two weeks ago a male security guard at one of our schools looked at two of our female members who were wearing the sign and said, I beg to differ.

And just a couple of months ago a male student at one of our schools was arrested and charged with fourth degree sexual assault for groping a female student between classes, asking her to perform oral sex on him and shoving his hands down her pants. All at 1:00 in the afternoon in a hallway that is used by hundreds of students during the day.

Yes, these are extreme examples, but they are consistent with the gauntlet of verbal and some physical sexual harassment and abuse that many female students at our schools have to navigate on a regular basis.

Don't get me wrong, it's not like our schools are out of control. They're not. But there is more than enough harassment to go around, which is why we are working with our boards of education on awareness, prevention and intervention programs similar to those described in the New York Times last week and why House Bill 5029 is so important to us, our friends and our parents.

KIRSI BALAZS: There are several sections of House

Bill 5029 that stand out; one, we are encouraged by the reporting requirements in the bill. Such reporting is sorely lacking on the high school level. We understand the privacy -- privacy rules under FERPA, but basic information about an incident and a school district's response is often missing. For example, parents were never notified about the on-campus sexual assault incident that Millie described previously.

Two, we agree with the requirement to provide victims of assault with a clear and concise description of their rights as soon as they report an incident. We are all too familiar with the degree to which high school students are left in the dark about their rights.

School administrators falling victim to, "Well, we first have to conduct an investigation," often times fail to tell students their legal and school district rights in timely fashion. Right from the start therefore students are disempowered to report incidents of assault.

Laura Cordes of Connecticut Sexual Assault Crisis Services was right when she said sexual assault is a devastating crime that robs victims of their autonomy. Teens who have reported incidents told us that they felt re-victimized by their lack of control during the investigation phase. That they were left to wait as others, some of whom did not have their interests in mind, decided how and if to proceed with their complaints.

Three, we strongly agree with the option for victims to report an assault anonymously. We have found in our work on dating violence and sexual harassment that this option is critical

to getting students to report incidents. Sure, we still have a long way to go to get past a culture of silence and shame and the fear of retribution, but the anonymous option has been a big plus.
Finally, as we successfully argued two years ago in support of the state's bullying law, we are in complete agreement with the requirement that universities must report incidents of sexual assault that occur on and off campus. We thought that some high school parties got way out of hand, but apparently they are nothing when compared to some of the off-campus parties that take place at a lot of colleges.

Graduates of our high schools who go off to college have told us countless stories of harassment and assault in on-campus dorms and off-campus apartments. As we all know, incidents that occur off campus more often than not find their way into the lives of students on campus. To separate the two is to ignore the obvious often with -- with serious consequences.

We will continue to do our part to get -- to rid high schools in Norwalk and Stamford of sexual harassment and assault. Our public awareness activities remain ongoing and in the coming weeks we will launch a boy's initiative and bystander training. We will do the same at other schools in the state in the partnership with the Connecticut Association of Schools.

On behalf of our 384 members, especially those who will attend a college or university in Connecticut, we urge you to do your part by passing House Bill 5029.

Thank you for the opportunity to testify.

REP. WILLIS: Thank you, ladies. And thanks for your willingness to come forward and give this rather tough testimony.

Representative Lavielle had a question for you.

REP. LAVIELLE: Thank you very much, Madam Chair.

Thank you both so much for your coming here and spending the time and sharing that extremely important testimony with us.

You are correct, we are the Higher Education Committee and therefore, the focus in here has been on events that have occurred on college campuses, but what you've said has been obviously very deeply disturbing.

And I think the first question I would like to ask you is do you feel, either one of you or both of you -- and I -- obviously I'm not taking into account just the high schools that you happen to attend -- do you feel that there is not enough of a, either legislative or regulatory, requirement governing these matters and the recourse that people have in the case of sexual violence or assault in high school?

Do you think we need a stronger legislative framework to allow for better recourse?

MILLIE CUNNINGHAM: Of course we believe that -- well, here we are mainly focusing on what is happening on college campuses and on college campuses, but of course it begins at the high school level. And I think that now we -- there are the laws and the rules put in place

are good, but they might need to be enforced a bit.

Of course there are the victims who might not be educated enough on the topic at hand and they might not choose to come forward, but without -- with the legislation here that we're in support of, I believe that the rules of -- that this just reinforcing the rules and I think that it will benefit.

KIRSI BALAZS: And also we know, obviously, that just writing a law or passing legislation about it isn't going to sort of fix all the issues that arise from it, but it lays the groundwork that I think is important to have. And that we really feel would be a good starting point I think for creating stronger recourse for situations like this.

REP. LAVIELLE: Would you see -- would you encourage extending some of the recommendations here to the high school context or do you think that any -- if they are already an adequate structure that allows people to come forward anonymously to receive counseling if they need it to stop incidents from continuing, or -- or would you see a -- an extension of -- of something like what we're doing here as necessary or appropriate?

MILLIE CUNNINGHAM: Well, seeing as the -- that the -- that sexual harassment and assault has been so prevalent on -- in college and on college campuses, and off campuses, I would say that high school is the beginnings of all of those instances so that that might suggest that we do need stronger rules or laws to help us enforce before it grows into something more serious.

REP. LAVIELLE: If someone you knew experienced

something like this, some kind of harassment, do you think that they would -- do you think that they feel safe enough reporting it? Do you think that the resources are available enough to them at the moment?

MILLIE CUNNINGHAM: I think the resources are there. I think the -- the tough part about it, especially at the high school level, is people don't know necessarily what constitutes sexual harassment or sexual assault, especially with verbal situations.

I think the situation at Stamford High School with the sexual assault was handled very well, but I definitely think that there can be more we -- we think there can be more to help people figure out which -- or help -- help people figure out when it is -- when and how it is appropriate to address the situation.

I think that the resources are all there and that personally if anyone -- I think that if anyone I knew was a victim of sexual assault, they would -- they would go and tell an administrator. They would know what to do in the case of that happening.

I think that the sexual assault that we discussed earlier is a very extreme case of what has happened, but it does happen. But it -- it was reported and I think that that is -- does have -- that is -- they are reported in high schools a lot of time. So they might not know what impact constitutes it.

REP. LAVIELLE: So, if I understand you correctly, there's -- there might be a need for maybe improved communication so that people really understand what's available to them?

MILLIE CUNNINGHAM: Yes.

KIRSI BALAZS: Yes.

REP. LAVIELLE: And -- and I know it's not -- you can generalize from high school to high school, but I -- I just had -- we -- we have so focused on the -- on the college situation here that it's important to know how people who are perhaps slightly younger and in that different context might feel and how well you're served.

I'm very grateful to you for bring that up. I think we all need to know about it and it's something we need to think about. And if you would like to talk about it further, please don't hesitate.

I think you have really done a -- a great service by bringing this up.

Thank you so much.

MILLIE CUNNINGHAM: Thank you.

REP. WILLIS: Senator Boucher would like to make some comments.

SENATOR BOUCHER: Thank you again to you and to your faculty advisor who has been extraordinary with this program over the years.

We've seen year after year some extraordinary student advocates that have come before this committee and have testified at the same level of any expert that we've heard from. Very articulate. So we appreciate that on a topic that obviously is going to be very important for those of you that go on to college will be

on a college campus and need to be concerned about these issues.

Some of this speaks to well -- good orientation programs as well. And also a focus on some of this, as been testimony before you. You probably heard about focusing on athletics, fraternities, but athletics. Would you say that that may be an area that does need that kind of spotlight because there might be a culture of sorts that might -- could possibly lead to some -- some problems in -- on a college campus?

And do you feel that this committee should be -- should be particularly focused on making sure that members of -- of the athletic and -- and fraternities or other communities should be a part of these teams that they set up on campuses to deal with a crisis should they occur?

MILLIE CUNNINGHAM: I'm sorry. On the high school level or the college level?

SENATOR BOUCHER: Well, I think that your high school experience could very well speak to the importance of it on a college campus as well, because there's probably similar things going on.

MILLE CUNNINGHAM: Right. Well, I believe that it's important to educate everyone, not necessarily just the -- those who participate in athletics. But if they do see that those who participate in athletics have like an increased percentage of, like, being a part of cases involving sexual assault then of course they should be educated and make sure to be educated about the issue and about the -- the -- about -- just about it in general.

On a high school level I think it's -- I would -- I think it -- from my own personal experience, I would say that it isn't necessarily such a spotlight on athletics or athletes who participate in these things, but I think that everyone should be educated about it. I don't see any reason to -- to put a spotlight on anyone.

SENATOR BOUCHER: Well, what do you think about the anonymous reporting situation? And also bystander reporting and -- and having people speak up? Do you think that that could be effective or do you think that's still a real big barrier that people would be reluctant to come forth?

MILLIE CUNNINGHAM: I think it would absolutely be great, because there is such a -- I'm sure that there's a large percentage of people who are victims of sexual assault and sexual harassment who do not want to come forward because they are afraid or because of other -- they -- they are just afraid.

And if they are able to do it anonymously, I think that that would be a great success.

KIRSI BALAZS: Also with the bystander training we're actually planning to start doing that for some of our seniors, especially people going off to college next year. And I know, like, some of my friends are going to college in Connecticut I think it would be a really useful thing for them to have and really important so that there are -- so that people have tools for, like, you know, parties and everything at college.

And the -- I think people are making analogies

to, like, designated drivers and stuff like that, so I think that having that bystander training is also a really important thing to have in the high schools as well as colleges.

SENATOR BOUCHER: That's very good. In other words, if you see something, say something mentality.

KIRSI BALAZS: Yes, exactly.

SENATOR BOUCHER: If you get that engrained early enough, then when they get to college it won't be quite as reluctant.

This is excellent. Thank you so much for your testimony both of you. And again, congratulations to your faculty advocate and advisor has done a terrific job for all of you. We're really lucky to have you and I hope that you both attend a school in Connecticut if possible.

MILLIE CUNNINGHAM: Thank you.

KIRSI BALAZS: Thank you.

REP. WILLIS: Oh, Representative Bacchiochi.

REP. BACCHIOCHI: Thank you, Madam Chair.

I also want to compliment both of you on your poise and articulate testimony today.

You raised a point that I had been thinking about earlier, which is the definition of sexual assault. And when a victim feels that they are justified in bringing forward a claim.

Do you feel that in -- in your age group that

one of the struggles is trying to determine if a sexual assault has taken place?

MILLIE CUNNINGHAM: I absolutely think that that's a problem because there are plenty of people -- it's become so normal that basically it's a verbal abuse or the verbal harassment has become so normal that people don't see it necessarily as sexual harassment.

So if you were to educate those who have just seen as oh, that's just something that happens all the time, whatever, then much -- many -- I think many more people would begin to come forward, because if you tell them -- teach them that it's not right and that they shouldn't be treated that way, then it will -- I think that there will that many benefits.

REP. BACCHIOCHI: As far as you know within your own schools or throughout your organization in the context you've had with other high schools, do you know of training that takes place for the students to help them define when a sexual assault has taken place?

MILLIE CUNNINGHAM: I mean, I don't know about Stamford High School, but we do -- there are -- let's see -- like, outreach activities done by our -- our organization, as well as being in health classes and stuff people -- they talk about it and it -- and it's sort of defined as anytime that you feel uncomfortable by something that someone has said to you, but that is decided with sexual assault, but I think people can forget it and it's usually something targeted towards freshmen and underclassmen, which people will brush off.

And especially, if early on someone does say something and then, like, you would respond to

it by saying that you were uncomfortable -- or you were made uncomfortable by it. I think a lot of people who had made the comment are all -- are very likely to say, oh, I was just kidding. Oh, relax it's not a big deal.

And that kind of adds to the assumption that certain things are allowed or so they are okay.

REP. BACCHIOCHI: Well, I think that's something we will need to continue to do our best to define here. And I thank you for bringing those -- that point to our attention.

REP. WILLIS: Again, thank you very much. And I hope you become peer educators when you -- when you are at college.

Thank you.

MILLIE CUNNINGHAM: Thank you.

KIRSI BALAZS: Thank you.

REP. WILLIS: Again, I'll shout out to college students who might be here and would like to testify, please come forward now. Feel free.

And if you haven't signed up, if you're a college student, please come forward.

Yes, you, please.

JENNIFER COYNE: Co-chairs, Ranking Members and members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to address you this day and to express my support --

REP. WILLIS: Please your name -- please for the

record.

JENNIFER COYNE: My name is Jennifer Coyne. I'm the parent of UCONN sophomore.

The rate of occurrences of sexual assault at our university points to the need for continued changes to our legislation and to the need to oversee policies and procedures designed to keep our children safe.

My daughter was victimized during a sexual assault at a UCONN affiliated fraternity house this past October. University programs of sexual assault awareness training and seminars on harassment did not serve to dissuade her attacker or encourage onlookers to report nor did these programs encourage administrators at UCONN to put forth a coordinated, sensitive and timely response.

My daughter was further victimized by a distinctly ineffective response to her assault by the UCONN offices and administration and members of the local state police. I have heard the words coordinated and robust response used by UCONN administration to characterize the policies and procedures that were in place last October.

Regrettably, my personal experience in the aftermath of the assault on my daughter have shown me that the status quo on our state's university campuses is in dire need of change and woefully misrepresented. I have experience that what is said and written in defense of victims on campus does not match the actions that are taken in the light of day. The mechanism is broken, denial rules and ineptness and inexperience is in charge.

My experiences were defined by immediately following her attack when I called the university I was redirected between seven offices over the course of two and a half hours on the telephone.

I searched for the coordinated response asking specifically who would be assigned as the coordinator for my daughter's care; medical, emotional, academic and residential. Initially, it took more than one -- it too more than a week to gain access to a rape counselor on campus and then she was offered a male counselor.

Multiple calls to the officer of the university president were not returned. I was met with arguments and confusion of uninformed and inexperienced members of campus security as I worked to advocate for my daughter. Specifically, I was trying to obtain for you a temporary parking pass so that she could come back home and get medical attention as needed, which she actually did need to do several times that first week.

Action by the university was taken up only in response to my persistent requests. Administrators seemed to me to be entry-level professionals without experience or common sense.

As FERPA designee for my daughter's case information was repeatedly and deliberately withheld. Cooperation with the university was only when I persisted.

Disciplinary actions against -- against the perpetrator culminated with a hearing through the Office of Community Standards. The disciplinary hearing was conducted after

repeated requests for a remote video feed, rather than life and in person.

While we were asked to identify ourselves on our end, the participants on the other end were never identified. The following day I persisted after phone calls to the Office of Community Standards and finally my request to know who heard my daughter's testimony was requested.

Finally, the closing comments at that hearing were from the rapist who was given this forum to question my daughter. We were positively horrified that this was standard operating procedures for these hearings and had she known in advance that she would be directly confronted and questioned by her attacker, she would have not had -- she would not have participated.

There have been repeated comments from the state police that her attacker was a really nice guy. It speaks to the pervasive level of apathy towards the victims.

My daughter has had an unexpected encounter with her assailant in a campus dining hall after he was told to stay off campus. At this point she struggles to obtain compassionate accommodations within her academic program and she will need to repeat this year.

All this occurred in October, November, and December of 2013 while UCONN is involved in a very public scrutiny on their response to sexual assault. House Bill 529 will stand to effect positive change on our campuses.

It will require a greater accountability of the individuals who sit in offices of our

colleges and universities.

House Bill 529 will prepare college administrators to aide both the victims and their families of sexual assault. Families have no choice but to look to the universities as partners in the continued growth of our children as caretakers for their safety. It is step -- it is a step along a sensible path to eradicate sexual assault from our educational institutions.

REP. WILLIS: Thank you. And I'm sorry. I know how difficult that -- giving that testimony.

I -- I'm assuming that you are Beth Bye's --

JENNIFER COYNE: Yes.

REP. WILLIS: -- rep?

JENNIFER COYNE: I had called -- I had reached out at the November hearing, but I understand that was not a public hearing.

REP. WILLIS: And I -- I just want to make you aware that while we were drafting the bill we took in your -- this situation --

JENNIFER COYNE: I appreciate that.
REP. WILLIS: -- was discussed --

JENNIFER COYNE: Thank you.

REP. WILLIS: -- as we did it, so it did have an impact on our thinking and how we wanted to move ahead. So thank you for that and again --

JENNIFER COYNE: You're welcome.

REP. WILLIS: -- I'm sorry that you had to go through this.

Questions?

Yes, Representative Sawyer.

REP. SAWYER: I too would like to thank you for stepping forward and giving your testimony, which is very -- very painful. I think it also brings to light that the pain of the victim is also shared by -- deeply -- deeply by close family members and close friends and close community when something like this happens so thank you for your courage to step forward, not only as a mother, but as a -- a victim's advocate.

JENNIFER COYNE: Thank you.

REP. WILLIS: Thank you.

Any other students? I do have some testimony here from students.

Oh, this is a student?

I do want to point out that there was several students here who submitted written testimony and their testimony can be found online. I believe all of them or most of them were students from Yale who talked about the programs that they have in place there; freshman workshop focusing on prevention of sexual pressure and then sophomore year they teach bystander intervention techniques.

This student was a peer educator at Yale.

So I urge people and members of my committee to look at some of the testimony from

students.

Thank you very much. Could you identify yourself for the record?

NOVELETTE BROWN: Yes. Good day, Madam Chair, and members of the committee.

My name is Novelette Brown and I reside here in Hartford.

The bill that I seek to endorse today is number 5029, titled AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

I am speaking today from two fronts; one, as a commuter student myself of higher education specializing in the field of social work; and two, as a parent with a child living on campus.

With this bill in place we can now breathe a little easier knowing that we have the law on our side in the event of sexual and/or domestic violence as we pursue higher education.

In addition, often times as social workers victims of sexual and domestic violence are our clients. And as such, any law or amendment thereof that will prevent and protect us from those horrid experiences is significant.

Not only are these acts atrocious when they are being committed, but the problematic effects that sometimes occur as a result that continues on in the life of victims for years to come. And as such, immediate intervention that this bill seeks to provide is of the

utmost importance.

July 1, 2014, will not be soon enough to see this bill become law.

Thank you so much for having me.

REP. WILLIS: Thank you very much. And you're a student at?

NOVELLETE BROWN: Saint Joseph University.

REP. WILLIS: Okay. Thank you.

Any questions or comments for members of my committee?

Hearing none, thank you very much. And really appreciate your testimony.

NOVELLETE BROWN: Sure. Thank you for hearing me.

REP. WILLIS: You're welcome.

One last call, any other students? If not, I will go to Letamarie; is that it? Letamarie Highsmith from Jane Doe No More.

LETAMARIE HIGHSMITH: Representative Willis, Senator Cassano is absent, and members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to submit testimony in support of House Bill 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

My name is Leta Highsmith and I represent Jane Doe No More, a 501c3 charity founded by Donna Palomba.

In 2007 Donna's case garnered national attention and was the impetus for passing the Senate Bill. This bill removed the statute of limitations on sexual assault cases involving DNA evidence in the state of Connecticut.

In January 2014 the White House released a report with staggering statistics on the emotional, physical and financial toll that sexual assault takes. Female college students are particularly vulnerable; one in five will be sexually assaulted.

That is why Jane Doe No More is on a mission to approve the way society responds to victims of sexual assault through education, awareness, advocacy and support. I stand before you not only as a Jane Doe No More board member, but also as a survivor of sexual assault.

Today there are 23 women and men ages 22 through 64 who have come forward and gone on to find their voice through our rape outreach development program. We are raising awareness through personal experience. Our faces and voices are seen and heard on college campuses and the impact is profound.

In addition, we offer self-defense classes to women and girls at no charge through our escape alive survival skills program in partnership with East Coast Training Systems.

We recognize that a collaborative team approach is the only way to tackle a problem as complex as the crimes of sexual assault. The Jane Doe No More team is comprised of law enforcement leaders, educators, attorneys, business and marketing professionals, survivors and advocate.

In 2010 we collaborated with Quinnipiac University's film professors and students, along with veteran film makers led by Richard Dobbs, director of over 30 episodes of Law & Order to develop and produce a powerful 8-minute video Duty Trumps Doubt.

Today this video is in over 2,500 police departments throughout the country and is often used as part of roll-call training.

It is our goal to create specific videos for every audience, including college administrators, educators, campus security, students, legal professionals, survivors and their families. The many testimonials endorsing Duty Trump Doubt underscore the profound and emotional connection made by viewing this video.

In the spirit of collaboration, we strongly support House Bill 5029. Our desire is to use our expertise to work with all appropriate constituents and organizations as you craft the legislation and moving forward.

Together we will make a difference. Together we will make Connecticut the leader in addressing sexual assault and intimate partner violence on college and university campuses.

Thank you.

REP. HADDAD: Thank you very much for your testimony.

Do members of the committee have any questions?

Representative Sawyer.

REP. SAWYER: Thank you. I know you've sat a long time since this morning and you heard that I mentioned the -- the video that you had brought forward in your testimony --

LETAMARIE HIGHSMITH: Yes.

REP. SAWYER: -- and --

LETAMARIE HIGHSMITH: And I have copies for the committee. I brought them as well.

REP. SAWYER: That would be wonderful. Thank you so much.

REP. HADDAD: Thank you.

LETAMARIE HIGHSMITH: You're welcome. Thank you.

REP. HADDAD: The next person on the list is Liza Andrews.

LIZA ANDREWS: Good afternoon.

My name is Liza Andrews. I'm a communications and public policy specialist for Connecticut Coalition Against Domestic Violence.

We are here today in support of House Bill 5029. And we thank you for bringing this forward. This is a really great measure that we're supportive of and that is going to really help college campuses.

I think that Representative Willis made a good point before when talking about whether or not funding was needed to do this. That I think the most important thing that we want children attending institutions of higher education and their parents to know is that they are going to a safe place.

So this bill will create a number of policies that both mirror federal law and will help the universities serve and -- and also prevent instances of sexual assault and intimate partner violence.

I don't want to repeat. You have my written testimony. I don't want to repeat what's been said before. We support everything that Connecticut Sexual Assault Crisis Services testified to earlier.

I do just want to point out some proposed substitute language that we did submit for your consideration. And those would be specifically in Sections 3 and 4 of the bill.

Section 3 formalizes what we know many college campuses already have the sexual assault response team. That requires them to have that. Included in that is of course the local sexual assault crisis center that should be included, but also we would like the local domestic violence agency to be included.

This bill talks about a response to sexual assault and intimate partner violence and the local domestic violence agency will be the agency best able to serve victims who either were not sexually assaulted or experienced intimate partner violence that, you know, included elements beyond sexual assault.

And that is also in Section 4 the MOU. We would like a local domestic violence agency to be included in that.

I think there have been some questions a little earlier today about what intimate partner violence is, so I just wanted to clear

that up.

Intimate partner violence is domestic violence, family violence, however -- whatever we want to call it. While I think a lot of people immediately go to violence that occurs between married couples, it absolutely occurs between teenaged and college-aged students who are dating or have recently dated.

In fact, Connecticut's statute specifically includes dating individuals in a current relationship or who have recently been in a relationship. It includes individuals who share a child in common, even if they have never been married, as well as individuals who reside together.

So it's a -- Connecticut has a very broad definition of family violence that encompasses many different versions of an intimate partner relationship.

We also suggest that in that definition of intimate partner violence at the very end it references a domestic violence statute that I do not believe is the correct statute to reference. You would want to reference 46(b)38(a) and that will encompass the dating relationship.

So again, intimate partner violence can manifest itself as sexual violence between two people who are in a dating relationship, but it can also include elements beyond that. It can include physical violence, emotional violence, psychological violence and our member agencies are the ones that would be able to best respond to students on college campuses experiencing that type of intimate partner violence.

So we would just ask that they please be included in the bill.

REP. HADDAD: Thank you very much for your testimony.

Do members of the committee have questions? Yes, Senator Boucher.

SENATOR BOUCHER: Yes, thank you, Mr. Chairman.

And thank you for the clarification on intimate partner violence because that does confuse some people and I think that's really important. And it should be noted that often times if someone has had an intimate relationship in a dating situation or others that that -- that what might come after that could be put those individuals quite at risk and often times we have had problems with stalking and other such things.

So it's important to know right at the front end if something like that occurs and it's good that it's been highlighted today. Thank you for that.

LIZA ANDREWS: You're welcome.

SENATOR BOUCHER: I appreciate it.

LIZA ANDREWS: And it's -- it's -- also I just want to quickly point out that when the Federal Violence Against Women Act was reauthorized last year it did actually extend the Jean Clery Act which had been what governed sexual assault responses on campus. It actually extended that to include domestic violence, dating violence and stalking.

REP. HADDAD: Thank you.

Any additional questions?

Seeing none, thank you very much for your testimony.

The next speaker will be Maria Businеau, followed by Elizabeth Conklin.

MARIA BUSINEAU: Good afternoon.

REP. HADDAD: Good afternoon.

MARIA BUSINEAU: My name is Maria Businеau. I am the program manager and a crisis counselor/advocate at the Sexual Assault Crisis Center of Eastern Connecticut.

I have been providing support and advocacy to victims and survivors of sexual violence for over 14 years. I would like to thank the committee and the lawmakers for shining the light on this important issue, which impacts so many of our youth today at such a crucial time in their lives when they should be focusing on discovering who they are and building a foundation for their future.

Often times victims of sexual violence on campus find themselves unable to remain focused on their studies, thus compromising their academic career.

I am here today to state support for the main concept of HB 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

I would like to thank the Higher Education and Employment Advancement Committee for their

hard work on this important issue.

It is important that victims of sexual violence on campus make informed choices regarding how they handle their assault, and for that they need clear, concise written information about the choices available to them in terms of reporting and the availability of medical and support services.

Whether they choose to report to an RA, campus police, health services, or administration, the response should be uniform and comprehensive. It is common for victims to receive different responses depending on which person or system they choose to report their assault.

Victims receive conflicting information, or worse, they are not afforded the opportunity to seek timely and critical services, such as forensic evidence collection and crisis intervention for the lack of training on the part of the first responder.

School policy should -- should be victim centered and should mirror the community's response to victims of sexual violence where adults make their own choices as to whether they report to police or seek other services. Assuring confidentiality for victims of sexual violence on campus is paramount. I would likely encourage more disclosures.

In our catchment area we serve several major colleges and universities, including the University of Connecticut, Storrs and Avery Point campus, Eastern Connecticut State University, Connecticut College and the US Coast Guard Academy.

WE have a memorandum of understanding with both the University of Connecticut and the Coast Guard Academy. As a result, we are able to work as a team to offer a more comprehensive and timely services to victims, as well as to their families and friends.

AS part of -- as part of the MOU we provide ongoing training for students, RAs, campus police, administrators, et cetera. In addition, we participate on the Community Response Teams at the schools.

This has allowed us to build strong partnerships with key stakeholders, which have resulted in the development of improved policy with our input to address sexual violence on campus.

In short, it is a team approach along with uniform ongoing training for first responders and clear and concise written information for victims that would ensure the best practice response to victims of sexual violence on campus. Victims are best served when on-campus resources and off-campus services are coordinated and available.

I would like to thank the committee for the opportunity to testify today.

REP. HADDAD: Thank you very much for your testimony.

Do members of the committee have questions?

Representative Boucher.

SENATOR BOUCHER: Thank you very much.

I thank you for your testimony. Could you

outline your memorandum of -- of understanding and how that came about, as that was one of the issues and suggestions here in the particular bill? In that that doesn't always exist in all college campus, so could you just outline your process and how you got to that point?

MARIA BUSINEAU: Sure. Conversations with administration at -- at different schools and the --

SENATOR BOUCHER: How many of those schools?

MARIA BUSINEAU: We have two.

SENATOR BOUCHER: Which are?

MARIA BUSINEAU: The Coast Guard Academy and the University of Connecticut.

Just a need for services for victims and the need for training and awareness on campus. The conversations took place and we agreed to provide services and, you know, policies have changed over the years. Different administrators come on board so things have changed a little bit, but what had -- what had happened is that we have been able to identify key people and also state what we think victims need in terms of the response on campus.

SENATOR BOUCHER: Thank you very much.

REP. HADDAD: Just -- just a follow up. So in consulting with the administrators is obviously part of the memorandum that you signed with the University Connecticut and the Coast Guard Academy, does that -- the complete skill for services that you provide on campus

or are there other things that are covered by the -- the agreement that you haven't had a chance to talk about?

MARIA BUSINEAU: Well, we have -- we provide training, like I said, for -- for RAs, for campus police. We participate in outreach activities. They have afforded this opportunity to be on campus for -- to meet with victims. We have -- they have even provided us with parking passes so our -- our victim advocates can reach, you know be free to come and go and not have to worry about finding parking and that sort of thing.

Provided us with a room to be -- to meet with victims confidentially. So there's several things that are included.

REP. HADDAD: And -- and how long has your -- have you had the agreement with the -- with the university and with the Coast Guard Academy?

MARIA BUSINEAU: The agreement with the Coast Guard Academy I believe started in about 2005. The University Connecticut MOU is -- is probably a couple of years older.

REP. HADDAD: Okay.

MARIA BUSINEAU: Couple of years old rather.

REP. HADDAD: Okay.

Are there any other questions?

Seeing none, thank you very much for your testimony.

The next speaker is Elizabeth Conklin, followed by Jennifer Wenderoth.

ELIZABETH CONKLIN: Good afternoon. Thank you.

Co-Chairs, Ranking Members, and members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to address you again on this important topic and to express UCONN's support for House Bill 5029.

My name is Elizabeth Conklin and I serve as the University Title IX coordinator and associate vice president of the Office for Diversity and Equity.

The University of Connecticut fully appreciates and shares the commitment shown by the Connecticut legislature to address the critical issue of sexual violence on college campuses in the state of Connecticut. As we have seen this commitment is also reflected at the national level, as several of you have commented upon, by President Obama through his establishment of a White House task force to protect students from sexual assault.

Sexual assault and intimate partner violence need to be confronted directly as we collectively work to prevent this crime from taking place and to provide victims with the resources that they need.

We also support the legislature's efforts to mandate clear and uniform procedures, response protocols and training. As we shared with you through our testimony last November, many of the measures proposed in this bill are in line with established practices at UCONN. Others, we continue to develop.

We are working actively in the following

areas; crafting victim survivor resource documents to ensure that they are as clear, concise and informative as possible; expanding existing training related to sexual assault and harassment; and aiding victims and survivors; and initiating training specifically targeted at intimate partner violence, primary prevention and awareness training.

In November we outlined for the legislature the vast array of resources and training UCONN already provides. Rather than repeat that here today, we thought our time would be best spent informing you of the steps UCONN has taken since we were here last in November.

Specifically, at that time we told you about the president's task force on civility and campus culture. Last May President Herbst formed the task force, diverse group comprised of students, faculty and staff.

The charge by the president to this group was to make specific recommendations that are both effective and practical, which the university may implement to enhance and support a culture of civility and respect on its campuses. The task force was expressly asked to examine and recommend new or expanded programming and to avenues of educating and communicating with students on the full range of issues associated with civility and culture, including ways to deter and address sexual violence of any kind, harassment, intimidation, bullying and incivility among other topics.

After an intensive semester-long review, study, discussion, and open forum process the task force presented its report to President

Herbst on December 15, 2013. The recommendations of the task force were reviewed by a group of senior-level administrators led by Vice President of Student Affairs Michael Gilbert, and including both Chief of Police Barbara O'Connor and myself.

We were instructed by the president to identify those recommendations that should be accepted and implemented immediately. As a result, the president has instructed that a number of recommendations be implemented without delay, including, but not limited to, first, the formation of a single support office, which would, among other duties, provide direct assistance to students who are victims of crimes.

This office's staff would help students navigate their way through various processes and towards the resources and options that are available to them as victims and survivors.

Second, implementing an enhanced program of bystander training for all students and the planning for that is already underway.

Third, offering student oriented education programming on healthy relationships.

Four, expanding and enhancing student oriented educational programming on sexual violence prevention.

Fifth, expanding educational program on alcohol and drug abuse.

And sixth, taking the mandatory education on sexual violence prevention, which we already do for freshman, and expanding it to different

points during the student experience.

I have available with me today -- and I believe copies have been distributed to you already, the full task force report, the memorandum to the president from the group led by Vice President Gilbert, and President Herbst message apprising the university community of the implementation of those recommendations, including anticipated timelines and responsible offices.

All of this information is also available on the university's website at president.uconn.edu.

And in closing -- I know the buzzer has gone off -- but I'll conclude by saying we believe that the implementation of these recommendations, along with the robust policies and procedures already in place at UCONN demonstrate the university's commitment to working aggressively to eliminate all forms of sexual violence from our university.

In addition, when incidents do occur, we strive to make resources and services for victims as easy to navigate as possible. And we will continue this important ongoing effort.

In conclusion, we appreciate the opportunity to testify today on this complex, important and difficult issue. We share the goals of supporting victim survivors and working towards the eradication of sexual violence on college campuses. We welcome the chance to participate in this important conversation taking place here in Connecticut and nationally.

And we look forward to partnering with the legislature and with other institutions of higher education throughout Connecticut to confront these critical issues and to work collaboratively to combat sexual violence on all college campuses.

Thank you.

REP. HADDAD: Thank you very much for your testimony.

I -- I had a couple of questions myself and then we'll ask other committee members if they have questions.

I want to say that first off, that after our hearing last November there were a number of folks on that -- on the committee who were -- and myself included -- who were somewhat impressed by the breadth of resources available, but found that the beau racy really that -- that's been created at a large institution like yours can sometimes see -- make it not clear where a student should go specifically for resources.

And so I -- so I think that creating a single office that will -- that will provide resources to victims is -- is a good idea. And certainly one that's contemplated by the legislation that we have sort of put forward and -- and one that you have identified as being a way to improve the services that you provide to students.

Could -- could you share with us though what do you think the staffing level would -- would be required at a -- in an office like that? And how do you envision ensuring that students understand where this -- where the office is

and -- and that that's a primary place where victims could go?

ELIZABETH CONKLIN: Sure. I'm actually going to call up my colleague Vice President for Student Affairs Michael Gilbert as this formation of this office is going to come under the -- the Division of Student Affairs.

MICHAEL GILBERT: Good afternoon.
REP. HADDAD: Thank you.

MICHAEL GILBERT: I am part of the leadership team that will respond in -- in organizing that office at the University of Connecticut. Underway is a national search for an associate vice president who will also serve as the dean of students at the University of Connecticut.

As part of our plan we will restore the -- the name of what is currently called the office for student services and advocacy, which is a mouthful and not easily understood by parents and even faculty and staff and the new students at the university. We will rename that office with the arrival of the new dean of students, the dean of student's office.

We will communicate to the broad community and all stakeholders what the various roles and responsibilities will be for supporting students, safety and success at the university in that office. Nationally and traditionally the -- the dean of students function at colleges and university support student success and the student experience outside of the classroom.

And when students and family members face confounding issues and problems, it's traditional in higher ed that the dean of

student's staff is available to support students and to be a high touch office to understand student concerns and experience and help them navigate what you've described as a complex and somewhat bureaucratic large university.

We will be adding an additional staff member to take a leadership role with supporting students who identify as victims of any crimes while studying at the university. But we do think we need redundancy, we need additional hands on deck to be available when the lead party is otherwise detained or not available on campus, so we do have a cohort of about five full-time professionals functioning in the office for student services and advocacy.

We will identify a lead individual to take part of that on and we will train others within that office to back up and provide support additionally when the lead party is not available.

Staff in these roles are on our campus and generally they are prepared with a graduate degree and they come with significant training on student developmental issues and student health and safety matters, and so we see this as being a network that's available to support. So we will be refocusing and enhancing staffing in that office, understanding we need to do that.

