

SEXUAL VIOLENCE AND TITLE IX: AN EXAMINATION OF THE NATURE AND
OUTCOMES OF TITLE IX SEXUAL VIOLENCE COMPLAINANTS

by

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ABSTRACT

CONSTANCE AUSTIN COATES. Sexual Violence and Title IX: An Examination of the Nature and Outcomes of Title IX Sexual Violence Complainants (Under the direction of DR. JENNIFER LANGHINRICHSEN-ROHLING)

Sexual violence on college campuses is a salient threat to the health and well-being of students in higher education. Title IX legislation was developed to address and help reduce sex-based discrimination, including incidences of sexual violence, on college campuses. However, existing data suggests that a relatively small number of campus survivors make a formal report and subsequently have an interaction with the Title IX Office (Cantor et al., 2015). Additionally, little is known about the implementation of Title IX processes, the nature of Title IX sexual violence reports, or the outcomes of survivors involved in Title IX reports. The current study adds to our understanding of these survivors' experiences. Specifically, the study utilized archival Title IX report data obtained from one large public university during the 2018-2019 and 2019-2020 academic years ($n = 151$) to explore the nature and scope of Title IX sexual violence reports and the academic health outcomes of survivors post-report. The study utilized data extracted from Title IX sexual violence reports to describe the characteristics of Complainants (i.e., survivors), Respondents (i.e., perpetrators), incident characteristics, reporting processes, and characteristics of cases involved in formal university hearings. The study also utilized aggregated data from the Title IX sexual violence reports in conjunction with data obtained from UNC Charlotte Maxient system, which contains student GPA and enrollment status, to examine the academic health of survivors over time. Complainants predominantly identified as Caucasian (65%) and female (93%). Respondents predominantly identified as Caucasian (42%) and male (99%). Complainants most often identified Respondents as friends (16%), ex-romantic partners

(16%), or acquaintances (14%). Only 11% of Respondents were identified as strangers.

Complainants were most often referred to the Title IX Office by mandated reporters (87%). Over half of the Complainants (62%) engaged with Title IX staff following initial outreach. Many cases had incomplete academic data (no pre-report or post-report semester GPA). However, in the sample with three GPA time points ($n = 57$ survivors), academic outcomes over time were not significantly associated with the respondent's affiliation to the university, source of referral to the Title IX Office, engagement in the reporting process, or involvement in a formal university hearing. Seventeen percent ($n = 25$) of Complainants dropped out of the university. However, Complainant engagement with the Title IX Office was not significantly associated with dropout. These findings increase our understanding of the Title IX process and the experiences of campus sexual assault survivors who are involved with the Title IX Office.

DEDICATION

This dissertation is dedicated to all who have supported my education. Thank you for giving me the strength and encouragement to pursue my dreams.

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LIST OF ABBREVIATIONS

Clery Act	The Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Acts
DCL	Dear Colleague Letter
Title IX	Title IX of the Education Amendment of 1972
OCR	U.S. Department of Education's Office for Civil Rights

CHAPTER 1: INTRODUCTION

Statement of the Problem

Sexual violence is a public health threat and human rights violation that has profound impacts on the well-being of survivors (Campbell et al., 2009; United Nations, 1948). Though prevalence rates vary widely by institution and across studies, approximately one in five women and one in sixteen men experience sexual violence during their undergraduate careers (Krebs et al., 2007; Mellins et al., 2017; Muehlenhard et al., 2017). Many college campuses contain characteristics, such as increased proximity to other students in residence halls, high rates of alcohol consumption, and involvement in social organizations (e.g., Greek systems), that may increase the risk for sexual violence (Sutton et al., 2021). The close proximity to other students, in addition to overlapping social networks, may pose additional risks to the well-being of survivors of sexual violence (Eisenberg, 2016). Additionally, most instances of campus sexual violence are perpetrated by a fellow student (Fisher et al., 2003). As such, survivors often have to enact coping strategies and navigate post-assault interactions with the university system while facing the continual risk of contact with their perpetrator (Coates et al., 2023).

These victimized students, who sought higher education for personal, academic, and economic growth, are faced with a myriad of potential negative consequences including mental health disorders, impairments in physical health, and decreases in academic performance (Jordan et al., 2014; Mengo & Black, 2014; Rothman et al., 2021; Wilson & Miller, 2016). For example, exposure to sexual assault in college has been shown to predict lowered GPA and higher rates of drop out (Jordan et al., 2014). Given that education is an essential pathway toward social success, secure employment, and financial stability (Baker et al., 2014), the educational impairment brought on by sexual victimization can have significant lifelong consequences for

survivors. Therefore, universities should focus on the prevention of sexual violence and the provision of services that may mitigate the effects of sexual assault on survivor well-being and academic achievement.

Addressing sexual violence on college campuses has become one of higher education's most visible and challenging issues. As stated in the Title IX of the Education Amendment of 1972, “No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be the subjected to discrimination under any education program or activity receiving federal financial assistance.” Federal policy attention to college sexual violence intensified in 2011 with the release of the “Dear Colleague Letter” (DCL) published by the U.S. Department of Education’s Office for Civil Rights (OCR). Within this letter, the OCR provided additional guidance which expanded the definition of sexual harassment to include sexual violence. Therefore, Title IX legislation identified sexual violence as sex discrimination. Following these policies and guidelines, universities are responsible for both preventing and addressing sexual violence on their campuses. Hence, their goal is to help students achieve an education without the unfair burden of discrimination affecting their academic goals.

However, implementing Title IX policies across campuses has been inconsistent (Reynolds, 2019). According to The Chronicle of Higher Education (2021), since 2011, over 500 investigations for alleged violations of Title IX related to sexual harassment and sexual assault have been instigated against universities within the United States. A 2014 report from the U.S. Senate Subcommittee on Financial and Contracting Oversight also documented inconsistent compliance including 10% of campuses not having a Title IX coordinator, 15% of campuses not using the required evidentiary standard, and 30% of campuses offering no sexual assault response training for faculty or staff. Even when universities are compliant with Title IX

policies, university administrators and Title IX officers face implementation challenges. These challenges include balancing transparency of information related to student safety with upholding the university image, maintaining sensitive documentation, ensuring neutrality in the Title IX process for Complainant and Respondent, and utilizing a survivor-centered approach for decision-making and reporting (Cantalupo, 2014; Moyland & Javorka, 2020). Additionally, Title IX legislation continually changes with new government administration at the national level (Bowers, 2022), creating further challenges in implementation and adherence.

Despite increased attention to sexual violence, changes in campus sexual violence federal legislation, and additional campus-focused sexual assault prevention efforts (Wies, 2013), there is a lack of evidence to suggest that rates of campus sexual violence are decreasing (Muehlendhard et al., 2017). Similarly, there is a lack of research surrounding Title IX processes and student outcomes that, leave the efficacy of existing Title IX policies and newly proposed legislation in question (Cruz, 2020). For example, mandated reporting from university faculty or staff is designed to increase campus safety and connect survivors with resources. Mandated reporting policies embody well-intentioned but controlling social reactions that may lead to worse post-assault well-being (Dworkin et al., 2019).

Although Title IX Offices must utilize a survivor-centered approach (i.e., survivors make a choice to pursue investigation or not), the survivor does not control the reporting process. Policies, such as mandated reporting, relinquish the control of survivors over their decision to report formally and may reduce survivors' agency in the reporting process (Holland et al., 2018). The agency of the survivor in the reporting process (via self versus via a mandated reporter) may influence the nature of their interactions with Title IX Offices, which may then influence survivor well-being and educational outcomes. However, this has not yet been tested.

Additionally, according to prior administrative guidance, Title IX Offices have been asked to respond to reports of sexual violence with a neutral stance, providing equal, not equitable, support to survivors and accused perpetrators (Cruz, 2020; Dunn et al., 2019). Although this neutral stance aligns with the due process standards of the U.S. legal system, it may invalidate the relatively small number of survivors who file official reports and exacerbate their traumatic experiences (Cruz, 2020; Holland et al., 2018). Ideally, Title IX legislation and policies associated with Title IX implementation would provide academic benefits to survivors of campus sexual violence. However, there is limited research examining the educational outcomes of students involved with Title IX Offices.

Title IX Offices are embedded within university campuses. As such, they operate within a distinct community, often with their health care system, law enforcement and security processes, and access to many student resources. Title IX policies have the potential to connect survivors with resources, accommodations, and assistance that may allow survivors to continue receiving their education within these environments, despite their victimization (Walsh, 2010). However, it is unclear if Title IX policies effectively promote survivors' well-being and reduce the liability of universities (Moylan & Javorka, 2020). Additionally, no known study has examined the educational outcomes of survivors who utilize Title IX services. As educational achievement (i.e., GPA, rate of dropout) is a proxy of educational attainment, ensuring that survivor involvement with Title IX protects this achievement is vital.

This study helps to fill gaps in knowledge by describing the nature, processes, and scope of Title IX reports of sexual violence while considering case-related factors that may be associated with Complainant academic outcomes and eventual involvement in Title IX investigations or hearings. The association between Complainant academic health over time and

Respondent affiliation with the university, referral source to the Title IX Office, level of engagement of the Complainant with the Title IX Office, and whether the case culminates in a formal university investigation or hearing is also examined. Guided by ecological systems theory (Bronfenbrenner et al., 1979), this study aims to better understand Title IX as one of the many overlapping systems that constitute a key environmental and health-impacting context for survivors of college sexual violence.

Ecological System Theory

Most literature on sexual violence, focuses on its impact on the individual (Banyard, 2014; Moylan & Javorka, 2020). This breadth of literature has clearly documented the deleterious effects of sexual violence on survivors' physical and mental health (Carey et al., 2018; Krebs et al., 2007). However, acts of sexual violence and the process of healing from sexual violence do not occur in isolation. Instead, survivors of sexual violence are embedded in complex social contexts that shape their post-assault experiences.

Ecological systems theory (Bronfenbrenner, 1979) posits that human development and adaptation occur through ongoing interactions between individuals and their interconnected environmental contexts. Bronfenbrenner's (1979) ecological theory has informed several newer frameworks for understanding the impact of sexual violence on the well-being of survivors, all of which emphasize the importance of reciprocal person-environment interactions over time (Campbell et al., 2009; Neville & Heppner, 1999).

Following ecological systems theory, environmental influences are subdivided into multiple, interconnected levels (Bronfenbrenner, 1979). The individual level encompasses the biopsychosocial characteristics of the person. For survivors of sexual violence, this may include their history of trauma, key sociodemographic variables, and event characteristics (Campbell et

al., 2009). The individual-level is connected with the microsystem-level, which includes direct interpersonal interactions between individuals and members of their immediate environment. The microsystem consists of social support, disclosure, and reactions to disclosure which have been shown to shape the trajectory of healing from sexual violence (Campbell et al., 2001; Dworkin et al., 2019; Ullman & Peter-Hagene, 2014). Beyond the microsystem lies the exosystem, which includes organizations and social systems (e.g., educational, legal, and medical), such as the Title IX Office. The mesosystem level contains the interactions between individuals and these systems, such as the processes of Title IX reporting. Each level of the ecological model is also connected to the macrosystem level, which includes societal norms, expectations, attitudes, and beliefs. Lastly, the chronosystem influences these levels; these, which reflects changes over time between a person and their environmental contexts.

As a law, Title IX is implemented at a systemic level within the exosystem. Direct interactions between survivors of campus sexual violence and the Title IX Office are embedded within the microsystem. The processes of Title IX reporting and investigations are embedded within the mesosystem. The reciprocal interactions between survivors and Title IX Offices are influenced by the macrosystem (i.e., cultural attitudes about rape, rape myths, rape-prone campus culture) and the chronosystem (i.e., changes in Title IX legislation and university regulations and guidance over time, survivor's year in school, changes in campus climate over time). See Appendix A for illustration of Title IX within an ecological model of survivors of sexual violence.

Ecological systems theory illuminates the importance of studying underexplored contextual levels, such as Title IX/ the Title IX Office, that may account for differences in the post-assault well-being of survivors of campus sexual violence. Title IX Offices are embedded

within the university system and are also shaped by ongoing interactions with university policies, federal and state legislation, cultural attitudes towards sexual assault, and time. Understanding the nature of Title IX Office processes and reports may help to deepen our understanding of the potential influence of this contextual piece on the experiences of college sexual assault survivors. This is the main purpose of this dissertation. Additionally, understanding the academic outcomes of students involved with Title IX will help to illuminate the efficacy of Title IX in their stated purpose of promoting an education free of discrimination.

Purpose and Organization of the Dissertation

To contextualize this purpose within the existing literature, we will first provide a comprehensive overview of sexual violence and the challenges encountered in sexual violence research. Subsequently, the focus will shift towards a detailed discussion on campus sexual violence, including its prevalence, consequences, disclosure rates, and reporting experiences. The literature review will then focus on Title IX and the intended purpose and role of Title IX Offices to address the experiences of college sexual violence survivors. However, there are significant gaps in the literature within the topic, providing justification for this dissertation. To conduct this research, we worked collaboratively with the University of North Carolina at Charlotte (UNC Charlotte) to describe the nature and scope of Title IX sexual violence reports. We also examined the academic outcomes of survivors involved in Title IX reports made during the 2018-2019 and 2019-2020 academic years.

Significance

As federally mandated, all universities should have a Title IX coordinator enacting policies that prevent and address gender-based discrimination in higher education. However, there is great variability in the structure and implementation of Title IX processes across the

United States (Reynolds, 2019). In addition to variability in implementation, there is a lack of transparency surrounding Title IX processes that is likely linked to the risks of being viewed as a rape-prone campus, concern about the liabilities associated with Title IX non-compliance, and a desire to protect survivor privacy (Cantalupo, 2014; Moylan & Javorka, 2020). This study is unique in that it results from an ongoing collaboration with members of the UNC Charlotte Title IX Office. It is believed to be the first study to examine archival Title IX sexual violence reports. Thus, this dissertation has the potential to describe the understudied nature of Title IX services at a single university while documenting the experiences of survivors of sexual violence who have had their assault reported to Title IX on that college campus. Additionally, this study can assess the educational outcomes of Title IX Complainants (i.e., survivors), enhancing our understanding of the efficacy of Title IX services and policies at the time they were delivered.

Study Aims

The current study sought to utilize existing Title IX sexual violence case files to describe the nature of Title IX sexual violence reports, Title IX reporting processes, and educational outcomes of Complainants involved in the reporting process. This dissertation specifically aims to:

Aim 1a: Describe Title IX sexual violence reports in terms of Complainants, Respondents (i.e., perpetrators), and incident characteristics.

Aim 1b: Describe the nature and scope of Title IX sexual violence reports in terms of the types of activities that are classified as sexual violence, the reporter who brought the Complainant to the Title IX office (e.g., self, friend/family, mandated reporter), the nature and extent of interactions between the Title IX Office and Complainants, and the characteristics of

cases that resulted in a formal university hearing as compared to those without a formal university hearing.

The second aim concentrates on academic health, which is operationally defined as grade point average (GPA). Because first-semester students will not have a pre-report GPA and second-semester seniors will not have a post-report GPA, this analysis is limited to case files of Complainants who were the subject of Title IX reports between their second semester and second to last semester at UNC Charlotte.

Aim 2: To examine the associations between the academic health of Complainants over time (GPA semester before the report, GPA semester of the report, GPA semester after the report) and Respondent affiliation to the university, referral source to the Title IX Office, Complainant engagement with the Title IX Office, and involvement in a formal university hearing. To address this second aim, the study will pursue these research questions:

Research Questions

- 1) What is the association between Respondent affiliation with the university (i.e., affiliated vs. non-affiliated) and Complainant academic outcomes over time?
- 2) What is the association between the referral source of the Title IX report (i.e., self vs. mandated reporter) and Complainant academic outcomes over time?
- 3) What is the association between Complainant engagement with the Title IX Office and Complainant academic outcomes over time?
- 4) What is the association between involvement in a university investigation/hearing and Complainant academic outcomes over time?

The current study is exploratory, so formal hypotheses were not pre-specified for all research questions. However, based on existing literature, several a priori hypotheses were

offered. First, it was expected that having a Respondent affiliated with UNC Charlotte will be associated with worse Complainant academic outcomes over time than having a non-affiliated Respondent, regardless of the nature of the assault. This hypothesis was informed by research indicating that having to co-exist on a campus with one's perpetrator is particularly difficult (Coates et al., 2023). Respondents associated with the university may be held responsible by the university through Title IX proceedings. Second, given the research indicating the survivor choice and voice is essential, it was expected that Complainants who come to Title IX via a mandated reporter would have worse academic health outcomes than those who self-refer or come to Title IX as a referral from the campus police.

CHAPTER 2: LITERATURE REVIEW

Campus Sexual Violence

Defining sexual violence and understanding the scope of sexual violence on college campuses can be difficult (Fisher et al., 2000; Stader & Williams-Cunningham, 2017). Though definitions are inconsistent, the Centers for Disease Control and Prevention (CDC) defines sexual violence victimization as “a sexual act that is committed or attempted by another person without given consent of the victim or against someone unable to refuse (Basile et al., 2014).” Under guidance of the DCL (2011), Title IX Offices define sexual violence as physically sexual acts perpetrated against a person’s will or when a person is incapable of giving consent due to incapacitation from drugs or alcohol, specifically to include sexual assault, rape, sexual battery, and sexual coercion. For the purposes of this dissertation, the term sexual violence refers to these acts. The term sexual assault, a form of sexual violence, is also utilized when consistent with the literature.

Variations in definitions of sexual violence and the consistent finding of widespread under reporting (Fisher et al., 2000; Stotzer & MacCartnery, 2016) make it difficult to describe the scope of sexual violence across campuses accurately. However, data consistently demonstrate that sexual violence is a significant health crisis across college campuses. For example, a U.S. Department of Education study (Krebs et al., 2007) demonstrated that 21% of women disclosed being victims of sexual violence during college. The ‘one in five’ statistic has been replicated across several studies (Cantor et al., 2015; Muehlenhard et al., 2017). However, of those studied, the prevalence and risk of experiencing sexual violence may vary by campus type, acts of violence assessed, year in school, gender identity, sexual orientation, and health status (Campbell et al., 2009).

College and university campuses are unique environments that may foster sexual violence. Most university students are considered emerging adults. Emerging adults, ages 18 to 24, are the highest risk for sexual violence and harassment victimization (Banyard, 2014). Students on campus also live within close proximity to one another, with shared classrooms, residence halls, recreational spaces, and social organizations that may increase opportunity and exposure to sexual predators. Many students also experience increased alcohol consumption which reduces their ability to protect themselves in the event of sexual violence and may embolden offenders (Banyard, 2014; Edwards, 2015). Together, these factors may contribute to the high rates of sexual violence across campuses.

An extensive systematic review of college sexual violence prevalence research from 2000 to 2018 (Fedina et al., 2018) revealed that unwanted sexual contact and sexual coercion are the most prevalent forms of sexual violence on college campuses, followed by incapacitated rape and then completed or attempted forcible rape. Notably, the prevalence of these forms of sexual violence ranged from 6% to 44.2% among college women (Fedina et al., 2018). Social identities, such as gender, race, or sexual identification may also influence the prevalence and experience of sexual violence (Campbell et al., 2009). For example, a study of four historically black colleges and universities (HBCUs) found that one in seven undergraduate students had been sexually assaulted since entering college (Krebs et al., 2011). Another study utilizing campus climate data demonstrated that students who identified as bisexual experienced the highest rates of victimization across all forms of sexual violence (Mennicke et al., 2021).

