

Title IX in Institutions of Higher Education: A study in the role of law in the fight against sexual
assault

by

Sorath Dahri

A THESIS

submitted to

Oregon State University

University Honors College

in partial fulfillment of

the requirements for the

degree of

Honors Baccalaureate of Science in Finance

(Honors Associate)

August 10, 2016

Commencement June 2016

ACKNOWLEDGEMENTS

I cannot thank enough to my committee for their continued support and encouragement: Dr. Mehra Shirazi, my committee chair; Dr. Liddy Detar; and Kryn Freehling-Burton. I offer my sincere appreciation for the learning opportunities provided by my committee.

My completion of this project could not have been accomplished without the support of my coworkers and friends who allowed me the time to research and write while offering support and encouragement throughout the course of my project. Thanks to my parents as well, Mr. and Mrs. A. D Dahri for the providing me with all the resources I needed for continuing my education in the United States and being a part of the Honors College.

Finally, to my caring, loving, and supportive brother, Sanaullah: my deepest gratitude. Your encouragement when the times got rough are much appreciated and duly noted. It was a great comfort and relief to know that you were always there for me even from such great distance.

AN ABSTRACT OF THE THESIS OF

Sorath Dahri for the degree of Honors Bachelor of Science in Finance presented on August 10, 2016 Title: Title IX in Institutions of Higher Education: A study in the role of law in the fight against sexual assault

Abstract Approved: _____

The Law entitled ‘Title IX’ was designed to address the prevalent practice of institutionalized discrimination against women. The law aimed to introduce and reinforce the equal treatment of minorities and women at workplace and educational institutions. Title IX made some significant improvements in the system through the promotion of social justice and the recognition of women’s rights, as explained in this document. To further emphasize the context of the law, this research paper discusses the history of the law in question and how it came into existence. It further explains the situation of women athletes, students and workers before the implementation of Title IX.

The The legislative activity brought about by this law and its impact on the education system has been far and wide. Universities have invested significant resources in providing avenues to ensure a safe space for all their students. They continue taking significant measures promoting inclusivity of women and other gender nonconforming individuals, dissuading and penalizing sexual violence and malicious activities involving physical harm. Despite all these actions to endorse gender equity, there exist places where women are victims of degradation and violence till this date. This study briefly addresses some of these problems by touching upon about various procedures and policies available to the students at Oregon State University due to the enactment of Title IX. Moreover, this study consists of information from various primary sources like interviews from OSU officials and a survey conducted at OSU, along with data and

information from secondary sources. It also discusses the gaps and challenges faced by university systems in addressing sexual assault issues on campus. Finally, there are some recommendations for college campuses on how to enhance the existing system of dealing with sexual assault cases, and removing the gaps in order to make the compliance of Title IX more efficient.

Key words: Title IX, sexual assault, sexual violence, physical abuse, social justice

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I understand that my project will become part of the permanent collection of Oregon State University, University Honors College. My signature below authorizes release of my project to any reader upon request.

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Title IX in Institutions of Higher Education: A study in the role of law in the fight against sexual assault

Sorath Dahri

Oregon State University

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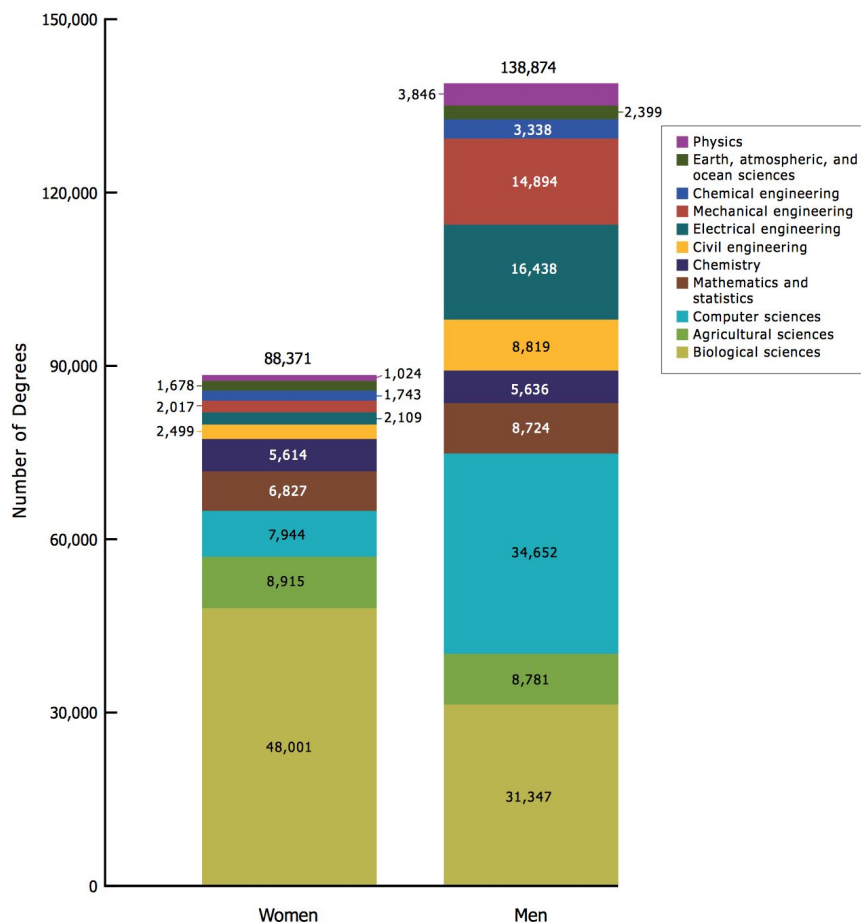
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INTRODUCTION

Overview of Study

Worldwide, the role of women has been restricted, bound and heavily scrutinized since the beginning. These have been fraught with not only lack of freedom but brutality, humiliation, degradation and severe punitive action for wavering. Women have been treated differently than men when faced with the same circumstances and situations. As the Report Card on Gender Equity states, “Many schools and universities had separate entrances for male and female students. Female students were not allowed to take certain courses, such as auto mechanics or criminal justice; male students could not take home economics” (1997). Such gender discrimination and lack of educational opportunities to women and girls are still very common as the UNICEF provides statistics of primary and high school age girls that were out of school in 2013 to be 31 million and 32 million respectively (UNICEF, 2015).