And how we'll make people aware of that the way we need to, through messaging, beginning when people come to the university as possibly being students at the university. We'll message to their parents and family members, and we'll continue doing that throughout their college experience.

REP. HADDAD: Thank you. And I presume that when a sexual assault or harassment or violent -- any sort of intimate violent is reported to any of your staff, an RA, a coach, that those victims would be immediately referred to the new office for a more complete offering of services and a description of what their rights are.

MICHAEL GILBERT: Yes, and as you can imagine, understanding the campus the way you do, that we will do due diligence to make sure that anybody who is a first responder understands their duties and responsibilities to make the person safe, and to initiate the process of getting them the support that they need and deserve.

And we will make it clear, though, at a certain point a handoff is necessary and there will be other staff available to speak with students and engage them to orient them to all the resources available and to help inform their choices of which avenues they would indeed pursue.

And we would see this being a continuing relationship, where this would not be for many students just a single conversation, but there would be intention to be available at the students' needs when students are moving through that system, because there are many options to consider, and there are many different points of contact that we'll want to be available to help support as students move through this (inaudible).

REP. HADDAD: Thank you. The other question I had was around you made mention in your testimony, Elizabeth, about a mandatory education that's

already provided to freshman. Currently you have a -- I think it's probably close to 3,500 to 4,000 new students arriving on campus each year?

ELIZABETH CONKLIN: That's about right.

REP. HADDAD: That's about right? And so do you -- we've talked here, at this hearing, a little bit about some specific targeted organizations or groups, or, you know, sports teams, fraternities, sororities, that sort of stuff, is it your intention to try to do ongoing training with specific targeted groups of students, or what else do you contemplate in terms of expanding the training that you currently provide (inaudible)?

ELIZABETH CONKLIN: Yeah, we do plan to continue targeted training in addition to the (inaudible) training. Currently all freshmen arriving during orientation do receive programming, and we talked a lot about that in November, so I won't repeat that. But we are envisioning is working to determine what points in a students' career as a student does it make sense to have additional education and training. Orientation starting point is important, but it's not the ending point.

So throughout the first year experience, looking at opportunities within our program called First Year Experience, for example, but also as you have talked about today, and we agree, various points during a students' experience with student groups, so that might be (inaudible) and athletics, which I've gotten a lot of discussion today, but it might be in student government. It may be in a singing group, it may be in other campus leadership positions.

So I think that our students themselves, including our Student Government, are engaged in looking at ways to engage student leaders on this topic. They are critical players in this. Our Women's Center, and our Violence Against Women Prevention Program, students are engaging student leaders already.

There are programs around Greeks against sexual assault on campus. We have long engaged both of those departments, athletics and Greeks, both students and employees, in our various efforts around sexual assault. We're looking to continue that and also make it more robust.

And so when we think about where are the places that we can talk to students about this, their experience in student group is a key one. And contact has been helpful (inaudible) thinking about that, as well.

The other place that we're looking very seriously at a increase in training and education is later in a students' career, potentially, as we discussed in November, after junior year, when most students achieve the age of majority, 21, which can have some impact on the legal drinking age and the connections there, so we're looking at that as well.

We've looked at -- U and H was mentioned today, the step-up program. There's other -- or the Green Dot Program, excuse me. There are several programs that are out there around (inaudible) training that we're looking at bringing in the (inaudible) step-up, Green Dot, are some of the ones that you're going to hear over and over and some names.

We've had committees within the past (inaudible) as well as a standing committee for a few years that's been looking at bystander education training, how to make that more robust on our campus. There is an element of that already in our orientation, but we are really looking to pioneer a more aggressive bystander platform. That is already in existence in some areas on our campus in ways that we've seen really good results, (inaudible), very much on our campus that's resident assistance, they model that behavior and they work with their floors on that.

And we're working to build on those good efforts that are happening already and really enhance them. So that would be the other way, and I think that that could continue throughout a students career. That's not just the first week, that's the consistent messaging.

And the other piece I would add to that is that we are also looking at how do we continue that message into the employee realm. We have a robust training program for employees around these issues. We talked a lot about that a couple months ago, but I think there's an exciting opportunity to think about some more groundbreaking work about how do we engage staff and faculty, more specifically, in the concepts around bystander intervention.

We already do that to some extent in our State Mandated Sexual Harassment Prevention Training, but we're thinking also about how do we expand that to the employment experience, as well, and know that you're (inaudible) touches on (inaudible) for employees, and we

share that goal and commitment.

REP. HADDAD: Thank you. I know that other committee members had questions and we'll start with Senator Boucher.

SENATOR BOUCHER: Good afternoon and thank you very much for waiting patiently to testify. Given all that this issue has brought to the forefront, it has certainly put UCONN in the spotlight of what I consider is really a more national issue.

And so the good that can come out of it is a great deal of attention nationally that's been put on this on all college campuses, because it's just not something that occurs on one, it has a potential to occur on many, many more.

And as a result it is (inaudible) the committee to try to make the situation better and help provide some guidance in that regard.

And I was very interested in some of the steps that you've put forth. However, even with what you have told us in that you've had a very robust program in the past, instances have still occurred. And one of the things that did come out previously was that in the policies it appeared that the reporting to law enforcement was the weakest link.

In other words, it seemed to take the lowest priority, versus, you know, the resources (inaudible) just on the college campus itself, when the concern, we felt, would be more for the victim.

How has your policies changed in that regard, or have they?

ELIZABETH CONKLIN: With respect to law enforcement

reporting, under the Clery Act, the offices that receive reports of sexual assault under our Sexual Assault Response Policy all immediately report to the police department for (inaudible) purposes. And so we take that very seriously and are engaged in ongoing conversations with how that relationship can be most effective and most robust.

We have a new Clery Compliance Coordinator on campus. Police Chief, Barbara O'Connor, brought her and that position on in the last couple months. That has been an excellent addition to our portfolio. It's one individual within the UCONN police department that is working to respond to reports and to track them under the Clery At.

In addition, there have been efforts in the last couple months to form a more specific sexual assault response team within the UCONN police department that is a set of officers and detectives who will be responsible for responding to sexual assault. And plans are underway to make students more aware of who those individuals are.

So the police chief could not be here today, she was traveling, but robust efforts have taken place throughout the past year under Chief O'Connor's leadership, and since we were last with you. We are excited to roll many of those out to the university community.

SENATOR BOUCHER: Thank you for that response. I guess, instead of what I probably wanted to get to was less the actual official reporting of an incident and document, but more in the first moment of contact with that victim. If they are praised more at the beginning of the process that they can and -- report to law

enforcement and that they should possibly consider medical attention right off the bat so that that can be for their own personal safeguarding of their situation going forward.

They may not take advantage of that, or they may, but if they're at least aware that that would be possibly in their best interest, depending on what happened in the future, I think that was the -- for me, one of the areas of concern in the past.

ELIZABETH CONKLIN: Yeah. And you know, 1278 spoke to that, encouraging police reporting. Our sexual violence website and other materials do encourage reporting, talk about the police as an option. But certainly to the extent that that's feedback that we're hearing from the Legislature, we are looking at how best to put that more in the forefront, including training for our first responders on campus around the encouraging of filing police reports, the importance of preserving physical evidence.

Our materials do capture that, and I think it's important that we have and we continue to articulate that to our first responders, to our employees on the ground most likely to receive reports.

SENATOR BOUCHER: Very well. And then, also, with regards to this particular bill that we have before us, there is a large section there that creates a reporting process, lots of data collection, and in coming back to this particular body, what do you see that is possible and practical in that language that you find that's doable or are there any items in there that you might feel are not as practical and possible for you to be able -- and not just you, but other colleges. We've

heard from the community colleges, as well, (inaudible) some aspects to this that might be difficult for them.

ELIZABETH CONKLIN: I think that we are still working to analyze the language and talk to a wide variety of colleagues across campus about the impact of the draft legislation on the offices that will be responsible for conducting reporting.

Certainly we understand the intent behind reporting to collect the data and understand what's happening on college campuses more clearly. That level of transparency is something that I think we jointly share and want to get our numbers out there and information out there.

You know, with respect to -- I know that one of the speakers before I believe from the independent colleges, did raise the issue of there are a sort of web, for lack of a better word, of federal requirements around reporting. So to the extent that the reporting requirements in this draft legislation look different, particularly around geographic areas, and the inclusion of employees, that's something we'll have to work out.

We've closely analyzed the SaVe Act, the Violence Against Women Reauthorization Act, and looked at what changes need to be made as a result of that. And we will do so carefully with this, as well, depending on what version the final legislation takes.

The negotiated (inaudible) process, as you know, (inaudible), will conclude in November of this year when institutions will be given

further very specific guidance about exactly how to report and what should be reflected in the policy. So we look forward to implementing that (inaudible).

So you know, my feedback is that we're still analyzing this. I think we as a general proposition always are looking to areas with reporting where there is alignment is helpful for us, because there is already a pretty vast reporting requirement. That said, we're able to certainly report on a wide variety of things, and we look forward to further discussion with you about how best to accomplish your goals with that.

SENATOR BOUCHER: Where you can be helpful to the committee would be where you see there is an alignment, what questions are being asked by some other sources that this might be we can align it with so that you have a one step process, because we know how difficult this general (inaudible) can be on adding reporting over and over and over again to many different organizations, institutions, businesses, and so forth, and the idea is for us to reduce that amount while still keeping what's important there.

So you can provide feedback as to what are the questions that already are being asked, that are already researching, and you have it already, it's simply putting it on other reports.

My final thought was, again, about communication, and how you communicate outward with the public on the part of staff having to deal with this type of issue, and the amount of sensitivity around that communication. And I would think, and I probably don't need to

ask it, but that has changed somewhat and (inaudible) improved communications process.

ELIZABETH CONKLIN: You know, I think that we are always working to follow best practices and train all of our employees to touch sensitive issue, this one included, on how best to communicate. I will say that our partners and contacts have been enormously helpful to us in thinking through some of that on this issue, as I know they have been through the Legislature, as well. So that effort to be as sensitive as possible will not end.

REP. LAVIELLE: Thank you very much, Madam Chairman. That's a great segue, because I have a concern. I have a big one, but it is -- I express it in the -- in the spirit of being constructive. I remember speaking with you last time you were here, when we had our last hearing. I appreciated your testimony. You've been very articulate. I can't even pronounce the word articulate.

But I am deeply concerned about the matter of communication in this whole process. And I wouldn't enter into this, but I think it's important to mention, I came to the Legislature with a 26 year career of very senior level communications positions in worldwide companies and worldwide agencies. I have been involved in communicating about every type of crisis imaginable.

I know how to recognize when things are handled in a certain way and when they are not. I know that when things happened when we first saw each other, I think it was in October or November, there were some serious errors in communications that had been (inaudible). I don't think we need to dwell

on that. But they were from the top all the way down.

And I know from my experience there are usually two reasons, one of two, not both, that usually cause something like that. One is when the person running communications isn't doing their job very well.

The other one is when that person is just fine, but they're not invited to the table. They're not there from the very beginning to look at what's happening to decide what ought to be said, to deciding what cases should be said, to be consulted at all times, and to be there from the very beginning.

I experienced that many times during my career. For example, if I were running an account on an agency and I wasn't invited in until it was time to implement, to execute, when that happens you're just putting out fires. You're not anticipating what could go wrong and developing policy.

If there's not a communications person sitting at the policy table, you take a great risk every time you treat a delicate matter. We discussed this to a brief extent in the last hearing, and I remember asking you what was done, not only to make sure that students were safe, but to make sure they felt safe.

Communication plays a big part in making people feel a certain way, and making them perceive a certain type of climate. So my questions to you -- I didn't mean to make sure a long statement, but I felt I had to in order to couch this in the proper terms, because we really haven't discussed this to any length in any of these hearings or conversations we had together. And I think you're the only people

today that I really can ask these questions to.

But my questions essentially concern to what extent is your communications staff? I know you have a vice president, you have a spokesperson. I only see, I think, in going through your communications staff, two people who could possibly be concerned with strategy. To what extent are they involved in policy, were they involved in this whole process?

And I am troubled as I look at the membership of the task force, please correct me if I'm wrong, but I see no one from communications; I only see them listed in implementation tasks.

So if you could for me, would you describe to what extent communications people are involved in this process, and if they are not enough involved, is there some plan to bring them in further, because I think they are absolutely dire and crucial to the proper development and then execution of everything that handles something that's sensitive.

ELIZABETH CONKLIN: Sure. Our vice president for communications and his staff are very involved in these conversations and efforts in terms of the senior leadership teams that are discussing and implementing these provisions.

And we are engaged in extensive conversations with communications around communicating with students, as well as our (inaudible) internal and external constituencies around our efforts in this area.

My colleague, Michael Gilbert, works closely with communications as well. You may have areas to add here.

REP. LAVIELLE: Okay.

MICHAEL GILBERT: I would mention that the task force that you recall when looking at the documents of their recommendations to President Herbst was convened last May and charged last May.

Perhaps having understood, and recalling your comments in November, when we met last, the group that was convened by Elizabeth and me to vet the recommendations, and to put forward priority recommendations that we would propose be implemented on a short-term included vice president for communications, and he and his staff are part of our conversations as we move forward with how we get at the work at hand.

So I do recall your comments and remarks from what we consider last semester and we are implementing that as part of our thinking going forward.

REP. LAVIELLE: Well, thank you for your answers. I hope that you'll interpret my remarks as being completely constructive, because I do think an intimate involvement with development of the policies and procedures in the first place is really the only way to go.

I also want to make sure that what I said before when I said there are only two things that go wrong, my interpretation of what happened was not (inaudible) on the staff or the people themselves, but rather on their potential lack of involvement with the process as we saw it evolve.

And so just in our capacity as providing oversight on, I would welcome any insight into

how they are included in the process that you could provide as we go forward, because there's nothing more frustrating as a communications person than to be in a situation where you can be of help and not be at the table. And that was the interpretation I put on it, whether it right or not.

And so I hope that -- that not only you, but all of the members of university management are sensitive to that imperative, because I do believe it is one, and I hope it will be helpful in future. Thank you very much.

REP. WILLIS: Thank you. Oh, I'm sorry, Representative Smith.

REP. SMITH: Thank you, Madam Chair. You know, I caught most of your testimony, but not all of it. So if you testified to this and I missed it, I apologize. Or if it's been discussed previously and I missed it, I apologize.

But I was intrigued by the -- some of the conversations you had about the orientation process being the main opportunity to address students and address this particular issue, and whether we need to do something more in years down the road, whether it's the junior year or other years, to address it as well.

The question I have for you is, beyond the freshman orientation process as it currently stands right now, are there other opportunities in year two, three, and four, where we can again bring up this subject, or that we in fact do bring up this subject?

ELIZABETH CONKLIN: Sure. Yeah, I think there has been a lot of discussion of orientation in particular because it's mandated and it's hitting all students as they arrive, so we can

talk about what each student receives. But, absolutely, there is a wide variety of programming that happens throughout the year that can happen throughout a student's four year experience.

The freshman year, I've already mentioned, there can be opportunities in the first year experience setting where there are students, mostly peer educators from the Women's Center, that have modules on intimate partner violence and on sexual assault within that setting.

There are also those opportunities offered throughout the four years in other settings to student groups, student organizations. I mentioned Greeks Against Sexual Assault, and other student leaders who bring in that type of programming.

There are various campaigns and events. As you know, the new federal legislation speaks about the need to have ongoing campaigns. That was a new term introduced by the federal legislation. That is something we do have on our campus. April is Sexual Assault Awareness Month where you have events like, Take Back the Night, and Speak Outs, and other awareness campaigns about the prevalence of sexual assault.

REP. SMITH: Can I interrupt you for a second?

ELIZABETH CONKLIN: Sure.

REP. SMITH: And I'm sorry to do that. But I'm just wondering, if I'm a student at UCONN, or Western or Central, or state university or community college, and while there may be these various programs that are offered during particular years, what if I'm not interested?

What if I just simply say, you know what, that's not for me, I really don't care, I'm busy, I need to get this project done, this paper done, et cetera, how do you reach me?

ELIZABETH CONKLIN: Sure. And I think that's a really important question, and that is something that I think a lot of colleges and (inaudible) higher education are thinking a lot about. And so I think there are various ways to do that. One is to mandate training at other levels.

There are institutions we talked about in November that have online training for juniors before they are able to register for classes, for example. So that's one model that we're looking at.

We are looking at our peers and our (inaudible) to see what are you doing that works? Where are you able to get to the students who wouldn't attend a rally, or might not be in a gender and sexuality class, or in a type of course that would offer that.

But also how can we offer this kind of programming in a non-traditional class? And that's where I think our partnership with our university senate, our provost office, and our faculty is so critical, because they're may be opportunities to offer this in the curriculum setting in addition to the student activity setting.
And I think if we look at this on both those approaches, we look at it where are the opportunities within curriculum, and then where are there opportunities within student activities, in addition to mandate opportunities, like before class registration, like at orientation. So is a menu of

opportunities and we are seriously looking at each of those.

We have already done a lot of review of what other institutions nationwide are doing. We've also looked at the literature on what works, and there's not much out there right now. I think there's a lot of interest in bystander intervention training because there is -- there seems to be evidence that that is a potential gold standard, that's a way to get (inaudible), to change culture.

This is a culture issue in some regards, when we're talking about students interacting with other students. So I know that's sort of a long answer, but we are looking at exactly that question. How do you reach beyond self-selecting group? I think we're doing some of that already through our programming, but we are looking at how to pretty greatly bolster that.

REP. SMITH: Well, I think you hit the issue, at least for me, on the head, when you make it part of the curriculum. Because I think the student who really is not interested or thinks it doesn't apply to him or her, we are going to miss that student, and we probably have missed that student.

And I think if we're trying to create a culture of safety and compassion and caring, like for instance, Western University, you know, they had the Dalai Lama there last year or the year before, and they, after that, decided to create a -- define Western as a caring university where the culture is created that we all care about each other.

And I think, perhaps, that's a laudable goal

for the state of Connecticut to make this part of our culture, which we're trying to do with this bill. But unless we mandate it -- you know, for instance, you know, when I went to law school, I had to take a course called Ethics.

You know, I really didn't think I needed a course called Ethics, or, you know, I knew what's ethical and what's not, but it was mandated. And you don't realize until after the fact how important that little course there is. And, in fact, it became part of the Bar Exam, was part of the Bar -- still is part of the Bar Exam, and it was still defined by those rules.

And I don't think there's any reason why we can't take that type of curriculum and make it part of our system. So I applaud you for looking into it, and I hope you will continue to do so.

ELIZABETH CONKLIN: Thank you.

REP. WILLIS: Thank you. One of the things that strikes me about the materials and the people putting together all of this is, I'm not seeing -- did you bring in an outside consultant to look at your policies and responding to sexual assault and violence on college campuses, or is this something that the university looked at itself?

ELIZABETH CONKLIN: The task force process was individuals internal to the university.

REP. WILLIS: And do you have plans to bring in someone to evaluate your policies?

ELIZABETH CONKLIN: I would say that we have consulted with legal counsel on these matters.

I'm not sure to what extent. I have (inaudible) to talk about it, but certainly we are looking very closely at the regulations promulgated by the federal government in this area, and by the work being done nationally. There are many professional organizations of which we are a part that take these issues seriously.

We have significant involvement with those organizations, conference attendance, and are very much keyed into the questions of what are the trends nationally, what are best practices nationally. You know, the best sort of (inaudible) test for that is OCR's own work. So out of my office and counsel's office, we very closely analyze resolution agreements that OCR reaches with other institutions, something we have done for years and we will continue to do.

Those resolution agreements are made public. And in (inaudible) with the (inaudible) letters that -- and the other guidance has offered, really set the clear framework for what should happen. In May the Office of Civil Rights issued its letter -- resolution agreement in the University of Montana case. The Department of Education referred to that as a blueprint for other colleges and universities.

So we closely look at that and model some of our new policy language directly in line with what was being suggested there.

So there is a stream of guidance that comes out regularly, and we have had the benefit of that and the benefit of counsel that we've hired in consultation with some of the legal matters that we've been looking at.

So I know that's not the most direct answer to your question, but it's the answer that I'm able to provide.

REP. WILLIS: Okay. Another question I have. After all this transpired I recently read that you hired more Title IX people, compliance people, after there was questions about the audit. Is that in fact true?

ELIZABETH CONKLIN: So that we are hiring two Title IX investigators. Application process is currently underway. These investigators were planned to be hired since the summer, a proposal that we put forward this summer.

They will be out of the Title IX coordinator's office, Office of Diversity and Equity, to provide us more capability on the ground to investigate cases of sexual harassment, including sexual assault.

So these position announcements went out in November, I believe. We are currently analyzing applications and those will be within my office.

REP. WILLIS: And they will provide services to victim advocates, is that what they are?

ELIZABETH CONKLIN: Nope, they are --

REP. WILLIS: Okay. How many victim advocates are going to be hired?

ELIZABETH CONKLIN: So we are going to -- we work closely with contacts. When we talk about victim advocates we think about that as somewhat of a term of art. We have our MOU (inaudible) Sexual Assault Crisis Center

(inaudible) Connecticut. And then in terms of advocacy, our Women's Center plays that role on campus.

So when I think of the term advocate I think about it in those settings. But with respect to assisting students to access resources and understand sort of in plain language what the options are and how to walk through that, that's where I think the office that Michael spoke about that will come under the Dean of Students office, to assist students will be such a critical role.

And that will be a link out of Student Affairs that assists students with understanding what their options are.

That's not an advocate in the traditional sense, but it's a resource and support person that's not an investigator, that's just someone there to help the student through the process.

REP. WILLIS: I think what I'm trying to get at here is, sounds like a lot of process, and quantifying the data, and submitting reports, and I don't hear a lot about services being provided by the university. I'm not clear why you're hiring Title IX folks when you have Title IX. I'm more concerned about what the services are.

One of the things that came up earlier is the whole issue of -- and I think UCONN has been accused of this, and (inaudible) to the communication issue -- is protection of the institution as opposed to protection of the individual. And what we're concerned about today is protection of the individual and seeing that they get the services that they

need, when they need it.

And so I'm really -- I do like -- I read most of the taskforce report. I do think that I would have liked to have heard more of that, more about the bystander education. You know, I think that is a way of changing the culture on the college campus.

So that's what you have to do, you're going to have to change the culture of the University of Connecticut, as well as other schools that have been grappling this, and that's one way to do it.

And it needs to be on (inaudible). If you (inaudible) you can't -- I think in the beginning when we were talking about this, we were saying how, when you listen to students, and you ask them, okay, how did you like freshman orientation and what kind of information did you get on sexual assault or violence on college campuses, they (inaudible) remember having any of it.

And you can understand that. I mean, you've just been given so much information that that sort of goes by the wayside.

And the bystander intervention, the incorporating -- I do like the idea of incorporating it into curriculums, so it's reinforced over and over again. Those are the kinds of things that need to be happening to create a healthy and supportive campus.

And, anyways that's just my spouting out, but it's just a little frustrating to look at this and that not what we're --

MICHAEL GILBERT: If I may make a comment, and I

appreciate your remarks. The sole purpose of investing more in the Dean of Students office is to support student safety, well-being and success. That is the focus of the Dean of Students office.

I think from my colleagues from the private colleges in Connecticut and elsewhere would say that that's understood to be a student centered resource.

And the measure of their work is the quality of service they provide to students and their family members. So that is a significant investment that we're making that we think speaks directly to the conversation that's underway.

I also met recently with the director of our counseling center. At University of Connecticut we have a plan moving forward to extend the staffing in the counseling center by two full-time staff members in the coming year, so work is underway to enhance the availability and the capacity of mental health services staff to support our students in a variety of settings and with a variety of needs.

So I apologize for not anticipating the question and having something proactive to share in our remarks, but that work is underway and we can certainly speak in the future about other endeavors in my area of responsibility and others at the university.

One thing that you will find, and I'll emphasize from the -- in the memo that I prepared with my colleagues for President Herbst when vetting the taskforce report is that we embrace many of the strong

recommendations made and we see no reason to hesitate with moving those recommendations forward.

So many of the things that are part of our discussion today, like enhanced educational efforts with alcohol and drug use, and the risks associated with that, and promoting healthy relationships among students, and certainly bystander training are important, they're on our mind. And you will see, as we will invest this way, some of those changes embedded in orientation when that launches this summer.

So much of that work is underway and it will be rolled out throughout the coming months. Not, you know, at some more abstract date just because it's a marker, the start of next (inaudible), or next January. So there will be work and there will be changes and enhancements (inaudible) as early as this spring semester and certainly into orientation. Other changes will roll out over time, as you would expect.

REP. WILLIS: One of the other issues that came up in the November hearings was the communication, the way students received communication about their options, and that it seemed somewhat confusing. I spoke to someone recently affiliate with the university on this matter and they talked to me about the website.

Have you developed materials since November that goes to students after a sexual assault?

ELIZABETH CONKLIN: We're constantly working to evaluate and enhance those materials. And the answer to that question is, yes, we are

currently in development of more robust materials for any victim or survivor who disclosed to be handed from whoever they disclose to that is under way right now.

Our communications team is very actively involved in helping to (inaudible) that effort. And so in addition to placing things on the website, our sort of in paper hand materials is something that we are working very much on right now that's very actively underway.

REP. WILLIS: So right now, on campus, since this seems to be in the planning stage, what happens today if there's assault? I mean, what kind of information? Is someone told to go to the website, or do they actually sit down with somebody and they give a paper and say, these are your three options, anonymous, confidential, report to the police? How does that happen?

ELIZABETH CONKLIN: Both of those things happen. So students are, where they disclose, typically provided with a list of their resources that is a mirror to what's available on the website. So it discusses police options, options for filing on campus, and then a variety of sources, confidential and not confidential, that are available.

And so the written materials on resources are similar to if you click on the "Resources" tab of the website. And students are walked through what those options are. So the answer to the question is both. And so we have worked to gather all of the data that -- or all of the different pieces of information that might be given to a student, depending on where they report, and to make sure that it's

consistent across the university with respect to what materials are being given and how it's being discussed.

And I think that goes to the importance and it's reflected in the legislation of ongoing training for the response team members. We have a longstanding community response team at UCONN. And so the ability to talk to the folks who are the most likely to receive a disclosure of sexual assault, and to train those individuals on how those resources are discussed, what is discussed, that is something we've done for a very long time at UCONN and we are committed to continuing to doing with our response team individuals.

REP. WILLIS: Any other questions or comments from members of the community?

Thank you. I'm sure we'll be working with you as we move forward with this legislation. Obviously we'll need feedback from all the different parties to help us craft something that meets the needs of the students. Thank you.

Representative Mushinsky. And that will be followed by Jennifer Wenderoth. Is that (inaudible).

REP. MUSHINSKY: Representative Willis, Senator Cassano, I'm Representative Mary Mushinsky from Wallingford. And Wallingford is a town in which not much happens. It's a safe place to live.

You can walk around on the streets at night and no one will harass you, that is why a Wallingford student was unprepared for UCONN and a large campus, not as much adult

supervision. And she was trapped by a sexual predator in an off-campus housing and sexually assaulted.

This is a -- just a huge different scenario from growing up in Wallingford to go up to a campus where you must fend for yourself and you are at risk. There was a poor and slow response by the school. But the purpose of the bill today is really to ensure that this type of violence does not happen again and is reduced in successive years.

The Bill 5029, which I strongly support, includes primary prevention training. First to teach street smarts to students like the student from Wallingford, to detect and avoid a high-risk scenario.

In this one case, the student started to have an inkling that she might be in trouble and thought another student was leading her out of the building. In fact, she was led further into the building from which she could not get out. So when her street smarts went off it was already -- she was already trapped at that point.

But we need to teach students street smarts so they can detect and avoid being trapped in a situation like this. We also need to teach bystanders how to assist a threatened student.

The Legislature went through the same thing for the anti-bullying law. You remember we passed that law a few years ago, and it was the same -- very similar situation, we had to teach the schools to recognize the problem, we had to allow anonymous reporting, and we had to teach other students how to assist a threatened person who was being threatened by

a bully. Instead of just standing there in frozen fear, we had to teach them what to say and how to react to protect the innocent victim.
I'm very much in favor of the mandatory reporting in the legislation so we can track trends and whether we are reducing the trend towards campus violence. Everyone here on the committee knows that one out of five female students is a victim of -- college age students is a victim of unwanted sexual assault, and a very small percentage of male students are responsible for most of these incidences. And we know they're often connected with athletics or fraternities.

The anonymous reporting is critical. As we found out in the anti-bullying law, we did receive more complaints. Some schools initially reported zero bullying incidences. Once we emphasized the anonymous reporting, the truth came out and we realized what the situation was at each school, so that's a critical element to the bill and should stay in there.

So to sum up, it's a big change for a student who comes from a small, quiet town like the one I represented and goes to a major campus where they really are fending for themselves. We must equip these students to defend themselves. We must equip their fellow students to learn how to be an active participant in defending their students.

And we must collect data and measure the response of the state's higher education system to make sure this law is being enforced in the way that we intend.
I know Senator Cassano is on Program Review Investigation with me and he's always looking

at date that we collect and data tells you the story, whether the change is being made or the change is being avoided. So the data collection is also critical to the bill.

Thank you for raising this bill and thank you for your support.

REP. HADDAD: Thank you for your testimony, Representative Mushinsky.

Do members of the committee have questions? Representative Boucher.

SENATOR BOUCHER: Representative Mushinsky, may I take this opportunity to thank you for the years that you have spent advocating, not just on this, but on so many different things. Thank you.

REP. MUSHINSKY: Thank you. Senator Boucher, you were also active in the anti-bullying law, I remember, and I'm sure you'll make sure this bill gets out, too. Thank you.

REP. HADDAD: Thank you very much. Jennifer Wenderoth, followed by Cathy Zeiner.

Thank you for your patience.

JENNIFER WENDEROTH: No problem. Members of the committee, my name is Jennifer Wenderoth and I am the college advocate for the Rape Crisis Center of Milford. I'm writing to you not only as an advocate, but as the survivor of sexual assault in total support of House Bill 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

While as a student at Central Connecticut State University I became a victim of sexual

assault. Unfortunately, I was never told about my rights as a victim, and the only support I received from the university was from the Women's Center.

While trying to fight for justice I faced an uphill battle from the university that ended when I was notified that my paperwork, along with the results of my evidence collection kit was lost and there was nothing I could do.

It was not until 2012, eight years after I was assaulted, did I finally get my report, but it was too late, the statute of limitations had passed and I had already spent the rest of my college education living in fear before finally graduating and going on to help other victims of sexual assault.

For the last four years I have worked as a college advocate in different areas of Connecticut and have had the chance to work with multiple colleges and universities. I have been counseling and advocating for victims of sexual assault and making sure the nightmare that I went through trying to see my perpetrator brought to justice is never repeated.

I have been able to see what information and policies are put in place and if it's made available for victims of sexual assault and intimate partner violence. I have also witnessed how these victims are treated by the institutions and if their rights are taken away.

Today I work alongside the University of New Haven and I am extremely pleased to see that there is a university that has implemented policies to inform a victim of their rights

and options and where to access the information.

The university educates students and staff about the issues pertaining to the sexual assault and intimate partner violence and where they can receive help on and off campus. Most importantly, these victims are given a choice, and no matter what they are provided with support.

But sadly, I know this is not the case today with all universities and colleges in the state of Connecticut. While a lot of progress has been made, there is still a lot that can be done to help victims of sexual assault and intimate partner violence.

As a former victim of sexual assault and a forever survivor and advocate, I hope you will all join me in supporting House Bill 5029. Thank you.

REP. HADDAD: Thank you very much for your testimony. And, you know, we know that victims of sexual assault oftentimes react to their circumstances in a lot of different ways, but I just wanted to compliment you on the work that you decided to undertake of working with other victims of sexual assault. I think it's a very meaningful way to sort of spend your time and I commend you for it.

Are there members of the committee who have questions? Representative LeGeyt.

REP. LEGEYT: Thank you, Mr. Chairman, and thank you, Jennifer, for coming here today to share what you've just shared with us.

We are all cognizant that when something like

this occurs to someone it's not just a moment in time, it changes you. And so my question to you is, what were you planning to do with your life and your career prior to this happening to you?

JENNIFER WENDEROTH: Well, I had a couple dreams and aspirations growing up and even going into college. I first started out as a music education major and music performance minor, and it was during my assault that I no longer wanted to continue that. And my back-up plan was always to do some kind of counseling to help other people.
And it wasn't until I became a victim of sexual assault, and basically had my case swept under the rug, and seeing how many victims were coming forward on Central Connecticut's campus, because I actually worked at the Women's Center, and saw these cases come forward, and not have anything brought to justice that I decided that this is what I had wanted to do. And I was still at the university when I decided this.

REP. LEGEYT: Well I want to commend you for the so very positive way that you turned that experience around for yourself. I'm sure it didn't go any distance toward mitigating the struggle and the trauma that you went through, but to turn it around into such a positive and contributing way, I want to commend you for that. And hope that you're finding satisfaction in your work, and helping other people to avoid the degree of trauma that is clearly part of this process. So thank you very much.

JENNIFER WENDEROTH: Thank you.

REP. HADDAD: Are there any questions or comments

from members of the committee. Seeing none, thank you very much for your testimony.

JENNIFER WENDEROTH: Thank you.

REP. HADDAD: We appreciate you taking the time.

Cathy Zeiner. She'll be followed by Mary DeLuca.

Good afternoon. Thank you for your patience.

CATHY ZEINER: Sure. Good afternoon members of the committee. My name is Cathy Zeiner. I am the Executive Director of Safe Futures, where for more than 30 years we've been providing services to nearly 6,000 victims of domestic violence and sexual assault every year in New London County, and working with college campuses to respond to and prevent sexual and intimate partner violence.

I'm here to recommend your support of House Bill 5029, including the substitute language proposed by the Connecticut Coalition Against Domestic Violence, which I have included as an attachment to my testimony.

Most recently we've been involved with one campus coordinated community response team that's been particularly effective. Before the team began, sexual assault cases were being handled internally by the dean. Few services were offered to the victim, other than to send them to student health.

The focus was on the rights of the accused, while the rights of the victim were often an afterthought, and there were few policies or procedures specific to cases of sexual assault. Now that the response team has been

in place for a few years, appropriate policies and procedures are in place, victims are referred to services both on and off campus. Victims have options. Their rights are better protected, and faculty and staff understand better how to not re-traumatize survivors.

Campus response teams work. But our biggest take away from this experience is that these campus response teams need both the expertise of sexual assault victim advocates, and the expertise of domestic violence victim advocates. Intimate partner violence or dating violence is domestic violence. Sexual violence is often a part of that picture, particularly on college campuses.

Intimate partner relationships are complex. Victims want the violence to stop, but may not want the offender kicked out of school. They may be in fear for their safety and have nowhere to go without withdrawing from school. They may fear retaliation from the offender, other students, or staff.

These complex relationship issues are the issues that domestic violence providers navigate every day, in scores of cases every day. We have specialized expertise in victim's rights, honed by handling hundreds of court cases. We are skilled at safety planning and have shelter resources to support survivors who may be at risk for their lives or in need of support afterhours.

And most importantly, we are experienced in helping survivors understand that there are options as they work through the web of relationships, with the intimate partner, friends, family, faculty, staff, teammates, and other students who will continue to be

part of their campus lives, helping them understand what to expect and how to be safe physically and emotionally.