Health Consequences of Sexual Violence

Despite the inconsistencies in the reported prevalence of sexual violence across campuses, research has consistently demonstrated the prolonged effects of sexual violence on the

health and functioning of campus survivors (Campbell et al., 2009; Classen et al., 2005; Fedina et al., 2018; Mengo & Black, 2016; Ullman et al., 2007). Immediately after sexual violence, survivors may physically experience bodily injury, unplanned pregnancies, sexually transmitted diseases, and reoccurring gynecological and sexual health problems (Wilson & Miller, 2016). However, pain associated with the experience may persist far beyond the apparent physical injury. In a study of college survivors who sought medical care within 48 hours of the assault (Ulrich et al., 2014), 60% reported pain in body regions unrelated to physical injuries sustained during the assault. In a three-month follow-up, these same survivors consistently reported pain in these regions. Survivors of sexual violence are also more likely to engage in potentially risky health behaviors such as increased sex with multiple partners, unprotected sex, and substance abuse after the assault (e.g., alcohol, recreational drugs) (Jewkes et al., 2002; Turchik & Hassija, 2014). These behaviors increase survivors' risk for revictimization and may lead to life-long health problems (Vickerman & Margolin, 2009).

These risky post-assault health behaviors may result from underlying mental health concerns associated with experiencing sexual violence. Following an experience of sexual violence, particularly sexual assault, women may feel shock, fear, and guilt. They may also experience sleeping problems, and emotional detachment (Campbell et al., 2009; Eisenberg et al., 2016). Later, many survivors develop mental health conditions including posttraumatic stress disorder (PTSD), depression, anxiety, and suicidality (American College Health Association, 2012; Jordan et al., 2010; Kilpatrick et al., 1992; Ullman et al., 2007). PTSD is a potentially debilitating trauma-related disorder that affects physical health, behavior, and cognition through dysregulation of the stress response system and stress-related neurocircuits (Yehuda et al., 2015). Following physical or psychological trauma, individuals often display elevated levels of

posttraumatic stress. However, many individuals exhibit natural symptom remission following the event, with only 5-10% of sexual assault survivors developing chronic PTSD (Cole & Lynn, 2010; Kessler et al., 1995; Sabrina & Ho, 2014).

Survivors of sexual violence have a higher likelihood of developing PTSD compared to those who have experienced other forms of trauma, such as accidents or bereavement (Shakespeare-Finch & Armstrong, 2010). Data from the National Women's Study (Kilpatrick et al., 1992) indicate that female survivors of rape met the criteria for chronic PTSD at a rate 6.2 times higher than people who did not experience rape. A study of campus climate data from 30 universities demonstrated that 6.4% of students who experienced sexual violence reported a past year diagnosis of PTSD from a mental health professional (Eisenberg et al., 2016). Another large study of female survivors found 30.2% of survivors reported symptoms of PTSD during their lifetime (Masho & Ahmed, 2007). Notably, the experience of sharing a campus environment with one's perpetrator following the event may exacerbate symptoms of posttraumatic stress due to the potential for repeated exposure to the perpetrator, as well as ongoing interconnections between perpetrators and survivors' social networks (Coates et al., 2023).

Other studies have demonstrated that up to half of survivors develop depression or anxiety (Jordan et al., 2010; Kessler et al., 1995). A study of climate data from 28 colleges (Eisenberg et al., 2016) demonstrated 19% of female survivors of campus sexual assault received a past year diagnosis of depression and 19.8% received a past year diagnosis of anxiety. Findings from the National Women's Study (Kilpatrick et al., 1992) indicate that 30% of survivors of sexual violence have experienced a depressive episode, a rate three times higher than people who have not experienced sexual violence. Survivors may also experience high rates of suicidality, PTSD, depression, and anxiety. Approximately 33% of survivors have experienced suicidal

ideation (Kilpatrick et al., 1992) and 13-20% have attempted suicide (Jordan et al., 2010; Vickerman & Margolin, 2009).

Academic Impact

Sexual violence creates a hostile environment that both deteriorates the health of victims and undermines the educational mission of higher education. A longitudinal study of sexual assault victimization in adolescence and emerging adulthood (Jordan et al., 2014), conducted in a sample of 750 college women, demonstrated that experiences of sexual violence were associated with lowered grade point averages (GPA). Specifically, study findings indicated that experiences of rape during high school predicted lower GPAs at the end of high school and after the first semester of college. Additionally, rape during the first semester of college significantly predicted a lower GPA at the end of the first semester of college and the end of the second semester of college (Jordan et al., 2014). Other studies have indicated that the negative impact of sexual victimization on GPA remains significant after controlling for previous GPA, high school ranks, and ACT scores (Baker et al., 2016). These findings highlight the importance of providing effective campus-based services, including those provided by Title IX Offices, to mitigate the effects of sexual violence on survivor health.

These findings are consistent across the different forms of sexual discrimination students face on campus. Cortina and colleagues (1998) found that, among a sample of 1,037 undergraduate and graduate female college students, those who were sexually harassed had reduced perceptions of their own academic competence and were less likely to consider returning to school than those who had not experienced sexual harassment. Unfortunately, the effects of sexual violence are often prolonged, leading to extended academic impairment.

In a prospective study of 649 newly matriculated female college students, Griffin and Read (2012) demonstrated that experiencing sexual violence in the first year of college was associated with college attrition during the second year of college. Notably, sexual violence victimization has a stronger negative impact on students' academic performance than other forms of violence (i.e., physical), as evidenced by higher dropout rates compared to the general population of students and students who experienced physical violence (Mengo & Black, 2016). The higher levels of dropout may be explained by using specific coping strategies, such as avoiding campus or classes post-assault (Baker et al., 2016; Mengo & Black, 2016; Rosenthal, 2018). However, survivors of sexual violence may also drop out due to the psychological and emotional impact of the assault, in addition to other post-assault factors and experiences, such as negative interactions with the university or having to remain in the same environment as their perpetrators (Coates et al., 2021; Mengo & Black, 2016).

Academic impairment and dropout can have significant lifelong consequences on the health and well-being of survivors. Education is essential for social success, secure employment, and financial stability (Baker et al., 2014). A recent review (Zajacova & Lawrence, 2018) of health disparities and education identified the mediating mechanisms of economic, health-behavioral, social-psychological, and access to health care as pathways through which higher education impacts health. College graduates earn approximately twice the annual income of high school graduates and are more likely to have healthier working conditions (Robert Wood Johnson Foundation, 2012).

Higher education also influences health behaviors, health literacy, and access to health care. As such, college graduates are less likely to smoke, have healthier diets, engage in more exercise, and have fewer chronic illnesses than those who have not earned degrees in higher

education (Zajacova & Lawrence, 2018). Importantly, economic, social, and health disadvantages are often transmitted across generations, leading to intergenerational disparities in health and well-being (Hoke & McDade, 2014). Educational attainment can potentially disrupt intergenerational disparities and improve the health of individuals, families, and future generations (Andersen et al., 2021; Zajacova & Lawrence, 2018). Thus, providing survivors with the resources to continue pursuing an education post-assault is crucial in reducing the pervasive effects of campus violence on life-long well-being.

Disclosure and Reporting

Given the detrimental effects of victimization, survivors may benefit from access to social support or other resources to help enhance their ability to cope. However, many students do not disclose their assault experiences (Demers et al., 2018; Mennicke et al., 2021; Orchowski & Gidycz, 2012). Disclosure can be defined as the act of discussing an experience of sexual victimization with another person, regardless of whether it is officially reported (Orchowski & Gidycz, 2012). Sexual violence literature commonly breaks down disclosure into two disclosure sources: formal (e.g., university administrator, physician, law enforcement) and informal (e.g., family member, friend) (Stoner & Cramer, 2019). Formal disclosures do not necessarily imply reporting, which refers to the act of discussing sexual victimization with a formal agency (e.g., police, or university officials) to officially record the experience and potentially initiate the justice process (Orchowski & Gidycz, 2012). However, under Title IX legislation, university employees are mandated reporters. This means that university employees are required to report incidents of sexual violence involving students to the Title IX Office, whether or not the mandated reporter has the consent of the disclosing student. The degree to which survivor outcomes are changed based on survivor agency in the reporting process (i.e., via mandated

report versus self) has not been determined. This is a gap in the literature that this dissertation addresses.

Self-disclosure is an integral part of social interaction that involves the sharing of personal information with others through verbal communication (Chaudoir & Fisher, 2010). The decision to disclose potentially stigmatized identities or distressful events involves balancing the potential benefits of disclosure, such as social support, acceptance, and access to resources, with the risk of negative outcomes (Chaudoir & Fisher, 2010). Disclosure decisions may be especially complex for survivors of sexual violence as many survivors have faced social rejection, discrimination, and blame for the violence committed against them (Orchowski & Gidycz, 2015).

When survivors do disclose, it is most often to informal sources, such as friends or family (Demers et al., 2018; Edwards et al., 2012; Mennicke et al., 2021; Orchowski & Gidycz, 2012). Disclosure to informal sources may benefit survivors by providing catharsis, reducing isolation, and enhancing social support (Sabina & Ho, 2014). However, these benefits hinge on the recipient of disclosure responding in a positive and validating manner (Dworkin et al., 2019). When the response to disclosure is negative (e.g., joking or minimizing the incident, disbelief, victim-blaming) survivors experience worse mental health outcomes and may be less likely to disclose to other sources (Ahrens, 2007; Ullman, 2010).

Formal disclosure on college campuses, which involves disclosure to sources such as university staff or faculty, police, mental health professionals, and administration, is relatively uncommon. Though rates vary widely by institution, formal disclosure ranges from 1% to 26% (Cantor et al., 2015; Littleton, 2011, Mennicke et al., 2022). In a sample of 22 undergraduate and graduate students who experienced campus sexual assault (Mennicke et al., 2021), survivors'

reasons for not disclosing to formal campus sources include not wanting to deal with formal procedures, feeling embarrassed or shameful, fear of retribution, fear of not being believed or being blamed, believing the event to be a private matter, and/or a desire to forget about the event. Participants also indicated lack of knowledge about resources or processes, fear of processes or lack of control in processes following disclosure, and organizational adherence to rape myths (i.e., false narratives about sexual violence that place disbelief and blame on survivors) as reasons for not disclosing. Similarly, in a qualitative study of 284 college survivors, perceived acceptability of the services was the most frequent reason for not seeking help on campus (Holland & Cortina, 2017).

Institutional Betrayal

Although disclosure to formal sources has the potential to provide survivors access to institutionally based services, resources, accommodations, and justice (Walsh, 2010), there is mixed evidence of its benefits. Survivors may experience institutional betrayal, defined as the failure of an institution to adequately prevent, or respond to wrongdoings that occur within that institution when an individual is dependent upon that system for care or protection (Smith & Freyd, 2013). For survivors of campus sexual violence, this is caused by institutional actions and/or inactions that exacerbate the impact of traumatic experiences (Cruz, 2020; Smith & Freyd, 2013). Institutional betrayal factors such as unclear reporting processes, punitive policies for whistleblowers, and victim-blaming, all devalue survivor experiences and reduce survivor health (Smith et al., 2016; Stader & Williams-Cunningham, 2017). Additionally, controlling social reactions, such as mandated reporting policies, are associated with worse survivor health (Dworkin et al., 2019).

It is estimated that as few as 4% of campus survivors report their experiences of sexual violence to campus authorities of administration (Fisher et al., 2003, Mennicke et al., 2022). Faculty members who receive these disclosures often feel unprepared to respond (Branch et al., 2011; Moylan & Javorka, 2020) and may react with inconsistent responses (Coates et al., 2023). Additionally, faculty have been known to react to disclosure with judgment and disbelief (Stozer & MacCartney, 2015; Ziering & Dick, 2015). Findings from an examination of campus sexual violence survivors indicated that 46% of college women reported institutional betrayal, such that school administration members either failed to assist the survivor or blamed the survivor for the incident (Smith & Freyd, 2013).

These negative reactions to disclosure, particularly disbelief from the campus administration, can lead to higher self-blame by the victim, greater feelings of invalidation, and higher levels of posttraumatic stress (Smith & Freyd, 2013; Ullman et al., 2007). Unfortunately, this experience is also common for survivors who interact with the legal system following sexual violence victimization. In one study examining self-reported characterizations of their psychological health, survivors indicated that, because of their contact with the legal system, they felt violated (89%), bad about themselves (87%), reluctant to seek further help (80%), guilty/self-blaming (73%), depressed (71%), and distrustful of others (53%; Campbell & Raja, 2005).

Survivors of campus sexual violence may also experience institutional betrayal during their interactions with the Title IX Office (Lorenz et al., 2022). However, few studies have examined institutional betrayal during the reporting process. In a qualitative study of nine survivors of campus sexual assault, survivors shared that they felt alone in pursuing justice and navigating university systems after the assault, regardless of involvement with the Title IX

Office (Coates et al., 2023). A recent study of 89 college-aged women who had experienced campus sexual assault (Sall, 2020) demonstrated that survivors who sought help from the Title IX Office and/or campus police experienced significantly greater institutional betrayal than those who sought help from either a confidential source or a mandated reporter. Additionally, within this same sample (Sall, 2020), survivors who sought help from the Title IX Office and/or campus police reported less institutional support than women who sought help from a confidential source. Another recent qualitative study (Lornez et al., 2022) explored survivors' experiences in Title IX investigations. Findings from this study demonstrated that all survivors perceived some aspect of the inquiry to be negative. Additionally, many survivors described secondary victimization from the investigation process. This victimization was associated with psychological harm, academic impairment, and financial consequences.

Mandated Reporting

High rates of institutional betrayal put policies such as mandated reporting in question (Holland et al., 2018). Mandated reporting designates all university faculty as responsible employees who must report disclosures of sexual violence to the Title IX Office. Advocates of mandated reporting laws claim they protect vulnerable populations and result in safer campus environments by holding perpetrators accountable for their crimes and providing survivors access to the criminal justice system (Association of Title IX Administrators, 2015). However, others have argued that these laws reduce survivors' agency and control over the reporting process (Holland et al., 2018). In a qualitative study of college sexual assault survivors, survivors identified mandatory reporting policies as causing more harm than benefits due to their effect of stripping survivor agencies (Holland et al., 2020).

Despite these findings, few researchers have examined the efficacy of mandated reporting policies on the well-being or academic outcomes of survivors. A 2016 study of 397 undergraduate students' perceptions of laws designed to reduce campus sexual assault (Mancini et al., 2016) indicated that a high percentage of students believed in the potential benefits of mandated reporting laws to increase university accountability. However, other research has demonstrated that these factors have a silencing effect that discourages reporting and may reduce engagement in the reporting process (Smith & Freyd, 2014). These findings highlight the need to better understand mandated reporting processes and the utilization of Title IX Office services by survivors who mandated reporters refer versus those who are self-referred.

Most research has focused on formal reporting rates and service utilization as a proxy for individual help-seeking behavior. However, focusing solely on utilization fails to acknowledge that survivors of sexual violence may not perceive institutionally provided services as available, appropriate, or helpful (Moylan & Javorka, 2020). Sabina and Ho (2014) and Moylan and Javorka (2020) call for a shift from focusing on individual determinants of help-seeking to investigating the availability of services for college students, how survivors perceive the processes and services, and how access and availability of these services are influenced by policy at various levels. The present study supports this call by investigating the Title IX reporting processes, the scope of Title IX sexual violence reports, and the academic outcomes of survivors involved in Title IX reports at a single institution. By understanding the characteristics of cases and students who utilize Title IX Office associated services, and the outcomes of students who were and were not subject to mandated reporting, we illuminate the potential impact of these policies in securing education free from discrimination.

The Implementation of Title IX on Campus

Title IX of the Education Amendments of 1972 was signed by President Nixon to prohibit discrimination based on sex in any federally funded education program or activity (U.S. Department of Justice, 2016). The original purpose of Title IX legislation was to align with the mission of institutions of higher education to provide an education free from sex-based discrimination. Since Title IX was signed into legislation, its role in higher education and implementation has shifted to a law requiring institutions to respond, investigate, and adjudicate sex-based discrimination, including sexual violence (United Educators, 2015). To fully comprehend the relationship between Title IX legislation and campus sexual violence, it is necessary to provide an account of Title IX's development and the controversies surrounding its present implementation.

Traditionally, Title IX legislation was known for addressing equality in athletics and admissions procedures. However, Title IX legislation prohibits universities who receive federal funding from discriminating on the basis of sex in admissions, recruitment, financial aid, academic programs, student services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment. The U.S. Department of Education Office of Civil Rights (OCR) is the government body that oversees Title IX implementation. The OCR provides guidance regarding the implementation of Title IX through Dear Colleague Letters (DCL) and other supporting publications. The OCR is also responsible for investigating and intervening when a complaint or violation of Title IX legislation has occurred.

Recent Changes to Title IX Legislation

Given the extensive prevalence of sexual violence on college campuses and its effects on

students' academic pursuits, the Department of Education under the Obama Administration published new guidelines in the 2011 Dear Colleagues Letter (DCL) (Ali, 2011). Within this letter, universities were instructed to publicize mechanisms for submitting a report of sexual violence, utilize a lower standard of proof in investigations, and ensure a timely investigation process by maintaining a 60-day timeframe. The 2011 DCL also described how schools must designate a specific Title IX coordinator, have a clear policy on campus sexual violence, publicize ways to file a report, and be proactive in preventing campus sexual assault (Ali, 2011). The penalty for violations of Title IX legislation, including any provision outlined in the DCL, is the potential for withdrawal of federal funding. However, despite hundreds of reported violations (The Chronicle of Higher Education, 2021), this penalty has yet to be imposed based on Title IX violations related to sexual violence (Edwards, 2015).

It is important to note that the 2011 Office of Civil Rights guidance in the DCL was rescinded by the Trump Administration. In November 2018, the Department of Education released a draft version of new guidance related to the OCR's process for handling Title IX complaints of campus sexual violence. This guidance was again rescinded under the Biden Administration. The Biden Administration's new regulations are thought to be implemented in 2023. These regulations will expand the coverage of sex-based harassment, require institutions to 'act promptly and effectively' to end sex discrimination, expand responsibility for harassment that occurs off campus (with an affiliated respondent), and remove the requirement of live, in-person hearings (Bowers, 2022). The changes introduced by both Trump and Biden were not implemented during the time focused on the current study (i.e., 2018-2019 and 2019-2020 academic years). However, key policy changes reflect the evolving nature of Title IX implementation and fluctuating cultural and political attitudes towards addressing campus sexual

violence.

The 2011 DCL had required the preponderance of evidence standard, meaning the burden of proof for conviction is met when the party with the burden convinces the fact finder that there is a greater than 50% chance that the claim is true (Legal Information Institute, n.d.). In other words, Complainant-initiated investigations must provide sufficient evidence indicating that there is a greater than 50% chance that the sexual assault occurred and was perpetrated by the Respondent. However, guidance issued during the Trump administration recommended a higher standard of evidence, allowing schools to use either the preponderance of evidence standard or the clear and convincing standard of evidence in cases of sexual violence. The convincing standard of evidence is defined as providing evidence that the sexual assault is highly and substantially more likely to be true than untrue such that the fact finder must be convinced that the contention is highly probable (*Colorado v New Mexico*, 1984).

Trump's guidance also shifted the definition of forms of sexual violence covered by the guidance letter to include only cases which were severe or pervasive enough to deny a person access to education. This guidance also shifted the accountability of schools by only holding schools responsible for cases they have "actual knowledge" about rather than cases they knew or "reasonably should have" known about. Lastly, this guidance allowed the representative for the accused to cross-examine survivors during an investigation (Title IX of the Education Amendments Act of 1972: Notice of Proposed Rulemaking, 2018). This guidance was intended to reflect the due-process nature of the U.S. legal system, making it more difficult to implement sanctions against Respondents and leaving Complainants within a shared campus environment until the adjudication process is completed (Peeler, 2019).

Changes in federal policy under the Trump Administration were not implemented until August of 2021 and were later changed by the Biden Administration (Bowers, 2022). Thus, they do not apply to data contained within the current study. However, these changes represent the malleable nature of Title IX legislation and its implementation on college campuses. Since its inception, Title IX legislation has also been subject to campus-level variations in implementation that jeopardize the rights and well-being of college survivors (Moyland & Javorka, 2020). Understanding these variations, and the ways in which Title IX reports are managed, is critical for understanding the well-being of survivors and the efficacy of Title IX's intended role for students. This can best be understood by considering the relationship between Title IX implementation processes and survivor outcomes during and post-reporting, as examined in the current study.