Women have dealt with lack of opportunities in athletics and education in colleges throughout the history of the United States. Their exclusion from STEM classes and courses in the U.S has been a major issue until recently as it is shown in the chart below:



Source: National Science Foundation, Division of Science Resources Statistics, 2009, women, minorities, persons with disabilities in science and Engineering: 2009 (NSF 09-305) (Hill, Corbett, Rose, 2010)

Chart above shows the bachelor's degrees earned in selected Science and Engineering fields by gender in 2007. It can be seen that women earned 48,001 biological science degrees in 2007, compared with only 7,944 computer science degrees, 2,109 electrical engineering degrees, and 1,024 physics degrees. On the other hand, men earned 31,347 biological science degrees, 34,652 computer science degrees, 16,438 electrical engineering degrees, and 3,846 physics degrees (Hill, Corbett, Rose, 2010).

In response to such increasing amount of gender discrimination in educational institutions a legislation commonly known as "Title IX" has been on the forefront of combating these

inequities in the USA since 1972. The Law was enacted in 1972 after the immensely significant Civil Rights Act of 1964 according to which institutions and organizations like schools and workplaces were told to “honor the students, employees, minorities and also women” (Anderson, 2006). Title IX of the Education Amendments of 1972 was enacted around the same time as women's sport administrators formed the Association of Intercollegiate Athletics for Women (AIAW).

This study will discuss the implementation of Title IX and the historical background that led to the enactment of this law. It will also give an insight of the differences in the system between now and before the enactment of the law regarding the perception gender norms and values. Moreover, the study will enable the reader to reflect on the applications of Title IX in different areas, most importantly the federally funded Education institutes. The consequences that the institutes face for not incorporating the laws laid by Title IX in their system will be explained later in this paper to ensure the readers get introduced to the recent actions taken against some college campuses by the government due to their failure to comply by the laws.

Title IX has been discussed in a number of publications, but this study is unique as not only does it discuss the historical background and general implications of Title IX but, it also takes into account the most recent efforts and measures taken by institutions of higher education to combat sexual violence through a more comprehensive and effective system.

Furthermore, the study will focus on the current measures taken by Oregon State University to ensure students safety on OSU campus in comparison to the guidelines set down under title IX.

To further discover the effects of title IX, also included are local interviews to back the study with first-hand evidence regarding the efforts exerted by OSU campus to protect their students. In addition to that, the paper seeks to make the readers aware of the gaps that still need to be filled along with some elucidations and interpretations of how those gaps could be filled.

Topic Selection

Although I am a business major studying Finance, I have several reasons why I chose the topic of sexual assault and Title IX for my Honors thesis. First of all, I have experience working in the Women's Center, which is one of the eight Cultural Resources Centers that come under the Diversity & Cultural Engagement Program on campus. I gained a lot of knowledge regarding Social Justice issues during my time there. One of the major areas or topics that we were familiarized with and trained on was sexual assault. During my job at the Women's Center I got to attend events like the "It's on US" discussion panels, sexual assault prevention events, etc. All my experiences got me interested in knowing more about sexual assault on college campuses.

Other than that, I took a class on Student Affairs where I actually began to write about the role that Title IX plays in dealing with sexual assault cases, and its contributions in eliminating gender differences in the United States. While thinking about which topic to pick for my thesis

project, I thought it would be great if I expanded on the topic of sexual assault and researched more, thus, I chose this topic for my Honors thesis.

Research questions

This study inspects and briefly addresses the following questions:

1. What is the history behind the implementation of Title IX in 1972?
2. What is OSU doing to comply by the rules of Title IX; specifically what are university policies and procedures around sexual assault?
3. How aware are OSU students of Title IX and reporting resources?
4. What are the existing gaps in the university system and its compliance of Title IX.

Procedure

This study consists of literature review from previously published articles and journals written on Title IX that discuss its history and significance. The articles were extracted from Oregon State Database like EBSCO, ERIC, Education and Research Complete, masterFILE Premier Database and other scholarly sites like Google Scholar, Jstor etc. The information from federal and civil cases around sexual assault available online, government sites with law citations and regulations on sex discrimination, sexual assault reporting rates have been extracted from the Rape, Abuse, and Incest National Network; some information was also obtained from the reports available on the site of the National Women's Law Center.

Other than that, some information used in this study is acquired from the documentary "The Hunting Ground". The Hunting Ground was released on 27th

February, 2015 and was directed by Kirby Dick. It is a documentary film about the prevalence of sexual assault in Higher Educational Institutions or Universities in the United States. It also sheds light on the failure of the university administration to deal with such cases and meet the needs of the victims (Dick, 2015).

After discussing the history and background of Title IX, the study goes on to explain how the law played a role in sports and athletics. It further transitions to the current situation in the Higher Education systems in relation to sexual assault and their compliance with Title IX.

The study emphasizes the importance of the implementation of Title IX on College Campuses and the resources that the Oregon State University provides in order to prevent sexual assault and protect the survivors of such incidents.

This study also takes into account the interviews conducted with Roni Sue and Clay Simmons of Oregon State University's office of Equal Opportunity and Access for an in-depth understanding of the resources around sexual assault at Oregon State University. The Office of Equal Opportunity and Access ensures that all the members of Oregon State University comply by the federal and civil right laws and regulations along with the university's policies around equal opportunity (OSU, EOA).

The interviews mostly contains the research conducted at the Oregon State University around sexual assault along with the procedure of reporting sexual assault cases on campus and the resources available for the survivors.

Some preliminary data was also collected through interviews with OSU Students from different backgrounds regarding their knowledge about Title IX and their suggestions

on the strategies that college campuses could implement to ensure a safe space for their students. This survey was conducted for the purpose of getting first hand information from college students on their insights on the topic of sexual assault. In addition to that, the survey was also used to deduce the extent of awareness in college students about Title IX and other laws and regulations around sexual assault.

Finally, the last section states some recommendations for students and people in general about gaps in the system and lack of adequate programs that need to exist for handling sexual assault cases. It also summarizes the study and offers some conclusions inferred from the whole process of putting this study together.