Therefore, to make our campuses as safe and responsive as possible, we respectively request that you support this bill with the substitute language proposed by CCADV and engaging community based domestic violence agencies in the work, as well. Thank you.

REP. HADDAD: Thank you very much for your testimony. Do members of the committee have questions or comments? Seeing none, thank you very much.

CATHY ZEINER: Thank you.

REP. HADDAD: Mary DeLuca.

Good afternoon and thank you for hanging in there with us.

MARY DELUCA: Hello members of the Higher Education and Employment Advancement Committee. My name is Mary DeLuca, the campus advocate for the Sexual Assault Crisis Service of Hartford and New Britain County. I am here to read the testimony of an anonymous parent.
Good morning members of the Higher Education and Employment Advancement Committee. As a concerned parent, I am in support of House Bill 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.

I remember bringing my daughter to daycare when she was three months old. I worried if she would adjust, would she like the staff, would the staff treat her well, would she connect with other babies, grow as an individual and be safe. The first day of

daycare was difficult for me.

I called to check on her after being at work one hour, and I was only working a half day. I remember that day like it was yesterday, and it was 19 years ago. Many big events, both happy and difficult, have taken place in her life since that day, from sports activities to prom, her parents divorcing, and preparing to go off to college.

College is an exciting milestone. My desire for her college journey took on similar qualities as the first day of daycare. I wanted her to adjust, learn, connect with peers, to increase her growth as an independent thinker and young woman and be safe.

The first semester of college was academically difficult for my daughter. She is a smart young woman, and I knew in my heart she would turn the situation around. Her second semester she worked hard and her grades improved dramatically. I would receive text messages with snapshots of test grades. My daughter was proud of her accomplishment the second semester and I was proud of her as well.

She looked towards the summer and her sophomore year in the fall. When she decided to confide in me, she started to talk about an event in the news that bothered her and how some situations you have control and others you do not. There are some people who have so much going for them and they take it for granted.

When my daughter is expressing her opinion with emotion I know there is a reason. And

then she said, I was date raped. The date drape was by a friend during her first semester of school. My heart sank. I could feel my eyes getting watery. I let her talk as much as she wanted to and I listened.

Days after my daughter told me she was date raped, I would cry at the smallest things with no warning. I remembered her little face -- I remembered back to my sweet innocent baby girl and how I wanted her to be safe at daycare. I remembered her little face in the school bus window on her first day of kindergarten. I wanted to throw-up at the thought of what had happened.

I knew I needed to obtain research -- resources for help, so I sought out the assistance from the college. I needed to educate myself so I could help support my daughter. I am so appreciative for the services contacts had provided me. While my daughter's experience is a horrific crime against her as a person, it is a violation of her as a human being. My daughter needs to be treated with dignity and respect.

I am proud of her courage and strength to continue at the college. My daughter is my hero. College campuses need to be safe. I need to -- they need to be safe to walk around day or night and in any location. Dorms need to be safe, with ways to seek help in a crisis. There needs to be locations where you can safely speak to someone where you are not judged and there is not a stigma of being there.

College campuses need resources that are easy to obtain and not bogged down by red tape or they inability to locate them quickly. Grants

should be obtained to train staff annually on this crime. Connecticut colleges should work closely together to share information and resources that would protect our campuses across the state, involve the students as well; they have ideas and a voice.

Connecticut needs to set an example for the nation in keeping college campuses safe. In conclusion, I would like to reiterate that I am in support of House Bill 5029, AN ACT CONCERNING SEXUAL ASSAULT AND INTIMATE PARTNER VIOLENCE ON CAMPUS.
And I want to thank the committee members for hearing my testimony.

REP. HADDAD: Thank you very much for delivering this powerful piece of testimony.

Are there committee members have questions or concerns, comments? Seeing none, thank you very much.

MARY DELUCA: Thank you.

REP. HADDAD: I think that's the conclusion of the list of folks that signed up to speak.

Is there anybody else who would like to address the committee?

(Inaudible), anybody else? Seeing none -- yeah, seeing none, I guess we'll close the hearing. Thank you very much.

On CT H.B. No. 5029

Hello, my name Matt Breuer, and I'm an undergraduate at Yale University, where I've been doing sexual assault prevention work for the past two years.

I've driven up here today because I believe deeply in the work that we are doing at Yale to combat sexual violence, and I am incredibly encouraged by the students at other schools who are demanding that the environment change on their college campuses.

However, in my experience doing this work over the past two years at Yale, I have become increasingly convinced that top-down enforcement cannot provide us with the type of change that will actually prevent sexual violence on our campus.

Make no mistake: it is absolutely essential that our universities have transparent disciplinary processes, that survivors are both supported and relentlessly advocated for, and that those who commit violence against our communities are met with appropriate, serious punishment.

However, enforcement cannot be our only response to sexual violence. We cannot pretend that the same solutions of deterrence that have failed us in our effort to combat drugs are suddenly going to be solutions to deeper, cultural problems. Moreover, if we let our conversation turn to enforcement, we too quickly fall into the traps of racism, classism, and sexism. We know that stereotypes of assailants capture a small sliver of the problem, and create far more problems than they solve.

If we are going to make our campuses safer for all students, our focus can't rest solely on what happens after an assault has occurred. Our priority must be prevention. In my experience has a peer educator at Yale, I've watched the conversations among my peers improve year by year. We haven't done it by continually putting the definition of consent in students' faces, or by reminding them of the punishments that await those who violate our community's trust. We are beginning to make that change because we've asked students "what do you want this campus to look like?" and begun to reshape our campus towards those ideals.

It is hard work changing campus culture, and it's work that is unlikely to be done by prescriptive requirements or mandated penalties – what universities need are real resources to support the work they are currently doing, and better access to the strategies that *are* seeing results for Connecticut students. I genuinely believe we can make real progress together as a state, but we aren't going to do it if our focus is in the wrong place.

On CT H.B. No. 5029:

My name is Catherine Chiocchi, and I'm a Connecticut native and a junior at Yale College. At Yale, I work as a Communication and Consent Educator, or CCE. The CCEs are a group of about forty undergraduates that hail from all different parts of campus life. We work to promote a positive sexual culture on campus and serve as peer educators about Yale's sexual misconduct policies and procedures.

Yesterday, five of my peers and I attended a roundtable discussion at Southern Connecticut State University with Senator Blumenthal and Congresswoman DeLauro to offer suggestions about what the federal government can do to best institutionalize sexual violence prevention and compliance with federal law regarding. Like far too many discussions about sexual assault, the talk began with a list of harrowing statistics. One in five college-aged women will experience sexual assault during her time in college. One in twelve college-aged men. Words like "epidemic" and "crisis" were used. And make no mistake, sexual misconduct of any kind is a crime that should not be tolerated on college campuses or anywhere in our community. We are here today because we all agree that sexual misconduct is a serious issue, and many troublesome behaviors have become normalized in our society.

But starting conversations with scary statistics does not lead to productive conversations. Sexual violence education programming on college campuses should not focus on scaring freshmen but on building shared campus values of communication and respect.

At Yale, the CCEs run workshops with the entire freshmen and sophomore classes. The freshman workshop focuses on preventing sexual pressure. The sophomore workshop teaches bystander intervention techniques. We don't use any statistics in our workshops. Instead, we focus on ideal sexual encounters—ones where both people are mutually enthusiastic and feel comfortable expressing what they do and do not want. We don't focus what consent is and how to get it. After all, that's a bare legal minimum. We strive for something much higher than that. We don't try to think of situations as either consensual or not, but rather whether they were ideal or not. By creating a campus culture where we strive to have every sexual encounter be an ideal one, troublesome dynamics stick out more and perpetrators can be more easily identified.

The CCEs have been around three years, and I can already see the impact our approach is taking. Conversations around campus about sexual assault have taken on a more considered tone. People feel empowered to speak out at parties if they notice troublesome dynamics playing out. By fostering the shared values of communication and respect, we're making tangible changes to our campus culture. We don't think working with ideals is foolish. We are the students that make up our college; we have the power to change it.

When considering legislation about campus sexual assault, it's pivotal that education programming does not use scare tactics to intimidate underclassmen. That doesn't lead to real change. Instead, we need to focus on building shared community values that every student can rally around.

UCONN
UNIVERSITY OF CONNECTICUT

Susan Herbst
President

To the University Community,

As you may recall, last summer, I formed the President's Task Force on Civility and Campus Culture. Their charge included formulating "specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses."

Specifically, the task force was asked to "examine and recommend new or expanded programming and avenues of educating and communicating with students" on the full range of issues associated with civility and culture, including, "...ways to deter and address sexual violence of any kind, harassment, intimidation, bullying and incivility," among others.

When we at UConn say that we have "zero tolerance" for these behaviors, we mean it. University campuses are forever changing, meaning that issues of "civility and campus culture" are fluid – evolving from year to year, and even semester to semester. Because of this, our approach to ensuring we have the kind of campus community we all want for ourselves must evolve as well. We will always be prepared to find ways that we can do something more, something different or something better. This essential practice was at the root of this undertaking.

The task force worked throughout the fall and presented their report to me by their December 15 deadline. Following that, I asked our Vice President for Student Affairs, Michael Gilbert, to lead a group of senior administrators in reviewing the report and formulating the university's responses. Their first priority was to identify those recommendations they suggested be accepted and implemented in the near term.

After receiving the review of the recommendations from the working group, I have instructed that a number be implemented, beginning immediately. They include:

- The formation of an office that will, among other functions, serve as a central point of contact for students who are victims of crimes. Staff in this office will help victims navigate their way through various processes and guide them toward the resources and options that are available to them. It will include staff members who are specifically designated to work with victims of sexual assault as part of their duties. (Please note that such an office would not be an alternative to calling 911 in an emergency or reporting a crime to the police).

- Implementing a program of bystander training for all students, the planning for which is already underway.

- Offering student-oriented education programming on healthy relationships;

- Expanding and enhancing student-orientated educational programming on sexual violence prevention;

- Expanding educational programming on alcohol and drug abuse;
- Repeating mandatory education on sexual violence prevention at different points during the student experience;
- Better advertising self-defense programs for students.
- A student-led effort to change the odious "nickname" that is occasionally used to describe the Celeron Path, and the unfounded perceptions associated with this walkway.

Implementing these recommendations will begin immediately, and, as you will see, specific individuals and offices have been assigned to oversee their implementation within an appropriate timeframe.

These are only a few of the accepted recommendations; there are many others.

Also, as the review notes, there are other recommendations that require further study in order to determine how or if they could be successfully implemented, or because more information is needed before a well-informed decision can be made on whether or not move forward with a given recommendation.

I am very pleased to provide both of these documents to you today.

The full Task Force report can be found here.

The review of the task force recommendations can be found here.

My thanks to all the dedicated faculty, staff and students who made this process positive and productive; they have performed a valuable and lasting service to the university.

And yet we all know very well that our work is never truly finished, particularly when it comes to the issue of sexual violence on our campuses. Our policies, procedures, services and resources must be reviewed and *reimagined* on an ongoing basis. This will help ensure we are employing the best strategies to combat sexual violence and provide victims with the help they need.

This is not unique to UConn; it is a national issue that is highly relevant on every campus. Our goal is to remain at the forefront of the battle against sexual assault and harassment by doing all we can to mirror best practices nationally, and to be a leader in the field. Because we seek not only to emulate others, but also to be a model for other colleges and universities across the nation. Today, we take another step in that direction.

Sincerely,

Susan Herbst

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An Equal Opportunity Employer

TO: President Herbst

FROM: Michael Gilbert, VP for Student Affairs
Wayne Locust, VP for Enrollment
Tysen Kendig, VP for Communications
Sally Reis, Vice Provost for Academic Affairs
Elizabeth Conklin, AVP for ODE/Title IX Coordinator
Barbara O'Connor, Chief of Police/Director of Public Safety
Deborah Corum, Senior Associate Director of Athletics
Nicole Gelston, Associate General Counsel
Michael Kirk, Deputy Chief of Staff

DATE: February 3, 2014

RE: **Task Force Recommendations**

The working group above has reviewed and discussed each of the recommendations made in the report produced by the President's Task Force on Civility and Campus Culture. In your message to us, you asked that we closely review the report on your behalf and provide our suggested university responses to you.

First, we would like to join you in commending the members of the task force for their work, which clearly demonstrated their commitment to these serious and important issues. We believe the university will benefit from the substantial report they have produced.

In analyzing the document, we focused on two key areas:

a) Those recommendations we suggest be accepted and which are either currently planned or could be implemented by the university immediately or in the very near future.

b) Recommendations that it may be possible to accept and implement, but require further study to determine the feasibility of doing so due to the complexity of the issue, the far-reaching implications of recommendation itself, or because more information must be gathered before a well-informed decision can be made.

The primary goal of this document is to present to you those recommendations we believe should be accepted immediately and which can implemented in the near-term. Among others, we look to the faculty of the university, who are so key to our character, stability and leadership, to play an active role in ensuring these recommendations are successfully implemented.

Education and Programing

- The report recommends: implementing a program of bystander training for all students; that the university review and revise its student orientation program with regard to timing and substance; offering student-oriented education programming on healthy relationships; expanding and enhancing student-orientated educational programming on sexual violence prevention; expanding educational programming on alcohol and drug abuse; repeating mandatory education on sexual violence prevention at different points during the student experience; and better advertising self-defense programs for students.

  These recommendations are the most critical in the Task Force report and would have the greatest impact on students and the student experience.

  We strongly suggest that each be accepted and implemented.

  Vice President for Enrollment Wayne Locust has already conducted a review of orientation. His own review, as well as the recommendations contained in this report should both be assessed as changes to orientation are contemplated.

  It should also be noted that the university is already in the process of assessing its drug and alcohol programming for students.

  It was also recommended that alumni be engaged and kept abreast of UConn's core values and culture. This does take place currently in a variety of ways through the UConn Alumni Association. We agree that core values should be stressed in communications with alumni.

  Responsibility for implementation: VP for Student Affairs, Title IX Coordinator, VP for Enrollment Planning and Management, VP for University Communications
  Timeframe: If not already underway, planning for each should begin immediately. New, updated or enhanced educational programming and changes to orientation related to these recommendations should begin by the summer of 2014 and be in place by the fall of 2015.

Safety

- The task force recommended increasing the human resources of the police department; assessing the policies associated with a nighttime van service and changing the perception of the Celeron Path, which has unfortunately been referred to as the "Rape Trail" by some students over time.

We support these recommendations, but would note that a police staffing proposal recommending additional officers has already been completed.

Further, it should be noted that there is no empirical data to support the notion that students are at a greater risk of being the victim of a crime along the Celeron Path, including sexual assault. Nonetheless, its ugly moniker has persisted for many years and the name and perception should be addressed, ideally by UConn students. We would suggest that USG also lead on this effort with support by members of administration as appropriate and helpful to this important effort.

The task force also recommended that the university implement a state-of-the-art safety communication system, assess the security of campus, utilize safety messages to keep the campus informed, and improve first responder training. The university already operates a modern communications system that allows it to communicate with the campus community in a variety of ways, including text message, in the event of an emergency. The university is already required by law to issue "timely warnings" to the campus in the event of a safety threat. A comprehensive security study of campus has recently been completed and Public Safety will work with the university community as it implements its recommendations. Finally, Public Safety recently invested resources for additional training, which is ongoing.

Responsible for Implementation: VP for Administration, Chief of Police, Director of Logistics Administration, Undergraduate Student Government.
Timeline: Decisions on increased police staffing and an assessment of van policies should be made prior to fall 2014; efforts to change the nickname and perception regarding the Celeron Path should begin immediately.

Structural

- The task force recommended including student representation on various university committees, task forces, working groups, etc.; that the variety and avenues of student access to senior administration be increased; that a university-wide civility survey be undertaken; that the public service efforts of student-athletes be noted and publicized; that the university's Title IX office have the resources necessary to comply with best practices with respect to staffing, policies and procedures; that the university explore an enhanced partnership with UConn Health Center to provide access to a Sexual Assault Nurse Examiner (SANE nurse); that gender-neutral restrooms be created in residence halls.

The task force also recommended that the university implement a single call number at UConn that would operate 24/7 and would answer student questions regarding all manner of health, safety and academic concerns.

For all emergencies, students should call 911. Further, there are two existing 24/7 hotlines that students can utilize for specific purposes: the Sexual Assault Crisis Center for Eastern Connecticut and the hotline for the Domestic Violence Program of United Services, Inc. Additionally, an "on-call" therapist is available after-hours during the academic semester through the university's office of Counseling and Mental Health Services, in addition to the staff available during normal business hours.

However, this recommendation provides the basis to address a related concern, which is having a central or single point of contact for students who are victims of crimes. (This is not to be seen as something to utilize in lieu of contacting the police). This central point of contact would help students navigate their way through various processes and toward the resources and options that are available to them. This more focused goal is laudable and should be acted on.

There is existing student representation on many university committees, task forces – including this one – as well as working groups and other ad hoc structures, and we clearly agree that student representatives should be included within similar bodies whenever appropriate in the future. The university is already in the process of hiring additional staff members for the Office of Diversity and Equity/Title IX Coordinator – a process that began last summer. Also, we believe that the public service contributions of all UConn students, including student-athletes, should be celebrated and publicized by the university, such as the very positive reaction from students when you asked that a "Day of Service" take place as part of the newly reimagined spring weekend. The university has already agreed to conduct a civility and climate survey, every four years, following the recommendations of a committee studying civility among employees. We note that you – President Herbst – have also already said a similar survey should be conducted among students; both can be combined, if possible. Finally, the university is already in the process of creating – and has already created – gender-neutral restrooms in certain university facilities and we will continue our commitment to leading in this area .

With those refinements and notes regarding what is currently underway, we suggest that all of the above recommendations be accepted and implemented.

Responsibility for Implementation: President, Provost, Office of Public Engagement, VP for Communications, VP for Student Affairs, Title IX Coordinator, VP for Administration and CFO, Director of Athletics.

Timeline: You indicated that a student survey on civility and climate would be undertaken in the fall of 2014; all other recommendations are ongoing.

Values

- The task force recommended that UConn "Define the core values of the UConn community through an inclusive process of stakeholders" and that these values be promoted in a variety of different ways.

  In our view, "core values" must grow organically and be defined by those who hold and practice them – the stakeholders discussed in the report. We recommend acceptance of this recommendation, but would suggest that UConn students themselves determine what it means to be a Husky in theory and in practice, and that the university as a whole promote those values to our community. We also believe that faculty are critical to this process.

  Responsibility for Implementation: Undergraduate Student Government and key University Senate committees should lead this process; University Communications can assist in promotion once these values have been defined.
  Timeframe: This process should begin among students at the outset of the spring 2014 semester, and the conversation should be started by the USG president. Students themselves will determine the length of time this process will take; but believe that the upcoming academic semester should be sufficient time.

- It was recommended that the university create a "Husky Paw Print" program that recognized student achievement and contributions to the community. We suggest this recommendation be accepted, but integrated into existing awards and recognitions managed by the Office of Public Engagement in the context of the academic plan. We would also suggest that the dormant "UConn Medal" program, which recognized the contributions of the members of our community, be reactivated.

  Responsibility for Implementation: Office of Public Engagement, Division of Student Affairs, Provost
  Timeframe: Planning should begin immediately; the Husky Paw Print and UConn Medal program should be in place by the fall of 2014.

Implementation

- The task force recommended that the resources needed to implement accepted recommendations be provided; that this plan for action and the report itself be widely

shared among members of the campus community; and that a faculty resource center for syllabi, core values, and content on civil debate be created.

We suggest each be accepted.

Responsibility for Implementation: President, Provost, VP for Student Affairs
Timeframe: The need for resources is ongoing; this document and the task force report should be shared during the spring 2014 semester, preferably before mid-February, and the faculty resource center – which could be housed electronically on the Institute for Teaching and Learning's website – should be ready by January 2015.

Recommendations that require further review and study:

- Specific ways the "core values" of the university will be presented to the campus community; core values must first be determined. **Responsible: VP for Student Affairs.**
- Implementing a program of "courageous conversations" to discuss civility, campus climate, etc. This recommendation is highly specific but may be taking place currently in another form. **Responsible: VP for Student Affairs**
- Annually assessing student learning about healthy relationships, prevention of sexual violence, alcohol and drug abuse. "Assessment" is a word used in the field of social science that is associated with specific meanings and processes. In this instance, determining what specifically would be "measured" and how this could be done accurately is a complex issue. **Responsible: Provost, Title IX Coordinator, VP for Student Affairs**
- Enhancing the FYE program to include new content. This would also be a complex, long-term undertaking with numerous variables that require further study. **Responsible: Provost.**
- Enhance community policing. This would be contingent on the issue of human resources. **Responsible: VP for Administration, Chief of Police.**
- Create a new undergraduate General Education Competency in civility discussion and debate; create a "life skills" competency to address health, sexuality, safety and relationship through courses. These recommendations will depend upon University Senate action and require further study and discussion. **Responsible: University Senate, Provost**
- Provide faculty with resources that will help them promote UConn's core values and teach the techniques of civil discourse and debate. Core values would first have to be established, so this could be undertaken in sequence. **Responsible: Provost, University Senate.**
- Revise all web-based resource pages for clarity, usability and specificity of direction. The university must do this as a matter of course and to comply with federal law; however, the pages that relate to key student services should be evaluated to ensure that are as clear

and user-friendly as possible. **Responsibility: VP for Student Affairs, Title IX Coordinator, UITS, VP for University Communications**

- Employ a mental health trauma specialist; increase availability of mental health services to all students on all campuses. The mental health offerings for students are currently being examined with the goal of adding resources to this key department. Mental health services currently offered at regional campus must be assessed. **Responsible: VP for Student Affairs.**

Toward a Culture of Inclusion:

Striving for Acceptance

Report of the President's Task Force on

Civility and Campus Culture

December 15, 2013

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CHARGE:

The President's Task Force on Civility and Campus Culture is to formulate and present to the president specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses.

The task force will promote civil discourse and understanding within our community through developing student leadership, good citizenship, free speech and free expression.

Specifically, the task force will examine and recommend new or expanded programming and avenues of educating and communicating with students regarding the following: effective and courteous ways of exploring and discussing differing opinions in person and electronically, means of supporting civil and respectful discourse, ways to deter and address sexual violence of any kind, harassment, intimidation, bullying, incivility and the stigmatization of individuals or groups of students for any reason.

In addition, the recommendations must be designed to promote problem-solving, positive decision-making, and understanding among UConn's student population, in partnership with faculty and staff.

The task force is to examine the University's existing efforts when it comes to these issues, what resources are available to aid in prevention and victim assistance, how the University currently educates and communicates with students regarding these subjects and what role substance abuse plays in the above behaviors. The task force will then recommend updated or additional steps the University can take to further raise awareness and address this conduct.

Recommendations must include how these efforts can be integrated into students' academic experience.

The task force must present its report and recommendations to the president on or before December 15, 2013.

MEMBERSHIP:

Co-Chair: Veronica Makowsky, Professor of English
Co-Chair: Carol Polifroni, Professor of Nursing; Chair, President's Athletic Advisory Committee; Director, Office of Public Engagement
Kimberly Adamski, Undergraduate Student
Michael Alfultis, Regional Campus Director
Cathy Cocks, Director of Community Standards
Elizabeth Conklin, Associate Vice President for Diversity and Equity/Title IX Coordinator
Edward Courchaine, President, Undergraduate Student Government
Deborah Corum, Senior Associate Director of Athletics
Francoise Dussart, Professor of Anthropology
Kathleen Holgerson, Director, Women's Center
Fleurette King, Director, Rainbow Center
Nancy Naples, Professor of Sociology and Women's Studies
Barbara O'Connor, Chief of Police/Director of Public Safety
James Penders, Head Coach, Baseball
Jonathan Plucker, Professor of Education
Rachel Stewart, Undergraduate Student
Matthew Tuscano, Graduate Student
Dana Wilder, Assistant Vice Provost for Academic Affairs & Diversity
President's Designee: Michael Kirk, Deputy Chief of Staff to the President
Research Interns: Katherine Farrington and Joanna Rabiej Wayton, Graduate Students
Staff: Lillian Bosques

Overview

With the recent prominence of issues of civility and sexual violence on campuses throughout the nation, including the University of Connecticut, we have the opportunity to identify and create the culture to which our community aspires at all of our campuses, one based on civility. "Civility" is not a euphemism to cosmeticize the unpleasant, the unsavory, and the unsafe, nor is it a reference to the intricacies of formal etiquette. We define civility as behavior toward others motivated by a reverence for human dignity and by the mutual respect for, and acceptance of, differences that is the basis for a culture of inclusion, learning, and caring.

In order to achieve such a culture, we must first acknowledge and respond to a wide spectrum of incivility from unthinking insults to sexual violence. We must also confront the challenges of a changed and changing era, in this instance, the culture formed from emerging technologies in which the norms of discourse either have not been established or have defaulted to incivility from a lack of community, sometimes to the point of cruelty and harassment.

Diversity in all forms, including diversity of opinion, fuels creativity and innovation, making civil discourse a necessity for learning, quality of life, and economic development. Although the charge of this task force concerns students, all members of the UConn community at all campuses--including administrators, faculty, and staff—will benefit from the practice of civil engagement, both in private and public, in face-to-face exchanges and in cyberspace. An understanding of the value and processes of civil discourse will promote a climate in which students may learn, and contribute to the learning of others, without fear of giving or receiving offense. In a culture of mutual respect and empathy, interactions will be constructive and instructive.

At a world-class university, students should not only know UConn's core values, but they also must be able to practice them in a variety of situations and interactions, including how to respond to incivility from the seemingly casual and minor to the illegal and major such as sexual violence. In order to instantiate the means of civil discourse and a meaningful change in culture, students must learn and practice the values of civility in all aspects of their life at UConn, curricular and co-curricular, and at all of UConn's campuses.

Our recommendations are multi-faceted because we believe that a culture of civility must encompass all stages and aspects of student life, from recruitment as potential students to

representing UConn as alumni. In order to achieve a culture of human dignity, we must meaningfully address UConn's values, curricular and co-curricular education, organizational structures and procedures, and the means to provide a safe and collegial environment, including the freedom to live and learn as a full member of our community, and to speak and be heard, without fear of retaliation, retribution, harassment, hazing, bullying, or violence.

We must first develop, establish, and promote a set of core values for UConn, and then promote a student-led enforcement of these UConn values through an institutional structure. The processes we recommend for identifying and establishing both the core values and a student-led code of conduct or honor code should serve as models for a culture that is open and accessible, one that values and responds to student participation and opinions in a wide variety of contexts, and that includes and welcomes voices that are not usually heard. Only through such empowerment, and its concomitant responsibilities, can students achieve the cultural transformation that they, and this task force, desire.

In keeping with an increasingly academically excellent, diverse, and engaged student body, we recommend major changes in a student's introduction to UConn, from significant improvements to Orientation that educate students about civil discourse, health, sexuality, and safety, to an integrated program of first-year courses that model and practice civil discourse while building a strong sense of community among new students. We call for such education to proceed beyond the first year through General Education requirements and through courses and co-curricular programs that promote civility, diversity, health, and safety.

UConn already has many structures, procedures, and services that promote civility, diversity, health, and safety, but we found that students were often unaware of them, did not understand them, or had difficulty in accessing them. Thus, while we recommend organizational streamlining, integration, and improvements, we emphasize that UConn must effectually and repeatedly make students aware of the resources available to them and make those resources easily accessible to them. Students, in turn, must take responsibility for becoming mindful of these resources and for helping their peers learn about them, so that all students can use our resources as quickly and effectively as possible when need arises.

A culture of civility requires a safe environment as prerequisite for an educational experience that promotes learning through civil discourse and debate. Consequently, we recommend improved measures for safety including, among others, a single call number for inquiries, increased and immediately repaired lighting and call boxes, bystander training, and increased personnel and training of personnel in vital areas such as police and student health.

Our recommendations stress prevention; we do not believe that the major responsibility lies with potential victims to minimize their risk; ultimate responsibility lies with potential perpetrators who must be educated about the consequences of unethical and illegal attitudes and behaviors, and, in the cases where such education fails, appropriately punished.

Cultural transformation is an ambitious project, difficult and multifaceted, one that requires a long-term commitment for success and sustainability. Accordingly, our recommendations address many aspects of UConn life, from the general to the detailed, but all are focused on making the identity of "Husky" synonymous with the best that education can offer through an inclusive environment that respects, nurtures, and learns from our differences.

Major Findings and Overarching Principles:

The recommendations in this report, as the appendices enumerate, are based on best practices at other universities and colleges, and, most importantly, conversations, suggestions, survey results, and public meetings here at UConn. Over many hours, we listened, we thought, we discussed, and we revised. We trust that these recommendations reflect what we heard and learned; we also hope that our processes may serve as a model for increasingly open decision making and problem solving at all of UConn's campuses.

We learned that paradoxically UConn has many resources for students in many locations, physical and virtual, students are not aware of them, nor able to access them readily, necessitating a student-focused re-"vision" (in the root sense of the word) and re-organization.

We learned, most importantly, that students need safety in two senses: a safe atmosphere in which to express, explore, and modify their opinions as they learn without fear of mockery or contempt, and safety from physical violence based on power differentials and difference. Students are hungry to make all of UConn's campuses safe spaces where their voices can be heard, and listened to, with respect and acceptance, by all groups, from their peers through administrators, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.

Finally, this Task Force's extensive discussions with members of the UConn community and among ourselves made us mindful of the many task forces in which our members had participated, here and at other institutions, resulting in thoughtful and detailed

reports which were enacted sporadically and then seemingly shelved and forgotten. Accountability must be established to make this a living document, one that is not only enacted, but also revised and amplified as the needs of UConn's students change. The conversation must continue, and must continue to be enacted. To that end, we recommend the appointment of a Commission on Campus Culture to meet annually for ongoing assessment, intervention, and altered plans as appropriate.

Most importantly, the Task Force recommends these overarching principles as constant guides in establishing and sustaining a culture of civility based on respect for human dignity and differences.

1. Coordinate all related activities as essential for maximum effectiveness.

2. Establish transparent and inclusive processes for the involvement of all university voices, without fear of retribution, retaliation, harassment, hazing, bullying, or violence.

3. Establish processes of commitment, periodic re-examination, and accountability in order to develop and sustain civility and an inclusive campus culture that ceaselessly strives to accept difference.

Recommendations:

Our specific recommendations are organized into five inextricably interwoven categories: implementation; values, rights and responsibilities; education; safety; and structural issues.

Implementation:

1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.

2. Integrate the recommendations of the recently released Workplace Civility Climate Survey Feedback Report with the recommendations of this Task Force as both reports are implemented.

3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual methods of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.

4. Create a faculty resource center (virtual and/or physical) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.

5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.

6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contests, such as one for best video of values and for other messages.

Values, Rights, and Responsibilities:

In order to achieve a culture of civility, we must agree upon our values and the codes that embody and promote them. Values cannot be imposed from above, but must arise from the opinions, engagement, and commitment of members of the University community; in this spirit, we believe that the process of identifying values is as important as the values themselves. In particular, student voices from all groups and contexts must be heard, and students must be actively engaged in the processes of identifying values and establishing a student-led code of conduct. A student-led code (such as the Honor Code of the University of Virginia, another large public research institution) signifies that students (undergraduate and graduate, and at all campuses) are empowered to establish, maintain, and enforce the values upon which they have agreed in order to create an environment where safe speech and physical safety, as well as inclusion and acceptance of differences, are normative, and where violations are appropriately punished.

1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the UConn community to discuss values throughout the university; using classes, open town hall meetings at all campuses (or accessible to all campuses), websites and 'controlled' social media to identify possible core values; and employing a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.

2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.

3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.

4. Create a program named *Husky Paw Print* that recognizes student achievement in giving back to the University and its communities.

5. Implement a program of "courageous conversations" that addresses civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, or even a campus space devoted to such conversations and the free exchange of ideas. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, and coaches and other expert staff, as relevant to the topic

6. Encourage student, faculty, and staff accountability for knowledge of values, resources, structures, and the continual learning necessary for a culture of inclusion and acceptance of differences.

Education and Programming:

In every aspect of UConn life at all campuses, curricular and co-curricular, from recruitment and orientation to commencement and beyond, we must provide students with opportunities to learn the means of civil discourse and how to prevent violations of human dignity, such as racial and sexual harassment and violence. We emphasize the importance of students' introduction to UConn and propose significant changes in orientation and first year courses that will promote a sense of purpose and community. What is learned in this first year will quickly dissipate unless it is reinforced in the curriculum and in co-curricular life, so we recommend changes and improvements in both academics (including resources for faculty) and student life that will sustain, reinforce, and augment a culture of civility for undergraduates, graduate students, and alumni.

Bystander Intervention Training:

1. Implement a robust program for bystander intervention training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.

Orientation: The First Step in an Ongoing Educational Program

1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, international, exchange, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or through reading selections, and then modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.

2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).

3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted t these sessions.

4. Expand and enhance student-oriented educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.

5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout students' UConn experience. We recommend that serious consideration be given to such measures as required sexual health and violence prevention education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.

6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.

7. Advertise existing self-defense program offerings for interested community members.

8. Emphasize in all educational programs that perpetrators will be prosecuted to the fullest extent allowable by the code of conduct and the law.

9. Address the imbalance in all programs between risk reduction (which places responsibility on the potential victim) and prevention in order to emphasize that the prevention of violence is everyone's responsibility, regardless of gender, sexual orientation, race, or status.

First Year Courses

1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation, with consideration of the needs of the various populations of students new to UConn (international, veterans, exchange, transfer, change of campus, etc.). We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.

2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.

FIGS and TRIGS are clusters of courses focused on a common theme that a group of students would take together, often including participation in a learning community (residential or non-residential).

For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led "Hot Topics First Year Seminar" on a timely issue about the environment.

Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the "hot topics first year seminar" on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work; staff or upper-division student mentors would conduct the introduction to UConn and its policies, resources, and procedures, as in current FYE courses, with the addition of the new topics for FYE advocated in the preceding recommendation.

Throughout the academic year, UConn has a plethora of timely and interesting lectures, panels, and symposia. If the university established an easily useable events notification system by topic, prepared as much as a semester in advance, these educational events could be incorporated into classes, as relevant, as a means of modeling civil discourse and debate on current issues.

Core Curriculum

1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity).

2. Consider a life skills competency that addresses such topics as health, sexuality, safety, and relationships that could be met through taking current courses, redesigned courses, or new courses.

Alumni

1. Keep alumni informed of current campus culture, most importantly UConn's (to be determined) core values as well as the means of promoting a safe and civil culture espoused in this report.

2. Engage alumni, as appropriate, in promoting a culture based on core values.

Faculty and staff

1. Provide faculty with resources that will help them promote UConn's core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee's competitions).

2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.

Safety:

Civil discourse cannot flourish under a siege mentality, whether for groups or for individuals, so safety is fundamental in achieving a culture of civility. Although we recommend specific measures to improve safety at UConn, we have *discovered* that UConn already participates in many widely established best practices. We use the word "discovered" here to emphasize that the problem is not a paucity of services and resources, but confusion and misperceptions that must be redressed through readily comprehensible and easily accessible information about what is available and how to use it.

1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence.

2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students.

3. Implement a state-of the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations.

4. Improve "first responder training" at all campuses for relevant UConn employees, such as Resident Assistants, EMT's, police, etc.

5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming the path, building on either side of the path to decrease isolation, or re-routing the path, among other possibilities.

