Gender, Race, and Sexual Violence: A Mixed Methods Case Study Analysis of Sexual

Misconduct Policies at an Elite University

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This mixed methods case study investigated knowledge about sexual misconduct among undergraduate Black and Latina women on an Ivy League university campus. The study also examined Black and Latina women's experiences with sexual misconduct and the barriers that prevent them from reporting instances of sexual misconduct. Finally, this study reviewed university changes in education, training, and reporting protocols for addressing sexual misconduct between 2008-2018. Current undergraduate students and alumnae who completed their undergraduate degree between 2008-2018 were invited to participate. The convergent methodological design allowed the researcher to collect statistical data alongside personal narratives to develop a richer understanding of the inquiry. Data from 10 semi-structured interviews provided insights into the experiences of 6 current undergraduate students and 4 alumnae. Quantitative data from 54 anonymous survey participants (31 current students and 23 alumnae) provided complementary information. A non-exhaustive list of 57 university policies and initiatives were reviewed. Black and Latina women's reported experiences were evaluated within the context of 31 university educational and response procedures that complied with the evolution of six federal and state regulations that changed between 2008-2018. Key findings revealed students' barriers to reporting stem from several interrelated factors. First, personal experience with oppressive societal structures, particularly based on race and gender, leads Black

and Latina students to have a general mistrust of institutional processes and to presume unfair treatment by authorities. Additionally, community barriers rooted in peer group social status and power dynamics influence the development of a collective narrative that generally inhibits reporting experiences of sexual misconduct. Two key recommendations. First, students within Black and Latinx communities must decide how they will embody the community characteristics they claim to value, and determine what, if any, changes need to be made to hold those who violate the community standards accountable for their actions. Second, the university should diversify the ethnicities of the employees who conduct sexual violence prevention trainings and education, and develop culturally competent programming.

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Preface

September 11, 2001 was a day that shook the United States of America. However, it was the series of events on the evening of September 12, 2001 that changed my world forever. I remember the lifelessness in her eyes, and the distance of her presence the morning of September 13th. As she instructed me to get dressed for school and reminded me to grab breakfast, the familiarity of her words rang true; yet even then I could tell something was different. By the end of the school day, my mother was photo fresh and we were back to our daily routine—one school day was just enough time to bury the face of her trauma. At times I wonder if a seed had not been planted on the night of the twelfth, would I have ever known about the rape? Nine months later, to the date, my precious little sister was born. Seventeen challenging years later, with a heart full of gratitude, I stand sandwiched between the love and expectations of my mother and the love and admiration of my sister.

My mother's traumatic experience and the subsequent impact it had on my family have helped me to cultivate a practice to both question and appreciate the challenging and unsavory aspects of humanity. When the healthcare system, community institutions, and even family failed to offer the support that was needed, she insisted that I maintain my focus in order to fulfill my dreams of earning a college degree, traveling the world, and broadening my horizons. Three degrees and six continents later, I am pleased to say that with God's grace, I have done all of these things.

While the precise details of our story may be unique, the hardships, heartaches, sacrifices, triumphs, and successes are not. The tenacious characteristics of women of color manifest themselves on a daily basis. Consequently, one of my many goals is to give voice through an

educational platform to these untold stories of perseverance. Therefore, this body of work is dedicated to my mother, Patricia E. A. Cason: a woman who embodies the definition of *survivor* in more ways than I will ever comprehend. I want to publicly thank her for empowering me to persist, as this project would not have been possible without her unwavering support.

1.0 Chapter 1: Introduction to the Study

Sexual misconduct is pervasive in American culture. According to the Rape, Abuse & Incest National Network (RAINN), in the United States, "on average, there are 321,500 victims (age twelve or older) of rape and sexual assault each year. Individuals age twelve to thirty-four are most at risk for rape and sexual assault" (Rape, Abuse & Incest National Network [RAINN], 2018). According to the National Coalition Against Domestic Violence (NCADV, 2018), one in four women and one in nine men experience severe intimate partner violence that is physical and/or sexually violent. Additionally, 19.3 million women and 5.1 million men in the United States have been stalked in their lifetime. Of these, 60.8% of the women and 43.5% of the men report that a current or former intimate partner has stalked them (NCADV, 2018). Residual impact from these experiences include, but are not limited to: serious injury, post-traumatic stress disorder, anxiety, depression, and the contraction of sexually transmitted diseases (NCADV, 2018).

During the 2018 fiscal year, there were 13,055 charges filed with the Equal Employment Opportunity Commission alleging sex-based harassment, which is an increase from the 12,860 reports received in 2016, and the 12,146 reports received in 2014 (U.S. Equal Employment Opportunity Commission, 2018). According to Rossie, Tucker, and Patrick (2018), Black and Latina women filed disproportionately higher numbers of complaints. "Black women filed the highest number of sexual harassment charges (15.3) per 100,000 women workers, which is nearly 3 times higher than the rate for white, non-Hispanic women, who filed just 4.7 sexual harassment charges per 100,000 women workers. This is also higher than the rate for Latina women (who filed 5.2 charges per 100,000 women workers)" (p. 6).

Online engagement has increasingly become a platform used to facilitate harassment. Research indicates that "young adults ages 18-29, are more likely than any other demographic group to experience online harassment. More specifically, 26% of young women ages 18-24 have been stalked online, and 25% were the target of online sexual harassment" (Duggan, 2014). The epidemic of violence against women is a global health problem (Schlein, 2013). Accordingly, the prevalence of physical and sexual violence against women persists within the United States as a broader societal problem.

Data collected in the 2007-2008 School Crime and Safety Report revealed there were 800 reported incidents of rape and attempted rape and 3,800 reported incidents of other sexual batteries at public high schools. This problem, however, is not limited to the K-12 education system. The 2009 Clery Disclosure of Campus Security found that college campuses reported nearly 3,300 forcible sex offenses (Ali, 2018, para. 2). These numbers cement the problem of sexual violence as one that occurs in establishments throughout the United States. Although data broadly representing the pervasiveness of sexual violence exists, all instances of sexual violence are not reported.

This study aims to investigate the barriers to reporting instances of sexual violence for undergraduate Black and Latina women at Cornell University, an elite institution of higher education whose main campus is located in upstate New York. The mixed methods approach interrogates the following key research questions: How has Cornell University developed its supportive resources between 2008-2018 to respond to the needs of Black and Latina undergraduate women who have experiences related to sexual misconduct? For Black and Latina undergraduate women attending between 2008-2018, what are the barriers to taking advantage of Cornell University resources designed to educate and support students who have experienced any

form of sexual misconduct? Finally, the researcher seeks to understand the types and the frequency of sexual violence for the population of interest.

1.1 Social Movements

Social movements often emerge in response to the ebb and flow of societal discourse on issues that resonate with a critical mass of individuals during a span of time. Addressing the problem of sexual misconduct has generated a series of movements over time. There are a few recent movements that help contextualize this study. Appearing as early as 2009, the "Got Consent?" university student campaign was designed to promote the importance of obtaining consent from sexual partners (Lucas, 2009). As a response to recommendations from the White House Task Force to Prevent Sexual Assault in 2014, the nationwide campaign "It's on Us" combined innovative content and grassroots organizing techniques to spark conversation on a national and local level (It's on Us, 2014). The most visible contemporary movement related to sexual violence was founded by activist Tarana Burke, who originated the "Me Too" phrase and movement in 2006 to "help survivors of sexual violence, particularly young women of color from low wealth communities, find pathways to healing" (Me Too, 2018, para. 1). Burke, a three-time survivor of sexual assault, openly shares that "the me too Movement started in the deepest, darkest place in [her] soul," when a young girl disclosed details of sexual abuse she was experiencing in the home (Burke, 2018, para.1). After the girl's confession, Burke immediately redirected her to a different camp counselor. Burke recounts that "[she] watched [the girl] walk away… as she tried to recapture her secrets and tuck them back into their hiding place. [She] watched her put her mask

back on and go back into the world like she was all alone and [Burke] couldn't even bring [herself] to whisper ... me too" (Santiago & Criss, 2018, para. 15).

Like many survivors, Burke was not able to openly identify with the shame and emotional trauma of her experiences. However, the #MeToo movement has created a platform for survivors and allies to find support in the aftermath of sexual violence. The "Me Too" movement was brought to mass public awareness with the simple addition of a hashtag tweeted by actress Alyssa Milano in October of 2017. Soon thereafter the #Timesup Legal Defense Fund was established in January 2018. The organization helps pay legal and public relations costs in select cases for those who have experienced sexual harassment or related retaliation in the workplace (Times Up, 2018). Significantly, popularization of the #MeToo movement brings to light the long history of Black women's activism against sexual violence and harassment (Facing History and Ourselves, 2019).

Increasingly, racially and economically marginalized women are demanding that their experiences are acknowledged. Assemblywoman Lorena Gonzalez has introduced several pieces of legislation to address the needs of blue-collar workers in California. She argues that "the MeToo movement ... can't just be for women who have a Twitter account" (Jones, 2018, para. 8). Similarly, Burke asserts that "we can't wait for white folks to decide that our trauma is worth centering on when we know that it's happening. We know that there are people, whether they're in entertainment or not, who are ravaging our community. We have to be proactive…" (Harris, 2018, para. 25). Both Jones and Burke correctly declare that the movement must transition from an online community of solidarity into actionable items that positively impact the lives of women of color and other marginalized women who experience sexual violence.

1.2 Cultural Implications

The #MeToo movement resonates with people around the globe and has become a rallying cry for change. However, in the U.S., "the recent cultural reckoning over sexual assault and harassment has mostly involved white women accusing mostly white men... [Current] conversations surrounding sexual [misconduct] largely exclude victims who are women of color" (Attiah, 2017, para. 1). According to the Black Women's Blueprint, 40-60% of black women report being subjected to coercive sexual contact by age 18 (cited in Sexual Assault Support Center, Inc., 2015). One study found that college students perceived a black victim of sexual assault to be less believable and more responsible for her assault than a white victim (Donovan, 2007). Additionally, research suggests that there is a "general reluctance for Latino/a victims to seek formal help in response to IPV [Intimate Partner Violence] and sexual assault relative to their non-Latino counterparts" (Sabina, Cuevas & Schally, 2011, p. 43).

According to the National Intimate Partner and Sexual Violence Survey of 2011, 13.6% of Hispanic women respondents reported being raped; and 35.6% of Hispanic women reported experiencing some form of sexual violence other than rape during their lifetimes (Breiding et al., 2014). However, Latino/a adolescents are underrepresented in the access and delivery of services, indicating they have a propensity not to come forward (Gaytan & Goode, 2013).

Underuse of supportive services is a behavioral pattern that is particularly concerning given the fact that many of these women who have previously been impacted by sexual misconduct matriculate into institutions of higher education. More importantly, these same individuals may not readily have the skills to identify their victimization, or actively engage the problem to identify resources and solutions to properly address the problem. Many undergraduate students respond to observations of sexual misconduct by simply accepting the behavior, because they believe it is part

of the college experience (DeMaria et al., 2015). During a recent interview Tarana Burke shared, "I've been told so many bad stories, whispers from black women in Hollywood or in entertainment, that they just don't feel comfortable coming forward — because they haven't seen themselves in this narrative" (Harris, 2018, para. 25). During a time when survivors of sexual misconduct are increasingly coming forward to seek support and demand justice for their experience, it is imperative that the solutions developed to address the problem are culturally inclusive. When one demographic is seen as the primary face of those most impacted by issues of sexual violence, society inadvertently gives them permission to be viewed as a victim who is worthy of support and restitution. These public perceptions and media coverage approaches leave the needs of women of color who experience sexual violence unaddressed.

Colleges and universities should develop culturally competent preventative educational programs. These programs should be integrated into a model that changes existing cultures so that Black and Latina women can learn to identify the problem, feel empowered to join the movement, and be agents of change within their communities. Faculty, staff, and students in college settings need additional and improved education in sexual violence prevention strategies (Flood, 2017). Educational institutions have a responsibility to use their power and privilege to ensure that the needs of communities of color are at the center of sexual violence prevention and response. Well-developed community engagement trainings can help university constituents better understand the consequences of sexual misconduct (Baer, Dui, & Bushway, 2015) and make sure that the individuals who are most marginalized receive the education and support they need.

1.3 Higher Education Policy Implications

Unsurprisingly, various forms of sexual violence permeate the boundaries of colleges and universities across the nation. The ubiquitous nature of this problem is reflected in the April 4, 2011 "Dear Colleague Letter on Sexual Violence" from the U.S. Department of Education's Office of Civil Rights. The letter indicates that "a report prepared for the National Institute of Justice found that about 1 in 5 women are victims of completed or attempted sexual assault while in college; and approximately 6.1 percent of males were victims of completed or attempted sexual assault during college" (Ali, 2011, para. 2). The 2011 Dear Colleague Letter on Sexual Violence added new expectations for institutions of higher education to respond to sexual misconduct by expanding the requirements of Title IX of the Education Amendments Act of 1972.

Although all institutions nationwide were subject to comply with the federal regulations of Title IX and the 2011 Dear Colleague Letter, in 2017 the U.S. Department of Education withdrew the "statements of policy and guidance reflected in the 2011 Dear Colleague Letter on Sexual Violence, and the *Questions and Answers on Title IX and Sexual Violence*, issued by the Office for Civil Rights at the U.S. Department of Education, dated April 29, 2014... [Stating the aforementioned] created a system that lacked basic elements of due process and failed to ensure fundamental fairness" (U.S. Department of Education Press Office, 2017). This interim guidance created an opportunity for variations in procedural regulations of allegations of sexual misconduct.

Presently, institutions of higher education have the discretion to apply either the preponderance of the evidence standard or the clear and convincing evidence standard. The latter is a medium level of burden of proof. It is a more rigorous standard to meet than the preponderance of the evidence standard but a less rigorous standard than providing evidence beyond a reasonable doubt, which is the requirement in a criminal court of law (Legal Information Institute, 2018).

However, within the state of New York, the 2015 Article 129-B of the New York State Education Law (also known as the Enough is Enough Law) is the prevailing legislation that governs the actions of all institutions of higher education within the state. Article 129-B of the New York State Education Law (Article 129-B) outlines concrete directives in ways that the federal policies fail to specify. This statute affects all colleges and universities statewide, both public and private. It requires significant changes to institutions' policies and procedures for responding to and resolving reports of sexual misconduct (Changes to Sexual Misconduct Policy and Procedures, 2015).

1.4 Campus Culture

Many undergraduate students respond to observations of sexual misconduct by simply accepting the behavior, because they believe it is part of the college experience (DeMaria et al., 2015). Moreover, university officials "shy away from openly discussing [sexual misconduct] or advocating for prevention programs because they fear parents, students, and alumni may equate the efforts with a campus problem" (Rich, Utley, Janke, & Moldoveanu, 2010, p. 270). While some institutions have developed protocols to respond to instances of sexual violence, there should be more attention devoted to addressing the cultural standards that create a normative path for those who perpetuate such behaviors. Most sexual predators can operate on college campuses because their tactics coincide with the norms of campus culture. The use of alcohol and other drugs is a common occurrence amongst college students. Moreover, societal messages reinforce the notion that alcohol is a necessary ingredient for social success. Consequently, alcohol is often an element in reported incidents of sexual misconduct. According to U.S. Department of Justice data reported in the *Campus Safety* magazine, "in 1 in 3 sexual assaults, the perpetrator was intoxicated;

and 90% of acquaintance rapes involve alcohol" (Hattersley-Gray, 2012). Alcohol is merely one conduit employed by perpetrators; other chemical substances and sheer physical force are often used as well. Moreover, sexual assault is only one form of misconduct that occurs on a spectrum of sexual violence. Additional behaviors include, but are not limited to, dating violence, domestic violence, retaliation, sexual assault, sexual exploitation, sexual and gender-based harassment, and stalking.

In 2015, the Association of American Universities (AAU) conducted a climate survey on sexual assault and sexual misconduct across 27 universities. "The survey was designed to assess the prevalence and characteristics of incidents of sexual assault and misconduct. Additionally, it assessed the overall climate of the campus with respect to perceptions of risk, knowledge of resources available to victims and perceived reactions to an incident of sexual assault or misconduct" (Association of American Universities, 2015). One key finding from the AAU survey indicated that "the incidence of sexual assault and sexual misconduct due to physical force, threats of physical force, or incapacitation among female undergraduate student respondents was 23.1 percent" (p. 5). This number demonstrates an increase in occurrences of completed or attempted sexual violence for undergraduate females compared to the data reported in the 2011 Dear Colleague Letter on Sexual Violence. Institutional leaders must act to shift the culture of sexual violence on college campuses across the nation. Educational initiatives to address the problem of sexual misconduct should be infused into the work of student affairs professionals.

1.5 College Setting

In compliance with federal and New York state laws, Cornell University provides mandatory education for all transfer and first year students during orientation in the fall and spring semesters. Many of these students view participation as an obligatory commitment. The methods employed to implement the required education for many students are standardized, and they occur in large group settings. The problem with this technique is that "there is no one size fits all [approach to] primary prevention programming. Each community on campus has different needs [that] should be met with programming that is culturally informed… [and these initiatives should] include historically marginalized communities [such as:] immigrants, people of color, LGBTQ, [people with disabilities], and other marginalized students" (Dills, Fowler, & Payne, 2016, p. 11). To that end, this study will engage diverse student populations to collect data that reflects their experiences regarding sexual misconduct. Data collected will be used to develop prevention education initiatives that are culturally informed, specifically for self-identifying Black and Latina women—including transwomen.

1.6 Stakeholders

The Cornell University Coalition on Sexual Violence Prevention (CSVP) is comprised of students, faculty, and staff. The stated goals of the CSVP are "to reduce all forms of sexual misconduct, including harassment, sexual assault (including all experiences of unwanted sexual touching), domestic/intimate partner violence, dating violence and stalking. To increase reports of sexual misconduct and other forms of gender discrimination, and to increase student understanding

of and willingness to intervene in situations that pose risk to individuals in order to prevent all forms of sexual misconduct before they occur" (Cornell University Coalition on Sexual Violence Prevention [CSVP], 2017). The members of the CVSP have a stake in this research.

While cultural competency is an expectation of all service providers and advocates, culturally specific programming intentionally creates space for survivors of color to understand their experiences in the context of a gender and racial analysis–a place for "them" (Gill & Lovelace-Davis, 2016). There are several undergraduate Black and Latina student groups on Cornell University's campus. The students self-select to participate in the organizations and they have established a level of trust and rapport with each other. Consequently, it is important to connect with these pre-formed student groups to gather data about their understanding of the problem of sexual misconduct and barriers to using university resources. These groups are also a critical site for soliciting suggestions on developing prevention education initiatives that are culturally competent. Student membership in each group or community consisted of freshmen, sophomores, juniors, and/or seniors. Finally, since the study sought to contextualize the pervasiveness of the problem of sexual assault, and its impact on this particular constituent group, alumnae women from the Cornell Black Alumni Association and the Cornell Latino Alumni Association who graduated between 2008-2018 were also invited to participate in the study.

1.7 Definitions

The following definitions are consistent with terms as defined by Cornell University's policy of prohibited conduct and the Violence Against Women Act (VAWA).

Affirmative consent: a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Black woman: refers to an individual who self-identifies as a woman with African heritage (Jackson III, 2001).

Complainant: a person or party who brings forth a complaint in a legal action or formal process.

Latina woman: refers to an individual who self-identifies as a woman with Latin American heritage (Ferdman & Gallegos, 2001). In this text people with Latin American heritage are denoted in the following ways: Latino/a, Latin@, and Latinx.

Respondent: a person or party who answers as the subject in response to a legal action or formal process.

Retaliation: adverse action taken against an individual for making a good faith report of prohibited conduct or participating in any investigation. Retaliation may include intimidation, threats, coercion, or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the respondent, the complainant, or any other individual or group of individuals. Retaliation does not include good faith actions pursued in response to a report of [sexual misconduct].

Sexual misconduct: a broad term used to describe behaviors that capture misconduct that is sexual in nature. Sexual misconduct and sexual violence are terms that are used interchangeably

throughout the research. Consequently, to better understand the context of this study it is important to define the categorical behaviors that fall within the scope of the term sexual misconduct.

Dating violence/domestic violence/intimate partner violence: any intentional act or threatened act of violence against the complainant committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. Domestic violence is any intentional act or threatened act of violence against the complainant committed by (1) a current or former spouse or intimate partner; (2) a person with whom the complainant shares a child; or (3) anyone who is protected from the respondent's acts under the domestic or family violence laws of New York. Said violence also may take the form of behavior that seeks to establish power and control over the complainant by causing the complainant to fear violence to themselves or another person. Such behavior may take the form of harassment, property damage, intimidation, and violence or a threat of violence to one's self (i.e., the respondent) or a third party. It may involve one act or an ongoing pattern of behavior.

Gender-based harassment: harassment based on gender, sex, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal, nonverbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature.

Sexual assault: Sexual assault is sexual intercourse or sexual contact without affirmative consent.

Sexual intercourse: any penetration, however slight, with any object or body part, as follows: (a) penetration of the vulva by a penis, object, tongue, or finger; (b) anal penetration by a penis,

object, tongue, or finger; and (c) any contact, no matter how slight, between the mouth of one person and the genitalia of another person.

Sexual contact: intentional sexual touching, however slight, with any object or body part, whether directly or through clothing, as follows: (a) intentional touching of the lips, breasts, buttocks, groin, genitals, inner thigh, or anus or intentionally touching another with any of these body parts; (b) making another touch anyone or themselves with or on any of these body parts; and (c) intentional touching of another's body part for the purpose of sexual gratification, arousal, humiliation, or degradation.

Sexual exploitation: five different acts qualify as sexual exploitation if performed without consent or knowledge of the other party: 1) observing nudity or sex; 2) recording and/or distributing a recording of nudity or sex; 3) exposing genitals to another person; 4) exposing another person to a STI; 5) incapacitating another person with intent to make them vulnerable to sexual assault or the exploitation listed above.

Sexual harassment: unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, or otherwise.

Stalking: engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for their safety or the safety of others or (b) suffer substantial emotional distress.

1.8 Summary

In this chapter, the researcher identified the problem of sexual misconduct as one that persists within colleges and universities throughout the United States. Although institutions of

higher education provide resources to support students in the aftermath of sexual misconduct, many students fail to report their experiences. This mixed methods case study focused on Black and Latina undergraduate women who attended Cornell University between 2008-2018. The study sought to examine the types and frequency of sexual violence experienced by Black and Latina women during their tenure at Cornell. Additionally, the study explored how Cornell developed its supportive resources between 2008-2018 to respond to the needs of Black and Latina undergraduate women who experience, witness, or are informed of sexual misconduct by their peers. Finally, the study examined barriers that prevent students from taking advantage of university resources designed to educate and support students who have experienced any form of sexual misconduct.

2.0 Chapter 2: Review of Literature

Research suggests that violence against women is a widespread problem, one that is endemic to the human experience. This chapter begins with a review of literature examining what is known about the problem of sexual misconduct. Furthermore, the researcher will discuss the theoretical frameworks that inform the study, identify the populations impacted by the problem, speaking specifically to the experiences of Black and Latina women. Additionally, laws, policies, strategies for change, and effective programs are reviewed. Finally, the chapter concludes by connecting the research to the study's specific components.

The pervasiveness of sexual misconduct in American culture is well documented. "One out of every six American women has been the victim of an attempted or completed rape in her lifetime–14% completed, 2.8% attempted" (RAINN, 2018). The National Coalition Against Domestic Violence reports that "on average nearly 20 people per minute are physically abused by an intimate partner in the United States… Yet, only 34% of people who are injured by intimate partners receive medical care for their injuries" (NCADV, 2018). Moreover, victims of intimate partner violence lose a total of eight million days of paid work each year. Between 21-60% of said victims lose their jobs due to reasons stemming from the abuse (NCADV, 2018). Although people of all genders are affected by domestic violence, it is important to note that women are disproportionately affected at a higher rate. Moreover, domestic abuse—like most forms of sexual misconduct—is a largely invisible crime, occurring mainly behind closed doors. Therefore, "it is often difficult to comprehensively measure all forms of [sexual misconduct] accurately as women are often reluctant or afraid to report it to the police. The true number of [impacted] people [and

the frequency with which the violence occurs] is likely to be far higher than the statistics suggest" (Moss, 2018, p. 4).

Sexual violence is more likely to occur in cultures that foster beliefs of perceived male superiority and the social and cultural inferiority of women. As Black feminist scholar bell hooks has noted, there is a perception that the thing women have in common is their shared victimization by men. Hooks argues that this "directly reflects male supremacist thinking. Sexist ideology teaches women that to be female is to be a victim" (cited in Harris, 1990, p. 613). Harris (1990) adds that "the story of woman as passive victim denies the ability of women to shape their own lives" (p. 613). In short, the historical and present-day persistence of patriarchal ideals foster a culture that discourages reporting of sexual violence.

2.1 Theoretical Framework

Developed in the late 1970s, Critical Race Theory (CRT) is a scholarly framework and discourse formed by social activists and scholars. Building upon the works of critical legal studies and radical feminism, CRT examines the interplay among race, racism, and power in American law and governance (Delgado & Stefancic, 2012). CRT questions "the very foundations of the liberal order, including theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law" (Delgado & Stefancic, 2012, p. 3). Since its founding, auxiliary theoretical frameworks have emerged to supplement the foundational principles established by CRT.

One example of the evolution of the CRT framework is Critical Race Feminist Theory. Critical race feminists "focus on the intersection of race and gender, emphasizing the anti-essentialist premise that women of color are not simply white women with the added factor of race

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or men of color with the added factor of gender. They call for a deeper understanding of the lives of women of color based upon their multiple identities" (Wing & Willis, 1999, p. 3). Feminist legal theory, also known as feminist jurisprudence, is based on the belief that the law has been fundamental in women's historical subordination (Feminist Legal Theory, 2018). This claim is highly applicable when considering the criminal adjudication of sexual violence. It also provides justification for the development of protective measures through the educational regulations under Title IX. However, Harris argues that feminist legal theory is saturated with feminist essentialism—the premise that all women share core characteristics which are essential to their experience as a woman, and can be identified without considering the intersectional experiences of other aspects of identity, including race, class, or sexual orientation, to name a few (Harris, 1990). Furthermore, Harris contends that "the experiences of Black women are too often ignored in both feminist theory and legal theory, and essentialism in feminist legal theory does nothing to address this problem" (Harris, 1990, p. 585). Inclusion of this critique is appropriately situated in this study, as feminist legal theory (FLT) represents a missed opportunity to equitably address the needs of all women who experience sexual violence, and subsequently seek recourse through the criminal justice system. According to Harris, "feminist essentialism represents a broken promise to black women—the promise to listen to women's stories, the promise of a feminist method" (Harris, 1990, p. 601). The shortcomings of FLT further exploit the Black woman's vulnerabilities to lack protection within the legal system in the aftermath of her experience with sexual violence.

Furthermore, CRT—like feminist legal theory—has been criticized for being "insufficiently attentive to the interplay of patriarchy and white supremacy in the shaping of race and racialized power relations" (Valdes, 1997, p. 5). Critics proposing that CRT's interrogation of race failed to sufficiently explore important intersections with gender. Likewise, both CRT and

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critical race feminism perhaps [have] been insensitive to the limitations and depth of the "Black/White paradigm as an exclusive lens for the deconstruction of race and race-based subordination in a multicultural society" (Valdes, 1997, p. 5). Therefore, it is also important to consider the call of theorists to include a LatCrit framework, which "is an intervention designed to highlight Latina/o concerns and voices in legal discourse and social policy. As its origins indicate, this Latina/o-identified genre of outsider jurisprudence was conceived as a movement closely related to CRT" (LatCrit, 2019, para. 2). The challenging goals of the LatCrit movement seek to rectify the omissions of both CRT and FLT by providing a relational and comparative discourse which centers the experiences of persons with Latin heritage broadly, and Latin women (Latinas) specifically, within the discourse of American legal theory.

While both critical race and feminist legal theories offer relevant structures that are linked to the problem area of sexual misconduct, the framework for the identification and interpretation of this problem are grounded in Harris' points of intersection between critical race feminist theory and feminist legal theory. In "Race and Essentialism in Feminist Legal Theory," Harris (1990) claims that both feminist and social movements must incorporate the philosophy of multiple consciousnesses whereby the practice of categorization is explicitly tentative, relational, and unstable, particularly in the development of law and policy. Although both Black and Latina women have experienced subordination and marginalization within the development of American law and social policy, their experiences are both similar and different. "In fact, the works [within LatCrit theory] suggest that sameness/difference discourses are compelling to Latinas/os because the category "Latina/o" is itself a conglomeration of several peoples from varied cultures and localities, all of which have become embedded in American society through different yet similar experiences" (Valdes, 1997, p. 8). Valdes (2005) recognizes that the term Latina/o includes people

of diverse national origins, races, and ethnicities, including Chicanas/os, Puerto Ricans, Cubanas/os, Dominicanas/os, Nicaraguenses, Salvadoreñas/os, Colombianas/os, and others. Research must acknowledge the experiences of Black and Latina women using diverse and relational approaches. Moreover, this study acknowledges the distinct identities of Afro-Latinas— women whose lived experiences are both Black and Latinx.

Given that sexism and racism are both tools of oppression, the intersection of these attitudes make women of color particularly susceptible to sexual violence (Connecticut Alliance to End Sexual Violence, 2018). Therefore, it is important to appropriately frame the problem of sexual misconduct in a manner that is inclusive for all impacted people. Critical race scholar Kimberlé Crenshaw (2016) argues that frames create an avenue to view how social problems impact all the members of a targeted group. Without a frame that critically engages diverse racial and gender identities, many people will fall through the cracks, left to suffer in isolation.

Another example of how theory emanating from a white context obscures the multidimensionality of Black women's lives is found in feminist discourse on rape… Part of the intellectual and political effort to mobilize around this issue has involved the development of a historical critique of the role that law has played in establishing the bounds of normative sexuality and in regulating female sexual behavior. Early carnal knowledge statutes and rape laws are understood within this discourse to illustrate that the objective of rape statutes traditionally has not been to protect women from coercive intimacy but to protect and maintain a property-like interest in female chastity. Although feminists quite rightly criticize these objectives, to characterize rape law as reflecting male control over female sexuality is for Black women an oversimplified account and an ultimately inadequate

account. Rape statutes generally do not reflect *male* control over *female* sexuality, but *white* male regulation of *white* female sexuality. Historically, there has been absolutely no institutional effort to regulate Black female chastity. Courts in some states had gone so far as to instruct juries that, unlike white women, Black women were not presumed to be chaste. (Crenshaw, 1989, p. 157)

Crenshaw emphasizes that historically policies developed to address the problem of sexual misconduct failed to sufficiently consider the needs of women who are not white, and often prioritized the experiences of white women as the normative standard. Consequently, this may influence Black and Latina women's disinclination to report matters of sexual and related misconduct.

