

Cornell University
Incident Management Team Recommendations
in Response to Sexual Assaults and Bias Incidents

December 2012

I. BACKGROUND

The spirit of community pride, connection, and celebration that typically characterizes the beginning of a new academic year at Cornell was disrupted this fall by several appalling bias-related incidents and reports of sexual assaults by strangers on campus. Students, staff and faculty, administrators and student leaders, organizations and alliances shared outrage at the specific incidents, expectations related to our ability to respond to present needs and reduce the risk of future incidents, and concerns about how these events might affect and/or reflect the climate of our community.

Outrage, expectations, and concerns motivated quick, decisive, and impressive actions by many individuals, departments, and student organizations to address immediate needs, promote awareness of resources, and create opportunities for learning, challenge, dialogue, and action. Many of these actions served to focus attention on the ongoing and disturbing reality that the vast majority of sexual assaults on college campuses are perpetrated by someone known to the victim. (See Appendix 1.)

Cornell's senior leadership recognized the need for coordinated response, communication, assessment, and planning by key university departments. Utilizing the structure of the Incident Command System (a fundamental component of Cornell's Emergency Management Program), two groups were appointed and began meeting at the beginning of October:

- The *Incident Executive Leadership Team* (IELT) is a group of senior administrators with responsibility for strategic guidance, policy oversight, resource prioritization, and communication with the President, Provost, and other campus leaders. The IELT comprises Vice Presidents Susan Murphy, Mary Opperman, and Tommy Bruce; Associate Vice President Christine Stallmann (Coordinator), and Dean of Students Kent Hubbell (Subject Matter Expert).
- The *Incident Management Team* (IMT) is a group of staff members with responsibility to address the logistical, fiscal, planning, operational, safety and community issues related to the crises. (See Appendix 2 for membership list.)

The work of these teams was undertaken with the belief that, as a *caring* community, Cornellians must continue to develop the policies, services, resources, relationships, and values that will strengthen us as a *safe* community. As President Skorton articulated in his October 9, 2012 annual address to staff:

"Each of us has to reaffirm that violence and bias have no place on our campus... How we treat each other, how we think about ourselves, and the prudent measures I hope that we will all take for safety and for individual respect ... are very, very important."

II. INCIDENT MANAGEMENT TEAM

Timeline: The Incident Command System is a short-term model: the initial expectation of the IMT was that it would have 30 days to deliver immediate response, assessment of existing resources, and recommendations for effective solutions to identified deficits/gaps. At the conclusion of the first month, the IMT agreed to continue its work for another month, integrating student members to contribute to the final task force reports and recommendations.

Scope: While the bias and sexual assault incidents required immediate response related to public safety, victim/community support, and communications, the tight timeline dictated that the IMT would need to limit the scope of its assessment and recommendations. The decision was made to focus primarily on needs, issues, and services related to sexual violence prevention and response. Similar work related to bias would be referred to the University Diversity Council.

Structure: The IMT identified five priority areas for its work. To assure an inclusive and expeditious process, it created five corresponding task forces and assigned leads for each:

1. Education & Training: Renee Alexander, Associate Dean of Students, Director of Intercultural Programs, Student and Academic Services
2. Communications: Peggy Beach, Senior Director, Campus Relations, University Communications
3. Victim Support: Nina Cummings, Health Educator, Victim Advocate, Gannett Health Services, Student and Academic Services
4. Enforcement and Rules: David M. Honan, Deputy Chief, Operations Division, Cornell University Police, Human Resources and Safety Services
5. Campus Climate Survey: Patricia Nguyen, Assistant Dean of Students, Director of Asian & Asian American Center, Student and Academic Services. (The scope for this task force was different from the other four, in that it *would not* include immediate response and *would* include consideration of sexual- and bias-related harassment and violence.

For the first month, the task forces comprised staff members from Student and Academic Services, Human Resources and Safety Services, and University Communications. During the second months, two students were added to each group. The task force leads met weekly under the leadership of incident commander Ben Kuo, Associate Director of Environmental Health and Safety, Human Resources and Safety Services. A complete IMT membership list is provided in Appendix 2.