6. Review policies for the nighttime safety van to improve utilization and access.

7. Utilize safety messages to maintain a level of alertness within the university community.

8. Conduct a safety assessment with varied university constituencies each semester.

Structural Issues:

As Ralph Waldo Emerson stated, "Words are also actions, and actions are a kind of words." Our words, and with them our best intentions, will wither away without attention to the structures that embody and enact our words. In order to connect synergistically all of our recommendations

toward a culture of inclusion and civility, we must address matters of organization, staffing, information and opinion gathering, processes, and the allocation of necessary resources. In particular, we want our structures to empower our students and to be coordinated to eliminate siloes in order that our best intentions are embodied in readily accessible structures. Our words must become actions and our actions words.

1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.

2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.

3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that DSA will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.

4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend that the team be orchestrated within the Division of Student Affairs in close collaboration with the Police Department and the Office of Diversity and Equity.

5. Employ a community mental health trauma specialist.

6. Implement a university-wide civility survey every two years.

7. Create processes that include students representative of a diverse range of constituencies to increase the student voice on all task forces, committees, and other ad hoc structures

8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from opportunities for unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, or a student leadership cabinet, among others.

9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball and men's hockey teams: http://www.youtube.com/watch?v=VDF3Tn1nzZU&list=TLK6OXKg83Thtq6ytszRf9oGnthU5walZs

http://www.btstourofchampions.org/portfolio/uconn/

10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX Office.

11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.

12. Provide students with ready access to 24/7 health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).

13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.

14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and then publicize such resources.

15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on "Good Samaritan" policies that allow bystanders to provide intervene without repercussions.

16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.

17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.

In Conclusion:

The University of Connecticut is comprised of a wealth of resources, ideas, and, most importantly, people, who constantly care, learn, and innovate. We have what it takes transform UConn's culture into a national model for "educational civility" in its most profound sense. Now we must exhibit the will to act.

Recommendations in Tabular Form

Category	Recommendation	Key collaborators with Students
Implementation	1. Provide the necessary human, fiscal, and physical resources needed to examine, implement, and evaluate the recommendations.	President, Chief Financial Officer, Provost, Undergraduate Student Government
	2. Integrate the recommendations of the recently released Workplace Civility Climate Survey and Feedback Report with the recommendations of this Task Force as both reports are implemented.	Something's Happening Committee
	3. Disseminate President's plan for action on the task force report at the start of the Spring 2014 semester, through means such as open forums at all campuses (or forums accessible to all campuses) to discuss the recommendations and their implementation. Publicize the recommendations and their implementation widely through UConn's usual means of communication, but with great emphasis on students as effective communicators, through such means as student competitions (for videos, sculptures, posters, essays, creative writing, etc.), for example, a sculpture that depicts the values of inclusion and acceptance.	President, and President's Staff
	4. Create a faculty resource center (physical and/or virtual) for syllabi, core values, and recommended content on civil debate and discourse in the classroom. Involve faculty in its design and incorporate faculty feedback in its revisions.	UITS, University Senate, Institute for Teaching and Learning
	5. Create student-friendly web-based resources that will assist students in navigating all aspects of life at UConn. Involve students in their design and incorporate student feedback in revisions.	UITS
	6. Create posters, media presentations, scoreboard materials, and other displays of appropriate messaging throughout all campuses to include values, safety, reporting, and resources. We suggest creating student contest, such as one for	Division of Student Affairs, Communications,

	best video of values and for other messages.	Undergraduate Student Government
Values	1. Define the core values of the UConn community through an inclusive process of all stakeholders. We suggest such means as convening the community UConn community to discuss values throughout the university; the using classes, open town hall meetings at all campuses (or accessible to all campuses); websites and 'controlled' social media to identify possible core values; and using a Delphi process (on HuskyCT) to select the values as a community. Once the values are chosen, we recommend utilizing landscape, art, music, banners, printed media, clothing, accessories, radio and other media to promote and publicize the values.	President's and Provost's Offices
	2. Promote the core values of the UConn community in web and printed materials, including those for the recruitment of students, faculty, and staff, and emphasize that they are practiced in daily life at UConn.	Communications, Enrollment Services, Admissions
	3. Promote the student-led enforcement of University values defined by the delphi process through an institutional structure, considering models such as the University of Virginia Honor Code.	Division of Student Affairs and Faculty
	4. Create a program named *Husky Paw Print* that recognizes student achievement in giving back to the University and its communities.	Division of Student Affairs and Office of Public Engagement
	5. Implement a program of "courageous conversations" that address civility, campus culture and climate, diversity, values, and resources. Courageous conversations could be held in such venues as residence halls, commuter lounges, the Student Union, and other locations. Courageous Conversations would be timely, addressing topics relevant to students (through physical or virtual suggestion boxes), and would employ the expertise of faculty, the cultural centers, coaches and other expert staff, as relevant to the topic.	Academic Affairs and Student Affairs

Education and programming	*Bystander Training:* 1. Implement a robust program for bystander training for all students (residential, commuter, transfer, and change-of-campus, etc.), faculty, and staff.	Title IX Office, Division of Student Affairs
	Orientation: The First Step in an Ongoing Educational Program 1. Revise the university student orientation program using a transparent process that includes graduate students, undergraduates, and faculty. We specifically recommend such measures as determining the most effective time for orientation (early summer vs. right before the start of classes), improving orientation for transfers as well as change-of-campus students within the UConn system, tailoring orientation to the needs of specific groups (residential, commuter, veterans, etc.). We also advocate providing an increased emphasis on academic civil discourse by implementing discussions of a current topic or topics or reading selections, and modeling academic discourse by discussion or debates by panels of faculty, graduate students, and/or upper division students.	Division of Student Affairs
	2. Offer student-oriented educational programming on healthy sexual relationships through the most effective means possible, which may include small groups, physical surroundings that encourage discussion, and sufficient time for a meaningful discussion (no less than an hour).	Division of Student Affairs
	3. Expand and enhance student-oriented educational programming on sexual violence prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.	Division of Student Affairs, Police Department, Student Health Services
	4. Expand and enhance student-oriented	Division of Student

	educational programming on alcohol and drug abuse prevention and, led by student peers with expertise and training; in order for meaningful learning and discussion to occur, we emphasize that sufficient time (no less than ninety minutes) be devoted to these sessions.	Affairs, Police Department, Student Health Services
	5. Repeat student-oriented programming on healthy sexual relationships and violence prevention throughout the students' UCONN experience. We recommend that serious consideration be given to such measures as required sexual health and violence preventions education (possibly online) after completing 60 credits; completion of this education would be necessary to lift the bar for access to course registration.	Division of Student Affairs
	6. Annually assess student learning about healthy sexual relationships and the prevention of sexual violence and alcohol and drug abuse, and revise programming and redirect resources as the results indicate.	Division of Student Affairs, Faculty, and Staff
	7. Advertise self defense programs for interested community members.	Police Department (Rape Aggression Defense Program), Division of Student Affairs
	First Year Courses	
	1. Restructure the FYE program to include required content on values, campus culture, sexual health, civility, and diversity. In short, FYE should continue education in the topics addressed above in the section on Orientation. We present this as a short-term improvement before we can implement a more thoroughly revised first year experience as described in the following recommendation.	University Senate, Vice Provost for Academic Affairs
	2. Create First Year Interest Groups (FIGS) and Transfer Interest Groups (TRIGS) in order to build community, encourage and reinforce academic interests, and promote civil discourse.	University Senate, Cultural Centers
	FIGS and TRIGS are clusters of courses focused on a common theme that a group of	

	students would take together, often including participation in a learning community (residential or non-residential). For example, students with an interest in the environment might: 1) participate in a learning community about the environment; 2) take a first year writing course focused on the environment; 3) take one or two other courses focused on the environment, and 4) take a faculty-led "Hot Topics First Year Seminar" on a timely issue about the environment. Considering the high caliber of our students and their need for more academic content and engagement with faculty, we model the "hot topics first year seminar' on the current Honors First Year Seminar (Univ/Intd 1784), with faculty guiding the disciplinary work and staff or upper-division student mentors conducting the introduction to UConn and its policies, resources, and procedures that many FYE courses currently include and that would add the new topics for FYE advocated in the preceding recommendation.	
	Core Curriculum 1. Create a new undergraduate General Education Competency in civil discussion and debate and/or stress the techniques of civil discussion and debate in Content Area IV (Diversity).	University Senate and Faculty
	2. Consider a life skills competency that addressed such topics as health, sexuality, safety, and relationships, and that could be met through taking current courses, redesigned course, or new courses.	University Senate and Faculty
	Alumni 1. Keep alumni informed of current campus culture, most importantly UConn's (to be determined) core values and the means of promoting a safe and civil culture espoused in this report.	Alumni Association
	2. Engage alumni, as appropriate, in promoting a culture based on core values.	Alumni Association

	Faculty and staff 1. Provide faculty with resources that will help them promote UConn's core values and model and teach the techniques of civil discourse and debate. Such measures might include conferences, workshops, video clips, and mentors, as well as course releases and/or stipends for new courses or the significant redesign of existing courses (as exemplified by the General Education Oversight Committee's competitions). 2. Implement mandatory faculty and staff training on how to maintain civil and respectful relationships with students and on how to guide students to appropriate resources for assistance.	Office of Audit and Compliance, University Senate, AAUP, UCPEA Office of Audit and Compliance, University Senate, AAUP, UCPEA, Office of Diversity and Equity
Safety	1. Increase the human resources within the police department to reflect best practices that take into account the complexities and uniqueness of the rural and urban environments for the campuses, and would include increased visibility and presence. 2. Enhance community policing and problem-solving models throughout the university campuses by providing the resources for a robust program that combines the traditional aspects of law enforcement with prevention measures, problem-solving, community engagement, and community partnerships. Such emphasis on the development of networks of personal contacts should ameliorate the negative attitude toward the campus police expressed by many students. 3. Implement a state-of-the-art 21st century safety communication system that would include such measures as reviewing the efficacy of blue lights, keeping all necessary areas well-lit by adding or quickly replacing lighting, and considering the need for cameras at vulnerable locations. 4. Improve "first responder training" at all campuses for relevant UConn employees, such as	Chief Financial Officer Chief Financial Officer, Police and Public safety, Division of Student Affairs, Facilities Facilities, Emergency Management, Police, Public Safety Police and Public Safety, Student Affairs

	Resident Assistants, EMT's, police, etc.	
	5. Change the perception of Celeron Way through careful, open, and transparent processes that include students, and that consider a spectrum of options such as re-naming, building on either side to decrease isolation, or re-routing the path, among many possibilities.	Alumni Association, Communications, Police Department, and Campus Master Planner
	6. Review policies for the nighttime safety van to improve utilization and access.	Transportation Services, Communications Public Safety and Police department, Facilities, Division of Student Affairs
	7. Utilize safety messages to maintain a level of alertness within the university community.	Communications and Public Safety
	8. Conduct a safety assessment with varied university constituencies each semester.	Public Safety and Police Department
Structural	1. Implement a single call number at UConn, 24/7, that can guide students to the resources and assistance needed in a variety of situations from health and safety to academic concerns.	UITS, Division of Student Affairs, Title IX Office
	2. Revise all web-based resource pages for clarity, usability, and specificity of direction. Use student feedback to ensure comprehensibility and accessibility.	UITS, Communications
	3. Assign the responsibility for Student Orientation to the Division of Student Affairs with the understanding that Division of Student Affairs will coordinate with other units and include an emphasis on academic discourse as well as the essential aspects of student life.	Division of Student Affairs
	4. Implement a university-wide Bias Incident Team to investigate and respond to incidents of bias of any sort. We recommend the team be orchestrated within the Division of Student Affairs	Division of Student Affairs, Police Department, and Office

	in close collaboration with the Police Department and the Office of Diversity and Equity.	of Diversity and Equity
	5. Employ a community mental health trauma specialist.	Division of Student Affairs
	6. Implement a university-wide civility survey every two years.	President
	7. Create processes that include students representative of many constituencies to increase the student voice on all task forces, committees, and other ad hoc structures.	Undergraduate Student Government, Provost
	8. Increase the variety and numbers of avenues of student access to senior administrators for mundane matters as well as crises, from unstructured and unplanned encounters around campus to more formal settings, such as office hours, coffee hours, a student leadership cabinet, among others.	Division of Student Affairs, President's Cabinet
	9. Balance the perception of student athlete privilege by finding ways of showcasing other kinds of student accomplishment such as academics and service. Publicize public service messages created by student-athletes such as these by the women's basketball team and the men's hockey team. http://www.youtube.com/watch?v=VDF3Tn1nzZU&list=TLK6OXKg83Thtq6ytszRf9oGnthU5walZs http://www.btstourofchampions.org/portfolio/uconn/	Athletic Director, Division of Student Affairs
	10. Provide resources to implement best practices for staffing, policies, and procedures in the Title IX office.	Chief Financial Officer, Title IX Office
	11. Using a transparent process that includes students and faculty, assess the goals of the Community Standards Office, and provide the resources to align the office with UConn's current needs.	Division of Student Affairs
	12. Provide students with ready access to 24/7	Student Health Services

	health care and examinations in the event of sexual assault and widely publicize such resources, including the available processes and procedures, including information about structural control of providers (UCHC, Windham Hospital, etc.).	
	13. Explore enhanced partnerships with UCHC to provide students needed health services such as SANE (sexual assault nurse examiner) access on campus or in Storrs Center.	Student Health Services
	14. Increase availability of mental health services to all students on all campuses, including access to resources on nights and weekends, and the publicizing of such resources.	Student Health Services
	15. Investigate efficient means on all campuses to meet the immediate health needs of supervision for those who have excessively used alcohol and or other drugs, with particular emphasis on "Good Samaritan" policies that allow bystanders to provide intervene without repercussions.	Student Health Services, Division of Student Affairs, Office of Alcohol and Other Drugs
	16. Create gender-neutral restrooms in all new construction and renovate and expand existing spaces whenever feasible.	Facilities
	17. As a possible long-term means of increasing a sense of community in a large university, examine the interest in and feasibility of implementing residential colleges that might include academic themes and programming, academic and other advising, faculty presence, and student activities and civic projects.	Division of Student Affairs, University Senate

Appendices

1. Meeting schedule
2. Data gathering processes

Planning Meetings and Meetings of the President's Task Force on Civility and Campus Culture and the Task Force's Two Subcommittees on Education and Student Life and Culture

1. May 16, 2013: Veronica Makowsky and Carol Polifroni
2. July 16, 2013: Elizabeth Conklin, Cathy Cocks, Michael Kirk, and Carol Polifroni
3. August 19, 2013: Veronica Makowsky and Carol Polifroni
4. August 23, 2013: President Herbst, Veronica Makowsky, and Carol Polifroni
5. September 9, 2013: Meeting with President Herbst and Task Force
6. September 16, 2013: Task Force
7. September 23, 2013: Task Force Subcommittees
8. September 24, 2013: Appointments with community members
9. September 30, 2013: Task Force Subcommittees
10. October 7, 2013: Task force and Subcommittees
11. October 14, 2013: Task force Subcommittees
12. October 14, 2013: Open forum
13. October 16, 2013: Focus groups with Resident Assistants
14. October 28, 2013: Student Life Task Force Subcommittee
15. November 4, 2013: Task force
16. November 6, 2013: Open forum with community
17. November 11, 2013: Task force
18. December 2, 2013: Task Force
19. December 9, 2013: Task Force

Task Force Processes

1. After receiving charge from President Herbst, the Task Force listened to "Don't Laugh at Me" by Peter, Paul and Mary. The song was used to set the stage for our discussions, encourage us to use all forms of knowing to inform our deliberations and recommendations, and to establish a baseline of trust and acceptance for our discourse. It was agreed that all discussions were necessarily confidential and the report would be shared directly with the President in December.

2. Two interns were secured to assist with data gathering.

3. Two subcommittees created: Education with Veronica Makowsky and Cathy Cocks as co-chairs; Student Life and Culture: with Carol Polifroni and Elizabeth Conklin as co-chairs.

4. A binder was compiled for task force members to include: Charge and Committee Members, Schedule of Meetings, Links to Undergraduate and Graduate Student Codes, University Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships; Link to Sexual Violence page: http: //sexualviolence.uconn.edu; UConn Campus Programs Addressing Violence Against Women; UConn biennial review of alcohol and other drug programs, and other relevant chapters, websites, and articles, with more exchanged among the members as the semester progressed.

5. Task force members gathered and analyzed information; debated, discussed, and deliberated current campus culture perceptions; held forums and open conversations; met with classes and with students in groups; and established an anonymous website for student recommendations

a. Three open forums/conversations were held with a total of 39 students participating including reporters for the *Daily Campus*

b. Created an anonymous website for recommendations: 94 students responded

c. 33 resident assistants participated in the focus groups

d. 155 resident assistants responded to our civility survey

e. 28 faculty members submitted suggestions for task force to consider

6. Five task force members attended the student-led Rally on Title IX

7. For each of the following schools, we examined featured programs on civility, bystander intervention training, first year experiences, curriculum embeddedness, residence life, organizational structures, and healthy relationships programs: Colorado State University, Franklin & Marshall, Iowa State University, Michigan State University, Northwestern

University, Ohio State University, Purdue University, Rutgers, University of Arizona, UC Berkeley, UCLA, UC Santa Barbra, UC Santa Cruz, University of Georgia, University of Iowa, University of Michigan, University of New Hampshire, University of Washington, University of Wisconsin, and Yale University.

8. Task force decisions were made by consensus, and by a majority vote for the title of the report and for the inclusion of each recommendation. Not all recommendations were supported by every member. Therefore readers should not assume that an individual Task Force member supported a particular recommendation.

9. Veronica Makowsky and Carol Polifroni wrote the final report with Task Force members providing feedback through iterative drafts.

10. Report shared directly with President Herbst through email (12/15/13) and discussion held 12/17/13.

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Testimony of
The Permanent Commission on the Status of Women
Before the Higher Education & Employment Advancement Committee
February 11, 2014

Re: HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus

Senators Boucher and Cassano, Representatives Willis and Legeyt, and members of the committee, thank you for this opportunity to provide testimony on behalf of the Permanent Commission on the Status of Women (PCSW) regarding *HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus*, which will improve policies and responses to victims of sexual assault and intimate partner violence on college campuses.

Impact on Women:

- Women and girls are the vast majority of victims of sexual assault in the United States. Nearly 1 in 5 women, or 22 million, have been raped in their lifetimes.[1] In Connecticut, 26% of women and 10% of men are sexual assault survivors.[2] Almost all of the perpetrators are male (98%).[3]
- College students are particularly vulnerable to sexual assault: 1 in 5 women have been sexually assaulted while in college.[4]

PCSW supports passage of H.B 5029 which would provide concrete policies, procedures, and notice and training requirements in an attempt to comprehensively address sexual assault and intimate partner violence on college campuses.

PCSW respectfully request that the following additions be considered to ensure that all relevant parties are included in developing a long-term solution to college campus violence; data is collected, and , comprehensive and victim-friendly policies are implemented·

- Generally: The federal Violence Against Women Act Reauthorization of 2013 extended the Jeanne Clery Act to include acts of domestic violence, dating violence and stalking to a list of major crimes that all

[1] The White House Council on Women and Girls (January 2014) Rape and Sexual Assault· A Renewed Call to Action
[2] Connecticut Sexual Assault Crisis Services (CONNSACS) Sexual Assault in Connecticut Fact Sheet
[3] The White House Council on Women and Girls, footnote 2
[4] The White House Council on Women and Girls, footnote 2

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colleges and universities are required to report. H.B. 5029 appears to adhere to federal requirements, however it is not consistent in identifying *both* sexual assault and intimate partner violence in the outlined legislation. PCSW suggests that all references include both terms – ***sexual assault and intimate partner violence***.

- Section 2 requires training. PCSW suggests that special police force, campus security personnel, Title IX Coordinators, varsity athletes, fraternities, and sororities be included in the training requirements.
- Section 3 requires that each institution of higher education establish a trained campus response team for each of its campuses. PCSW suggests that sexual assault counselors, domestic violence counselors, and Title IX coordinators be included on the response team.
- Section 3 requires the development of a "victim-centered response," however it is not defined. PCSW suggests that it be defined, per the recommendation of the Coalition Against Domestic Violence, as:

> "Victim-centered response" means the systematic focus on the needs and concerns of a victim of sexual assault or intimate partner violence that (A) ensures the compassionate and sensitive delivery of services in a nonjudgmental manner, (B) ensures an understanding of how victim trauma affects victim behavior, (C) maintains victim safety, privacy and confidentiality, and (D) recognizes that victims are never responsible for the crimes committed against them and that offenders are always responsible for their crimes.

HB 5029 presents an opportunity to develop a much needed plan to concretely and comprehensively address sexual and domestic violence on college campuses. We look forward to working with you to address these important issues. Thank you for your consideration.

On CT H.B. No. 5029:

My name is Evan Walker-Wells and I'm a senior at Yale. I've been working as a peer educator around sexual assault at Yale for the last three years.

I'd like to talk about the focus of new trainings at institutions of higher learning proposed by HR 5029. It's absolutely essential that students learn about sexual assault and what they can do to prevent it. But the way that we teach that can make a big difference. If we focus too much on statistics and dramatic situations, we blind people to the small but essential ways they can improve the culture around them.

All of us are here today because we live in a society that too often accepts sexual violence and harassment. The way to address this problem is through education designed to change this culture itself. What's important is teaching skills and giving students the confidence that they can intervene and support friends and strangers.

At Yale, we've run a series of effective workshops over the last three years that improve our campus culture by building shared values and skills in our community.

One workshop, which we run with freshmen, focuses on how sexual assault is the result of people deliberating ignoring others' wishes, not because of misunderstandings. This workshop is meant to create a community value that sexual assault is a serious problem and that the way to address this problem is to take all kinds of sexual misconduct seriously.

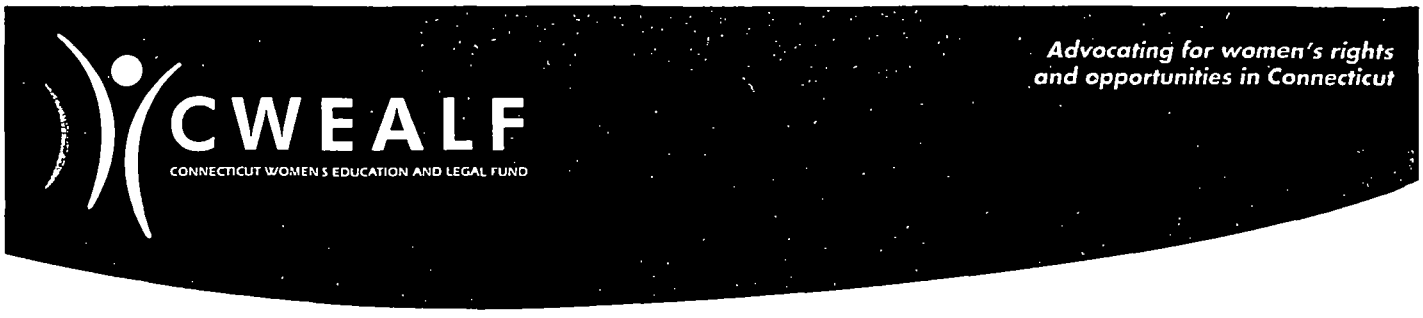
With sophomores, we run a workshop that teaches how bystander intervention can be most successful not in the dramatic moments, but in the low level interactions. Interventions when we witness unwanted and persistent advances or hear rape jokes can be just as important as calling the police at the right time. We focus on how to intervene when you encounter troubling signs as well as on creating a shared value of watching out for each other and being there for your community.

The point of these workshops is not just to emphasize that sexual assault is bad. Everyone knows that. They're about creating communities where people believe that they are empowered in their own lives and can help prevent sexual assault and even lower level but still damaging sexual misconduct. What's important is spreading the skills and the confidence that students need to intervene to help friends and strangers—as well as to support those who have already lived through sexual assault.

I worry that the implementation of HR 5029 will lead to ineffective trainings that focus on statistics and scary, dramatic stories. Those don't help anyone. Sexual assault is a major problem on college campuses. But when we dwell on how traumatic it can be for many survivors, or when we focus solely on its prevalence, we can forget or doubt that we can do so much to combat this problem. Focusing on how common sexual assault is can strengthen the narratives that make it seem like an unavoidable part of college life. That is the last thing anyone should want.

It's important that whatever trainings come out of the debate around HR 5029, they focus on making schools in Connecticut more positive environments. That means shaping communities so that people who have been harassed and assaulted feel supported by their friends as well as giving everyone the tools to spot serial abusers and intervene when they see something troubling at play.

We can improve our communities by changing the conversation around sexual violence and harassment and building shared values and skills.



Joint Committee on Higher Education and Employment Advancement
Public Testimony of the Connecticut Women's Education and Legal Fund
RE: Raised Bill No. 5029: *An Act Concerning Sexual Assault and Intimate Partner Violence on Campus*
Submitted by: Catherine Bailey, Legal and Public Policy Director
February 11, 2014

The Connecticut Women's Education and Legal Fund (CWEALF) is a statewide non-profit organization dedicated to empowering women, girls, and their families to achieve equal opportunities in their personal and professional lives. For 40 years, CWEALF has provided information, referral and support to women seeking guidance about questions involving family law, employment discrimination, education, and civil rights.

Over the years, many individuals seeking assistance from CWEALF's Information & Referral Line express concern regarding Title IX and issues pertaining to sexual assault and violence. It is through this work and experience that we respectfully submit this testimony regarding Raised Bill No. 5029, *An Act Concerning Sexual Assault and Intimate Partner Violence on Campus*.

Title IX of the Education Amendments of 1972 provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." 20 U.S.C. § 1681 *et seq*. Sexual harassment and violence can and does interfere with a student's ability to participate in the services and opportunities of a school's programs and activities. For this reason, we applaud the Committee's willingness to address sexual assault on campuses in Connecticut and ensure the system is well-designed to meet the needs of victims, as well as require appropriate responses and reporting by schools.

Raised Bill No. 5029 proposes a number of steps to improve the process, including providing the option for anonymous complaints; applying policies to sexual assault and intimate partner violence occurring in any location, to school employees, and for those who disclose rather than report; mandating prevention and awareness programs; and requiring the creation of sexual assault response teams (SART) at institutions of higher education. Sexual assault response teams are a critical way to institutionalize the coordination of appropriate prevention and response.

The well-being and safety of students in educational settings is of paramount importance, and CWEALF supports measures to ensure students' meaningful participation in school programs and benefits, by maintaining an environment free from harassment or violence. Thank you for your consideration of this issue and allowing us the opportunity to submit testimony.

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Testimony of Garry Lapidus, Director, Injury Prevention Center at Connecticut Children's Medical Center to the Higher Education Committee

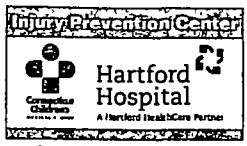
February 11, 2014

Good morning Senator Cassano, Representative Willis, and members of the committee. My name is Garry Lapidus, and I Direct the Injury Prevention Center at Connecticut Children's Medical Center and Hartford Hospital. I am an Associate Professor of Pediatrics and Public Health at the University of Connecticut School of Medicine. I am here today to share with you a position statement in support of HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus. The statement was developed by myself as well as Injury Prevention Center Research Scientists Dr. Susan DiVietro and Dr. Rebecca Beebe.

Intimate partner violence (IPV), is a form of domestic violence. Nationally, it has been reported that 20% of women report physical abuse, sexual abuse, or threats of physical violence by their partner. Although it is often assumed that domestic violence occurs between married couples, this abuse can also take place between all types of intimate partners, including violence among college-aged adults who are presently dating or who have recently been in a dating relationship. This violence may manifest as sexual assault (e.g. "date rape"), as well as physical, emotional, psychological, verbal, or financial abuse.

Given the importance of this issue, the Injury Prevention Center partnered with the Connecticut Coalition Against Domestic Violence (CCADV) this past fall to conduct a statewide needs assessment of college and university policies and procedures with respect to IPV. The purpose of this assessment is to determine current campus policies and procedures, awareness and prevention activities, and services available for victims of intimate partner violence. So far 20 of the 25 institutions of higher education that were asked to participate have completed the survey. Of those institutions that have completed the survey, almost half agreed that IPV/DV is a problem on their campus. Fourteen out of 20 institutions report that their institution does have an IPV/DV written policy in addition to a sexual assault policy. Additionally, 75% of responding institutions have reported that their institution does not have a formal partnership with their local CCADV member agency, but would be interested in establishing one. We intend to issue a formal report this spring, which will summarize our findings and provide recommendations for a model campus policy on IPV in order to promote safer campus environments.

We ask you to support HB 5029, which establishes critical policies that parallel federal law and will assist college campuses in Connecticut to effectively address IPV. This bill will make certain that the State of Connecticut is in compliance with the 2013 Reauthorization of the Violence Against Women Act (VAWA), which includes acts of domestic violence, dating violence, and stalking to a list of major crimes that all U.S. colleges and universities participating in Title IV financial aid programs are required to report. VAWA mandates that these colleges



and universities devise strategies to prevent domestic violence and educate victims regarding their rights and resources.

In Section 3, HB 5029 requires all institutions to establish a trained sexual assault response team. In order to effectively address IPV, this team should be comprised of experts from local domestic violence agencies throughout Connecticut. It is crucial that victims of IPV receive support and care from highly qualified IPV experts on. Currently 17 Connecticut institutions of higher education stated that their staff provides referrals to their local domestic violence agency. Including staff from local domestic violence agencies on sexual assault response teams will help to establish uniformity in the response to intimate partner violence on campuses across the state.

HB 5029 will mandate that all institutions of higher learning report every incident of sexual assault and IPV to state police, local police, campus police or campus security. This includes incidents that occur on campus as well as off campus. The bill will also require institutions of higher learning to provide concise information, written in plain language, detailing the rights of sexual assault and IPV victims, while giving colleges the option of creating an anonymous reporting mechanism for victims. These reporting requirements will provide important data critical to assisting policymakers to comprehensively address this problem.

Thank you for your time and attention to this critical issue.

Testimony of the Women's Center of Greater Danbury
In Support of HB 5029: An Act Concerning Sexual Assault and Intimate Partner Violence on Campus
Melanie Danyliw, Director of Training & Program Development, Legislative Liaison
Monica Sievel, M.S., Women's Center Campus Advocate at Western Connecticut State University
Kelly Mullins, Program Manager of Education & Outreach
Committee on Higher Education and Employment Advancement, February 11, 2014

Senator Cassano, Representative Willis and honorable members of the Higher Education & Employment Advancement Committee, my name is Melanie Danyliw, Director of Training & Program Development and legislative liaison at the Women's Center of Greater Danbury, a member agency of Connecticut Sexual Assault Crisis Services (CONNSACS) providing sexual assault and domestic violence services throughout upper Fairfield and lower Litchfield counties. I am submitting this testimony with my colleagues, Monica Sievel, our Campus Advocate at Western Connecticut State University, and Kelly Mullins, our Program Manager of Education who provides education and awareness activities on campus. In February of 2007, the university entered into a *Memorandum of Understanding (MOU)* with our agency to improve response protocols and provide campus-based education, counseling and advocacy services on our issues. It is within the context of these experiences that we strongly support HB 5029.

Our memorandum of understanding was initiated by a newly-hired, progressive provost who, motivated by the success she had seen at her previous college with such community collaborations, was eager to formalize and, most importantly, expand the services we had already been providing on campus. Significantly, the MOU heightened our agency's credibility and weight on campus as well as provided new opportunities for engagement: Our new CONNSACS-funded campus advocate was enlisted to revise those sections of the student handbook dealing with sexual assault, dating/domestic violence and stalking while our agency was invited to co-chair the Sexual Assault Response Team (SART) in order to provide, in both situations, our perspective for improvements, implementation and expansion. In these processes, federal and state laws have been critical in not only defining best practices guidelines and standards but also in exerting pressure for compliance.

Since 2007, we have been making slow but steady progress in this work. Our campus advocate now meets bi-weekly with the Dean of Students, SART convenes monthly to work on alignment with Campus SaVE Act and other laws, and we are exploring adding student representatives to SART to maximize inclusion of student perspectives, experiences and needs. A user-friendly bookmark, widely distributed to students, was developed to clearly outline points of entry into SART; awareness activities that focus on equipping "upstanders" with both the tools to create a culture of nonviolence, equality and healthy gender expectations and strategies for violence-specific risk reduction and prevention are now more eagerly supported - whether in the campus-wide formats of our *Operation Jungle Red* and the new *Where Do You Stand* campaigns or our more small-group focused format such as our dorm-based *Slice of Life* series.

Yet there is significant work still to be done especially in the areas of consistent and inclusive staff training, sexual and interpersonal violence prevention education of all students as part of orientation, increased reporting options, and best practice disciplinary proceedings. In all areas, the ability of the community-based sexual assault and domestic violence agency(ies) to provide insight for the campus, especially within a formalized MOU structure such as we have enjoyed, and the guidance and requirements of laws such as HB 5029 are critical in moving us forward.

Recommendations advanced in HB 5029 provide the tools, guidance and oversight so that improvements that sustain such an environment continue and so we enthusiastically support them. We appreciate the committee's efforts in addressing sexual violence on campus and look forward to the passage of HB 5029.

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WOMEN'S CENTER HELPLINE
203-731-5200

Testimony of Krystal Rich, Graduate Student and Connecticut Resident
In Support of HB 5029, An Act Concerning Sexual Assault and Interpersonal Violence on Campus

Committee on Higher Education and Employment Advancement, February 11th, 2014.

Senator Cassano, Representative Willis, and honorable members of the Committee, thank you for taking the time to address this important issue. My name is Krystal Rich and I am a current graduate student at the UConn School of Social Work, an alumnus of Central Connecticut State University and a survivor of sexual assault on a college campus. In 2012, I sat before you and testified in support of HB 5031 and today I am writing you again in support of the proposed changes in HB 5029, An Act Concerning Sexual Assault and Interpersonal Violence on Campus.

On February 18th, 2010 my life changed forever. I was sexually assaulted, emotionally tortured, stalked and harassed by my former professor and then Administrators at Central Connecticut State University. As terrifying as the assault was, what I had to go through for the following two years was even more traumatizing. At the time I was assaulted there was no policy to protect me, very little preventative education, no specific information regarding where to go or who to speak to, and no formal education or training required for faculty or staff. My assault also occurred off campus, making the investigation at the time much harder. Since then, there have been many strides made at Central Connecticut State University and across the state to develop, revise and implement policies and procedures that properly respond to victims of sexual assault, however more could be done and I am hopeful that this proposed legislation will aid universities across the state in doing so.

One item HB5029 addresses is the importance of allowing for anonymous reporting. As a survivor I understand how difficult it is to not only report the assault to authorities or administrations but also to disclose to even those closest to you. Reporting an assault is not just a matter of giving a statement and walking away, it means being questioned over and over again, being made to relive the horrific experience, and many times made to feel bad or shameful. In my case, there were several victims before me who chose not to report the crime because of the powerful position our perpetrator held at the University. Had there been anonymous reporting available, they could have utilized it and alerted the University to what was going on long before I became a victim. There are many reasons why a victim of sexual assault does not want to or cannot report the crime and she/he should not be made to feel bad or shameful about it. Allowing anonymous reporting will give people that chance to say something while keeping their anonymity.