Experiences with institutionalized racism may also make it difficult for women of color to trust the systems and institutions that are supposed to help them (Connecticut Alliance to End Sexual Violence, 2018). Data from the 2006 National Violence Against Women Survey indicates that

> There was little difference in Hispanic and non-Hispanic women's reports of IPV (Hispanic: 21.2%, non-Hispanic: 22.1%). However, Hispanic women were more likely than non-Hispanic women to report that they were raped by a current or former intimate partner at some time in their lifetime (Hispanic: 7.9%, non-Hispanic: 5.7%). Additionally, African American women experience intimate partner violence at a rate that is 35% higher than that of white women, and about 2.5 times the rate of women of other races. However, they are less likely than white women to use social services, battered women's programs, or go to the hospital. (Women of Color Network, 2006, p. 2)

Crenshaw claims the problem with identity politics is not that it frequently conflates or ignores intragroup differences. Rather, in the context of violence against women, identity politics are problematic because the violence that many women experience is often shaped by other dimensions of their identity, such as race and class (Crenshaw, 1991).

This problem is starkly illustrated by the inaccessibility of domestic violence support services to many non-English-speaking women. In a letter written to the Deputy Commissioner of the New York State Department of Social Services, Diana Campos, Director of Human Services for Programas de Ocupaciones y Desarrollo Economico Real, Inc. (PODER), detailed the case of a Latina in crisis who was repeatedly denied accommodation at a shelter because she could not prove that she was English-proficient… Despite this woman's desperate need, she was unable to receive the protection afforded English-speaking women, due to the shelter's rigid commitment to exclusionary policies… Here the woman in crisis was made to bear the burden of the shelter's refusal to anticipate and provide for the needs of non-English-speaking women. Said Campos, 'it is unfair to impose more stress on victims by placing them in the position of having to demonstrate their proficiency in English in order to receive services that are readily available to other battered women.' The problem is not easily dismissed as one of well-intentioned ignorance. (Crenshaw, 1991, p. 1262-1264)

This example is merely one of the many ways institutionalized racism operates to further disenfranchise individuals whose experiences deviate from what is broadly accepted as the standard experience. "Latin@s encounter more barriers to seeking services than non-Latin@s,

especially if they are immigrants (Ingram, 2007). Latin@s are also less likely to report rape victimization (Tjaden & Thoennes, 2000)" (Center for Evaluation & Sociomedical Research, 2013, p. 7). These societal barriers serve as mechanisms that further ostracize Black and Latina women. Consequently, Zadnik and Melendez (2018) recommend that sexual assault centers and prevention programs develop a strong understanding and commitment to ending racism and inequality, as those centers have an obligation to address the ways oppression impacts the lives of people in community.

The silencing of Black women in sexual misconduct discussions is further perpetuated by the fact that many are unaware of the legacy of Black women who have fought against sexual violence dating back to the era of slavery. As Harris (1990) argues,

> Even after the Civil War, rape laws were seldom used to protect black women against either white or black men, since black women were considered promiscuous by nature. In contrast to the partial or at least formal protection white women had against sexual brutalization, black women frequently had no legal protection whatsoever. Rape, in this sense, was something that only happened to white women; what happened to black women was simply life. (p. 599)

America's national race story includes the dehumanization of Black women, as they are often depicted as lewd and/or characterized as rape victims by the media (Rodriguez, 2018). Over time, dehumanizing the black body has become such a customary practice that even black people fail to challenge dehumanizing practices. "The commonly held stereotype of Black girls as hypersexualized is defined by 'society's attribution of sex as part of the natural role' of Black women and girls" (Epstein, Blake, & González, 2017, p. 5). The ramifications of such practices contribute to the collective negative socialization of Black women, reaffirming the notions that

they are less valuable, undeserving of respect, and unworthy of being believed. Malcom X once said, "the most disrespected woman in America is the black woman. The most un-protected person in America is the black woman. The most neglected person in America, is the black woman" (speech delivered on May 5, 1962 in Los Angeles, CA). When it comes to addressing the matter of sexual misconduct, this does not have to be the case, particularly in educational settings such as colleges and universities.

Similarly, the histories of Latina feminist resistance to sexual violence is largely untold in dominant discourses. Even in the present moment, research on Latina women's interpersonal victimization remains a burgeoning field (Cuevas, Sabina, & Milloshi, 2012). "Despite the rapid growth of the Latino population (Pew Research Center, 2005), studies focusing on the interpersonal victimization of Latino women have lagged" (Cuevas et al., 2012, p. 377). Nevertheless, results from the *Interpersonal Victimization Among a National Sample of Latino Women* study showed "that more than half of the women in the study (53.6%) reported at least one victimization experience during their lifetime, with approximately two thirds of the victimized women (66.2%) experiencing more than one victimization incident" (Cuevas et al., 2012, p. 377). Results from a study on Latino female college students revealed that 18% reported two types of abuse, 7% reported three types, and 4% reported all four types that were measured— physical, sexual, emotional, and witnessing (Clemmons et al., 2003 cited in Cuevas et al., 2012). In another study, 60% of Mexican American college women who experienced physical or sexual violence were also stalked in the past year (Coker et al., 2008 cited in Cuevas et al., 2012). The problem of interpersonal violence against women is one that is constant across ethnic groups, but affects different racial and ethnic groups in distinct ways.

Accordingly, preventative educational programs can be effective tools for framing the problem of sexual misconduct in a manner that resonates with all students. However, the content of the educational prevention programs must use a culturally competent framework. Over the years, policymakers have created federal legal mandates that require educational institutions to develop protocols that address sexual misconduct. However, many state laws offer varying definitions on which acts constitute sexual misconduct (RAINN, 2019). A closer look into the law's textual faults and its omissions of clear guidance leaves room for inconsistent application. Moreover, critics question the fairness of institutional adjudicative protocols that serve as a barrier to due process protections for the accused (Marciniak, 2015).

Identifying comprehensive and effective methods to address the issue of sexual misconduct is challenging because the pervasiveness of the problem is so nuanced. Indeed, most institutions frame the issue in colorblind ways, failing to address the disparate impact of sexual misconduct on women of color or the cultural specificities that prevent reporting. By contrast Critical Race Feminism takes a race-and-gender-conscious approach. "Given the extensive interaction between higher education sexual violence policy and the law, Critical Race Feminism offers a nuanced theoretical framework through which to identify the implications of race-neutrality" (Wooten, 2017, p. 407).

There are contentious perspectives amongst key stakeholders regarding the best practices for identifying a resolution. As a result, framing of the problem is constantly in flux. Most recently, many guidelines provided in the Dear Colleague Letter of 2011 have been rescinded but not replaced. "To address sexual misconduct effectively, appropriate definitions of misconduct must be developed that avoid risk to the relational autonomy of students and academic freedom in the classroom... Equally important is the development of procedures providing fair treatment to both

accuser and accused" (Ward, 2017, para. 9). Educators play an important role in framing the problem and the solution for their students. Students need help in cultivating a sense of awareness about these issues. They need help developing language to name the problem.

Additionally, students need to understand how to refute these behaviors, and when necessary, access supportive resources for themselves or others. One way to bring about effective change is to create a shared/common understanding of the problem. However, "by not accounting for racial difference, sexual violence policy has often promoted the sociocultural values and understandings of such violence from the perspective of White women" (Wooten, 2017, p. 406).

2.2 Impacted Populations

As sexual assault is often unreported, survivors may not have the access to resources and services that help them heal. As previously noted, "about 1 in 5 women are victims of completed or attempted sexual assault while in college..." (Ali, 2011, para. 2). However, when broadening the scope to consider gender beyond the binary perspective, research suggests that initiatives to address those impacted by occurrences of sexual misconduct should also consider the needs of persons in the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) communities. "LGBT survivors also encounter unique obstacles related to their sexual assault experiences and need culturally competent services that effectively address ways in which prejudice, stigma, and discrimination may affect them" (Pérez & Hussey, 2014, p. 5). Some researchers suggest that there is a limited understanding of the problem because data on the LGBTQ demographic focusing on sexual misconduct is lacking and constrained by methodological limitations. Additionally, theoretical frameworks about the development and maintenance of LGBTQ

intimate partner violence is lacking" (Calton, Cattaneo, & Gebhard, 2016).

According to Bashall and Ellis (2012), intersectional frames that consider the ways disability is related to race, gender, class, and other forms of discrimination are also central to understanding vulnerability to sexual misconduct. "Unraveling the complex relationship between patriarchy, a disabling society, and other forms of discrimination and marginalization, such as homophobia and racism is essential to understanding the violence against disabled women" (cited in Thiara, 2015, p. 147). Unfortunately, there is not a robust amount of research specifically on the experiences of students with disabilities and sexual misconduct at institutions of higher education. Due to the ways multiple marginalized identities render individuals disproportionately vulnerable to violence, attention should be given to students of color, students within the LGBTQ community, international students, and students with disabilities. While the research affirms that violence against women is prevalent within all social categories, some studies suggest that women of color experience higher rates of violence and male control, take longer to seek help, are not as knowledgeable of their rights, and are susceptible to coercion and entrapment due to vulnerable immigration status (Thiara, 2015). Moreover, barriers to seeking help remain significant for communities of color and are influenced by racism and other forms of oppression in the U.S. (Pennsylvania Coalition Against Rape [PCAR]/National Sexual Violence Resource Center [NSVRC], 2017).

Though they often represent a smaller portion of the overall campus population, the *impact* of sexual misconduct is proportionately higher in Black and Latinx communities. In a recent study, survey results indicated "...there is this perception that black girls need less nurturing; less protection; to be supported less; to be comforted less; are more independent; know more about adult topics; and know more about sex" (Epstein, Blake, & González, 2017, p.1).

According to the National Intimate Partner and Sexual Violence survey, 1 in 7 Hispanic women (14.6%) in the United States have experienced rape at some point in their lives (Black et al., 2010). Moreover, "today, crimes of sexual violence are largely intraracial—meaning victims and perpetrators share the same racial and cultural identity—however, system responses to these crimes remain woefully inadequate as experienced by communities of color" (PCAR/NSVRC, 2017).

For these reasons, there should be intentional educational outreach to students in these marginalized groups. Key stakeholders such as "administrative personnel, campus safety officers, residential housing staff, health centers, LGBT[Q] student organizations, student-life representatives, and off-campus community resources and organizations need to coordinate with each other to provide education and information that promote conversations about consent and celebrate student diversity" (Pérez & Hussey, 2014, p. 5). Additionally, it is important to note that faculty can play a role in shifting the campus climate on sexual misconduct. Encouraging educational programming, including resources on the syllabus, completing trainings that address the responsibility of faculty if a student discloses experiences with sexual misconduct, and knowing how to make appropriate referrals are just a few things that faculty can do (Lam, 2014).

There is a culture of sexual misconduct in academia that is worthy of consideration as well. The 2015 *AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct* found that roughly 22% of female graduate and professional students had been sexually harassed by a faculty member at her university (p. xvii). Further research has revealed that "most faculty harassers are accused of physical, not verbal, harassment, and more than half of cases—fifty three percent—involve alleged serial harassers" (Flaherty, 2017, para. 2). It is also important that

faculty do not contribute to the campus culture of sexual violence by engaging in forms of prohibited misconduct.

2.3 Strategies for Change

According to Flood (2015), "there are two broad sets of challenges that confront the violence prevention field. The first concerns challenges of definition, measurement, and conceptualization, and the second concerns challenges of programming and policy" (p. 216). To make effective changes that are sustainable over time, key stakeholders must be involved in the development of solution-oriented practices. Students, faculty, and staff all have a role to play in developing adaptive changes that will impact the climate of college campuses and universities.

Frequently, college administrators advocate for the implementation of student bystander intervention programs as a method of responding to sexual misconduct. Unfortunately, this approach often fails to comprehensively address the underlying social norms that create the need for bystander action. DeMaria et al. (2015) developed one study that focused on bystander intervention programs. The researchers intentionally facilitated small group discussions with participants who share common identities and/or organizational affiliations and selected moderators with whom the participants could identify. Results indicated that student perceptions of hookup culture negatively biased participants against intervening because they assume that people go out searching for someone with whom to hook-up. Additionally, female participants believed reporting sexual assault in conjunction with alcohol use would diminish their claim and may lead to negative consequences. More generally, female participants believed sexual assault is a problem on campus while male participants did not (DeMaria et al., 2015).

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DeMaria and her team use a grounded theoretical approach in their semi-structured focus-group style discussions, allowing conceptual categories that informed their recommendations for solution-oriented approaches to addressing sexual assault on college campuses to emerge. DeMaria et al. (2015) asserted that the emerging themes can help inform practitioners to develop campus-wide social marketing campaigns that encourage bystander interventions amongst college age men and women.

Engaging men to challenge rape-supportive norms and behaviors is hard work. However, in "Building Men's Commitment to Ending Sexual Violence Against Women," Michael Flood (2011) claims that there should be an emphasis on developing strategies to mobilize men, as they are often the reported perpetrators of sexual violence against women. Flood asserts that men can play an integral role in developing positive and sustainable results for reducing and preventing violence against women. This argument is largely situated in the notion that toxic forms of masculinity is a mitigating factor in the persistent acts of sexual violence perpetrated by men. In this sense, masculinity as a socially constructed idea, has a central organizing principle that "places men above women and some men (e.g., White, able-bodied, educated, heterosexual, middle and upper class) above other men (e.g., men of color, [dis]abled, gay, bisexual, low-income). This definition of masculinity relies on misogyny and homophobia as its primary means to enforce rigid and limited gender norms for men" (cited in Harris & Edwards, 2010, p.45). The external expectation that men must adhere to, and embody these ideas restrict men to the man box—a term used to describe the hegemonic, or dominant, form of masculinity in the United States. Gender is normalized through culture, context, structures, and interactions. Therefore, no man perfectly fits the description [of what it means to be a man]. Consequently, all men are limited by hegemonic masculinity through policing of behaviors seen as violations [of the gender

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role] (Edwards, 2007). Data collected during Harris and Edwards's focus groups studies indicated that campus experiences designed around issues of gender allow men to critically examine the social construction of gender and other social identities. In turn, this helps them understand the consequences of subscribing to hegemonic masculine norms (2010).

While there are numerous examples of bystander intervention programs that are being implemented, few have been evaluated. Results from evaluated programs do not clearly delineate which elements of bystander programs are most effective (i.e. skill-based training, awareness-based training, online training, etc.) (Coker & Clear, 2015). Campus climate intervention programs are effective when students and administrators co-create the method of response. Peer-education is powerful and impactful. Having a better understanding of students' perceptions of bystander intervention and barriers to reporting is essential to co-creating initiatives that students will employ. However, "it should be university staff [and faculty] who teach violence prevention education on campus. This facilitates a whole-of-institution approach, enables more effective integration of curricula, and fosters student wellbeing" (Flood, 2017, p. 3). Furthermore, the implementation of such educational initiatives should integrate university-specific campus climate data. Elevating the understanding of the campus climate through the application of research and data findings about sexual violence on campus helps tailor initiatives to specific communities on campus. Climate surveys, for example, can tell campuses about their students' perceptions of safety, knowledge of services and resources, and attitudes about prevention (Dills et al., 2016).

Campus climate surveys have become a regulated mandate for many institutions across the nation. While surveying student populations requires a low-level of intrusion, the research suggests that there are measurement and methodological inconsistencies that impact the

accuracy of categorizing and assessing sexual misconduct prevalence and victimization. Campus climate survey data is difficult to compare because of the variations in construct definition, wording of questions, underreporting, and methodological inconsistencies persist across studies (de Heer & Jones, 2017). Nevertheless, recent data collected during the *2015 AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct* have prompted a new wave of mandated biannual surveying. Because the climate of sexual misconduct may vary by institution, researchers suggests the development of custom-made surveys for each campus. Campus specific questionnaires help to facilitate understanding about the general student population and surface areas where subpopulations may have needs that are not currently being addressed by the institution (de Heer & Jones, 2017). Survey tools should be developed so that marginalized students can share experiences unique to their identity. Universities should include methods of engagement that are accessible to collecting data about the experiences of the marginalized.

The 2011 Dear Colleague Letter from the federal Office of Civil Rights (OCR) offers specific recommendations which require:

> that all schools implement preventive education programs and make victim resources, including comprehensive victim services, available. Schools may want to include these education programs in their: (1) orientation programs for new students, faculty, staff, and employees; (2) training for students who serve as advisors in residence halls; (3) training for student athletes and coaches; and (4) school assemblies and "back to school nights" (Ali, 2011).

Once these standards were introduced by the Office of Civil Rights, university administrators were "under increasing pressure to develop sexual violence policies and prevention programs" (Rothman & Silverman, 2007). In one study, first-year students were exposed to a

ninety-minute dramatic presentation and discussion called "Sex Signals" during their orientation week. Later, administrators required all first-year students to participate in a two-hour sexual assault education workshop in small groups (Rothman & Silverman, 2007). The researchers intentionally facilitated small group discussions with participants who shared common identities and/or organizational affiliations and selected moderators with whom the participants could identify. The research suggests that this method established a tone of comfort that helped to facilitate the ease of sharing information amongst peers (DeMaria et al., 2015). However, "while brief, one-session programs among students are common, none have demonstrated lasting effects on risk factors or behaviour. Lengthier programs have greater impacts, as a wide range of reviews and analyses have shown. At least five classroom sessions is a reasonable minimum" (Flood, 2017, para. 21).

Concerns from university administrators can serve as obstacles to addressing the problem of sexual misconduct. Amar, Strout, Simpson, Cardiello, and Beckford (2014) suggest three promising strategies for changing the campus culture in response to sexual violence: bystander education models, social marketing campaigns, and curriculum infusion. Amar et. al (2014) assert that if administrators can understand and quantifiably represent their perceptions of protocols, response, and prevention efforts for college campus sexual assault, then they can also offer improvement-focused suggestions to practitioners on how best to respond to college campus sexual assault. Consistent with this theory, one study sought to understand the perceptions of campus-based women's center staff on college and university campuses, specifically regarding campus-based responses to sexual assault. Research indicated that those who work in collegiate women's centers possess critical insights regarding survivors, the campus environment, and the institutional context regarding sexual assault (Strout, Amar, & Astwood, 2014).

2.4 Effective Programs

One study explored the efficacy of sexual assault resistance programs for university women. Approximately 893 first year university women participated in a rape resistance program over the course of one year. Participants were either in resistance or control groups. The resistance group consisted of four three-hour units in which the students learned how to assess risk from acquaintances, overcome emotional barriers in acknowledging danger, and engage in effective verbal and physical self-defense. The control group received information about techniques for resistance via brochures. Results indicated that "four 3-hour units in which information is provided and skills are taught and practiced, with the goal of being able to assess risk from acquaintances, overcome emotional barriers in acknowledging danger, and engage in effective verbal and physical self-defense" (Senn et al., 2015, p. 2326). This model is akin to the R.A.D. (Rape Aggression Defense) program developed in 1989. However, Senn's Enhanced Assess, Acknowledge, Act (EAAA) program affirms men's responsibility to stop rape, while providing an educational and empowering framework for first year women students with the knowledge and skills to fight back against sexual assault. The comparable philosophies promote the notion that violence does not have to be a routine part of the human experience. More importantly, individuals can take measures to feel empowered to protect themselves from potential predators.

Protection from physical threats to safety is only one part of addressing the problem of sexual misconduct. Although effective programs that facilitate resistance education are necessary, they should not be implemented in isolation. Michael Flood assessed a range of prevention strategies for intimate partner and sexual violence. According to Flood,

> violence prevention education programs can have positive effects on participants' attitudes toward and participation in intimate partner and sexual

violence. Evaluations demonstrate that school and university students who have attended rape education sessions show less adherence to rape myths, express less rape-supportive attitudes, and/or report greater victim empathy than those in control groups. (Flood, 2015, p. 211)

Evaluation of preventative initiatives suggests that program implementation has the potential to shift campus perspectives on rape culture. Rape culture is an environment "in which sexual violence is normalized and excused, and is perpetuated through: the use of misogynistic language, the objectification of women's bodies, and the glamorization of sexual violence…" ("Rape Culture, Victim Blaming, and The Facts," 2017). Universities should provide educational opportunities for violence prevention in addition to comprehensive programs designed to address the attitudes, ideas, and beliefs that contribute to the rape culture that persists on campuses throughout the nation.

Furthermore, the literature suggests additional research is needed to continue exploring methods that can promote the reporting of sexual violence and provide optimal responses to impacted persons. (Strout, Amar, & Astwood, 2014). Developing an inclusive [intersectional] knowledge base and collaborative working relationships will be essential to [the developments of] next steps: to formally evaluate procedures, identify, and fill in the gaps within university services (Katz & DuBois, 2013). Flood (2017) argues that effective practices in violence prevention education has five essential elements: a whole-of-institution approach, a long-term vision with funding, effective curriculum delivery, relevant and tailored practice, and evaluation. "Whatever means a university adopts to educate its students about violence, these must be embedded in a whole-of-institution approach. This includes educating students and staff, changing organisational policies and practices, and building an equitable university culture" (p. 2). Preventative educational

programs should be integrated into a culture change model so that students can learn the consequences of sexual misconduct in addition to learning about how to respect the rights and choices of others.

2.5 Connection to Study

Located in upstate NY, Cornell University currently enrolls approximately 23,000 students: 15,000 undergraduate, 5,600, graduate, and 2,500 professional students. Between the fall semester of 2007-2017, approximately 51% of the undergraduate enrollment population identified as female (Institutional Research & Planning, 2019a). During the same timeframe, it enrolled 8,949 or 6% Black students and 15,014 or 10% Hispanic students (Institutional Research & Planning, 2019c). In 2015, Cornell University participated in the Association of American Universities *Campus Climate Survey on Sexual Assault and Sexual Misconduct*. The survey found the following overall data.

> Overall, 11.7 percent of student respondents across the twenty-seven universities reported experiencing nonconsensual sexual contact by physical force, threats of physical force, or incapacitation since they enrolled at their university. However, rates of reporting to campus officials and law enforcement or others were low, ranging from five percent to 28 percent, depending on the specific type of behavior. (AAU Climate Survey on Sexual Assault and Sexual Misconduct, 2015, para. 4)

Cornell University identified 20,547 enrolled graduate, undergraduate, and professional students to participate in the *Campus Climate Survey on Sexual Assault & Sexual Misconduct*. The

tables below capture characteristics of respondents that completed the survey based on gender and race at Cornell University (Cantor, Fisher, Chibnall, & Bruce, 2015). "To generate estimates for the student population, the data were weighted to adjust for this differential nonresponse. Response rates across the IHEs… ranged from a low of 7 percent to a high of 53 percent" (Cantor, Fisher, Chibnall, & Bruce, 2015, p. vi). In Table 1, weighted represents total university population and un-weighted represents the total number of survey participants.

Table 1. Selected Characteristics of Respondents That Completed the Survey

| | Weighted | | Un-Weighted | |
	Number	%	Number	%
Race				
White only	11, 012	53.6	2,456	62.9
Black only	1,194	5.8	174	4.5
Asian only	6,745	32.8	1,042	26.7
Other/Multi race	1,596	7.8	234	6.0
Gender Identity				
Female	9,951	48.4	2,316	59.3
Male	10,403	50.6	1,557	39.9
Other	193	0.9	33	0.8
Hispanic or Latino				
Yes	2,189	10.7	338	8.7
No	18,358	89.3	3,568	91.3

Note. Adapted from *Campus Climate Survey on Sexual Assault & Sexual Misconduct: Cornell University,* p. 2-3, by D. Cantor et al, 2015, Rockville, MD: Westat. Copyright 2015 by the Westat Corporation. Adapted with permission.

In compliance with New York State law, Cornell facilitated a biannual survey in 2017. Of the 20,631 enrolled graduate, undergraduate, and professional students, a sample of 6,000 students were offered a $5 incentive to complete the 2017 Sexual Assault and Related Misconduct Survey; 2,238 students completed the survey. Table 2 below provides demographic characteristics of the participants who completed the 2017 survey.

Table 2. Characteristics of Students Who Completed the 2017 Sexual Assault and Related Misconduct Survey

Variable	Category	Weighted[b]		Un-weighted	
		N	%	N	%
Enrollment type	Undergraduate	11,734	62.8	1,397	62.4
	Graduate or professional	6,938	37.2	841	37.6
Undergraduate: Year in school	First year	2,836	15.2	368	16.4
	Sophomore	3,162	16.9	380	17.0
	Junior	2,656	14.2	314	14.0
	Senior	3,080	16.5	335	15.0
Graduate or professional: Year in program	1st year	2,700	15.0	337	15.1
	2nd year	1,574	8.4	194	8.7
	3rd year	1,048	5.6	125	5.6
	4th year or higher	1,518	8.1	185	8.3
Gender identity	Man	9,253	49.6	929	41.5
	Woman	9,125	48.9	1,276	57.0
	TGQN[c]	294	1.6	33	1.5
Sexual orientation	Heterosexual/straight	15,796	84.8	1,898	85.0
	LGBAQN[d]	2,828	15.2	334	15.0
Race / Ethnicity	White (U.S.)	7,637	40.9	905	40.4
	Asian (U.S.)	3,155	16.9	480	21.4
	Black (U.S.)	1,002	5.4	115	5.1
	Hispanic (U.S.)	2,029	10.9	221	9.9
	Other or multiple races (U.S.)	817	4.4	83	3.7
	International	4,032	21.6	434	19.4
In partnered relationship	Yes	13,232	71.1	1,587	71.2
	No	5,368	28.9	643	28.8
Have disability or chronic condition	Yes	2,934	16.2	350	16.1
	No	15,198	83.8	1,826	83.9

[a]A survey was counted as "completed" if a respondent answered at least one question in each of the sections concerning sexual harassment, stalking, and nonconsensual sexual contact.

[b]The survey data file was weighted to adjust for survey non-response patterns and more accurately reflect the characteristics of the student population of

[c]TGQN includes the following gender identities: agender, androgyne, demigender, genderqueer or gender fluid, questioning or unsure, transgender man, transgender woman, and other gender identity.

[d]LGBAQN includes the following sexual orientations: asexual, bisexual, gay, lesbian, pansexual, queer, questioning or unsure, and other sexual orientation.

Note: Reprinted from *2017 Cornell Survey of Sexual Assault and Related Misconduct: Tables of Survey Results*, p. 3. Reprinted with permission.

Participants' reported experiences of sexual misconduct are separated based on gender, enrollment type, sexual orientation, race, and ability for each type of sexual misconduct. However, data for who reported their experience and reasons for not contacting a program or resource are only separated based on gender and enrollment type. For example, selected results for undergraduate women identified by race reveal that 73.8% of Black, 73.4% of Hispanic, and 81.7% of White women report having experienced sexual or gender-based harassment since entering Cornell. 16.2% of all the undergraduate women who experience this type of sexual misconduct indicated that they contacted at least one supportive program about the harassing experience—this number represents the collective responses for all racial/ethnic groups of undergraduate women that completed the survey. The survey also reports reasons for not contacting a program or resource based on gender and enrollment type alone. If there is variation between racial/ethnic groups regarding their reasons for not contacting a resource because of their experience, it cannot be determined based on review of this survey's published data.

Cornell has a well-established history of working to change the campus climate around sexual violence. In 2012, Cornell updated its Prohibited Bias, Discrimination, Harassment, and Sexual and Related Misconduct Policy 6.4 (hereafter Policy 6.4), which governs how reported incidents of sexual misconduct are addressed by the university. The university has a Coalition on Sexual Violence Prevention, with several subcommittees, which have been active since 2013. Moreover, in 2016 it developed an Office of the Title IX Coordinator that functions independently from the Office of the Judicial Administrator, this office adjudicates allegations of violations to Policy 6.4. The policy supports the university's commitment to creating a learning, living, and working environment free of bias, discrimination, harassment, and sexually related misconduct;

and provides means to address these issues when they occur (University Policy Office, 1996; 2017).

One subcommittee of the coalition includes the Committee on Educational Strategies, comprised of campus partners throughout the division of Student and Campus Life and the Office of Institutional Equity and Title IX. Student affairs professionals connect to discuss ideas and initiatives that will take place in their respective functional areas. Amar et al. (2014), suggest three promising strategies for changing the campus culture around response to sexual violence: bystander education models, social marketing campaigns, and curriculum infusion.

Researchers Dills et al. (2016) with the Center for Disease Control recommend that "the following people and communities can be included [in developing solutions to sexual misconduct]: students, Title IX Coordinator, Greek life, women's center, victim advocates, LGBTQ and multi-cultural centers, campus safety, student conduct, student life, law enforcement, athletics, local rape crisis centers or community-based organizations, etc." (p. 9). Cornell University's Coalition on Sexual Violence Prevention has representation from all these suggested campus partners, *except for* representation from multicultural centers. This exception is inconsistent with previous university initiatives developed to address the problem of sexual violence. For example, from 1984-2004, Cornell University demonstrated a twenty-year commitment "to work toward a community free of sexual harassment, exploitation, abuse, assault and violence," purposefully including multicultural representatives in the Cornell Advocates for Rape Education (CARE) Program.

The goals of the CARE Program were to: support, encourage and/or provide education for all; monitor needs in the Cornell community, and advocate for institutional and social change ("20 years of CARE [Cornell Advocates for Rape Education] Activities," 2004). A comprehensive view

of the CARE Program initiatives can be found in Appendix A. However, the following activities are worthy of note:

- Worked to expand committee membership to include more men and people of color

- Established a multicultural sub-committee to address multicultural issues in rape prevention

- Multilingual rape education brochures collected (1995-2004)

- Acted in consultation with staff to develop a rape education program specifically for African American students

- CARE members work collaboratively with the Cornell Democrats to bring Professor Anita Hill to campus for lecture and book signing (April, 1998)

- CARE sponsors two-day visit by performance artist Reanae McNeal who performed her play "Don't Speak My Mother's Name in Vain" about the history of sexual assault against African-American women (Feb 1999)

- Committee investigated the programming needs of people of color ("20 years of CARE Activities," 2004)

It is evident based on these activities that the university recognized the need to have a culturally competent approach to the work of preventing and dealing with sexual violence on its campus. However, university efforts have shifted away from this practice over time. Developing an inclusive knowledge base and collaborative working relationships are essential next steps, including formally evaluating procedures, identifying gaps in services, and subsequently filling these gaps (Katz & DuBois, 2013). Current university efforts to address the problem of sexual misconduct lack strategic, culturally competent approaches to engagement. Given that the campus

population is not a homogenous group, efforts to educate and engage the student populations should be diversified in a manner that resonates with the diversity of the student population.

In compliance with federal and state laws, Cornell University provides mandatory education for all first year and transfer students during orientation in the fall and spring semesters. Many students view this participation as an obligatory commitment. The methods employed to implement required education for many students is standardized, and occurs in large group settings. The problem with this technique is that "there is no one size fits all [approach to] primary prevention programming. Each community on campus has different needs [that] should be met with programming that is culturally informed… [and these initiatives should] include historically marginalized communities [such as:] immigrants, people of color, LGBTQ, [people with disabilities], and other marginalized students" (Dills et al., 2016, p. 11). To that end, this study aims to engage diverse student populations to collect data that reflects their experiences regarding sexual misconduct. Data collected will be used to develop prevention education initiatives that are culturally informed, specifically for Black and Latina women.

2.6 Research Questions

This mixed-methods study sought to examine Black and Latina women's understanding of sexual misconduct, their experiences with sexual misconduct, and barriers to accessing and seeking campus resources designed to support students who experience sexual misconduct. The key inquiry questions (IQ) of the study are as follows:

IQ1. What behaviors will undergraduate Black and Latina women identify as sexual misconduct?