Literature Review

Title IX

Women's role in the society has always been under some kind of deprivation throughout history. Women have always been treated differently than men under the same kind of circumstances and situations. As the Report Card on Gender Equity points out the differences in the courses offered to men and women, and the lack of opportunity in sports and athletics for women in comparison to the male students (1997). This is clearly reflecting the closed-mindedness of people in the past who were living in a world full of their own assumptions about gender roles.

Such a long and continual oppression based on gender by the institutions and the society that fostered them has been deemed a huge hindrance to their lives. Not only did they have to

forgo opportunities, they also had to suffer indoctrination, dominance and acceptance of the male as a dominant force (girls in education, 1997).

Gender discrimination led to the ratification of Title IX of the Education Amendments of 1972. The law was enacted at the same time that women's sport administrators formed the Association of Intercollegiate Athletics for Women (AIAW). According to the publication “A Place on the Team: The Triumph and Tragedy of Title IX” by Paul M. Anderson, “In 1979, the government developed A Policy Interpretation: Title IX and Intercollegiate Athletics. The interpretation explains the regulations to provide a framework to resolve Title IX complaints and provides additional guidance for institutions on the requirements for compliance in intercollegiate athletic programs” (Anderson, 2006). The interpretation was divided into three parts: financial assistance, overall program components and accommodation of the interests and abilities of male and female students (Anderson, 2006). This was the time when the educational and professional institutions gave a serious thought to gender equity. The Federal law designed this Act to end gender discrimination. These organizations looked for ways to comply with the law due to the strict punishments for not following the law.

Title IX defines sexual assault/harassment as an umbrella term that encompasses the whole continuum of incidences, which relate to it (CDC, 2015). Title IX considers sexual assault as the violation of the Civil Rights Law, and it ensures equal opportunity and access for all genders in education, sports and resources.

Title IX was proposed by Senator Edith Green as an effort to increase the educational opportunities for females within schools receiving federal funding. The law has been used to

challenge gender inequity in a variety of contexts: sexual harassment, pregnancy, admissions, testing, scholarships, and athletics (Anderson, 2006). Although the measures and acts against gender injustice were enacted widely, they were not very happily followed by everyone, as Anderson states in his publications “A Place on the Team: The Triumph and Tragedy of Title IX” in 2006 that, the laws were not being followed very seriously by the institutes and Universities (Anderson, 2006).

Despite of all the controversies, Title IX has been proven to be the most successful civil rights statutes to date. Not only is the law appreciated and supported by the U.S congress in theory, but it has profoundly influenced women's opportunities in all areas of education. Yet, the public understanding of Title IX, and particularly the political backlash against it, focused on its perceived effect on men's opportunities in athletics. Female sports teams still faced discrimination in a sense that they were thought of as a burden on the revenue for men's sports teams. Title IX was later clarified on March 17, 2005; OCR issued its *Additional Clarification of Intercollegiate Athletics Policy: Three-Part Test - Part Three*. Under this policy the schools and colleges must fully and effectively accommodate the interests and abilities of the underrepresented sex (Lindgren & Taub, 2010).

Some of the important events that took place since the enactment of Title IX are in the timeline below:

1972	Title IX of Education Amendments of 1972 was enacted. This law was introduced in response to the gender discrimination in educational programs. Educational Institutions were given a time period of three years to adjust their policies in adherence to the law
1976	The National Collegiate Athletic Association (NCAA) files a lawsuit against Title IX.
1979	Supreme Court announces the right of individuals to sue under Title IX in Cannon V. University of Chicago.
1984	Supreme Court limits the application of Title IX to only those programs that receive Federal Funds.
1988	Civil Rights Restoration Act was passed, which expanded the application of Title IX law to all the public educational institutions.
1992	The Supreme Court ruled that students who experience sexual harassment must be compensated for monetary damages. The “Gender-Equity Study” was published by NCAA which dealt with the extensive gender discrimination in college athletic programs.
1994	The Athletics and Disclosure Act (EADA) was passed. This Act required all co-ed educational institutes that received federal funds to disclose information regarding gender breakdown of their intercollegiate athletic programs to ensure equity in athletics.
2001	A rape case of two females in University of Colorado at Boulder took place by football players. The law required the university to pay \$2.5 million in monetary damages to the victims. This case increased the focus of Title IX to sexual assault in 2007.
2005	The Supreme Court ruled in Jackson v. Birmingham Board of Education the prohibition of schools from recrimination against the individuals who protest sex discrimination.
2006	The U.S Department of Education allows educational institutes to offer single-sex programs without necessary protection against gender discrimination.
2011	Federal court found that three female students who filed lawsuit in 2003 for being cut from the varsity wrestling team at the University of California, Davis,

	were not provided with enough opportunities in athletics. This led to an additional fee of more than \$1.3 million charged to UC Davis for settling the affair.
2014	55 universities went under investigation by the Department of Education's Office for Civil Rights for improper handling of sexual assault and sexual harassment cases.
2016	A letter by the U.S Department of Justice was sent to North Carolina Gov. Pat McCrory ® stating that the new "bathroom law" of the state, aimed towards transgender individuals, is illegal and should be abolished. It also threatens to jeopardize funding from the University of North Carolina system in case of their compliance with the law. McCrory sues the department, which sues McCrory in response.

Source: Women's Sports Foundation, National Coalition for Women & Girls in Education (Taylor, 2016).

Title IX's guidelines have been evolving since its enactment. The recent expansion of Title IX to transgender laws has created another challenge for educational institutes like universities who disagree with the law and fail to comply by it. As of 2016, 11 states have sued the federal government for their injunctions around transgender student's use of conventional bathroom spaces (Taylor, 2016).

In a general sense, Title IX has signaled both a victory of access for women and a limited conceptualization of the relationship between athletic opportunity and general education.

Role of Title IX in Athletics

Women have seen significant gains in their participation in sports at all levels, the most pronounced changes being seen at the intercollegiate level. For example, in their report *Women in Intercollegiate Sport: A Longitudinal, National Study: Twenty Seven Year Update 1977-2006*, Linda Jean Carpenter and R. Vivian Acosta note that before the passage of Title IX law,

approximately 16,000 college female athletes participated on varsity teams. By 2006, there were 8,702 women's collegiate teams (Anderson, 2006). In addition, “the United States General Accounting Office's (GAO) 2001 report *Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams* showed that from 1981-1999 women's sports participation at schools increased 977%” (Anderson, 2006). However, the nature of these increases continues to be debated.