An additional barrier to disclosing is that not all Institutions are clear on where victims can file a report and/or do not offer multiple locations where a report/disclosure can be made. Following my assault, I was bounced from department to department, not because of a lack of wanting to help me but simply because no one knew how. Requiring higher education institutions to provide clear and concise information to survivors will be helpful in stopping that from occurring to another survivor; however I also think it's imperative that each offers several reporting options where there is more than one designated person/office that can take a report of sexual assault or interpersonal violence. In my case, the person that I was supposed to report my assault to was, in

fact, my perpetrator. Having one office such as; Diversity and Equity, Student Conduct, Police Department or Human Resources may deter certain victims from reporting because of a conflict of interest, whether it be because they know someone in that office, they don't feel comfortable with the person/office, or have a similar situation to mine.

As a survivor and future social worker, I hope that while higher education institutions are required to implement prevention education, training, and awareness events based on this current legislation, that there will also be plans to require an evaluation of these practices. It is important not only that these trainings and awareness events happen, but that the correct message reaches all members of the various school communities and that students, faculty, and staff are satisfied with how the information is being disseminated. It would also be helpful for each Institution to assess whether their practices are culturally competent given that sexual and interpersonal violence may present differently across cultures. Although budget constraints are always of concern, these evaluations could be done utilizing minimal resources. Without asking the community if they are receiving the messages about ending sexual and interpersonal violence that their campus is dedicated to and where to go if they need help, we will never know if the practices put into place are in fact effective.

Sexual assault is not something that happens at one specific college or university, to a certain demographic, at a specific time or place, or by a specific type of person; sexual assault knows no boundaries. It is not an issue that can be fixed in one day and requires an entire climate shift; a shift that needs to be made by all members of our society. Passing this piece of legislation will be a giant leap in the right direction and will provide hope to all of those who have experienced sexual or interpersonal violence and the prevention of future victims.

Thank you for considering this important piece of legislation. I hope that you will join me in supporting HB 5029.

Krystal Rich
MSW Candidate
University of Connecticut School of Social Work
Krystal.rich@uconn.edu

GARVIN G. AMBROSE, ESQ.
State Victim Advocate

Testimony of Garvin G. Ambrose, Esq., State Victim Advocate
Submitted to the Higher Education and Employee Advancement Committee
Tuesday, February 11, 2014

Good day Senator Cassano, Representative Willis, and distinguished members of the Committee. For the record, my name is Garvin Ambrose and I am the Victim Advocate for the State of Connecticut. Thank you for the opportunity to provide testimony concerning:

Raised House Bill No. 5029, *An Act Concerning Sexual Assault and Intimate Partner Violence on Campus*

The Office of the Victim Advocate (OVA) **supports** the General Assembly's efforts to improve the response and services to victims of sexual assault and intimate partner violence on college campuses with the provisions of Raised House Bill No. 5029. The OVA shares a mutual interest with other service providers and institutions of higher education in providing appropriate and quality support and services for victims, ensuring accountability for perpetrators, and affording meaningful awareness and education for administrators, local law enforcement, and students.

Raised House Bill No. 5029 serves these interests by requiring institutions of higher education to: (1) Disclose policies and procedures related to the reporting of sexual assault and intimate partner violence; (2) Promote education and awareness programs related to such assaults and violence; (3) Notify victims of their rights and options; and (4) Require each institution of higher education to establish and train a sexual assault response team to ensure a coordinated response to reported incidences of sexual assault and intimate partner violence.

Moreover, Section 2 of Raised House Bill No. 5029 encourages compliance with the provisions of this proposal by requiring each institution of higher education to submit an annual report to the General Assembly containing detailed information regarding the policies adopted by the institution, the information provided to victims, the efforts to bring awareness and education at the institution

and an accounting of the number of incidents, reported or otherwise, including the manner in which the incidents were resolved.

In addition to the above requirements, the OVA believes that the proposal should be further amended in three specific ways. Primarily, in an effort to be consistent with existing statutory language, **the OVA recommends that Section 2, Line 48 of the proposal be amended to delete the term "domestic violence" and replace it with "family violence,"** as defined by C.G.S. § 46b-38a, rather than C.G.S. § 46b-38h. This clarification would ensure that students who have been threatened, harmed, or assaulted by a roommate or other household member would have access to the same level of services and relief as outlined in today's proposal.

Secondly, the OVA recommends the expansion of Subsection (b) of Section 3, which describes the composition and training of campus sexual assault response teams. In its 2012 Findings and Recommendation Report, the Connecticut Domestic Violence Fatality Review Committee found that an appropriate cultural and linguistic response to victims was crucial to ensuring that victims had meaningful access to help. Therefore, **the OVA recommends that each sexual assault response team be trained to respond to victims of diverse cultural backgrounds, including those with limited English proficiency**. Additionally, Subdivision (4) of Subsection (b) requires training in "victim-centered response," which has not been defined in this proposal. In an effort to ensure the intended purpose is met, the OVA, in collaboration with the Connecticut Coalition Against Domestic Violence (CCADV), offer the following definition:

> **"Victim-centered approach means the systematic focus on the needs and concerns of a victim of sexual assault or intimate partner violence that (A) ensures the compassionate and sensitive delivery of services in a nonjudgmental manner; (B) ensures an understanding of how victim trauma affects victim behavior; (C) maintains victim safety, privacy and confidentiality; and (D) recognizes that victims are never responsible for the crimes committed against them and that offenders are always responsible for their crimes."**

Finally, although the proposal is inclusive of the crime of stalking, it qualifies stalking only within the context of intimate partner violence, and not as a standalone crime. A 2009 Report by the Department of Justice's Bureau of Justice Statistics indicates that only twenty-two percent of stalking is perpetrated by a former intimate partner. Education, awareness, and services specific to stalking are critical on college campuses, particularly with rising incidents of cyber-stalking through cellular devices and over social media platforms. Therefore, the **OVA recommends that the proposal be further amended to include stalking as a standalone, in addition to intimate partner violence and sexual assault.**

The OVA would like to formally endorse the recommendations of CCADV, as provided in written testimony submitted to the Committee for today's hearing, as

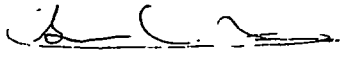
the changes they propose are necessary to ensure that victims of intimate partner violence receive the services and resources suitable for intimate partner violence.

Additionally, the OVA formally supports and encourages the Committee's adoption of the recommendations of the Connecticut Sexual Assault Crisis Services, Inc. (CONNSACS), as provided in written testimony to the Committee. Such recommendations to include training to law enforcement and Title IX Coordinators as well as prevention and awareness programming to varsity athletes, fraternities and sororities will assist in embracing a violence-free campus culture. **The OVA also recommends that, as part of the orientation for all incoming freshman, a portion of the program includes sexual assault, stalking and intimate partner violence prevention and awareness.**

Recognizing the serious threat that intimate partner violence, sexual assault, and stalking pose to the State's college students, the OVA stands ready to assist in the advancement of this proposal, **with the suggested amendments of the OVA, CCADV and CONNSACS**, and to ensure that quality services are available and accessible on every college campus.

Thank you for your consideration of my testimony.

Respectfully submitted,



Garvin G. Ambrose, Esq.
State Victim Advocate

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APPROPRIATIONS COMMITTEE

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PLANNING AND DEVELOPMENT COMMITTEE

Good Morning Representative Willis, Senator Cassano, Representative LeGeyt, Senator Boucher and members of the Higher Education and Employment Advancement Committee. Thank you for the opportunity to testify in support of House Bill 5029, *An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.*

I want to take this opportunity to thank this committee for their leadership on issues surrounding violence against women at our institutions of higher education. Thanks to your leadership, our state is leading the nation on this issue and with this legislation I believe we can continue that strong position.

I also want to thank the brave students and alumni of the University of Connecticut who came forward last fall and shared their experiences. Without their strength and fortitude we would likely not be having this conversation today. Because of them, our state's colleges and universities, with the help of this legislation, will be required to dramatically improve their response to sexual assault and intimate partner violence on our college campuses. Students at UConn have been at the forefront of these conversations for many years. Listening to their voices, we can develop the best responses to and prevention methods for violence against women.

On many occasions I have heard our Attorney General George Jepsen compare the issue of violence against women to that of drunk driving. The campaign against drunk driving has reduced drunk driving deaths from 15,827 in 1991 to 9,878 in 2011. This is a direct result of advocacy on the part of victims of drunk driving and their families working tirelessly to increase penalties for these offenses and changing our society's perception of and acceptance of drunk driving. We must do the same for violence against women and I believe we will see similar results.

We can no longer accept that 1 in 5 women will be sexually assaulted in her college years. Would parents willingly send their teenagers to an institution where there was a 1 in 5 chance they would incur a serious, life altering injury?

We must understand that these crimes are viewed differently and work to change that. We don't ask people who have been mugged how often they have given money away to charity or why they were clearly flaunting their affluence through their appearance. Why should we ask similar questions of victims of sexual violence?

We also must shift the role of men in this conversation. According to Dr. David Lisak, who recently presented at the University of Connecticut, 3% of college men account for 90 to 95 % of rapes. This is a critical number to understand. Men often feel as though they are being lumped together when we talk about violence against women. Educating everyone that these offenders are really a small part of the population can play a critical role in shifting this conversation and empowering men to be leaders in this conversation. Then this issue can stop being a "women's issue" and be what it actually is: the issue of violent men perpetrating violence against women and other men.

To that end, I ask the leaders of this committee to solicit the support of all members of the Connecticut General Assembly for this bill. It is a tremendous accomplishment that every woman who serves in the House and the

Senate, Republican and Democrat, has pledged her support for this bill. I thank the leaders who made that happen. But I suggest to you that having every woman and man sponsor this bill would send an even more powerful statement that the state of Connecticut takes violence against women seriously and recognizes that this is an issue for all of us, not just women.

The bill raised by this committee will provide clear direction to all of our institutions of higher education on how to respond to incidents of sexual assault and intimate partner violence in their campus communities. As this committee learned at the public hearing held on these issues in November, having a clear policy for how to report these incidents is critical for victims of these crimes to come forward. Requiring that these policies be given "in plain language" is an important step to ease the complexity of the processes that currently exist at many of our campuses. Additionally, I suggest that the committee consider requiring in Section 2(b) that institutions work with CONNSACS and CCADV member programs to develop a campus specific advocate system and perhaps offices for these agencies on campus. Students who report being the victim of sexual assault and intimate partner violence have to navigate a complicated student judicial process and the criminal justice system. These students should be given an independent advocate to work with through these processes whose sole purpose is to ensure the victim is informed of all options available to her or him and that that advocate's loyalty to the victim cannot be questioned. This will eliminate confusion and empower victims to move forward as they see fit.

Many students report not coming forward as victims or witnesses because of fear that they will face discipline for violating the student code of conduct or other similar rules for activities such of alcohol consumption. Policies should make it clear that a student will not be punished for other violations while making the effort to report sexual assault or intimate partner violence.
In section 2(d), the institution should be required to do just that.

The bill also requires that institutions establish a trained sexual assault response team. In addition to the members listed in the bill I suggest that representatives from the Women's Center on a campus be included if such a center exists on a campus. Additionally, a member from a community based domestic violence program should be included on the SART.

It is undisputed that sexual and domestic violence on college campus are more frequently committed by students involved with fraternities or athletics. Because of this, I believe professionals who work with these groups should also be a part of the SART, if the campus has these groups as part of their community. I also implore the committee to include students on the SART. Students can provide critical input from a unique perspective on these issues. I suggest that there be several students on the SART representing various parts of the campus community, especially parts of the community most affected by sexual and domestic violence.

The committee should also consider requiring that institutions that offer student health services have Sexual Assault Nurse Examiners on staff. Many students reported having to travel off campus to have rape kits administered. Having these services on campus is one more way to mitigate the trauma a victim experiences.

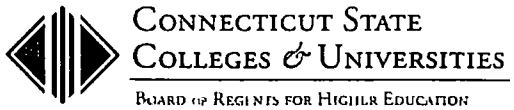
I also ask the committee to consider imposing financial penalties on institutions that willingly do not cooperate with law enforcement investigations into sexual assaults and intimate partner violence crimes in their campus communities or who do not comply with all sections of the legislation before you. I believe the impact of this would be similar to that of the 2011 "Dear Colleague" from the U.S. Department of Education. This letter required that procedures to deal with sexual violence be in place or the institution faced the loss of federal funding. Institutions of higher education listened to that directive, albeit with lengthy policies whose effectiveness have yet to be fully evaluated The legislation before you and the improvements to it being presented today, need to be taken seriously, and financial penalties will ensure that it is.

While it is important that our colleges and universities have the best response to sexual assault and intimate partner violence, it is also critical that these institutions be at the forefront of preventing these crimes. This legislation should also require bystander intervention training at all campuses. This training should be given to all students, faculty and staff on an annual basis. Bystander intervention training gives people the tools to disrupt abusive behavior and create a culture where this abuse is no longer acceptable. This is proven to be one of the most effective ways to reduce the number of sexual assault and intimate partner violence crimes on our campuses. The University of New Hampshire instituted a bystander intervention training program for its athletic department. In 2007 the

department had 75 cases before the university's judicial affairs office. After bystander intervention training was added, in 2013 just 7 athletes had cases before judicial affairs.

The committee should seriously consider the detailed testimony of the Connecticut Coalition Against Domestic Violence, the Connecticut Sexual Assault Crisis Services Centers, the Office of the Victim Advocate and the Permanent Commission on the Status of Women. These changes will greatly enhance the legislation before you

The legislation presented today is critical for both protecting our young people and ending a culture where violence against women and men perpetrated by men is acceptable. Thank you again for your tremendous work on this issue and for the opportunity to testify today. I look forward to working with you all on this bill in the weeks to come.



Testimony by Katie Kelley, Dean of Students
Asnuntuck Community College
Board of Regents for Higher Education
Connecticut State Colleges & Universities
Before the Higher Education and Employment Advancement Committee
February 11, 2014

Good Morning Senator Cassano, Representative Willis, Senator Boucher, Representative LeGeyt, and members of the Higher Education and Employment Advancement Committee. My name is Katie Kelley and I am the Dean of Students at Asnuntuck Community College. I would like to thank you for the opportunity to testify today on behalf the Board of Regents for Higher Education, and particularly the 12 community colleges in the system of Connecticut State Colleges and Universities regarding **HB 5029: An Act Concerning Sexual Assault and Intimate Partner Violence on Campus**.

These issues are of significant importance, and in addition to my role as Dean of Students, I also serve in a volunteer capacity as President of the Board for the Network Against Domestic Abuse in Enfield. Outreach, support, and prevention through education are my passion.

Let me first say, unequivocally, the Board of Regents is supportive of the intent of this legislation and is ready to work with any member of this committee or any group committed to improving institutional responses to reports of abuse or violence, as well as training and outreach to the campus community. What I would like to do is quickly point out some concerns specific to the community colleges and then, with my colleague Tom Clark, Assistant Counsel for the Board of Regents for Higher Education and a coordinator for many student affairs issues across our 17 institutions, answer any questions you have about our current practices or how we can best assist in meeting the goals of this proposal.

I encourage members of this committee to work with the Board to reexamine this Bill in light of the inherent differences that exist between major residential campuses and community colleges, not only differences created due to on-campus housing arrangements, or lack thereof, but differences in resources, staff, and expertise dedicated to serving a 24-hour-a-day campus versus institutions that operate on much more restricted schedules.

Community college campuses are non-residential and thus lack comprehensive mental health counseling services, physical health services and programming personnel for non-academic functions. These institutions rely heavily on referrals to community agencies that have the requisite expertise to assist students in need of sexual assault or domestic violence support. Additionally, many of our campuses rely on contract security services that lack the capability to participate in the kind of coordinated response envisioned by this legislation. Our students come to campus for classes while balancing careers, family and external obligations and spend minimal time on campus outside of their academic commitments, and our student service structures and abilities reflect that reality

Given the differences between community colleges and university settings, I ask that you consider the following:

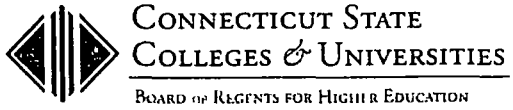
1. The proposed sexual assault response team – I encourage the committee to work with the Board to better define a membership group for the community colleges that recognizes that staff at the colleges may not serve in the functions outlined in the proposed makeup of these teams, or that the confidentiality of the victim of assault or abuse may be violated.

2. Reporting requirements – The committee should align reporting requirements with Clery Act requirements and reporting dates and consider the effect such reporting requirements have on the smallest institutions.

3. Memoranda of Understanding – Connecticut Sexual Assault Crisis Services (CONNSACS) provides a 24 hour hotline and a dedicated advocate for each campus. This partnership can include campus wide programming, faculty and staff training and intervention and support for victims as is currently the practice at Asnuntuck Community College. Strengthening and supporting this alliance negates the need for a series of MOUs across the system.

Incidences of sexual assault and intimate partner violence are all too prevalent in our society. Continued awareness and prevention efforts are greatly needed. The Community Colleges are dependent on the support of external agencies. Without on-campus mental health resources and appropriate campus security services, colleges face significant hurdles with respect to implementing this proposal. I believe that we can work together on small modifications to this proposal that take into account the focus and mission of our colleges, and will ultimately have a greater impact on meeting the laudable intent of the proposed legislation.

Thank you for your time today. Assistant Counsel Tom Clark and I will now be happy to answer any questions.



Testimony by R. Thomas Clark, Assistant Counsel
Board of Regents for Higher Education
Connecticut State Colleges & Universities
Presented to the Higher Education and Employment Advancement Committee
February 11, 2014

Senators Cassano and Boucher, Representatives Willis and LeGeyt, and members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to provide comment on **HB 5029: An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.** My name is R. Thomas Clark, and I am Assistant Counsel for the Board of Regents for Higher Education which governs our state's four state universities, 12 community colleges and Charter Oak State College. Collectively, we are known as the Connecticut State Colleges & Universities. In my capacity as Assistant Counsel I serve as a coordinating officer for many matters of student affairs.

Connecticut's State Colleges and Universities are committed to doing all we can to prevent sexual assault and intimate partner violence on our campuses as well as to make easily accessible on campus the notices, policies, and response teams ready, willing and able to immediately respond in a compassionate, sensitive, and supportive manner to those members of our campus communities who choose to report or to disclose that they have been the victim of a sexual assault or intimate partner violence.

We sincerely appreciate the goals of this Bill and the expertise you have engaged to help focus our efforts in this regard. However, there are some provisions of the Bill that we wish to bring to your attention as they may benefit from further consideration. We stand ready to work with this Committee throughout the process of finalizing this language.

First, the Bill includes language in Section 2(f) that requires each institution to report "the number of disciplinary cases at the institution related to sexual assault and intimate partner violence resolved through mediation." It is our understanding that the resolution of sexual assault matters through mediation is clearly prohibited by the U. S. Department of Education's Office for Civil Rights, as expressed in its "Dear Colleague" Letter of April 2011. The letter states, "In cases involving allegations of sexual assault, mediation is not appropriate even on a voluntary basis. OCR recommends that recipients clarify in their grievance procedures that mediation will not be used to resolve sexual assault complaints." As such, this provision of the Bill conflicts with a federal mandate on the same topic

Second, as I believe you heard at the November public hearing, giving those who have suffered a sexual assault the time, space and, support to obtain services, to process what has occurred to her or him and to decide how she or he may wish to proceed in reporting a sexual assault is crucially important if the objective is to treat such victims compassionately and to encourage the reporting of such violence. Thus, I would like to raise a concern regarding confidentiality. Section 2(b)(5)(E) of the Bill states that institutions must advise that they "shall not disclose the identity of the victim of the accused, except as necessary to carry out a disciplinary proceeding." This language again conflicts with federal guidance that instructs that if a complainant insists that his or her name or other identifiable information not be disclosed to an alleged perpetrator, the school should inform the complainant that its ability to respond may be limited, including in the taking of disciplinary action.

Third, in addition and as a separate issue, we have concerns that the additional qualifying language of Sec. 2(d), "Each such institution shall notify any such student or employee of the institution's obligation under state or federal law, if any, to investigate such assault or violence and the identity of such student or employee" may have a chilling effect on those who wish to report or disclose – which may run contrary to the intent of the proposed Bill.

The last concern I wish to raise with you today involves the requirements regarding the federal Clery Act's Annual Security Report and Connecticut's Uniform Campus Crime Report. Both documents address similar, but not the same elements, and serve similar purposes. However, reporting under Clery is due by October 1 and under the UCCR by January 1, although they both cover the previous, but different, calendar years. In addition, each has unique and conflicting definitions of reportable offenses and other matters. Furthermore, the geographic locations for which crimes are to be reported under Clery are different than under HB 5029. It is our hope and recommendation that you will agree to harmonize these requirements to make the accessing of information by students, parents, employees and others easier and more meaningful.

In closing, while we have concerns about whether the Bill makes appropriate accommodations for the differing campus environments among on-line colleges, such as Charter Oak State College, the Community Colleges and the State Universities, where the presence and relationship of students to the institutions are dramatically distinct and where the resources and personnel exist at much different levels out of mission driven necessity, we appreciate your efforts to assist us in providing campus environments that are safe, and, when it may be unfortunately necessary to do so, in responding to reports of sexual and intimate partner violence with the support and compassion for all involved.

Please contact Kyle Thomas, Legislative Program Manager, at 860-692-2350 if you have any questions regarding this testimony.

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Testimony of Connecticut Sexual Assault Crisis Services
In support of HB 5029, An Act Concerning Sexual Assault and Intimate Partner Violence on Campus
Laura Cordes, Executive Director
Committee on Higher Education and Employment Advancement, February 11, 2014

Senator Cassano, Representative Willis, and members of the Higher Education & Employment Advancement Committee, my name is Laura Cordes and I am the Executive Director of Connecticut Sexual Assault Crisis Services (CONNSACS). CONNSACS is the state's leading voice to end sexual violence and the coalition of our state's nine community-based sexual assault crisis services programs, which provide free and confidential sexual assault crisis counseling and victim advocacy to men, women, and children, of all ages.

During our last fiscal year, certified sexual assault victim advocates provided hospital, police and court accompaniment, support groups, individual counseling, 24/7 hotline support, information, and referrals to over 7,000 victims and survivors of sexual violence throughout the state. More than 800 of these victims and survivors were college students.

For over two decades, CONNSACS has convened the Connecticut College Consortium Against Sexual Assault (CCASA), a dedicated network of representatives from both public and private Connecticut colleges and universities who gather with sexual assault victim advocates to exchange ideas and support each other in the work to improve the response to and prevention of sexual violence.

Thank you for the opportunity to speak to you today in support of HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus. Moreover, thank you for the time that you continue to take to listen to the voices of victims and survivors in both public and private settings about the realities they face in the aftermath of sexual violence.

As the President of the United States and students in Connecticut and throughout the country call for action to end the high rates of campus sexual assault, we applaud this committee for its ongoing commitment to address the epidemic of sexual assault, which impacts nearly one out of five female students and a disproportionately high number of traditionally oppressed students, including students of color, LBGT students, and students with disabilities.

Campus sexual assault victims have unique needs and the dynamics of sexual violence on college campuses require comprehensive, coordinated responses. It is imperative that no matter where a victim may disclose, that they be met with a compassionate, non-judgmental response, given access to services, and receive easy-to-understand information on their reporting options. While it is important to appropriately respond to sexual violence, it is even better to prevent it

from occurring in the first place. Preventing sexual assault takes a community-wide commitment to change the culture - the behaviors and attitudes that diminish victims experiences and dismiss offender behavior. Prevention education and training for students and staff must be ongoing. HB 5029 sets Connecticut institutions of higher education on a trajectory to be able to do both.

In 2012, this committee and the Connecticut General Assembly had the foresight to pass *AAC Sexual Violence on College Campuses* which includes some best practices and many of the requirements found in the newly adopted federal Campus SaVE act (Campus Sexual Violence Elimination Act) that goes into effect nationwide this year. HB 5029 expands current law to align with several of the Campus SaVE Act requirements that are not currently covered in Connecticut's statute, including:

- the requirement for the uniform campus crime report to include not only sexual assault, but *intimate partner violence* and incidents that occur with not only students, but *employees* of the university as well, *regardless of where the incident occurs;*
- the requirement that the policies pertaining to sexual assault and intimate partner violence *be distributed in writing;*
- that the training for disciplinary proceeding officers be done *annually;* and
- that campus primary prevention and awareness campaigns become *mandatory,* not just offered, and provided to *employees* as well as students.

**(Please see the chart on page 4 for additional information on key differences between current law, the proposed law, and the federal Campus SaVE act).*

Several of the additional best practices proposed in this bill have been developed and championed through longstanding partnerships with members of the CONNSACS' Connecticut College Consortium Against Sexual Assault. These best practices include:

- Ongoing prevention education that focuses on bystander intervention strategies, meaning the awareness, skills and ability to challenge the social norms that support; condone, or permit sexual assault and intimate partner violence;
- Multidisciplinary Sexual Assault or Campus Response Teams to coordinate response protocols and the training of key stakeholders and those members of the campus community most likely to receive a disclosure or report of sexual assault;
- Memorandums of Understanding or Agreements (MOU/MOA) between institutions of higher education and community based sexual assault crisis services programs to ensure that students have access to specialized sexual assault crisis counselors and advocates with privileged communication;
- Concise written information given to all students and employees who disclose sexual assault about their rights, access to services, and reporting options; and
- Anonymous reporting which provides a victim who may not feel comfortable or ready to disclose, an option to report while allowing the institution to get more timely data and track trends in sexual violence perpetration.

In addition to the above requirements, CONNSACS respectfully request the committee consider including the following additional best practices in this proposal:

- ***In Section 2(b), add the requirement for annual training in issues relating to sexual assault and intimate partner violence for special police force or campus security personnel and Title IX Coordinators.***
  Campus safety officers should receive ongoing, comprehensive training including information about perpetrators of sexual violence, common responses to experiencing trauma, and the role of first responders. Because campus safety officers can be charged with responding to and helping to investigate cases of sexual assault, they should be provided with additional education and support. The federal Office of Civil Rights requires that a recipient of federal funding appoint at least one person as the Title IX coordinator. The Title IX coordinator is expected to have full knowledge of the law and be able to discuss all of the school's Title IX compliance efforts.

- ***In Section 2(c), add the requirement to provide sexual assault and intimate partner violence primary prevention and awareness programming that includes strategies for bystander intervention to all varsity athletes, fraternities, and sororities annually.***
  In CONNSACS' most recent Campus Report Card, the lowest grades were given for a lack of mandatory training for fraternities and sororities, even though research has shown that fraternities, sororities, and athletic clubs have higher incidences of sexual violence and thus should be given priority.

Finally, CONNSACS supports the recommendations of the State Victim Advocate and our sister coalition, the Connecticut Coalition Against Domestic Violence in their entirety, to more fully clarify the need to address and provide services for victims of intimate partner violence and to define "victim-centered response" in the bill.

Attached to this testimony you will find a table that compares the current law and the proposed changes of HB 5029, CONNSACS' Campus Report Card; and a recent NY Times article, *Stepping Up to Stop Sexual Assault*, which highlights prevention education and training programs on college campuses.

The new standards and best practices included in HB 5029 will greatly benefit Connecticut students, as well as the colleges and universities that they attend. We appreciate the Committee's efforts to address sexual violence on college campuses, and we look forward to the successful passage of HB 5029.

Thank you again for the opportunity to provide you with testimony.

How Does HB 5029 Build on Current Law, Align with Campus SaVE, and Incorporate New Best Practices?

CURRENT CONNECTICUT LAW	PROPOSED BILL HB 5029
Sec. 10a-55a, Uniform Campus Crime Reports Requires each Institution of Higher Education to report sexual assaults committed within the geographical limits of the property owned or under the control of such institution in a uniform campus crime report. **PA 12-78, AAC Sexual Violence on College Campuses (2012)** Requires each Institution of Higher Education to adopt and disclose one or more policies regarding sexual assault and intimate partner violence. Policies must include provisions for: (1) Procedures that students who report being the victim of such violence may follow, including persons to contact and information regarding the importance of preserving physical evidence; (2) Providing students with information about their options for assistance if they are victims of such violence; (3)Notifying such students of the options to change academic, living, campus transportation, or working situations in response to such violence; (4) Honoring any protective or temporary restraining orders; (5) Disciplinary procedures: • begin promptly, • are conducted by a trained official, • allow the victim and the accused to be accompanied by an advisor or support person, • are concluded and both the victim and accused are provided with the results in writing within one business day, and • shall not disclose the identity of the victim or accused; and (6) Disclose the range of possible sanctions. Within existing budgetary resources, Institutions of Higher Education shall offer sexual assault and intimate partner violence primary prevention and awareness programming for all students and ongoing awareness campaigns.	**italics indicate requirements under federal Campus SaVE Act.* Requires each Institution of Higher Education to report incidences of sexual assault and ***intimate partner violence*** against a student or ***employee, regardless of where such incidence occurred*** in a uniform campus crime report. Requires each Institution of Higher Education to adopt and disclose one or more policies regarding sexual assault and intimate partner violence and ***distribute written*** **information on policies pertaining to students and** ***employees*** who report or disclose being the victim of sexual assault or intimate partner violence. Requires disciplinary proceeding officers to be trained ***annually.*** Institutions of Higher Education must provide primary prevention and awareness programming to all students and ***employees regardless of available funds.*** Best and Promising Practices Provide concise, written notification of a victim's rights and options to any student or employee who reports or discloses sexual assault or intimate partner violence. Offer an anonymous reporting option for any student or employee to report or disclose sexual assault or intimate partner violence Report annually to the General Assembly. Establish a trained Sexual Assault Response Team. Enter into and maintain a memorandum of understanding with a community-based sexual assault crisis service center.

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EDUCATION LIFE

Stepping Up to Stop Sexual Assault

By MICHAEL WINERIP FEB. 7, 2014

BYSTANDER INTERVENTION is so easy to grasp, even by the most inexperienced college freshman, that the program may well be the best hope for reducing sexual assaults on campuses. Mostly it is common sense: If a drunk young man at a party is pawing a drunk young woman, then someone nearby (the bystander) needs to step in (*intervene*) and get one of them out of there. Of course, that can be tricky at times.

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Jane Stapleton, a University of New Hampshire researcher who runs bystander intervention programs at colleges around the country and in Europe, tells students they'll need to be creative about outmaneuvering aggressors. Among the diversions she discusses: suddenly turning on the lights at a party or turning off the music; accidentally spilling a drink on the guy; forming a conga line and pulling him away from the woman he's bothering and onto the dance floor. One of her favorites came from a young woman who approached her drunken girlfriend and said, loudly, "Here's the tampon you asked for."

A definite mood killer, says Ms. Stapleton.

The goal is to stop bad behavior before it crosses the line from drunken partying to sexual assault. "We're definitely not looking to create Captain Bystander here," Ms. Stapleton says. In the best of circumstances, a drunken aggressor won't realize he's been had.

Men as well as women are being called upon to make it work. While the public discussion on sexual violence has primarily focused on the physical and emotional damage done to women, it is also true that getting arrested for

sexual assault can mark a young man for life.

Sgt. Richard Cournoyer, a Connecticut state trooper, has investigated a dozen sexual assault cases in the last few years involving University of Connecticut students. "These aren't people jumping out of the bushes," he says. "For the most part, they're boys who had too much to drink and have done something stupid. When we show up to question them, you can see the terror in their eyes."

On Jan. 22, at a White House meeting on sexual violence, President Obama released a report that cited the need for men to intervene: "Bystanders must be taught and emboldened to step in and stop it."

The hope is that bystander programs will have the same impact on campus culture that the designated driver campaign has had in reducing drunken driving deaths (to 9,878 in 2011 from 15,827 in 1991). And that it can be inculcated in a relatively short time; Mothers Against Drunk Driving was founded in 1980 and within a decade was making a difference.

Both take the same tack: Drinking to excess can't be stopped but the collateral damage can.

At a bystander training session for the University of New Hampshire football team last fall, Daniel Rowe, a sophomore, told his teammates that he would use whatever trickery it took to keep them out of trouble.

"Maybe you don't get the girl," he said, "but you'll keep your scholarship and still be on the team."

He has watched a drunken teammate pressuring a woman at a party and pulled him aside. "I said, 'You know she doesn't want to talk to you, but there's this other girl downstairs who really likes you.' "

There was no girl downstairs.

Sometimes, at a big party, Mr. Rowe won't drink, essentially making himself the designated interventionist.

Lena Ngor, a University of Massachusetts senior, says that at about half a dozen parties a semester she has girlfriends who get drunk and need rescuing. At one party, a guy was all over her friend, so Ms. Ngor put an arm around her and told him, "She's mine, you can't have her." When he suggested a threesome, she declined. "No way you can handle all this," she said.

David E. Sullivan, a district attorney in western Massachusetts, prosecutes about a dozen sex crimes a year at five area campuses, including the University of Massachusetts and Amherst College. He is also the father of three daughters, and it scares him to think that, as numerous researchers have documented, nearly one of five women is sexually assaulted during her college years. "Can you imagine if you told parents there was a one in five chance that their daughter would be hit by a bus? No one would send their kid to college."

With several high-profile rapes roiling campuses and an enforcement push by the Obama administration, public attention has been focused on sexual assault in a way not seen since a generation of feminists first raised these issues in the 1980s. In just the past few months, victims of sexual assault from Amherst College, the University of Connecticut and Vanderbilt have filed federal complaints faulting their schools for inadequate responses.

For everyone involved, says David Lisak, a longtime researcher on campus rape, "It is a murky mess." That includes the young women who are filing complaints, the young men being accused and the outdated campus judicial systems trying to affix innocence or guilt. "All these colleges are struggling independently to figure this out," Mr. Lisak says. "They're all scared."

At last month's meeting on sexual violence, President Obama announced the creation of a task force to coordinate a federal response to campus rape, including ensuring that colleges comply with the law and develop effective policies, and he pledged to offer more support.

Some of the frustration for colleges can be traced to April 2011, when the Department of Education's Office of Civil Rights issued what has come to be known as the "Dear Colleague" letter. It warned that under the 1972 Title IX legislation (until then used primarily to assure parity between men's and women's athletics) colleges were mandated to have a comprehensive system in place for dealing with sexual violence complaints. Failure to do so could result in a university losing tens of millions of dollars in federal funding.

In a few instances the Dear Colleague letter provided specific guidelines; mostly it left universities to figure out how to carry out the mandate. For this reason, Dartmouth is inviting representatives from two dozen universities to

meet this summer to begin putting together a system of best practices for campus tribunals.

Many colleges have also responded by developing violence prevention campaigns around the bystander intervention model. Northeastern University's Center for the Study of Sport in Society, which pioneered bystander training 20 years ago, has seen a marked uptick in demand. As Jarrod Chin, its director of training, says, "There is nothing like the threat of losing money to get people's attention."

In the last year, with financial support from District Attorney Sullivan's office, the University of Massachusetts has created an extensive campaign to promote awareness. Posters with messages like "Be a Man, Show Me Respect," "Don't Be a Passive Bystander" and "Do Something" are all over campus, in libraries, locker rooms, even on the sides of buses. All 450 resident assistants have been given bystander training. Several public service videos featuring students, including one narrated by the chancellor, Kumble R. Subbaswamy, are being used as teaching tools. At a midsummer orientation for freshmen, and again the first weekend of school, a university theater group, the Not Ready for Bedtime Players, presented skits about assault and intervention.

Incoming freshmen are the primary target. A study by United Educators, an insurance company owned by more than 1,200 member colleges and universities, found that 63 percent of accusers in sexual assault cases are first-year students.