Challenges Implementing Title IX

Since the 2011 DCL, over 500 investigations of universities have been initiated for alleged violations of Title IX legislation (The Chronicle of Higher Education, 2021). A 2014 report from the U.S. Senate Subcommittee indicated that 40% of colleges and universities reported not investigating a single instance of sexual violence across the previous five years. According to that same report, 21% of the nation's largest private institutions of higher education conducted fewer investigations than the number of sexual violence incidents reported to the Department of Education, with some institutions reporting up to seven times as many reports as investigations (U.S. Senate Subcommittee, 2014). Though the discrepancies between the reported prevalence of sexual violence and the number of investigations are staggering, they are not surprising, given the dilemma universities face in balancing transparency and the public image and the survivor-centered nature of investigations (Moylan & Javorka, 2020).

University administrators face the dilemma of openly addressing sexual violence on campus but being seen as a rape-prone campus (Cantalupo, 2014). A 2015 report (United Educators Insurance, 2015) estimated that, within the U.S., over 17 million dollars has been spent responding to OCR complaints and lawsuits at less than 30 campuses. However, the reputational damage of being seen as a rape-prone campus may amount to far more due to decreased enrollments, decreased alumni donations, and damage to institutional prestige (Moylan & Javorka, 2020). The fear of public scrutiny may also place excess pressure on University and Title IX Office administrators to reduce public awareness of sexual violence on campus, which creates a system that further marginalizes survivors (Cruz, 2020).

Discrepancies in the implementation of Title IX legislation across campuses, in addition to the staggering number of Title IX violations, have created a narrative within the literature that the effectiveness of Title IX policies depends on the behaviors of “street-level bureaucrats” (Lipsky, 1983; Moylan & Javorka, 2020). However, the blame should not fall on Title IX coordinators. Title IX coordinators are employed by the university to ensure the university’s compliance with Title IX legislation, including overseeing the grievance procedures for resolving Title IX complaints (Ali, 2011). Federal guidance on Title IX focuses on administrators ensuring a fair and impartial process, which universities often refer to as “neutral” (Cruz, 2020). The “neutral” stance of Title IX administrators is reflected across university policies. For example, the language of university policies uses the terms ‘Complainant’ and ‘Respondent’ to refer to survivors and perpetrators, respectively. This neutral stance is also reflected in the processes of Title IX, in which Title IX coordinators must provide equal but not equitable support to both survivors and perpetrators (Dunn et al., 2019). However, by taking a neutral stance, Title IX

coordinators may be unable to provide the disproportionate support survivors need to feel validated and supported.

Another major dilemma faced by Title IX administrators and survivors of campus sexual violence is the survivor-initiated approach to Title IX investigations. Sexual violence can heighten the experience of trauma because it often involves a significant loss of control and can lead to a shattering of beliefs about the world, increased feelings of vulnerability, and lowered self-efficacy (Ullman & Peter-Hagene, 2014). Survivors must regain their sense of control to heal from their experiences (Walsh & Bruce, 2011; Holland et al., 2018). When support providers limit survivor control, survivors report increased posttraumatic stress, depression, and anxiety (Peter-Hagene & Ullman, 2014). Many survivors report not seeking help or disclosing their experiences because they fear they will have control taken from them in the reporting process (Coates et al., 2023; Smith & Freyd, 2014). However, the mandated reporting process on campus both strips the control from survivors in their decision to report and assumes that interactions with the university and/or criminal justice system will lead to positive outcomes (Holland et al., 2018). After instances of sexual violence have been reported to the Title IX Office by mandated reporters, survivors are given the choice to engage with Title IX administration and pursue an investigation. However, there is minimal research to date exploring differences in Title IX Office engagement of survivors referred to Title IX by mandated reporters versus those who chose to self-report to Title IX. It is also unknown whether survivor agency in the reporting process is associated with changed educational outcomes over time. This study helps to address both gaps in the literature.

Ideally, reporting to Title IX Offices would benefit survivors of sexual violence by holding perpetrators accountable for their crimes while providing survivors with the resources

necessary to continue receiving an education despite an instance of ‘discrimination.’ However, there is limited research examining the process of Title IX reporting or the outcomes of students involved in Title IX reports. Within the general legal system, one-quarter of all reported rapes leads to an arrest, one-fifth lead to prosecution, and one-half of those prosecutions result in a felony (Edwards, 2015). Although reporting to Title IX Offices would ideally hold perpetrators accountable, less than 5% of all acts of sexual violence are reported to campus authorities (Fisher et al., 2003), and we currently lack the data to approximate the number of university sanctions that result from the reporting process.

Due to a lack of research surrounding Title IX processes, the benefits of resources provided by Title IX Offices through the reporting process are also unclear. Ideally, these services, accommodations, and referrals would enable survivors to continue to receive the education to which they are entitled (Walsh, 2010). The present study is exploratory and utilizes archival data to describe the nature and scope of Title IX sexual violence reports and the characteristics of Complainants, Respondents, and cases involved in university investigations/hearings. Additionally, the present study seeks to examine the association between Respondent affiliation with the university (i.e., whether or not they are a student and can be involved in Title IX proceedings versus a non-student/non-university affiliate), referral source of the report (mandated reporter or not), engagement of the Complainant (i.e., whether or not they engaged in the Title IX reporting process after initial outreach), and involvement in a university investigation/hearing and academic outcomes of Complainants over time. This research has the potential to illuminate the Title IX process, its implementation, and the potentially associated educational outcomes of survivors at a single university. It may elucidate the Title IX Office’s potential role in the well-being of survivors of campus violence and assist the Title IX Office in

understanding ways to improve their services and documentation within the confines of current legislation.

CHAPTER 3: THE TITLE IX STALKING STUDY

Foundation for the Current Study

The current study represents an expansion of an ongoing collaboration between the Violence Prevention Team (VPT; Mennicke, Langhinrichsen-Rohling, Coates, & Jules, 2020-2021) and UNC Charlotte's Title IX Office to document the nature and scope of the services that are utilized as a function of various types of Title IX reports. Prior to data collection for this dissertation, an initial study was completed to document the nature and scope of Title IX stalking reports obtained during the 2018-2019 and 2019-2020 academic years. The Title IX Stalking Study functioned as a logistical pilot and feasibility study for the current dissertation. Specifically, the Title IX Stalking Study helped determine the feasibility of working with the Title IX Office to successfully review their archival Title IX reports, collect archival academic data using the Maxient system, and produce a report in line with the goals of the VPT and Title IX Office.

Stalking reports were chosen as the initial form of violence to study due to the interest of one of the team's Principal Investigators (Dr. Langhinrichsen-Rohling), the relatively low sample size of these reports compared to sexual violence reports, and the presumed complexity of stalking cases on campus (e.g., online behaviors, challenges in the documentation). This complexity was expected to give these investigators a fuller look at how to code Title IX Office processes and document exchanges between the Title IX Office and Complainants and Respondents. As hoped for, the Title IX Stalking Study provided crucial information on the feasibility of accessing archival Title IX data, some of which are detailed below. A report from these findings was provided to the Title IX Office and a manuscript detailing findings from the Title IX Stalking Study is in progress.

Data

Title IX Stalking Study data were drawn from coding all Title IX stalking reports from the 2018-2019 and 2019-2020 academic years. The UNC Charlotte Institutional Review Board approved data collection and all research procedures prior to obtaining the data and initiating coding. Ethical procedures were followed throughout. All research team members were certified in the ethics of Human Subjects Research, and each signed an additional pledge of confidentiality. Fifty-one cases were in the redacted files. One case was excluded from analyses because it involved two Complainants and two corresponding Respondents. Therefore, a total of 50 Complainants were included in the final analyses. Respondents had to be identified as a UNC Charlotte student or employee to be included in the report to the Title IX Office. Of the 50 reports, 21 had corresponding Respondent files. Sample sizes for each variable utilized in the study differed due to missing information within the case files or lack of data within the UNC Charlotte Maxient system.

Procedure

All Title IX Office stalking reports from the 2018-2019 and 2019-2020 academic years ($N = 51$) at UNC Charlotte were redacted by members of the Title IX Office before being provided to the VPT. After an initial read, a coding manual was developed to capture typically reported data contained within these case reports. Using this coding template, data from these case reports were coded independently by two researchers and were checked for inter-rater reliability. The research team also collaborated with members of the Title IX Office to aggregate data from other sources related to the reports (i.e., Maxient academic data). All academic information collected by the Title IX Office was shared with the research team without other identifying information. These additional data are routinely available to and utilized by the Title

IX Office.

Results

Overview of Title IX Reports. The Title IX Stalking Study was one of the first of its kind to explore the nature and scope of Title IX processes and Title IX stalking reports. We discovered that the Title IX Office routinely collects an array of information contained within the case files. Each report had separate Complainant and Respondent files as available. If the Respondent was unknown to the Complainant or was not affiliated with the UNC Charlotte system (e.g., they were not a current or former student, staff member, or faculty), the report did not contain a corresponding Respondent file. Title IX reports typically included initial descriptions of the incident as described by the referral source, a report summary (i.e., demographics, Complainant or Respondent contact information, incident and case information, resolution information, and notes about the interactions between Title IX administration and the involved parties), copies of all electronic communication between Title IX and involved parties, and supplementary materials pertinent to the case (e.g., photographs, information provided by involved parties).

Overview of Title IX Process. After an initial report is filed by a referral source (e.g., faculty member, police officer), a member of the Title IX Office reaches out to the identified Complainant via email. This email introduces the Title IX coordinator/member. It proposes a meeting between the Title IX coordinator and the Complainant with the stated purpose: “1) To find out how you are doing” and “2) To put in place whatever support, assistance, or conditions that may be needed at this time.” If the Complainant does not respond to this initial email, a second email is sent. If the Complainant does not respond to this second email, the case is closed.

Complainants who do respond to Title IX Office outreach are offered appointments in

person or by phone. When Complainants enter the appointment, they often provide some event details. They are then presented with potential resources or accommodations that may be helpful given their needs. Complainants are offered the option of pursuing an investigation. Only Complainants who specifically request to open and participate in an investigation process will move forward towards investigation and or hearing. Complainants are notified that they may request an investigation at any time. They are also told that they can request additional support from the Title IX Office at any time, including after their case's closure.

Feasibility. The procedures outlined and followed for Title IX Stalking Study allowed successful archival data extraction and coding. This pilot study provided evidence for the feasibility of the current project as similar data extraction and coding processes were utilized. All Title IX case files were shared through a password-protected UNC Charlotte-linked Google Drive account and there were no known breaches of confidentiality. The Title IX Office was also able to obtain and share de-identified Complainant academic history, which they obtained through the UNC Charlotte Maxient system. Of the 51 stalking reports, 25 (49%) had Complainant Maxient academic data at all three time points. Complainants without UNC Charlotte Maxient data at all three time points were excluded from analyses of Complainant academic outcomes. However, drop-out analyses and rates are reported below.

Implications

The goal of the Title IX Stalking Study was to assess the feasibility of completing an archival data review of Title IX reports by working in collaboration with the Title IX Office. The feasibility study's purpose mirrors what was proposed in the current dissertation. In short, through the pilot study, the VPT expected to be able to detail the nature and scope of Title IX

stalking reports and examine the academic outcomes of survivors involved in the reporting process. These aims were accomplished in the pilot study.

Thus, results from the Title IX Stalking Study support the feasibility of collaborating with the Title IX Office to complete an archival data review of other forms of interpersonal violence. The pilot study also provided this investigator and the VPT with a nuanced understanding of Title IX processes as well as insight into the types of information that can be expected within Title IX case files. Thus, our experience with the Title IX Stalking Study guided the design, procedures, and analyses underlying the present dissertation. Findings from the Title IX Stalking Study also highlighted the Complainant-initiated structure of Title IX legislation (i.e., providing two outreach emails before closing the case) and the dilemmas the Title IX administration faced in supporting survivors within the confines of current Title IX legislation. These insights are expected to reappear when coding and interpreting findings from Title IX sexual assault cases.

CHAPTER 4: METHODS

The current study is a continuation of the VPT's efforts to help the Title IX Office utilize their existing data to better understand their processes concerning Complainant outcomes. The current study is exploratory and based on the examination of archival Title IX sexual violence reports ($N = 161$) from the 2018-2019 and 2019-2020 academic years. We utilized the coding manual from the Title IX Stalking Study as the initial template for data coding. However, the nature of sexual violence cases differed in some important ways from stalking cases as additional characteristics and outcomes were present. For example, the current study coded for the presence or absence of the collection of a sexual assault kit (Lovell & Langhinrichsen-Rohling, 2022). As such, adapting the coding manual, and specifying the variables for analysis, was an iterative process. Additionally, all language utilized for study variables (e.g., ethnicity type, gender, referral source) reflects the language utilized within the Title IX sexual violence reports.

Procedure

The University's Office of Research Compliance, Title IX administration, and Office of Legal Affairs approved all procedures for this study. All members of the VPT involved in this study are certified in Human Subjects Research. Each signed a pledge to protect the confidentiality of students involved in Title IX reports, even though the data provided was de-identified by the Title IX office prior to its being shared.

The Title IX Office routinely collects files for each Complainant and Respondent involved in the Title IX process. These files are combined within an electronic folder. Members of the Title IX Office redacted identifiable information within these files and shared them with the VPT through a secure UNC Charlotte-linked Google drive folder. This folder and all computers the research team utilized were encrypted and password protected.

After redacting the files, the Title IX Office developed a master list that connected Complainants to random protocol numbers. The Title IX Office retained this master list and was not shared with the VPT or this investigator. Members of the Title IX Office utilized this list to collect and record academic information routinely collected with the Registrar. Specifically, the Title IX Office collected academic information for three time points (by term): the semester prior to the Title IX report, the semester of the report, and the semester after the report. This academic information was then shared with the research team only through the protocol numbers to maintain the anonymity of the data. Title IX administration consolidated and shared these files with the research team through the UNC Charlotte-linked Google drive folder.

After the Title IX sexual violence files were shared with the VPT, five cases were read to familiarize the team with the data in the case reports. During reviewing these initial files, detailed notes on potential additional codes and variables of interest were taken. After completion of the initial read, a coding manual containing all variables to be coded within the cases was developed. This manual includes the operational definition of the variables, the type of variables, and the proposed analysis of each variable. The Coding Manual utilized in this study is located in Appendix B. Coding the Title IX sexual violence files was an interactive process. As such, additional variables of interest arose throughout the process. This author and the dissertation chair approved all variables of interest before being added to the coding manual.

Throughout data collection, I acted as the lead coder and was responsible for training all additional researchers within the project. After the coding manual was updated, I began training two additional coders. Specifically, I started training by distributing the coding manual to the research team. These two additional coders reviewed the coding manual before attending a

meeting to discuss the processes for coding and address any questions about the coding process. After this meeting, the coders were asked to code a sample of five cases I had previously coded.

All codes were checked for inter-rater reliability. Any coding discrepancies within the initial sample were discussed in a follow-up meeting. When the inter-rater reliability for either coder fell below 95%, an additional training meeting occurred, and the process was repeated. After completing the training sample, cases were initially evenly distributed among the three coders. After the completion of coding, a final sample of 20% of all cases was randomly selected and coded by a second coder. These cases were then checked for inter-rater reliability. Additionally, the coders met at least once weekly to discuss any challenges experienced or questions that emerged related to the coding process.

Following the initial coding process, coders identified duplication of several files. The VPT then met with Title IX to discuss this issue and resolve the duplication. All told, Title IX identified duplication of 51 files. The Title IX Office provided redacted versions of the correct files to the research team, with a final sample size of 161. I coded all new files, resulting in uneven distribution of the coded files. I coded 62.7% ($n = 94$) of files, whereas the two additional coders coded 18.7% each ($n = 28$ each).

Materials

The current study is exploratory and utilizes archival data extracted from existing Title IX sexual violence report files. As anticipated from the Title IX Stalking Study, Title IX reports typically included initial descriptions of the incident as described by the referral source, a report summary (i.e., demographics, Complainant or Respondent contact information, incident and case information, resolution information, and notes about the interactions between Title IX administration and the involved parties), copies of all electronic communication between Title

IX and involved parties, and supplementary materials pertinent to the case (e.g., photographs, information provided by involved parties).

Demographics and Descriptive Data. All demographic information was collected through the Title IX reports. Demographic information within the reports is self-reported by students and available to the Title IX Office through the UNC Charlotte Maxient system. Within the redacted reports for Complainants and Respondents, gender, ethnicity, Greek affiliation, and athletics affiliation were often mentioned and subsequently coded. Language for these variables was maintained from their original form in Title IX reports (e.g., “Caucasian”). Dates of birth were redacted within the report. However, the Title IX administration provided a separate list of Complainant and Respondent ages at the time of the report, using the corresponding protocol numbers.

Case characteristics, including the type of sexual violence, reporting processes, characteristics of the incident(s) of sexual violence, Complainants, Respondents, and interactions between Title IX administration and survivors of sexual violence were also extracted from the reports and coded for analysis.

Respondent Affiliation. Respondent affiliation to the university was coded to assess the involvement of the Respondent within the Title IX reporting process and the potential proximity of the Respondent to the Complainant on campus. Data for Respondent affiliation was extracted from both Complainant and Respondent case files. Specifically, Respondent affiliation was identified at four levels: *Affiliated*, *Affiliated Without Respondent File*, *Not Affiliated*, *Unknown Affiliation*. *Affiliation* was used to identify Respondents who have a formal affiliation with the UNC Charlotte system (i.e., student, faculty, administrator, staff member) and are known to the Complainant and Title IX Office, as evidenced by corresponding Respondent case files.

Affiliation Without Respondent File was used to identify Respondents affiliated with the UNC Charlotte system (i.e., student, faculty, administrator, staff member) and are unknown to the Title IX Office, as evidenced by Complainant summary notes and lack of corresponding Respondent case files. *Not Affiliated* was used to identify Respondents not affiliated with the university, as evidenced by Complainant summary notes. *Unknown Affiliation* was used to identify Respondents unknown to both the Complainant and the Title IX Office as per the information in the sexual assault report.

Referral Source. The referral source was examined to assess the source of referral to the Title IX Office. Information on referral sources was collected from the identified referral source within the Complainant case file (as reported by Title IX) and as mentioned in corresponding case notes. Referral source was identified at four levels: *Self-Report*, *Mandated Reporter*, *Police and Public Safety Referral*, and *Other*. *Self-Report* was used to identify Complainants who referred themselves to the Title IX Office. *Mandated Reporter*, was used to identify referrals from mandated reporters, including all UNC Charlotte faculty and staff members (e.g., housing staff, professors, and administrators). *Police and Public Safety*, was used to identify referrals from the UNC Charlotte police department. This was separated from mandated reporters as Complainants may initiate contact with police in hopes of an investigation. *Other* was used to identify all other referral sources, such as friends and family.

Engagement. Engagement was described as Complainant engagement with the Title IX Office following initial outreach. Based on the Title IX Stalking Study, engagement was identified at three levels, *Did Not Engage*, *Engaged without Need of Services*, and *Engaged*. *Did not Engage* was used to identify Complainants who did not respond to any contact or outreach by the Title IX Office. *Engaged without Need of Services* was used to identify Complainants who

responded to Title IX Office outreach but indicated that they did not need the use of their services. Lastly, *Engaged* was used to identify Complainants who engaged with the Title IX Office after outreach and indicated a desire to utilize their services. Engagement was determined by coding summary notes within the Complainant case file. The summary notes within Complainant case files, per the Title IX Stalking Study, include descriptions of all interactions between Complainants and the Title IX Office. These notes include summaries of all communication (i.e., Complainant meeting notes, email communication, phone calls) between the Title IX Office, Complainants, and other involved parties (e.g., police, administration).

University Sanctioned Hearings. A description of a University Sanctioned Hearing was used to determine the presence of a formal Title IX adjudication process. The prevalence of a university hearing was coded as a dichotomous variable *Yes/No*, as evidenced by documentation within the Title IX Complainant and corresponding Respondent case files. The prevalence of University Sanctioned Hearings was differentiated by cases that could allow for a formal Title IX adjudication process (i.e., Respondent is affiliated with UNC Charlotte) versus those that would not allow for a formal Title IX adjudication process because the Respondent has no affiliation with UNC Charlotte.