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IQ2. What are examples of sexual misconduct that Black and Latina women have witnessed, experienced, or a friend disclosed experiencing during their time as undergraduate students at Cornell University?

IQ3. How has Cornell University developed its supportive resources between 2008-2018 to respond to the needs of Black and Latina undergraduate women who have experiences related to sexual misconduct?

IQ4. For undergraduate Black and Latina women between 2008-2018, what are the barriers to taking advantage of Cornell University resources that are designed to educate and support students who have experienced any form of sexual misconduct?

2.7 Summary

This chapter examined what is known about the problem of sexual misconduct through a review of literature. The proposed inquiry builds upon the understanding that the problem of sexual violence is one that persists within American culture, and subsequently disrupts the experiences of students at colleges and universities nationwide. There have been attempts to regulate the problem of sexual misconduct through the implementation of programs as well as regulatory federal and state legislation. However, the development of initiatives to address the problem of violence against women have not considered the needs of Black and Latina women. Moreover, the premise of feminist essentialism further subjugates Black and Latina women to additional harm by standardizing the understanding of what it means to be a woman to that of the White woman's experience. Implicitly, this presumes and prescribes what a woman may need in the aftermath of

sexual misconduct. Therefore, this study aimed to specifically interrogate the experiences and the needs of Black and Latina women. Using a mixed methods approach, the researcher explored Black and Latina women's experiences of sexual misconduct during their tenure at Cornell University between 2008-2018. It also examined Black and Latina women's knowledge of supportive services related to sexual misconduct and barriers that prevented them from seeking these services.

3.0 Chapter 3: Methodology

This chapter explains the methods used in this study. The researcher provides a rationale for a mixed methods case study design along with an overview of each method. The quantitative section references the research questions, sampling procedures, instrument design, and data collection. The qualitative section references the research questions, a description of the target population of participants, and data collection. The analysis section addresses how the combined data were analyzed.

3.1 Restatement of the Problem

The present-day context of the pervasiveness of sexual misconduct underscores the need for the development of educational trainings and prevention initiatives that resonate with the undergraduate college student population. "Approximately 1 in 5 women (19.3%) in the United States have experienced rape or attempted rape in their lifetime and 43.9% have experienced other forms of [sexual violence]. For instance, 12.5% have experienced sexual coercion, 27.3% have experienced unwanted sexual contact, and 32.1% have experienced non-contact unwanted sexual experiences" (Basile et. al, 2016, p. 7).

While research affirms that violence against women is prevalent within all social categories, some studies suggest that racial and ethnic minority women experience higher rates of violence and male control, take longer to seek help, are not as knowledgeable of their rights, and are susceptible to coercion and entrapment (Thiara, 2015). Although there are legal implications

at the federal and state level that provide some direction for the minimum level of content and engagement that must occur with regards to education and training around sexual misconduct, if students from diverse racial and ethnic backgrounds are to be adequately engaged and supported, higher educational initiatives and practices must go beyond the minimum standards.

While Cornell University employs a variety of techniques to engage the broader campus population, "there is no one size fits all [approach to] primary education and prevention programming. Each community on campus has different needs [that] should be met with training that is culturally informed… [and these initiatives should] include historically marginalized communities" (Dills et al., 2016, p. 11). Currently, there are gaps in the university's approach to adequately educate and support Black and Latina women who experience sexual misconduct.

3.2 Purpose Statement and Research Questions

This mixed methods case study aimed to specifically engage members of diverse student groups to collect data that reflected their understanding of sexual misconduct and their experiences in the aftermath. Did Black and Latina women report their experience to the university? If so, to whom did they report? What, if any, university support services did they engage? The study used a convergent parallel mixed methods design. The research design collected qualitative and quantitative data in parallel, analyzed the data separately, and then merged the data for interpretation. In this study, women who self-identified as Black and/or Latina that were currently enrolled as undergraduate students, and alumnae who completed their undergraduate degree between 2008-2018, were invited to participate in the qualitative and quantitative portions of the research project. Additionally, university policies and initiatives from 2008 to 2018 were examined

for historical contextualization. More specifically, the study reviewed how university policies and procedures have shifted in response to changes in federal and New York State laws that specifically govern the way higher educational institutions must address allegations of sexual misconduct and Title IX violations.

According to Robert Yin (1994), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clear. The mixed methods approach provides guidelines for gathering data so that we can make sense of a phenomenon. The convergent methodological design allows the researcher to collect statistical data alongside personal experiences to develop a more complete understanding of the research problem within a contextual framework (Creswell, 2013a). Figure 1 below demonstrates Creswell's (2013b) proposed methodological design.

Convergent Design

Quantitative
Data Collection

Qualitative
Data Collection

Quantitative
Data Analysis

Qualitative
Data Analysis

Quantitative
Results

Qualitative
Findings

Quantitative and
qualitative results
are compared.

Interpretation

Figure 1. Convergent quantitative and qualitative design

Image reprinted from video presentation slide by J. Creswell, 2013b, Youtube.com. Copyright 2013 by J. Creswell. Reprinted with permission.

This study investigated what undergraduate Black and Latina women know about the problem of sexual misconduct on campus; what have they experienced during their tenure at Cornell; and what barriers prevent students from reporting instances of sexual misconduct and making use of university support resources that are provided by the institution. Additionally, this study reviewed the changes in education, training, and response protocols for addressing sexual misconduct in the changing contextual framework of legislative policies and campus procedures between 2008-2018. Interview data provided insights into the experiences of current students of the identified population. Survey data provided complementary information regarding the past experiences of participants who have shared gender and racial/ethnic identities. Black and Latina women's reported experiences were compared and reviewed within the context of university education and response procedures that complied with the evolution of the federal and state laws.

3.2.1 Research Questions

The following research questions guided the study:

IQ1. What behaviors will undergraduate Black and Latina women identify as sexual misconduct?

IQ2. What are examples of sexual misconduct that Black and Latina women have witnessed, experienced, or a friend disclosed experiencing during their time as undergraduate students at Cornell University?

IQ3. How has Cornell University developed its supportive resources between 2008-2018 to respond to the needs of Black and Latina undergraduate women who have experiences related to sexual misconduct?

IQ4. For undergraduate Black and Latina women between 2008-2018, what are the barriers to taking advantage of Cornell University resources that are designed to educate and support students who have experienced any form of sexual misconduct?

3.3 Research Setting

Located in upstate, NY, Cornell University is a private Ivy League institution. It is also the largest land-grant institution within the state. The university currently enrolls approximately 23,000 students: 15,000 undergraduate, 5,600, graduate, and 2,500 professional students. Between the fall semester of 2010-2018, approximately 51% of the undergraduate enrollment population identified as female (Institutional Research & Planning, 2019a). During the same timeframe, it enrolled 7841 or 6% Black students and 14,740 or 11% Hispanic students out of a total of 129,398 (Institutional Research & Planning, 2019c).

3.4 Research Design

3.4.1 Quantitative Design: Participants and Data Collection

The researcher sent an electronic anonymous survey to currently enrolled students and alumnae who self-identified as Black and Latina women. The survey period was open for four to eight weeks. Alumnae participants must have completed their undergraduate degree from Cornell between 2008 and 2018. The survey was administered via Qualtrics, with response options

populated based on participants' previous selections to each question. Participation was not incentivized.

Alumnae were engaged electronically through personal communication, and social media group membership for Cornell Black Alumni Association (CBAA) and Cornell Latino Alumni Association (CLAA). The organization presidents of CBAA and CLAA were asked to distribute the initial announcement of the survey. The pervasiveness of the problem was contextualized as well as the impact of sexual misconduct on these constituent groups. The survey was then distributed on the following platforms: Cornell Black Alumni Association (CBAA) Facebook page; and the Cornell Latino Alumni Association (CLAA) Facebook page. Only individuals who graduated between 2008-2018 were included in the study. Undergraduate students were engaged via personal communication, individual email, and affinity group listservs. Membership and use of these platforms are completely voluntary. The Informed Consent Form used for the survey is listed in Appendix B while Appendix C specifies the Survey Questions and Protocols.

3.4.2 Qualitative Design: Participants and Data Collection

Concurrent with survey implementation, the researcher recruited alumnae and current Black and Latina undergraduate women of color and invited them to participate in individual semi-structured interviews. The individual semi-structured interviews took place via Zoom after the survey closed. Four alumnae and six undergraduate women participated in individual interviews. Of these, eight identified as Black and two as Latina. Of the 10 interviewed, three identified as queer, bisexual, and lesbian, respectively. Individual interviews lasted approximately 25-60 minutes. Seven of the individual interviews were video recorded and three were only audio

recorded. Interviews were subsequently transcribed using Rev.com. Data was accessible only to the researcher.

Black and Latina women were the target population for this study. Therefore, the individual interviews were conducted in a culturally responsive manner. "Students' ways of knowing come from their own mental derivations due to their particular experiences and contexts" (Magolda, 2001, p. 525). Therefore, acknowledging multiple realities is essential in the interaction between the researcher and participants. Individual interview questions were intentionally designed to value and affirm the participants' identities to be culturally effective (Rodriguez, Schwartz, Lahman, & Geist, 2011). For example, the researcher began the interview by inquiring about the meaning of community, as defined by the participant. Recruitment of participants for interviews were extended to pre-existing groups that exist for women who self-identify as having a cultural connection to the African and/or Latina diasporas. The following pre-existing student groups were connected to cultural influences from the African diaspora and were invited to participate in both the survey and individual interviews: Black Women Support Network, Les Femmes De Substance, Women of Color Coalition, The Curly Initiative, Baraka Kwa Wimbo, the women of Black Students United, members of Alpha Kappa Alpha Sorority Inc., and members of Delta Sigma Theta Sorority Inc. Additionally, women residents from Ujamaa Residential College, an undergraduate residential community established to focus on peoples from the African diaspora, were invited to participate. Student membership in each group or community may consist of freshmen, sophomores, juniors, and/or seniors. Membership in each group is completely voluntary.

The following pre-existing student groups connected to cultural influences from the Latina diaspora were invited to participate in the study: La Asociación Latina (LAL), Movimiento Estudiantil Chicano de Aztlán (M.E.Ch.A.), the women of Society of Hispanic Professional

Engineers (SHPE), Committee on U.S. Latin American Relations (CUSLAR) Student Group, Lambda Theta Alpha Sorority, Inc., Lambda Pi Chi Sorority, Inc., and Sigma Lambda Upsilon, Senoritas Latinas Unidas Sorority, Inc. Additionally, women residents from the Latino Living Center, a residential community established to focus on peoples from the Latinx diaspora were invited to participate. Student membership in each group or community may consist of freshmen, sophomores, juniors, and/or seniors. Membership in each group is completely voluntary.

The aforementioned groups are all registered sororities or student organizations. The officers of each group must list individual contact information and/or the organization's contact information in Orgsync, an intra-campus platform. The publicized group contact information was used to invite survey and individual interview participation. In the absence of a singular group email, all the registered officers were contacted to help recruit participation in the survey and interviews. Additionally, recruitment of students who may not have been affiliated with a student organization took place electronically using the Ujamaa Residential College and Latino Living Center community listservs. The researcher also used personal contacts to recruit participation in both the survey and individual interviews, sending 154 individual text messages via phone and 13 direct Facebook messages via Messenger. Appendix D outlines the verbal consent script for individual interview participants and the interview questions and protocols.

3.4.3 Review of University Policies and Initiatives

Finally, the study performed a review of Cornell University's policies and initiatives related to sexual misconduct from 2008 to 2018. More specifically, the study reviewed how university policies and procedures have shifted relative to changes in federal and New York State laws that specifically govern the ways higher educational institutions are required to address

allegations of sexual misconduct and Title IX violations. The study contextualized Cornell University's practices and protocols to address the problem of sexual misconduct within the frame of legal mandates regulated by the federal and the state governments. Additionally, the study reviewed the university's specific protocols outside of what was required by law.

The following legal mandates, legislations, and governmental policies were reviewed: The Office of Civil Rights' Dear Colleague Letter of 2011; the Campus Sexual Violence Elimination Act of 2013; the Violence Against Women Act of 1994, reauthorized in 2013; The Office of Civil Rights Dear Colleague Letter of 2014; the 2015 New York State Article 129–B; the Office of Civil Rights' Dear Colleague Letter on Sexual Violence of 2017. Cornell University's institutional records that established, created, and/or modified university policies and/or procedures between the years of 2008 to 2018 were reviewed in relation to legal and governmental shifts, including: Results from the 2015 AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct; the 2016 revision of Cornell University's Policy 6.4; and the 2017 Cornell Survey of Sexual Assault and Related Misconduct. These records are accessible to the public, and provided insight into the governing frameworks that informed Cornell University's response and adjudicative procedures in relation to campus sexual violence.

3.4.4 Data Analysis

Data were examined using the convergent design approach. This mixed methodological practice required multiple approaches to data analysis. The review of the data allowed demonstration of how the university had modified its procedures to respond to and adjudicate reported incidents of sexual misconduct in compliance with the federal and state laws over time. Additionally, it provided a chronological assessment of the educational training and prevention

initiatives that developed and evolved over time. Survey analysis from Black and Latina alumnae demonstrated the collective memory of the population with regards to the resources available during their time of enrollment, their awareness of those resources, and their propensity, or lack thereof, to make use of those university resources during their time as a student.

Analytical coding goes beyond descriptive coding. It is coding that comes from interpretation and reflection on the meaning of raw data. Data collected from the interviews were coded using open-coding and axial-coding techniques. Initial observational thoughts were documented by the researcher after each interview. Information gathered from the content of each interview was analyzed as well. This initial level of open coding focused on identifying patterns and insights related to the purpose of the research (Merriam & Tisdell, 2015). After each individual transcript was coded, the researcher's notes and comments from each interview was analyzed to develop common themes that emerged in the process of reflection. Data from the current students offered valuable insights into the current Black and Latina undergraduate women's attitudes, beliefs, and perceptions about their awareness of current resources, and their propensity, or lack thereof, to make use of those university resources during their time as a student.

When appropriate, qualitative data was transformed into quantitative data for comparison. For example, each type of sexual misconduct that the participants experienced was quantified. Additionally, the researcher extrapolated quotes from the qualitative data that reflected the numerical trends noted in the quantitative data. The application of inductive reasoning allowed for generalizations within the context of the study's established timeframe and the interpretation of trends in the data. The integrated data was represented using charts and figures. The point of interface is the point where mixing occurs during data analysis and/or during data interpretation (Creswell, Klassen, Plano Clark, & Smith, 2011). In this study, the researcher sought clear points

of interface after the survey and interview data was coded and contextualized within the ten-year time frame.

During data analysis, each participant was assigned a pseudonym (e.g., Grace or Wisdom). Assigning pseudonyms minimized the possibility that participants could be identified. Analysis and coding of qualitative data was facilitated by hand. Analysis of quantitative data was facilitated using Qualtrics, a feature of the online survey tool. Only the researcher had access to the information stored in the Qualtrics individual user account.

3.4.5 Reciprocity

Results from the data allowed the researcher to make recommendations to the Coalition on Sexual Violence Prevention regarding the adoption of culturally competent practices in standing prevention and education models. The findings also helped inform a training model that specifically addresses the needs and interests of Black and Latina women at Cornell; and helped the researcher identify potential community champions within each respective student group who are willing to receive and facilitate programs for their peers. Community champions can keep the message of sexual violence prevention resonant in a manner that is particularly relevant by engaging their peers with modes of information sharing and messaging to which they are most accustomed (Dills et al., 2016).

Educators play an important role in framing the problem and the solution for their students. Students need help in cultivating a sense of awareness about these issues. They need help developing language to name the problem. Additionally, they need the knowledge to know how to refute these behaviors, and then access supportive resources for themselves or others. Therefore, one can easily conclude that faculty, staff, and students need more, and better, education on sexual

violence prevention strategies (Flood, 2017). The data collected from alumnae and current students provided insight into the scope and the impact of sexual misconduct on Black and Latina women at Cornell University between 2008-2018. Additionally, since the laws and university policies changed during that time, the data revealed shifts in students' knowledge capacity around the topic of sexual misconduct and available resources. Finally, the data indicated potential shifts in the students' perceptions about what the university was doing well and areas where there is room for improvement. This information was useful in identifying gaps in the effectiveness of the university services and educational programs.

3.5 Reflexivity

3.5.1 Researcher Role

When I reflect on my experiences as an undergraduate student, I often think of the *many* friends and acquaintances who experienced, completed, or attempted sexual assault during college. For years I have held their secrets in confidence because university procedures created to effectively respond to incidences of sexual misconduct did not yet exist. My friends were hurting so I quietly supported them as they struggled to figure out how to move on. I graduated in 2008. Two years later, I began my professional career at Cornell University in 2010. Serving five years as the Residence Hall Director for Ujamaa Residential College, and twice as the Interim Residence Hall Director for the Latino Living Center, I once again found myself maintaining the privacy of young undergraduate women of color as they sat in my office and quietly tried to figure out how to move on from experiences of sexual misconduct.

As laws at the federal and state level began to influence trends in higher education and students began to call for the administration to make changes, professional opportunities to work towards changing the culture of sexual violence at Cornell University emerged. Consequently, in 2013, I began to develop a training program for a select group of Resident Advisors (RAs) known as the CORE (RAs). This peer-to-peer training program has become increasingly successful over the years, such that student interest in receiving the training increases every year. The content for the trainings is engaging, relatable, and culturally competent. Many former CORE RAs indicated that the applicability of the skills they developed in the program lasted beyond their college experience. However, even amid successful student engagement, I know that there are many students who do not identify with this movement for change. More specifically, I know there are Black and Latina women who simply choose not to seek university support in the aftermath of sexual misconduct, because they do not see people who look like them in spaces where they might go to seek help. I know because they have told me as much. Although, the race of an employee is not an indicator of ability or competence, to the students, the lack of racial representation in the staffing generates a reluctance to come forward.

In accordance with changes in governing policies, all responsible employees—including Resident Advisors—have a duty to consult with the university Title IX Coordinator once they become aware of any allegation of sexual misconduct. They are required to report the names of the alleged perpetrator (if known), the student who experienced the alleged sexual violence, other students involved in the alleged sexual violence, as well as relevant facts, including the date, time and location (U.S. Department of Education, Office of Civil Rights, 2014, p.18). Cornell began to formally educate students about this employee designation in 2014. Since then, some students engaged in a series of hypothetical questions regarding the boundaries of my duty to consult (e.g.

"if I experienced something off campus would you have to tell, if it happened in high school would you have to tell?").

Additionally, upon learning about my work with the CORE RAs or the focus of my research, other students have quietly approached me to request a meeting, but once I remind them of my duty to consult, they suddenly no longer wish to meet or they schedule the appointment and do not show. It would not be safe to presume that every student who engaged with me in this manner intended to share an experience about sexual misconduct. However, my instincts tell me that some of them did. And while it is certainly not imperative that they share their experiences with me, I hope they have found someone in whom they can confide; someone who will sit with them quietly, as they work to figure it out.

While the purpose of this study was to make recommendations that specifically address the needs of undergraduate Black and Latina women at Cornell, future recommendations can benefit other marginalized campus populations as well. I am deeply invested in the application of this research. As a newly minted staff member in the Office of Institutional Equity and Title IX, I am uniquely positioned to make effective changes at the university level. In my current role as the inaugural Training and Education Coordinator within the office, I have the liberty to be innovative in my place of practice as I develop the roles and responsibilities for this position. Data collected from this study better informs the work of my colleagues, and fellow campus partners who are equally vested in changing the culture of sexual misconduct in our community. Moreover, findings from this study could be useful to other universities with similar institutional profiles.

3.5.2 Epistemology

This study aligned with Merten's (2015) transformative research paradigm, which consciously positions the researcher side by side with participants to bring about social transformation. The mixed methods design offered an interactive link between researcher and participants. The study explored the experiences of undergraduate Black and Latina women regarding sexual misconduct and used feminist legal theory, critical race feminism, and LatCrit to develop the research approach. The theoretical frameworks through which the problem of sexual misconduct was assessed assumed that knowledge about the problem, and solutions to address it, must be assessed in both social and historical contexts. Applying the tenets from feminist legal theory, critical race feminism, and LatCrit, the researcher analyzed why and how inequities are reflected in a disproportionate power structure that tends to silence the voices of Black and Latina women under the guise of colorblindness, a method that fails to address the differing needs of marginalized racial communities. Finally, the study suggests that any proposed solution to address the problem of sexual misconduct must consider the intersection of gender and race. Solutions must attend to issues of power and trust for persons "who have traditionally been kept from speaking, or who have been ignored when they spoke" (Harris, 1990, p. 585).

3.5.3 Limitations

The researcher must be cognizant of the limitations of the investigative scope of a mixed methods case study as well as the limitations inherently imposed by the possibility of human error. Considering location of the research setting, characteristics that are unique to the campus culture, and the narrow scope of the sample population, the specificity of this study limits the external

validity and generalizability of the findings. Moreover, accuracy of the data collected in the quantitative component of the study is contingent upon the long-term memories of the alumnae survey participants. Researcher bias is another limitation. The researcher's bias from the outset of the study is important so that the reader understands the researcher's position and any biases or assumptions that impact the inquiry (Merriam, 1988). As a university administrator with a long-standing history of working with students of color, the researcher's professional experiences shaped the lens through which the experiences of undergraduate Black and Latina women were viewed. Consequently, there may be a predisposition for bias and assumptions because of the researcher's professional and personal connection to this work. Alternatively, the researcher's work experience provides an opportunity to build upon an existing rapport with Black and Latina women that other researchers would not have.

The recruitment methods also pose inherent limitations to the sample population. While the interview method provided the researcher an opportunity to collect rich qualitative data, the process was time-consuming, and overcoming an inherent reluctance to participate was challenging as the subject matter was difficult to discuss. This highlights another limitation of the study: the subject matter is difficult to discuss because the proposed discourse may be triggering to some participants based on recalling traumatic or uncomfortable events.

4.0 Chapter 4: Findings

This chapter presents findings from the researcher's review of Cornell University's archival records and the quantitative and qualitative data collected from research participants. The researcher sought to investigate what Black and Latina self-identifying women identify as sexual misconduct; examples of sexual misconduct that Black and Latina women have witnessed, experienced, or heard of from peers during their time as undergraduate students; the supportive resources developed between 2008-2018 to respond to the needs of Black and Latina undergraduate students who have experiences related to sexual misconduct; and the barriers to taking advantage of university resources designed to educate and support students who have experienced sexual misconduct.

Current undergraduate students and alumnae who completed their degree between 2008-2018 were invited to participate. Fifty-seven university records were reviewed. Fifty-four participants completed the survey, 23 alumnae and 31 current students. Ten subjects participated in individual interviews (four alumnae, six current students). The first section provides information that showcases university initiatives that have been implemented to address the problem of sexual misconduct between 2008-2018, contextualizing the setting for the research population of interest. The second section presents the information gathered from the anonymous quantitative study. The third section covers the results from the qualitative portion of the study. Interpretations of the findings are discussed in Chapter 5.

4.1 Review of University Policies and Initiatives

Located in upstate, New York, Cornell University is a private Ivy League institution. It is also the largest land-grant institution within the state. The university currently enrolls approximately 23,000 students: 15,000 undergraduate, 5,600, graduate, and 2,500 professional students. Between the fall semester of 2010-2018, approximately 51% of the undergraduate enrollment population identified as female, and 19.7% identified as underrepresented minorities (URMs) (Institutional Research & Planning, 2019a). The researcher identified these numbers by taking the total percentage represented for the fall semesters of each year between 2010-2018 and divided by the total number of years. For example, n = added total % of URMs for undergraduate students for each fall semester between 2010-2018, therefore $n \div 9$ = average 20% of URMS for undergraduate students between 2010-2018. The following ethnic groups are considered underrepresented minorities as defined by the university: American Indian, Black, Hispanic, and Hawaiian/Pacific Islander. During the same timeframe, the university enrolled approximately 7841 or 6% Black students and 14,740 or 11% Hispanic students out of a total of 129,398 undergraduate students between 2010-2018 [x = the total number of (selected ethnic group) undergraduate students represented for the fall semesters of each year divided by the total number of undergraduate students between 2010-2018] (Institutional Research & Planning, 2019c).

White employees composed the following averaged percentages of university employees between 2010-2108. Many of these employees are student-facing (i.e. their job responsibilities require them to have direct communication with students, and/or work in spaces that are frequently occupied by students, for example a residence hall): 78% faculty ranked professors, 59% academic professionals and post-doctoral students, and 85% staff (Institutional Research & Planning, 2019a). The researcher identified these numbers by taking the total percentage represented for the

fall semesters of each year and divided by the total number of years. For example, y = added total % of (selected employee group) for each fall semester between 2010-2018, therefore $y \div 9$ percentage of white employees for selected group. This is an important factor because the employees of the institution serve as resources to the student population.

4.2 Profile of Target Population

The study focused on the experiences of undergraduate, self-identifying, Black and Latina women. The researcher reviewed nine enrollment records. Between the years of 2010 and 2018, Cornell University enrolled an average of 3,295 in its fall freshman class, approximately 135 of those students were Black women, and 221 were Hispanic women (see Table 3 below). While the timeframe of the research spans from 2008-2018, the researcher only had access to institutional information from 2010-2018 based on the available undergraduate enrollment profiles posted on the institutional research and planning website.

Table 3. Profile of Enrolling Freshmen (2010-2018)

Academic year of Enrollment*	# of Freshmen Expected to Enroll [1]	Ratio of Women to Men in %	# of Black Students [2]**	# of Black Students Self-reports [3]	Weighted Women to Men for Black Students Self-reports	# of Hispanic Students [2]**	# of Hispanic Students Self-reports [3]	Weighted Women to Men for Hispanic Students Self-reports	Total Weighted # of Black Women Self-reports	Total Weighted # of Hispanic Women Self-reports
2010 (Profile of the class of 2014, 2011)	**3229**	49.8 to 50.2	172	***	86 to 86	327	***	163 to 164	**86**	**163**
2011[4] (Profile of the class of 2015, 2012)	**3356**	49.9 to 50.1	209	***	104 to 105	387	***	193 to 194	**104**	**193**
2012[4] (Profile of the class of 2016, 2013)	**3270**	52.7 to 47.3	190	***	100 to 90	392	***	207 to 185	**100**	**207**
2013[4] (Profile of the class of 2017, 2014)	**3282**	50.8 to 49.2	231	***	117 to 114	398	***	202 to 196	**117**	**202**
2014[4] (Profile of the class of 2018, 2015)	**3261**	51.1 to 48.9	200	250	128 to 122	414	414	212 to 202	**128**	**212**
2015 (Profile of the class of 2019, 2016)	**3219**	52.4 to 47.6	226	282	148 to 134	452	452	237 to 215	**148**	**237**
2016 (Profile of the class of 2020, 2017)	**3342**	53.4 to 46.6	228	293	156 to 137	461	461	246 to 215	**156**	**246**
2017 (Profile of the class of 2021, 2018)	**3375**	52.9 to 47.1	271	348	184 to 164	481	481	254 to 227	**184**	**254**
2018 (Profile of the class of 2022, 2019)	**3325**	53.9 to 46.1	275	350	189 to 161	510	510	275 to 235	**189**	**275**
Average of totals →	**3295**	51.8 to 48.1	222		135 to 124	425		221 to 204	**135**	**221**

Notes.

* Reports for 2008 and 2009 year of enrollment data were not available on the university website.

** Available reports for 2010-2013 denotes Hispanic/Latino ethnicity, of any race, and Black /African American. Available reports for 2014-2018 denotes Hispanic (U.S.) and Black (U.S.). Additionally, 2014-2018 reports provide distinguishing data for students who self-identified with more than one ethnic and racial group.

*** Available reports for 2010-2013 do not provide distinguishing data for students who self-identified with more than one ethnic and racial group.

[1] Freshmen depositing to enroll based on July data; the figures may differ from official 6th week registration figures.

[2] Consistent with practices established by the federal government and in use across higher education, the university's reporting framework counts each student within a single category. Figures represent U.S. Citizens, Permanent Residents, and Refugees.

[3] To reflect the many ways in which U.S. citizens, permanent residents, and refugees self-identify combinations of ethnicity and/or race, the above figures show the proportion checking each option.

[4] Cohorts of students were invited to participate in the 2015 AAU survey. However, response rate for self-identifying Hispanic students was so low, results were not shared with the broader community to eliminate the possibility of identifying the participants.

Although the undergraduate student population is increasingly diverse in racial and ethnic identities, the university's staff and faculty remain predominantly white. Figure 2 illustrates the average racial demographic information for Cornell employees and students between 2010-2018.
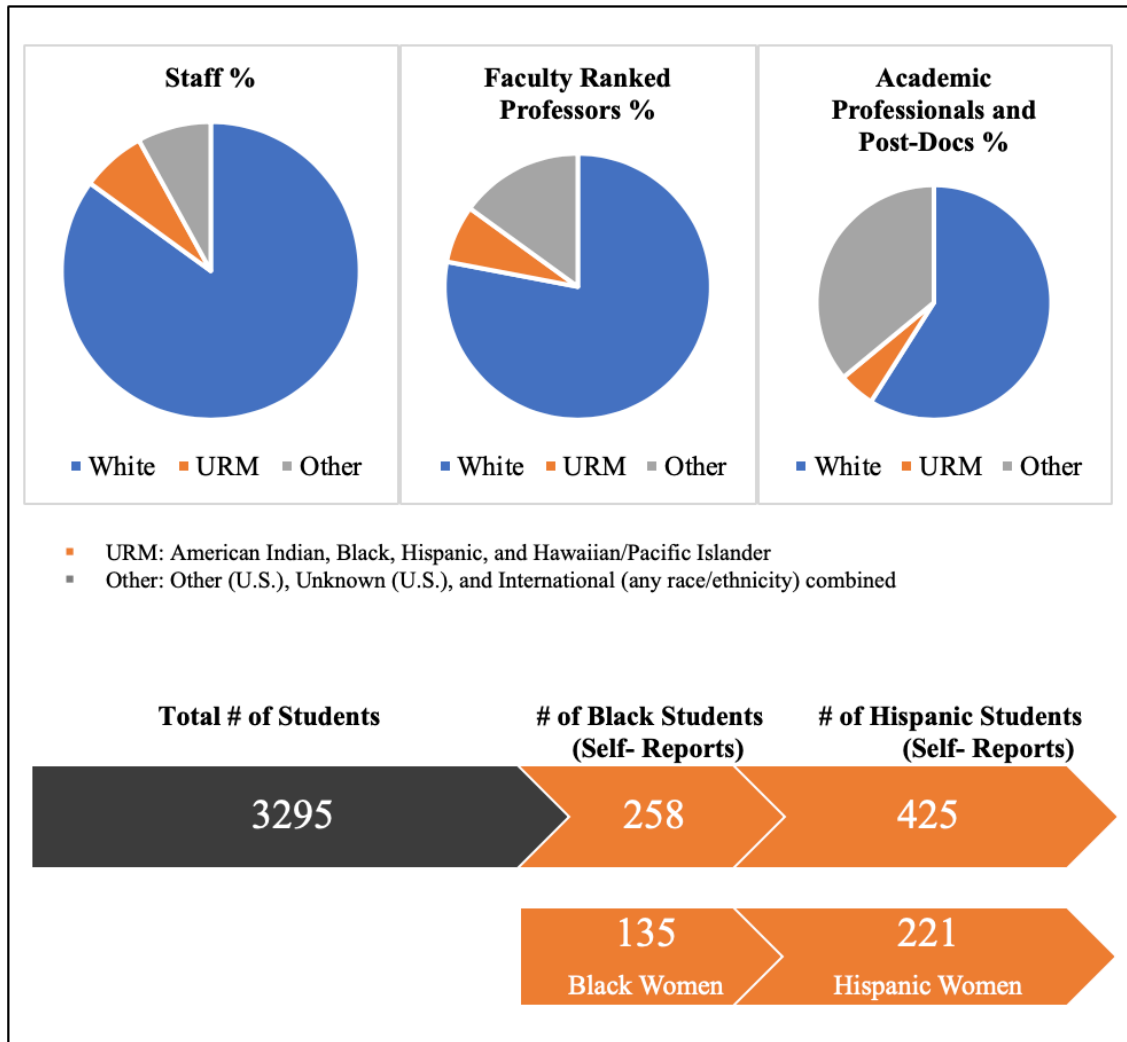

Figure 2. Average racial demographic information of employees and enrolling students (2010-2018)

4.3 Legislation and Institutional Response

Cornell University has a well-established history of implementing university initiatives to address the problem of sexual misconduct. The researcher applied her understanding of legislative requirements and institutional knowledge to inform the collection of records. There is no single repository to capture all university initiatives implemented to address sexual and related misconduct on campus. University records that showcased initiatives which occurred independent of what is required by the law are included. Changes in federal and state legislation related to sexual misconduct are listed in Table 4, while a non-exhaustive timeline of university initiatives is outlined in Table 5.