Enku Gelaye, a vice chancellor overseeing the campaign, says that as with the designated driver, the hope is that by giving the intervention a formal name and linking it to a prescribed set of responses, when something goes wrong a light bulb will go off in students' heads, they will recognize what they are seeing and will remember what to do. "It takes it away from being a fluffy and amorphous idea," she says.

The training may have played a role in catching a rapist on the UMass campus at the start of the fall semester. According to a police report and interviews with prosecutors, at 1:16 a.m. on Labor Day, an 18-year-old freshman stopped a young woman heading home alone from a party. Both had been drinking. He pinned her against a tree and began kissing and biting her

neck. "I remember his grip around my neck making it harder to breathe," she told the police. "I was trying to yell but I couldn't because of the way he had his hands." After 10 minutes, she was thrown to the ground, her legs "forced open," her underwear "moved to the side," and raped.

In the midst of this, two groups of students — a total of eight bystanders, a combination of freshmen and juniors, five women and three men — intervened. (While they have not been identified, it is known that the freshman class had attended a presentation on bystander intervention that holiday weekend and that one of the juniors had been a resident assistant.)

According to the report, one witness used her smartphone to take photos of "a male party, which appeared to be naked from the waist down, on top of a female party," while others assisted the woman off the ground and out of the immediate area. After making sure she was safe, they called for help and stayed with her until the police arrived and arrested the man.

Patrick Durocher, 18, has been charged with felony rape. He has pleaded not guilty.

The University of New Hampshire has developed one of the most comprehensive research, training and prevention programs in the country and it was spurred, in part, by an equally brutal campus rape back in 1987 when no one intervened.

According to an account in New England Monthly at the time, an extremely drunk freshman was led into a Stoke Hall dorm room by three drunk sophomores who took turns having sex with her. One went into the hallway and bragged that they had a train going, high-fiving his friends. Several students, including the resident assistant, knew what was going on but did not put an end to it. Nor did the roommate intervene as the three boys tried to pressure the girl into saying it was consensual.

The next morning the woman was too drunk to remember, but a few days later, after piecing it together, she filed a complaint with the university. After four nights of hearings before a campus tribunal at a 170-seat lecture hall that was open to the public, two of the boys were found in violation of a university rule called Respect for Others and were suspended for the fall semester. In criminal court, they pleaded guilty to a misdemeanor and spent two months in

jail. The third was cleared.

Women on campus, including Ms. Stapleton, the researcher, led protest marches, occupied a dean's office and at one point surrounded him, linked arms and refused to let him go until he responded to their demands. It took months, but eventually the administration started making the changes that are in place today.

A rape treatment crisis center has been funded and is well staffed; a team of 12 professors and researchers have formed a center for evaluating and implementing bystander programs; and the athletic department holds mandatory sessions for all varsity athletes.

It appears to have had an impact. Shortly after the 1987 rape, 37 percent of female students reported experiencing unwanted intercourse or other sexual contact; by 2006, it was 21 percent, and by 2012, 16 percent.

On most campuses, athletes commit a disproportionate number of sex crimes; the United Educators study found that they make up between 10 and 15 percent of the student population but account for 25 percent of assaults. Not at the University of New Hampshire.

In 2007, the athletic department revamped its public health program, requiring all freshman varsity athletes to take seminars on hazing and bullying; alcohol and drug use; sexual responsibility and consent; and diversity. Last semester, a mandatory session on bystander intervention was added for sophomores. The results are significant. In 2013, seven athletes had cases before the judicial affairs office compared with 75 in 2007.

College men use two words to describe when a man gets in the way of another man's business, and it is not "bystander intervention." For the purposes of a family newspaper, call it "shot blocking."

This was on Matt Martel's mind during a taxi ride home with a friend and a very drunk woman they'd met at a UMass party. "The two of them were touching, cuddling, it was obvious she was down for whatever," says Mr. Martel, a junior. "She'd lost her inhibitions to the point that it really seemed like a good idea for her to go home with this guy she hardly knew."

Mr. Martel got between them to take her back to her dorm. "I said, 'Dude, come on, she's hammered,' " he recalls. His friend was angry. "It was outright

awkward," Mr. Martel says. The next day the girl thanked him, but Mr. Martel didn't take a lot of pleasure from it. "I could tell she didn't remember what she was thanking me for," he says, "but someone told her she should, so she did."

More than 60 percent of claims involving sexual violence handled by United Educators from 2005 to 2010 involved young women who were so drunk they had no clear memory of the assault.

College officials have come to realize that campus tribunals are ill-equipped to handle the growing volume of these cases, which often devolve into a he said/she said battle. Honor codes were designed to investigate plagiarism, fighting, alcohol and drug use, not rape. Campus tribunals are made up of students, faculty and administrators. "They're amateurs," says Robb Jones, senior vice president of United Educators.

In the past, colleges have resisted cooperating with local prosecutors for fear of drawing attention to campus crime. But tougher enforcement of federal laws, demanding more transparency, is changing that. For a year now, District Attorney Sullivan's office has been holding monthly meetings with representatives from the University of Massachusetts and other nearby colleges to review sexual assault cases. "Anything that's reported on campuses, we want to see," says Jennifer Suhl, a sex crimes prosecutor in Mr. Sullivan's office. "We don't want them to screen anything out."

A year and a half ago, Xavier University of Ohio resisted cooperating with the local prosecutor and learned a hard lesson.

In July 2012, a female student reported to the campus police that Dez Wells, a star basketball player, had raped her. Mr. Wells acknowledged having sex with the woman but said it was consensual and he used a condom. That night, according to legal papers filed by Mr. Wells, the two plus several friends gathered in a dorm room to play truth or dare. Many of the dares, Mr. Wells said, were sexual — at one point the woman gave him a lap dance; at another, she exposed her breasts. Afterward, they went back to her dorm room and had sex. Several hours later the woman reported to the police that she had been raped.

Joseph T. Deters, the Hamilton County prosecuting attorney based in Cincinnati, says that he put two of his best assistants on the case, including the

head of the criminal division. They were convinced no rape had occurred. "It wasn't close," he says. They presented it to a grand jury, which did not indict.

Mr. Deters says he repeatedly tried speaking with Xavier officials, but they did not respond. Instead, the university brought the case before its tribunal.

When Mr. Deters read the transcript of that hearing, he says: "It shocked me. There were students on that conduct board, looking at rape kits; they'd say, 'I don't know what I'm looking at.' "

The tribunal found Mr. Wells "responsible for rape" and expelled him. Soon after, he enrolled at the University of Maryland. The N.C.A.A. requires transfers to sit out a year but made a rare exception in Mr. Wells's case after consulting with Mr. Deters.

"I told them he was a really good kid, he'd never been in trouble with the law and I didn't believe he'd done anything wrong," Mr. Deters says.

Xavier now refers all assault cases to his office.

As for Mr. Wells, several times last season at away games, including one at Duke when he scored 30 points, fans taunted him about being a rapist, shouting, "No means no." He is suing Xavier for his expulsion.

IT IS MOSTLY WOMEN who have spearheaded the fight against sexual assault, founded the rape prevention centers, staffed the hotlines, dominated the research in the field, led the Take Back the Night marches and organized the sexual consent campaigns. And it is men who commit most of the world's violence.

While true, put this way, men feel like the enemy. "What I hear from men," says Ms. Gelaye, the University of Massachusetts vice chancellor, "is they feel like they're the targets, they're the problem."

The fact is, most aren't. Research by Mr. Lisak indicates that about 3 percent of college men account for 90 to 95 percent of rapes. What Ms. Gelaye likes about bystander intervention is that it asks the other 97 percent of men to come into the room and help with the problem.

Jackson Katz, who created the bystander program for men at Northeastern, opened a 2012 Ted Talk by saying sexual assault has been seen as a woman's issue that some good men help out with. "I don't accept that," he

said. "I'm going to argue these are men's issues."

Academic research is still in the early stages but is promising. A University of New Hampshire study exposed a group of young men to a bystander intervention campaign like the one at UMass. At the end of several weeks, 38 percent of the men reported having intervened in a sexual assault compared with 12 percent of the group that had not seen the campaign.

At Ohio University, a group of male students took bystander training sessions and were asked four months later if they'd perpetrated a sexual assault; 1.5 percent said they had, compared with 6.7 percent for a control group that had no training.

Enlightened self-interest is a powerful motivator. Several male athletes at a training session last month seemed to feel that bystander intervention was as much about protecting a buddy from getting into trouble as saving a woman from harm.

Andrew Chaput, a member of the U.N.H. soccer team, told a story about getting a text from a friend saying a teammate of his was hanging outside her door and wouldn't leave. "I didn't want him causing trouble, so I took him home," Mr. Chaput said.

The coaches repeatedly pound into their heads that a woman not saying no is not the same as a woman saying yes. "If there is 1 percent doubt in my mind," Mr. Rowe said, "it's not worth doing it. Unless she gives consent, she can say, 'I was raped,' and it's your word against hers."

"If a girl wants to have sex," he continued, "you'll know it. She has that look in her eyes. She's been talking to you, she bothers you, she walks by you all night, the whole thing, you talk, you let it evolve."

Mr. Chaput looked like he had something to say but wasn't sure he should. Finally, in a quiet voice, he said, "I waited until a girl asked me."

Michael Winerip has covered education and parenting at The Times.

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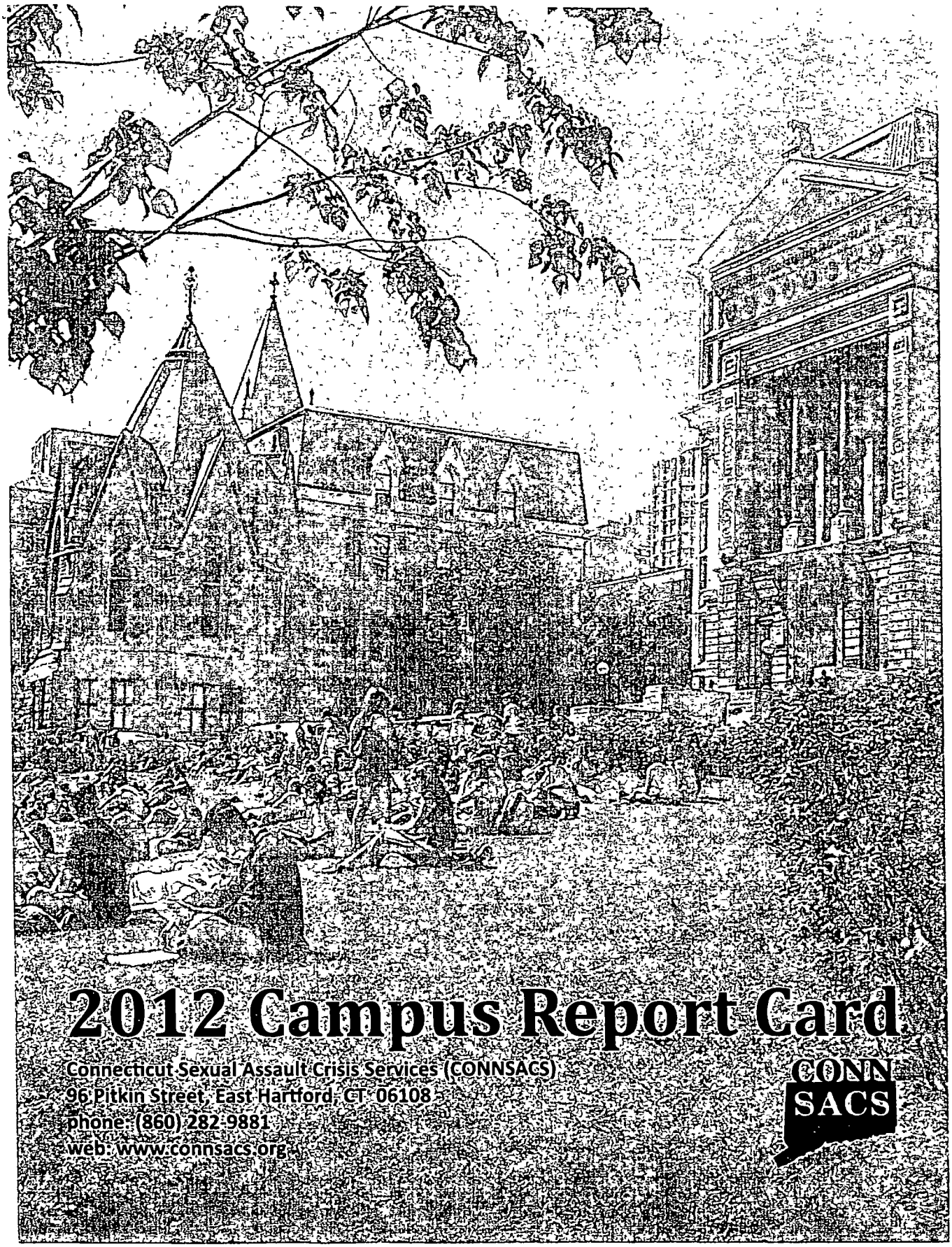

2012 Campus Report Card

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ABOUT THE 2012 CAMPUS REPORT CARD

The Campus Report Card is a snapshot of current sexual assault policies and practices at both public and private Connecticut colleges and universities. In addition to highlighting the progress that has been made throughout the state to address sexual violence, the report card identifies both gaps in response and areas for improvement based on promising and nationally recognized best practices.

The report draws from a survey completed by 4 two year and 21 four year institutions, conducted during the summer of 2012 by Connecticut Sexual Assault Crisis Services (CONNSACS), in collaboration with the Connecticut College Consortium Against Sexual Assault (CCASA) and the Connecticut Campus Coalition to End Violence Against Women (CCCEV). The survey contained 127 questions and focused on nine key areas. Letter grades based on the cumulative responses from all four year institutions are provided in the report along with tables that feature responses from each school that participated in the survey. The 2012 Campus Report Card is the third such look at sexual violence policies and practices at Connecticut colleges and universities. Previous reports were released in 1999 and 2007.

SEXUAL VIOLENCE ON COLLEGE CAMPUSES

The prevalence of sexual violence on college campuses is staggering. For many women, their academic careers are marred by experiences of sexual violence. Research shows that that up to one in four women experience unwanted sexual intercourse while attending college in the United States[1] and that one in twelve college men admit to acts that meet the legal definition of rape.[2] The circumstances surrounding sexual violence on campuses can complicate how survivors view their victimization. A 2000 U.S. Department of Justice survey reports that 90% of women who are sexually assaulted on campus know the person who sexually assaulted them[3] and 48.8% of women did not consider what happened to them to be rape.[4]

The realities of sexual violence perpetration are in stark contrast to commonly held assumptions. Research involving offenders of sexual violence has identified the ways in which offenders target victims, plan their assaults, and use alcohol, fear, and and/or other threats to coerce, manipulate, or force sexual violence upon their victims.[5]

The trauma associated with experiencing sexual violence can impact a survivor's short and long-term emotional, psychological, and physical health and has been linked to depression, anxiety, substance abuse, suicidal ideation, and post-traumatic stress disorder. Students who have experienced sexual violence on campus are more likely to miss classes, perform poorly in their classes, and withdraw from college altogether.[6] Seeking support and services following an assault can be especially difficult. Forty

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[1] Fisher, Bonnie S , Francis T. Cullen, and Michael G Turner. (2000). *The sexual victimization of college women* Washington, DC. U S Department of Justice, National Institute of Justice Available at www ncjrs org/pdffiles1/nij/182369.pdf

[2] American Academy of Pediatrics, Committee on Adolescence (1994) Sexual assault and the adolescent *Pediatrics, 94*(5), 761-765

[3] Fisher, Bonnie S , Francis T. Cullen, and Michael G Turner (2000) *The sexual victimization of college women* Washington, DC U S. Department of Justice, National Institute of Justice Available at www ncjrs org/pdffiles1/nij/182369 pdf

[4] Fisher, Bonnie S , Francis T. Cullen, and Michael G Turner (2000). *The sexual victimization of college women* Washington, DC. U.S Department of Justice, National Institute of Justice. Available at www ncjrs org/pdffiles1/nij/182369 pdf

[5] Lisak, D & Miller, P. M (2002) *Repeat rape and multiple offending among undetected rapists* Violence and Victims, 17, 73-84

[6] Kirkland, Connie J. (1994). *Academic impact of sexual assault* Fairfax, VA. George Mason University Available at http://www gmu edu/facstaff/sexual/

two percent of college women who are sexually assaulted tell no one about the assault[7] and only an estimated five percent of all sexual assaults are reported to the police.[8]

In addition to coping with the emotional and physical trauma associated with sexual violence, survivors often feel an undue amount of shame, guilt, and fear following their sexual assaults. Many survivors are judged or blamed for their assaults and told that they should have done something different to prevent the assault. Due to the insular nature of most campus communities, it can be difficult for survivors to know who to trust when choosing whether or not to disclose their experiences. Survivors may also be concerned about how their private information may be shared if they choose to disclose their assault with members of the campus community.

Some survivors of sexual violence have been met with barriers or confusion when seeking support from their campus' health, counseling, campus safety, or judicial systems. Institutions that have developed comprehensive policies and protocols that are easy to understand and readily accessible to the campus community are more likely to have students who report their assaults, seek services, and participate in the adjudication process. Moreover, campuses that provide ongoing, mandatory training and educational programming that focuses on both awareness and prevention of sexual violence are more likely to create a campus community where students feel safe and engaged in ending sexual violence.

[7] Warshaw, Robin (1994). *I never called it rape* New York. Harper Perennial

[8] Fisher, Bonnie S , Francis T. Cullen, and Michael G Turner (2000) *The sexual victimization of college women* Washington, DC: U S. Department of Justice, National Institute of Justice Available at www ncjrs org/pdffiles1/nij/182369 pdf

2012 CAMPUS REPORT CARD GRADES

The 2012 Campus Report Card grades reflect the extent to which colleges and universities are employing key best practices in their institutional response to sexual violence. Grades were assigned collectively based on survey responses from 21 four year institutions.

FOUR YEAR CONNECTICUT COLLEGES & UNIVERSITIES

Policies include a definition of sexual assault	A
Policies include a definition of possible sanctions	B
Policies includes a definition of consent	A
Role of alcohol is included in definition of consent	B
Mandatory sexual assault education for first years students	B
Mandatory sexual assault education for Residential Life staff	A
Mandatory sexual assault education for student members of Greek Life	F
Mandatory sexual assault training for members of Campus Safety or Campus Police	C
Mandatory sexual assault training for Judicial Hearing Board members	C
Campus has a Campus Response Team (CRT)/Sexual Assault Response Team (SART)	C
Mandatory sexual assault training for CRT/SART members	D
There is a victim services coordinator on campus	C
Referrals are made to local sexual assault crisis services programs	A
Interim sanctions can be implemented before or during the judicial process	A
Support person available to both parties during the hearing process	A

100-90% = A 89-80% = B 79-70% = C 69-60% = D 59-50% = F

PROGRESS IN THE RESPONSE TO SEXUAL VIOLENCE ON CAMPUSES

Since the first Campus Report Card in 1999, many strides have been made to address and prevent sexual violence on Connecticut's campuses. Connecticut's higher education community has taken considerable steps to institutionalize policies and practices to ensure that survivors have access to both on-campus and community-based services, support during the adjudication process, and other resources to help cope with the trauma associated with sexual violence.

A comparison of the 2006 Campus Report Card and the 2012 Campus Report Card show positive changes in the number students who are being educated about sexual assault on campuses across Connecticut. An overwhelming majority of schools now require that first year students receive sexual assault education as part of an orientation program. This educational programming often includes coverage of perpetrator behaviors, the effects of trauma, and bystander intervention techniques, which are all critical components of comprehensive and effective sexual assault education. More student misconduct policies, as well as educational programming, now define and include the role of alcohol in the perpetration of sexual violence.

In addition to more student education, campuses are also institutionalizing responses to survivors on campus. The total number of campus response teams, which bring key stakeholders together to coordinate the campus' response to sexual assault, continues to increase in Connecticut as does the number of colleges and universities that have appointed campus staff that are charged with coordinating and facilitating access to victim services. These individuals are essential in helping students identify their options and are instrumental in addressing the barriers to accessing services that survivors report during the process.

WHERE WE NEED TO IMPROVE RESPONSES TO SEXUAL VIOLENCE

While our statewide response to sexual violence has improved, there remains work to be done to bolster institutional practices and protocols. Mandatory training and education for the entire campus community is critical in the response to sexual assault on campuses. Training should be required for all members of the campus community who respond to survivors of sexual violence, such as members of Campus Response Teams, Judicial Hearing Boards, Campus Safety, and faculty. A new Connecticut law, PA 12-78: *An Act Concerning Sexual Violence on College Campuses*, now requires education about sexual violence for first year students and training for anyone who is a part of the campus judicial process. (Please see "Key Federal & State Policies" section for a summary of key policies.)

Having an active and informed Campus Response Team (CRT) or Sexual Assault Response Team (SART) in place at every institution of higher education is another significant way to ensure that institutions are well equipped to respond to and support survivors of sexual violence. While there was a slight increase from the 2006 Report Card in the number of four year colleges and universities who currently have CRTs or SARTs, including three campuses who have teams that did have them in 2006; many campuses still do not require that members of response teams receive training about sexual assault. Training, in addition to thorough policies and protocols, allows campuses to support both individual survivors and keep the entire campus community informed about issues related to sexual violence.

SURVEY HIGHLIGHTS BY INSTITUTION

	Capital CC	Gateway CC	Manchester CC	Tunxis CC	CCSU	ECSU	SCSU	US Coast Guard Academy	University of CT	WCSU
GENERAL										
Private (PV) Public (P) Institution	P	P	P	P	P	P	P	P	P	P
Residential					*	*	*	*	*	*
POLICIES & PROCEDURES										
Defines sexual assault	*	*	*	*	*	*	*	*	*	*
Notes possible sanctions	*	*	*	*	*	*	*	*	*	*
Defines consent		*		*	*	*	*	*	*	*
Defines consent related to alcohol				*	*	*	*	*	*	*
Includes anonymous reporting option	*	*			*	*	*	*	*	
Published: website (W), handbook (H),	H, P	H	H,W,P	H W,P	H,W, O	H,W	H,W	W O	W	H,W
physically posted (P), other (O)										
Sexual assault policy updated in last year					*	*		*	*	*
There is a time limit for reporting sexual assault			*							
Security Alerts: email (EM), Text (T)	EM, T, VM		EM,T,VM	W	EM,T	EM,T,VM	EM,T,VM		EM,T,W,F	EM,W
flyers (F) voice mail(VM) website(W) other(O)					VM	W	W,F		O	
Annual crime report distributed	W, O	W		EM,W,F	EM,W	EM,W	EM,W,F	EM	EM,W,O	W
to students: email (EM) web posted (W)										
flyers (F) Other(O)										
FIRST YEAR EDUCATION										
Requires SA education in orientation program	*				*	*	*	*	*	
AWARENESS & PREVENTION ACTIVTIES										
Who oversees sexual assault education.	C			C	O	W	W	O	W,O	O
counseling (C)Health (H) Women's Center (W)										
Greek Life(G) Other(O)										
Mandatory sexual assault training for			F		C	C,F	F	A,C,F	C,F	
athletes (A) coaches (C) faculty (F)										
Conduct sexual assault awareness activities	*		*	*	*	*	*	*	*	*
Conduct sexual assault prevention activities				*	*	*	*	*	*	*
Conduct Sexual Assault Awareness				*	*	*	*	*	*	*
Month (SAAM) activities										
Peer educators trained about sexual assault					*	*	*	*	*	
Bystander intervention education offered					*	*	*	*	*	
RESIDENTIAL LIFE (RL)										
RL is mandated to attend sexual assault training					*	*	*	*	*	*
Student staff receives sexual assault training					*	*	*	*	*	*
Professional staff receives sexual assault training					*	*	*	*	*	*
Required to run sexual assault programs					*			*		
GREEK LIFE										
Greek policies address sexual assault									*	
Mandated SA training for Judicial Board										
Mandated sexual assault training for all members										
CAMPUS SAFETY										
Campus has blue light emergency system	*	*	*		*	*	*	*	*	*
Campus offers escort service	*	*	*		*	*	*		*	*
Escort service is available 24/7					*	*	*			*
Transport to & from off campus locations									*	

Albertus Magnus College	Connecticut College	Fairfield University	Goodwin College	Hartford Seminary	Mitchell College	Quinnipiac University	Sacred Heart University	Trinity College	University of Bridgeport	University of Hartford	University of New Haven	University of St. Joseph	Wesleyan University	Yale University
PV	PV	PV	PV	PV	PV	PV	PV	PV	PV	PV	PV	PV	PV	PV
*	*	*		*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*	*	*				*	*
*	*	*			*	*	*	*	*	*	*	*	*	*
	*	*			*	*	*	*	*	*		*	*	*
		*	*				*	*	*	*	*	*	*	*
H,W	H,W	H,W	W, O	H,W	H	H,F	H,W	H,W,P,O	H,W,O	H,W	H,W	H	H,W	H,W,O
	*	*	*	*		*	*	*	*			*		*
														*
EM	EM	EM,T,W,F O		EM,T,VM, W	EM,T,W F		EM	EM	EM,T,VM F,O	EM			EM	EM
W,O	EM,W	EM,W	EM,W,O	W	W	W,O	O	EM	W,F,O	EM,W	EM,W	W	EM,W	EM
*	*	*		*	*	*	*	*		*	*	*	*	*
O	O	O	C		H	O		W	H	W,O	O	C	C	C,O
	C,F			F		A,C,F			A,C,F	A		A		
*	*	*	*		*	*	*	*	*	*	*	*	*	*
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*	*	*			*		*	*	*		*	*		*
								*	*			*	*	*

SURVEY HIGHLIGHTS BY INSTITUTION

	Capital CC	Gateway CC	Manchester CC	Tunxis CC	CCSU	ECSU	SCSU	US Coast Guard Academy	University of CT	WCSU
Will transport intoxicated students										*
Mandated sexual assault training for officers	*	*	*		*	*	*	*	*	*
CAMPUS RESPONSE TEAMS										
Do you have a Campus Response Team (CRT) or Sexual Assault Response Team(SART)	*	*	*	*	*	*	*	*	*	*
Estimated number of members	5	10	10	15	20+	10	15	20+	20+	10
Team includes local sexual assault crisis program staff					*	*	*	*	*	
Meet: more than once a month(MM) monthly(M) semester(S) annually(A) by incidant(I) Other(O)	O	S	MM	M	M	S	S	M	M	M
Sexual assault training required for team			*		*	*	*			*
How often is training provided Once or more per semester (OS), once or more per academic year (OA), Never (N)	OS	OA			OA	OS	OS	OA	OS	OA
Team members review cases	*	*			*	*				*
If so, when do they meet? After each incident (EI), Once or more per semester (OS) once per academic year (OA)	EI				OS	EI				EI
VICTIM SERVICES										
There is a victim services coordinator on campus	*		*	*	*	*	*	*	*	*
24/7 services available					*	*	*	*	*	*
Referral provided to local sexual assault program		*			*	*	*	*	*	*
Campus based advocacy offered during adjudication process						*	*	*	*	*
JUDICIAL PROCESS										
Judicial board hearing members: Dean of Students(D) faculty (F) students (S) Student Affairs(SA) Judicial(J) Other(O)		D,J,SA	SA	D,F,S	D,SA,J,F	D,J	SA,J	J,S,O	SA,O	SA,J,F S
Sexual assault training mandated for members of the adjudication process	*	*			*	*	*	*	*	*
How often is training provided. Once or more per semester (OS), once or more per academic year (OA), Never (N)	OS	OA			OA	OS	OS	OA	OA	OA
Are all incidents of sexual assault reported to the Title IX officer	*		*		*	*	*		*	*
Both parties can have a support person present during the judicial process	*	*		*	*	*	*	*	*	*
Victim Input:										
impact statement	*	*		*	*	*	*	*	*	*
input for sanctions	*	*		*	*	*	*	*	*	*
Informal options: relocation of victim(RV) relocation of offender(RO) change of victim class(es)(CV) change of offender class(es)(CO) no contact (NC) Other(O)		CV,CA		CV,CA	RV,RA, CV,CA, NC	RV,RA,O CV,CA,NC	CV,CA,NC RV,RA	RV,CV,	RV,RA CV,CA,NC	RV,RA CV,CA,NC
Interim sanctions offered		*	*	*	*	*	*	*	*	*

Albertus Magnus College	Connecticut College	Fairfield University	Goodwin College	Hartford Seminary	Mitchell College	Quinnipiac University	Sacred Heart University	Trinity College	University of Bridgeport	University of Hartford	University of New Haven	University of St. Joseph	Wesleyan University	Yale University
	*							*			*		*	*
	*	*					*	*	*	*	*	*		*
	*	*	*	*		*		*	*	*	*		*	
	20	5	10	5		5		15	10	5	10		15	
	*							*	*		*			
	M	O	S	O		O		M	O	M	O		O	
	*	*						*	*	*			*	
	OA	OA	N			N		OS	OS	OA	OA		OS	
	*			*				*	*	*	*			
	EI			EI				OS	EI	EI	EI			
*	*	*	*	*				*	*	*			*	*
	*					*	*	*	*	*		*	*	*
*	*	*		*		*	*	*	*	*	*	*	*	*
	*	*				*	*	*		*	*		*	*
D,SA,F	D,O	D,SA,J,F,S		D,F,O	J,F,S	D,SA	J,F,O	D,SA,J	J	D,SA,J	SA,J,F	D	D,J,F	D,F,S,O
	*	*				*		*	*		*	*	*	*
N	OS	OA		N		OS	N	OS	OS	OA	OA	OA	OS	OA
*	*	*					*	*	*			*	*	*
*	*	*			*	*	*	*	*	*	*	*	*	*
*	*	*				*		*	*	*	*	*	*	*
	*	*				*		*	*	*	*	*	*	*
RV,CV,NC	RV,RA,CV, CA	RV,RA,CV, CA,NC		RV,RA,CV CA,NC	RV,RA CV,CA,NC	RV,RA,O CV,CA,NC	RV,CV,NC	RV,RA CV,CA,NC	RV,RA, CV,CA,NC	RV,RA CV,CA,NC	RV,RA,O CV,CA,NC	RV,CV,NC	RV,RA CV,CA,NC	RV,RA CV,CA,NC
*	*	*		*	*	*	*	*	*	*	*	*	*	*

BEST PRACTICES FOR CAMPUS COMMUNITIES

The following is a collection of the policies and procedures that have been promoted and utilized as ideal practices in the in the field of sexual violence service provision and prevention on college campuses. Promising and best practices can be helpful tools for institutions to consider when reviewing and adapting new policies, procedures, and protocols for responding to and preventing sexual violence.

Policies & Procedures

Comprehensive polices which include clear definitions of sexual assault and consent are the foundation of an institution's response to sexual violence on campus. Policies that define consent related to alcohol, as well as possible sanctions for violations of the sexual assault policy, are critical components. Policies should be distributed widely through an array of sources, both in print and online, so that students, faculty, and parents can readily access them. Sexual assault policies should be reviewed and updated regularly. Once they are identified, barriers to accessing services, the adjudication process, or any other facet of the sexual assault policy should be investigated and addressed in the policy.

Institutions should offer multiple reporting options including an anonymous reporting option to allow students to report sexual assaults in ways that are most comfortable and safe for them. Anonymous reporting options can offer students a way to report an assault without engaging in the formal adjudication process, as well as allow institutions to gather information about trends in perpetration. Many campuses offer online anonymous reporting forms in order to maximize the number of reports that are collected.

Policies should also include the protocols that have been established to protect students' privacy, including written policies that define when and how information about cases of sexual assault will be shared. In addition to posting a campus' sexual assault policy, victims' rights information should be posted and readily accessible to students, faculty, and parents and should include contact information for local community-based resources.

Education & Training

Education is a key component to helping campus communities address and prevent sexual violence. Education and training for students, faculty, and staff should be mandatory, comprehensive, and ongoing. Education about sexual violence should be included in first year student orientation, as well a part of the educational information that transfer, international, and graduate students receive when entering a campus community. Male and female students should receive information about healthy relationships, consent, and bystander intervention techniques. When possible, additional programs that focus on the dynamics of sexual assault, consent, and alcohol should be provided to students.

For members of the campus community who will be directly involved in responding to, investigating, or adjudicating sexual assault cases, training should be mandatory and provided at least once per academic year. Campus safety officers, counselors, healthcare providers, and anyone involved in the judicial process are especially vital members of the campus community receive training as they will most likely be the first responders to survivors. First responders not only provide survivors with vital information

about services and reporting, but they are also seen as gatekeepers of information that survivors may need following an assault.

Members of Greek Life, athletes, and coaches should also receive information about the dynamics of sexual violence, being active bystanders, and how to report incidences of sexual violence. Research has shown that fraternities, sororities, and athletic clubs have higher incidences of sexual violence and thus should be given priority when institutions provide education that could prevent sexual violence.

Awareness & Prevention Activities

Most institutions of higher learning commemorate months dedicated to Sexual Assault and Domestic Violence awareness. Some institutions honor survivors of sexual violence by holding Take Back the Night Rallies or other similar events. While these activities can offer vital support to survivors and bring awareness to the campus, they do not prevent the perpetration of sexual violence on campuses. Many campus programs focus on risk reduction strategies such as watching your drink, using the buddy system, and learning self-defense techniques. Risk reduction strategies focus on the ways that women can ward off possible sexual assaults and often reinforce victim blaming, rather than focusing on the perpetrators of sexual violence and their behaviors. Prevention strategies focus on stopping the perpetration of sexual violence before it occurs and reinforce offender accountability.

By focusing on the culture, attitudes, and norms that allow sexual violence to exist, prevention aims to reduce the incidences and prevalence of sexual violence. Programs that allow students to look critically at sexism, homophobia, racism, and other forms of oppression can be a helpful prevention strategy. Holding awareness activities in combination with prevention activities is the most effective strategy for addressing and preventing sexual violence on campuses. To that end, Connecticut's new law, PA 12-78: *An Act Concerning Sexual Violence on College Campuses,* requires that colleges and universities provide sexual assault and intimate partner violence prevention and awareness training for all students. (Please see "Key Federal & State Policies" section for a summary of the law.)

Research has shown that communities need to be empowered to be active bystanders and given skills to respond supportively when they encounter sexual violence. Bystander intervention education should be incorporated into the core education that students are provided while attending college in order to prevent sexual violence and create community accountability. Education should be offered across multiple disciplines so that it can be accessed by as many students as possible. For example, some Connecticut universities offer classes for course credit which educate students about issues of violence against women while other universities require that Residence Hall Advisors provide each student living in their dorms with educational sessions related to recognizing and preventing sexual violence. Institutions should work with their students, staff, and faculty to identify the most influential and beneficial education and awareness strategies for their campus.

Residential Life

Students who reside on campus often turn to their Residence Hall Advisors for help following a sexual assault. Residence Hall staff should be able to offer support, provide referrals to both on and off campus services, share reporting options, and answer basic questions from survivors. Activities that

support awareness and prevention of sexual violence should occur within residence halls and students should be encouraged to attend. In order to provide the aforementioned support, Residence Hall Advisors should receive adequate support from the institution's administration including ongoing education and support for self-care.

Campus Safety

Student safety is a paramount concern on college campuses; however, preventing sexual violence is a challenge for most campus communities. Emergency phones, escort services, and the presence of campus safety officers are components of keeping students and staff safe on campus, but additional elements need to be present.