Dependent Variable: Complainant Academic Health. Academic health was operationalized as GPA. GPA was collected by members of the Title IX administration and provided to this researcher and the VPT team using a master list with associated protocol numbers. The Title IX administration collected GPAs the semester before the Title IX report, the semester of the report, and the semester after the report through the University's Maxient system. Title IX administration also collected information indicating Complainant course withdrawal and overall drop-out from the university as reported within the UNC Charlotte Maxient system.

Complainants who initiated a report to the Title IX Office during their first semester at the university or during their last semester at the university were excluded from these analyses, as these Complainants did not have three semesters of data to consider.

Analytic Method

The current study utilized archival records from the Title IX Office and information obtained by Title IX staff from the UNC Charlotte Maxient systems to examine the nature and scope of Title IX sexual violence reports and the academic health of survivors involved in the reporting process. SPSS 26 (IBM Corp, 2019) was used for data management and data analyses. Data were collected via data extraction, as outlined in the procedure. During data cleaning, imputation for missing data was not utilized. As such, there was significant variability in sample sizes across analyses. Significance for all analyses was indicated for differences with a p -value of $<.05$.

Research Questions and Hypotheses

Research Question 1: What is the association between Respondent affiliation with the university (i.e., affiliated vs. non-affiliated) and Complainant academic outcomes over time?

Hypothesis 1: Complainant academic outcomes over time will significantly differ such that the mean Complainant GPA in the semester after making the report will have decreased more for those whose Respondent is affiliated with the university as compared to those whose Respondents are not affiliated with the university.

Research Question 2: What is the association between the referral source of the Title IX report (i.e., self vs. mandated reporter) and Complainant academic outcomes over time?

Hypothesis 2: Complainant academic outcomes over time will significantly differ by Complainant referral pathway such that Complainants who self-reported to the Title IX

Office will maintain higher GPA over time than Complainants referred to Title IX via a mandated reporter.

Research Question 3: What is the association between Complainant engagement with the Title IX Office (i.e., did not engage, engaged but indicated no need for services, engaged) and Complainant academic outcomes over time?

The third research question is exploratory. As such, formal hypotheses were not pre-specified.

Research Question 4a: What is the prevalence of Complainant involvement in a university hearing and/or investigation?

Research Question 4b: What is the association between participation in a university hearing and Complainant academic outcomes over time?

The fourth research question is also exploratory. As such, formal hypotheses were not pre-specified.

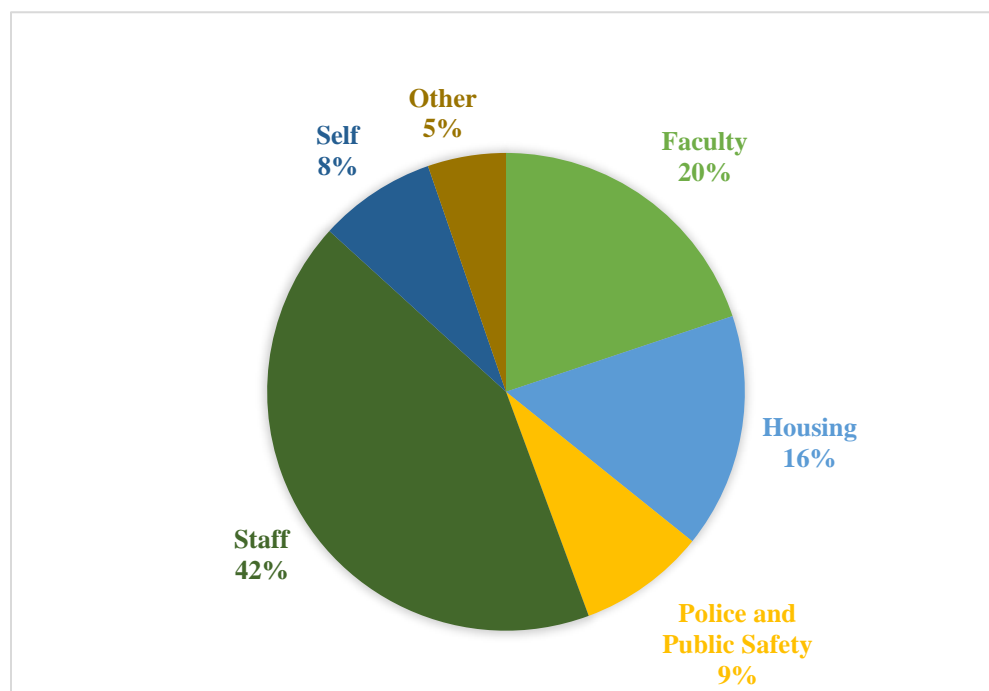
CHAPTER 5: RESULTS

As previously described, all data were extracted from deidentified Title IX reports of sexual violence obtained during the years 2018-2019 and 2019-2020. Descriptive statistics were calculated utilizing SPSS. Title IX provided a total of 161 cases for consideration in this study. Of the 161 cases, 10 cases were excluded from analyses. These exclusions consisted of cases in which there were no Complainants ($n = 7$), a case containing multiple Complainants ($n = 1$), a case with dual Complainant and Respondent roles ($n = 1$), and a case in which both parties were non-students ($n = 1$). Of note, all results are derived from information included in the Title IX sexual violence reports by the Title IX administration. Therefore, information within the reports may not completely represent the true nature of the incidents described.

Description of the Sample

Referral Source

In order of prevalence, 42% ($n = 64$) of referrals came from staff, 20% ($n = 30$) came from faculty, 16% ($n = 24$) came from housing, 9% ($n = 13$) came from Police and Public Safety, and 8% ($n = 12$) were initiated via a self-report from a Complainant. See Figure 1 for full percentages of referral sources.

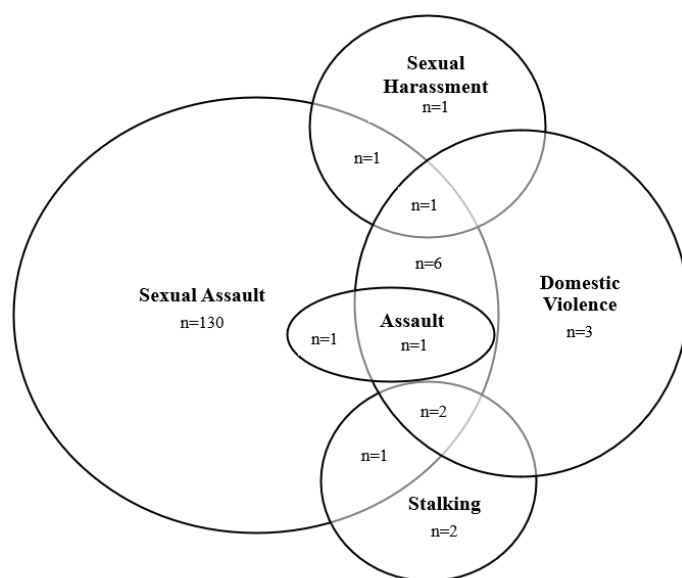
Figure 1**Referral Sources*****Case Characteristics***

During reporting, Complainants are not pressured to provide details of their sexual assault. Therefore, the level of detail in the description of incidents varied substantially across reports. For example, some cases mentioned only that the Complainant was sexually assaulted. Other cases described the event's details, including the location, parties involved, and level of force. Nearly half of Complainants ($n = 76$) interacted with Title IX and were able to provide first-hand information about their sexual assaults. Incident descriptions from the other half of cases were provided second hand by the referral sources. Twenty-six percent ($n = 39$) of cases specifically described penetration during the assault. A majority of cases ($n = 130$) were identified solely as incidents of sexual assault. However, 9% ($n = 13$) of cases described another form of incident besides sexual assault (e.g., physical assault, sexual harassment, stalking,

domestic violence). Finally, 5% ($n = 7$) of cases did not describe an identified incident of sexual assault. See Figure 2 for the types of incidents within the case files.

Figure 2

Types of Incidents Described within Case Files



Note. Sample size for each group is identified as ‘n.’

Among all cases, 29% ($n = 44$) described the incident taking place during an initially consensual meeting between the Complainant and Respondent. Examples of these meetings included meeting at a party, going on a date together, and/or spending time at the Complainant’s or Respondent’s residence. Substance use was identified in 23% of cases ($n = 35$). All cases describing the use of substances included alcohol consumption. Of those, seven cases also described suspected ‘drugging.’ Nine percent ($n = 14$) of cases were coded as containing a cyber component. Most cases that described a cyber component, identified the Respondent as either an ex-romantic partner or potential romantic partner ($n = 9$ or 64.36%).

Use of force or weapon involvement were not commonly described within the sexual assault reports. Among all cases, 6% of Complainants ($n = 9$) explicitly described attempting to

fight against the Respondent at the time of the sexual assault and 3% ($n = 4$) explicitly mentioned the use of a weapon by the Respondent. Additionally, a minority of cases or 15% ($n = 22$), made a note of an identified bystander. Seventeen percent ($n = 25$) of cases involved campus police at any time during the report's history and only 4% ($n = 6$) mentioned the collection of a sexual assault kit.

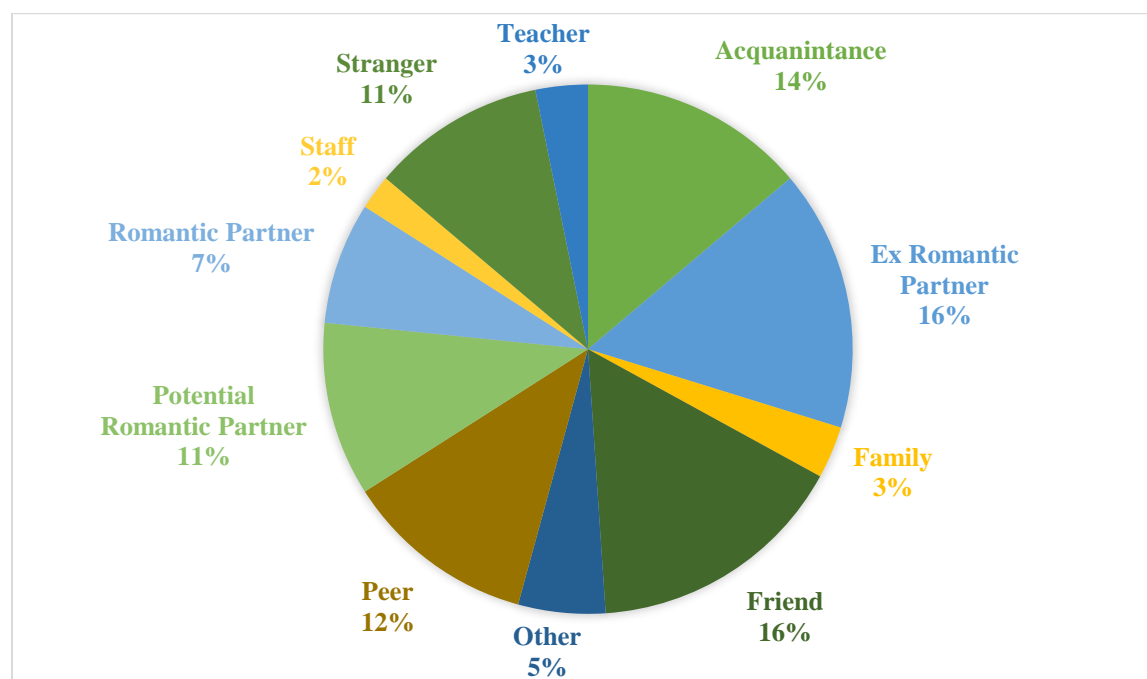
Complainant Characteristics

Complainants within the study were predominantly female (93%). Ages of Complainants ranged from 17 to 39 years, with an average age of 21 years. However, the most frequent Complainant age was 19 years old ($n = 29$). In order of prevalence, Complainants identified as Caucasian (65%), Black or African American (27%), Asian (5%), American Indian/ Alaskan Native (3%), and Other (1%). Within the entire university population, approximately 56% of students identify as Caucasian and 16% identify as Black or African American (UNCC, 2019). A 2019 Diversity report identified 37% of the student population as racial or ethnic minority. A chi-squared test of independence was performed to examine the differences in ethnic diversity between Complainants within the study and the university population. Black or African American students were more likely to be Complainants than expected based on the proportion of Black or African American students in the university population, $X^2 (1, N = 124) = 9.15, p < .01$. Complainants were predominantly students (96%). In order of prevalence, Complainants were in their junior (28%), freshman (24%), senior (22%), and sophomore (21%) years of school. Less than 1% of the Complainants were identified as student athletes or ROTC. Fifteen percent were identified as being involved in Greek organizations. Additionally, nearly half of Complainants lived off Campus (55%).

Respondent Characteristics

Respondents with identified genders were predominantly male (99%). However, the gender of the Respondent could only be identified for 61% of cases. Age was reported in 20% of all cases, with Respondent ages ranging from 18 to 68 years old. Respondent ages were most frequently between the ages of 18 and 21, with an average age of 22 and most frequent age of 21 ($n = 7$). Ethnicity was identified for 26% of all Respondents. In order of prevalence, Respondents were identified as Caucasian (42%), Black or African American (35%), Asian (15%), and Other (8%). Regarding affiliation with the university, 34% were not affiliated with the university, 34% were affiliated, and 32% had unknown affiliation. The Complainant identified respondent student status within the report for 63% of Respondents. Approximately half (52%; $n = 49$) of these Respondents were identified as students. In order of prevalence, Respondents were in their sophomore (33%), junior (33%), freshmen (29%), and senior (4%) years of school. Among student Respondents, only one was identified as a student-athlete and 22% ($n = 11$) were identified as being involved in Greek organizations. Among all Respondents, 45% lived off campus ($n = 68$), 7% lived on campus ($n = 11$), and 48% did not have an identified living location ($n = 71$).

Among all cases, 64% ($n = 96$) identified the relationship between the Complainant and Respondent within the report. In order of prevalence for known relationships, the most common relationships included former romantic partner (16%), friend (16%), acquaintance (14%), peer (12%), potential romantic partner (11%), stranger (11%), current romantic partner (7%), other (5%), teacher (3%), family (3%), and staff (2%). See Figure 3 for the total percentages of Complainant and Respondent relationships.

Figure 3**Complainant Relationship to Respondents*****Respondent Affiliation***

In order of prevalence, 34% ($n = 51$) of Respondents were not affiliated with the university, 33% ($n = 50$) were of unknown affiliation, 32% ($n = 49$) were affiliated with the university. Of those identified as affiliated with the university, 73% ($n = 36$) had corresponding case files within the Title IX reports.

Complainant Engagement

Over half of the Complainants engaged with Title IX staff following initial outreach. Specifically, 52% ($n = 78$) fully engaged with the Title IX Office, 10% ($n = 15$) initially engaged but shared they did not need services, and 38% ($n = 58$) did not engage with the Title IX Office. All students who self-reported to the Title IX Office engaged with the Title IX Office. When Complainants did engage with Title IX administration, they were offered a range of accommodations and services tailored towards their needs. Examples of these accommodations

included letters requesting accommodations from faculty, offering referrals to other services (e.g., counseling center, Safe Alliance), and supporting coordination with other departments on campus (e.g., Housing, Police and Public Safety). Among referral sources to Title IX, other than self-report, referrals from the Department of Police and Public Safety had the highest proportion of students who chose to engage with the Title IX Office (77%). Referrals from Housing had the lowest proportion of students who engaged with the Title IX Office (42%). See Figure 4 for the complete list of engagement by referral source.

Figure 4

Complainant Engagement by Referral Source

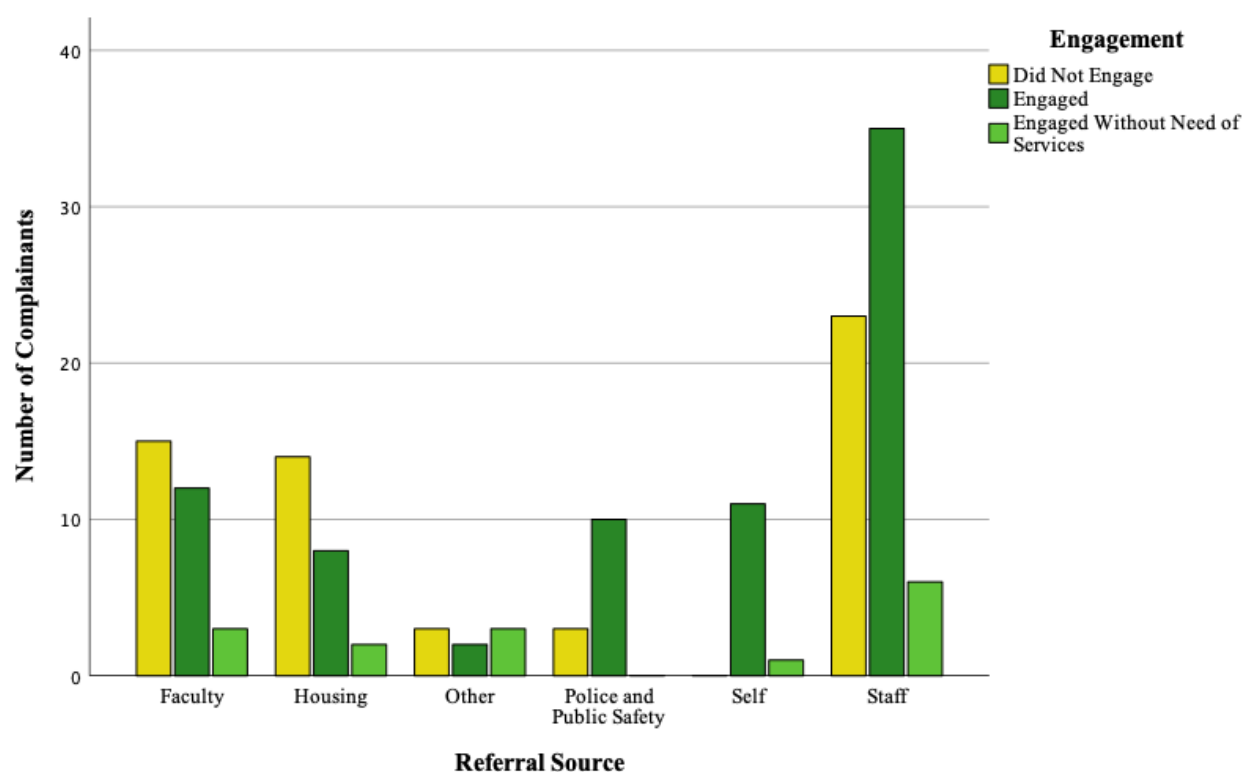


Table 1*Percentage of Engagement by Referral Source*

<i>Referral Source</i>	<i>Engaged</i>	<i>Did not Engage</i>
	<i>% (n)</i>	<i>% (n)</i>
Faculty	50% (15)	50% (15)
Housing	42% (10)	58% (14)
Other	63% (5)	38% (3)
Police and Public Safety	77% (10)	23% (3)
Self	100% (12)	0% (0)
Staff	64% (41)	36% (23)

Note. Engagement (i.e., engaged and engaged without need of services) is combined within this table.

Following initial engagement, 13% ($n = 20$) of Complainants reengaged with Title IX for additional support. Examples of re-engagement with the Title IX Office included Complainant requests for additional faculty support letters, assistance with withdrawals, and assistance with other services on campus (e.g., housing, financial aid).

University Sanctioned Hearings

Among all cases, 10 Complainants initially requested an investigation. However, 2 Complainants dropped out from the university prior to their involvement in the Title IX investigation. The remaining eight cases (5.3% of the total reports received) resulted in a hearing or formal investigative process with the university as requested by the survivor. Six of these eight cases began with a consensual meeting between the Complainant and Respondent. Five of

the 8 cases involved using substances prior to the sexual assault (i.e., alcohol). Five of these eight cases were resolved via mutual resolution, 2 were resolved via administrative or formal hearings, and 1 case file did not describe a resolution. Sanctions for Respondents involved in these hearings were described as none ($n = 2$), a one-year suspension from the university ($n = 4$), a three-year suspension from the university ($n = 2$), a required apology letter ($n = 2$), and/or a mandatory mental health evaluation ($n = 2$). Some respondents received multiple sanctions. No Respondents were expelled from the university. Additionally, two of the eight Complainants (25%) involved in these investigations or proceedings withdrew from the university. Thus, 40% ($n = 4$ of the original 10) of Complainants who sought an investigation by the Title IX Office dropped out of the university.