Table 4. Timeline of Federal and State Legislation Changes Related to Sexual Misconduct

2011, April 4 – Dear Colleague Letter (DCL) Noting that sexual assault had become an epidemic on college campuses, OCR reiterated that Title IX guarantees all students an education free from sexual harassment and violence. DCL "explains a school's responsibility to respond promptly and effectively to sexual violence against students in accordance with the requirements of Title IX." (U.S. Department of Education, Office of Civil Rights, 2014, p. 1)

2013, January 24 – "Campus Sexual Violence Elimination Act - Amends title IV (Student Assistance) of the Higher Education Act of 1965 to require institutions of higher education (IHEs) to include in their annual security report policies encouraging the accurate and prompt reporting of all crimes… Requires that report to include: (1) data on the occurrence of certain violent crimes that are motivated by the victim's nationality; and (2) statistics concerning the occurrence of domestic violence, dating violence, and stalking incidents…Requires schools to protect victim confidentiality when reporting criminal threats to the campus community. Directs IHEs to include in their annual security report a statement of policy regarding their programs to prevent domestic violence, dating violence, sexual assault, and stalking and the procedures they follow when such an offense is reported." (S.128 - 113th Congress, 2013, para. 1)

2013, October – VAWA (Campus Save Act) Amended the Clery Act to mandate extensive primary prevention and awareness programs. Most higher education institutions – including community colleges and vocational schools – must educate students, faculty, and staff on the prevention of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking. (U.S. Department of Education Press Office, 2014)

2014, April 29 – Dear Colleague Letter (DCL). Provides guidance to the DCL of April 2011. This document clarifies legal requirements and provides "examples of proactive efforts schools can take to prevent sexual violence and remedies schools may use to end such conduct." (U.S. Department of Education, Office of Civil Rights, 2014, p. 1)

2015, July – NY State Article 129-B (Enough is Enough) legislation. The law is intended "to combat sexual assault on college and university campuses statewide. The new law requires all colleges to adopt a 'Student's Bill of Rights', implement comprehensive training for administrators, staff, and students, including at new student

orientation, and annually submit aggregate data on reported incidents." (New York State Education Law Article 129-A and 129-B Certification, 2015, p. 6)

2017, September – Department of Education Issues New Interim Guidance on Campus Sexual Misconduct: The letter rescinded the Dear Colleague Letter on Sexual Violence dated April 4, 2011, and the *Questions and Answers on Title IX Sexual Violence* dated April 29, 2014. In their place it provided a DCL with interim questions and answers. No new directives have been provided from the OCR. (U.S. Department of Education Press Office, 2017)

Table 5. Timeline of Cornell University Policies and Initiatives Related to Sexual Misconduct

2012, April – Cornell began using preponderance of evidence standard (or more likely than not). Instead of the university code of conduct, allegations of sexual misconduct are now adjudicated by the Judicial Administrator under the procedures set forth within University Policy 6.4. (Doolittle, 2012, para. 1)

2013, July – Ujamaa Residential College Residence Hall Director developed CORE RA program, a peer education training program for Resident Advisors. Each residential community has at least one CORE RA that serves as a liaison for their community. CORE RA trainings focus on helping student leaders remain cognizant of societal factors that nuance sexual violence and bias. The trainings are on-going throughout each academic year. (Cornell Health, 2017, p. 2)

2013, August – "August, New Student Orientation, integrated "Speak About It," a new program on sexual violence held for all incoming undergraduates, and the Tapestry of Possibilities program, which included scenarios addressing sexual misconduct. Also core group of residential advisers also were trained to help infuse concepts of community and respect into their living/learning communities." (Doolittle, 2013, para. 10)

2013, August – SHARE (Sexual Harassment and Assault– Response and Education) website was created (share.cornell.edu) as an online resource for information about sexual harassment and sexual violence. (Council on Sexual Violence Prevention Meeting Minutes, October 2, 2013, p. 1)

2013, September – Coalition (formerly known as Council) l Sexual Violence Prevention (CSVP) established by Cornell University President. CSVP "aims to change cultural factors that contribute to sexual violence and to boost the effectiveness of prevention and response strategies. Council is comprised of more than 40 students, faculty, staff and local service providers. (Doolittle, 2013, para. 1)

2014, April – Men Against Sexual Violence organized the White Ribbon Campaign "when men pledge to not commit, condone or ignore violence against women." (Council on Sexual Violence Prevention Meeting Minutes, April 18, 2014, p. 2)

2014, August – Cornell increased the number of personnel who serve as victim advocates from one to three. Director of the Women's' Resource Center and the Director of the LGBT Center serve in the Victim Advocacy Program. Implemented a poster campaign to showcase the three staff members serving in the role. (Cornell Health, 2019)

2014, August – All Athlete Extravaganza was required for all athletes, coaches, and trainers. Event focused on being an active bystander. This program supports a compliance initiative. (Council on Sexual Violence Prevention Meeting Minutes, October 9, 2014, p. 2)

2014, October – Building a Culture of Respect: a required program for faculty and staff. "Consonant with new federal guidelines, the course describes appropriate responses faculty and staff should take if they learn that a member of the Cornell community has experienced any type of sexual assault or violence or stalking. The program delineates the university's expectations around protected-status harassment and discrimination, and promotes "bystander intervention" to inhibit potential acts of sexual violence." (Doolittle, 2014, para. 2)

2014, November – "The university also has updated its SHARE (Sexual Harassment and Assault – Response and Education) website, which provides information on how Cornell is addressing sexual assault/violence, domestic violence, dating violence and stalking. It also lets faculty and staff know how to file a complaint. (Doolittle, 2014, para. 4) A wallet-size SHARE card was also distributed to students.

2015, March – Cornell Health (formerly known as Gannett Health Center) appointed a Sexual Violence Prevention Program Coordinator. Person also serves a victim advocate. Council on Sexual Violence Prevention Meeting Minutes, April 23, 2015, p. 2)

2015, April – Cornell students organized first annual Sexual Assault Awareness Week (SAAW). The annual program aims to build awareness of sexual assault/violence, harassment and stalking; advance a positive sexual climate in the Cornell community; and foster a campus culture that does not tolerate sexual violence of any kind." (Doolittle, April 9, 2015, para. 2)

2015, April – Cornell students invited to complete the Association of American Universities Campus Climate Survey on Sexual Assault and Sexual Misconduct via email. (Doolittle, April 9, 2015, para. 9)

2015, June – Residential and New Student Programs appointed a new Assistant Director (AD). AD position created "to provide leadership for the department's efforts to address gender equality, inclusion, and diversity in order to ensure that all students feel safe and welcome on campus." (Office of Inclusion & Student Engagement, Cornell Graduate School, 2016)

2015, July – Cornell hired first Lead Title IX Investigator. Judicial Codes Counselors (JCCs) began providing advising services for respondents under Policy 6.4. (Doolittle, 2016, para. 2) The JCCs are 2L and 3L Cornell Law students that provide confidential procedural advice to respondents who have been accused of violating Policy 6.4. These are free services provided by the university.

2015, August – Cornell Health launched pilot version of the Cornell Social Consultant Program. "There will be 20-25 students hired to implement small interventions to improve the social culture while simultaneously reducing risk." (Council on Sexual Violence Prevention Meeting Minutes, September 30, 2015, p. 1)

2015, August – Cornell Health created a mandatory online educational video for all student athletes and student leaders. Video content covers all compliance requirements in accordance with directives from NY State Article 129-b. Bill of Rights posters were distributed throughout residence halls and community centers

2015, August – Residential and New Student Programs and West Campus Housing System began training all residential student and professional staff on ways to respond empathetically during a disclosure, while also informing residents of their rights and options after residential staff complied with their duty to consult.

2015, August – Sexual Violence Prevention Public Health Fellow served from 2015-2018. Position focused on "education and other strategies to prevent sexual violence. She [worked] with student leaders to reduce the risk of violence by fostering a positive sexual and social culture on campus." (Doolittle, August 18, 2015, para. 3)

2016, January – Orientation program for First Year Spring Admission and Transfer Students. A healthy relationships, affirmative consent, and bystander intervention program. Facilitated by Assistant Director for Residential and New Student programs and a panel of CORE RAs.

2016, April – Skorton Center for Health Initiatives released *Intervene*, which "includes brief filmed scenarios demonstrating ways in which student bystanders can successfully intervene in problematic situations." (Cornell Health, 2016, para. 1)

2016, June – *Healthy and Safe Community* annual program implemented during Prefreshman Summer Program (PSP) new student orientation. Program addresses healthy relationships, affirmative consent, and bystander intervention. Facilitated by Assistant Director for Residential and New Student programs and panel of undergraduate Program Assistants (PAs). Wallet-size SHARE cards and Title IX resource cards are distributed to

students annually.

2016, August – Cornell Updates Policy 6.4 "This policy has been revised to make it more accessible to readers, particularly parties and others seeking to utilize procedures and other processes covered by this policy." The policy identifies three separate procedures for students, faculty, and staff. (University Policy Office, 2017)

2016, August – Cornell created Office of Title IX Coordinator "The Title IX coordinator oversees: the university's compliance with Title IX, New York State Education Law Article 129-B, and related federal and state laws and regulations; its ongoing education and primary prevention efforts; its investigations, response and resolution of all reports of sexual and related misconduct under University Policy 6.4; and its efforts to eliminate sexual misconduct." Matters related to sexual misconduct are no longer adjudicated by the Judicial administrator. (Doolittle, 2016, para. 4)

2016, August – Office of Title IX Coordinator hires Complainant Advisors (CAs). They are 2L and 3L Cornell Law students that provide confidential procedural advice to complainants who are pursuing matters under Policy 6.4. Their services are comparable to the Judicial Codes Counselors (JCCs). These are free services provided by the university.

2017, February – Full review of Policy 6.4, Responsible Offices: Department of Athletics and Physical Education Office of the Title IX Coordinator Workforce Policy and Labor Relations. (University Policy Office, 2017)

2017, April – Cornell implemented Survey of Sexual Assault and Related Misconduct. New York state law (129-B) requires that all in-state universities conduct a survey of campus sexual violence every two years. (Lombardi, Opperman, & Zappetti, 2017)

2017, July – A new online program called "Not Anymore" was rolled out to all grad/professional students; completion was mandatory. There was a high completion rate. (Council on Sexual Violence Prevention Meeting Minutes, October 24, 2017, p. 1)

2017, October – 2nd Annual Safer Sex Week "'The goal of Safer Sex Week is to encourage healthy, positive and safe sexual attitudes and behaviors, Cason said. We want to empower students to make respectful, consensual choices.'" (Ghazi, 2017, para. 18)

2018, August – Office of Institutional Equity and Title IX appointed a university Training and Education Coordinator. The Coordinator facilitates trainings for students, faculty, and staff at campus location in Ithaca, and Tech Campus in NYC. (American Association of Blacks in Higher Education [AABHE] Leadership & Mentoring Institute, 2018)

2018, August – Cornell Health recruited and trained staff facilitators for implementation of pilot women empowerment program (EAA).

In 2013, the university established a Coalition on Sexual Violence Prevention (CSVP) as an institutional resource. The stated goals of the CSVP are: "to reduce all forms of sexual misconduct, including harassment, sexual assault (including all experiences of unwanted sexual touching), domestic/intimate partner violence, dating violence and stalking. To increase reports of sexual misconduct and other forms of gender discrimination, and to increase student understanding

of and willingness to intervene in situations that pose risk to individuals to prevent all forms of sexual misconduct before they occur" (Cornell University Coalition on Sexual Violence Prevention [CSVP], 2017). The full description of the CSVP charge can be found in Appendix E.

Minutes from CSVP meetings are available online and comments from meeting attendees are included in the minutes. The Coalition meets three times during the academic school year—the frequency of the Coalition's sub-committee meetings varies. The meetings are open to all members of the Coalition, and added guests are included when applicable. Review of CSVP records informed the content and accuracy of the Table 5 timeline for university initiatives related to sexual misconduct. All the available minutes (20 total) and four supplemental documents uploaded with the minutes were reviewed. Forty-seven documented sources contributed to the development of the timeline. Comments from CSVP meeting minutes relevant to the scope of this research project are listed in Table 6 in chronological order. Identities of the speakers for the selected comments are not specified in the meeting notes.

Table 6. Selected Comments from Coalition on Sexual Violence Prevention (CSVP) Meeting Notes and Corresponding Documents, 2013-2018

September 30, 2015
Undergraduate student comment: "We are doing a good job in terms of awareness and education, but we are reaching the same populations over and over again. For example, we have focused a lot on athletes and Greeks. Can we reach other demographics? Some victims are less willing to come forward because of the social repercussions. It is very complicated to disclose" (Council on Sexual Violence Prevention Meeting Minutes, September 30, 2015, p. 2).

April 21, 2016*
"Representative from the Tri-Council reported:
- The Interfraternity Council has required all chapters to provide education by Slope Day
- Panhellenic Council initiated safe sisters and social monitors at events
- Stickers on bathroom doors in fraternities with resources to call for help
- Cayuga Watchers – new data metric, after every event. Students are working Slope day" (Council on Sexual Violence Prevention, April 21, 2016, p. 2).

October 14, 2016

Native American group perspectives voiced: "this guy gets away with it because he's a white man and powerful; people only pay attention when the victim is a white woman and other than that people don't care about it; putting intersection of race, ethnicity, and power to enhance the conversation" (Council on Sexual Violence Prevention Meeting Minutes, October, 2016, p. 4).

"A lot of students of African descent feel this is a tough topic; issues of rape from the past and the issue of racism make it a difficult topic for certain communities to talk about; not something people are volunteering to talk about" (Council on Sexual Violence Prevention, October, 2016, p.4).

November 29, 2016

Question raised: "Is there any thought about targeting certain communities such as groups of students of color?" [Response]: The survey planning group will discuss this. We don't want to saturate certain communities with surveys so want to be thoughtful about students' time (Council on Sexual Violence Prevention: November 29, 2016, p. 3).

Notes.
* The Greek Tri-Council is comprised of undergraduate students that hold membership within the three categories of sororities and fraternities. At Cornell University the three councils are: The Interfraternity Council (IFC), The Panhellenic Conference (PHC), and the Multicultural Greek Letter Council (MGLC). It is important to note that membership within MGLC organizations primarily consist of students who self-identify as an URM and/or non-white student. Greek letter organizations within MGLC include, but are not limited to, all active chapters of the National Pan-Hellenic Council (NPHC); which is a collaborative organization of nine historically African American, international Greek lettered fraternities and sororities; and the fraternities and sororities of the Latina community.

Stickers on bathrooms doors in fraternity houses is not applicable to Cornell NPHC and Latina organizations, as they do not own property.

Cayuga's Watchers, although not a Greek organization, often collaborates with IFC and PHC.

No reference to initiatives within MGLC was represented by the speaking member of the Tri-Council. This omission is common when discussing the social settings for the Greek student population at Cornell University.

A document that captures 20 years of institutional efforts related to sexual misconduct between 1984-2004 facilitated by Cornell Advocates for Rape Education (CARE) was also reviewed (see Appendix A). The mission of CARE was to work toward a community free of sexual harassment, exploitation, abuse, assault, and violence, by supporting mutually respectful relationships. Their goals were to support, encourage and and/or provide education for all; to monitor needs in the Cornell community; and to advocate for institutional and social change ("20 years of CARE Activities," 2014, p. 1).

Review of the CARE document revealed several intentional initiatives that considered the needs of ethnically diverse communities. CARE intentionally integrated the following pursuits in its work: expanded the committee membership to include more men and people of color; established a multicultural sub-committee to address multi-cultural issues in rape prevention; collected multilingual rape education brochures between 1995-2004; developed a rape education program, in consultation with staff, that specifically focused on needs of African-American students; and co-sponsored visit to campus by MADRE, an international women's human rights organization in 2003 and 2004, to name a few ("20 years of CARE Activities," 2014, p. 1).

Review of the CSVP initiatives for evidence of purposeful initiatives that address the needs of ethnically diverse communities showed the following results: The compositional membership of the CSVP is diverse, see Appendix F (CSVP membership). Additionally, the Education and Outreach Workgroup Recommendations document uploaded with the April 18, 2014 CSVP meeting minutes illuminated that, "Diversity of cultures, particularly within grad/professional school populations, requires sensitivity and special outreach when related to sexual violence, intimate partner violence and related concerns" (Council on Sexual Violence Prevention Education and Outreach Workgroup Recommendations, 2014, p. 3). The full description of the Education and Outreach Workgroup Recommendations can be found in Appendix G.

Beyond these two pursuits, no other initiatives included in the CSVP timeline intentionally addressed the needs of ethnically diverse communities or explicitly discussed the challenges noted by the Education and Outreach Workgroup.

4.4 Survey and Interview: Recruitment of Participants

The researcher designed an anonymous survey for current undergraduate women and alumnae who completed their degree between 2008-2018. Current students within the following 14 student groups were invited to participate in the study: Black Women Support Network (BWSN), Les Femmes De Substance (LFDS), Women of Color Coalition (WOCC), The Curly Initiative, La Asociación Latina (LAL), Movimiento Estudiantil Chicano de Aztlán (M.E.Ch.A.), the women of Society of Hispanic Professional Engineers (SHPE), Committee on U.S. Latin American Relations (CUSLAR) Student Group. College chapters of the following Greek organizations at Cornell University were also invited to participate in the study: Alpha Kappa Alpha Sorority Inc., Delta Sigma Theta Sorority Inc., Lambda Theta Alpha Sorority, Inc., Lambda Pi Chi Sorority, Inc., and Sigma Lambda Upsilon, Senoritas Latinas Unidas Sorority, Inc. Members of the student groups were invited to participate via email (see Appendix H for sample recruitment email to participate in the survey). The researcher acquired names of the student officers from Orgsync, an online platform used to house the registration and contact information for student officers and their advisors; in total, the researcher emailed the research announcement to sixty-seven students. Additionally, the researcher contacted 154 eligible participants via text message, and 13 eligible participants via Facebook messenger. An example of the text message and Facebook Messenger version of the recruitment message can be found in Appendix I.

Given the sensitive nature of the research project and the specific eligibility requirements for participation, the researcher purposefully leveraged the social capital of community influencers. They served as communication sponsors to ensure that the information about the study was shared broadly. To that end, 366 members from the Ujamaa Residential College community, and 175 members of the Latino Living Center community were also invited to participate via email

using the community listservs. These numbers include residents of the community in addition to out-of-house members. Out-of-house members are current students who do not reside in the residence hall; however, they pay a fee to be included on the community email listserv and they have the option to participate in community-sponsored programs. At the request of the researcher, Residence Hall Directors from the respective communities sent the email invitation to their community constituents two times during the period of data collection. Student membership in each group or community consisted of freshmen, sophomores, juniors, and/or seniors.

Since the study sought to contextualize the pervasiveness of the problem of sexual violence, and its impact on these constituent groups, alumnae women from the Cornell Black Alumni Association (CBAA) and the Cornell Latino Alumni Association (CLAA) who graduated within the last 10 years were also invited to participate in the study. Executive board members from CBAA and CLAA shared the invitation to participate with their constituents via email, text message, and they posted a message—crafted by the researcher—in the CBAA Facebook group, and the CLAA Facebook organization page. There were 2,282 members in the CBAA Facebook group, and 949 people who followed the CLAA Facebook page. Importantly, not all members of the CBAA Facebook group and those who follow the CLAA page were eligible to participate in the study—as these pages are open to all members of CBAA and CLAA; but the study only included alumnae who earned their undergraduate degrees from Cornell between 2008-2018. During the eight-week period of data collection, the invitation to participate in this study was posted two times in the respective group pages. Finally, of their own volition, student leaders distributed the research information via email, Groupme, text message, and personal communication. During an individual interview, an Alumna participant shared that she saw the announcement of the research posted on Instagram, Facebook, within "The Whole Community"

Groupme, in addition to receiving a personal text message about the study. "The Whole Community" Groupme is a social media platform that was created by Cornell students; in the 2017-2018 academic school year there were approximately 700-800 members, by April of the 2018-2019 there were more than 1300 members (personal communication with current student Groupme member, 2019).

4.5 Survey

The researcher implemented one anonymous survey via Qualtrics. The single-survey design allowed the researcher to collect comparable data from undergraduate and alumnae participants. Qualtrics as a survey tool, allowed the researcher to use logic instructions which directed the path of the participant based on how the participant responded to a question. The survey was designed using six separate blocks of questions See Appendix C for the survey flow and survey questions.

Block one: *About this survey.* The initial page of the survey contained descriptive information about the purpose of the study, the target population, notified the participants of their rights and options, and provided contact information for the primary investigator.

Block two: *Cornell Affiliation.* This segment contained one question that required participants to indicate their current affiliation with Cornell university: undergraduate student, alumna, or graduate and professional student. Subsequently, participants were branched through a path of questions based on their current Cornell affiliation. The branch questions for alumna and currently enrolled graduate/professional Cornell students were identical. The researcher offered the graduate/professional degree affiliation as an option to make it clear that Cornell Black and

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Latina students who were currently enrolled in a graduate or professional degree program at the time of the survey, but earned their undergraduate degree from Cornell between 2008-2018, were eligible to participate. The questions for the alumnae population and graduate/professional students asked about their experiences with sexual misconduct during their time as an undergraduate student at Cornell. Black and Latina women, who were currently enrolled in a graduate or professional degree program, but did not complete their undergraduate degree at Cornell were not eligible to participate, as their undergraduate experiences exist beyond the boundaries of the scope for this case study. The researcher tracked international and transfer student status to be able to compare the semester and year of the student's matriculation with the semesters and years that Cornell provided sexual violence prevention education during orientation. Cornell began to formally offer annual sexual violence prevention education during each fall semester of orientation in the year of 2013. However, it did not begin to offer annual sexual violence prevention education during spring semester orientation until the spring term of 2016. Therefore, sexual violence prevention education for transfer and international students was not provided during orientation for the spring semesters of 2014 or 2015.

Block three: *Demographic Data*. All participants were asked the same three questions: 1) Which of the following races or ethnicities best describe you? Mark all that apply. 2) Are you a US citizen or permanent resident? Choose one. 3) Which of the following best describes your gender identity? Mark all that apply. The study focused on the experiences of Black and Latina women, so the researcher developed questions that allowed participants to disclose their race and gender identities. Cornell University only reflects the racial and ethnic identities of U.S. Citizens, Permanent Residents, and Refugees in the Profile of Enrolling Freshmen (see Table 3). Therefore,

information gathered from the residency status question helped the researcher know if survey participants were reflected in the numbers for the reviewed enrollment profiles.

Block four: *Attendance Data Alumnae and Graduate/Professional Student, or Attendance Data Undergraduate*. This segment of the survey inquired about the timeframe during which the participant began and concluded their tenure as an undergraduate student at Cornell. Additionally, questions within this block addressed transfer and/or international student status. Alumnae that identified as transfer students and international students were eligible to participate if they completed their undergraduate degrees from Cornell during 2008-2018.

Block five: *Define Terms*. All participants had the same block of defined terms: complainant, respondent, dating/domestic/and intimate partner violence, sexual assault, sexual intercourse, sexual contact, affirmative consent, sexual exploitation, sexual harassment, gender-based harassment, stalking, and retaliation. Each term within the block had to be entered as a separate question. However, to avoid a lengthy and text-heavy block, the researcher used the following code to add a hover-text feature in to the html span of each Qualtrics question: Word (R., 2017). To the participant, the defined terms block appeared as a list of terms. However, if the participant chose to hover over the term with their mouse, then the definition of the term would appear. If they were not inclined to review the definition of terms, they could advance to the next block.

Block six: *Alumnae and Graduate/Professional Student Questions or Undergraduate Questions*. This block asked questions that addressed if the participant experienced, or knew a fellow student that experienced sexual misconduct (if applicable); what happened in the aftermath of that experience; if the participant had the opportunity to be informed by the university of their rights and options in the aftermath of an experience with sexual misconduct; if they engaged in

any form of sexual misconduct. The question and answer option design in this section were modeled after Cornell University, 2017 Survey of Sexual Assault and Related Misconduct. The researcher narrowed the scope of the survey questions to focus on barriers to reporting. Questions in this section indicate if the participants were able to identify acts of sexual misconduct during the time of occurrence. Survey participants could provide multiple responses for their course of conduct in the aftermath of an experience so the investigator could gain a broad understanding of potential barriers and search for patterns within their responses.

Although the attendance data questions and experiential questions for alumnae, graduate and professional, and undergraduate students pursued the same lines of inquiry, questions in the alumna/graduate and professional student blocks were phrased using past-tense language while questions in the undergraduate student blocks were phrased using present-tense. After participants completed the final question in the survey, they received a standard end-of-survey message listing supportive resources and instructions on how to sign-up to participate in an interview (see Appendix J).

The interview survey consisted of two blocks. Like the survey, the first block provided information about the purpose of the study, the target population, notified the participants of their rights and options, and provided contact information for the primary investigator. The second block requested contact information for the participant, and the preferred method of communication (i.e. email, phone call or text).

4.6 Survey Results

The data was compare using graphic and crosstabulation features in Qualtrics. Results indicated that 22 alumnae, and 31 undergraduates participated in the survey. The fall semester years of enrollment range from 2007-2014 for alumnae, and from 2013-2018 for current undergraduate students. Of the fifty-four participants, 13 participated in the Prefreshman Summer Program (PSP) and one student transferred from a different institution during a spring semester. Table 7 below illuminates information about the experiences of alumnae and current students based on cross tabulation of the data.

Table 7. Demographics of Survey Participants

	Total	Alumnae & Graduate/Professional Students[2] Fall enrollment: 2007-2014	Undergraduate Students Fall enrollment: 2013-2018
Which of the following best describes your gender identity? Mark all that apply?[1]			
Completed Responses	55	24	31
Genderqueer or gender fluid	1	1	0
Man	1	1	0
Transgender woman	1	0	1
Woman	52	22	30
Which of the following best describes your race/ethnicity? Mark all that apply?[1]			
Completed Responses	60	24	36
American Indian or Alaska Native	1	1	0
Asian	1	0	1
Black or African American	40	18	22
Hispanic or Latina	18	5	13

	Did you attend orientation sessions that addressed sexual misconduct?		
Completed Responses	49	20	29
I do not recall	18	12	6
No	6	3	3
Yes	25	5	20

	During your time as a student, did you experience any form of sexual misconduct?		
Completed Responses	49	20	29
Maybe, I was not sure how to categorize the experience(s) at the time	16	7	9
No	22	9	13
Yes	11	4	7

	During your time as a student, did you have a friend(s) who needed support because they experienced any form of sexual misconduct?		
Completed Responses	48	19	29
No, I did not know anyone who experienced sexual misconduct	16	8	8
Yes	32	11	21

Notes.
[1]Some participants selected more than one option, consequently the total numbers are higher than the total number of participants.
[2] Responses of graduate and professional students were combined with alumnae data.

The data within the table *Timeline of Legislation and Institutional Initiatives* notes that

Cornell began to integrate sexual violence education in to their orientation programming in the fall

semester of 2013. The enrollment of the one spring undergraduate transfer student predates the

implementation of formal orientation programming that addresses sexual violence during spring

orientation sessions, in addition to 16 of the alumnae who were not exposed to sexual violence

prevention training during their orientation. Nonetheless, five alumnae women and 20

undergraduate students report that they attended such a session during orientation. Of the 13

respondents that participated in the Prefreshman Summer Program, five of them received training on sexual violence prevention and healthy relationships, before they fully matriculated in their respective fall semesters and participated in fall orientation.

Of the participants who responded to the question, "During your time as a student, did/have you experienced any form or sexual misconduct?" 11 participants responded affirmatively and 16 participants were unsure. The answer options in this section were modeled after Cornell University's 2017 Survey of Sexual Assault and Related Misconduct. The researcher narrowed the scope of the responses to assess which university resources the respondent had knowledge of during the time of the misconduct, and to learn which resources (if any) the respondent engaged in the aftermath of the experience. Of the 11 participants that responded affirmatively to having experienced a form of sexual misconduct, only two alumnae women and four undergraduate students reported an affirmative awareness of university professional staff, campus administrative offices, and/or university support services at the time of their experience with sexual misconduct even though this information is presented to all students during orientation.