Campus safety officers should receive ongoing, comprehensive training including information about perpetrators of sexual violence, common responses to experiencing trauma, and the role of first responders. Because campus safety officers can be charged with responding to and helping to investigate cases of sexual assault, they need to be provided with additional education and support. Campus safety officers should know their institution's policies, procedures, and options for reporting sexual assault from start to finish. In addition, campus safety officers should record all incidences of sexual assault for reporting purposes and issue timely warnings to the campus community in accordance with the federal Clery Act. (Please see "Key Federal & State Policies" section for a summary of key policies.)

Campus safety officers should work in tandem with each of the other systems who are responsible for responding to cases of sexual assault on campus to ensure that all parties are fully aware of the roles and responsibilities of each party. Campus safety should be an active member of each institution's Campus Response Team. When possible, campus safety officers should work in collaboration with local law enforcement by establishing relationships that ensure open communication and a clear understanding of the roles of the campus adjudication process and the criminal justice process.

Campus Response Teams

Most campuses have established multi-disciplinary teams who are responsible for addressing sexual violence. Campus Response Teams (CRT) or Sexual Assault Response Teams (SART) are comprised of administrators, counseling services, health services, faculty, staff, students, campus safety officers, residential life, Judicial Hearing Board officers, and local community-based sexual assault crisis services. Response teams should include representatives from local sexual assault crisis programs, as well as other relevant representatives from the criminal justice system such as law enforcement officers and prosecutors whenever possible.

Sexual assault training should be required and ongoing for all team members. Teams should be responsible for creating and reviewing protocols that ensure that survivors are met with supportive and extensive services following an assault. Roles of the team can include the review of policies, implementing trainings and awareness programs, and addressing barriers to survivors accessing services. Teams should meet regularly throughout the year to ensure that protocols are reviewed and

updated. Each team member's role should be clearly defined and included in a written document that can be accessed easily by the campus community.

Colleges should have Memorandums of Understanding (MOU) or Memorandums of Agreement (MOA) with local sexual assault crisis programs, local domestic violence programs, and local law enforcement to ensure that a process is in place for providing services to survivors. MOUs and MOAs also make clear each group's responsibility in responding to survivors and ensuring that there is accountability when the response process does not meet appropriate standards.

Victim Services

Survivors of sexual violence are faced with making many decisions in the time following a significant trauma. They often feel overwhelmed, scared, and confused. Institutions of higher learning should create safe, comfortable spaces for survivors to report, seek mental health service and healthcare, access community-based victim advocates, and participate in the judicial process. In order to facilitate comprehensive, consistent services for survivors on campus, institutions should have a single person responsible for coordinating and overseeing victim services. When students report barriers or challenges while accessing services, reporting, or going through the judicial process, it should be addressed through the institution's policies and procedures.

Colleges and universities should be prepared to respond to survivors from diverse backgrounds and experiences. Students of color, students with disabilities, lesbian, gay, bisexual, and transgender students, international students, and others need to be met with culturally appropriate and affirming care following a sexual assault. Training and education are critical components to meeting the needs of campus communities while providing faculty and staff with the support necessary to provide survivor-centered care.

In order to meet the needs of survivors of sexual violence, campuses should partner with local community-based sexual assault crisis programs to provide survivors with free, confidential crisis counseling and advocacy. Certified sexual assault crisis counselors offer immediate accompaniments for survivors accessing healthcare, the criminal justice system, or the judicial system, as well as crisis counseling for both survivors and their families. Privacy is often a primary concern for survivors accessing services; working with a certified sexual assault crisis counselor ensures that all communications between the survivor and the counselor is protected by state law and unable to be shared without the consent of the survivor. Institutions should offer community-based service providers, such as sexual assault crisis programs, a dedicated, consistent space for survivors to meet with advocates. Many schools provide space through their counseling or health services.

Reporting Options

Institutions should offer a multitude of reporting options to ensure that survivors are able to report their assaults in the way that is most comfortable for them. In addition to having a formal reporting option whereby students report sexual assaults to campus personnel, it is also important to give students the option to report without participating in the formal adjudication process. Campuses with multiple

reporting options are also able to collect information about trends in sexual violence perpetration on campus.

There should be no time limit on reporting sexual assaults. Survivors of sexual violence often need time to cope with the trauma and explore their options before deciding whether or not to report and to whom. Reporting procedures should be widely available and easily understood by the entire campus community. Any barriers to reporting that are shared with the institution should be investigated and addressed through campus policy.

Judicial Process

Some students may want to report their sexual assaults to the institution and seek remedies through the campus judicial process. For students who choose to pursue participation in the judicial process, it can be a difficult process that makes students feel re-victimized and overwhelmed. Ongoing training for Judicial Hearing Board officers is a critical way to help ensure that students receive sufficient and sensitive assistance through the institution. Training topics should include trauma responses, offender behaviors, victim dynamics, and investigation techniques. Training for campus personnel who will be part of an institution's judicial process is now required by state law.

This new law also requires that the victim and the accused are able to have a support person in attendance at any disciplinary proceedings. Student survivors should have the option to work with a campus-based or community-based advocate during the judicial process. Survivors should also be able to ask questions, offer victim impact statements, and give input regarding sanctions.

KEY FEDERAL & STATE POLICIES

The federal **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act** (20 USC § 1092 (f)), known as the Clery Act, requires colleges and universities across the United States to disclose information about crime on campuses. The Act is enforced by the U.S. Department of Education and applies to any institution who participates in the federal student aid program. The Clery Act requires colleges and universities to publish an Annual Security Report, to have a public crime log; to disclose crime statistics for incidences that occur on or near campus; to issues timely warnings about Clery Act crimes which pose a serious or ongoing threat to the campus community; to devise an emergency response policy; to compile and report data about fires on campus; and, to enact policies and procedures to handle reports of missing students. A link to the fully Clery Act can be found at http://www.securityoncampus.org/sites/default/files/Jeanne%20Clery%20Act%20Full%20Text.pdf.

The Department of Education's **Office on Civil Rights offered guidance to institutions about Title IX regulations through a "Dear Colleagues" letter** issued on April 4, 2011. The letter highlights a three-point protocol: distributing a notice of nondiscrimination to students, employees, and others in campuses, designating a Title IX coordinator to oversee sexual assault complaints, and adopting and publishing grievance procedures that provide "prompt and equitable resolutions" of complaints. It established that the preponderance of evidence standard must be used as the standard of proof when adjudicating cases. The full letter can be found here http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf.

In 2012 the Connecticut legislature passed **PA 12-78:** ***An Act Concerning Sexual Violence on College Campuses*** which provides guidance to Connecticut colleges and universities in order to provide uniform, comprehensive support to students who experience sexual violence on campus. The law requires that all Connecticut colleges and universities adopt and disclose polices related to sexual assault on campuses. Policies must include information about reporting procedures, assistance for students seeking interim sanctions, plans for how universities would honor protective orders, and clear summaries of the institution's disciplinary proceedings. Additionally, the legislation requires judicial personnel to be trained in issues related to sexual violence, that judicial hearings begin promptly, and that both parties are able to bring a support person to any disciplinary proceedings. Under the new legislation colleges and universities are required to keep survivors' identities and personal information as private as possible if they report a sexual assault. Colleges and universities must also provide sexual assault and intimate partner violence primary prevention and awareness training for all students. A link to the legislation can be found at http://www.cga.ct.gov/2012/act/pa/2012PA-00078-R00HB-05031-PA.htm.

ABOUT CONNSACS

CONNSACS and its nine community-based member programs have a long history of partnering with Connecticut's colleges and universities to provide comprehensive sexual assault victim services. In addition to coordinating the Connecticut College Consortium Against Sexual Assault, CONNSACS has worked with numerous colleges and universities across Connecticut to implement and update policies and procedures related to addressing sexual violence. CONNSACS also provides individual campuses with technical assistance, trainings, and policy reviews. More information about CONNSACS can be found at www.connsacs.org.

THE CONNECTICUT CAMPUS COALITION TO END VIOLENCE AGAINST WOMEN

The Connecticut Campus Coalition to End Violence Against Women (CCCEV) is a collaboration between nine Connecticut universities and the Connecticut Sexual Assault Crisis Services (CONNSACS), who came together under a Department of Justice grant to identify best practices across Connecticut, reduce the incidence of perpetration, increase reporting, and strengthen coordinated community responses to acts of domestic violence, sexual assault, dating violence and stalking on campuses. The universities are: Southern Connecticut State University, Central Connecticut State University, Eastern Connecticut State University, Western Connecticut State University, University of Connecticut, University of Hartford, University of Bridgeport, Quinnipiac University, and Trinity College.

THE CONNECTICUT COLLEGE CONSORTIUM AGAINST SEXUAL ASSAULT

The mission of the Connecticut College Consortium Against Sexual Assault (CCASA) is to provide a forum to address the prevalence of sexual assault and other forms of violence against women on college and university campuses. The Consortium is a space to share information, strategies, and resources in order to strengthen and support each campus community's work to end sexual violence. The Consortium is comprised of representatives from Connecticut colleges and universities, sexual assault crisis advocates, individuals from community-based services, and others who work to improve the response to and prevention of sexual violence in campus communities. The Consortium is coordinated by Connecticut Sexual Assault Crisis Services (CONNSACS).

2011-2012 CCASA MEMBERS

Albertus Magnus College
Eastern Connecticut State University
Southern Connecticut State University
University of Bridgeport
University of New Haven
Yale University
Central Connecticut State University
Sacred Heart University
Trinity College
University of Connecticut
Western Connecticut State University

Connecticut Sexual Assault Crisis Services, Inc.
Founded in 1982, the mission of Connecticut Sexual Assault Crisis Services (CONNSACS) is to end sexual violence and ensure high quality, comprehensive, and culturally competent sexual assault victim services.

Statewide Sexual Assault Crisis Services Hotlines
888.999.5545 (English) 888.568.8332 (Español)

This project was supported by Grant No 2009-WA-AX-0029 awarded by the Office on Violence Against Women, U.S Department of Justice The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the authority and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women

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line 14

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Written Testimony for the
Higher Education & Workforce Advancement Committee
From
Judith B. Greiman
Connecticut Conference of Independent Colleges
February 11, 2014

On behalf of the member institutions of the Connecticut Conference of Independent Colleges (CCIC), I am submitting testimony regarding **House Bill 5029, An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.** Sexual violence on campus is a critically important issue that all of our campuses take seriously and are working hard to prevent. As the Committee considers potential legislation to address Sexual Assault and Intimate Partner Violence on Campus, we strongly recommend that there be one set of clear and manageable standards and requirements for institutions of higher education that align with current federal requirements.

Currently all institutions of higher education in Connecticut are subject to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, passed in 1990. The Act mandates that colleges and universities must annually file a Campus Security Report with the federal government and must make the report available to students and employees. This report must include crime statistics for the prior three years, policy statements regarding various safety and security measures, campus crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sexual offenses.

More recently, the 2011 Dear Colleague letter issued by the U.S. Department of Education clarified and updated the responsibilities of colleges and universities to take immediate steps to respond to sexual violence in accordance with Title IX. In addition, the 2013 amendments to the Violence Against Women Act, which expanded annual campus crime reports to include acts of domestic violence, dating violence and stalking, also established new policies and procedures for handling asserted sexual offenses and required new training and awareness programs for campus personnel, students and staff. These revisions are the currently the subject of a negotiated rulemaking session that just got underway this month. Everything from the definitions of sexual assault and dating violence to the counting of reportable offenses and disciplinary procedures are up for discussion in these revised regulations. Further, just last month, in January 2014, the White House announced a new Taskforce on Sexual Assault on College Campuses, which will issue a report in 60 days.

As a result of all of these recent developments, CCIC's member institutions have worked to strengthen, clarify and broadly disseminate to students, faculty and staff their policies and processes for reporting and responding to reports of sexual violence. As a sector, we are also working on enhancing training through a series of best practice sessions to be convened over the next few months. We are concerned that a separate overlapping and potentially conflicting set of rules would create confusion and add layers of bureaucracy but would not improve campus culture. We urge you to maintain consistency with the federal laws with regard to definitions, areas of coverage, report timing and requirements and training mandates.

A few specific points of feedback on the provisions of the bill:

Section 1:

New Reporting Requirements- Regardless of where incident occurred
Proposed new language would require sexual assaults and intimate partner violence to be included in institutional statistics *regardless of where the incident occurred and who was involved.* This needs to be narrowed or campuses could be required to report incidents that occurred off campus, in another state, with no relation to the campus at all. Would the campus be required to offer a disciplinary hearing for an incident that occurred out of state? Federal language (Higher Education Act Section 485f (6)) refers to assaults occurring on-campus, on public property within and adjacent to campus and at campus-related properties like off-campus student organization housing and remote classrooms. We understand your desire to capture incidents occurring at off-campus housing locations and urge you to use the federal language.

Section 2:

a) ***Definitions***: The bill retains several definitions that differ from the federal rules for prevention and reporting violence." It is difficult for institutions to ensure they are complying with two sets of regulatory standards that employ different definitions. As an example, "sexual assault", "dating violence", "domestic violence" and "stalking" are all defined in federal rules. HB 5029 adds an entirely new definition of "bystander intervention." We urge you to reconcile differences in federal and state definitions to achieve greater clarity and better compliance for campus officials, legislators, and victims.

b) ***Training:*** The institutions understand that training is a critical component of both preventing sexual violence and making sure that victims understand their rights. Requiring training of every existing employee, however, is costly and time consuming. Federal law requires training of all new employees and incoming employees along with ongoing prevention and awareness campaigns for students and faculty. It would be helpful to add language stating that "training programs that satisfy federal requirements also fulfill institutional obligations under this section."

c) ***Anonymous Reporting:*** We urge you to clarify the intent concerning anonymous complaints. The language in this section of HB 5029 is confusing. It references anonymous complaints, but subsequently discusses limits on confidentiality and protecting the victim's identity. In truly anonymous reports, the victim's identity is not known and confidentiality is not an issue. In addition, it is difficult to understand how an institution would investigate anonymous complaints, because school officials cannot talk to the victim if they do not know who she or he is. Federal policy already addresses cases where victims wish to keep their identities confidential. The Dear Colleague Letter requires schools to pursue complaints to the extent possible where a victim wishes to remain confidential. Colleges cannot be expected to prosecute anonymous complaints to the same extent as those in which the victims are identified because they won't necessarily have the requisite information. We urge you to mirror the federal language around confidentiality and anonymity.

f) ***Reporting Requirements:*** This appears to create a significant record-keeping obligation and some logistical challenges for the institutions. We would urge lawmakers to look at federal reporting requirements and mirror those where possible.

Section 3

Sexual Assault Response Team: Institutions have devoted significant time and attention to developing appropriate response mechanisms and have models in place that are functionally equivalent to the "sexual assault response teams" but may not match them in exact organization. Members noted that a review of the

protocols each semester rather than each academic year seemed unnecessary, that the training requirements for the SART are extensive and may be difficult to manage and that there should be some flexibility in designing a team that fits with the campus administrative structure while upholding the important policy provisions of the law.

Section 4

The bill requires each college or university to enter into a memorandum of understanding with at least one community based sexual assault or intimate partner violence crisis service center. There is no question that victims should be assured of access to free and confidential counseling. Nonetheless, the Committee should allow institutions to assess the best service providers within their communities. Federal rules do not mandate agreements with specific service providers, and we have some concerns about the merits of such a requirement particularly when such provider is either unavailable, unwilling to sign on to a reasonable agreement or is not the best provider.

Darcie Folsom
Director of Sexual Violence Prevention and Advocacy
Connecticut College
February 11, 2014

Good afternoon. My name is Darcie Folsom. I am a resident of Colchester and I am employed full-time by Connecticut College in New London, where I am the director of sexual violence prevention and advocacy.

I am here today to tell you about the work we're doing at Connecticut College, where we have developed a comprehensive approach to sexual assault prevention, as well as response education and training. We call it the Think S.A.F.E. Project. Think S.A.F.E. is Connecticut College's on-campus resource for information about sexual assault, dating violence, domestic violence and stalking.

Think S.A.F.E.'s mission is to partner with campus members and community agencies to foster individual and collective action to end sexual and relationship violence.

Think S.A.F.E. was launched four years ago with a grant from the U.S. Department of Justice's Office on Violence Against Women Campus Grant Program. The spirit of the grant was a good fit for our community, and the grant funding enabled Connecticut College to hire and train staff and implement effective programming on our campus. When the grant funding was completed a year ago, the College's senior administrative team agreed this work was so important and so effective that it took on the responsibility for continuing to fund this work – and my position.

I must tell you how important the funding was to Connecticut College being able to begin this important work and build such a comprehensive program. And, when you are considering legislation, I strongly urge you to consider that any mandates must include funding.

Connecticut College's Think S.A.F.E. Project includes:

1. **Education and training for students, faculty and staff** – We provide training on the topics of dating/domestic violence/sexual assault and stalking to a variety of student, staff and faculty groups, including Campus Safety Officers and our judicial hearing board. This includes training we provide to every incoming student during Orientation.
2. **A Coordinated Community Response Team** – We bring together representatives from our campus community and from our community partnerships. Community partners include the local sexual assault and domestic violence crisis centers, police departments, state's attorney's office and the victim's advocate from the local court system. The Coordinated Community Response Team members work together to ensure a comprehensive and well-integrated approach to improving access to services.
3. **A bystander intervention program** – Ours is called Green Dot. It's based on the premise that no one has to do everything, but everyone has to do something. That "something" is your green dot. We train students, faculty and staff to recognize situations in which their peers might be in danger or at

risk. When they see a situation in which someone could be at risk, they are trained to step in and prevent that one potential incident from happening. We just completed a very successful "Green Dot Week" at Connecticut College, a week-long series of awareness events that culminated in a six-hour training session for 52 students. These 6-hour trainings are voluntary on behalf of the students.

4. **Peer education** – Students at Connecticut College are very involved. Along with the 500 students who have graduated from our Green Dot training program, students are also active in SafetyNet and 1 in 4 peer education groups that raise awareness throughout the year and especially during October and April, domestic violence activism month and sexual assault activism month, respectively.

Students at Connecticut College will tell you that the culture on our campus is very open. People are aware of this issue and they know where to go for help.

Now, you may be surprised to learn that as colleges increase education and awareness of these issues on campuses, the number of reported incidents also tends to go up. As you delve more deeply into this issue, you will understand that an increased number of reported incidents means students are aware of the resources available to them and are getting critical support from their college or university.

I applaud you for taking on this difficult issue. At the same time, I urge you to develop legislation that is fair and equitable and, most importantly, is survivor centered . I enforce this point because I have been hearing a lot lately about "prosecution and conviction." Some people think that's the best solution, that it holds people accountable.

But "prosecution and conviction" as a deterrent perpetuates the message that perpetrators should not commit sexual assault because they'll get in trouble for it – it's a very self-centered approach that is based on the perpetrator's well-being and happiness. Sexual assault prevention shouldn't be about making the perpetrator happy. It should be more about making a community of people who care about each other who are willing to step in and help – and stop it from happening at all.

Connecticut College is a leader in this work and I am happy to answer any questions you have. Thank you.

Office of the Vice President for Student Affairs

DATE: February 10, 2014

TO: State of Connecticut General Assembly

FROM. Dr. Thomas C. Pellegrino

RE. February 11 2014 Testimony Re Bill no. 5019
An Act Concerning Sexual Assault and Intimate Partner Violence on Campus

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Dear Assembly Members,

Thank you for allowing me the opportunity to speak before you today on this bill and the important area it deals with, specifically sexual assault and intimate partner violence on college campuses.

I want to first thank this legislative body for its ongoing efforts aimed at improving processes that schools and colleges have in place to help encourage reporting of crimes of sexual violence and the support of victims. When this body conducted hearings on the question of mandated reporting some two years ago, that discussion prompted several universities, including Fairfield University, to take the independent step to revise and expand our on-campus reporting requirements. Two years later, we now have policies that cover and require every employee and agent of the University to report crimes of sexual violence made known to them unless they were otherwise governed by legally prescribed confidentiality protections. I believe Fairfield University is a better campus today because of that change in its policy and know my colleagues at other institutions within the State would agree.

Today we are again addressing an issue that demands the attention of all college campuses: the prevalence of sexual violence on college campuses. As President Obama stated in his January 22, 2014 Memorandum establishing a White House task force to protect students from sexual assault, this should be viewed first and foremost as a call to action. This chamber is responding to the call and our college communities are doing the same. So I wish to begin by offering my support of Bill no 5019. While we are already accomplishing many of the changes the Bill puts into place, particularly in the areas of reporting, victim notification, and training of personnel, there will always be more work for us to do. There are two critical elements that I would highlight here: The first is on assessment, the second relates to collaboration and resources.

First, a note on assessment: The Bill sets forth an annual reporting requirement that requires colleges and universities to report back on a series of data points, ranging from the number of sexual violence incidences to the number of students and employees participating in educational awareness programs. Having a series of metrics that are known and regularly assessed is of critical importance to achieving the overarching goal of ending sexual violence on campus altogether. This goal cannot be achieved without data. On our campus, we are now collecting data that doesn't just report back on the required metrics under the Clery Act. We also collect information through surveys and focus groups that

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provides us critical insight into campus attitudes around sexual violence. Our efforts around this heightened level of assessment must of course continue.

Second, I would highlight the importance of having a sexual assault response team that invites partnering with important external constituents. At many schools like Fairfield, we have found collaboration to be of significant benefit in our efforts to address sexual violence issues on a proactive as well as reactive basis. Our collaborations with the local police in Fairfield as well as organizations such as CONNSACS and the Center for Family Justice give us access to expertise and resources that are crucial to our efforts. I can cite one important example of collaboration: A number of Connecticut institutions, including Fairfield are collaborating with Connecticut Sexual Assault Crisis Services, Inc. (CONNSACS) on the *Where do you Stand* campaign. This is an educational program that utilizes bystander intervention theory and other techniques to better educate our college males on their unique role and responsibility to take a stand with their peers against all forms of sexual violence. As this body is aware, historically our educational initiatives both in college and in high school have focused on the behavior of the victim – in most cases females. We believe we need to put more focus on our males something that is indicated in the Bill's focus on bystander programs. Our intent is to work more closely and directly with our college males, sharing with them statistics and embedding within them a personal sense of responsibility to hold themselves and their peers accountable.

Keep in mind that there are strong cultural forces here. It is not just how the "all fun, no-rules" description of college life gets portrayed in the media and in entertainment. It is also how the opportunity for parents and guardians to discuss their expectations with their children is an opportunity that is frequently missed. Recognizing this, administrators take time to encourage such discussions between parents and students at our orientation sessions preceding that start of the school year. These are difficult discussions to have with a parent and student, but ones that must be had if we are to take a holistic approach to changing culture.

The number of cases and the complexity of the issues that are being presented to our campuses are increasing. While we continue to build the cadre of trained Title IX compliance officials on our college campuses, we will also need to make sure that the training does in fact equip these individuals with the tools necessary to investigate, support and adjudicate cases. Also, we need to make sure that the individuals carrying out this important work on our campuses also feel supported, that they realize they are not alone in what is a shared responsibility among staff, faculty and students, and that our institutions are at all times keeping in line with current regulations and best practices. What I describe here is not easy work, but it must be undertaken and we are committed to doing so. The costs associated with training are not insignificant. This includes not only standard Title IX certification training, but costs associated with securing external groups to come to our campuses to train our staff who conduct hearings. I would respectfully request that this body consider providing funding or avenues of accessing funding to assist colleges and universities in meeting the cost of training. This financial assistance would better enable us to carry out our duties in this regard.

In closing, I know I speak for many college administrators when I say that sexual violence has, appropriately, become the central topic of discussions at our professional conferences, with our staffs and with our boards of trustees and directors. It is a focus of our educational and programmatic efforts with all of our students, particularly those who are just making the transition from high school to college. I also know I speak for my fellow administrators when I say that sexual violence is the issue that keeps us up at night, not only because the health and safety of students is our responsibility, but

because we have children too. We are their parents, their teachers, their coaches, their mentors and their neighbors. We see first-hand the faces of the victims as well as of the accused in a dynamic that yields no winners. So, our goal, again, must be to prevent sexual violence altogether. The path to that goal is not easy. Some would point to an increase in the number of complaints being brought on a college campus and say that the goal of ending violence is not being achieved. But we know here today that this increase in reporting is occurring because we are creating a better environment for reporting and addressing reports on our campuses. This legislation makes that environment even stronger, and will aid our continued progress towards ending sexual violence on our campuses.

Thank you.

Submitted
Dr. Thomas C. Pellegrino

The following is additional written testimony describing policies, training, and educational practices at Fairfield University.

Policies

We have policies for Sexual Misconduct as well as Bias, Discrimination and Harassment. These policies are contained in the student handbook and students are notified of their contents each semester. Taken together, the policies cover the entire spectrum of prohibited behavior under Title IX, Federal law (e.g. the Clery Act), State law and University policy. Policy language has been adapted to comply with, among other things, the Dear Colleagues letter of April 2011, et seq.

Our policies are reviewed on an annual basis and updated to insure compliance with changes in law as well as best practices. Our current policy reflects the most recent changes in State of CT law regarding, among other things, standards for the reporting of claims, providing support to victims, and procedures for running judicial boards. We have a stand-alone judicial board – the Discrimination, Harassment and Sexual Misconduct Board - trained and designated solely to handle sexual misconduct cases. Fairfield University also runs annual mediation training and certification for both students and employees. Once trained, these certified mediators are available to hear matters arising under our discrimination and harassment policy (we do not offer mediation for sexual violence cases).

Two years ago, Fairfield took the step to mandate reporting of sexual assault by all employees not legally covered by confidentiality;

Since we ramped our efforts to require broader reporting and also ramped up our many education initiatives, we have seen an increase in the number of sexual assault complaints coming to our attention. While still well below what we understand to be the reality of college-age females reporting incidences of unwanted sexual activity (1 in 4, 1 in 5), we do hear from students that our many efforts around notification of policies, educational programs, etc., make them believe that the University wants complaints to be reported and that it will act on them,

Training

We work closely with Ct Sexual Assault Crisis Services (CONNSACS) to provide annual training to board members and other members of our community on the experiences of victims and the handling of board cases;

We have a certified Title IX investigation team in place on campus. I facilitate annual training of this team to be certified/refreshed as investigators and compliance officers. Our most recent group of reps, including our Title IX coordinator Terry Quell and Title IX investigator Will Johnson and Dean of Students Karen Donoghue, just returned from a full week's certification refresh in New Orleans We plan to expand the number of certified investigators each year, and include members of HR;

On December 10, 2013, Fairfield University hosted the CCIC and its sponsored lecturers for an update on legislative initiatives related to sexual violence on campus. Attended by college administrators and law enforcement officials from around the State of CT, this program provided updates on Clery, Title IX, and legislative efforts (both state and federal) aimed at raising awareness on, and decreasing the prevalence of sexual violence on college campuses

Following up on the December 10 meeting, we will be working both as an institution and as a member of the CCIC to review and certify compliance with the mandates of State of CT bill 00239, *An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.* A key component of the bill is its call for a sexual assault response team that includes members from both the campus community as well as the Fairfield Police and one external agency. Fairfield has enjoyed strong collaborative partnerships with Fairfield PD, CONNSACS and the Center for Family

Justice (formerly known as the Center for Women and Families). We look forward to formalizing this relationship and providing a model for other schools within the CCIC to follow

This spring, Fairfield will be working with CONNSACS to sponsor the *Where do you Stand?* Campaign on campus· This is a campaign focused specifically on males on college campuses and is designed to get males to understand how sexual violence is, for the most part an act of violence by men, and that proactive steps to curb it need to be owned by male college students (and not just education to women about how to avoid rape, say no, etc),

On Feb 25, myself, Todd Pelazza, Will Johnson and Rev. Paul Holland will be taking part in a 10X10 train the trainer program offered by Chief Gary MacNamara of the Fairfield PD and the Center for Women and Families. This training is focused specifically on male behavior and how best to educate males;

The Department of Public Safety runs its on workshops and training for its staff on how to deal with sexual assault complaints to insure appropriate sensitivity to victim needs. In my opinion, we do an excellent job in this area We always work closely with Fairfield PD any time a complaint is raised. Further, DPS's role is clearly delineated in our protocol - they serve as first responders to assess the situation and insure safety as well as access to supports for the victim. Fairfield PD is always brought to campus whenever a complaint is received. We then pass the matter to our Title IX team for investigation and outreach to the victim (and to do outreach to the accused)

We do annual training of all coaches and their teams (meetings are with indivdual teams, not in a "tent" setting) as well as meetings will all sponsors of summer camps on our policies, procedures and their reporting requirements before camp season starts,

We require background checks for all new employees as well as proof of the same for camp counselors

We provide workshops for faculty on reporting requirements. Last year, I worked directly with the Academic Council to develop standard language faculty can use in a syllabus to apprise a student of the supports available to a student bringing a complaint of harassment or assault, including the role the faculty member will play in assisting the student in reporting the matter to DPS;

RAs and New Student Leaders (student employees and leaders who deal directly with their student peers on nights and weekends) received training each summer on their roles and responsibilities in reporting and supporting victims

<u>Notifications</u>:

University Policies: At the beginning of each semester, we put out communications to the entire campus community identifying our policies on sexual misconduct and harassment. We also provide the contact information for our Title IX Coordinator and Deputy Investigator, and a link to a FAQ brochure on what to do if you are the victim of a sexual assault;

Clery: At the beginning of each semester, we issue a notice under the Clery Act to all "campus security authorities" advising them of their specific responsibility under both federal law and university policy to report crimes. We provide this group with reporting forms for crimes, including our specific sexual assault form.

Fairfield also complies with Clery through its annual distribution of its Crime Report The Crime Report has been updated to meet the requirements of S. 47, the Violence Against Women Reauthorization Act of 2013 ("Act") and that Act's prescriptions regarding new reporting definitions and statistical reporting requirements. We also provide notification of the educational programs in place, as well as supports in place to deal with sexual violence as required by the Act

Educational Programs for Students:

All freshmen are required to complete HALO, a 1 hour online sexual assault awareness and prevention course in the summer before freshmen year;

The Freshmen Year Experience (mandatory for all freshmen) has one class module dedicated specifically to Healthy Relationships, which includes information about sexual violence, trends on campus, supports and services available at the University, and what to do if you or a friend is the victim of interpersonal violence.

Students are provided a copy of a user-friendly, FAQ brochure on what to do if you or a friend are the victim of sexual violence. This brochure is in hard copy and available on our website:

http //www fairfield.edu/media/fairfielduniversitywebsite/documents/student/ps_sexual_violence pdf

Just in the Fall of 2013, Fairfield University students had access to the following educational and social programs all focused on issues relating to sexual violence, domestic partner violence, campus culture, LGBTQ issues, etc·

Healthy Relationships Program: Sept 25th The Center for Women and Families will engage with students in dialogue about what defines a healthy relationship

Dinner Series: October 8th Sophomore Residential College met with a Sexual Assault survivor in the Ignatian Residential College

Jane Do No More· October 8th Sexual Assault Survivors shared their stories to educate and prevent sexual violence from occurring on campus. Estimated 400+ students in attendance

RAD (Rape Aggression Defense) for Women Classes· October 15th, 17th, 22nd, 24 (6pm-10pm) Self Defense Class for women to prevent and avoid dangerous situations where sexual violence or abduction could occur.

Kerry Cronin Recurring speaker invited to our campus talks about the hook up culture, relational issues facing college students and dating/domestic violence (she did not come this year)

LGBTQ & Sexual Violence Dinner & Discussion: November 7th : Sophomore Residential College (Service for Justice Residential College) hosted Speaker from CONNSACS to discuss issues related to sexual violence in the gay/lesbian community

"Stop It": November 21st, Sexual trauma Outreach Programming and intervention Training consultant will speak to students about ending sexual violence. Co-Sponsored by FUSA, Reslife,

Center for Academic Excellence: November 12 panel discussion on dealing with students with disabilities, accommodation needs, and who present with emergencies that require intervention by either case management or, in the case of harassment, including sexual harassment, referral to our Title IX team.

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Center for Youth Leadership
Stamford Youth Services Bureau

Why wait for someone else to make a difference?

Connecticut Legislature: Higher Education and Employment Advancement Committee
Testimony in Support of HB 5029: An Act Concerning Sexual Assault and Intimate Partner Violence on Campus

February 11, 2013

Millie Cunningham and Kirsi Balazs

Hi Senator Cassano, Representative Willis and members of the committee. We have a special greeting for Senator Boucher, with whom we have worked on legislation in the past, and Representative Lavielle, who represents our hometown of Norwalk and who has hosted us on previous visits to the general assembly.

My name is Millie Cunningham from the Center for Youth Leadership at Brien McMahon High School in Norwalk and this is Kirsi Balazs from the Mayor's Youth Leadership Council at Stamford High School. On behalf of our 384 members, we are here to testify in support of *HB 5029: An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.*

When we entered high school four years ago we had no idea it would prepare us for harassment and assaults on campus. For example, last year, while leading an activity about dating violence, two of our members - a boy and a girl - walked around school handcuffed to each other. A male teacher stopped them, looked at the girl, and said, "Can I borrow those later and do you come with them?"

We started a project two years ago called *Boots and Leggings* because one of our female members was harassed by a male teacher for her "...too tight leggings and boots that make you look like a whore." He even threatened to take away playing time from her team if she did not change - immediately. So now scores of our female members walk around school on a given day in boots and leggings and a sign that reads - *This outfit does not give you permission to harass me.* Unfortunately, we still have work to do. Two weeks ago a male security guard at one of our schools looked at two of our female members who were wearing the sign and said, "I beg to differ."

And just a couple of months ago a male student at one of our schools was arrested and charged with fourth-degree sexual assault for groping a female student between classes, asking her to perform oral sex on him and shoving his hands down her pants - all at one o'clock in the afternoon in a hallway that is used by hundreds of students during the day. (1)

Yes, these are extreme examples, but they are consistent with the gauntlet of verbal - and some physical - sexual harassment and abuse that many female students at our schools have to navigate on a regular basis. Don't get me wrong; it's not like our schools are out of control. They're not, but there is more than enough harassment to go around, which is why we are working with our boards of education on awareness, prevention and intervention programs similar to those outlined in The New York Times last week (3), and why HB 5029 is so important to us, our friends and our parents.

There are several components of HB 5029 that stand out:

1. We are encouraged by the reporting requirements in the bill. Such reporting is sorely lacking on the high school level. We understand the privacy rules under FERPA (Family Educational Rights and Privacy Act), but basic information about an incident and a school district's response is often missing. For example, parents were never notified about the sexual assault incident that Millie described earlier.

2. We agree with the requirement to provide victims of assault with a clear and concise description of their rights as soon as they report an incident. We are all too familiar with the degree to which high school students are left in the dark

about their rights. School administrators, falling victim to "...well, we first have to conduct an investigation," oftentimes fail to tell students their legal and school district rights in a timely fashion. Right from the start students are disempowered to report incidents of assault. "Sexual assault is a devastating crime that robs victims of their autonomy," said Laura Cordes of Connecticut Sexual Assault Crisis Services.(3) Teens who have reported incidents told us that they felt re-victimized by their lack of control during the investigation phase; that they were left to wait as others - some of whom did not have their interests in mind - decided how (and if) to proceed with the complaints.

3. We also strongly agree with the option for victims to report an assault anonymously. We have found in our work on dating violence and sexual harassment that this option is critical to getting students to report incidents. Sure, we still have long way to go - to get past a culture of silence and shame and the fear of retribution - but the anonymous option has been a big plus.