Many authors have written about Title IX's impact on college sports. Most acknowledge the law has benefited female athletes, although they recognize that there is still much to be done to achieve equal participation. In his book *“A Place on the Team: The Triumph and Tragedy of Title IX”*, Welch Suggs, senior editor for athletics at the Chronicle of Higher Education, presents a balanced historical look at the impact of Title IX on collegiate athletics. There have been some significant positive changes in how the role of women in sports is perceived after enacting and implementing the Laws and policies like Title IX in institutes across nation, he observes.

Sexual Violence and Title IX

This section discusses the different types of acts that are covered in the umbrella of the term “sexual violence”, and the reasons why people indulge in such a crime. It also includes the documentation of sexual violence reports along with the challenges faced by the survivors in the process. It further discusses the implementation of Title IX and the success that came along with it.

Sexual violence is a very broad term that refers to the sexual acts committed by a person against the will of the victim, in other words sexual act without consent. Some sexually violent acts include, unwanted sexual contact with a person which may or may not result in any physical harm, taking advantage of a person through physical intercourse or sexual behavior while the person is under the influence of intoxication, mentally pressuring a person to have sex, and unwanted sexual experiences (CDC, 2015).

Sexual violence, stalking, and intimate partner violence are public health problems known to have a negative impact on millions of persons in the United States each year, not only by way of immediate harm but also through negative long-term health impacts. Before implementation of the National Intimate Partner and Sexual Violence Survey (NISVS) in 2010, the most recent detailed national data on the public health burden from these forms of violence were obtained from the National Violence against Women Survey conducted during 1995–1996.

Victims' advocates have said that some students believe faculty members will be more sympathetic to assault claims than the police. "If you're a person of color or you're queer, the process of going to the police also can be one that is not necessarily competent or great to deal with," Caitlin Lowell of the Coalition against sexual violence at Columbia University told TIME (Dockterman, 2015). Perhaps the most compelling reason students are deterred from reporting a rape to the police is that they think they will spend years going through the criminal judicial process reliving the agony of their attack only to be denied justice. A tiny fraction of accused rapists will ever serve a day in prison, according to the Rape, Abuse and Incest National Network (Dockterman, 2015). This is pretty evident by the statistics posted online by the Rape, Abuse and

Incest National Network (RAINN) which states that out of every hundred rape cases, thirty-two get reported to the police, seven lead to an arrest, three are referred to prosecutors, two lead to a felony conviction, two rapists will spend a single day in prison, and the other ninety-eight will walk free (RAINN, 2009). Such failure to take action is a great demotivation for the sexual assault survivors to take their case to the authorities or even trust the authorities.

The Hunting Ground

Incidents where college campuses in the past years failed to properly act upon sexual assault cases are very well summarized in the documentary “The Hunting Ground”. The Hunting Ground documentary was released on February 27th, 2015. The documentary was directed and produced by the Academy Award nominees, Kirby Dick and Amy Ziering. The Hunting Ground documentary was awarded the 2016 Stanley Kramer Award in January, 2016 by the Producers Guild of America (PGA) (PGA, 2016).

The documentary is based on the recent incidents of the failure of administration to deal with the rape cases that would take place on college campuses in the United States. According to the documentary, an increasing number of universities in the past few years have been concealing the rape cases that occur by recording artificially low numbers (Dick, 2015). Universities commit such acts so that parents do not hesitate in sending their children to their campuses; thus, the universities do not lose any profits coming from the admissions/tuition. Also, hiding such cases would help the universities compete against other college campuses. In this

world of competition, the survivors of sexual assault are not only ignored but significantly impacted as the institutions fail to perform the required action against the perpetrators or provide enough support for the survivors. The same documentary states some facts like, “A national sample of 4,446 women found that 20-25% were sexually assaulted” (Fisher, 2005).

A study conducted by the Association of American Universities (2015) surveyed 150,000 students at 27 colleges and universities across the country and found that “27.2% of female college seniors reported they had experienced some kind of unwanted sexual contact since entering college”(2015). The Hunting Ground documentary also pointed out the cases of sexual assault in which college athletes were the perpetrators and the universities did not hold them accountable due to the amount of revenue they generated in the games they played for their campuses (Dick, 2015).

A review of the Hunting Ground mentioned that while reaching out to different universities for the purpose of using first-hand information in making the documentary, “thirty-five college or university presidents declined to speak or did not respond” to the film-makers (2015). Bringing the voices of the survivors to the media and public through the documentary also led to the reintroduction of the Campus Accountability and Safety Act in 2015, which was first introduced in 2014. Also, Andrea Pino and Annie Clark, students at the University of North Carolina, who became campus anti-rape activists after being assaulted, filed a Title IX complaint against their university and they co-founded the group called “End Rape on Campus” (Dick, 2015). Filing a Title IX complaint was the initial action taken by these young women, which then provided them a hope that there was a possibility of bringing their cause to

life. In addition to that, the effort put by Andrea Pino and Annie Clark also held majority of the universities throughout the nation accountable for their unreported sexual assault cases (Dick, 2015).

It was astounding to see the statistics of sexual assault cases in world-known college campuses like Harvard, Stanford, etc. Not only that, but the number of cases that went unreported was flabbergasting. The documentary completely changed my perspective on how the campuses operate and the authenticity of their systems. Preventing perpetrators in social institutes with norms around masculinity, like the football players, as well as Greek life, where most sexual assault occurrences take place, mainly for the purpose of earning money out of them, seemed to me like the major motive of most college campuses in the United States after watching the documentary. It was horrific to see the survivors of rape cases struggle for the sake of getting justice while colleges kept fighting back in order to prevent their reputation from worsening.

Despite of all the injustices done to the survivors of violent crimes like sexual assault (which mostly include women), one of the major victories for the survivors include the recent application of Title IX to sexual assault. According to an article by Katie Jo Baumgardner, “Title IX also requires schools and colleges to protect students from sexual misconduct, sexual harassment, and sexual violence, and to take seriously all reports of sexual harassment” (Baumgardner, 2014). Colleges/ universities strive to design complaint procedures that balance protecting victims with providing adequate due process for accused students.