Figures 2 and 3 below represent alumnae and undergraduate survey participant responses, respectively, to the following survey question: "Are any of the following reasons why you did not contact any university support services because of your experience(s)? Mark all that apply." There were 23 answer options. Participants could select all that applied. The figures below demonstrate all the selected reasons for not contacting university support services. Answer options that were not selected are not depicted as an option in the graph below. Alumnae and undergraduate responses identified several barriers they perceived to taking advantage of Cornell University resources designed to educate and support students who have experienced any form of sexual misconduct.
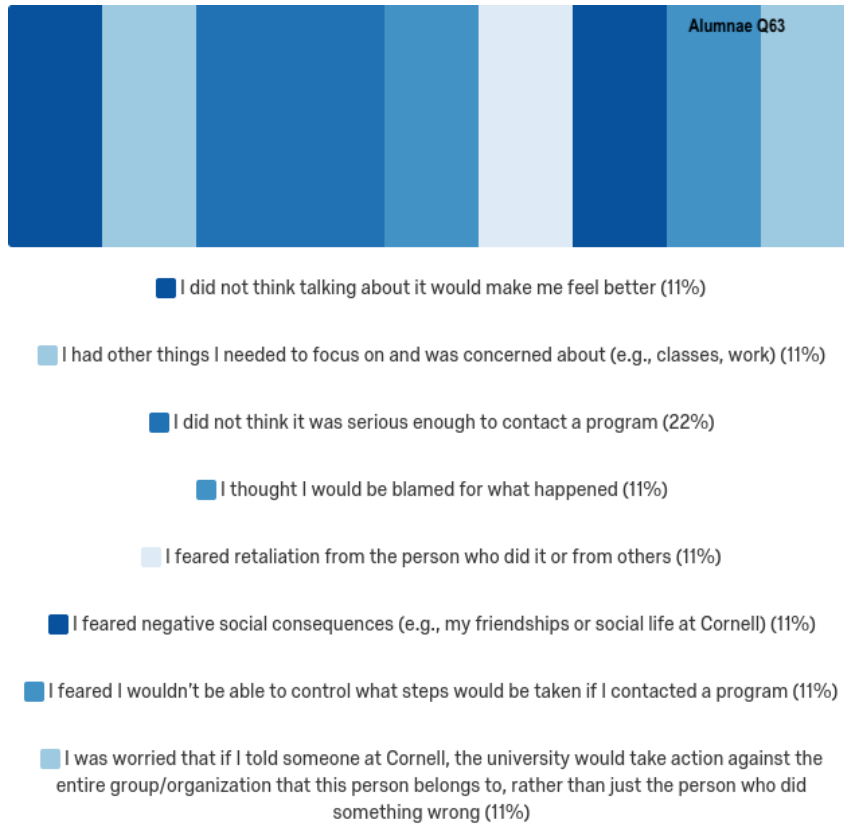
Figure 3. Barriers to using university support resources for sexual misconduct identified by alumnae

Undergraduate Q33

- ■ I did not think anything would be done (11%)
- ■ I wanted to forget it happened (11%)
- ■ I had other things I needed to focus on and was concerned about (e.g., classes, work) (6%)
- ■ I did not think anyone would believe me (6%)
- ■ I did not think it was serious enough to contact a program (11%)
- ■ I felt I was partly responsible for what happened (6%)
- ■ I felt embarrassed or ashamed (11%)
- ■ I feared retaliation from the person who did it or from others (6%)
- ■ I feared negative social consequences (e.g., my friendships or social life at Cornell) (6%)
- ■ I feared that University resources would not keep this confidential (6%)
- ■ I feared I wouldn't be able to control what steps would be taken if I contacted a program (11%)
- ■ I did not want the person who did this to me to get into trouble (6%)
- ■ I was worried that if I told someone at Cornell, the university would take action against the entire group/organization that this person belongs to, rather than just the person who did something wrong (6%)
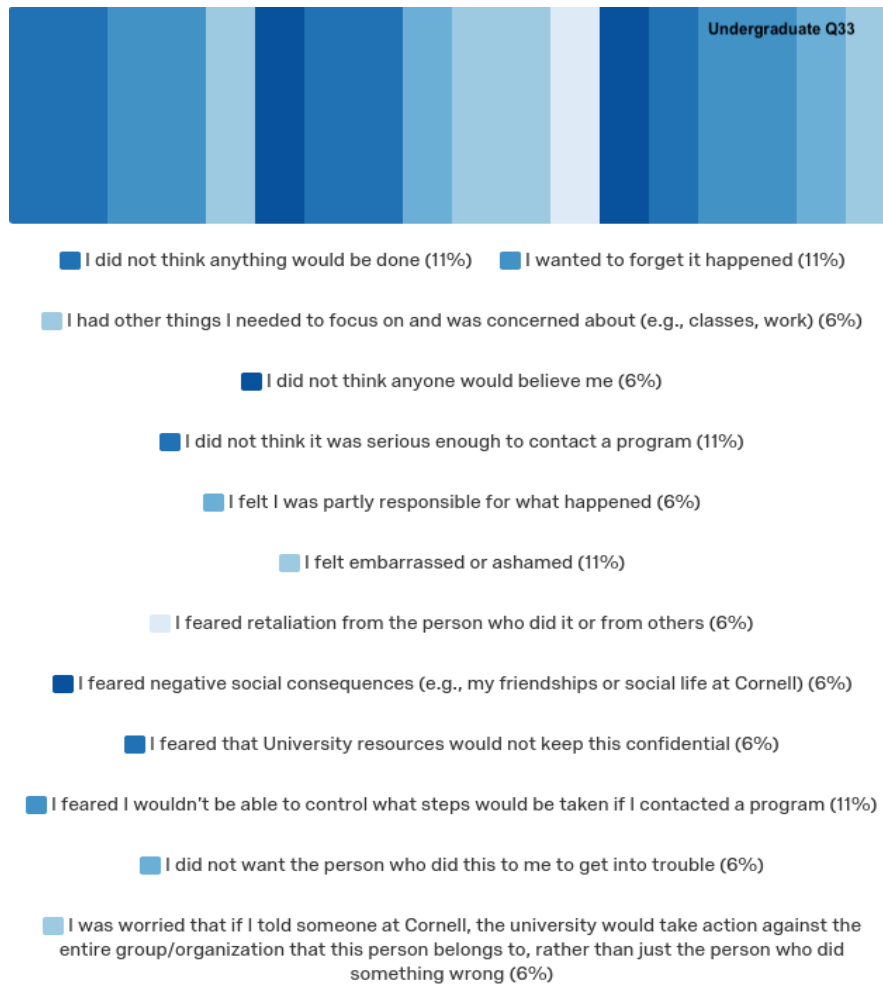
Figure 4. Barriers to using university support resources for sexual misconduct identified by undergraduates

Figures 5 and 6 below capture participants' responses to the question, "As a result of your experiences(s) did you tell any of the following persons about this? Mark all that apply." Answer options that were not selected are not represented in the graphic. Both alumnae and undergraduate respondents indicated they were most likely to share their experience with a peer who shared their racial and gender identity. Secondarily, they were most likely to share their experience with a spouse or a romantic partner. Furthermore, the undergraduate population indicated a higher inclination to share their experiences with someone rather than keeping the experience to

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themselves. However, because the overall response rate for the survey was so low, none of the differences are statistically significant.
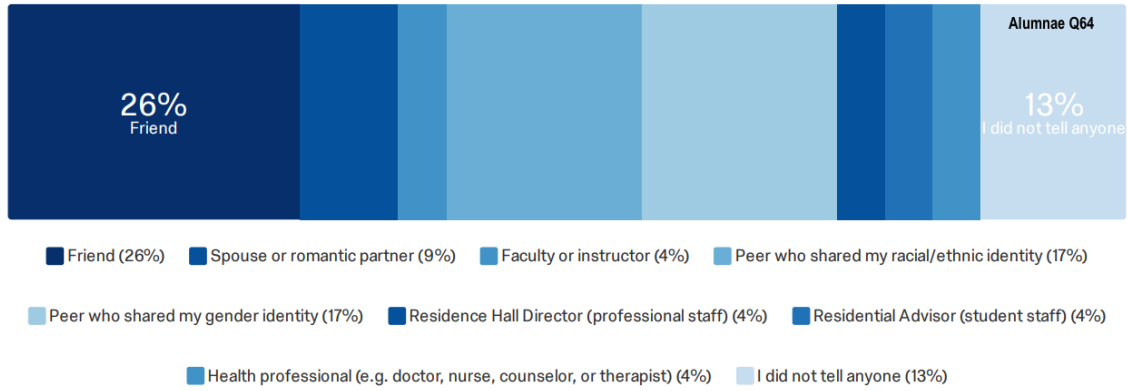

26%
Friend

13%
I did not tell anyone

Alumnae Q64

- ■ Friend (26%)
- ■ Spouse or romantic partner (9%)
- ■ Faculty or instructor (4%)
- ■ Peer who shared my racial/ethnic identity (17%)
- ■ Peer who shared my gender identity (17%)
- ■ Residence Hall Director (professional staff) (4%)
- ■ Residential Advisor (student staff) (4%)
- ■ Health professional (e.g. doctor, nurse, counselor, or therapist) (4%)
- □ I did not tell anyone (13%)

Figure 5. Alumnae responses indicated type of person with whom sexual misconduct experiences were shared

28%
Friend

Undergraduate Q34

- ■ Friend (28%)
- ■ Spouse or romantic partner (9%)
- ■ Family member (4%)
- ■ Peer who shared my racial/ethnic identity (23%)
- ■ Peer who shared my gender identity (23%)
- □ Professional staff who shared my gender identity (4%)
- ■ Cornell staff member (2%)
- ■ Health professional (e.g. doctor, nurse, counselor, or therapist) (2%)
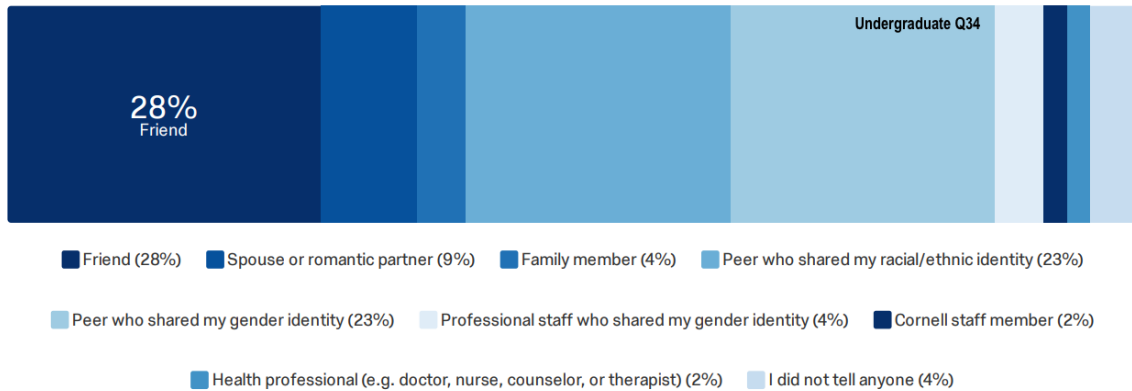- □ I did not tell anyone (4%)

Figure 6. Undergraduate responses indicating type of person with whom experiences of sexual misconduct were shared

4.7 Focus Groups: Community Phenomenon

The researcher attempted to collect qualitative data through the facilitation of focus groups. However, only one alumna participant signed-up to participate in the focus group. Moreover, throughout a period of six weeks, the researcher noticed that when she met with students in an advising or mentoring capacity, they would acknowledge the research project and indirectly inquire about its progress. The researcher also observed that students would speak with innuendo, making rather generalized comments related to the focus of the project. See three examples below:

Student 1, 2019— [Deep sigh (long pause) in a low voice]: Ms. Theoria, there is a lot going on in the community right now (long pause). And I don't know what to do about it (reflective pause). And some of us were talking, and I just want you to know, we are really glad to have you working in this space.

Student 2, 2019—Hi, I know I stopped by yesterday, but I wanted to get your advice. I'm having dinner with my friend tonight, and she's having a really hard time. She already came in and spoke with your office about her situation, but she's really struggling and I wanted to know if you could give me some advice on how to be an active bystander, or a supportive friend.

Student 3, 2019—So I know you took a new job in this Title IX space, and I think that's really important. I want to know if you can give me some suggestions on things to read, or point me towards some resources to better understand how to deal with this stuff in community… (long reflective pause). I just think we need to learn to be kinder to each other, especially us as women.

After, a few separate interactions with students, the researcher concluded that students would not likely ever sign-up to participate in focus groups, and decided to call for individual interviews instead.

4.8 Interview Results

The researcher repeated recruitment techniques previously employed to recruit survey participants. Subsequently, 10 participants signed up using the Qualtrics link provided. The researcher contacted each participant, based on their preferred method of communication, and scheduled a time to speak with the participant via Zoom. Three participants opted for an audio-only interview, so they called in to the number provided for the Zoom meeting. The remaining seven participants used the video feature in Zoom. The researcher facilitated 10 individual Zoom interviews. The interviews were recorded, and each audio file was submitted for transcription using Rev.com. The average time for the interview was 48 minutes, with a range of 25-60 minutes. The researcher assigned each participant a number, and the file was saved using the number. The participant's names were never recorded during the conversation. Table 8 below outlines the interview questions asked during the Zoom meetings.

Table 8. Interview Questions

Inquiry Questions	Interview Questions		
What behaviors will undergraduate Black and Latina women identify as sexual misconduct in accordance with the definitions set-forth in Cornell University's policy 6.4? IQ1	When you hear the phrase sexual misconduct, what comes to mind? Q2		
What are examples of sexual misconduct that Black and Latina women have witnessed, experienced, or a friend disclosed experiencing during their time as undergraduate students at Cornell University IQ2	How has your student experience been impacted by instances of sexual misconduct? Q3		
How has Cornell University developed its supportive resources over the past 10 years, to respond to the needs of Black and Latina undergraduate students who have experiences	What if anything, are you able to tell me about the process of reporting? Q8	Help me understand your thoughts on what the university does to specifically address the issue of sexual misconduct in	How adequate and accessible are educational and supportive resources that are available to address the issue of sexual

related to sexual misconduct? IQ3		communities of color? Q7	misconduct on campus? Q9
For undergraduate Black and Latina women over the past 10 years, what are the barriers to taking advantage of Cornell University resources that are designed to educate and support students who have experienced any form of sexual misconduct? IQ4	Describe your understanding of what the university does to address the issue of sexual misconduct on campus. Q4	As a Black and/or Latina woman on campus, how do you feel about reporting issues of sexual misconduct? Q6	What supportive resources would you seek out for help if these behaviors occurred during your time as a student? Q5
University Context	Consider the context of your experience as a student of color at Cornell, how do you define community? Q1	Is there anything I have not addressed that you would like to share with me? Q10	Demographic questions Q11

Note. Many interview questions had corresponding probes. See Appendix D (Verbal Consent Script and Questions for Individual Interviews) for full script and questions.

A feature within Rev.com, allowed the researcher to review and edit the transcripts using a read-along tracking feature—words are highlighted on the transcript as they are spoken on the media player. The researcher reviewed each interview using the read-along tracking feature 4-5 times. The repetition allowed the researcher to: listen and read to better understand the content and context of the comments, make additional observations and notes, and clean the transcripts—making necessary redactions. The researcher made notes about common themes, and trends that

she observed. After the transcripts were clean, the researcher printed each interview and color coded the responses by hand.

The researcher began by pairing responses to interview questions with inquiry questions (IQ). Each inquiry question had a corresponding color. The researcher highlighted participant responses in accordance with their alignment to IQ questions. She made notes about similarities in their responses in the margins. She also kept a tally of the types of sexual misconduct that each participant identified in response to IQ1 (What behaviors will undergraduate Black and Latina women identify as sexual misconduct?) and IQ2 (What are examples of sexual misconduct that Black and Latina women have witnessed, experienced, or a friend disclosed experiencing during their time as undergraduate students at Cornell University?) Table 9 summarizes the types of behaviors participants identified as sexual misconduct. Table 10 represents the quantity and types of experiences of sexual misconduct that participants experienced, witnessed, or heard from a friend. The researcher maintained a separate tally for each inquiry question for each individual participant. Data were recorded in an excel document.

Table 9. Types of Behaviors Survey Participants Identified as Sexual Misconduct

Dating Violence and Domestic Violence	1
Sexual Assault	
Nonconsensual Sexual Contact	9
Nonconsensual Sexual Intercourse	8
Sexual Exploitation	0
Sexual Harassment	5
Gender-based Harassment	4
Stalking	0
Retaliation	1

Table 10. Sexual Misconduct Experienced, Witnessed, or Disclosed by a Friend

	Experienced	Friend Disclosed	Witnessed
Dating Violence and Domestic Violence	1	2	0
Sexual Assault			
Nonconsensual Sexual Contact	6	2	3
Nonconsensual Sexual Intercourse	4	6[*]	0
Sexual Exploitation	0	1	0
Sexual Harassment	2	0	1
Gender-based Harassment	3	0	0
Stalking	0	1*	0
Retaliation	0	0	0

Note. *Two participants shared examples disclosed by friends of sexual misconduct perpetuated by women to men. One participant described a male student was sexually assaulted then stalked. The other type of nonconsensual contact was unclear because he was incapacitated.

As indicated in Tables 9 and 10, all interview participants reported having experienced some form of sexual misconduct. Additionally, two of the ten participants reported they did not share their experience(s) with anyone, while eight reported sharing their experience(s) with a romantic partner and/or a friend. All the interview participants reported that a friend shared an experience with them, and/or that they witnessed a form of sexual misconduct that happened to a friend(s).

The researcher also quantified key words from participants' responses regarding their awareness of supportive services for reporting sexual misconduct (IQ3). Table 11 outlines the interview participants' knowledge of reporting resources.

Table 11. Participants' Knowledge of How to Report

Counseling and Psychological Services[1]	5
Resident Assistant[2]	3
Residence Hall Director[2]	1
Title IX[3]	5
Pastor	1
Confidential support	1
Cornell Health[4]	1
Consent Ed	1
Victim Advocate	1
Google[5]	2
No Knowledge	2

Notes.
1. Fee associated with this service.
2. Considered a responsible employee, would have obligation to consult with University Title IX Coordinator.
3. Participant would report to receive academic accommodations.
4. Participant would report to get a STI screening.
5. Two participants indicated they would search Google for additional answers.

The researcher concluded that 8 of 10 participants had an affirmative awareness of university professional staff, campus administrative offices, and/or university support services available to individuals who experience sexual misconduct, compared to 6 of 11 in the survey.

After the researcher color-coded the responses on paper and reflected on her observational notes, she identified categories based on commonalities within their responses (e.g. settings where instances of sexual misconduct commonly occurred, perpetrators' affiliation with a group or organization, and understanding about the process of reporting). The researcher created a new document and referred to the transcribed interview of each participant, copying their responses and grouping them by category. For example, responses that illuminated respondents' viewpoints on available university resources were grouped together in a document. Examples of the categories include: institutional mistrust, Greek affiliation, social status, concerns with reporting process,

external community influence, effect on community, experiencing sexual misconduct, and reporting experiences with sexual misconduct. Then the researcher reviewed all the responses by category to better understand the perspective of the collective on this category. The researcher identified emerging themes both within and between the categories. Figure 7 below diagrams the emergent themes based on the qualitative data and how the researcher synthesized the data for interpretation.
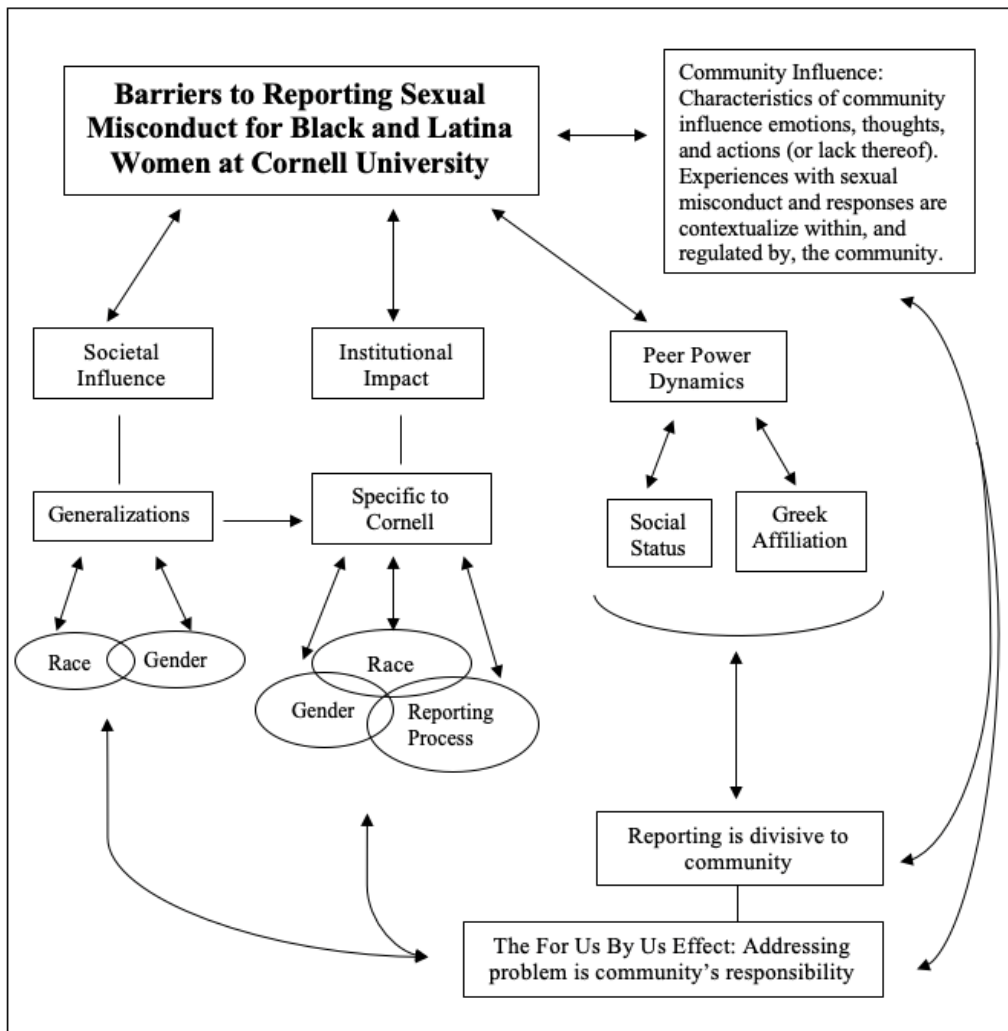

Figure 7. Key themes and their relationship based on qualitative data

Of the 10 participants who participated in semi-structured interviews, four were alumnae, and six were current undergraduate students (there were no graduate student participants). Their range of enrollment dates were 2008-2013 and 2016-2018, respectively. Eight identified as Black, two as Latina, three as part of the LGBTQ community, and two participated in the Prefreshman Summer Program. Of the 14 original student organizations that were contacted during the recruitment phase, the participants had representation in five of those groups. However, it is important to note that the 10 participants also had connections to 18 additional student organizations. Demographic data pertaining to the 10 interview participants are summarized in Table 12 below. Any direct quotes from the participants will be referenced using their corresponding pseudonym.

Table 12. Demographic Data for Interview Participants

Current Affiliation	Pseudonym	Year of Enrollment	Race/Ethnicity	Governing Policy at Enrollment
Alumna	Resilience	2008	Black	Code of Conduct
Alumna	Experience	2008	Black	Code of Conduct
Alumna	Ms. Resolute	2012	Black	Code of Conduct
Alumna	Wisdom	2013	Black	Policy 6.4
Undergraduate	Mercy	2016	Black	Policy 6.4
Undergraduate	Courage	2016	Black	Policy 6.4
Undergraduate	Grace	2017	Black	Policy 6.4
Undergraduate	The Key	2017	Afro/Latina	Policy 6.4
Undergraduate	The Advocate	2017	Afro/Latina	Policy 6.4
Undergraduate	Hope	2018	Black	Policy 6.4

4.8.1 Significance of Community

The community experience is an integral part of their growth and development during students' time at Cornell. Consequently, it is important to examine the experiences of Black and Latina women through the lens of their small community, and situate their locale in the context of attending a predominantly white institution with a faculty and staff workforce that is also predominantly white.

Table 3 shows that on average, Cornell enrolls approximately 3,295 in its fall freshman class, of which approximately 135 are Black women, and 221 are Hispanic women. During the interview the researcher asked each participant to define their understanding of community, and then communicate their perception of the number of their peers who embodied community as they defined it. Responses revealed a range of 14-200 people, for the perception of community engagement, with an average of 63 people. Participants had the following to say about the community:

> Community was always just Uj [Ujamaa Residential College]. In the sense ... My first year on campus, I didn't live in Uj, but that's where I always was, and people thought I lived there. It was just basically the different friend groups that I had, that was the community that I created. It really didn't expand into the larger Cornell population, and community. I never really felt connected to the larger Cornell community. And, even today, thinking about how I interact as an alumna, I still always focus, and think of my community as that Black community that I fostered, and met at Cornell. And, that extended community. Still, not the larger Cornell. (Resilience, 2019, Alumna)

The larger community is: The non-Black community, non-Latina community. I'm pretty much only familiar with the Black and the Latina community on campus. And so, Cornell at large just refers to everybody, all the other communities. I feel like I'm more familiar with MGLC [Multicultural Greek Letter Council]. And then the sports teams. (Mercy, 2019, Undergraduate)

When reviewing the qualitative data for the inquiry questions the researcher quantified some of the responses. A numerical reflection of the participants' understanding of sexual misconduct is reflected below.

4.8.2 Identifying Sexual Misconduct

(IQ1) What behaviors will undergraduate Black and Latina women identify as sexual misconduct?

As Table 9 illustrates, of the 10 participants interviewed, one participant identified dating and domestic violence as sexual misconduct, one participant mentioned retaliation, four identified gender-based harassment, and five identified sexual harassment as a form of sexual misconduct. Nine of 10 identified sexual assault manifested in the form of unwanted sexual contact, and eight of 10 referenced sexual assault in the form of non-consensual sexual intercourse. None of the participants identified sexual exploitation, or retaliation.

4.8.3 Experiencing, Witnessing, or Hearing About Sexual Misconduct

The second inquiry question (IQ2) asked, "What are examples of sexual misconduct that Black and Latina women have witnessed, experienced, or a friend disclosed experiencing during their time as undergraduate students at Cornell University?"

As Table 10 shows, of the 10 participants who indicated that they had experienced, witnessed, or had a friend disclose sexual misconduct, one experienced dating and domestic violence, six experienced sexual assault via non-consensual sexual contact, four experienced sexual assault via non-consensual intercourse, two experienced sexual harassment, and three experienced gender-based harassment.

Representative statements from participants who shared their experiences of sexual misconduct include the following:

Well, before coming to college, I wasn't sexually active at all. And then, within the first two weeks, I was at a party. And then, I left the party because a friend of mine was drunk, so I took him home. And unfortunately, he was very aggressive while he was intoxicated and I'd been sexually harassed. And ever since that experience, really, it just made me shut out of the community. I really stayed with myself. I didn't engage with others as often as I used to before. I just came into a shell and just closed off myself from friends. (Hope, 2019, Undergraduate)

I think the small brushes I've had with sexual misconduct, definitely left a mark on me and how I move around men. And how I feel about men looking at me even. I get upset. What's up? I'm very combative with men, very assertive. I don't care. (The Advocate, 2019, Undergraduate)

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I remember I went to a Greek party that was with the [NPHC Fraternity-1] on campus, so a bunch of [NPHC Fraternity-1] from all over New York State came to this party, and I was dancing with my friends and we were sweating so we were like, "Oh, let's go to the bathroom." So, I was making my way to the bathroom, and then out of nowhere some random [member of NPHC Fraternity-1] just sprayed whipped cream on my neck and then licked it off. And it happened so fast because I remember hearing the sound of you know how whip cream comes out and it's a certain sound? And I remember hearing that and I was like, "What's going on?" Then I felt a mouth on my neck and I was like, "What?" Then he was gone. It was so fast. Then my friend, she was like, "[Grace], there's weird stuff on your neck," and saliva and whip cream was left there and I was just in shock of like what happened. Yeah, so that was not a fun experience. (Grace, 2019, Undergraduate)

Three participants indicated that they witnessed sexual assault via non-consensual sexual contact, and one participant witnessed sexual harassment. Two participants shared the following statements.

I began to hear things, and I had people who were my good friends, say, 'Hey. I saw him touch somebody in this way at a party when somebody was drunk and it wasn't cool.' (Experience, 2019, Alumna)

I've experienced and have seen guys just grab girls to dance with them. Some of them more forcibly than others, but that's also a thing that I've experienced at these Greek parties. (Grace, 2019, Undergraduate)

Friends sometimes disclose to each other experiences of sexual misconduct. Of the 10 participants interviewed, two had friends who disclosed experiences with dating and domestic violence, two had friends who disclosed experiences with sexual assault via non-consensual sexual contact, six had friends who disclosed experiences of sexual assault via non-consensual intercourse, one had a friend who disclosed an experience of sexual exploitation, and one tried to help a friend who was being stalked. It is important to note that two participants shared examples of sexual misconduct perpetuated by women to men. One narrative spoke of a male student that was sexually assaulted then stalked. The other sexual contact disclosed to the friends was unclear because the victim was incapacitated. Representative sample statements from participants regarding these experiences are as follows.

So, I think the party thing happens a lot, where somebody will touch you, and they'll touch you again, and you'll say, "Please don't touch me, I don't want to dance," or do whatever they're trying to coerce me into doing. But I've had female friends who've had males, actually grope their vaginal area at parties, even though they told them not to touch them. (Ms. Resolute, 2019, Alumna)

I think about the parties where folks or ... even residents, when I became the RA, would tell me about someone grabbing them or when someone just shows up behind

you and starts doing things. I had one person say, 'Someone just pulled out their whole penis.' (Wisdom, 2019, Alumna)

And it's sad that that's the reality and that's why I can't just go out with my girls, and just chill. Because it will never be just that. So again, it's impacting my life because now I'm not going out. Because I don't want to be harassed. It's impacting my friend's lives because they are telling me, "Oh yeah, this dude grabbed me." And he says he's such a good guy, but he's out here genuinely harassing people at parties. Even at just little kick-backs, where it's awkward and you're making everyone feel very uncomfortable. (The Advocate, 2019, Undergraduate)

4.8.4 Supportive Resources for Black and Latina Students

The third inquiry question (IQ3) asked "How has Cornell University developed its supportive resources between 2008-2018 to respond to the needs of Black and Latina undergraduate students who have experiences related to sexual misconduct?"

Although Cornell University has an established portfolio of plans and initiatives to address the problem of sexual misconduct on campus, it seems to take a one-size-fits all approach. As previously mentioned, the researcher found no evidence to suggest the university has purposefully developed resources or facilitated initiatives to address the needs of Black and Latina women on campus. Several participants spoke specifically about their relationship to institutional resources, with sample comments including the following:

I feel like we just had a bunch of different seminars, or workshops, or just flyers and things that you know where these kinds of services are if you need support, and the steps. I don't feel like the university really took a major concern, especially when it came to my community. Not just Cornell University, and the whole student population, [but focusing] just on who I thought my community was… I consider community is very much the black community, and those who identify as black on campus. That in itself can be very isolating. Because it's very clear that you're not really a part of the larger community in a sense of the university population size. So, it always seems like the resources were very accessible for the majority of the student population, or Cornell population in general. But, there was never any messaging focused towards us. (Resilience, 2019, Alumna)

The Title IX office and Victim Advocacy, and ... they are resources that are there. Based on my experiences with them, they're good and pleasant, and ... they've helped me for the most part, but ... in general, students don't really take advantage of them. (Courage, 2019, Undergraduate)

So, I mean, I don't know a lot about Title IX and how my peers feel about it, but I know that a lot of people don't really see it as an option so that makes me question why don't they see it as an option. What about the policies make them feel like 'this won't help me, this won't protect me?'… I can't tell you when they've addressed sexual misconduct in communities of color. I don't even think people understand

the nuances of being in a community of color and how that intersects with how you

handle sexual misconduct. (The Key, 2019, Undergraduate)

I don't think they do anything. I think that at large, even they are not doing anything

for the whole Cornell community, it becomes very difficult to see how that would

trickle down. Because we're always the last ones who get a little help, a little push.