4. Finally, as we successfully argued two years ago in support of the state's bullying law, we are in complete agreement with the requirement that universities must report incidents of sexual assault that occur on ***and*** off campus. We thought some high school parties got way out of hand. Apparently, they are nothing when compared to some of the off campus parties that take place at a lot of colleges. Graduates of our high schools who go off to college have told us countless stories of harassment and assault in on-campus dorms and off campus apartments. As we all know, incidents that occur off campus more often than not find their way into the lives of students on campus. To separate the two is to ignore the obvious, often with serious consequences.

Sexual assault and intimate partner violence on and off campus are important issues for our 384 members, especially those who will attend a college or university in Connecticut. We strongly recommend that you pass HB 5029. Thanks for the opportunity to testify.

NOTES:

1. John Nickerson, "Student Arrested for Sexual Assault," The Advocate, February 1, 2014.
2. Michael Winerip, "Stepping Up to Stop Sexual Assault," New York Times, February 7, 2014.
3. Kathleen Megan, "Stronger Law on Campus Sexual Assault Sought," Hartford Courant, January 30, 2014.

Co-Chairs, Ranking Members, and Members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to address you this day and to express my support for House Bill 5029.

My name is Jennifer Coyne. I am a parent of a current UConn sophomore... The rate of occurrences of sexual assaults at our universities points to the need for continued changes to our legislation and to the need to oversee policies and procedures designed to keep our children safe.

My daughter was victimized during a sexual assault at a UConn affiliated fraternity house this past October. University programs of 'sexual assault awareness training' and seminars on 'harassment' did not serve to dissuade her attacker or encourage on lookers to report nor did these programs encourage administrators at UConn to put forth a coordinated, sensitive and timely response.

My daughter was further victimized by a distinctly ineffective response to her assault by the UConn offices and administration and members of the State Police. I have heard the words 'coordinated and robust response' used by UConn administration to characterize the policies and procedures that were in place last October. Regrettably, my personal experiences in the aftermath of the assault on my daughter have shown me that the *status quo* on our state's university campuses is in dire need of change and woefully misrepresented. I have experienced that what is said and written in defense of victims on campus does not match the actions that are taken in the light of day. The mechanism is broken, denial rules and ineptness and inexperience is in charge.

My experiences were defined by:

- Immediately following her attack- the Universities redirected me between seven distinct offices over the course of two and one-half hours of a phone conversations I searched for the a 'coordinated response' asking specifically who would be assigned as the coordinator of my daughter's care-medical, emotional, academic, and residential. More than a week to gain access to a rape counselor and then she was offered a male counselor. Multiple calls to the office of the university president and the title 9 with none of them returned.
- arguments with confused and un-informed, inexperienced members of campus security as I worked to advocate for my daughter. Specifically, it took two weeks to obtain a temporary parking pass.
- actions by the University taken up only in response to my persistent requests administrators were entry level professionals without experience or "common sense".
- As a FERPA designee information was repeatedly withheld, cooperation with the University Of Connecticut ONLY when I persisted.
- Disciplinary actions culminated with a hearing through the Office of Community Standards. The disciplinary hearing was conducted at my repeated request via a remote video feed. While we were asked to identify ourselves – the participants on the other end were never identified. The following day- again I persisted and after three phone calls The Office of Community Standards cooperated. At the

hearing, the closing comments were from the rapist who was given this forum to question my daughter- we were positively horrified that this was SOP for these hearings and had she known in advance that she would directly confronted by her attacked she would not have participated.

- Repeated comments from the State Police that her attacker was 'really a nice guy' speaks to the pervasive level of apathy towards victims.
- an unexpected encounter with her assailant in a campus dining hall after he was told to stay off campus.
- and struggles to obtain compassionate accommodations within her academic classes, she will be repeating this year.

All this while the UConn is involved in a very public scrutiny on their response to sexual assaults.

House Bill 5029 will stand to effect positive change on our campuses. It will require a greater accountability of the individuals that sit in the offices of our colleges and universities. House bill 5029 will prepare college administrators to aide both the victims and their families of sexual assault. Families have no choice but to look to the universities as partners in the continued growth of our children and as caretakers of their safety. House Bill 5029 is a step along a sensible path to eradicate sexual assault from our educational institutions and improve college policies and procedures for disillusioned administrators by mandating that action be taken by those with the power to do so.

Respectfully Submitted,
Jennifer Coyne

February 11, 2014

Good day, Madam Chair/ Mr. Chairman

My name is Novelette Brown. I reside here in Hartford. The Bill that I seek to endorse today is number 5029, titled An Act Concerning Sexual Assault and Intimate Partner Violence on Campus. I am speaking from two fronts, one—as a commuter student myself of higher education specializing in the field of social work, and two—as the parent of a child living on campus. With this Bill in place we can now breathe a little easier knowing that we have the law on our side in the event of sexual and or domestic violence as we pursue higher education. In addition, often times as social workers victims of sexual and domestic violence are our clients and as such any law or amendment thereof that will prevent and protect us from these horrid experiences is significant. Not only are these acts atrocious when they are being committed but the problematic effects that sometimes occur as a result that continues on in the lives of victims for years to come, and as such immediate assistance in terms of counseling and medical services that this bill seek to provide is key. Therefore, July 1, 2014 will not be soon enough to see this Bill become the law.

Thank you.

Higher Education and Employment Advancement Committee
Public Hearing
February 11, 2014

Testimony of:
Letamarie Highsmith
Jane Doe No More, Board of Director Member

Representative Willis, Senator Cassano and members of the Higher Education and Employment Advancement Committee:

Thank you for the opportunity to submit testimony in support of HB 5029 An Act Concerning Sexual Assault and Intimate Partner Violence on Campus. My name is Letamarie Highsmith and I serve on the board of directors of Jane Doe No More, a 501c3 charity founded right here in Connecticut in 2007 and born out of Connecticut resident, Donna Palomba's, experience of a horrific home invasion and sexual assault followed by traumatic re-victimization at the hands of law enforcement and other professionals. In 2007, Donna's case garnered national attention and was the impetus for the passing of Senate Bill 1500. This bill removed the statute of limitations on sexual assault cases involving DNA evidence in the state of Connecticut. Donna's perpetrator was caught 11 years after the crime, but not before he attacked again and again, ultimately leading to the attempted kidnapping and rape of a 17 year old girl.

Unfortunately, the stigmas that surround rape continue to make it the most misunderstood and unreported crime in this country. Just last month President Obama called for a Renewed Call To Action and released a report with staggering statistics on the human toll this crime takes emotionally, physically and financially. Female college students are particularly vulnerable; 1 in 5 will be sexually assaulted, most likely by someone they know. And that perpetrator will likely go on to rape again and again. Perpetrators not brought to justice leave all of us more vulnerable. That is why Jane Doe No More is on a mission to improve the way society responds to victims of sexual assault through education, awareness, advocacy and support.

When I first learned of Jane Doe No More and its vital mission I knew I had to get involved. I stand before you not only as a board member but also a survivor of sexual assault. Three years ago we launched our groundbreaking R.A.P.E. Outreach program. We are Raising Awareness through Personal Experience. Today, there are 23 women and men ages 22 to 64 who have come forward and gone on to find their voice through our professional development program. These individuals have become part of our vocal, vibrant and visible survivor community. Our faces and voices are seen and heard on college campuses and the impact is profound. We are empowering other victims – particularly those still suffering in silence – to come forward, regain control, and begin or advance their own healing. We are ending the silence. No more shame. No more blame. No more fear.

We all know that knowledge is power. The prevention of sexual assault is the ultimate goal. We offer self-defense classes for women and girls at no cost through our Escape Alive Survival Skills program in partnership with East Coast Training Systems. Unlike other self-defense classes, we begin with an education portion where survivors from our Outreach team share their stories. We have produced public service announcements in partnership with WFSB 3 to raise awareness about this program throughout Connecticut. It is highly successful and in great demand.

We recognize that a collaborative team approach is the only way to tackle a problem as complex and deeply rooted as the insidious crime of rape. The Jane Doe No More team is comprised of law enforcement leaders, educators, attorneys, business and marketing professionals, survivors and advocates. In 2010, we worked with Quinnipiac University's film professors and students, along with veteran filmmakers led by Richard Dobbs, director of over 30 episodes of Law & Order and Law & Order: SVU. We developed and produced enhanced training for law enforcement and first responders in the form of a powerful 8-minute video 'Duty Trumps Doubt'. Jane Doe No More presented this award winning video at the International Association Chiefs of Police conference. Today this video is in over 2,500 police departments throughout the country and is often used as part of roll-call training. It is our goal to create specific videos for every audience including college students, educators, legal professionals, campus security, administrators, survivors and their families. The many testimonials endorsing Duty Trumps Doubt underscore the profound and emotional connection made by viewing this video verses other types of text-based training.

In the spirit of collaboration, we strongly support HB 5029. Our desire is to use our expertise to work with all appropriate constituents and organizations as you craft the legislation and moving forward. Together we will make Connecticut the leader in addressing sexual assault and intimate partner violence on college and university campuses.

Donna Palomba
Founder,
Jane Doe No More, Inc.
203 Church Street Rear
Naugatuck, Connecticut 06770

donna.palomba@gmail.com
Office: 203-729-0245

Fairfield
UNIVERSITY

Department of Public Safety

It has been a pleasure having Jane Doe No More on our campus at Fairfield University for the past three years. Each of their presentations has had tremendous student participation, so much so that we've needed to find a larger venue for the event each year. They are an important organization helping today's society deal with the crime of sexual assault. We know that the crime of sexual assault is the most underreported crime especially on college campuses. Jane Doe No More raises awareness and empowers people to come forward and begin the healing process by providing information and resources.

Todd A. Pelazza

Todd A. Pelazza

Director of Public Safety

Fairfield University

1073 North Benson Road Fairfield, CT 06824-5195 Tel: (203) 254-4090 Fax: (203) 254-4238 www.fairfield.edu

TESTIMONIALS

"I have never met people with more heart in my life. Jane Doe No More isn't just a name, it is a presence. The energy that surrounds Jane Doe No More is one of optimism, compassion, enthusiasm, and camaraderie that is completely contagious and inspiring"
-Brittney Kilfeather, Volunteer

"I believe in the mission of Jane Doe No More. I am continuously amazed when I see firsthand the hard work and dedication our volunteers and employees put forth on a daily basis to make Jane Doe No More the success it is today".
-Kathy McPadden, Board of Directors

"I volunteer for Jane Doe No More because I wanted the opportunity to reach out to others. I know what it's like to feel lost in this world and I've had my share of shame and guilt since my rape. Jane Doe No More gave me a voice, and helped take away the shame I felt as a result of the trauma that happened to me at age 13. I use that voice so that people who feel that their lives are over can see that they, too, can be beautiful again."
-Kate, RAPE Outreach Team member

"Jane Doe No More has given me the strength to shine! Being involved with JDNM has given me a voice and allows my story and my voice to help end the silence of sexual assault. Jane Doe No More reminds me that I am strong, powerful and brave. I feel so very lucky to be a part of this awesome organization that is truly changing lives".
-Sara, RAPE Outreach Team member

"*Wow, the video Duty Trumps Doubt dispels the myths about sexual assault that are not only damaging to the victims but also dangerous to society's understanding of sexual violence. A must see for law enforcement!*"
-Chief Anthony J. Silva, Director, RI Municipal Police Academy

"Duty Trumps Doubt is right on point. How we initially conduct business as a police officer and as a person will have a lasting effect on the victim, on the crime scene, the prosecution and ultimately on the perception of the police. The video provides a very important message that we can all learn from, even after being involved in the law enforcement profession for over 35 years."
-Jim Peschong, Asst. Chief of Police, Lincoln, Nebraska

"I have two sons, ages 14 and 15, who heard you speak. It is apparent that the school is still buzzing about your visit. My sons tell me that your impact was HUGE and EMOTIONAL and MEANINGFUL and that boys and girls alike are still talking about how they felt that was the best assembly ever.....ever!"
-Parent of Students, The TAFT School, Watertown, CT

TESTIMONIALS

"I initially learned about the program via Channel 3's Public Service Announcement. I was curious and decided to investigate. I felt the program would be worthwhile, especially when I learned it was funded in part by the Petit Family Foundation and Sikorsky (I'm a former UTC/P&W employee).

Although my 18-year old daughter did not initially want to attend (Mom, really), I told her that was not an option. In my view, arming her with this information was no different than having her vaccinated! I viewed it as for her protection, especially since she leaves for college in a few weeks.

My daughter and I both came away from the class empowered with useful information/techniques and we're both grateful that we attended. This program would be worthwhile even if I was required to pay to attend. Women must learn techniques to keep themselves safe and to escape a bad situation should it arise. I simply can't thank you enough for this valuable public service. Your staff members are to be commended for a job well done!"
-Terry & Marisa Wagner (Mom/daughter) Marlborough, CT, Escape Alive Participants

"This was the best class I ever went to, I feel empowered. I wish I had taken my daughters. Great Job!"
- Ann Cianciolo, Escape Alive Participant

"The Escape Alive team is AMAZING! Thank you for coming to our school to help our girls learn the importance of awareness and how to defend themselves! Words cannot express our gratitude!"
-Isabel Nunes-Siraco, Escape Alive Participant

"The women who shared their stories were amazing and inspiring! And their stories prove it could happen to anyone - all women need to take this class!"
-Heather Anderson

"This class not only taught me many great ways to escape from a dangerous situation, but also how to avoid those situations all together by being aware of my surroundings. I have also brought my 18 year old daughter with me to a couple classes. She is a college student in RI and sometimes has to walk through campus alone. I worry just a little bit less knowing that she has some really great self-defense tools to carry with her everywhere she goes."
- Sandy Kearney, Escape Alive Participant

DV

Connecticut Coalition Against Domestic Violence

Member Agencies

Ansonia, CT

Bridgeport, CT

Danbury, CT

Dayville, CT

Enfield, CT

Greenwich, CT

Hartford, CT

Meriden, CT

Middletown, CT

New Britain, CT

New Haven, CT

New London, CT

Norwalk, CT

Sharon, CT

Stamford, CT

Torrington, CT

Waterbury, CT

Willimantic, CT

Testimony in Support of

HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus

Higher Education and Employment Advancement Committee
February 11, 2014

Good morning Senator Cassano, Representative Willis and members of the committee. My name is Liza Andrews and I am the Communications & Public Policy Specialist for CT Coalition Against Domestic Violence (CCADV). CCADV is the state's leading voice for victims of domestic violence and those agencies that serve them. Our members provide essential services to over 56,000 victims of domestic violence, such as 24-hour crisis response, emergency shelter, safety planning, counseling, support groups and court advocacy.

We urge your support of HB 5029 with a few suggestions for substitute language that will allow for the participation of domestic violence providers in helping college campuses address intimate partner violence (IPV), which is a form of domestic violence.

We commend legislators for this proposal, which creates a number of critical policies that mirror federal law and will help Connecticut college campuses address IPV. One important change will be to require institutions of higher learning to report every incident of sexual assault and IPV reported to state police, local police, campus police or campus security, including those incidents that occur off campus. Such a reporting requirement will lead to concrete data that can assist policymakers to more fully understand and address this issue.

The bill will also require institutions of higher learning to provide concise information, written in plain language, detailing the rights of sexual assault and IPV victims. It also gives colleges the option of creating an anonymous reporting mechanism for victims. These are both important steps to ensuring that victims can address violence on their own terms.

Section 3 of the bill requires institutions of higher education to establish a trained sexual assault response team for each campus. This will be a vital step to having trained professionals available to address violence on campus. After receiving comprehensive training, the response teams will "develop protocols for providing support and services to any student or employee who reports being the victim of sexual assault or ***intimate partner violence***." As such, **we respectfully request that you consider the following additions to allow for the participation of domestic violence agencies:**

- **Line 168 – add "and intimate partner violence" after "assault"** – this will result in a name change of the sexual assault response team to the *Sexual Assault and Intimate Partner Violence Response Team* since the bill calls for the team to respond to both sexual assault and IPV.

  The following lines also address the title of the response team:

  - **Line 169** – add "and intimate partner violence" after "assault"
  - **Line 181** - add "and intimate partner violence" after "assault"
  - **Line 192** - add "and intimate partner violence" after "assault"
  - **Line 199** - add "and intimate partner violence" after "assault"
  - **Line 217** - add "and intimate partner violence" after "assault"

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860.282.7899 860.282.7892 Fax 800.281.1481 (CT only)

- **Line 176 – add a new subdivision (3) that includes "a community-based domestic violence agency"** and renumber the remaining subdivisions – this will include the local domestic violence agency on the Sexual Assault and Intimate Partner Violence Response Team as the local domestic violence agency is the only agency with the expertise and government funding to address IPV that either does not encompass or goes beyond sexual assault.

- **Line 191 – add "and domestic violence" after "assault"** – this ensures that the role of local domestic violence advocates will also be explained to members of the Sexual Assault and Intimate Partner Violence Response Team as the local domestic violence advocate will be the best resource for working with IPV victims.

Section 3 of the bill states that the response team will receive training regarding a "victim-centered response." We believe it is important to define what this means. As such, **we respectfully request that you consider adding the following definition to Section 2 of the bill:**

> **"Victim-centered response" means** the systematic focus on the needs and concerns of a victim of sexual assault or intimate partner violence that (A) ensures the compassionate and sensitive delivery of services in a nonjudgmental manner, (B) ensures an understanding of how victim trauma affects victim behavior, (C) maintains victim safety, privacy and confidentiality, and (D) recognizes that victims are never responsible for the crimes committed against them and that offenders are always responsible for their crimes.

Section 4 of the bill creates an MOU between institutions of higher education and at least one community-based sexual assault crisis service center to ensure that "any victim of sexual assault or intimate partner violence can access free and confidential counseling and advocacy services..." As such, **we respectfully request that you consider the following additions to allow for the participation of domestic violence agencies:**

- **Line 211 – add "and at least one community-based domestic violence agency" after "center"** – The only agencies funded by state and federal government to respond to IPV that either does not encompass or goes beyond sexual assault are local domestic violence agencies. To ensure that the community is able to meet the requirements of this section, local domestic violence agencies should be included in the MOU.

  The following lines also address the inclusion of the local domestic violence agency in the MOU:

  - **Line 215** – add "sexual assault" after "such"; add "and domestic violence agency" after "center"
  - **Line 218** – add "sexual assault" after "such"; add "and domestic violence agency" after "center"

It is important to note that IPV is a form of domestic violence. While many may immediately identify domestic violence as something that occurs between married couples, abuse can realistically occur between all types of intimate partners. This includes violence among college-age young adults who are currently dating or who have recently been in a dating relationship. In fact, a national poll reports that 1 in 5 women report actual physical abuse, sexual abuse or threats of physical violence by their partner. While such violence may manifest itself in sexual assault (e.g., date rape), such violence can take many forms including physical, psychological, emotional, verbal or financial.

With regard to the definition of "intimate partner violence" found in the bill, **we respectfully request the following technical change be made to reference the correct definition of family violence in CT General Statutes:**

- **Line 48 – remove "domestic"; add "family" in front of "violence"; remove "46b-38h"; add "46b-38a" after "section"** – CT's family violence definition includes violence between unrelated persons presently residing together or who have resided together; persons in, or who have

recently been in, a dating relationship; persons who have a child in common regardless of whether they are or have been married or lived together at any time.

Recognizing the importance of this issue, last fall CCADV partnered with the Injury Prevention Center at CT Children's Medical Center/Hartford Hospital to conduct a statewide needs assessment of college and university policies and procedures in regards to IPV. The assessment aims to describe current campus policies and procedures, awareness and prevention activities, and services available for victims of intimate partner violence. We will issue a report later this spring with key findings and recommendations for a model campus policy on IPV to help promote safer campus environments. **Preliminary survey results demonstrate that 75% of respondents (15 out of 20 respondents to date) would be interested in establishing a formal relationship with their local domestic violence agency.**

The federal Violence Against Women Act Reauthorization of 2013 (VAWA) extended the Jeanne Clery Act to include acts of domestic violence, dating violence and stalking to a list of major crimes that all U.S. colleges and universities participating in Title IV financial aid programs are required to report. It also requires these colleges and universities to create plans to prevent domestic violence and educate victims on their rights and resources. These requirements are effective as of March 7, 2014.

Again, we urge your support of this bill with the suggested substitute language. We look forward to working with the Committee on this important measure.

Please do not hesitate to contact me with any questions or concerns.

Liza Andrews
Communications & Public Policy Specialist
CCADV
(860) 282-7899
landrews@ctcadv.org

Testimony of Maria Businеau
Sexual Assault Crisis Center of Eastern Connecticut
In Support of HB 5209, An Act Concerning Sexual Assault and Intimate Partner Violence on Campus
Committee on Higher Education and Employment Advancement
February 11, 2014

Good Morning. My name is Maria Businеau. I am the Program Manager and a Crisis Counselor/ Advocate at the Sexual Assault Crisis Center of Eastern Connecticut. I have been providing support and advocacy to victims and survivors of sexual violence for over 14 years. I would like to thank the committee and the lawmakers for shinning the light on this important issue, which impacts so many of our youth today at such a crucial time in their lives when they should be focusing on discovering who they are, and building a foundation for their future. Oftentimes, victims of sexual violence on campus find themselves unable to remain focused on their studies, thus compromising their academic career.

I am here today to state support for the main concepts in HB 5029, An act concerning Sexual Assault and Intimate Partner Violence on Campus. I would like to thank the Higher Education and Employment Advancement Committee for their hard work on this important issue.

It is important that victims of sexual violence on campus make informed choices regarding how they handle their assault, and for that they need clear, concise, written information about the choices available to them in terms of reporting, and the availability of medical and support services. Whether they choose to report to an RA, campus police, health services, or administration, the response should be uniform and comprehensive. It is common for victims to receive different responses depending on which person or system they choose to report their assault. Victims receive conflicting information, or worse, they are not afforded the opportunity to seek timely and critical services such as, forensic evidence collection and crisis intervention, for the lack of training on the part of the first responder.

School Policy should be victim centered, and should mirror the community's response to victims of sexual violence, where adults make their own choices as to whether they report to police or seek other services. Assuring confidentiality for victims of sexual violence on campus is paramount, and would likely encourage more disclosures.

In our catchment area, we serve several major colleges and Universities, including the University of Connecticut's Storrs and Avery Point campus, Eastern Connecticut State University, Connecticut College and The U.S. Coast Guard Academy. We have a memorandum

of understanding with both the University of Connecticut and the Coast Guard Academy. As a result, we are able to work as a team to offer more comprehensive and timely services to victims, as well as, to their families, and friends. As part of the MOU, we provide ongoing training for students, RAs, campus police, administrators, etc. In addition, we participate on the Community Response Teams at the schools. This has allowed us to build strong partnerships with key stakeholders, which have resulted on the development of improved policy, with our input, to address sexual violence on campus.

In short, it is a team approach, along with uniform ongoing training for first responders; and clear and concise written information for victims that would ensure the best practice response to victims of sexual violence on campus. Victims are best served when on campus resources and off campus services are coordinated and available.

I would like to thank the committee for the opportunity to testify today.

Higher Education and Employment Advancement Committee

February 11, 2014

Public Hearing

Testimony

By

Elizabeth Conklin

Associate Vice President

University of Connecticut

Co-Chairs, Ranking Members, and Members of the Higher Education and Employment Advancement Committee, thank you for the opportunity to address you again on this important topic and to express UConn's support for House Bill 5029. My name is Elizabeth Conklin, and I serve as the University's Title IX Coordinator and Associate Vice President of the Office of Diversity and Equity.

The University of Connecticut fully appreciates and shares the commitment shown by the Connecticut legislature to address the critical issue of sexual violence on college campuses in the state of Connecticut. As we have seen, this commitment is also reflected at the national level as demonstrated by President Obama through the establishment of a White House Task Force to Protect Students from Sexual Assault. Sexual assault needs to be confronted directly as we collectively work to prevent this crime from taking place and to provide victims with the resources they need.

We also support the legislature's efforts to mandate clear and uniform procedures, response protocols and training. As we shared with the legislature through our testimony last November, many of the measures proposed in this bill are in line with established practices at UConn. Others we continue to develop. We are working actively on the following areas:

- Crafting victim-survivor resource documents to ensure they are as clear, concise, and informative as possible;
- Expanding existing training related to sexual assault and harassment and aiding victims; and

- Initiating training specifically targeted at intimate partner violence primary prevention and awareness training.

In November we outlined for the legislature the vast array of resources and training UConn already provides. Rather than repeat that, we thought today would best be spent informing you of the steps UConn taken since we were here last.

Specifically, in November we told you about the President's Task Force on Civility and Campus Culture. Last May, President Herbst formed the Task Force, a diverse group comprised of students, faculty and staff. The President charged this group with making "specific recommendations that are both effective and practical, which the University may implement to enhance and support a culture of civility and respect on its campuses." The Task Force was expressly asked to "examine and recommend new or expanded programming and avenues of educating and communicating with students" on the full range of issues associated with civility and culture, including, "...ways to deter and address sexual violence of any kind, harassment, intimidation, bullying and incivility," among others.

After an intensive semester-long review, study, discussion and open-forum process, the Task Force presented its report to President Herbst on December 15, 2013. The recommendations of the Task Force were reviewed by a group of senior level administrators, led by Vice President of Student Affairs Michael Gilbert, and including both Chief of Police Barbara O'Connor and myself. We were instructed by the President to identify those recommendations that should be accepted and implemented immediately. As a result, the President has instructed that a number of recommendations be implemented without delay, including but not limited to:

- The formation of a single support office which would, among other duties, provide direct assistance to students who are victims of crimes. This office's staff would help students navigate their way through various processes and toward the resources and options that are available to them as victims;

- Implementing an enhanced program of bystander training for all students (the planning for bystander training is already underway);

- Offering student-oriented education programming on healthy relationships;

- Expanding and enhancing student-orientated educational programming on sexual violence prevention;

- Expanding educational programming on alcohol and drug abuse; and

- Taking the mandatory education on sexual violence prevention which we already do for Freshmen and extending it to different points during the student experience.

I have available with me today copies of the full Task Force Report, the memorandum to the President from the group led by Vice President Gilbert, and President Herbst's message apprising the University community of the implementation of those recommendations, including anticipated timelines and responsible offices. All of this information is also available on the University's website at: www.president.uconn.edu.

We believe that implementation of these recommendations, along with the robust policies and procedures already in place at UConn, demonstrate the University's commitment to working aggressively to eliminate all forms of sexual violence from our University. In addition, when incidents do occur, we strive to make resources and services for victims as easy to navigate as possible, and we will continue this important ongoing effort.

In conclusion, we appreciate the opportunity to testify today on this complex, important and difficult issue. We share the goals of supporting victim-survivors and working towards the eradication of sexual violence on college campuses. We welcome the chance to participate in this important conversation taking place here in Connecticut and nationally. We look forward to partnering with the legislature and other institutions of higher education throughout Connecticut to confront these critical issues and work collaboratively to combat sexual violence on all college campuses.

Testimony of Jennifer Wenderoth
In Support of HB 5029, An Act Concerning Sexual Assault and Intimate Partner Violence on Campus
Committee on Higher Education and Employment Advancement, February 11, 2014

Members of the committee, my name is Jennifer Wenderoth and I am the College Advocate for the Rape Crisis Center of Milford. I am writing to you not only as an Advocate but as a survivor of sexual assault, in total support of HB 5029, An Act Concerning Sexual Assault and Intimate Partner Violence on Campus.

While as a student at Central Connecticut State University I became a victim of sexual assault.

Unfortunately I was never told about my rights as a victim and the only support I received from the University was from the women's center.

While trying to fight for justice, I faced an uphill battle from the University that ended when I was notified that paperwork along with the results of my evidence collection kit was lost, and there was nothing I could do. It was not until 2012, eight years after I was assaulted, did I finally get my report. But it was too late, the statute of limitations had passed, I had already spent the rest of my college education living in fear, before finally graduating and going on to help other victims of sexual assault.

For the last 4 years I have worked as a College Advocate in different areas of Connecticut and have had the chance to work with multiple Colleges and Universities. I been counseling and advocating for victims of sexual assault and making sure the nightmare I went though, when trying to see my perpetrator brought to justice, is never repeated. I have been able to see what information and policies are put in place, and if it is made available for victims of sexual assault and intimate partner violence. I have also witnessed how these victims are treated by the institutions, and if their rights are taken away.

Today I work alongside the University of New Haven. I am extremely pleased to see that there is a university that has implemented policies to inform a victim of their rights and options and where to access the information. The university educates students and staff about issues pertaining to sexual assault and intimate partner violence, and where they can receive help on and off campus. Most importantly these victims are given a choice and no matter what, they are provided with support. But sadly, I know this is not the case today with all universities and colleges in the state of Connecticut.

While a lot of progress has been made, there is still a lot that can be done to help today's victims of sexual assault and intimate partner violence. As a former victim of sexual assault and a forever survivor and advocate I hope you all will join me in supporting HB 5029.

Testimony in Support of

HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus

Higher Education Committee
February 11, 2014

Good morning Senator Cassano, Representative Willis, and members of the committee. My name is Catherine Zeiner. I am the Executive Director of Safe Futures, Inc. formerly known as the Women's Center of Southeastern Connecticut, Inc., where we provide services to nearly 6,000 victims of sexual assault and domestic violence every year, in New London County. I am here to **recommend your support of HB 5029, *including the substitute language* proposed by the Connecticut Coalition Against Domestic Violence (CCADV),** which I have included as an attachment to my testimony.

For more than 30 years, we have been working with colleges, including the U.S. Coast Guard Academy, in southeastern Connecticut, to help educate students and faculty to identify and respond to sexual and intimate partner violence, and more importantly, to prevent such violence on their campuses.

In recent years, we have been active members of the Coordinated Community Response Team at one local college in particular. When the Team first began, sexual assault cases were being handled internally by the Dean; no services were offered to the victim other than to send them to Student

Health; the focus was on the rights of the accused and little attention was paid to the rights of victims; and there were limited or no protocols, policies, or procedures related to cases of sexual assault.

Now, after the Response Team has been in place for a few years, those protocols, policies and procedures are in place – including protocols for when an offender returns to campus – and they are communicated to students. Victims are referred to services, both on and off campus. They have options; their rights are better protected; and faculty and staff understand better how not to re-traumatize the victim. Outreach and awareness-raising events are now sponsored by the college, not just by the students or community groups.

Clearly, the provisions and requirements in this bill, particularly the ones including community resources as part of a Response Team, work to improve the conditions on campus to respond to and prevent sexual and intimate partner violence. Community-based advocates can provide confidentiality protection, bring the expertise gained by handing hundreds, or thousands, of cases a year to the team, and offer the resources and support that may not be adequate on some college campuses due to limited resources.

But, our biggest take-away, from this experience, and our experiences with other local colleges and universities, is that these campus Response Teams need <u>both</u> the expertise of sexual assault victim advocates, <u>and</u> the expertise of domestic violence victim advocates.

Intimate partner violence and dating violence <u>is</u> domestic or family violence. Sexual violence is often a part of that picture, especially on college campuses. Intimate partner relationships are complex – victims want the violence to stop, but may not want the offender kicked out of school; they may be in

fear for their safety, and have nowhere to go without withdrawing from school; they may be coerced into staying in a violent relationship for fear of being outted as being gay, and fearing the backlash from their campus community. These complex relationship issues are the issues that domestic violence providers navigate every day, in scores of cases every day. They have specialized expertise to help campus administrations understand their responsibility to victims because they handle dozens of court cases involving victims' rights. They are skilled at safety planning, and have shelter resources, to support victims who may be at risk for their lives, or in need of support after hours. And most importantly, they are experienced in helping victims understand their options as they work through the web of relationships – with intimate partner, friends, family, faculty, staff, teammates, and other students, who will all continue to be part of their lives – in what to expect, and how to be safe, physically and emotionally.

This bill requires important improvements in how we respond to sexual assault and intimate partner violence on college campuses, an environment where we have underserved victims for far too long. Let's be sure that we are making it the most effective bill possible by including the language proposed by CCADV, and engaging community-based domestic violence agencies in the work as well.

Therefore, we respectfully request that you support this bill with the suggested substitute language.

Thank you.

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Proposed substitute language for
HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus

Section 3 of the bill requires institutions of higher education to establish a trained sexual assault response team for each campus. This will be a vital step to having trained professionals available to address violence on campus. After receiving comprehensive training, the response teams will "develop protocols for providing support and services to any student or employee who reports being the victim of sexual assault or ***intimate partner violence***." As such, **we respectfully request that you consider the following additions to allow for the participation of domestic violence agencies:**

- **Line 168 – add "and intimate partner violence" after "assault"** – this will result in a name change of the sexual assault response team to the *Sexual Assault and Intimate Partner Violence Response Team* since the bill calls for the team to respond to both sexual assault and IPV.

  The following lines also address the title of the response team:

  - **Line 169** – add "and intimate partner violence" after "assault"
  - **Line 181** - add "and intimate partner violence" after "assault"
  - **Line 192** - add "and intimate partner violence" after "assault"
  - **Line 199** - add "and intimate partner violence" after "assault"
  - **Line 217** - add "and intimate partner violence" after "assault"

- **Line 176 – add a new subdivision (3) that includes "a community-based domestic violence agency"** and renumber the remaining subdivisions – this will include the local domestic violence agency on the Sexual Assault and Intimate Partner Violence Response Team as the local domestic violence agency is the only agency with the expertise and government funding to address IPV that either does not encompass or goes beyond sexual assault.

- **Line 191 – add "and domestic violence" after "assault"** – this ensures that the role of local domestic violence advocates will also be explained to members of the Sexual Assault and Intimate Partner Violence Response Team as the local domestic violence advocate will be the best resource for working with IPV victims.

Section 3 of the bill states that the response team will receive training regarding a "victim-centered response." We believe it is important to define what this means. As such, **we respectfully request that you consider adding the following definition to Section 2 of the bill:**

> **"Victim-centered response" means** the systematic focus on the needs and concerns of a victim of sexual assault or intimate partner violence that (A) ensures the compassionate and sensitive delivery of services in a nonjudgmental manner, (B) ensures an understanding of how victim trauma affects victim behavior, (C) maintains victim safety, privacy and confidentiality, and (D) recognizes that victims are never responsible for the crimes committed against them and that offenders are always responsible for their crimes.

Section 4 of the bill creates an MOU between institutions of higher education and at least one community-based sexual assault crisis service center to ensure that "any victim of sexual assault or intimate partner violence can access free and confidential counseling and advocacy services..." As such, **we respectfully request that you consider the following additions to allow for the participation of domestic violence agencies:**

- **Line 211 – add "and at least one community-based domestic violence agency" after "center"** – The only agencies funded by state and federal government to respond to IPV that either does not encompass or goes beyond sexual assault are local domestic violence agencies.

To ensure that the community is able to meet the requirements of this section, local domestic violence agencies should be included in the MOU.

The following lines also address the inclusion of the local domestic violence agency in the MOU:

- **Line 215** – add "sexual assault" after "such"; add "and domestic violence agency" after "center"
- **Line 218** – add "sexual assault" after "such"; add "and domestic violence agency" after "center"

With regard to the definition of "intimate partner violence" found in the bill, **we respectfully request the following technical change be made to reference the correct definition of family violence in CT General Statutes:**

- **Line 48 – remove "domestic"; add "family" in front of "violence"; remove "46b-38h"; add "46b-38a" after "section"** – CT's family violence definition includes violence between unrelated persons presently residing together or who have resided together; persons in, or who have recently been in, a dating relationship; persons who have a child in common regardless of whether they are or have been married or lived together at any time.

For questions, please contact:

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