Clery Reportability

The Jeanne Clery Disclosure of Campus Security Police and Campus Crime Statistics Acts (The Clery Act) is a federal law requiring higher education institutions in the United States to disclose campus security information. This includes crime statistics for the campus and surrounding areas (U.S. Department of Education, 2020). Within the current study, 20 cases met the strict criteria for Clery Reportability per the reports. All other cases did not meet Clery reportability. The most common exclusionary criteria included not being identified as falling in ‘Clery Geography’ (i.e., on campus or within buildings owned by the university).

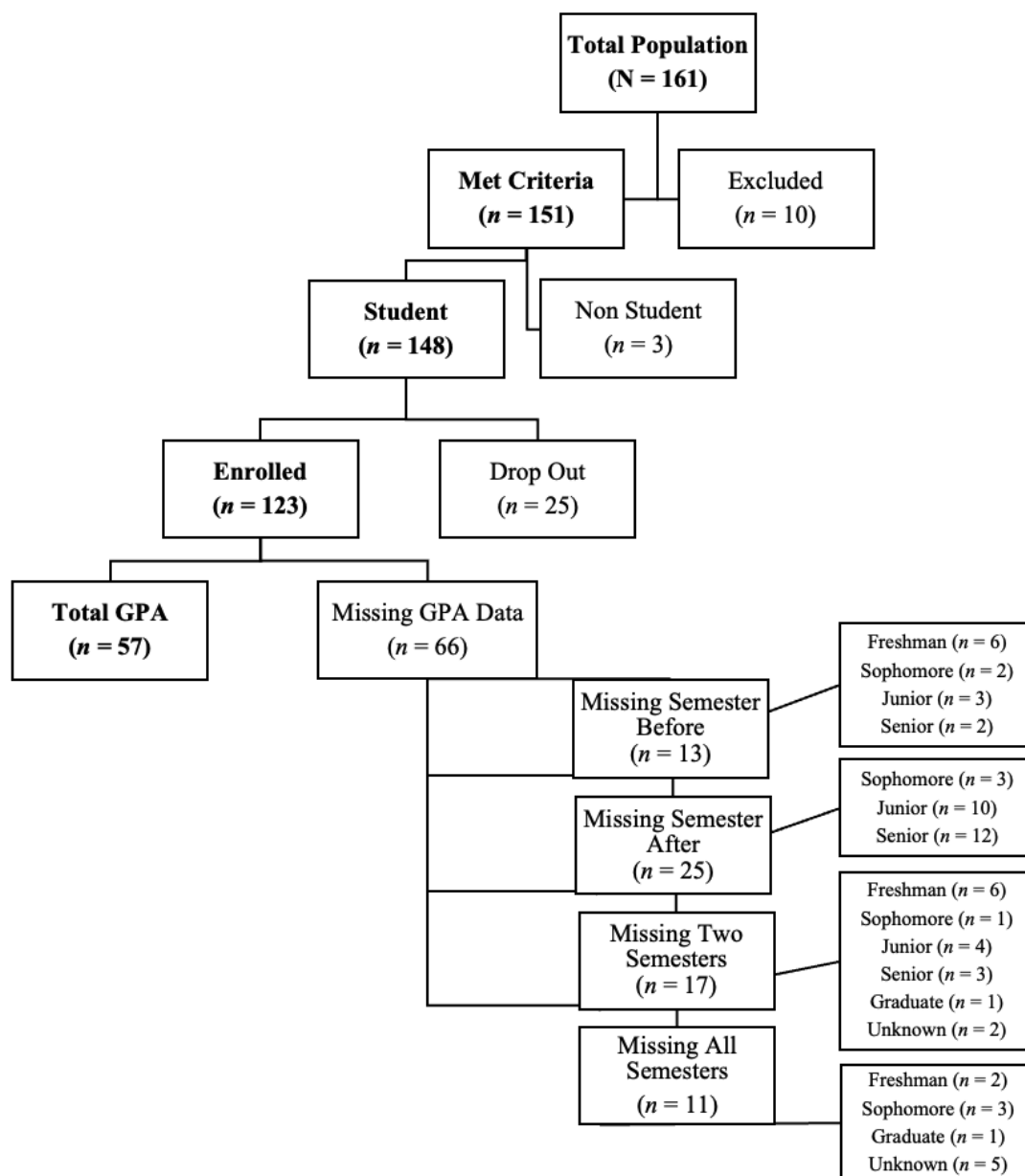
Academic Findings

Title IX administration provided academic data through the Maxient system. Among all cases, 38% ($n = 57$) of cases yielded academic data from all three time points. Full GPA data was unavailable for first-semester freshmen, transfer students in their first semester, second-semester seniors, students who transferred to another university, or students who dropped out of the

university. Additionally, many Complainants were missing GPA at various time points. Figure 5 provides a visual representation of the attrition of academic data within the study.

Figure 5

Academic Data Flow Chart



Note. Semester before indicates GPA the semester before the report, Semester after indicates the semester after the report. ‘Missing two semesters’ is a combined variable of Complainants missing GPA at any two time points.

Among all cases, Complainants earned an average GPA of 2.90 ($n = 84$) for the semester before the Title IX report. Complainants earned an average GPA of 2.97 ($n = 101$) for the semester during the report and an average GPA of 3.03 ($n = 85$) for the semester after the report. See Table 2 and Table 3 for descriptive statistics of the academic data.

Table 2

Descriptive Statistics of all Complainant Academic Data

<i>Time Period</i>	<i>N</i>	<i>M</i>	<i>SD</i>
GPA Before	84	2.90	.95
GPA During	101	2.97	.73
GPA After	85	3.03	.68

Note. This table depicts all available academic data across Complainants so *ns* vary by time point.

For Complainants with full (3 time period) academic data, Complainants earned an average GPA of 2.91 ($n = 57$) the semester before the report. These same Complainants earned an average GPA of 2.98 ($n = 57$) the semester during the report and an average GPA of 3.01 ($n = 57$) the semester after the report. Among all cases, 11% ($n = 17$) of Complainants withdrew from one or more courses and 17% ($n = 25$) of Complainants dropped out from the University.

Table 3

Descriptive Statistics of Complainant Academic Data (No Missing)

<i>Time Period</i>	<i>N</i>	<i>M</i>	<i>SD</i>
GPA Before	57	2.91	.92
GPA During	57	2.98	.81
GPA After	57	3.01	.70

Note. This chart contains academic data from Complainants with all three time points.

A higher percentage of Complainants than anticipated dropped out of the university post a sexual assault report compared to the number of dropouts within Title IX Stalking Study ($n = 1$ of 51 cases). Although dropout was not a primary focus of the analyses, it is important to understand the characteristics of Complainants who dropped out, as they have experienced the most significant form of academic impairment.

Sixteen percent ($n = 22$) of female Complainants dropped out compared to 33% ($n = 3$) of Male Complainants. In terms of ethnicity, 15% ($n = 5$) of Black or African American Complainants, 13% ($n = 5$) of Caucasian Complainants, and 18% ($n = 2$) of Complainants with other ethnic backgrounds dropped out of the university. See Table 4 for the sociodemographic and case characteristics of Complainants who dropped out of the university ($n = 25$).

Table 4

Sociodemographic Characteristics by Dropout

Baseline characteristic	Not Dropout		Dropout	
	<i>n</i>	%	<i>n</i>	%
Gender				
Female	114	95%	22	88%
Male	6	5%	3	12%
Ethnicity				
Black or AA	28	26%	5	29%
Caucasian	70	65%	10	59%
Other	9	8%	2	12%
Year in School				

Freshman	24	21%	7	47%
Sophomore	23	19%	4	27%
Junior	33	30%	3	20%
Senior	26	23%	1	7%
Other	6	5%	0	0%
Respondent Affiliation				
Affiliated	36	30%	11	44%
Not Affiliated	42	34%	8	32%
Unknown	44	36%	6	24%
Affiliation				
Engagement				
Engaged	78	63%	14	56%
Did not Engage	45	37%	11	44%

Note. All Percentages are rounded. Percentages represent the total percentage for known cases and do not include percentages of missing data.

Comparison of group demographics should be cautiously interpreted due to low sample sizes. However, Complainant dropout rates demonstrated reduction across the years in school. Complainant dropout was most common among first-year students (23%), followed by sophomore (15%), junior (8%), and senior (4%).

Data Analysis

Research Question 1: What is the association between Respondent affiliation with the university (i.e., affiliated vs. non-affiliated) and Complainant academic outcomes over time?

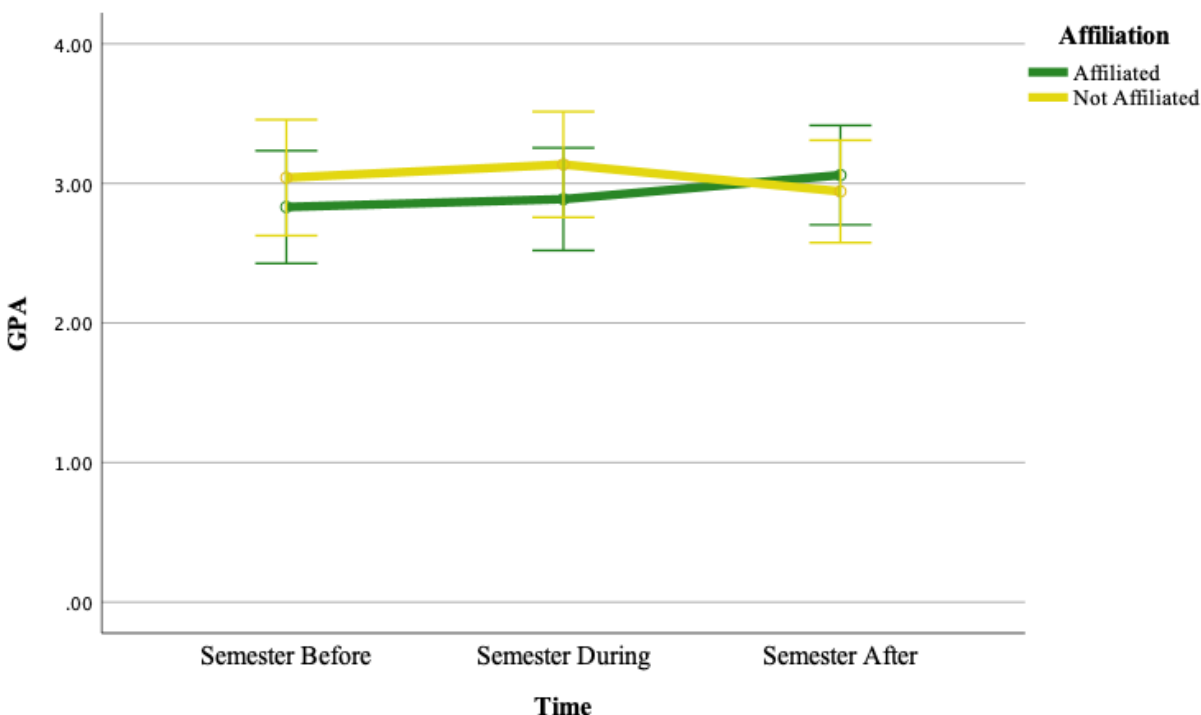
Hypothesis 1: Complainant academic outcomes over time will significantly differ such that the mean Complainant GPA in the semester after making the report will have decreased more for those whose Respondent is affiliated with the university than those whose Respondents are not affiliated with the university.

To test the first hypothesis regarding the association between Respondent affiliation to the university and Complainant academic outcomes over time, a two-way repeated measures ANOVA was conducted. A two-way repeated measure ANOVA was utilized to test within and between group differences. Specifically, the within group factor was time measured at three points (i.e., semester prior to report, semester of report, and semester after report). The between group factor was Respondent affiliation measured at two levels (i.e., affiliated, not affiliated). The dependent variable was Complainant GPA.

To complete a two-way repeated measures ANOVA, Mauchly's Test of Sphericity (Mauchly, 1940) was performed on the data. Mauchly's Test of Sphericity indicated that the assumption of sphericity was met, $\chi^2(2) = 5.57, p < .05$. However, analyses failed to demonstrate a significant effect on GPA over time by Respondent affiliation, $F(2, 66) = 2.47, p = .09$. See Figure 6 for the association between GPA over time and Respondent affiliation. Contrary to expectation, there was not a main effect for time, $F(2, 66) = .41, p = .67$, nor was there a main effect for Respondent affiliation ($p = .64$) either.

Figure 6

Association between Respondent Affiliation and GPA Over Time



Note. Affiliated sample size was 18 and Not Affiliated sample size was 17.

Research Question 2: What is the association between referral source of the Title IX report (i.e., self vs. mandated reporter) and Complainant academic outcomes over time?

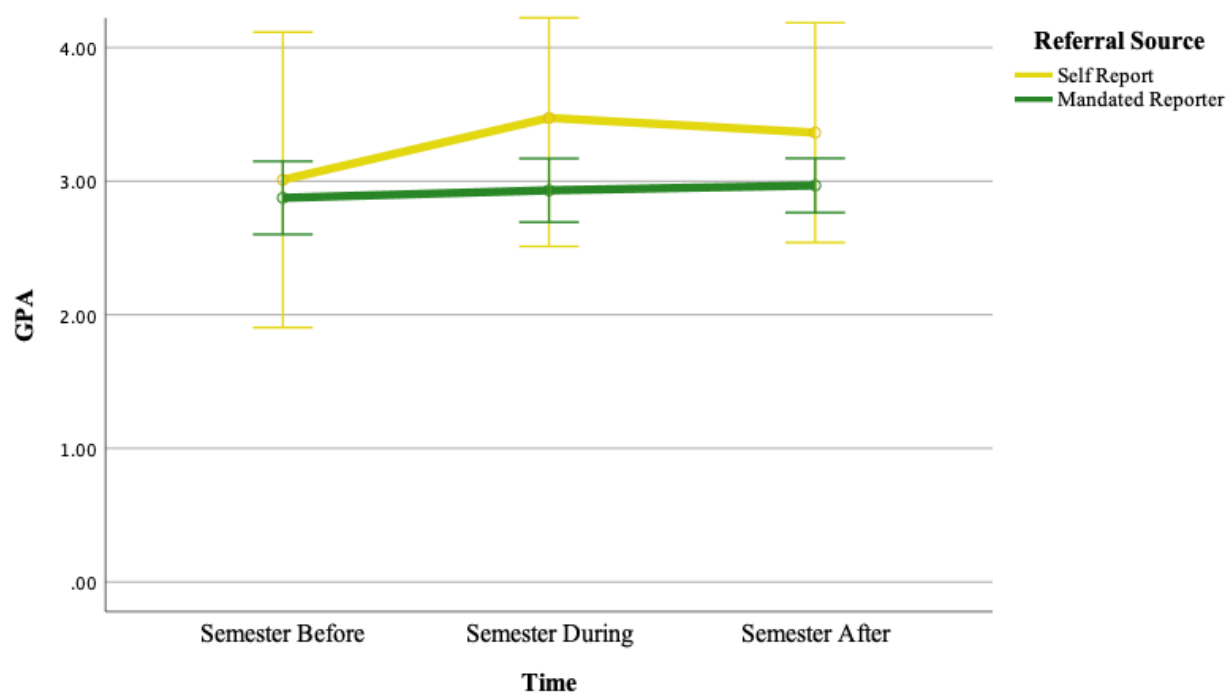
Hypothesis 2: Complainant academic outcomes over time will significantly differ by

Complainant referral pathway such that Complainants who self-reported to the Title IX Office will maintain higher GPA over time as compared to Complainants who were referred to Title IX via a mandated reporter.

Only 3 Complainants with complete academic data were classified into the self-referral group. Statistical comparisons were not conducted given the small number of Complainants who self-referred and the unequal sample sizes across groups. However, an inspection of the group means is shown in Figure 7.

Figure 7

Association between Referral Source and GPA Over Time



Note. Self-Report sample size is 3 and Mandated Report sample size is 49.

Research Question 3: What is the association between Complainant engagement with the Title IX Office (i.e., did not engage, engaged but indicated no need for services, engaged) and Complainant academic outcomes over time?

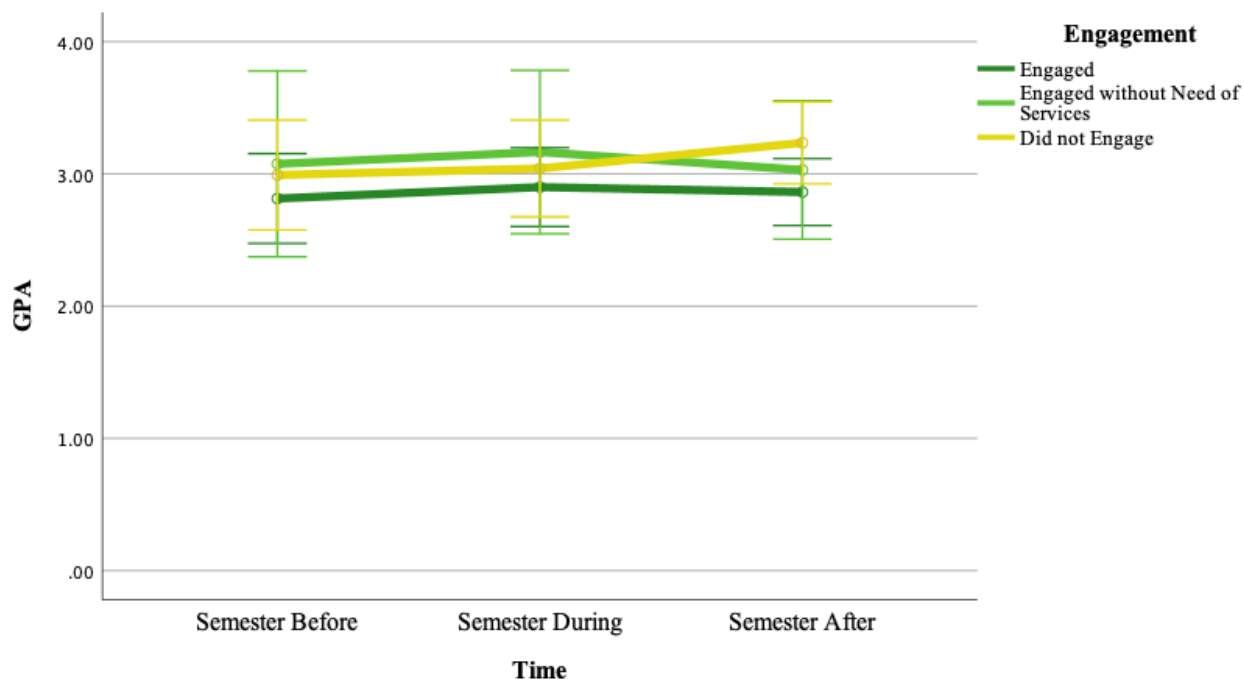
The third research question is exploratory. As such, formal hypotheses were not pre-specified. A two-way repeated measures ANOVA was conducted to test the research question regarding the association between Complainant engagement and Complainant academic outcomes over time. A two-way repeated measure ANOVA was utilized to test within and between group differences. Specifically, the within group factor was time measured at three levels (i.e., semester prior to report, semester of report, and semester after report). The between

group factor was Complainant engagement measured at three levels (i.e., did not engage, engaged without the need of services, and engaged).

To complete a two-way repeated measures ANOVA, Mauchly's Test of Sphericity (Mauchly, 1940) was performed on the data. Mauchly's Test of Sphericity indicated that the assumption of sphericity had been violated, $\chi^2(2) = 13.80, p < .001$, and therefore, a Huynh-Feldt correction was used. Analyses failed to demonstrate a significant effect on GPA over time by Complainant engagement, $F(3.47, 93.56) = .86, p = .48$. See Figure 8 for the association between time and Complainant engagement on GPA. Contrary to expectation, there was not a main effect for time, $F(1.73, 93.56) = .56, p = .55$, nor was there a main effect for engagement ($p = .51$).