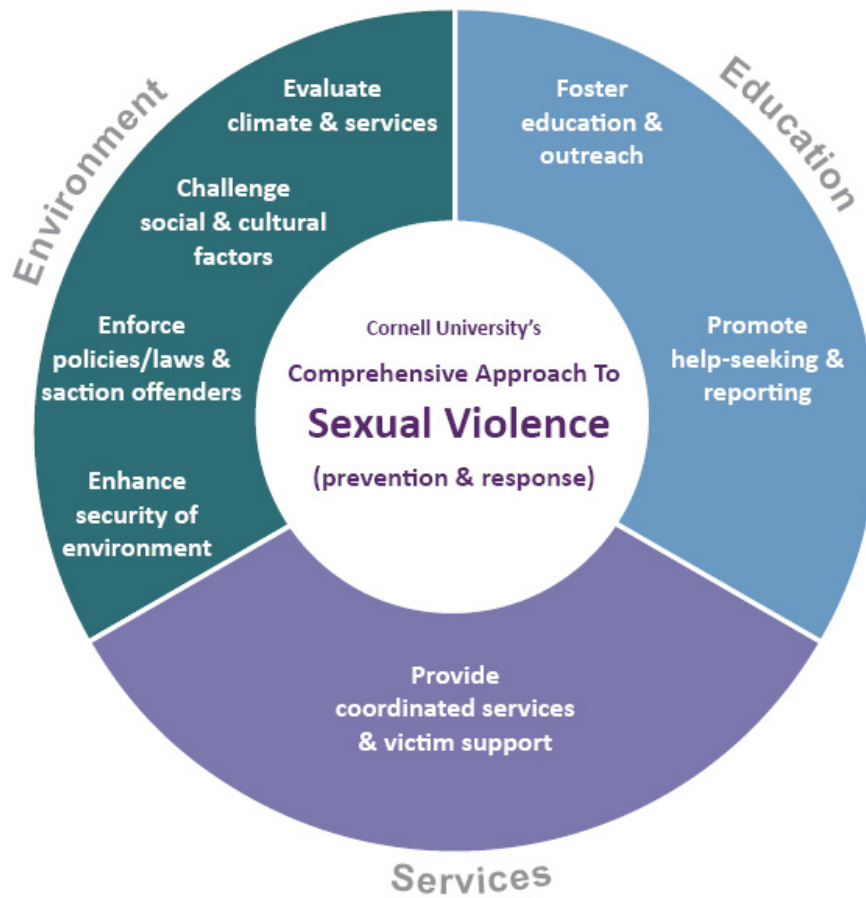
Reports: Each task force was asked to provide a brief report highlighting current issues, key findings, and recommendations. These reports are provided in Appendix 3.

III. A COMPREHENSIVE APPROACH TO SEXUAL VIOLENCE

Sexual violence is a serious campus and public health issue. Sexual misconduct of any kind violates Cornell's fundamental principles of a welcoming, respectful, civil, and inclusive learning and working community.

An inventory of existing services and resources (see Appendix 4) demonstrates the assets and liabilities that characterize Cornell's decentralized approach to addressing sexual violence prevention and services during the past decade. The extent to which a wide array of individuals, departments, and groups has felt and taken responsibility for these issues is impressive. The lack of coordination, clear communication, ongoing assessment of needs and strategies, and prioritizing of resources has obscured both current strengths and critical gaps in what is provided. However, events have shed light on the fact that what Cornell has is inadequate.

Informed by our experience in addressing student mental health and alcohol and other drug use, we are developing a comprehensive and integrated public health approach to addressing sexual violence prevention and response. We will be guided by best practices as described by the American College Health Association and the U.S. Centers for Disease Control and Prevention. This model will emphasize multi-faceted strategies to address dynamics and needs at the individual, relationship, social group, campus, and societal levels. It will rely on dynamic partnerships across departments, between institutional and peer leaders, and among community members.