I don't see there being initiatives to help people just not be shit heads. There's not

much that's happening in our communities of color. Especially to help or mitigate

any of that knowledge. I don't know if they are going to little classes, little talks

about what you can and cannot do. But I don't feel like there is a genuine effort to

help anybody on campus about being raped. (The Advocate, 2019, Undergraduate)

4.8.5 Suggestions for Improving University Practices

The researcher asked the participants to offer suggestions to the university for improving

services and support. Below are a sample of suggestions from the participants.

I think if more representatives of the university talked to students of color about our

experiences and about what we want to see happen, that could be a step in the right

direction as well as education that's geared towards communities of color. 'Cause

even with Consent Ed, and a lot of the videos that are shown, and trainings, and the

tri-council meetings, a lot of it is very... it's just not relatable to communities of

color. We think it doesn't apply. They'll be like "oh, we don't have a frat house, so

that couldn't happen to us." That kind of thing. So, if things are more catered to

communities of color, like directly to communities of color, that would help people. (Mercy, 2019, Undergraduate)

I think it first starts with just, generally, connecting with my community. Like, before we get into sexual misconduct, something that is really hard to talk about, in all of its layers, is just fostering a true relationship with the community. Not just a surface relationship where, "We wanna support all of our students, and make sure they feel safe." Because, what makes me feel safe is not what makes everybody feel safe. (Resilience, 2019, Alumna)

I think education, because I think it's a very easy question to ask okay well what is being a person of color have to do with sexual misconduct and what is your community because there are different things to address within each community. It's different in the queer community. It's different in the black community and whatnot. Being communicative and educational on how this affects certain people in different ways… Then also trying to reach out to communities of color like specific organizations of color just so that it's more visible because I think visibility plays a large part of it. You want to support these students but they don't know where they can find the support, so you want to be more visible to them. I think working together with large organizations like BSU for example to spark these conversations. (The Key, 2019, Undergraduate)

They address it for us coming in as freshmen which is essential, but then it's almost like we don't really hear about it again after that. ... I don't know the [swim test] is mandatory, maybe they could do something that's a little more routine but something that's clearly predominant and relevant to college life and our campus culture. (Grace, 2019, Undergraduate)

We need everyone to do a certain class to discuss what it is, and what you can't do. And you have to do that for a job, so I feel like it should make sense that we have to do that for college as well. And of course it's telling people not to touch other people in ways they don't like without consent. But I think that there is a lesson that needs to be learned. Because if white people aren't getting it, and they are the majority, and often the wealthier... That kind of care does not trickle down to our black communities, and our Latin communities, and our Native American communities. (The Advocate, 2019, Undergraduate)

4.8.6 Barriers to Reporting

(IQ4) For undergraduate Black and Latina women between 2008-2018, what are the barriers to taking advantage of Cornell University resources that are designed to educate and support students who have experienced any form of sexual misconduct?

The researcher has identified three broad themes that speak to the barriers that influence student's inclination to take advantage of available resources: societal structures, institutional barriers, and internal community barriers. Below each theme the researcher selected quotes that reveal how the participants' individual perspectives speak to the theme for that section.

4.8.6.1 Societal structures.

Participants often mentioned societal structures that stand in the way of reporting sexual misconduct.

> I think it's really hard as a black woman to do things, because a lot of times you're dissuaded from reporting. Especially if the perpetrator is a Black male or Latin male, you're kind of prone to protect them…You're out there watching [men] demonize women, [it's] especially black women who experience these things. And [the community] prioritize[s] the men, a lot. (Mercy, 2018, Undergraduate)

> If I make a claim or I make a statement, I feel like ... because of my skin color... A woman who is white can make the same claim, but their claim is going to hold more weight than mine purely because of my skin color and because of the lack of representation in the resources for sexual misconduct and harassment. (Resilience, 2019, Alumna)

> I feel as though, particularly for my culture, there's a lot of ... sexual misconduct that happens, even within families and a lot of the blame is always placed on the woman. I feel in both societies. But especially ours, especially if you're younger. Because it's like, "Oh it's your fault. You were being fast." So again, of course the blame across cultures, I feel, is always put on the woman. I see every day where it's like, "Oh you reacted too fast. Black girls are always too fast," whether it's the way we dressed, our sexuality is just placed above all. People think of us as these sexually deviant creatures. (Ms. Resolute, 2019, Alumna)

I think of as a double jeopardy thing of being black and a woman makes it very difficult to be heard, or be seen. Everyone knows that [Black women aren't] listened to. And it makes it difficult to want to... Or to be able to speak out. I think because the way I have seen it ruin people's lives, and how I've seen people hold that to themselves. And it becomes something that genuinely ruins everything for you. I don't think that I would be okay with not reporting. But again, I know that when I would do that, it would be a problem. Because one, I'm a woman, two I'm black. And the list will pile on. If I go into the office, they are going to see me and say, "No, she's lying." I think it makes it a lot more difficult in a world where white voices, and white concerns, are seen as a lot more valid. Again, I'm still going to do all that I can. (The Advocate, 2019, Undergraduate)

Also people who have money, because I feel like to go through the process of [reporting] information, that requires time and money. I would imagine that [for] a low income student, it would be harder to ... or there might be resources that are available and I don't know of, but I can only imagine that they'd think about money as a reason why, "I'm not going to go forward with this. I truly don't have the money or time. (Wisdom, 2019, Alumna)

Like I said, there's a lot of money in Cornell. And some people just are able to work through the system in ways that I just know a person of color can't. (Experience, 2019, Alumna)

4.8.6.2 Institutional barriers.

Participants also identified institutional barriers to reporting sexual misconduct.

What would be the appropriate culturally specific thing to do for communities of color with SA [sexual assault]? My fear would be someone, some white person they hired from [redacted] [would come] in to talk about sexual assault with a community without any lens or understanding of the nuances of the community. I guess I'm not comfortable with what could happen, or who would be involved more so. Or would there be a specific focus and targeting of, the social environments with which communities of color operate? Would there be increased gaze and lens on that, to the point that it does more harm than good? My fear is this hyper vigilance on the community, that is different from having a nuanced process or program for communities of color.

I think that it's important for there to be representation, but I think there are spaces or actions that white folks can take that I'm not quite sure of, but that should be considered. It just shouldn't be, "Oh, it's a student of color dealing with SA, send them to so-and-so." You should be able to at least provide some initial direction... Just having a more trauma informed lens in terms of that initial conversation, or next steps. (Wisdom, 2019, Alumna)

The general consensus is that no one cares. I've had a couple of heated conversations where people express the sentiment that Cornell doesn't really care

about their students who have experienced assault, or any kind of sexual misconduct. It's like, liability is taken care of, and that's really it. The students are pointed towards the resources, and then "oh, well, my job is done. I'm an RA, so I've had conversations with other RAs that feel like the weight is on them, to pick up the slack where Cornell doesn't take very seriously sexual misconduct. All of the RAs then have to pick up the emotional burden of taking care of these students. (Mercy, 2019, Undergraduate)

Just thinking, in general, when I was on campus, and being a black student ... Being in a predominantly white space most of my day, for me, is an unsafe place. Like, you're constantly having to be vigilant of micro and macro aggressions from individuals, from staff, from faculty, from the university as an institution. And, then still be a student who wants to do well in school, and do well in the community. Then also, have real life that's not happening at Cornell [impact you]. So, safety just in the general sense, is very different when you're part of a minority group in many ways. (Resilience, 2019, Alumna)

I just think that people of color tend to trust people of color, who look like us, more than people who don't look like us, right out the gate. And it would go a long way from the standpoint to say, they understand that ... It would be a big message because it would acknowledge the fact that no matter how qualified someone may be, from an education standpoint, or their resume, frankly, because [they're] not a person of color, there's just some things [they] can't understand.

And I think that it would just go a long way to show [the university's] commitment to diversity, and getting people who truly understand colors of community, or people of color, in those positions. It just would go a long way. It would make people …just be pushed to report things more, pushed to feel as though that they had people on their side when it seems everybody has turned their back on them. It would just change the climate to a degree…. It's not going to solve everything, but it goes a long way. (Experience, 2019, Alumna)

The demographic of the staff for these resources ... also plays a big part in how comfortable a person is coming in to make a report…even just ... racially, and gender identity wise, if you're talking to someone who's the complete opposite of you, or they align with the identities of your perpetrator, that can make it hard to ... I guess, feel safe with reporting to them, or having to tell them what you've been through. So, having more diversity in staff could help. Or, it could just make people feel more comfortable if they did want to report. (Courage, 2019, Undergraduate)

4.8.6.3 Internal community barriers.

Participants articulated several intra-communal barriers to reporting as well.

Culturally for example in Latino families, family is super important. But I feel like that's within any culture, family is super important. Respecting your elders is super important. That breeds a power dynamic within the community if there is someone who is your elder, if there is someone who's supposed to be your family member

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and they do something in appropriate to you then you're conflicted now because this is supposed to be someone who you respect and you're protected by but their actions say different. How do you deal with that and how do you move forward with that? You're not sure…I think it translates the same [at Cornell]. The lack of conversation is because people don't want to even address it, but also feel like this is supposed to be your family. This is supposed to be your community. So, if you address the certain situation, then it makes it more real and it calls attention to the fact that there are rifts within what is supposed to be this family… (The Key, 2019, Undergraduate)

I've seen how the Latino community will cover things up, just because we don't want people to know this…In the Latino community what I've seen, and what I've heard it's not the kind of accountability that I'm okay with, or comfortable with. And I think that regardless of how it happens, I think everyone keeps everything hush, hush. Everything is very much a quiet thing. And if you know, you know, and I hate that so much because it's people that I've met. And people have come up and been like, "Yeah, they are definitely, they've attempted this several times." And people are like, "Wow, really?" And it's just like, you guys are very comfortable keeping things to a well, if you know, you know. And if you don't know, then you don't know. Because God forbid someone comes and [they] talk to this guy. And now they just got raped. And it's like, if you would have told them, if you would have let them know, this wouldn't have happened. And it allows for

this to just increase, and happen. Because the same person can do it to several people, several times. (The Key, 2019, Undergraduate)

I don't think people are very cognitive of how it impacts everything. I think that we have just this hush, hush climate where it's not helping anyone. And I'm not sure how it works in the white community…But I know of what I've seen that Latinos will just cover it up. It's like hearing about it from... E-Board members. And if I wasn't close to people who were in the Latino community, how would I know this? I wouldn't. So, it's not fair I think that you have to know a lot of people to know what's really going on. Because you're letting people just run amuck, acting a fool, and hurting people. And it's okay, because the climate is that we're just going to keep quiet about it. Because we don't want to damage anyone's future, when they just ruined someone's entire life. (The Advocate, 2019, Undergraduate)

I feel like there should be a more central way of making sure that people who engage in sexual misconduct are not protected by a culture that doesn't want to talk about it. Not talking about it makes it much easier for them to continue hurting people. Whether it's the [survivor] themselves, or members of the organization the alleged perpetrators are in, or their friends... Everybody just kind of wants to keep it hushed under the guise of it being a personal matter. People try and keep a low as possible, quiet as possible. Especially freshmen, and upper-classmen who don't feel like they have a voice. And then the community, particularly the black community... like there's only so much support. Like you're supported up until you

name somebody who's president of an e-board, or name somebody who a lot of people like, or who's in a frat. (Mercy, 2019, Undergraduate)

I think status was a big thing in the community and yeah, everything was about status. So if someone said, "Oh this guy that everyone loves and laughs with all the time, he did something." Everyone's more likely to put the woman down in our community always. It was always the woman's fault. It was the woman was crazy. She made something up. I think there was just this general thing where people would rather believe the men in our community, especially when they could laugh and [key-key] with them and especially if they were part of a fraternity too. (Ms. Resolute, 2019, Alumna)

As I said, I didn't wanna be bothered when it was me, personally, being impacted. And, I've seen this happen. If you report, people take sides. So, it's like you're reporting, and then creating an unsafe space in probably the last safe space on campus, for you. ... You're kind of, you're damned if you do, you're damned if you don't. (Resilience, 2019, Alumna)

It's never been that we're going to report and get this person in trouble. I don't think that I've ever heard of anyone actually reporting it to someone, especially in the black community. I think it's very much a we're going to know about this, and we're going to move on. We're going to avoid this person. But we're not going to

I guess jeopardize their career, jeopardize their life, or whatever else it might be.

(The Advocate, 2019, Undergraduate)

Also, I think sometimes we talk about the community of color, at least from my

experience at Cornell, and there's a lack of intersectionality with it because I do

identify as a bisexual woman, so bringing [in] that LGBT [element is essential].

Even gender violence and sexual assault are quite different. There are even more

nuances for folks in the LGBT community, so making sure that is also addressed;

[finally] connection to Black does not automatically mean straight, and queer does

not automatically mean white. (Wisdom, 2019, Alumna)

Awareness and education with a focus of cultural humility and competence, [is

what we need] ...I feel like I want the community of color to take care of the

community of color. I know that's not the correct thing to say, but that would be

my response to that. I guess my fear is what would the university do? Because that

could add more flame to the fire. (Wisdom, 2019, Alumna)

4.9 Summary

In this chapter, the researcher reviewed the data from 57 university records and produced

a non-exhaustive list of programs and initiatives implemented by Cornell University from 2008-

2018. The researcher also provides data analysis on the demographic composition of the student

population and the university workforce. This university profile analysis is essential, as the

information reviewed provides and validates the sentiments later expressed in the chapter, when the study participants began to describe their perceptions of the community, and share examples of the challenges of navigating spaces and relationships during their tenure at the institution. Fifty-four participants completed the survey, 23 alumnae, and 31 current students. The survey tool allowed for the comparative analysis of the sample based on university affiliation, and several other points of interest. Finally, 10 subjects participated in individual interviews (four alumnae, six current students). The qualitative narratives that are highlighted in the chapter provide a robust amount of information regarding the barriers to reporting, based on societal structures, institutional barriers, and internal communal barriers.

5.0 Chapter 5: Discussion

This chapter presents an interpretation of the findings, contextualizing them in relation to the original problem statement. The chapter concludes with a discussion about the implications of the findings and recommendations for further study.

The purpose of this study was to investigate the barriers to reporting experiences of sexual misconduct for undergraduate Black and Latina women at Cornell University between 2008-2018. To better understand the barriers, the researcher sought to examine the knowledge capacity of the sample population by inquiring about their understanding of the various forms of sexual misconduct, and illuminating their experiences. Additionally, the researcher inspected available supportive resources developed for undergraduates who experienced sexual misconduct during their tenure at Cornell University.

This study was executed using a mixed methods research design. The researcher implemented a quantitative anonymous survey, reviewed documented university policies and initiatives, and facilitated semi-structured individual interviews with participants. Fifty-seven university records were reviewed and fifty-four participants completed the survey (23 alumnae and 31 current students). Ten subjects participated in individual interviews: four alumnae, six current students. Of those interviewed, eight identified as Black women and two as Latina. It is important to know that both Latina women identified as Afro Latina culturally.

The location for this work took place at Cornell University, a private Ivy League institution in upstate New York. The era of inquiry was restricted to 2008-2018, relative to the evolution of federal and state legislation that governs institutional responses to sexual and related misconduct. Eligibility of participation was limited to self-identifying Black and Latina women who were

enrolled at the institution and alumnae that graduated between 2008 and 2018. Participation within the study was voluntary, and no incentives were provided for participation.

This study was informed by multiple theoretical frameworks. Kimberlé Crenshaw (2016) argues that frames create a way of viewing how social problems impact all the members of a targeted group. This project aimed to create a frame that captured the experiences of Black and Latina undergraduate women at Cornell University with sexual and interpersonal violence. The framework for the identification and interpretation of this problem are grounded in Harris' points of intersection between critical race feminist theory, feminist legal theory, and LatCrit Theory. In "Race and Essentialism in Feminist Legal Theory," Harris (1990) claims that both feminist and social movements must incorporate the philosophy of multiple consciousnesses whereby the practice of categorization is explicitly tentative, relational, and unstable, particularly in the development of law and policy. The relevance of Harris' argument becomes even more apparent when considering the sameness/difference discourse presented in the discussion of the need to create LatCrit theory. Crenshaw emphasizes that policies developed to address the problem of sexual misconduct have historically failed to consider the needs of women of color, and often prioritized the experiences of white women as the normative standard. When applying those arguments to the focus of this problem, it can be concluded that research must acknowledge the experiences of Black and Latina women using diverse and relational approaches.

5.1 Key Findings

Findings presented in the previous chapter clarified that students' barriers to reporting stem from personal experience with oppressive societal structures, mistrust of the institution, and community barriers rooted in peer group social status and power dynamics. Although, the evidence illuminated three distinguished key findings, barriers to reporting in each of the three domains seemingly inform one another.

5.1.1 Societal Barriers: Oppressive Societal Structures Based on Race and Gender

The study provided an opportunity to expose Black and Latina students' perspectives on the viability of available institutional resources in the aftermath of an experience with sexual misconduct. The data from the collective qualitative interviews revealed that of the participants who affirmatively indicated they experienced some form of sexual misconduct during their tenure at Cornell, only two of 10 shared their experiences with a university official. Moreover, the eight who did not report to university officials communicated their disinclination to do so based on their presumptions of whether they would be believed, protected, or treated fairly. Participants communicated the expectations of neither being believed or supported based on being Black and women. By contrast, they offered the assertion that a White woman would be believed, protected, and treated fairly.

Experiences with institutionalized racism often make it difficult for women of color to trust the systems and institutions that are supposed to help them (Connecticut Alliance to End Sexual Violence, 2018). The participants' presumptions about not being believed, protected, or fairly

treated was largely informed by their lived experiences. Nonetheless, the two interviewed participants who did report to university officials indicated they had a positive experience.

This juxtaposition of whiteness as favorable and advantageous, and the lack thereof as conclusively pejorative, speaks to the notion of positionality—the concept that gender, race, and class are markers of relational positions rather than essential qualities (Maher & Tetreault, 1993). Maher and Tetreault (1993) assert that changing contextual and relational factors are crucial for defining identities and our knowledge in any given situation (p. 1). This reality manifests in the experiences of students in the college setting. It also informs the way they see themselves as having a form of agency to address the misconduct they both witness and experience. Students' proclivity to protect themselves, and even their perpetrators, from university law or policy can be explained through the notion of intersectionality—the point at which their race and gender intersect with a governing institutional policy. Crenshaw argues that the discrimination and disadvantages associated with one aspect of identity (e.g., gender) are compounded by other aspects of marginalization (e.g., blackness); yet, U.S. law and governmental policies are purposefully framed to render these compounded disadvantages indecipherable or to vastly minimize their detrimental cumulative effects (1994). Black and Latina women have experienced subordination and marginalization within the development of American law and social policy. Their knowledge of these forms of oppression informs their presumptions that adjudicative university policies and staff in a college setting will render their experiences illegible, minimize them, or result in punitive outcomes for women of color who experience sexual misconduct.

Furthermore, the cultural socialization of Black and Latina women influences how students choose to navigate their time at Cornell. The collective narratives across the interviews revealed participants' strong inclination to protect the men of color from adjudicative procedures and

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structural harm. Key distinctions emerged between Black and Latina women. Data from Latina participants suggested that their reluctance to address the problem of sexual violence within community is largely informed by their familial socialization. Focus group data from a 2005 research project revealed Latina teen participants communicated they are dissuaded from disclosing their victimization to family due to fears of embarrassment, family mistrust, rousing family trauma/drama, and retribution by the perpetrator. Within the same study, adult focus group participants' responses supported the narrative of the teens, and offered that teens would be hesitant to report "because family members are usually involved" (SARCC, 2007, p. 6)

By contrast, data from Black women participants suggest there is a broad understanding of the problem, yet a lack of provocation to act. Participants often cited a concern about the loss of community. This concern is based on the presumption that the man, and/or the student organization of which their perpetrator may be a part, is of more value to the community than the individual woman and her experience. Example quotes below capture these sentiments as they were communicated to the researcher:

> With all the positive pillars that are supposed to make up these Greek organizations it's unfortunate that they've allowed so many negative things. We're all human so that's part of that, but it's unfortunate so many negative things have also infiltrated black Greek life in college. It's like if me, as a regular shmegular non-Greek were to have something happen to me by a Greek person, and I were to go report to just anybody, not necessarily my friends, if I were to be like "Oh, this guy just did this," people would be like, "No, he's an [NPHC Fraternity-2]. It's okay." Or "He's a [NPHC Fraternity-3], it's fine." Almost saying I should be happy that I got this attention from an [NPHC Fraternity-2] or a [NPHC Fraternity-3] or a [NPHC

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Fraternity-1]. It's almost like entitlization, I guess, and denial of the negative aspects of it that has been perpetuated just by this very inherent part of black culture. (Grace, Undergraduate, 2019).

It's like you'll be a room full of your friends or your peers, and someone mentions something about so-and-so, and then you're like, "I also heard about so-and-so," and I'll see it in my mind. Then another person's like, "Mm, yep." Like we all know. No one's ever like ... and I put myself in this... These are three unique stories, there's a pattern here, there's something that needs to be addressed, and we can't just keep being like: "Oh yeah, I heard, I know," and that kind of thing. (Wisdom, Alumna, 2019)

This speaks to the influence of patriarchy as a governing factor within the collective socialization of Black women. According to Maiysha Kai (2017),

we talk about how patriarchy and misogynoir function amongst those who are Black, people who profess to value black people; but we [Black people] fail to acknowledge how the indoctrination of the 'ride or die' mentality—[the idea that women support their men, regardless of their transgressions, (Lindsey, 2013)]— is often ingrained in our daughters before they ever learn the phrase. Nor do we discuss how Black women's blind allegiances encourage their sons to value black women's loyalty more than Black women's lives. (p. 19)

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Data from both the survey and the interviews indicated that one consistent barrier to reporting experiences of sexual misconduct was the fear that the student organization would be punished instead of the individual who engaged in the misconduct. Lindsey (2013) contends, "the ride-or-die framework encompasses distinct heteronormative politics that privilege male pleasure" (p. 92). This illuminates a propensity to juxtapose the men and their well-being with that of the needs of the individuals who have experienced sexual violence.

5.1.2 Institutional Barriers: Need for Institutional Education and Outreach to the Black and Latina Communities

Cornell University is classified as a predominantly white institution (PWI). To effectively contextualize the experiences of students of color, the racial demographic of the workforce was included in the archival review. The data revealed that the racial demographic of the university employees does not proportionally reflect the demographic of the student population. Broadly, there is a great degree of institutional mistrust between the students and the administration. It is important to note that students used the terms "the university," "the administration," and "the/an administrator" interchangeably when referencing university employees of whom they presumed to be racially white.

Additionally, the results of the informational review revealed that Cornell has made a committed effort to create programs to address the problem of sexual misconduct on campus. The researcher discovered multiple initiatives developed prior to legislative mandates. Moreover, said initiatives exceed the standards of what is required by law. However, since the collective efforts of the CARE group of 1984-2004, the researcher found no evidence to suggest that the focus of the work has been inclusive of the needs of students of color, particularly Black and Latina women.

The mission of CARE was to work toward a community free of sexual harassment, exploitation, abuse, assault, and violence, by supporting mutually respectful relationships. Their goals were to support, encourage and and/or provide education for all; to monitor needs in the Cornell community; and to advocate for institutional and social change (20 years of CARE Activities, 2014, p. 1). Furthermore, between 2008-2018, the staff employed to provide advocacy and support to students in the aftermath of an experience of sexual misconduct were white. Although, the race of the employee is not an indicator of ability or competence, to the participants interviewed, the lack of racial representation in the staffing generates a reluctance to come forward. In a study on cultural mistrust and students' expectations of counselors, researchers found that "Blacks who were highly mistrustful of Whites viewed the White counselor as less capable of helping them deal with: general anxiety, shyness, dating difficulties, and feelings of inferiority" (Watkins, Terrell, Miller & Terrell, 1989, p.3). In the absence of focused outreach specifically to the Black and Latina communities, the students presume there is a lack of cultural competence based on the race and ethnicity of the people who are employed to provide the services—even though many of the students indicated they never reported their experience to, or interacted with, university employees who provide support services in the aftermath of sexual misconduct.

One participant of this study shared that in the aftermath of her experience, she felt motivated to start her own student organization to support Black women who have experienced sexual misconduct. To date, there were 13 active members, and 10 persons who have expressed interest in attending future meetings. Their meetings took place off campus, and were specifically designed to create a safe healing space for Black women to connect and support each other. The participant communicated that she began this group because it was something that she needed, as

the current available resources did not meet her needs. When the researcher clarified if this group is exclusively for Black women, the participant shared the following:

> Honestly, my focus was Black women, just because I am a Black woman, and that's the kind of experience that I most readily understand. I want people to feel safe in that space, so ... just knowing my experience as a Black woman ... Being able to talk to other Black women has been helpful for me so I was just starting with who I am and what I've been through. Because, at the end of the day, I also need the space. It's not like I'm just doing it for other people. I'm working based off of what I wanted. If anything, other spaces can take the same idea and do it for themselves, but I don't know if it's a thing that can just be open to everybody and still be as effective. So, I just started with what I would need. (Courage, 2019, Undergraduate)

In a similar study, Washington (2001) noted that research participants indicated that several respondents actively searched for alternative services "due to what they perceived as tensions or disconnects between White feminism and Black sensibilities as well as limitations posed by seemingly mono-cultural approaches to sexual violence" (p. 25). One research participant cited the value of group meetings in each other's home, suggesting that Black feminism allows for alternative models, informal spaces instead of workshops or productions (p. 25). Currently, Cornell's standard response to sexual and related misconduct does not create opportunities for students to engage in an identity-focused healing space. Although, there is a monthly group meeting for survivors, and the space for discussion is facilitated by a mental health professional, the group makes no explicit indication that it is using a race-conscious frame. This is an example of a university initiative that is worthy of note. However, in the absence of creating spaces that

specifically address the needs of Black and Latina women, the institutional mistrust between those student populations and the university persists.

Moreover, their experiences as women of color within society and their experiences at the institution in predominantly white spaces challenges the notion that Cornell is a safe space. More specifically, the experiences that students had when seeking support from "the university" for matters unrelated to sexual misconduct created a narrative regarding what they could expect from the institution in the aftermath of an experience with sexual misconduct. Consequently, they are disinclined to engage, citing the belief that Cornell does not care, and they feel solely responsible for supporting themselves and each other. According to Shaun Harper, colleges and universities do not do enough to intentionally build a community that affirms students and their identities (cited in New, 2016). The general sentiment reflected by the participants was that a white professional staff member would not have the ability to provide the comprehensive degree of support they need if they chose to share their experience with a university representative. Some even believed that communication between the individual or the community would cause additional harm. According to Dalton, Blacks often practice "intragroup discipline," avoiding public discussion of the ways in which Blacks are sexually victimized to protect the group from negative publicity" (cited in Washington, 2001, p. 15).

Finally, the findings suggest that ideas regarding the frequency of Title IX reports that are brought forward to the institution, the timeline that it takes for a person to go through a process, and the uncertainty of the outcome are serious deterrents to reporting. In accordance with changes in governing policies, all responsible employees—including Resident Advisors—have a duty to consult with the university Title IX Coordinator once they become aware of any allegation of sexual misconduct. They are required to report the names of the alleged perpetrator (if known),

the student who experienced the alleged sexual violence, other students involved in the alleged sexual violence, as well as relevant facts, including the date, time and location (U.S. Department of Education, Office of Civil Rights, 2014, p. 18). Because of the duty to consult, the students are aware that sharing their experience with a responsible employee will result in a report to the Title IX Coordinator. Qualitative responses from the study revealed that both alumnae and current students indicated a fear of losing control of the process, and suspicion that university resources would not keep their information confidential.

Therefore, it is essential that employees with confidential reporting status are viewed as resources for Black and Latina women, specifically the university's Victim Advocates as they are trained to provide trauma-informed advocacy and support to individuals who have experienced sexual misconduct. The researcher discovered that between 2008-2018, the only non-white employees that had confidential status were employed in university's Counseling and Psychological Services (CAPS). There is a fee associated with visits to speak with a CAPS counselor, therefore visits to CAPS may be cost-prohibitive. However, there is no fee associated with visits to speak with other confidential employees. Furthermore, CAPS counselors have regular rotations of clients and administrative responsibilities. Thus, a counselor of color may not be accessible upon request. Moreover, when students decline to share their experience with the university, it leads to their inability to take advantage of accommodations afforded to them by the institution in the aftermath of an experience with sexual misconduct, and feeds the narrative that the university does not support them. The lack of racial and ethnic representation amongst the staff employed to provide advocacy and supportive services, the absence of focused outreach, and misinformation regarding the reporting process and available resources have created an

opportunity for the students to conclude that the administration has forgotten about them and is not prioritizing their needs. Consequently, they are discouraged from seeking institutional support.

5.1.3 Community Barriers: Peer Group Power Dynamics

The data brought to light another consistent theme amongst the participants. The power dynamics within the community, and societal structures external to the community, influence the development of a collective narrative regarding the plausibility of reporting experiences of sexual misconduct. The community is a phrase used by alumnae and current students to characterize the groups of Latinx and Black students that actively engage one another both within and between their ethnically themed social groups and residential spaces. Membership to a fraternity and/or influential leadership positions within prominent student organizations emerged as primary points of consideration. The social status of the individual, or the organization of which they may be a part, influenced the standard of accountability applied to a member or an entire organization. Participants questioned the viability of bringing their claim forward, even if only within the community, because they believed they would be ostracized or isolated from the community. This was particularly true if the person who allegedly caused harm was perceived to have a higher value to the community than the person who experienced the sexual misconduct. Responses from the survey and anecdotes shared during the interviews asserted that fear of retaliation from the perpetrator or others, in addition to fear of negative social consequences, are restricting factors to reporting.

Moreover, both Black and Latina women offered a consistent narrative that their male peers who are perceived to have high social status within the community operate with a sense of entitlement and appropriate access to their bodies in both private and public social spaces in the

absence of affirmative consent. Sex role socialization is a contributing factor to the persistence of this misconduct. In 2001 Patricia Washington facilitated a qualitative study with 12 African American women who were survivors of sexual violence. One participant shared the following, "In a lot of cases, women in general don't think of it as rape or abuse… The feeling is that men push you around… And men take sexual liberties with you when they feel like it. That is just want happens to women" (p. 14). According to the qualitative data in this study, acts of sexual harassment, and sexual assault via unwanted sexual contact are common occurrences at parties within the Black and Latina community. Additionally, a consistent theme of silencing emerged in the data. Participants noted that when the person or the group is held to a high esteem within the community, allegations of sexual misconduct are not taken seriously. Generally, the desires of the collective community superseded the needs of individuals who had been impacted. Furthermore, both alumna and current students survey respondents cited concerns that the institution would act against the group instead of the accused. This proved to be another barrier to reporting.

Participants within the Black community noted that when voices of dissent emerge to protest the nonconsensual conduct, they are often rejected through suggestions that those who allege experiences of sexual misconduct overreacted. Alternatively, claims are made that the accused person is not capable of such conduct. These repudiations come from fraternity members, student leaders, other Black women, and/or members within the Black community, suggesting there is a lack of in-group accountability by members of the same community. Within the Latina community, participants noted that there is a collective inclination to refuse to acknowledge the conduct, as such an acknowledgment would detract from the premise that the Latina community is a family.