Figure 8

Association between Engagement and GPA Over Time

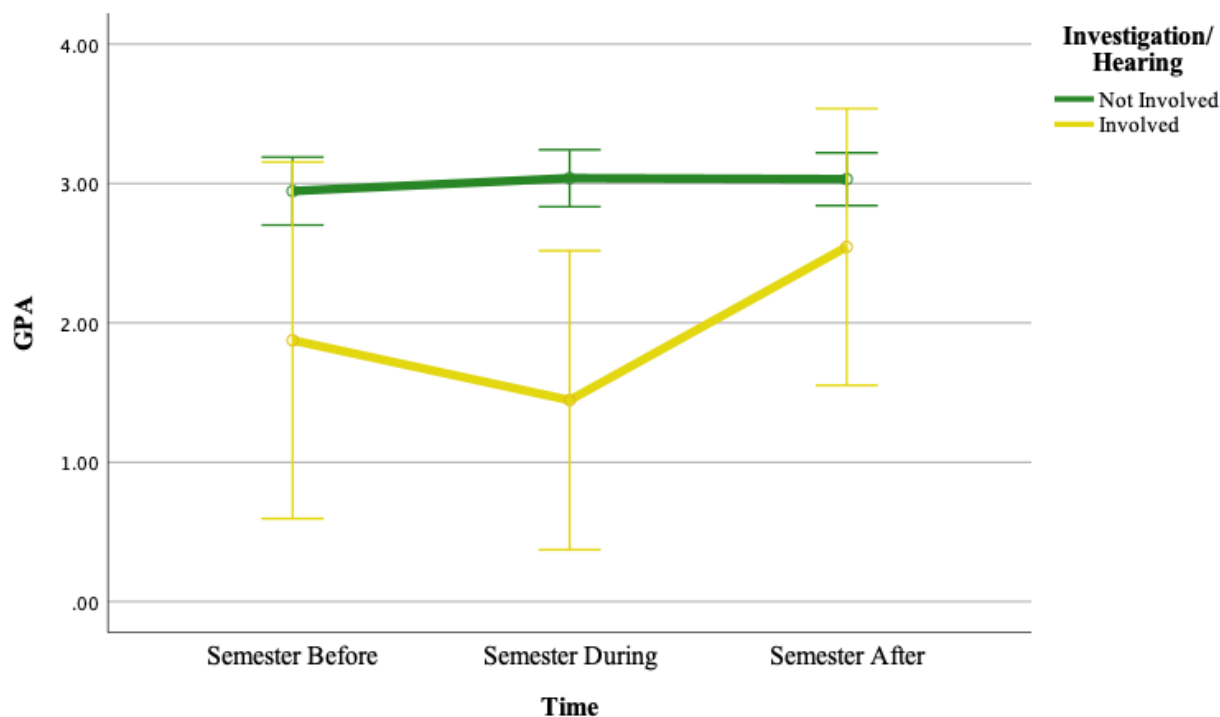


Research Question 4: What is the association between involvement in a university hearing and Complainant academic outcomes over time?

Statistical comparisons were not conducted given the low sample size of students involved in an investigation/hearing with complete academic data ($n = 2$) and the unequal sample sizes between groups. However, an inspection of the group means is shown in Figure 9.

Figure 9

Association Between Involvement in Hearings and GPA Over Time



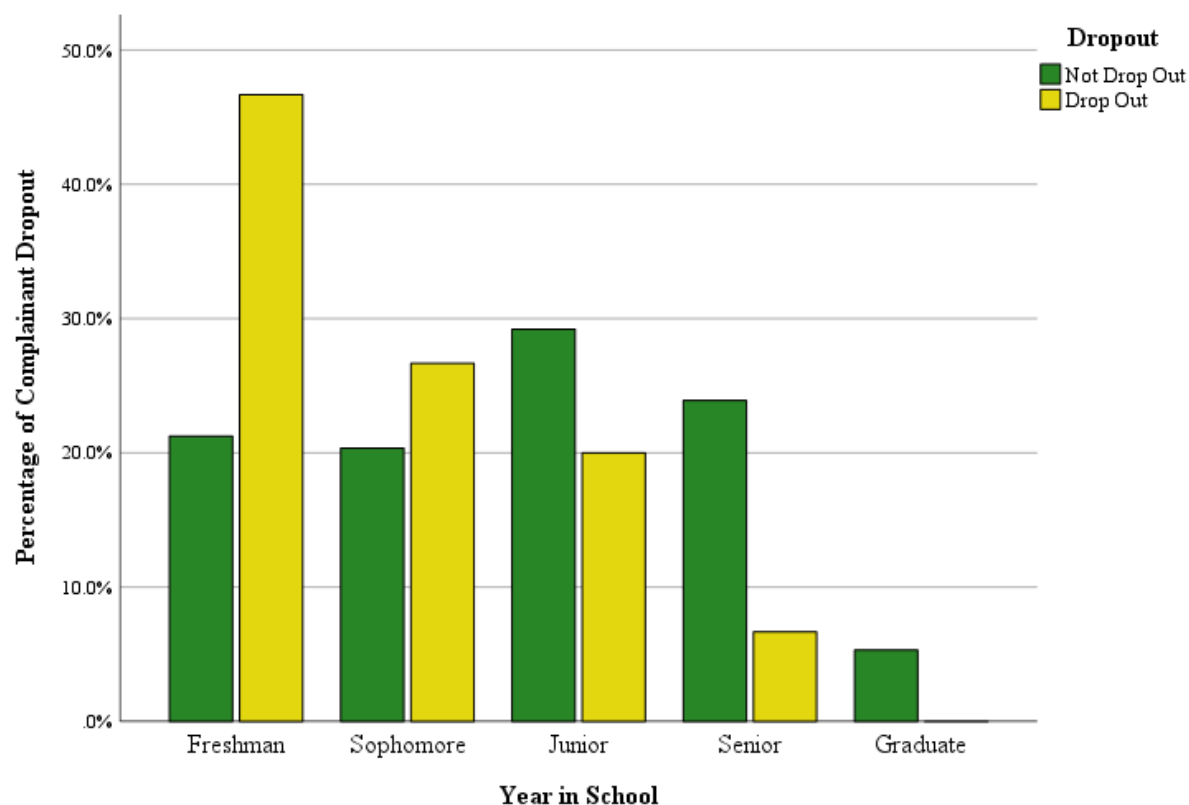
Note. Sample size of Involved is 2. Sample size of Not Involved is 55.

A meaningful amount of Complainants ($n = 25$) could not be included in academic analyses due to dropout. This is unfortunate as dropping out from the university would signify Complainants' largest possible academic impairment. To address this challenge, we completed post hoc analyses assessing relationships between dropout and other key variables. A chi-squared test of independence was performed to determine the relationship between dropout rate and engagement. Results failed to demonstrate a significant relationship between dropout (yes/no) and engagement (engaged vs did not engage), $X^2 (1, N = 146) = .52, p = .47$. A chi-squared test of

independence was then performed to assess the relationship between Respondent affiliation and dropout rate. Results failed to demonstrate a significant relationship between Respondent affiliation and dropout, $X^2 (2, N = 145) = 2.58, p = .28$. Lastly, a chi-squared test of independence was performed to assess the relationship between dropout rate and year in school. Results did not demonstrate a statistically significant relationship between dropout and year in school, $X^2 (1, N = 122) = 6.77, p = .15$. However, the dropout group size for this analysis was reduced to 15 due to missing data on year in school. See Figure 10 below for the distribution of dropouts by year in school.

Figure 10

Complainant Drop Out by Year in School



CHAPTER 6: DISCUSSION

Revisiting Purpose and Objectives

Although a plethora of research studies have considered the outcomes of survivors of campus sexual assault (Campbell et al., 2009; Carey et al., 2018), little is known about the intricacies of the Title IX reporting process nor the characteristics of cases that Title IX Offices process. The present study is believed to be the first empirical examination of a public university's Title IX sexual violence reports. This study was made possible by a unique research-practitioner collaboration with a Title IX Office at a large public campus in the Southeastern United States. The mission of this collaboration was to utilize archival Title IX data to support Title IX administration in enhancing their processes and understanding the outcomes of the students who use their services. Specifically, the overall purpose of this study was to examine the processes, nature, and scope of Title IX sexual violence reports to obtain a more complete understanding of the experiences of survivors on campus. Two years of de-identified Title IX reports (2018-2019 and 2019-2020) were coded and examined. Aggregate Maxient academic data was combined with Title IX sexual violence reports to assess the educational outcomes of Title IX Complainants.

This discussion section will begin with a summary of the findings from the study. This will be followed by a discussion of potential recommendations and future directions for research. Limitations of the study and challenges in the implementation of recommendations will also be discussed.

Summary of Findings

Across two years, 161 reports of sexual violence were filed with the Title IX Office. Prior research demonstrates that approximately 20% of women disclose being a victim of sexual

violence during college (Krebs et al., 2007; Muehlenhard et al., 2017). However, formal disclosure rates among these survivors vary widely from 1% to 26% (Cantor et al., 2015; Littleton, 2011). Given that the current university's population is over 29,000, we might have expected approximately 5,800 students to be survivors of sexual violence. Thus, the 161 sexual violence reports received by Title IX, while distressingly high, might potentially translate to receiving reports from approximately 3% of the population of hypothesized survivors on campus. The percentage of reports per population is consistent with prior reporting estimates. However, they highlight the continued challenge in connecting survivors of sexual violence with formal educational supports.

As expected, Complainants predominantly identified as female (93%) students. The high proportion of female Complainants is consistent with existing literature indicating women are more likely to experience sexual violence on campus (Campbell et al., 2009). Additionally, male survivors of sexual violence may be less likely to formally disclose their victimization (Mennicke et al., 2022). Complainants were predominantly identified as Caucasian (65%) and Black or African American (27%). The proportion of Black or African American students in this sample was noteworthy, given the university's population of Black or African American students (16%; UNCC, 2019). One possible interpretation of this finding is that many Black or African American students may be experiencing sexual violence. This interpretation would align with recent literature identifying the increased risk of campus sexual assault for women of marginalized identities (Gomez, 2022). Another interpretation could be that Black or African American students are formally disclosing their experiences at a higher rate. However, more research is warranted to understand the association between ethnicity and Title IX involvement.

Also, as expected, Respondents were identified as predominantly male (99%). Respondents were most likely to be categorized as friends (16%), ex-romantic partners (16%), acquaintances (14%), peers (12%), potential romantic partners (11%), strangers (11%), and teachers or staff (5%). These findings conflict with traditional rape myths that often portray sexual assaults as violent and forceful sexual assaults by strangers (McMahon & Farmer, 2011). Additionally, research within the field of survivor disclosure has consistently demonstrated that survivors of sexual violence are less likely to disclose assaults perpetrated by an acquaintance, friend, or dating partner compared to those perpetrated by a stranger (Griffin et al., 2022; Spencer et al., 2017). This implies that there may be a high prevalence of sexual assaults by friends, acquaintances, and romantic partners that are not reported to Title IX Offices.

Approximately one-third of Respondents were identified in the reports as being affiliated with the university and 33% were of unknown affiliation (i.e., affiliation was not identified within the report). Respondent affiliation with the university may influence survivor experiences in at least two important ways. First, survivors who were victimized by someone affiliated with the university may have to remain in a shared environment with that person in order to continue accessing their education (Coates et al., 2023). Additionally, Respondent affiliation has the underlying benefit of the potential for repercussions from the university to create a safer environment for Complainants. However, the ability to hold Respondents accountable relies on Complainants engaging with the Title IX Office, disclosing the Respondent's identity, and requesting a formal investigation. Each of these consecutive steps faced significant barriers by survivors, including not wanting to be involved in formal proceedings, fear of retribution, fear of not being believed, and negative consequences associated with involvement in Title IX investigations (Holland & Cipriano, 2021; Mennicke et al., 2021; Webermann et al., 2023).

Findings from the present study provide several insights into the utilization and process of Title IX reporting. First, very few survivors on campus initially seek out Title IX Offices to report their experiences of sexual assault or self-refer. Among all reports, only 8% were self-reported by Complainants. However, all self-referred Complainants actively engaged with the Title IX Office. Survivors of sexual violence may avoid reporting to Title IX Offices due to lack of knowledge about the reporting process, concerns with formal procedures, feeling embarrassed or shameful, fear of retribution, fear of not being believed or being blamed, believing the event to be a private matter, and/or a desire to forget about the event (Coates et al., 2023; Mennicke et al., 2021). Additionally, Complainant disclosure may be guided by their current needs. Complainants may have initially sought police services to assist in safety, legal resolutions, or mental health services to address their emotional well-being.

Within the current study, most referrals were provided by mandated reporters (i.e., faculty, housing staff, and other staff members). Standard Title IX protocol within the current university was to reach out to Complainants following a report immediately. Although mandated reporting from university faculty or staff is designed to increase campus safety and connect survivors with resources, it may impact survivors' sense of control post-assault and alter the quality of interactions with the Title IX Office (Holland et al., 2020). Following a traumatic experience such as sexual assault, survivors may not be psychologically ready to respond to outreach or meet with personnel to gain access to such services. This is especially true for survivors who may have disclosed the event to a mandated reporter without the intent of seeking Title IX services. Interestingly, referrals from Housing had the lowest proportion of engagement with the Title IX Office. This may have been due to potentially close relationships developed between housing staff and Complainants, the physical proximity of the housing staff to the event

of the sexual assault, or the unknown nature of housing staff, such as RAs, as mandatory reporters. However, this finding cannot be explained without continued research.

Second, despite high rates of mandated reporting, over half of Complainants (62%) within the current study engaged with the Title IX Office following initial outreach. This implies that mandated reporting policies resulted in 81 Complainants being provided access to university resources via the Title IX Office. When Complainants did engage with Title IX administration, they were offered a range of accommodations and services tailored towards their needs. These accommodations often included letters requesting accommodations from faculty, offering referrals to other services (e.g., counseling center, Safe Alliance), and supporting coordination with other departments on campus (e.g., Housing, Police and Public Safety). These services can potentially help support survivors post-assault in continuing their education. However, limited information is available to the Title IX Office about utilizing these services beyond providing the referral. This poses a challenge to Title IX coordinators who are tasked with “coordinating the effective implementation of supportive measures” (p. 2015, US Department of Education, 2020).

Another primary insight from this study is that investigations and formal Title IX hearings are rare due to low levels of investigation requests from Complainants. A common critique of Title IX implementation is the low ratio of reported cases to investigations (Chronicle of Higher Education, 2021; Holland & Cipriano, 2021; Lorenz et al., 2022). Findings from the present study demonstrated that only 10 Complainants requested an investigation. The survivor-oriented nature of Title IX implementation may limit the Title IX administration’s ability to pursue an investigation without the cooperation of Complainants. Given the potentially negative impacts of being involved in Title IX investigations (Lorenz et al., 2022; Webermann et al., 2023), many Complainants may not wish to pursue justice as part of their healing process. This

agency level may benefit survivors (Holland et al., 2020). However, it limits the ability of institutions to reduce the rates of violence committed by serial offenders. Despite low levels of investigation requests, approximately half of cases that did result in investigations led to sanctions that would limit Respondent exposure to Complainants (i.e., suspensions). No cases resulted in expulsions. Limited research to date examines the decision-making process for Respondent sanctions or the efficacy of those sanctions in creating safer campus environments and promoting survivor well-being.

The second aim of the present study was to assess the association between policies or case-specific factors (i.e., Respondent affiliation, Complainant agency in the reporting process, Complainant engagement with the Title IX Office, involvement in a university hearing) and academic achievement over time. Academic achievement was measured utilizing GPA at three time points. Given the small sample size of Complainants with longitudinal academic data and the variability in sample sizes across groups, it is difficult to provide definitive evidence of the impact of the event and process on academic health. Prior research consistently demonstrates the negative impact of sexual assault on survivor well-being, especially regarding academic achievement (Jordan et al., 2014; Mengo & Black, 2016; Potter et al., 2018). The 2020 regulations by the OCR assert that “The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures” (p. 2015, US Department of Education, 2020). Within the current study, the Title IX coordinator did try to effectively implement support measures, such as academic accommodation requests and referrals to other services (i.e., counseling centers).

However, the benefit of those services and the nature of their implementation beyond the Title IX Office is still not fully understood. Our findings demonstrate that Complainants,

excluding those who dropped out of the university, had relatively stable GPAs across the reporting process. For example, Complainants who engaged with Title IX did not show significant differences in GPA over time compared to those who did not engage. This null finding raises many additional questions about the nature of those who utilize Title IX services. Complainants may have engaged with Title IX due to a higher need for academic support but had those needs met. Conversely, those who received services may have improved their GPAs but suffered other consequences regarding their academic and overall well-being. Additional investigations are warranted to assess the efficacy of Title IX services in mitigating the detrimental effects of sexual assault on academic achievement.

Unfortunately, students who experience sexual violence are more likely to drop out of school than those who do not (Mengo & Black, 2016). Dropout occurred for 17% of Complainants within the study. Alarming, among those who initially pursued an investigation through the Title IX Office ($n = 10$), 40% dropped out of the university. Additionally, many survivors with the strongest need for services may have dropped out of the university before becoming involved with the Title IX Office. These students not only face the detrimental impacts of the loss of higher education, but they may also be unable to access necessary resources provided on campuses, including health insurance to cover mental health services.

For the Complainants within the current study, we did not see a significant difference in dropout rates for those who did or did not engage with the Title IX Office. Again, this null finding could have many explanations. One possible interpretation could be that Complainants who engaged with the Title IX Office had a more significant impact on their academic achievement at the time of the assault and the services implemented could provide sufficient support. However, it is challenging to conclude without a larger sample size or more robust data

from both the University and Complainants. These challenges are limitations to the current study. However, they provide valuable insight for future research.

Recommendations and Directions for Future Research

Understanding the nature of Title IX reports and Complainant interactions with Title IX Offices provides valuable information for improving institutional responses to sexual violence. Although Title IX Offices are responsible for providing resources to Complainants, findings from this study suggest that Title IX Offices may face challenges in effectively supporting survivors. Given the likely low reporting rates, Title IX Offices have difficulty connecting with many survivors on campus. They also are limited in their ability to assess Complainant utilization of referred services, the quality of the services provided, or long-term Complainant outcomes. Additionally, continually changing Title IX legislation makes implementation and evaluation of policies difficult.

Emerging research on the experiences of survivors who utilize Title IX services, including this dissertation, provides insight that could facilitate practical recommendations and policy change. However, effectively supporting survivors of campus sexual violence requires considerable effort, resources, and transparency from universities. It also requires policy makers and universities to shift from focusing on liability and compliance to safety and wellbeing (Holland & Cipriano, 2021; Moylan & Javorka 2020). Suggestions and considerations are presented below.

First, efforts should be made to increase the standardization of information collected by the Title IX Office and other campus authorities. Ideally, this would involve systematically collecting information about Complainants, Respondents, and incident details. These data should also include contextual information surrounding the reports, decision making factors utilized by

the Title IX Office, accommodations and resources allocated to Complainants, and Complainant and Respondent outcomes. In the current process of Title IX reporting, much of this information is collected. However, it is not recorded in a way that is easily accessible, reportable, or comparable across institutions. Efforts should also be made to systematically collect information from students about their experiences of reporting sexual violence to Title IX Offices and engaging in the investigation process. This information would provide valuable insight into the accessibility and acceptability of Title IX services for Complainants.