IV. SUMMARY OF KEY RECOMMENDATIONS

A. Environmental Strategies

- Establish a campus-wide committee on sexual violence that will be responsible for studying the campus environment, exploring prevention strategies, and promoting services that will foster cultural change, reduce risks, and increase support for members of the community affected by sexual violence.
 - The committee should address multiple forms of sexual aggression including harassment and assault, and have a particular focus on addressing men’s sexual violence against women.
 - The committee should include faculty, staff and students and report to an appropriate senior administrator (vice president or President).
 - Recognizing the intersection of these efforts with the work related to Title IX compliance and reporting, the university’s Title IX Compliance Officers should be represented on the committee.
 - The Executive Committee on Campus Health and Safety should provide oversight to the committee.
- Revise the charge of the University Diversity Council (UDC) to include responsibility and authority for fostering assessment, prevention, and response efforts related to bias. As an initial priority, the UDC should be responsible for conducting a climate survey, which would include the following steps:
 - Develop a multidimensional definition/framework for campus climate.
 - Appoint a responsible person or body to execute.
 - Use existing data to continue to track effectiveness.
- The UDC should also develop a sustainable university climate assessment strategic plan that integrates assessment efforts of Institutional Research and Planning, Middle States Assessment, Toward New Destinations initiatives and future climate studies into a seamless effort that has dedicated financial and human resources.

B. Education

- Further develop, support and expand educational programming that meets the needs of undergraduate students, graduate and professional students, staff, and faculty. Assign student services staff responsibility for providing educational programming, with a focus on strategies for students that address the following through the “ABCD” model:
 - A The influence of alcohol on sexual violence
 - B The role of bystander behavior in prevention
 - C The definition and dynamics of consent
 - D Gender roles and beliefs that contribute to sexual violence
- Coordinate existing university efforts to educate staff and faculty about Title IX requirements and procedures with expanded educational strategies aimed at preventing sexual assault among students.
- Pilot “Speak About It” during Orientation, January 2013, and evaluate this program and others for sustainability as an annual Orientation program for new and transfer students.

C. Services

- Consolidate the presentation of the many services we already have into a virtual “center” that provides coordinated response.
 - Identify a director of that center, an individual whose job it is to oversee the consolidated presentation of the services that exist.
 - Dedicate two half-time staff positions for victim advocacy to develop and implement protocols, address gaps in service, oversee assessment, and provide direct service to victims/survivors and other members of the campus community.
 - Identify existing staff specializing in victimization issues whose time and services can be integrated into the virtual center’s efforts.
- Develop a comprehensive communications strategy that forwards the objectives of this effort.
 - Outline specific communications channels that will be used to inform campus of services, programs, and news events.
 - Plan for regular reporting of the status of all initiatives.
 - Develop a consolidated web-based resource.

V. RESOURCE NEEDS

Better coordination, communication, and commitment to shared goals, strategies, and priorities will guide better stewardship of available resources. However, it is clear that some efforts will require commitment of new resources, or resources that currently are invested elsewhere.

During the crisis this fall, immediate steps were taken within existing departments and resources, sometimes at the expense of other programs. Though the case for expanded services, improved communication, responsible research and assessment, and broader educational initiatives in the areas of both sexual violence and bias is compelling, limitations of staff capacity and consideration of already ongoing activities and commitments must be taken into account. Failure to do so will hinder progress on new initiatives and detract from the success of existing efforts.

The new campus-wide committee on campus violence and “virtual” sexual assault resource center will be in a position to make further recommendations regarding resource needs. At present, it is clear that new resources will be needed to:

- Create a full-time position focused on educational and training needs for men (e.g., Program Coordinator, Men’s Initiatives), in relation to sexual assault prevention, homophobia, violence, and bias. This position, in conjunction with the Director of the Cornell Women’s Resource Center (DOS) and Gannett Health Services will further develop, support, and expand current proactive programming based on an educational curriculum (i.e., the ABCD framework for sexual violence prevention).
- Provide effective orientation programming and resources for incoming students on an ongoing basis.
- Develop and publicize a web-based home for the “virtual” sexual assault resource center to provide ready access to information about sexual violence services, reporting, prevention, programs, and volunteer opportunities.
- Support the University Diversity Council and Institutional Research and Planning in conducting a climate survey in the coming year; and provide dedicated financial and human resources to implement a sustainable university climate assessment plan that dovetails with assessment efforts of the IRP and Middle States Assessment.