Face-to-Face Interviews

In order to get a clear understanding of how OSU was dealing with sexual assault cases and what type of resources were established on campus, I started my research by interviewing Roni Sue, who was the Co-Associate Director of Bias Prevention and Education in the Office of Equal Opportunity and Access at that time. The EOA office was previously known as the Office of Equity and Inclusion at the Oregon State University. Sue discussed some really important points regarding sexual assault on college campuses and Title IX. She stated that, generally, Title IX is thought to be related to gender equity in sports, and the rights of women in sports. However, Title IX is a broad law and it applies to non-discrimination in genders across all institutes that receive federal funds. This act is about program equity, so equal access to all program services and activities (Sue 2015).

Reporting Sexual Assault at OSU

In order to comply with the laws and regulations of Title IX, universities have taken various actions and have laid out several procedures for reporting and taking legal actions.

In an attempt to seek the measures taken by OSU to combat sexual assault on campus, Simmons, during the interview, was asked a question regarding the University-wide policies and procedures for reporting sexual assault at OSU.

To interview Clay Simmons, the Chief Compliance Officer, I emailed his secretary through the website of the Office of Equal Opportunity and Access, which gave me the list of the staff members working in the office along with their contact information. In the email, I

requested a 30-minute meeting with Simmons for an interview. The interview consisted of several comprehensive questions regarding sexual assault cases on OSU campus as well as the resources and policies in alignment with Title IX. The interview started with a short introduction about Simmons and his understanding of Title IX. Simmons further discussed his views on the current measures on OSU campus that deals with cases of sexual violence and harassment. The interview concluded with some suggestions and recommendations by Simmons around ways of preventing and combating sexual assault on college campuses. Due to the volume of information and time constraint, responses from the interview were initially recorded on a device; later on, they were typed in a word document and used.

When asked in the interview whether the legal landscape governing the sexual misconduct on college campuses had changed in the recent years, Clay Simmons asserts that the legal landscape around sexual assault had changed significantly. He specified that after the Dear Colleague Letter in 2011 and the Office of Civil Right Activities around equal rights in America's Educational System through fighting sexual assault and other disparities, Universities refurbished their Title IX investigatory abilities and began to invest more thought into it.

For Oregon State University specifically, President Ed Ray made this a priority for the organization after the Brenda Tracy incident that occurred in 2014. Tracey was gang raped in 1998 by four college football players at OSU. More than a decade later in 2014, Brenda disclosed her painful secrets to the University, unleashing a spate of despair and sympathy. The OSU administration treated this case as an extreme warning and supplied a huge quantum of resources to fight Sexual Violence. According to Simmons, "Just the Office of Equal

Opportunity and Access alone has about \$800,000 in funding for resources provisions” (Simmons, 2016).

The Office of Equal Opportunity and Access also focuses on its responsibility for providing due process of protection for the person who may be accused of a violation along with services provided to the survivor. The Office Staff is responsible for making sure that their process is fair to both parties. Simmons supports this by stating that most people who work in this area have a bias towards the victim and he exclaims that it is the morally right thing to do as they need to provide support no matter what. He advises temperance of this stance, further arguing that the administration has to keep in mind that the other person could be innocent and it has to give them the protection and fairness that is required by the law (Simmons, 2016). It is one of the most recurring concerns of the accused that they have not been awarded the due process of the law as is their right. The veracity of this complaint is furthered by the fact that a number of such cases have been brought to the stand in both State and Federal Courts and won.

Simmons provides additional backing to this particular issue: he says, “we also see some push backs in certain states where the protection for the claimants is way more than those who have been accused” (Simmons, 2016). It is pretty evident that there exist certain loopholes in the implementation of the law that need to be taken care of.

Simmons highlighted the resources provided by Oregon State University, mentioning that the Office of Equity and Inclusion that operated until 2015 had been replaced by the Office of Equal opportunity and Access. He further explained that the Office of Institutional Diversity

dealt with most discriminatory issues, like the injustices that the students of various backgrounds and ethnicities face on campus.

Simmons role is to handle the response work in the Office of Equal Opportunity and Access; he further explicates his position by stating, “I do some preventive work through training but that’s all in that area. The most important aspect of the program as a whole is the coordination across university units” (Simmons, 2016). The Office of Equal Opportunity and Access works very closely with Student Conduct, University Housing & Dining Services, and the Survivor Advocacy and Resource Center (SARC). The way all these offices coordinate and work together to assist the students who have experienced sexual assault is under the purview of the institution’s response program, according to Simmons.

He clarifies, if a student comes forward in a Residence Hall and reports that something happened to them, the student will usually be referred over to SARC. Judy Neighbours, who is the Director of the SARC Office, makes sure that the office provides all possible resources to the student and helps them navigate the process of making a report and going to the police or whichever action they choose. The purpose of this procedure is to give the survivor the ability to control what happens to them. Once they decide to make an official report, they come to the office of Equal Opportunity and Access where they set up an appointment to talk to one of the investigators available at the Office who are the primary contact points. At that point the survivor still has the choice to push the investigation forward or ask for assistance from the University departments through remedies and support.

The office works with other offices on campus to meet the demands of the survivor, for example, if someone was assaulted by a student in their class, the Office of Equal Opportunity and Access could help them move to a different section- sometimes the survivors sometimes the accused personale. The office could also help them find a different place to live on campus or off campus (Simmons, 2016). There are a number of things that could be done to cope with the needs of the survivor and support them. If the survivor wishes, the Office would also conduct an investigation wherein they would talk to the perpetrator as well as the witnesses, and then make a decision regarding the case. This decision would be passed on to the Office of Student Conduct for review and approval of penalty if the perpetrator were found guilty of policy violations.

Simmons further adds that “all the office of Equal opportunity and Access looks at in their program is the policy violation, it doesn’t look at the crimes”. In other words, they will just investigate if the accused personale has violated the student code of conduct in that particular instance. The Student Conduct office makes the final decision regarding what the penalty would be. Simmons concludes that the most important piece of the program is to support the person who has gone through the tragic experience (Simmons, 2015).