While participants consistently noted a frustration with the prevalence of sexual misconduct within community, and expressed exasperation with the lack of action to address the problem, they also consistently voiced a sentiment of responsibility to protect Black and Latino men from adjudicative processes, and to protect their future professional aspirations, seemingly to the detriment of their own self-advocacy. Washington's study (2001) noted similar outcomes. "[I]n a qualitative study conducted with 12 African American women who had experienced various forms of sexual assault, the investigator found one fourth of the participants identified a cultural mandate to protect African American male offenders as influencing their decision to disclose the assault" (cited in Tillman, Bryant-Davis, Smith & Marks, 2010, p. 6). The mistrust within the community leads to internal community barriers. Their collective narrative suggests that when a problem occurs within community, it should be addressed by members of the community. Notably, African American sexual assault survivors are less likely to seek help from dominant society. As Tyagi argues, experiences with oppression, both intergenerational and societal trauma, require that members of the African American community protect themselves from mistreatment by establishing psychological and social boundaries that ensure problems and conflicts stay within the community thereby decreasing the exposure to risk, ridicule, and racism (cited in Tillman, Bryant-Davis, Smith, & Marks, 2010, p. 6). However, authentic opportunities to address the problem within community (Black or Latina) do not exist because they are unwilling to acknowledge the problem or hold members of the community accountable for engaging in acts of sexual misconduct. This imposes a cyclical community conundrum.

5.2 Implications for Practice

Given the siloed culture of the campus, the researcher proposes that in addition to anonymous quantitative surveys customized for students with marginalized identities, it would be prudent to facilitate small focus groups and individual interviews to gather additional qualitative data in accordance with the biannual institutional surveys that are required by law. This would allow the institution to accurately assess the climate of sexual misconduct on campus and have a sound understanding of the experiences of their marginalized students in an ongoing basis. According to Tillman, Bryant-Davis, Smith, and Marks (2010), "the unique context of each campus suggests the need for future research exploring school-specific variations in sexual assault victimization and disclosure experiences" (p. 11). This practice would be valuable for the purposes of gathering data, and understanding the progress, or lack thereof, towards shifting the climate of sexual violence on campus. Moreover, a study focusing on the barriers to reporting for Black and Latina women at predominantly white institutions (PWIs) with similar institutional profiles to Cornell or a comparison study between Black and Latina women at PWIs and Historically Black Colleges (HBCUs) would isolate the question of which factors are most salient as a barrier to reporting experiences of sexual misconduct.

Additionally, the researcher suggests that Cornell take an identity-centered approach to the work of preventing and responding to sexual misconduct. When the institution is developing sexual violence prevention and educational initiatives for their student population, they should consider marginalized identities beyond gender and sexual orientation, focusing specifically on racial and ethnic groups. This shift in their approach would create an opportunity to meet the students where they are, and engage populations based on what resonates most centrally during their time as students as these identities are central to a students' sense of belonging. The resonance

of their marginalized identities influences how they elect, or fail, to take advantage of university resources. An emphasis on valuing and validating the concerns of the Black and Latina community would help to build trust between the student population and the institution. Additionally, the researcher suggests that Cornell diversify the racial demographic of the staff who do the work of advocacy and support. Students need to have representation in this space so that they feel there is a trusted person in whom they can confide. Moreover, the diversification in staffing will inform the practice of developing sexual violence educational initiatives. Nonetheless, in addition to the diversification on the staffing, researchers suggest that when working with highly mistrustful Blacks, white counselors be sensitive to mistrustful sentiments; particularly around the aforementioned problem areas, in an effort to improve the counseling experience for the students (Watkins, Terrell, Miller, & Terrell, 1989, p.3).

Finally, as previously noted in the key findings, the prevalence of sexual harassment, and sexual assault—via unwanted sexual contact—are commonly facilitated by fraternal men in National Pan-Hellenic Council (NPHC) chapters. This narrative was consistent throughout the qualitative data shared with the researcher. Therefore, the researcher suggests that the office of Sorority and Fraternity Life work with their Multicultural Greek Letter Councils (MGLC), specifically NPHC chapters, both fraternity and sorority members to expand their knowledge and understanding of the culture that contributes to the pervasiveness of sexual violence. Student members should reflect on how their organizational values, pillars, and codes of conduct inform the way they on-board new members with into their organization and the way they choose to educate their constituents about this problem.

Allegations of sexual misconduct jeopardize the viability and vitality of NPHC/MGLC chapters, and can have grave effects on chartered chapters' ability to be affiliated with the

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university. Therefore, this is a matter of risk reduction and brand management. Consequently, in addition to reflecting on the cultural values of the organization to address the problem of sexual violence, the researcher suggests that undergraduate chapter advisors make a point to learn about the legislation and the institutional policies that govern university response to allegations of sexual misconduct. Furthermore, chapter advisors should be knowledgeable about the university and community resources available to support students in the aftermath of an experience with sexual misconduct. This chapter education will offer the members opportunities to further develop transferable interpersonal and professional skills.

5.3 Implications for Research

It has been communicated in the literature that the Latina population is underrepresented in this area of research. Similarly, they were not represented in the Cornell University 2015 AAU campus climate survey results because their participation numbers were so low the university could not share the data received. Most recently in the study facilitated by the researcher, the participation was also low. Consequently, there are gaps in the data for this population.

The researcher recognizes that there are intracultural and intercultural variables that influence the degree to which Latina women feel motivated to speak about the topic of sexual misconduct, particularly if they experienced sexual interpersonal violence at the hand of someone else who shares their cultural identity. Nonetheless, the available data suggests that there is cause for continued examination of the experiences of Latina women at Cornell to determine how best to provide adequate services to a growing population of students.

While quantitative climate surveys can track the frequency of experiences, the course of action in the aftermath, and the knowledge capacity of the survey respondents, the statistical interpretation of numbers has limitations to truly understanding the climate of sexual violence from an experiential perspective. The researcher is proposing that institutions facilitate longitudinal qualitative analysis. This would garner information from the students in their own words. Research has proven the value of personal narrative as a source of data. The current method of data collection is missing the human context of the student experience, and subsequently preventing institutions from comprehensively addressing the problem of sexual misconduct.

Finally, it would be valuable to quantitatively and qualitatively assess the experiences and barriers to reporting instances of sexual misconduct for Black and Latina women who attend Historically Black Colleges and Universities (HBCU), and Hispanic Serving Institutions (HSI). It is certainty worth considering the questions: if the racial demographic of the student population placed those who are traditionally marginalized at PWIs, in the majority at HBCUs or HSIs respectively, would there be differences in the narrative of the student experience; what is the variation in the pervasiveness of sexual misconduct based on the type of conduct and the setting; what are the variations, if any, to the barriers of reporting their experiences with sexual and related misconduct; overtime, what have these institutions done to specifically provide educational and supportive resources to meet the needs of their student population? Answers to these questions would provide valuable insights to help university administrators understand the breadth of these types of behaviors, and the gravity and impact: that an experience with sexual misconduct has on the complainant, how a finding of responsibility impacts the respondent, and the degree in which an allegation between members of the same community sweeps through the communities of color.

5.4 Conclusion

Societal messages shape the lens of the students before their arrival on campus. At times, their beliefs regarding what to expect in predominantly white spaces is affirmed by the culture and climate of the university. This contributes to Black and Latinx students' collective institutional mistrust such that when students experience sexual misconduct, they have low confidence in the university. Societal influences and personal experience suggest that use of institutional support would not be equitable or advantageous. Moreover, students with marginalized identities sustain internalized oppressive ideations that reinforce practices of sexism, patriarchy, and the omission of acknowledging the need to better understand the spectrum of sexual orientation and gender identity expression within the context of the Black and Latinx community. The societal injustices that influence the culture and climate of the campus are deeply woven in to the fabric of this American nation; they have been unremitting overtime. This study illuminated the barriers to reporting instances of sexual misconduct for Black and Latina women between 2008-2018 at a prestigious university.

Currently, the findings that Black and Latina women are disinclined to report experiences of sexual misconduct to the Title IX Coordinator align with the researcher's experiences as the Training and Education Coordinator in the Office of Institutional Equity and Title IX. Currently, the researcher cannot identify strategies to alleviate students' concerns regarding the length of time it takes to complete an investigation after an allegation has been made. While the institutional procedures for reporting have advanced between 2008-2018, the duration of the fact-finding process can be lengthy, as both complainants and respondents deserve a procedure that is fair, neutral, and thorough. Nevertheless, the researcher recognizes that students' concerns about the reporting process are also connected to their lack of understanding, and the ominous notion that

administrators within the Title IX office will perpetuate societal injustices that disproportionately disadvantage people of Black and/or Latinx heritage. Consequently, the researcher can commit to working with communities of color to inform them of accommodations and interim measures that are readily available to the students without filing a formal complaint, and clarify concerns about the stages of an investigation after a report has been made. Moreover, the executive board members of the Cornell Black Alumni Association (CBAA) have expressed an interested in connecting with current students to increase opportunities for educational dialogues and initiatives that are culturally relevant. Therefore, the researcher is willing to work with executive board members of (CBAA) to develop a partnership that will resonate with current students, as the students see the alumni as members of their community.

The campus and community conundrums are also problems that cannot be easily addressed. To effect change, both the community and the institution must address their collective responsibilities collaboratively. With respect to communities of color, it is important to note that the absence of reporting does not mean sexual misconduct is not present within the community. Results from this study demonstrate that students know how to aptly identify the types of sexual misconduct they are witnessing and experiencing. Therefore, the students must decide what it means to be a member of the community, elect how they will embody the community characteristics they claim to value, and determine what, if any, changes they need to make to hold those who violate the community standards accountable for their actions.

Moreover, since the researcher found no evidence to suggest that the university has specifically developed supportive resources to address the needs of Black and Latina women, it would be prudent for the staff within the Office of Institutional Equity and Title IX, and the university Victim Advocates to take a proactive approach to engage the Black and Latinx

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communities. This engagement should take place before they need supportive services in the aftermath of experiences with sexual misconduct. University staff must also intentionally collaborate with Black and Latinx communities to identify restorative resources that are culturally informed. Developing a restorative justice model that creates a space for survivors to address their needs in ways that differ from the current university processes should be explored. The researcher also proposes that university administrators connect with the students that are starting their own student group to better understand what the students need and identify strategies to support them.

Finally, since the duty to consult is a legislative mandate at the federal and state level, the employees' responsibility to consult with the Title IX Coordinator will remain unchanged. This employee requirement inadvertently creates obstacles for students of color that prefer not to have their experiences reported to the Title IX Coordinator. Consequently, the university should diversify the ethnicities of the employees who do the work of sexual violence prevention and education, specifically those who work as Victim Advocates and employees who can offer confidential support services. However, while the institution must continuously provide supportive resources for individuals who experience sexual misconduct, it cannot guarantee ethnic diversity amongst the staff. Furthermore, the responsibility of engaging students of color should not be relegated solely to employees of color. Rather, employees who work in these spaces, but do not have cultural connections to people of Black and/or Latinx heritage, should take the initiative to build rapport with student communities of color.

5.5 Demonstrations of Excellence

The findings from this study have implications of practice for a variety of constituent groups within the field of higher education. Most immediately, members of Alpha Phi Alpha Fraternity Inc. and members of the Cornell Black Alumni Association expressed interest in learning more about the study and its discoveries. Consequently, the researcher presented findings from the study at the 113th Anniversary Convention | 95th General Convention for Alpha Phi Alpha Fraternity Incorporated at the invitation of the Director of Leadership Development and Training of the Corporate Headquarters of Alpha Phi Alpha Fraternity, Inc. (see Appendix K). The presentation broadly addressed: *Understanding Title IX, Diversity and Inclusion and its Potential Impact on College Chapters*. In conjunction with co-presenters, the researcher facilitated a discussion addressing fraternal values and social responsibility.

Additionally, the researcher presented the study and her findings via live webinar to the members of the Cornell Black Alumni Association (CBAA) and the Cornell Latino Alumni Association (CLAA) at the invitation of the CBAA president (see Appendix L). CBAA executive board members prepared questions for the researcher in advance. The moderator fielded inquiries from registered participants during the question and answer portion of the presentation. Moving forward, members of CBAA have expressed a desire to partner with the researcher and Cornell University administration to identify ways alumni can participate in the development of sexual violence prevention educational initiatives for Black students at Cornell.

Appendix A 20 Years of Cornell Advocates for Rape Education (CARE) Activities, 1984-

2004

<u>Administrative Initiatives</u>

- Cornell President Frank Rhodes gave CARE status as an official advisory committee that would report to the Associate Vice President for Human Relations (1986)
- CARE established a budget and account in the Health Services to finance educational endeavors (1986)
- CARE established a job description for a Sexual Assault Education Coordinator and participated in the selection process
- Provided various fund raising endeavors: grant writing, solicitations of funding from various campus departments, sales from videotapes
- Produced and pilot tested a reporting system that could be used to identify incidents of sexual assault involving GU campus and/or students
- Worked to expand committee membership to include more men and people of color
  Established a multicultural sub-committee to address multi-cultural issues in rape prevention
  Members have taken leadership in promoting the need for a Victim Advocate position at Cornell
- Members meet with administrators as issues pertinent to the committee's work arise

<u>Preparation and Distribution of Educational Materials</u>

- "Stop Date Rape" college video, facilitators and theatre manual produced (1987)
- "I Know You Said No But I Thought You Meant Yes" high school video, facilitators and theatre manual produced (1989)
- "How To Help A Friend Who Has Been Raped or Sexually Assaulted" brochure published (1988)

- "What Men and Women Should Know About Sex and Seduction" brochure published (1991)
- "If You Have Been Sexually Assaulted" legal handout produced (1993)
- Assorted handouts (Legal Action After You Have Been Sexually Assaulted; Understanding the Law) produced (1987-present)
- Multilingual rape education brochures collected (1995-present)

Educational and Promotional Efforts

- "Sex at 7:00: How To Get What You Want But Not More Than You Bargained For," an interactive theater program offered on campus an average of 5 times each year between 1987 and 2000.
    The program was requested by other schools such as Wells College and the

University of Rochester.

- Rape and sexual assault training for Cornell Police (1987-1998)
- Self-defense programs for students and staff
- Gender roles/sexual assault education was added to varsity athlete health education class (1991-1998)
- Rape education program for varsity football team annually (1990-1998)
- Acted in consultation with staff to develop a rape education program specifically for African- American students
- Co-sponsored Sexual Assault Awareness Week (1993, 1994)
- "Myth of the Month" advertisements placed in the Daily Sun (1989-1991)
- Articles in "Vital Signs," a health newsletter from University Health Services
- Letters to the Editor of the Cornell Daily Sun
- Rape prevention display ads in the Cornell Daily Sun (1990-present)
- Each fall a letter with brochure was sent to all new students (1989-1997). In 1998, the brochure was incorporated into the new student handbook, eliminating the need for a separate mailing.
- The inaugural exhibit of "Unheard Voices: An Exhibition of Castings and Oral Histories of People Who Have Experienced Sexual Assault" by artist Jason Dilley opens at Cornell in collaboration with Ithaca College and Ithaca human service agencies (1996)
- CARE members work collaboratively with the Cornell Democrats to bring Professor Anita Hill to campus for lecture and book signing (April, 1998)
- CARE sponsors co-sponsors V-Day, with the College Campaign production of *The Vagina Monologues,"* an Obie-award winning play which addresses violence against women. Fundraiser for local community agencies. (1999 to date).
- CARE webpage developed. http://www.care.gelida.edu/(1999)
- CARE sponsors two-day visit by performance artist Reanae McNeal who performed her play "Don't Speak My Mother's Name in Vain" about the history of sexual assault against African-American women (Feb 1999).
- CARE sponsors Unheard Voices a second time (April 17-27, 2000)
- CARE sponsors visit by Don McPherson, former pro-football player, to address men's violence against women (2000, 2004)
- CARE develops awareness campaign targeting men "You hold the key to stopping rape in your hands"(2002)
- CARE co-sponsors visit to campus by MADRE, an international women's human rights organization (2003, 2004)

<u>Consultation</u>

- Parents, campus administrators and other universities
- New York State Task Force on Rape
- International/National/local television (CBS Morning News, Face the Nation, Good Morning America, Lifetime Cable, Christian Broadcasting Network, Larry King Live, 20/20, Oprah, Grenada Television, London, England)
- Provides guidance on projects to student organization AARM (Action against Rape & Misogyny). Group disbands 1995.
- Additional national media exposure of CARE members in NY Times, Sports Illustrated, Money Magazine, Time Magazine, Athletic Management.

<u>Evaluation</u>

- Surveys conducted by the CARE Chair; results brought to committee to assist in planning educational programs
- Committee investigated the programming needs of people of color
- Alcohol/drug use survey provided information on alcohol/rape connection (1991)
- Evaluation of effectiveness of Sex at 7:00 and football program conducted (1992)

<u>Conferences</u>

- Two statewide conferences offered to professionals on date rape (high school populations, 1987, and college, 1989)
- CARE members sponsored and presented during the1st International Conference on Sexual Assault on Campus (1991). CARE members presented a program at the conference regularly over the years.
- Cornell's rape education model program was presented at various national conferences
- Over 250 presentations or lectures on sexual assault prevention have been presented by CARE members at other universities and conferences

<u>Policy Issues</u>

- Cornell Campus Code of Conduct revised to amend Title III and to include as a violation "to sexually harass, abuse or assault, or to rape another person" (1990)
- Provision added to Code to allow that complainant and defendant in sexual assault cases not need to testify while in the same room (1993)
- University Sexual Assault Policy developed in collaboration with Cornell Police, Judicial Administrator, Office of Equal Opportunity (1992-1994)
- CARE faculty took a leadership role initiating challenges to the faculty amendments to the University Sexual Harassment Policy that were inequitable (1998).
- CARE members draft revisions for the University Sexual Assault Policy to strengthen the policy language regarding substance abuse and its relationship

to sexual offenses (2002)
- CARE supports the development of men's educational program for students accused of sexual misconduct or sexual assault through Judicial Administrator's office (2003 to date).

Appendix B Survey Informed Consent Form

You are being asked to participate in a research study. This form is designed to give you information about this study.

Project Title: Gender, Race and Sexual Misconduct: A Mixed Methods Case Study at An Elite University

Principal Investigator: Theoria Cason
Training and Education Coordinator
Office of the Title IX Coordinator, Cornell University, tmc80@pitt.edu; 607-252-6533
Researcher:

What the study is about
The purpose of this research is to….

The purpose of the study is to investigate: what Black and Latina undergraduate women of color know about the problem of sexual misconduct on campus; what have they experienced during their tenure at Cornell; and what are the barriers that prevent students from reporting instances of sexual misconduct, and making use of university support resources that are provided by the institution.

I will ask you to….

Complete a short survey. In addition, I will gather descriptive information about you. This information will only be recorded in the aggregate, never identifying you as a participant.

Risks and discomforts
I do not anticipate any risks from participating in this research.

Benefits
There may not be any benefits to you from participation in this research.

Payment for participation
There is no payment for taking part in this study. However, upon completion of the survey, you will have the opportunity to sign up to participate in a 90 minute focus group. Food will be provided to focus group participants.

Privacy/Confidentiality
All reports produced from this research will include aggregate demographic descriptions only. Taking part is voluntary. Your involvement in this project is voluntary, and you may refuse to participate before the study begins, discontinue at any time, or skip any questions that may make you feel uncomfortable. There will be no penalty to you, your academic standing, record, or

relationship with the university or other organization or service that may be involved with the research.

<div align="center">If you have questions</div>

The main researcher conducting this study is Theoria Cason a staff member at Cornell University. Please ask any questions you have now. If you have questions later, you may contact Theoria Cason at tmc80@pitt.edu or at 607-252-6533. Do you have any questions before we begin? [Field questions, or say you'll reach back afterwards]. This research study is being led by a Doctor of Education in Higher Education Management student at the University of Pittsburgh.

The project coordinator, dissertation advisor, is Dr. Dana Thompson Dorsey. She can be reached at dtdorsey@pitt.edu if you have any questions.

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) for Human Participants at 412-383-1480 or access their website at http://www.irb.pitt.edu. You may also report your concerns or complaints anonymously through Alertline online at www.pitt.alertline.com or by calling toll free at 1-866-858-4456. Alertline is an independent organization that serves as a liaison between the University and the person bringing the complaint so that anonymity can be ensured.

Gender, Race and Sexual Misconduct: A Mixed Methods Case Study

Survey Flow

Block: About this Survey (1 Question)
Standard: Cornell Affiliation (1 Question)

Branch: New Branch
    If
        If Which of the following best describes your current affiliation with Cornell? Alumna Is Selected

    Block: Demographic Data (3 Questions)
    Block: Attendance Data Alumnae and Graduate/Professional Student (6 Questions)
    Block: Defined Terms (13 Questions)
    Standard: Alumnae and Graduate/Professional Student Questions (15 Questions)

Branch: New Branch
    If
        If Which of the following best describes your current affiliation with Cornell? Graduate/Professional Student Is Selected

    Block: Demographic Data (3 Questions)
    Block: Attendance Data Alumnae and Graduate/Professional Student (6 Questions)
    Block: Defined Terms (13 Questions)
    Block: Alumnae and Graduate/Professional Student Questions (15 Questions)

Branch: New Branch
    If
        If Which of the following best describes your current affiliation with Cornell? Undergraduate Is Selected

    Block: Demographic Data (3 Questions)
    Block: Attendance Data Undergraduate (4 Questions)
    Block: Defined Terms (13 Questions)
    Block: Undergraduate Questions (15 Questions)

Q1 You are being asked to participate in a research study. This form is designed to give you information about this study. It should take 10-15 minutes to complete the survey.

The purpose of the study is to investigate: what Black and Latinx self-identifying women of color know about the problem of sexual misconduct on campus; what have they experienced during their tenure at Cornell; what are the barriers that prevent students from reporting instances of sexual misconduct and making use of university support resources that are provided by the institution. Current undergraduate students and alumnae who completed their degree between 2008-2018, are invited to participate.

You will be asked to complete a short anonymous survey. Additionally, descriptive information will be gathered about you. This information will only be recorded in the aggregate and never identifying you as a participant.

There may not be any benefits to you for participating in this research.

There is no payment for taking part in this study. However, upon completion of the survey, you

will have the opportunity to sign up to participate in a 90 minute focus group. Food will be provided to focus group participants.

Privacy/Confidentiality: All reports produced from this research will include aggregate demographic descriptions only.

Your involvement in this project is voluntary and you may refuse to participate before the study begins, or discontinue at any time. There will be no penalty to you, your academic standing, record, or relationship with the university, or any other organization(s), or service that may be involved with the research.

This research study is being led by Theoria Cason, a Doctor of Education candidate in the Higher Education Management program at the University of Pittsburgh. If you have questions now or later, you may contact Theoria Cason at tmc80@pitt.edu or at 607-252-6533. The dissertation advisor is Dr. Dana Thompson Dorsey. She may be contacted at dtdorsey@pitt.edu.

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) for Human Participants at 412-383-1480, or access their website at http://www.irb.pitt.edu. You may also report your concerns or complaints anonymously through Alertline online at www.pitt.alertline.com, or by calling toll free at 1-866-858-4456. Alertline is an independent organization that serves as a liaison between the University and the person bringing the complaint so that anonymity can be ensured.

    End of Block: About this Survey

Q44 Which of the following best describes your current affiliation with Cornell?

▼ Undergraduate (1) ... Alumna (3)

Q3 Which of the following races or ethnicities best describe you? Mark all that apply.

☐ American Indian or Alaska Native (1)

☐ Asian (2)

☐ Black or African American (3)

☐ Hispanic or Latinx (4)

☐ Native Hawaiian or Other Pacific Islander (5)

☐ White (6)

Q4 Are you a US citizen or permanent resident? Choose one.

○ Yes (1)

○ No (2)

Q5 Which of the following best describes your gender identity? Mark all that apply.

☐ Agender (1)

☐ Androgyne (2)

☐ Demigender (3)

☐ Genderqueer or gender fluid (4)

☐ Man (5)

☐ Questioning or Unsure (6)

☐ Transgender man (7)

☐ Transgender woman (8)

☐ Woman (9)

☐ Other gender identity (10)

Q48 When did you begin your first semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ Fall (1) ... Summer (Pre-freshman Summer Program) (3)

Q49 What year did you begin your first semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ 1998 (1) ... 2016 (19)

Q49 What year did you complete your final semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ 2008 (1) ... 2019 (12)

Q50 When did you complete your final semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ Fall (1) ... Summer Session (3)

Q50 Are you a transfer student?

○ Yes (1)

○ No (2)

Q51 Are you an international student?

○ Yes (1)

○ No (2)

Q11 Sexual misconduct is a broad term used to describe behaviors that capture misconduct that is sexual in nature. According to Cornell University Policy 6.4, the following listed behaviors are forms of sexual misconduct: Dating violence, Domestic violence, Intimate partner violence, Sexual assault, Sexual exploitation, Sexual and Gender-based harassment, Stalking and Retaliation. Consequently, to better understand the context of this study it is important to define the categorical behaviors that fall within the scope of sexual misconduct.

Please keep these in mind when you answer the subsequent questions. (On a computer, hover over each word for a definition of the term.)

Q12 Complainant

Q12 Respondent

Q13 Dating violence, Domestic Violence, Intimate Partner Violence

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Q14 Sexual Assault

Q15 Sexual Intercourse

Q16 Sexual Contact

Q17 Affirmative Consent

Q18 Sexual Exploitation

Q19 Sexual Harassment

Q20 Gender-based Harassment

Q21 Stalking

Q22 Retaliation

Q54 Did you attend any orientation sessions that addressed sexual misconduct during your first semester as a student?

▼ Yes (1) ... I do not recall (3)

Q55 During your time as a student, did you experience any form of sexual misconduct?

○ No, I did not experience any form of sexual misconduct. (1)

○ Maybe, I was not sure how to categorize the experience(s) at the time. (2)

○ Yes. (3)

Skip To: Q60 If During your time as a student, did you experience any form of sexual misconduct? = Maybe, I was not sure how to categorize the experience(s) at the time.
Skip To: Q60 If During your time as a student, did you experience any form of sexual misconduct? = Yes.

Display This Question:
    If During your time as a student, did you experience any form of sexual misconduct? = No, I did not experience any form of sexual misconduct.

Q56 Were you aware of the following: university professional staff, campus administrative offices, university support services available to individuals who experience sexual misconduct?

○ Yes (1)

○ No (2)

Display This Question:

If During your time as a student, did you experience any form of sexual misconduct? = Yes.

Q60 At the time of your experience(s), were you aware of the following: university professional staff, campus administrative offices, university support services available to individuals who experience sexual misconduct?

○ Yes (1)

○ No (2)

Display This Question:

If At the time of your experience(s), were you aware of the following: university professional staff... = Yes

Q61 As a result of your experience(s), did you contact any university support services?

○ Yes (1)

○ No (2)

Q62 Indicate which supportive resources you used as a result of your experience(s)? Mark all that apply.

☐ Cornell Victim Advocate (1)

☐ Cornell Health/Gannett (medical care or counseling) (2)

☐ Cornell Women's Resource Center (3)

☐ Cornell LGBT Resource Center (4)

☐ Cornell EARS (Empathy, Assistance & (Empathy, Assistance & Referral Service) (5)

☐ University Ombudsman (6)

☐ Cornell Title IX Coordinator (7)

☐ Judicial Administrator (8)

☐ Cornell University Police (9)

☐ Upstate Police Department (10)

☐ The Advocacy Center (in Ithaca) (11)

☐ Other program or resource (12)

☐ Did not contact any of these programs or resources (13)

Q63 Are any of the following reasons why you did not contact any university support services as

a result of your experience(s)? Mark all that apply.

☐ I did not know where to go or who to tell (1)

☐ I did not think talking about it would make me feel better (2)

☐ I did not think anything would be done (3)

☐ I wanted to forget it happened (4)

☐ I wanted to connect with someone who shared my racial/ethnic identity (5)

☐ I had other things I needed to focus on and was concerned about (e.g., classes, work) (6)

☐ I did not have any proof that the behavior happened (7)

☐ The person(s) who did it share my racial/ethnic identity (8)

☐ The person(s) who did it share my gender identity (9)

☐ I did not think anyone would believe me (10)

☐ I did not think it was serious enough to contact a program (11)

☐ I thought I would be blamed for what happened (12)

☐ I felt I was partly responsible for what happened (13)

☐ I felt embarrassed or ashamed (14)

☐ I feared that I or another would be punished for infractions or violations (e.g., such as underage drinking) (15)

☐ I feared retaliation from the person who did it or from others (16)

☐ I feared academic or professional consequences (e.g., my grades, letters of recommendation) (17)

☐ I feared negative social consequences (e.g., my friendships or social life at Cornell) (18)

☐ I feared that University resources would not keep this confidential (19)

☐ I feared I wouldn't be able to control what steps would be taken if I contacted a program (20)

☐I did not want the person who did this to me to get into trouble (21)

☐I was worried that if I told someone at Cornell, the university would take action against the entire group/organization that this person belongs to, rather than just the person who did something wrong (22)

☐Other reason (23)

Q64 As a result of your experience(s), did you tell any of the following persons about this? Mark all that apply.

☐ Friend (1)

☐ Spouse or romantic partner (2)

☐ Family member (3)

☐ Faculty or instructor (4)

☐ Peer who shared my racial/ethnic identity (5)

☐ Peer who shared my gender identity (6)

☐ Professional staff who shared my racial/ethnic identity (7)

☐ Professional staff who shared my gender identity (8)

☐ Cornell staff member (9)

☐ Residence Hall Director (professional staff) (10)

☐ Residential Advisor (student staff) (11)

☐ Health professional (e.g. doctor, nurse, counselor, or therapist) (12)

☐ Spiritual or religious advisor, leader or clergy (13)

☐ Someone else (14)

☐ I did not tell anyone (15)

Q65 Consider the individual(s) you told. Mark all that apply.

☐ They validated my experience (1)

☐ They were knowledgeable about supportive resources (2)

☐ I felt supported (3)

☐ They did not validate my experience (4)

☐ They were not knowledgeable about supportive resources (5)

☐ I did not feel supported (6)

Q66 During your time as a student, did you have a friend(s) who needed support because they experienced any form of sexual misconduct?

○ Yes (1)

○ No, I did not know anyone who experienced any form of sexual misconduct. (2)

Q67 What did you do?

○ I did not intervene in the situation (1)

○ I intervened in the situation in some way at that time (2)

○ I intervened in some way at a later time (3)

Q68 Are any of the following reasons why you did not intervene in the situation listed below? Mark all that apply.

☐ It was not any of my business (1)

☐ I did not know what to do (2)

☐ It did not seem serious (3)

☐ I was concerned about the social consequences (4)

☐ I did not know that I could intervene (5)

☐ It did not seem safe (6)

☐ I did not think it would make a difference (7)

☐ I did not intervene in the situation in the moment, but I did something at a later time (8)

Q69 What actions did you take? Mark all that apply.