The development of this baseline information has several benefits. First, it can help to facilitate research efforts which seek to understand better the nature of current Title IX policies and the outcomes of Complainants. Future studies should continue to explore when and why students engage with Title IX Offices, how various case factors influence engagement with Title IX Office or the outcomes of Complainants, as well as Complainant decision-making factors for pursuing a formal investigation, Title IX decision making factors in pursuing formal investigations and hearings, the efficacy of specific policies (e.g., mandated reporting), and whether Title IX involvement buffers against the influence of sexual violence on academic achievement. The second major benefit of the systematic collection of this information is that it enables the evaluation of Title IX implementation and outcomes across universities. Lastly, it could facilitate the evaluation of changes in Title IX guidance over time, which is important given the evolving landscape of Title IX legislation.

Second, establishing transparency for Title IX implementation, procedural decisions, and Complainant and Respondent outcomes are crucial for creating a safer campus environment and increasing university accountability. Efforts to better understand the implementation of Title IX policies and the well-being of Complainants who utilize Title IX services are often hindered by

systemic lack of transparency. Enhancing transparency, while balancing the protection of identifiable Complainant and Respondent data, could help to build trust between survivors and campus administration. Practically, this could involve transparency around the prevalence rates of sexual violence and Title IX sexual violence reporting, decision-making for investigations and hearing outcomes, and oversight for Complainants and Respondents involved in Title IX proceedings (Holland & Cipriano, 2021).

Current efforts to enhance institutional transparency, such as those set out in the Clery Act, are often insufficient in accurately portraying campus safety. Case in point, the Clery Act requires institutions to compile and disseminate yearly reports detailing the prevalence of crimes on campus. This report is intended to be a transparent representation of campus safety. Within the current study, only 20 cases met the strict criteria for Clery Reportability. This discrepancy speaks to the need for policy-level action in enhancing universal tracking, reporting, and publicizing of the outcomes of reports made to the Title IX Office. However, this would also require a shift of universities from focusing on the reduction of liability to the genuine safety of its students, especially the female students who are disproportionately affected by sexual violence (Campbell et al., 2009).

Future research can help to facilitate these efforts by aggregating data across multiple sources (i.e., Title IX Office, students, counseling centers) and publicizing their findings. In particular, exploring the experiences of survivors on campus through the use of campus climate surveys has the potential to both inform and enhance Title IX implementation. When conducted with methodological rigor, campus climate surveys offer a secure and confidential avenue for students to disclose information regarding their experiences of sexual victimization (Krebs, 2022). Future efforts should be made to develop surveys with a focus on the decision-making

process for engaging with Title IX Offices or pursuing a formal investigation and the wellbeing of Complainants who were involved with Title IX Office. The aggregation of data from both Title IX reports and campus climate surveys can create a more complete picture of the experiences of survivors on campus. Additionally, universities can, in turn, use these findings to improve their prevention programs, service delivery, investigative process, and policy implementation.

Another recommendation is to consider whether the Title IX Office is the most suitable entity to allocate resources for survivors. Current policy requires Title IX administration to take a neutral stance in investigations for Complainants and Respondents. This implementation, though well-intended, limits the ability of Title IX Offices to provide a disproportionate amount of support to Complainants as opposed to Respondents may need to continue pursuing their education. Universities should advocate for policy changes that allow the development and consistent implementation of campus-based advocacy programs. Research on the implementation of advocacy programs has demonstrated that they are both acceptable to survivors and associated with improved health outcomes (Graham et al., 2021).

Campus-based advocacy programs may be a valuable resource for survivors who feel apprehensive about approaching administrators and uncertain about the reporting process. These programs can offer valuable guidance on pursuing investigations or legal action and accompanying and directly assisting survivors during administrative meetings and legal hearings. Additionally, they can continually evaluate survivor well-being to provide resources throughout the healing process. These programs could subsequently offer trauma-informed workshops to the survivor's friends and family, enhancing their ability to respond appropriately to survivor disclosure. Title IX Offices are currently constrained by other Title IX legislation. Therefore,

advocacy programs could help to fulfill the Title IX Coordinators responsibility of coordinating the effective implementation of supportive measures by supplementing Title IX Office's current support.

Complainants within the current study were most often referred to Title IX Offices by mandatory reporters. Complainants' initial disclosure of sexual violence to these formal sources may have implications for their well-being and engagement with Title IX Offices. Therefore, more resources should be allocated towards trainings and guidelines for faculty members' responses to disclosure. Current policy vaguely suggests equitable support services, prompt reporting, and absence of retaliation. They do not outline how faculty should respond to students or provide guidelines for trauma-informed approaches to support survivors. Instead of focusing on mandatory reporting compliance, faculty should be provided thorough trainings on compassionate responses towards disclosure, guidance for navigating the reporting process, and oversight for the implementation of reasonable accommodations.

Study Limitations

Although there is a breadth of research examining college sexual assault and the outcomes of survivors, there is limited research examining the nature and efficacy of Title IX processes and policies in supporting survivors of sexual violence. Additionally, there is no research utilizing case files from Title IX Offices to explore the characteristics of Title IX sexual violence cases. Thus, this dissertation is fundamentally exploratory. It can offer a preliminary investigation into several critical questions regarding the nature of Title IX sexual violence reports and Title IX's role in aiding survivors on college campuses. However, it cannot provide conclusive answers to those questions.

To better understand the nature of Title IX sexual violence reports, this study utilized all cases from the years 2018-2019 and 2019-2020. Archival data was ideal for the present study as data were available for the entire population within a specific time. Other methods, such as those involving the recruitment of Complainants who utilized Title IX services, might have further limited the sample size and potentially skewed the sample due to selection bias. Despite its benefits, archival data has inherent limitations including challenges in understanding secondary data, time and effort in data extraction, and limits to the information within the files that is available to code (Jones, 2010).

The archival data utilized within the study provided answers to questions about the Title IX reporting process and specific academic outcomes but was limited to the kinds of information that were documented in Title IX reports. Title IX Offices across the country do not have standardized documentation or information that they collect from each Complainant. Although some information is routinely collected (e.g., incident date, gender), notes within the case are subjectively reported and often omit important details about the characteristics of the case (e.g., substance use, bystanders). Additionally, all information contained within the reports is second-hand. This has implications for the validity of the dataset as Complainants may have withheld information during the reporting process or the referral source may not have shared known information.

Although our initial sample size of 161 would have been sufficient for data analysis, the large amounts of missing data, the small sample sizes for particular groups, and unequal groups for comparison limited our ability to conduct some of the proposed statistical analyses. Additionally, although GPA is often used as a proxy of academic health, it is an imperfect measure of academic health and does not provide enough detail to understand the benefit of

services fully. The proposed analyses did not account for the proportion of Complainants who dropped out of the university. Larger sample sizes, potentially across additional years, would allow us to assess academic outcomes over time more accurately. However, any adjustment in the groups analyzed would need to account for differences in policies across the years of collection or differences in implementation across institutions.

Future studies would benefit from data from multiple sources, including Title IX reports and self-report Complainant information. Self-reports from Complainants could include information on their overall well-being, including indicators of academic health beyond GPA (i.e., ability to focus during class, comprehension of material, ability to meet academic goals). This would minimize missing data and strengthen the overall quality of the study by providing additional information on their experience with Title IX services as well as robust data on the well-being of Complainants beyond their academic achievement.

Lack of generalizability is another important limitation. All cases were obtained from the same large southeastern university. The ever-changing nature of Title IX guidance, policies, and regulation makes it difficult to generalize findings from samples across universities or across periods (Bowers, 2022; Title IX of the Education Amendments Act of 1972: Notice of Proposed Rulemaking, 2018). Additionally, these findings may not be generalizable to the experiences of Complainants since the Coronavirus pandemic. Despite these limitations, the findings from this study should be utilized to provide insight into the largely unknown process and outcomes of Complainants. They should also be utilized to guide future research on the efficacy of Title IX policies.

Conclusions

Women on college campuses are disproportionately affected by sexual violence and often

do not receive the support or services necessary to maintain their academic goals. Title IX aims to prevent gender-based discrimination and ensure equal access to education. Our study provides a new level of insight into the nature of Title IX sexual violence reports, the process of Title IX implementation, and the academic outcomes of Complainants at a single university. As universities strive to enhance the well-being and safety of their students, more efforts should be made to systematically evaluate Title IX processes and ensure that Title IX implementation and policies effectively support survivors.

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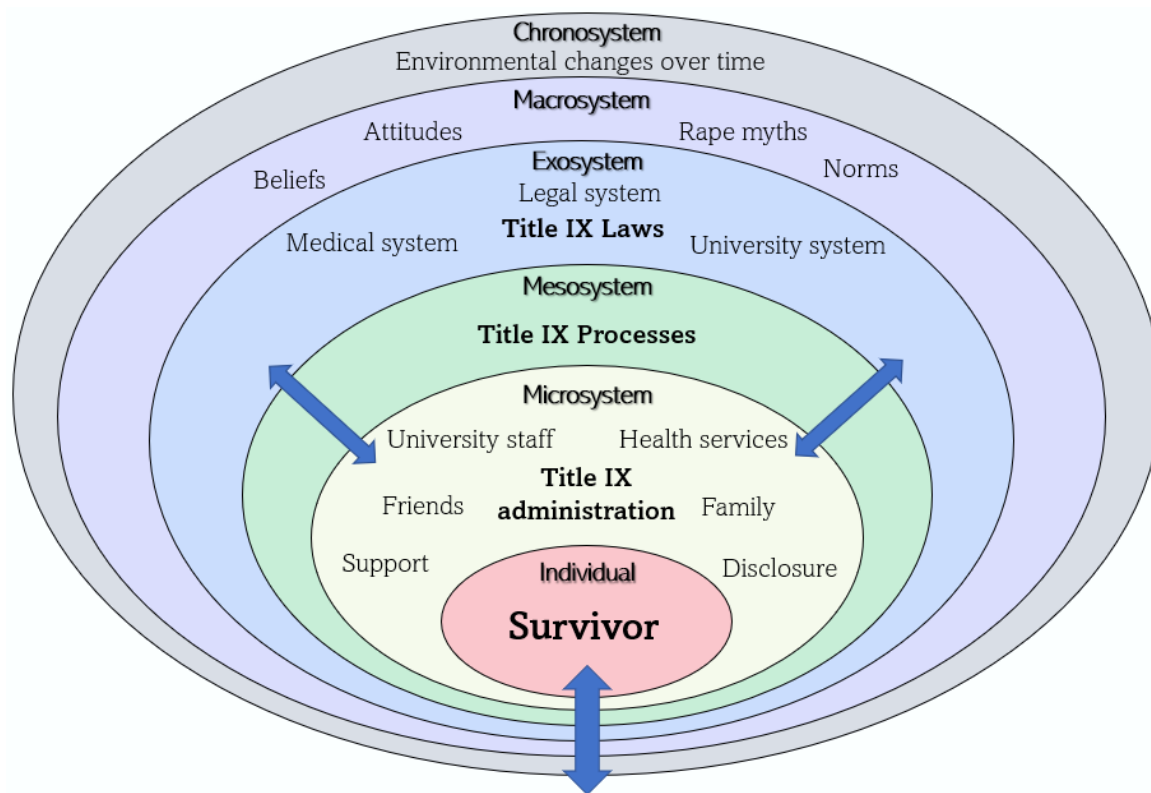
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APPENDIX A: ECOLOGICAL MODEL

An Adapted Ecological Model of the Role of Title IX in Survivor Health



APPENDIX B: TITLE IX SA CODEBOOK MANUAL

Title IX SA Codebook Manual

Overview

This document outlines the procedures for coding all Title IX Sexual Violence files provided by the Title IX Office. These files are in a protected Goggle Drive folder, managed by Austin Coates.

Procedures:

Coding of an assigned file should begin with a general review of the files within the case folder. A majority of the coding information will be contained within the summary file. However, all files should be skimmed for supplementary information. Each coder will be provided a separate coding tab within the shared coding Google Sheets file. Each coder's tab will contain all assigned case files. After completion of coding, the coder should initial the file to indicate completion. Initials should only be provided for complete files (except for missing data from the Title IX Office, highlighted in yellow). Once the case file is complete, Austin will transfer this data to the Master Codebook tab.

Handling Missing Data:

Missing data should be coded as '99' for all applicable variables. Information not contained within the summary file should only be marked as missing if that information is not provided in another file. For example, the information should be coded if the file is missing Greek Affiliation data, but an email mentions affiliation with a Greek chapter. Variables that are not applicable (e.g., Athletic affiliation for a nonstudent Respondent) should be coded as 'NA.' Please read each variable description to determine location of the variable information.

Notes/Comments:

Any contradictory data (e.g., summary file indicated no Greek affiliation, but case files indicate Greek affiliation) should be noted via comment on the selected variable. Additionally, any notes or comments about a particular file should be recorded in the case notes file within the shared Google Drive folder.

Variable Descriptions:

Variable Name: The name of variable within the file

Variable Label: Brief description of the variable

Variable Format: Type of variable (i.e., string, numeric)

Variable Codes: Exact codes that may be used for said variable (e.g., open-ended, 0-99, Freshman or Senior)

Analysis: Proposed analysis for variable (e.g., M, SD, Frequency, qualitative)

Location: Location of the variable within the case files and description of the variable, if applicable

FILE DETAILS

ID

Variable Name: ID

Variable Label: ID provided on case file (per Title IX Office)

Variable Format: String

Variable Codes: 1-163

Analysis: None

Location: Title of case file

Year

Variable Name: Year

Variable Label: Academic year of the case file

Variable Format: String

Variable Codes: 2018-2019, 2019-2020

Analysis: Frequency

Location: Academic year is located within the summary case file. This information can be determined by the date of the report.

Semester

Variable Name: Semester

Variable Label: Semester the file was created

Variable Format: String

Variable Codes: Fall, Spring, Summer

Analysis: Frequency, control variable for academic information (exclude case files in Spring of 2020)

Location: Semester is located within the summary case file. This information can be determined by the date of the report.

Attachments

Variable Name: Attachments

Variable Label: Number of attachments

Variable Format: Numeric

Variable Codes: 0-500

Analysis: Mean, Standard Deviation, Range

Location: Number of attachments can be calculated by adding the number of files located within a case folder.

CompFile

Variable Name: CompFile

Variable Label: Presence of a Complainant file folder

Variable Format: String

Variable Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant file should be located within the case folder (provided by Title IX). If a Complainant folder is absent, check all other corresponding folders before indicating ‘no’ (e.g., check the Respondent folder for the Complainant summary file). Files missing from the case folder but present in another location should be marked as ‘yes’ noted in the coding notes Google file.

RespFile

Variable Name: RespFile

Variable Label: Presence of a Respondent file folder

Variable Format: String

Variable Codes: Yes=1, No=0

Analysis: Frequency

Location: Respondent file should be located within the case folder (provided by Title IX). If a Respondent folder is not present, check all other corresponding folders before indicating ‘no’ (e.g., check Complainant folder for Respondent summary file). Files missing from the case folder but present in another location should be marked as ‘yes’ noted in the coding notes Google file.

COMPLAINANT DEMOGRAPHICS

Age

Variable Name: Age

Variable Label: Complainant Age

Variable Format: Numeric

Variable Codes: 0-99

Analysis: M, SD, Range

Location: Complainant age is calculated by the Title IX Office using Complainant birthdays. It can be found in the missing variable form provided by Title IX and will not be located directly in the Title IX report file. Information that is missing and will be provided by Title IX is highlighted in light yellow. It should still be coded as '99.'

Gender

Variable Name: Gender

Variable Label: Complainant Gender

Variable Format: String

Variables Codes: Female, Male, Trans, GNC (gender non-confirming)

Analysis: Frequency

Location: Complainant gender is found in the first section of the Title IX summary report titled "Demographics."



The screenshot shows a web interface for "Title IX Case Management". At the top, there is a header with "Case Number" and "Title IX Case Management". Below this is a "DEMOGRAPHICS" section. The "Gender" field is highlighted with a red circle and contains the text "Female". Other fields visible include "DOB", "Ethnicity", "Classification", "Major", "Athletics", "Greek", "Honors", "ROTC / Veteran", "Pronouns", "PASR - Matriculation Term", "Academic Integrity - Incident Term", "Risk Level", "Academic College", and "Blood Alcohol Content (BAC)".

Ethnicity

Variable Name: Ethnicity

Variable Label: Complainant Ethnicity

Variable Format: String

Variables Codes: Caucasian, Black or African American (indicate exactly as described by Title IX in case file)

Analysis: Frequency

Location: Complainant ethnicity is found in the first section of the Title IX summary report titled “Demographics.”

StudentStatus

Variable Name: StudentStatus

Variable Label: Complainant student status

Variable Format: String

Variables Codes: Student, NonStudent

Analysis: Frequency

Location: Student status should be described within the Title IX summary report section titled, “Incident Description.” If Complainant is not a student, other demographic variables related to students should be marked as NA. Do not complete the remainder of Complainant Demographics without confirming student status to avoid mislabeling missing data.

YearSchool

Variable Name: YearSchool

Variable Label: Complainant year in school (student classification)

Variable Format: String

Variables Codes: Freshman, Sophomore, Junior, Senior, Graduate

Analysis: Frequency

Location: Complainant year in school is found in the first section of the Title IX summary report titled “Demographics.”

Major

Variable Name: Major

Variable Label: Complainant major

Variable Format: String

Variables Codes: SOCY, PBUS, UCOL (indicate exactly as described in file)

Analysis: Frequency

Location: Complainant major is found in the first section of the Title IX summary report titled “Demographics.”

Athletics

Variable Name: Athletics

Variable Label: Complainant UNCC Athletic Affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant athletic affiliation is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

Greek

Variable Name: Greek

Variable Label: Complainant UNCC Greek Organization Affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant Greek affiliation is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describes affiliation) code as 1 and make not in case file notes folder.

Honors

Variable Name: Honors

Variable Label: Complainant Academic Honors Status

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant honors status is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

ROTC Veteran

Variable Name: ROTCVet

Variable Label: Complainant ROTC membership or veteran affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant ROTC or veteran status is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describes affiliation) code as 1 and make not in case file notes folder.

Housing

Variable Name: Housing

Variable Label: Complainant Housing Location

Variable Format: String

Variables Codes: OnCampus, Offcampus

Analysis: Frequency

Location: Complainant housing is found in the second section of the Title IX summary report titled “Contact information.” Housing is often confirmed throughout the incident details.

RESPONDENT DEMOGRAPHICS

* To access respondent variables, you must enter the Respondent Case File

* Respondent variables are first found in Respondent case file but are also likely to be described in Complainant incident description.

RAge

Variable Name: RAge

Variable Label: Respondent Age

Variable Format: Numeric

Variables Codes: 0-99

Analysis: M, SD, Range

Location: Respondent age is calculated by the Title IX Office using Respondent birthdays. It can be found in the missing variable form provided by Title IX and will not be located directly in the Title IX report file.

RGender

Variable Name: RGender

Variable Label: Respondent Gender

Variable Format: String

Variables Codes: Female, Male, Trans, GNC (gender non-confirming)

Analysis: Frequency

Location: Respondent gender is found in the first section of the Respondent Title IX summary report titled “Demographics.” This information can also be located in the Complainant summary notes or incident description. Please check all corresponding files before indicating missing.

REthnicity

Variable Name: REthnicity

Variable Label: Respondent Ethnicity

Variable Format: String

Variables Codes: Caucasian, Black or African American (indicate exactly as described by Title IX in case file)

Analysis: Frequency

Location: Respondent ethnicity is found in the first section of the Respondent Title IX summary report titled “Demographics.” This information can also be located in the Complainant summary notes or incident description. Please check all corresponding files before indicating missing.

RStudentStatus

Variable Name: RStudent

Variable Label: Respondent student status. If not a student, other relation to UNCC (i.e., employee)

Variable Format: String

Variables Codes: Student, Nonstudent

Analysis: Frequency

Location: Student status should be described within the Title IX summary report section titled, “Incident Description.” If the Respondent is not a student, other demographic variables related to students should be marked as NA (e.g., athletic affiliation). Do not complete the remainder of Complainant Demographics without confirming student status to avoid mislabeling missing data.