According to the Procedures for Victims of sexual assault website of OSU, the foremost priority for the victim should be to ensure his/her safety and get to a safe place. If the sexual assault occurred in one of the residence halls, then it must be reported to the Residential Assistant (RA) of that residence hall or a Oregon State Police Trooper. As the sexual assault victim contacts the Department of Public Safety, the Oregon State Police Sex Crimes Unit will be updated as well. The Center Against Rape and Domestic Violence (CARDV) will be notified

as well. An official from the Oregon State Police department or CARDV will guide the victim through the available options and support the victim in the decision he/she makes.

Students could also reach to the Survivors Advocacy and Resource Center (SARC) or the Sexual Assault Support Services (SASS) for getting support and know about resources on campus.

Victims of sexual assault or survivors have the right to receive medical services for sexual assault without necessarily reporting to the Police department or the University campus. Sexual Assault Forensic Evidence exams (SAFE kits) are available at OSU Student Health Services (SHS) and also at local hospital Emergency Departments (EDs). A survivor is eligible for requesting the evidence to be collected anonymously using a SAFE kit, and he/she may later decide to make a formal report to Law Enforcement (OSU, 2016).

Resources at Oregon State University

At Oregon State University a number of resources are provided to help the victims feel safe and supported, these resources include, but are not limited to, the Counseling and Psychological Services (CAPS), which provides confidential counseling services to the survivors of sexual assault or any kind of sexual violence along with individuals, couples, and others (OSU, Counseling).

Other than that, the Survivor Advocacy and Resource Center (SARC) at OSU serves as the first point of contact for the survivors for providing any important information and details

that the person might require to deal with a case involving sexual assault or violence. This information would help the survivor to make choices and know their rights. SARC commits to offer a number of services available to the survivor and the ways in which he/she could get help in overcoming the trauma or distress caused by the incident (OSU, Division of Student Affairs).

OSU has also joined a national sexual violence education and prevention effort to profoundly alter the ways in which we think about sexual violence and the way we deal with it. The campaign is named as 'It's on Us' and it provides a platform for the members to come together and show support and diligence for the survivors of sexual assault (OSU, Division of Student Affairs).

Sexual assault Response and Prevention Alliance (SARPA) was initiated by OSU in collaboration with the sexual assault response and prevention programs at OSU. SARPA consists of a number of departments including, ASOSU Saferide, the Center Against Rape and Domestic Violence, Good Samaritan Hospital, Oregon State Police/OSU Department of Public Safety, OSU Dean of Student Life Office, OSU Office of Equity and Inclusion, OSU Student Conduct and Community Standards and OSU Women's Center (OSU, 2016).

The Office of Equal Opportunity and Access at OSU has been established to address issues like discrimination, sexual harassments, sexual assault, sexual violence, etc. along with the Division of Student Affairs, which consists of the Sexual Assault Services and Programs.

The Division of Student Affairs provides resources under four broad sexual assault Programs. These programs include the Confidential Support, Counseling and Advocacy

Services, which comprises of Sexual Assault Support Services (SASS) and Sexual Assault Nurse Examiners (SANE).

Another program is the Sexual Assault Reporting and Response Services, which includes the Office of Equity and Inclusion, now known as the Office of Equal Opportunity and Access, Oregon State Police, Corvallis Campus, and Off-Campus Local Law Enforcement Agencies.

The Awareness and Prevention Programs and Services include the “Haven”, which is an online program for prevention education system for OSU students, “AlcoholEdu”, which is a mandatory prevention program for all OSU incoming Freshman, Alcohol, Drug and Violence Prevention Center, Academic Programs such as Women, Gender and Sexuality Studies, and ongoing Training for all residential staff members.

The fourth program is known as Community Partners, which constitutes of the Corvallis Center Against Rape and Domestic Violence (CARDV), which offers a 24-hour hotline service, Sexual Assault Service Responders Guide, Good Samaritan Regional Medical Center in Corvallis, and Community Hospitals and Medical Centers (OSU, Division for Student Affairs).

Although strangers do not perpetrate a majority of sexual violence, there are security poles aka “blue lights” at different locations on the OSU campus to guard students from any suspicious activity. These poles have red emergency buttons that are directly linked with the police department of the area, thus making it easier for anyone to immediately report any crime on sight. According to an article in The Chronicle of Higher Education, Robin Wilson states that, “An insurance and risk management firm and 104 of its member institutions spent more than \$17-million from 2011 to 2013 defending against and resolving students’ claims, including

lawsuits and federal complaints, in cases of alleged sexual assault” (2015). This is a clear evidence of the serious steps being taken to prevent sexual assault due to the implementation of acts like Title IX.

Despite of all the existing resources provided by college campuses to prevent and combat sexual assault, there is still a significant need for the involvement of government in the sexual assault cases at college campuses as well as other institutions. According to Corey Rayburn Yung, a law professor at the University of Kansas, at the time of government audits and inspection the reports on sexual assault increased by 44%, and as soon as the audits were over, the number of cases reported dropped down again (Yung, 2015). We can say that measures have been taken to eliminate the tragedies faced by the minorities and women across different institutes in order to achieve a greater level of social righteousness and a fair constitution.

Roni Sue, in her interview, mentioned some of the recent actions taken to address the problem of sexual assault and violence; she stated that, in 2001 and again in 2011, the US department for education and the office for Civil Rights put out the Dear Colleague Letter as guidance relative to institutions complying with their Title IX obligations. The Campus Sexual Violence Elimination Act was also enacted as campus accountability part of reauthorization of women’s violence act related to education and other institutes. Clery Act was enacted in 1990 as the Crime Awareness and Campus Security Act of 1990. It was enacted as a result of the murder of Jeanne Clery at the Lehigh University. The Clery Act was legislated against crimes like criminal homicide; rape and other sexual assaults; robbery; aggravated assault; burglary; motor vehicle theft; and, arson as well as arrests and disciplinary referrals for violations of drug, liquor, and weapons laws. The Law requires higher education institutes to report crime statistics. The

law also requires extensive training focusing on sexual assault, domestic violence and dating violence (Sue 2015). The Clery Act was expanded in 2013 with the reauthorization of Violation Against Women Act (VOWA) (knowyourix, 2016).