☐ I directly addressed the situation (e.g., I told the person to stop) (1)

☐ I disrupted the situation by addressing the behavior indirectly (e.g., I created some type of distraction) (2)

☐ I got non-emergency assistance from someone else (e.g. I spoke to my friends about what was going on) (3)

☐ I got emergency assistance from someone else (e.g. I called the police, I accompanied to medical services) (4)

☐ I got my friend(s) connected to programs and resources (5)

☐ I told a university administrator (6)

☐ I took some other action (7)

Q70 During your time as a student, did you engage in any form of prohibited conduct?

○ Yes (1)

○ No, I did not engage in any form of prohibited conduct (2)

Q71 Please mark all that apply.

☐ Dating violence/domestic violence/intimate partner violence (1)

☐ Sexual assault (2)

☐ Sexual exploitation (3)

☐ Sexual and gender-based harassment (4)

☐ Stalking (5)

☐ Retaliation (6)

End of Block: Alumnae and Graduate/Professional Student Questions

Start of Block: Attendance Data Undergraduate

Q6 When did you begin your first semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ Fall (1) ... Summer (Pre-freshman Summer Program) (3)

Q8 What year did you begin your first semester as an undergraduate student at Cornell? (Select from the dropdown menu.)

▼ 2013 (1) ... 2019 (7)

Q9 Are you a transfer student?

○ Yes (1)

○ No (2)

Q10 Are you an international student?

○ Yes (1)

○ No (2)

End of Block: Attendance Data Undergraduate

Start of Block: Undergraduate Questions

Q24 Did you attend any orientation sessions that addressed sexual misconduct during your first semester as a student?

▼ Yes (1) ... I do not recall (3)

Q25 During your time as a student, have you experienced any form of sexual misconduct?

○ No, I have not experienced any form of sexual misconduct. (1)

○ Maybe, I was not sure how to categorize the experience(s) at the time. (2)

○ Yes. (3)

Skip To: Q30 If During your time as a student, have you experienced any form of sexual misconduct? = Yes.

Skip To: Q30 If During your time as a student, have you experienced any form of sexual misconduct? = Maybe, I was not sure how to categorize the experience(s) at the time.

Display This Question:

If During your time as a student, have you experienced any form of sexual misconduct? = No, I have not experienced any form of sexual misconduct.

Q26 Are you aware of the following: university professional staff, campus administrative offices, university support services available to individuals who experience sexual misconduct?

○ Yes (1)

○ No (2)

Page

Break

Display This Question:

  If During your time as a student, have you experienced any form of sexual misconduct? = Yes.

Q30 At the time of your experience(s), were you aware of the following: university professional staff, campus administrative offices, university support services available to individuals who experience sexual misconduct?

○ Yes (1)

○ No (2)

Q31 As a result of your experience(s), did you contact any university support services?

○ Yes (1)

○ No (2)

Q32 Indicate which supportive resources you used as a result of your experience(s)? Mark all that apply.

☐   Cornell Victim Advocate (1)

☐   Cornell Health/Gannett (medical care or counseling) (2)

☐   Cornell Women's Resource Center (3)

☐   Cornell LGBT Resource Center (4)

☐   Cornell EARS (Empathy, Assistance & (Empathy, Assistance & Referral Service)
(5)

☐   University Ombudsman (6)

☐   Cornell Title IX Coordinator (7)

☐   Judicial Administrator (8)

☐   Cornell University Police (9)

☐   Upstate Police Department (10)

☐   The Advocacy Center (in Ithaca) (11)

☐   Other program or resource (12)

☐   Did not contact any of these programs or resources (13)

Q33 Are any of the following reasons why you did not contact any university support services as a result of your experience(s)? Mark all that apply.

☐   I did not know where to go or who to tell (1)

☐   I did not think talking about it would make me feel better (2)

☐   I did not think anything would be done (3)

☐   I wanted to forget it happened (4)

☐   I wanted to connect with someone who shared my racial/ethnic identity (5)

☐   I had other things I needed to focus on and was concerned about (e.g., classes, work) (6)

☐   I did not have any proof that the behavior happened (7)

☐   The person(s) who did it share my racial/ethnic identity (8)

☐   The person(s) who did it share my gender identity (9)

☐ I did not think anyone would believe me (10)

☐ I did not think it was serious enough to contact a program (11)

☐ I thought I would be blamed for what happened (12)

☐ I felt I was partly responsible for what happened (13)

☐ I felt embarrassed or ashamed (14)

☐ I feared that I or another would be punished for infractions or violations (e.g., such as underage drinking) (15)

☐ I feared retaliation from the person who did it or from others (16)

☐ I feared academic or professional consequences (e.g., my grades, letters of recommendation) (17)

☐ I feared negative social consequences (e.g., my friendships or social life at Cornell) (18)

☐ I feared that University resources would not keep this confidential (19)

☐ I feared I wouldn't be able to control what steps would be taken if I contacted a program (20)

☐ I did not want the person who did this to me to get into trouble (21)

☐ I was worried that if I told someone at Cornell, the university would take action against the entire group/organization that this person belongs to, rather than just the person who did something wrong (22)

☐

☐ Other reason (23)

Q34 As a result of your experience(s), did you tell any of the following persons about this? Mark all that apply.

☐ Friend (1)

☐ Spouse or romantic partner (2)

☐ Family member (3)

☐   Faculty or instructor (4)

☐   Peer who shared my racial/ethnic identity (5)

☐   Peer who shared my gender identity (6)

☐   Professional staff who shared my racial/ethnic identity (7)

☐   Professional staff who shared my gender identity (8)

☐   Cornell staff member (9)

☐   Residence Hall Director (professional staff) (10)

☐   Residential Advisor (student staff) (11)

☐   Health professional (e.g. doctor, nurse, counselor, or therapist) (12)

☐   Spiritual or religious advisor, leader or clergy (13)

☐   Someone else (14)

☐   I did not tell anyone (15)

- -

Q35 Consider the individual(s) you told. Mark all that apply.

☐   They validated my experience (1)

☐   They were knowledgeable about supportive resources (2)

☐   I felt supported (3)

☐   They did not validate my experience (4)

☐   They were not knowledgeable about supportive resources (5)

☐   I did not feel supported (6)

Q36 During your time as a student, did you have a friend(s) who needed support because they experienced any form of sexual misconduct?

○ Yes (1)

○ No, I did not know anyone who experienced any form of sexual misconduct. (2)

Skip To: Q40 If During your time as a student, did you have a friend(s) who needed support because they experienc... = No, I did not know anyone who experienced any form of sexual misconduct.

Q37 What did you do?

○ I did not intervene in the situation (1)

○ I intervened in the situation in some way at that time (2)

○ I intervened in some way at a later time (3)

Q38 Are any of the following reasons why you did not intervene in the situation listed below? Mark all that apply.

☐ It was not any of my business (1)

☐ I did not know what to do (2)

☐ It did not seem serious (3)

☐ I was concerned about the social consequences (4)

☐ I did not know that I could intervene (5)

☐ It did not seem safe (6)

☐ I did not think it would make a difference (7)

☐ I did not intervene in the situation in the moment, but I did something at a later time (8)

Q39 What actions did you take? Mark all that apply.

☐ I directly addressed the situation (e.g., I told the person to stop) (1)

☐ I disrupted the situation by addressing the behavior indirectly (e.g., I created some type of distraction) (2)

☐ I got non-emergency assistance from someone else (e.g. I spoke to my friends about what was going on) (3)

☐ I got emergency assistance from someone else (e.g. I called the police, I accompanied to medical services) (4)

☐ I got my friend(s) connected to programs and resources (5)

☐ I told a university administrator (6)

☐ I took some other action (7)

Q40 During your time as a student, did you engage in any form of prohibited conduct?

○ Yes (1)

○ No, I did not engage in any form of prohibited conduct (2)

Q41 Please mark all that apply.

☐ Dating violence/domestic violence/intimate partner violence (1)

☐ Sexual assault (2)

☐ Sexual exploitation (3)

☐ Sexual and gender-based harassment (4)

☐ Stalking (5)

☐ Retaliation (6)

End of Block: Undergraduate Questions

Appendix D Verbal Consent Script and Questions for Individual Interviews

<u>Script</u>

Thank you for agreeing to participate in this interview today. The sole purpose of the interview is for research purposes only. **No investigative actions will be taken as a result of participating in this interview**. Information obtained will be remain confidential, and used only for purposes of the study. The duration of the discussion will not exceed the 60 minutes allocated for our time today. I would like to audio-record the conversations to check the accuracy of my notes. Do you agree to this? [If participant agreed to have interview recorded, start recording. If not, prepare to take detailed notes.]

Additionally, I will gather descriptive information about you. This information will only be recorded in the aggregate, never identifying you as a participant. All data received will be given an ID#. All stored data will have this number on it and not your name or the name of any named organizations. All of your responses are anonymous, and data will be kept securely. I will not associate the information you provide with your name, or the name of your organization(s), in reports. However, I want to note that it may be possible for someone to think they can identify you or the group.

Finally, upon conclusion of this interview I will email you related supportive resources.

Given these conditions, do you agree to participate in today's interview? [If YES, continue. If NO, stop interview and thank them for their time.]

<u>Interview Questions</u>

1. **Consider the context of your experience as a student of color at Cornell, how do you define community?**

   o If you had to quantify the number of students of color that are active in the community as you defined it, approximately how many students are actively engaged in the community?

2. **When you hear the phrase sexual misconduct, what comes to mind?**
   o Provide examples of these types of behaviors based on your understanding of what they mean.

   According to Cornell University Policy 6.4, the following listed behaviors are forms of prohibited sexual misconduct: dating violence, domestic violence, retaliation, sexual assault, sexual exploitation, sexual and gender-based harassment, and stalking.

3. **How has your student experience been impacted by instances of sexual misconduct?**
   - o Impact on individual student
     - o Impact on community

4. **Describe your understanding of what the university does to address the issue of sexual misconduct on campus.**

   - o What happens when students report?
     - ▪ Impact on individual student
     - ▪ Impact on community
   - o What happens when students do not report?
     - ▪ Impact on individual student
     - ▪ Impact on community

5. **What supportive resources would you seek out for help if these behaviors occurred during your time as a student?**
   - O Are there specific people (friends, family, staff, administrators, faculty, etc.) you would go to?
     - O Are there any reasons why you would not seek out supportive resources?
       - ▪ What can the university do to address those concerns?

"Loosely defined, cultural competence is the ability to understand, appreciate, and interact with people from cultures or belief systems that differ from one's own. Within an organization, cultural competence manifests as a set of behaviors, policies, and attitudes which form a system or agency which allows cross-cultural groups to work effectively in various situations" (What is cultural competency? definition and meaning, 2018).

6. **As a Black and/or Latina woman on campus, how do you feel about reporting issues of sexual misconduct?**
   - o What is your perception of the climate of sexual misconduct on campus?
   - o What, if any, power dynamics influence the propensity to report issues of sexual misconduct
     - **(Probe: Tell me more about barriers to reporting)**
   - o What is your perception of the university's response to address the problem?

7. **Help me understand your thoughts on what the university does to specifically address the issue of sexual misconduct in communities of color?**
   - o Help me understand your thoughts on the ways the university can improve the way it addresses the issue of sexual misconduct in communities of color?

8. **What if anything, are you able to tell me about the process of reporting?**

9. **How adequate and accessible are educational and supportive resources that are available to address the issue of sexual misconduct on campus?**

10. Is there anything I have not addressed that you would like to share with me?

11. Demographic questions (Scroll down)

- Are you a transfer student?
- Are you an international student?
- Are you a U.S. citizen/permanent resident?
- What is your university classification: alumna, current student?
- What semester and year did you begin at Cornell?
- What semester and year do you anticipate graduating/did you graduate?
- Please state your racial and ethnic identity?
- Please state your gender identity?
- What if any, Black or Latina student organizations, are you personally affiliated with that are connected to the community?

Appendix E Cornell University Coalition on Sexual Violence Prevention (CSVP) Charge

June 2017

I. STATEMENT OF PROBLEM

Cornell University recognizes sexual violence and related forms of misconduct (dating violence, domestic violence, sexual harassment, stalking) as serious campus and public health issues that affect every member of our community. Broadly understood, sexual violence encompasses multiple forms of misconduct from harassment to physical assaults (including rape by strangers and non-strangers). Sexual violence causes significant harm to those who are victimized, indirect harm to others, and contributes to a climate of hostility and fear that is antithetical to the learning mission of the university.

II. RATIONALE

Sexual violence is a cultural phenomenon shaped by factors at multiple levels. Therefore, effective prevention requires a comprehensive approach that addresses individuals, groups, the institution, local community, and broader society. Provision of educational strategies and support services that adequately address the unique needs of students, staff, and faculty must involve coordination among multiple university departments, student organizations, and individuals. Given that effective prevention and response to sexual violence is a shared responsibility of the Cornell community, a collaborative structure involving students, staff and faculty is necessary.

In response to a series of sexual assaults and bias-related incidents in the fall of 2012, the university administration created a campus-wide council on sexual violence. This kind of campus-wide structure is recommended in the American College Health Association document *Shifting the Paradigm: Primary Prevention of Sexual Violence*.

For five years, the Council on Sexual Violence Prevention was responsible for a campus and community-wide approach to preventing and effectively responding to sexual violence. The Vice President for Student and Campus life and Vice President for Human Resources and Safety Services served as co-chairs of the Council. The Executive Committee on Campus Climate, Health, and Safety provided administrative oversight.

In Spring, 2017, the Vice President for Student & Campus life requested a restructuring of several University Councils, including the Council on Sexual Violence Prevention. As a result, in the Fall 2017 a new *Coalition* on Sexual Violence Prevention will replace the Council but will continue to pursue the established priorities for our campus community.

Like the Council, the Coalition will support institutional compliance with requirements imposed by local, state, and federal laws and regulations including but not limited to:

- The Clery Act, as recently amended by §304 of the reauthorization of the Violence Against Women Act (VAWA).
- Title IX of the Education Amendments of 1972 (including the guidance included

in the April 2011 "Dear Colleague" letter).
- §6431 of Article 129-A of NYS Education Law.

The framework for the Coalition on Sexual Violence Prevention activities is as follows:

A. GOALS

The university aims to achieve a campus environment that is safe, respectful, and free of all forms of sexual violence and discrimination based on sex or gender. To that end, the Coalition will promote change in the cultural factors that contribute to sexual violence and related forms of misconduct. The university seeks change as reflected in the following goals:

- Reduce all forms of sexual misconduct, including harassment, sexual assault (including all experiences of unwanted sexual touching), domestic/intimate partner violence, dating violence and stalking
- Increase reports of sexual misconduct and other forms of gender discrimination
- Increase student understanding of and willingness to intervene in situations that pose risk to individuals in order to prevent all forms of sexual misconduct before they occur

B. CORNELL's COMPREHENSIVE PUBLIC HEALTH APPROACH TO SEXUAL VIOLENCE

As shown in the figure below, the university's strategic framework reflects a comprehensive, public health approach to the prevention of and response to sexual violence. The Coalition work will reflect the interconnected concepts within the framework below.

Cornell University's
Sexual Violence Framework

Challenge contributing social-cultural factors

Enhance education & outreach

Monitor & evaluate climate issues, programs, and services

Promote help-seeking and reporting

Provide coordinated victim support/services

Enhance security of the physical & social environment

Enforce laws/policies & sanction offenders

C. COALITION STRUCTURE

The Coalition will facilitate the development of strategies to advance the university's strategic framework for the prevention of sexual violence. The Coalition will meet three times per academic year and will convene sub-committees and workgroups as needed to address on-going or emergent concerns. The Behavioral Health Committee and its Sexual Violence Education and Strategic Initiatives Committee will establish agendas for the Coalition and make recommendations for review and attention by the membership. The Coalition will work closely and in collaboration with the Title IX Coordinator, Cornell University Police Department, and Office of the University Counsel so that the communication and educational strategies align with our legal obligations.

D. MEMBERSHIP

The Coalition will comprise staff and faculty members, students, and representatives from the local community. Membership of the Coalition will include the members of PSAC*. Efforts will be made to create as diverse a membership as possible.

Coalition representation may include:

- Students leaders from organizations such as:
    o   Student Assembly
    o   Graduate and Professional Student Assembly
    o   Women's Resource Center
    o   Graduate and Professional Women's Network
    o   Lesbian, Gay, and Transgender Resource Center
    o   Residential Programs
    o   Orientation Steering Committee
    o   Student-Athlete Advisory Committee
    o   Fraternity and Sorority Tri-Councils
    o   Center for Intercultural Dialogue
    o   ROTC

- Staff members from departments or groups such as:
    o   Employee Assembly
    o   Student and Campus Life
    o   Human Resources and Safety Services
    o   University Communications
    o   Office of the Judicial Administrator
    o   Office of Institutional Research and Planning
    o   Cornell University Police
    o   Title IX Coordinator
    o   Office of Graduate Student Life
    o   University Diversity Council
    o   Office of Postdoctoral Studies
    o   University Diversity Community
    o   Cornell Health

- Faculty members from departments or groups such as:
    o   Faculty Diversity Institute
    o   Ethnic Studies
    o   Feminist, Gender, and Sexuality Studies

- Athletic Team Faculty Advisors
- West Campus Faculty Fellows

- Members from community agencies such as:
  - The Advocacy Center.
  - Cayuga Medical Center
  - Ithaca Police Department

*Public Safety Advisory Committee

Pursuant to §6431 of Article 129-A of NYS Education Law, the Public Safety Advisory Committee (PSAC) at Cornell is charged to review and make recommendations for the improvement of current campus security policies, plans and procedures including educating the campus community about personal safety and crime prevention. Because of the close connection to the Coalition work, the PSAC's review and recommendations shall, in part, be informed by communication with and participation in the Coalition on Sexual Violence Prevention.

Appendix F Coalition on Sexual Violence Prevention (CSVP) Membership List

2018-19 MEMBERSHIP LIST				
NAME	TITLE	ADDRESS	E-MAIL	PHONE
Ryan Lombardi	Co-Chair Vice President, Student and Campus Life	311 Day Hall	rtl73	255-7595
Mary Opperman	Co-Chair Vice President, Human Resources and Safety Services	130 Day Hall	mgo5	255-3621
Acree, Eric	Director, Africana Library	310 Africana Center	ea18	255-5229
Anticoli, Matthew	Undergrad		mda88	
Archer, Dave	Head Coach, Football	Athletics & PE Admin and Facilities	dja29	342-4567
Austin, Jennifer	Health Communications Specialist, Cornell Health	110 Ho Plaza	ja93	255-6935
Barksdale, Christine	Officer, Ithaca Police Department	120 E. Clinton St.	christineb@cityofithaca.org	272-9973 x3236
Beimel, George	Captain	ROTC	ghb64	
Borealis, Forest-Amber	Undergraduate, TNT		fab56	
Brenner, Anita	Associate Director, Athletics	Lynah Rink	amb42	255-8283
Buttigieg, Tim	Undergraduate, One Love @ Cornell		twb48	
Campbell, Heather	Director, Advocacy Center	Ithaca, NY	hcampbell@theadvocacycenter.org	277-3203

Cason, Theoria	Title IX Office	150 Day Hall	tc439	255-2242
Clarkberg, Marin	Director, Planning and Research	441 Day Hall	mec30	255-9101
Chantelle Cleary	Title IX Coordinator	150 Day Hall		255-2242
Cummings, Nina	SV Prevention Program Director, Victim Advocate	Cornell Health 110 Ho Plaza	nc18	255-4782
Das, Perdita	Residence Hall Director, Balch Hall	2328 Balch Hall	pd327	255-5330
Einarson, Marne	Asst. Dir, Office of Institutional Research & Planning	440 Day Hall	mke3	254-5034
Esty, Bill	Operations Manager, Bailey Hall	130 Bailey Hall	wpe2	254-8045

Appendix G Council on Sexual Violence Prevention (CSVP) Education and Outreach

Workgroup Recommendations

2013-2014

SUMMARY

<u>Messaging</u>

- Messages to the campus about sexual violence prevention should be on--going and consistent.*
- There should be regular (annual or semi--annual at a minimum) leadership statements from President or Provost on sexual violence prevention.
- University officials/administration should inform Deans, Dept. heads, etc. of required training/education mandated for faculty, staff and students but messaging should not limit itself to VAWA requirements: it can be tied to broader issues of discrimination, climate, safety on campus and community norms.*
- Design a common message (identity) that will capture (in graphics or words) Cornell's vision for prevention and response to sexual violence and actively engage the Cornell community; something that will be a sustainable familiar image or statement that advocates for a campus free from violence.
- There should be campus--wide social marketing and social media campaigns with resource information as well as prevention messages.*
- The SHARE website should continue as a central resource but be revised to make it more navigable and welcoming. It should develop a presence on Facebook and Twitter and include "responsive design" so it is mobile.*
- The current SHARE team has focused mostly on the SHARE website and related details. It is not the CSVP communications arm, and a broader university communications function is needed.

<u>Training & Education</u>

- The University should take a comprehensive socio---ecological training/education approach to sexual violence prevention.
  - o Training on prevention and response should be endorsed by those in leadership positions (incl. Deans, Dept. heads, student officers, student leaders, etc.).*
  - o Training must be ongoing & sustainable. This will require staff time allocation and budget allocations.
  - o People in administrative and college units to whom reports may be made should receive specialized training about how to best support survivors.*

- o The implementation of VAWA educational components for all incoming staff, faculty and undergraduate, graduate and professional students should only be the foundation that we build upon to promote a safe and supportive campus climate.*
- Secure sustainable resources and then allocate them to orientation programming for incoming students, staff and faculty to establish behavioral expectations at Cornell.*
- Develop and promote interactive, educational and prevention programs for all students that emphasize proactive bystander interventions and that can be adapted and tailored to special populations (athletes, LGBTQ. etc.)*
- Educational programs for undergraduate students should be developed at Cornell (rather than purchasing a generic package developed elsewhere) requiring committed resources for development.*
- Educational programs for graduate and professional students need to be tailored differently than for undergraduate students
  - o In the case of professional students, use of an on--line program format may more successfully reach this population due to their brief, independent orientation schedules.
  - o Then, build on the initial theme of community responsibility through their clubs and advisory councils throughout the year.
  - o Response services particularly for graduate and professional students (such as an EARS--type service) should be explored.
- Staff and faculty programs should continue to use Respect at Cornell but additionally incorporate a soon--to--be developed United Educator online program that will provide mandated VAWA information. Training for staff and faculty should be encouraged at the department level, Onboarding Center and staff orientations; this should all be tied to New Destinations strategic planning.*

Research and Needs Assessment

- Conduct research to assess campus climate and the dynamics of sexual violence to best guide prevention efforts.
  - o Conduct benchmarking to identify evidence--based strategies for prevention.
  - o Plan to fully evaluate sexual violence prevention initiatives so work continues to be evidence--based and effective.
- Review and assess response services to.
  - o Identify or create an office for a more centralized system to ensure coordinated support and service provision to survivors as well as training and education.
  - o Regularly monitor and evaluate needs on campus to ensure adequate care for survivors and others affected.

Special Challenges Identified

- Appropriate and tailored programs for special populations require resources; a one size--fits--all initiative will not be effective.

- Diversity of cultures, particularly within grad/professional school populations, requires sensitivity and special outreach when related to sexual violence, intimate partner violence and related concerns.
- There is limited access to professional students during orientation periods in order to promote sexual violence prevention: the periods are brief, heavily scheduled with other requirements and operate independently of other university schedules.
- Ongoing training for faculty & staff is logistically difficult; requires more collaboration and resources than currently identified.
- Engaging a critical mass of men in sexual violence prevention is an on--going challenge. It requires sustained and institutionalized leadership from the University. Although there are members of MASV (Men against Sexual Violence) and Wingman 101 (male student peer education) on the Council, the efforts need to be expanded to build a stronger foundation for men's awareness and attention to sexual violence.

* Related to VAWA requirements that must be implemented by fall 2014.

Appendix H Sample Survey Recruitment Email

Dear Student Leader,

You (and/or member(s) of your student organization) are being invited to participate in this short (approximately 7-13mins) **anonymous survey**!

The purpose of the **study** is to investigate: what Black and Latina self-identifying women of color know about the problem of sexual misconduct on campus; what have they experienced during their tenure at Cornell; what are the barriers that prevent students from reporting instances of sexual misconduct and making use of university support resources that are provided by the institution. Current undergraduate students and alumnae who completed their degree between 2008-2018, are invited to participate.

There is no payment for taking part in this **study**. However, upon completion of the survey, you will have the opportunity to sign up to participate in a 90 minute focus group. Food will be provided to focus group participants.

Privacy/Confidentiality: All reports produced from this research will include aggregate demographic descriptions only. **No investigative actions will be taken as a result of participating in this study.**

This research **study** is being led by Theoria Cason, a Doctor of Education candidate in the Higher Education Management program at the University of Pittsburgh. If you have questions now or later, you may contact Theoria Cason at tmc80@pitt.edu or at 607-252-6533. The dissertation advisor is Dr. Dana Thompson Dorsey. She may be contacted at dtdorsey@pitt.edu.

Click **here** to take the survey:

https://pitt.co1.qualtrics.com/jfe/form/SV_86OXBsioU6o8mwJ

Thank you in advance for your participation. Feel free to encourage your peers to participate as well.

Sincerely,

Theoria Cason

Doctor of Education Candidate
University of Pittsburgh
tmc80@pitt.edu

Appendix I Facebook Recruitment Message

Greetings from Theoria!

Thank you in advance for participating in my graduate research study. Please take the anonymous survey: https://pitt.co1.qualtrics.com/jfe/form/SV_86OXBsioU6o8mwJ and/or sign-up to participate in a confidential focus group or interview: https://pitt.co1.qualtrics.com/jfe/form/SV_1FSBMBkaWyJGoM5

This study is for Black and Latina self-identifying women of color who have been: bystanders, supportive friends, and/or persons who have experienced sexual misconduct. Current students, and alumnae who've graduated between 2008-2018 are strongly encouraged to participate.

Please share this information with potential participants, and feel free to contact me with comments or questions at mailto:tmc80@pitt.edu or at tel:607-252-6533

Appendix J Automated Message Sent After Completing Survey

Thank you for responding to this survey. If you would like to contact Theoria Cason, her email address is tmc80@pitt.edu and phone number is 607-252-6533. **Please click the link below if you want to participate in a short individual Zoom interview with Theoria Cason.**

https://pitt.co1.qualtrics.com/jfe/form/SV_1FSBMBkaWyJGoM5

Sexual misconduct is a serious matter. See below if you, or someone you know, needs support.

Cornell University: Sexual Harassment and Assault-Response and Education (SHARE)	www.share.cornell.edu
The Advocacy Center (for Tompkins County)	607-277-5000
National Sexual Violence Resource Center (NSVRC)	www.nsvrc.org or 877-739-3895
Rape, Abuse, and Incest National Network (RAIN)	www.rainn.org or 800-656-4673

Appendix K Alpha Phi Alpha, Inc. Corporate Headquarters Invitation

EVERETT B. WARD, Ph.D.
GENERAL PRESIDENT

ADRIAN L. SCOTT, MBA
ASSOCIATE EXECUTIVE DIRECTOR

June 5, 2019

Dear Theoria,

On behalf of the Corporate Headquarters of Alpha Phi Alpha Fraternity, Inc., it is my honor to inform you that you proposed presentation on *Understanding Title IX, Diversity & Inclusion and its Potential Impact on College Chapters* has been accepted for the 113th Anniversary/95th General Convention of Alpha Phi Alpha Fraternity, Inc in Las Vegas, NV. We were impressed by your conversation with us as well as your research of the topic. We believe that the perspective you desire to present from will enhance our opportunities for engaging brothers of Alpha in this very important topic. Additionally, we would like for you to join two members of our Fraternity, Kourtney Gray, PhD., and Travis Martin, in their presentation as your three areas of research and expertise really complement each other well. Your presentation will take place on Friday, July 26, 2019 in Bally's Resort & Spa, the site of our General Convention.

Terms and Conditions

Presenters will be expected to adhere to the following rules and guidelines:

- Presenters are expected to present the workshop as described and outlined in the proposal; unless otherwise determined and communicated by the Selection Committee.
- Presenters are to provide participants with fully accessible lecture formats and handouts and should the presenters provide any materials, they are solely responsible for the duplication, shipment, receiving, on-site storage, and delivery to the meeting room. Handouts are informational pieces directly related to the presentation.
- All materials, workshop content and presentation must not violate any proprietary or personal rights of others, is factually accurate, and contains nothing libelous or otherwise unlawful.
- Speakers are prohibited from making changes to the workshop's format and/or speakers after the proposal submission. Any changes must be requested and are at the discretion of the Selection Committee. The Selection Committee must be notified immediately in the event of an emergency preventing a speaker from meeting their obligation.

Please respond to this email to confirm your acceptance, as well as to let us know of anticipated A/V needs (i.e., sound, projectors, A/V components, etc.) by Monday, June 24, 2019 so that the committee can assist you. For those using any Apple products, you will be responsible for bringing any and all connectors to plug into standard A/V equipment. Feel free to reach out if you have any further questions. And again, congratulations! The team and I look forward to working with you as we prepare for our time in Las Vegas.

Sincerely,

John W. Rawlins III
Director, Leadership Development & Training
Alpha Phi Alpha Fraternity, Inc.
Corporate Headquarters

ALPHA PHI ALPHA FRATERNITY | CORPORATE HEADQUARTERS | 2313 SAINT PAUL STREET, BALTIMORE, MARYLAND 21218-5211
W: APA1906.NET | P: 410.554.0040 | F: 410.554.0054

Alpha Phi Alpha Fraternity develops leaders, promotes brotherhood and academic excellence, while providing service and advocacy for our communities.

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Appendix L Cornell Black Alumni Association (CBAA) Invitation

CBAA Campus Update Series

John Rawlins III - President, CBAA <president@cbaa1976.com>
Sat 6/1/2019 7:31 PM
To: Theoria Cason <theoriacason@conell.edu>

Hello Theoria,

I hope this email finds you well. As you might remember per a previous conversation, the Cornell Black Alumni Association (CBAA) is looking to host a series of webinars targeted to our Black and Latino alumni populations to update them on the latest happenings of campus, as well as new services, programs, and even the issues that plague our student community. As previously discussed, I would like for you to discuss your particular area of expertise around issues of sexual assault and campus resources for students. on Wednesday, July 31 at 8 pm EDT. The goal would be for us to formally begin at 8:05 pm with a welcome and introduction. You would then have 35-40 mins your discussion of information and how you feel our alumni and be supportive of the students and your efforts, along with a few pre-prepared questions from the executive board, as well as time for moderated questions from the executive board. We are going to use the Zoom platform for this discussion, so you would need the use of a webcam and audio from your computer.

Please let me know if you have any questions about this program. I really appreciate you agreeing to lend your time and efforts to helping CBAA engage our alumni in meaningful and intentional ways. Thanks again and I will talk to you soon.

Sincerely,

-John

_____

John W. Rawlins, III '06 | president@cbaa1976.com | jwr26@cornell.edu
President, Cornell Black Alumni Association | cbaa1976.com

Member, Cornell University Council
Affinity Chair, Class of 2006
cornell.edu

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