Affiliation

Variable Name: Affiliation

Variable Label: Respondent affiliation to UNC Charlotte

Variable Format: String

Variables Codes: Affiliated, Affiliated Without Respondent File, Not Affiliated, Unknown

Affiliation

Analysis: Frequency, covariate

Location: Affiliation should be described within the Respondent case file or Complainant case file. Affiliation will be used to identify Respondents affiliated with the UNC Charlotte system (i.e., student, faculty, administrator, staff member) and are known to the Complainant and Title IX Office, as evidenced by Respondent corresponding case files. Affiliation Without Respondent File will be used to identify Respondents affiliated with the UNC Charlotte system (i.e., student, faculty, administrator, staff member) and are unknown to the Title IX Office, as evidenced by

Complainant summary notes and lack of corresponding Respondent case files. Not Affiliated will be used to identify Respondents who are not affiliated with the university, as evidenced by Complainant summary notes. Unknown Affiliation will be used to identify Respondents unknown to both the Complainant and Title IX Office.

RYearSchool

Variable Name: RYearSchool

Variable Label: Respondent year in school (student classification)

Variable Format: String

Variables Codes: Freshman, Sophomore, Junior, Senior, Graduate

Analysis: Frequency

Location: Respondent year in school is found in the first section of the Respondent Title IX summary report titled “Demographics.” It may also be described within corresponding Complainant case notes.

RMajor

Variable Name: RMajor

Variable Label: Respondent major

Variable Format: String

Variables Codes: SOCY, PBUS, UCOL (indicate exactly as described in file)

Analysis: Frequency

Location: Respondent major is found in the first section of the Title IX summary report titled “Demographics.”

RAthletics

Variable Name: RAthletics

Variable Label: Respondent UNCC Athletic Affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Respondent athletic affiliation is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with the label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

RGreek

Variable Name: RGreek

Variable Label: Respondent UNCC Greek Organization Affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Respondent Greek affiliation is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

RHonors

Variable Name: RHonors

Variable Label: Respondent Academic Honors Status

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Respondent honors status is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

RROTCVet

Variable Name: RROTCVet

Variable Label: Respondent ROTC membership or veteran affiliation

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Respondent ROTC or veteran status is found in the first section of the Title IX summary report titled “Demographics.” Check corresponding files for indicated of affiliation. If information is contradictory with the label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

RHousing

Variable Name: RHousing

Variable Label: Respondent Housing Location

Variable Format: String

Variables Codes: OnCampus, OffCampus

Analysis: Frequency

Location: Respondent housing is found in the second section of the Title IX summary report titled “Contact information.” Housing is often confirmed throughout the incident details.

ACADEMIC INFORMATION

GPA Prior

Variable Name: GPAPrior

Variable Label: Complainant GPA the semester before the report

Variable Format: Numeric

Variables Codes: 0.0 - 4.0

Analysis: M, SD, Range, Repeated Measures ANOVA

Location: Complainant Prior GPA will be provided in a spreadsheet from the Title IX Office. It should be indicated as missing ('99') until provided.

GPA Report

Variable Name: GPAReport

Variable Label: Complainant GPA the semester of the report

Variable Format: Numeric

Variables Codes: 0.0 - 4.0

Analysis: M, SD, Range, Repeated Measures ANOVA

Location: Complainant report GPA will be provided in a spreadsheet from the Title IX Office. It should be indicated as missing ('99') until provided.

GPA After

Variable Name: GPAAfter

Variable Label: Complainant GPA the semester after the report

Variable Format: Numeric

Variables Codes: 0.0 - 4.0

Analysis: M, SD, Range, Repeated Measures ANOVA

Location: Complainant After GPA will be provided in a spreadsheet from the Title IX Office. It should be indicated as missing ('99') until provided.

Withdrawals

Variable Name: Withdrawals

Variable Label: Number of courses the Complainant has withdrawn from

Variable Format: Numeric

Variables Codes: 0-99

Analysis: M, SD, Range

Location: Withdrawals will be provided in a spreadsheet from the Title IX Office.

Dropout

Variable Name: Dropout

Variable Label: Complainant Dropout

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant dropout will be provided in a spreadsheet from the Title IX Office.

INCIDENT DETAILS

Incident

Variable Name: Incident

Variable Label: Type of incident

Variable Format: String

Variables Codes: Dating Violence (DV), Sexual Harassment (SH), Sexual Violence (SV), Stalking (S), Other (O)

Analysis: Frequency

Location: Incident variable can be found within the description of the “Incident Details” section.

It can also be found in the Title IX “tags.” Importantly, the codes for incidents are not mutually exclusive and each type of incident should be included per case.

IncidentDesc

Variable Name: IncidentDesc

Variable Label: Description of the Incident

Variable Format: String

Variables Codes: Open-Ended

Analysis: Qualitative

Location: Description of the incident should be described after reviewing of summary notes to indicate the type of incident. Descriptions should be under 20 words.

NumIncident

Variable Name: NumIncident

Variable Label: Number of incidents

Variable Format: Numeric

Variables Codes: 0-99

Analysis: M, SD, Range

Location: Number of incidents will be described in the “Incident Details” and “Notes” section of the summary file. Each independent incident described by the Complainant should be counted.

However, incidents that involve multiple types of sexual assault should be counted once.

Rape

Variable Name: Rape

Variable Label: Described as Rape

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainants labeling of the incident as rape will be described in the “Incident Details” and “Notes” section of the summary file.

Penetration

Variable Name: Penetration

Variable Label: Penetration during the sexual assault

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Penetration during the sexual assault will be described in the “Incident Details” and “Notes” section of the summary file.

ConsMeeting

Variable Name: ConsMeeting

Variable Label: Consensual Meeting between the Complainant and Respondent

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: ConsMeeting is used to describe the presence of a consensual meeting between the Complainant and Respondent. For example, this would include the Complainant allowing the

Respondent into the home or care. This will be described in the “Incident Details” and “Notes” section of the summary file.

ConsMeetingDesc

Variable Name: ConsMeetingDesc

Variable Label: Notes about the consensual meeting between the Complainant and Respondent

Variable Format: String

Variables Codes: Open-ended

Analysis: Qualitative

Location: Complainant meeting with the Respondent will be described in the “Incident Details” and “Notes” section of the summary file.

RequestLeave

Variable Name: RequestLeave

Variable Label: Complainant requested that the Respondent leaves prior to the incident

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant requesting that the Respondent leave will be described in the “Incident Details” and “Notes” section of the summary file.

Consent

Variable Name: Consent

Variable Label: Complainant provided the Respondent with Consent for sexual contact

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant consent will be described in the “Incident Details” and “Notes” section of the summary file.

VerbalDenial

Variable Name: VerbalDenial

Variable Label: Complainant verbally denied consent to the Respondent prior to or during the incident

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Complainant verbal denial will be described in the “Incident Details” and “Notes” section of the summary file.

Revoked

Variable Name: Revoked

Variable Label: Complainant revoked consent provided to the Respondent

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Revoked consent will be described in the “Incident Details” and “Notes” section of the summary file.

Fought

Variable Name: Fought

Variable Label: Complainant fought against the Respondent during the incident.

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Revoked consent will be described in the “Incident Details” and “Notes” section of the summary file.

Weapon

Variable Name: Weapon

Variable Label: Respondent utilizes a weapon during the incident

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Use of weapon will be described in the “Incident Details” and “Notes” section of the summary file.

Cyber

Variable Name: Cyber

Variable Label: The incident involved a cyber component (e.g., threats online, online stalking)

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Presence of cyber victimization will be described in the “Incident Details” and “Notes” section of the summary file.

Substance

Variable Name: Substance

Variable Label: Substance use was described during the incident

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Substance use will be described in the “Incident Details” and “Notes” section of the summary file.

SubstanceDesc

Variable Name: SubstanceDesc

Variable Label: Notes about the use of substances during the incident

Variable Format: String

Variables Codes: Open-ended

Analysis: Qualitative

Location: Substance use will be described in the “Incident Details” and “Notes” section of the summary file.

Relation

Variable Name: Relation

Variable Label: Relationship between Complainant and Respondent

Variable Format: String

Variables Codes: Friend, Peer, Stranger, Teacher, Acquaintance, Romantic Partner, Ex Romantic Partner (write in any others that do not apply)

Analysis: Frequency

Location: Relationship to Respondent will be described in the Complainant “Incident description” or “case notes” section of the Title IX summary report.

PriorConflict

Variable Name: PriorConflict

Variable Label: Prior Conflict (legal or otherwise described) between Complainant and Respondent (e.g., existing order of protection prior to current incident, prior assault, etc.)

Variable Format: String

Variables Codes: Open-ended

Analysis: Qualitative

Location: Prior conflict will be described in the Complainant “Incident description” section of the Title IX summary report.

Referral

Variable Name: Referral

Variable Label: The source of the referral as formally listed in Title IX Report

Variable Format: String

Variables Codes: open-ended (use exact words from Title IX)

Analysis: Frequency

Location: Referral source will be described in the Complainant “Incident and Case Information” section of the Title IX summary report.

Police

Variable Name: Police

Variable Label: Were police called or responded to the incident prior to Title IX involvement

Variable Format: String

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Police involvement with the incident will be described in the Complainant “Incident description” section of the Title IX summary report.

CampusPolice

Variable Name: CampusPolice

Variable Label: Were campus police were involved in any aspect of the Title IX case

Variable Format: String

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Campus police involvement with the incident will be described in the Complainant “Incident description” section of the Title IX summary report

Forensic

Variable Name: Forensic

Variable Label: Forensic awareness of the Respondent

Variable Format: String

Variables Codes: Open-ended

Analysis: Qualitative

Location: Forensic awareness will be described in the “Incident Details” and “Notes” section of the summary file.

TITLE IX INFORMATION

ClosedDays

Variable Name: ClosedDays

Variable Label: Number of days between the Title IX report and the closure of the report

Variable Format: Numeric

Variables Codes: 0-500

Analysis: M, SD, Range

Location: All date variables will be calculated in relation to the report date. The report date can be found in the “Incident and Case Information” section of the Title IX summary report. To calculate the Closed Days variable, look for the closure date located at the bottom of the “General Notes” section in the Title IX summary report. After finding both dates, calculate the number of days between the report date and the date of closure. This number should always be reported in days. If the case file is still open, indicate ‘99’

INCIDENT AND CASE INFORMATION		
Report Number	Role	
Incident Date	Incident Time	Incident Location
Reported Date	Referral Source	Reported By
Case Created Date	Assigned To	Home Office

Engagement

Variable Name: Engagement

Variable Label: Engagement of Complainant with Title IX Office

Variable Format: String

Variables Codes: Did Not Engage, Engaged Without Need of Services, Engaged

Analysis: Frequency, covariate for academic outcomes

Location: Engagement can be found in the case notes of the Complainant case file. It should be confirmed through any corresponding files. Engaged without Need of Services will be used to identify Complainants who responded to Title IX Office outreach but reported not needing the use of their services.

Reengage

Variable Name: Reengage

Variable Label: Complainant re-engagement with Title IX for additional support following the initial report with Title IX (e.g., reaching out for assistance with court case, additional concerns, etc)

Variable Format: String

Variables Codes: Yes= 1, No= 0

Analysis: Frequency

Location: Re-engagement can be found in the Complainant Title IX summary report in the section titled, “General Notes.”

ReengageDesc

Variable Name: ReengageDesc

Variable Label: Notes about complainant re-engagement with Title IX for additional support following the initial report with Title IX (e.g., reaching out for assistance with court case, additional concerns, etc)

Variable Format: String

Variables Codes: Open-ended; Describe in as much detail the reasons for reengagement

Analysis: Qualitative

Location: Re-engagement can be found in the Complainant Title IX summary report in the section titled, “General Notes.”

FirstReact

Variable Name: FirstReact

Variable Label: First reaction provided by the Complainant to the Reporter

Variable Format: String

Variables Codes: NegativeReaction, MutedReaction, NoMention

Analysis: Frequency

Location: First reaction can be found in the case notes of the Complainant case file. It should be confirmed through any corresponding files. Negative reaction will be used to identify reactions than involve negative affect. Cases that first report the incident to Title IX should be marked as NA.

TitleIXReact

Variable Name: TitleIXReact

Variable Label: Reaction provided by the Complainant to the Title IX Office

Variable Format: String

Variables Codes: NegativeReaction, MutedReaction, NoMention

Analysis: Frequency

Location: Title IX reaction can be found in the case notes of the Complainant case file. It should be confirmed through any corresponding files. Negative reaction will be used to identify reactions than involve negative affect.

Accommodations

Variable Name: Accommodations

Variable Label: Accommodations provided to the Complainant by the Title IX Office (e.g., letters of support, absence verification)

Variable Format: String

Variables Codes: Open ended (list all that are relevant)

Location: Accommodations can be found in the Complainant Title IX summary report in the section titled “Notes.” Ensure that you also read through all attachments for other evidence of accommodations provided by the Title IX Office.

Resources

Variable Name: Resources

Variable Label: Resources provided to the Complainant by the Title IX Office (e.g., IPV guide, referral to counseling center, housing support)

Variable Format: String

Variables Codes: Open ended (list all that are relevant)

Location: Resources can be found in the Complainant Title IX summary report in the section titled, “Notes.” Ensure that you also read through all attachments for other evidence of resources provided by the Title IX Office.

CompConcerns

Variable Name: CompConcerns

Variable Label: Concerns or barriers to reporting and or Title IX access as reported by the Complainant

Variable Format: String

Variables Codes: Open ended (list all that are relevant)

Analysis: Qualitative

Location: Complainant concerns can be found in the Complainant Title IX summary report in the section titled, “Notes” or “Incident Description.” Ensure that you read the entire file to find any other suggested concerns (e.g., emails from Complainant).

Behaviors

Variable Name: Behaviors

Variable Label: Behaviors that made the survivor appear like ‘less of a victim’ in the eyes of other entities

Variable Format: string

Variables Codes: Open ended (list all that are relevant)

Analysis: Qualitative

Location: Complainant behaviors can be found in the Complainant Title IX summary report in the section titled, “Notes” or “Incident Description.” Ensure that you read the entire file to find any other suggested behaviors (e.g., emails from Complainant).

Therapy

Variable Name: Therapy

Variable Label: Complainant engagement in therapy at any point in the Title IX process

Variable Format: String

Variables Codes: Yes= 1, No= 0

Analysis: Frequency

Location: Therapy will be identified through the summary notes case files.

CAPS

Variable Name: CAPS

Variable Label: Complainant engagement in therapy specifically at CAPS at any point in the Title IX process

Variable Format: String

Variables Codes: Yes= 1, No= 0

Analysis: Frequency

Location: CAPS therapy will be identified through the summary notes case files.

Health

Variable Name: Health

Variable Label: Complainant health (mental, physical, academic)

Variable Format: String

Variables Codes: Open-ended (list all that are relevant)

Analysis: Qualitative

Location: Health can be found in the Complainant Title IX summary report in the section titled, “Notes” or “Incident Description.” Ensure you read the entire file to find any other suggested concerns (e.g., emails from Complainant).

HEARING/INVESTIGATION

CleryReportability

Variable Name: CleryReportability

Variable Label: Clery Reportability as Indicated in the incident files

Variable Format: String, yes/no

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Clery Reportability is found in the first section of the Title IX summary report titled “Incident and Case Information.” This will only be located in the Complainant Summary file (others may contain the label without information). If information is contradictory with label in case file (e.g., note or other file describing affiliation) code as 1 and make not in case file notes folder.

Case Created Date 2019-08-26	Assigned To James Lorello (Assoc. Dean of Students & Director SCAI)
Access Restriction Title IX	
Clery Reportability Not Clery Reportable	

Export of File ID [REDACTED] generated by Whitney Badramaju, MA, LCMHC, NCC on January

RequestInv

Variable Name: ReqInv

Variable Label: Complainant requests a formal investigation

Variable Format: String

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Request of an investigation can be found in the Title IX summary notes within the Complainant case file.

Investigation

Variable Name: Investigation

Variable Label: Presence of a formal investigation

Variable Format: String

Variables Codes: Yes=1, No=0

Analysis: Frequency

Location: Investigation can be found in the Title IX summary notes within the Complainant case file. Each case with an investigation should also have an investigation summary file located within the Complainant or Respondent case folder.

InvestigationTime

Variable Name: InvestigationTime

Variable Label: Length of investigation

Variable Format: String

Variables Codes: Under 90 Days, Over 90 Days

Analysis: Frequency

Location: Length of investigation can be determined through the Title IX summary notes files within the Complainant case files. Cases that extended beyond 90 days should also have corresponding email correspondence explaining the length of the investigation.

NoContact

Variable Name: NoContact

Variable Label: No Contact Order provided by Title IX Office

Variable Format: String

Variables Codes: Yes= 1, No= 0

Analysis: Frequency

Location: Order of protection can be found in the Title IX summary report section titled “Notes” and “Electronic File Cabinet.”

PoliceResp

Variable Name: PoliceResp

Variable Label: Police response to the incident or proceedings as described by the Complainant

Variable Format: String

Variables Codes: open-ended (include direct quotes)

Analysis: Qualitative

Location: Police response will be found in the Complainant Title IX summary report sections titled, “Incident Descriptions” and “Notes.”

CredibilityAssessment

Variable Name: CredibilityAssessment

Variable Label: Credibility Assessment as described by the assigned Title IX investigator

Variable Format: String

Variables Codes: Open-ended (include direct quotes)

Analysis: Qualitative

Location: Police response will be found in the Complainant Title IX summary report sections titled, “Incident Descriptions” and “Notes.”

U /04.08/.8130 U /04.08/.8130 www.uncc.edu

Title IX Investigation Report

Name of Investigator/s: Christine Weigel

Phone: 704.687.6170

Credibility Assessment:

1. The Complainant’s version of events was generally consistent when told to her residence

Hearing

Variable Name: Hearing

Variable Label: Legal hearing in response to the incident

Variable Format: String

Variables Codes: Yes= 1, No= 0

Analysis: Frequency

Location: Hearings will be found in the Title IX summary report sections titled, “Resolution Information” and “Notes.” These sections should be checked in both the Complainant and Respondent files.

HearingResolutionType

Variable Name: HearingResolutionType

Variable Label: Hearing or Resolution type, as indicated by the Title IX Office

Variable Format: String

Variables Codes: (provide label directly as indicated by Title IX Office)

Analysis: Qualitative

Location: Hearings will be found in the Title IX summary report sections titled, “Resolution Information” and “Notes.” These sections should be checked in both the Complainant and Respondent files.

RESOLUTION INFORMATION			
Charges/Issues		Findin	
1) p.1. Sexual Misconduct: Sexual Act without Consent		Respo	
2) p.2. Sexual Misconduct: Sexual Contact without Consent		Respo	
Appt. Date	Appt. Time		
2020-03-23	9am		
Hearing/Resolution Date	Hearing/Resolution Type		
2020-04-27	Mutual Resolution		

HearingSupport

Variable Name: HearingSupport

Variable Label: Hearing support as described by the Complainant (presence of a lawyer, family members, etc.)

Variable Format: String

Variables Codes: Open-ended

Analysis: Qualitative

Location: Support during the hearing can be found in the notes section of the Complainant summary case file

UniCharges

Variable Name: UniCharges

Variable Label: University Charges against the Respondent in relation to the Title IX case.

Variable Format: String

Variables Codes: open-ended (list all that apply exactly as written in Title IX report)

Analysis: Frequency

Location: University charges can be found in the Respondent Title IX summary report sections titled, “Resolution Information” and “Notes.” You should also search both sections in the Complainant summary file to assess any missing information.

Sanctions

Variable Name: Sanctions

Variable Label: Sanctions against the Respondent concerning the Title IX case.

Variable Format: String

Variables Codes: Open-ended (list all that apply)

Analysis: Frequency, Qualitative

Location: University sanctions can be found in the Respondent Title IX summary report sections titled “Resolution Information” and “Sanctions.” You should also verify this information is the “Notes” section.

PubCharges

Variable Name: PubCharges

Variable Label: Public court charges against the Respondent in relation to the Title IX incident.

Variable Format: string

Variables Codes: open-ended (list all that apply)

Analysis: Frequency, Qualitative

Location: Public charges are often found in the Respondent and Complainant Title IX summary report sections titled “Notes.”