These acts cover the areas that Title IX does not necessarily focuses on, for instance the requirements for prevention programs. Some of the requirements of the SaVE Act consist of primary ongoing prevention and awareness for incoming students, annual training for staff, particular policy requirements, disciplinary procedure etc. The Act also affects every post-secondary institution participating in Title IV financial aid programs. The Act covers incidents of sexual assault, domestic violence, dating violence, and stalking to protect every student from a range of sexual violence. The White House did its own research which leads as further guidance. Sue further mentions that, “very often alcohol is involved in the sexual assault cases” (Sue, 2015). “The Hunting Ground” documentary also stresses on the same argument that most sexual violence acts are committed when the individuals are under the influence of intoxication. Such places would include fraternities, pubs, bars, private parties etc. (Dick, 2015). In order to adjudicate such case where alcohol is involved, the White house suggests the “usage of the concept of incapacity in the inquiry and investigation” (Sue 2015). This is important as the victim’s “mental incapacity” due to intoxication disables them from providing consent (Scalzo, 2007).

Under Title IX, sexual assault prevention authorities are required to support and provide resources even when perpetrator is a stranger and not a student or anyone they know. Richard Baker, PhD, JD- assistant vice chancellor, vice president, and Title IX coordinator at the University of Houston’s main campus claims that nearly all higher educational institutions have increased their spending to comply with Title IX in recent years (Taylor, 2016). Other than what

authorities are doing, some students have also taken a course of action to increase protection for individuals like college students. A group of five students from the University of Michigan came up with an app called “Companion” that helps an individual to stay in touch with their friends or family at times when they are either walking alone at night or just don’t feel safe. The app tracks the journey of the user to his/her intended destination in order to make sure they reached safely (O’Brian, 2015).

OSU Students’ Awareness around Title IX and their Recommendations

In the survey conducted during the course of my research, a group of twenty students from various backgrounds and class-standings at Oregon State University were interviewed in the Student Experience Center regarding the topic of sexual assault on campus in April 2016. The students were asked about their preliminary knowledge on the topic of sexual assault and Title IX. They were further asked for their recommendations to the college campus (es) on what measure to take in order to reduce sexual assault cases on Campus. As mentioned earlier, the purpose of this survey was to get experiential data from college students around sexual assault and know the magnitude of their knowledge on laws surrounding sexual assault like Title IX.

Results of the survey indicated about 50% of the students surveyed had no knowledge regarding Title IX, while the rest merely guessed or had incomplete information.

Four out of twenty students recommended that campus authorities must address the underlying causes of sexual assault and try to work towards eliminating the reasons that could lead to such acts of violence. These students were more concerned about the “why” aspect of sexual assault than the “how” aspect and they suggest that educational institutions should study

further into the structural reasons behind the problem. Results of student recommendations are summarized in Table 1:

Tackling with the Causes	Programs/ Resources	24/7 Call Services for help	Prosecute the perpetrators	Mandatory course/ training
4	8	1	3	4

Table 1: Student Recommendations For Tackling Sexual Assault on OSU Campus

Eight out of twenty students recommended the campuses to implement programs and resources that do not only provide the necessary support for sexual assault survivors, but also spread awareness regarding sexual assault. One student said that campuses should have a 24-hour service that is specifically designed for cases like sexual assault.

Three out of twenty said that those accused of sexual assault should be charged with severe penalties and punishments to increase deterrence and accountability. It was also suggested so that other individuals would learn from these consequences or penalties and thus fear from committing such acts.

Finally, four out of twenty students recommended that universities should offer mandatory courses or training around issues such as sexual violence, rape culture, healthy masculinity and gender discrimination.

Limitations of the Study

This study consists of a brief background and history of Title IX and its implementation in college campuses. However, it does not include a complete analysis of the Title IX Amendment; it also does not cover the entire information regarding the law's application. It only

includes some assessments of the topic from secondary sources of information, along with some primary sources with a small number of student participants.

Conclusion

Had the 1993 rate held steady, about 9.7 million Americans would have been assaulted in the last 20 years. Thanks to Title IX, the actual number of victims known was about 4.2 million. In other words, if not for the progress we've made in the last 20 years, an additional 5.5 million Americans would have become victims of sexual violence (Baumgardner, 2014). This is a sign of significant social change taking place in the society.

While it is heartening to know that the society has progressed, we are still a very long way from solving the problem of sexual assault. Every two minutes, another American is sexually assaulted (Baumgardner, 2014).

“Sexual assault cases go under-reported most of the times. However, awareness is spreading, there is national discourse, and it is on news every day. People are talking about it, which is very important for prevention. Now there are fewer barriers to reporting it. We are changing the myths around what happens during sexual assault. It takes a long time for a culture to change. Now it's a topic of discussion, providing more education than we ever have” (Sue, 2015).

The nation is moving towards putting an end to sexual assault, and there has been a lot of effort shown through the implementation of laws and acts legislated by the government. There is

a significant reduction in the number of cases involving violence and assault. Students should know the resources available to them, and the consequences of getting involved in sexual assault. Students should also know the true definition of sexual assault and have an understanding of consent. Other than that, they should have conversation with their friends about sexual violence and how to stay protected (Sue 2015).

When asked what does the success of taking the necessary measures to prevent sexual assault look like, Simmons, from the Office of Equal Opportunity and Access, replied that getting more reports could probably be a sign of success. People are more comfortable coming forward. Reduced number of alcohol violation could be one too, but he stated that “I don’t think it’s ever going to stop if there is no significant cultural change because the university cannot control the personal lives of individuals and by the time we reach students it’s very late and there is no way to undo things at that point” (Simmons, 2016).

Although, there seems to be a significant drop in such violent crime cases, especially in schools and colleges, data from survey result appears conflicting in that almost no one had enough knowledge in the area of sexual assault and Title IX. It was rather astonishing to know that even some Seniors had no idea what Title IX is about. One of the many things that I got away from this research process was that universities still have a long way to go as the most basic goal of just spreading the necessary awareness and knowledge regarding some of the most substantial issues and laws. In addition to that, institutions like college campuses need to work on changing the mindset of people in thinking that there still is an opportunity to make the system work more efficiently to reduce the rape cases that occur, and it is never “very late to

undo things”. Staying determined and working towards a change is the least that campuses could do to tackle with the existing issues of sexual assault and rape culture.

Gaps and Challenges

Universities’ inability to create awareness about important issues like sexual assault is a major challenge. It is evident from the survey conducted at OSU that Oregon State University also has to fill the gap of lack of knowledge among students about sexual assault and Title IX.

Another gap is the higher education institutes failure to meet the expectations of the survivors. This happens especially in cases of confidentiality where survivors do not want their personal information to be known or exposed publicly. It is rather challenging for college campuses to be survivor-centered while also complying by the federal policies around reporting sexual assault cases.

The Dear Colleague Letter of 2011 made it compulsory for institutes to report any case of sexual violence to the authorities (Ali, 2011). Although, this rule has improved the statistics of rape cases in education institutes, but it could also be viewed as a challenge for college campuses where students demand confidentiality in the reporting system. This rule could also limit students from telling their institutes if they have ever experienced sexual violence, thereby increasing the gap in the system.

For instance, I, as an employee of the Women’s Center in the Diversity & Cultural Engagement unit at Oregon State University, along with my colleagues were trained to restrain from taking any personal information from the visitors even when they would be willing to share

it with us. We were trained to guide the student or any person, who came to us to talk about their experience around sexual assault or violence, to the Counseling and Psychological Services (CAPS) office without letting them share anything. This was necessary, according to the pro-staff, because it would not involve us in the case and take off any liability that may fall upon us.

The process becomes even more challenging for campuses in the instances involving friends or someone close to the survivor, which is the case most of the times. In such cases, survivors do not necessarily want the perpetrator to get in any kind of trouble because of them. This puts the institute in predicament, as they have to deal with the dilemma of whether to protect the relationship of the affected individuals by keeping certain facts from the authorities or take the necessary steps, as the law requires.

Recommendations

One successful model for sexual assault prevention that universities could implement is the Situational Model created by Latane and Darley (1997). Situational model is a bystander intervention model in which members of the third party or the audience intervene in the event of sexual assault and try to prevent it. This model includes providing training to the people, students in this case, on preventing sexual assault or intervening in such instances (Burn, 2009). The bystander intervention is a 5-step model, which suggests that intervention could be a tough or complex decision to make, based on the situation. The first step to intervene includes the observation of the event, then comes the interpretation of the event to see whether it is an emergency or not. In case of an emergency, the bystander could intervene and take any necessary

action for the purpose of prevention. The bystander would, at that time, decide how to act and if taking an action would be the right thing to do (Burn, 2009).

The application of this model does not guarantee complete protection or success. This model could also fail if there is no mandatory training provided to students. However, through proper training, sexual assault bystander Intervention reduces the chances of the event of sexual assault from worsening. Such models have been implemented in college campuses like Oregon State University, but I would suggest increased use of these models and more discussion around how to make them more efficient and widely known and used. Universities could offer mandatory courses to teach students how to act in situations where intervention becomes necessary.

Universities should also make courses like “Healthy Masculinities” and “Violence, Awareness and Prevention” mandatory for freshman and sophomore students, especially the male students, where instructors could help eradicate the harmful stereotypes that the society creates for men, by making them aware of the ramifications of indulging in unwanted sexual behavior with other people.

Furthermore, we must also look for ways to combat rape culture, which is the culture of victim blaming and shaming, denying of widespread rape and trivializing rape cases. This could be done by debunking the myths like rape is synonymous to sexual assault. Rape is a type of sexual assault; it is therefore, a must to educate people that sexual assault is any kind of sexual conduct whereby the victim is touched without his/her consent. Also, it is imminent that people

understand that it is not the victim to be blamed, which if done so, would ignite the violent acts in the society(Underhill, 2015).

Moreover, it is necessary to negate the idea that it is strangers only of whom women need to be afraid of. The statistics prove that about 82% sexual assault cases are perpetrated by acquaintances (Underhill, 2015). Thus, instead of telling women to only be afraid of strangers hiding in the bushes, they should also be advised to be careful among the people they know.

Initiating and supporting programs and campaigns to spread awareness could also be something which universities and other institutions could do to prevent sexual assault cases. Some examples of such programs and campaigns include, for instance, the “7000 in Solidarity campaign” which was started by a student from UCLA. The campaign got its name from the estimated number of students who were likely to encounter sexual violence on campus. This was a method used by the students of UCLA to create awareness among other students about the importance of consent; this campaign was also organized as a way to help prevent sexual violence on campus (Culp-Ressler, 2013). Another university campus, Whitman College in Washington State started a campaign called “Ask for It”, where “It” refers to consent. Use of this phrase was to put down the insulting phrase, “Ask for It”, which is often used to blame the victim. Furthermore, Connecticut College involved male students in the Vagina Monologue, which was a play that emphasized on women’s sexuality and the need for consent. Also, a group of students at the University of Oregon printed reminders on coasters that asked for consent and distributed them at local bars (Culp-Ressler, 2013).

These are just a few ways which could be used by college campuses to engage the community members in the dialogue around sexual assault and spread awareness. Such messages can not only be used for spreading awareness, but also for shifting the focus from the victims by blaming them to the perpetrators by warning them, thus fighting the rape culture.

Another problem, in my opinion, is the expansion of Title IX. Title IX has evolved from being a law about equal opportunities for different genders in athletics and education, to a broader law involving more issues such as sexual assault, sexual violence, transgender rights, etc. Such additions to Title IX, in my opinion, have added to the complexity of the law and made it hard to differentiate between each category it covers. Such lumping of everything under Title IX is not the best way as it also degrades the true prominence of each topic that the law encompasses. I believe that dealing with each issue, that falls under Title IX, separately would be more effective and would allow for easy understanding of the matters. It would also acknowledge the differences that lie between the issues and allow for proper consideration.

If implemented, these actions could help better the existing systems of higher education institutions in tackling with issues like sexual assault/harassment, sexual violence and other related problems. Telling the victims and other individuals to carry preventives like pepper sprays and small knives would not help if the culture and norms stay the same. We must integrate a substantial shift in the existing systems of college campuses and other institutions to implement a serious change.

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