VI. APPENDICES

Appendix 1: Media coverage of bias and sexual assault incidents and response

Appendix 2: List of committees and members

Appendix 3: Detailed reports from each task force

Appendix 4: Complete inventory of existing services and resources

APPENDIX 1

Coverage of Fall 2012 Bias and Sexual Assault Incidents and Response

Cornell Chronicle and Cornell Daily Sun

Aug. 20: V.P. issues statement deploring reported bias incident

<http://www.news.cornell.edu/stories/Aug12/biasStmt.html>

Aug. 22: Mayor Myrick and President Skorton join voices to affirm community values

<http://www.news.cornell.edu/stories/Aug12/SkortonMyrickStmt.html>

Aug. 22: Cornell Police seeks public's help in incident investigation

<http://www.news.cornell.edu/stories/Aug12/policeHelp.html>

Sept. 12: Editorial: Staying Focused on Addressing

Bias <http://cornellsun.com/section/opinion/content/2012/09/12/editorial-staying-focused-addressing-bias>

Sept. 26: Cornellians React to Recent Sexual Assault

<http://cornellsun.com/node/778>

Sept. 27: Forum focuses on preventing sexual violence and bias-related incidents

<http://www.news.cornell.edu/stories/Sept12/CommunityForum.html>

Oct. 4: Skorton issues statement on campus safety and resources

<http://www.news.cornell.edu/stories/Oct12/SkortonMessage.html>

Oct. 18: Forum: Understanding bias conditions key to intervention and prevention

<http://www.news.cornell.edu/stories/Oct12/BiasForumCov.html>

Oct. 19: Working Together (Skorton Column)

<http://cornellsun.com/section/opinion/content/2012/10/19/working-together>

Oct. 23: Students Propose Sexual Assault Prevention Center at Cornell

<http://cornellsun.com/section/news/content/2012/10/23/students-propose-sexual-assault-prevention-center-cornell>

Oct. 25: Illuminating the Night, Cornell Community Unites Against Bias, Assaults

<http://cornellsun.com/section/news/content/2012/10/25/illuminating-night-cornell-community-unites-against-bias-assaults>

Nov. 8: Students and administrators address sexual assault, bias

<http://www.news.cornell.edu/stories/Nov12/BiasResponseUpdate.html>

Task Force Leads and Members

Education and Training
Renee Alexander (<i>lead</i>), Office of the Dean of Students, Center for Intercultural Dialogue
<i>Members:</i>
Sarah Jones, Office of the Dean of Students, New Student Programs
Mark Houlemarde, Office of the Dean of Students, Residential Programs
Curtis Ferguson II, School of Hotel Administration
Laura Weiss, Office of the Dean of Students, Student Support
Tim Marchell, Gannett Health Services
Julie Paige, Office of Fraternity, Sorority, and Independent Living
Khamila Alebiosu, Senior, Arts and Sciences
Anthony Pasquale Maria, Junior, Arts & Sciences, Assembly 4 Justice
Victim Support & Services
Nina Cummings (<i>lead</i>), Gannett Health Services
<i>Members:</i>
Nianne VanFleet, Gannett Health Services,
Dave Honan, CU Police Department
Glory A. Blanceagle, Gannett Health Services, CAPS
Barbara Jastran, Gannett Health Services, CAPS
Tanni Hall, Office of the Dean of Students, Student Support
Mary Beth Grant, Judicial Administrator
Narda Terrones, Senior, CALS
Ava Post, Junior, CALS, Assembly 4 Justice
Enforcement & Rules
Dave Honan (<i>lead</i>), Cornell Police
<i>Members:</i>
Alan Mittman, HR Policy & Labor Relations
Laurel Kiorpes Parker, HR Policy & Labor Relations
Lynette Chappell-Williams, Office of Workforce, Diversity, and Inclusion
Mary Beth Grant, Judicial Administrator
Anita Brenner, Athletics
Triveni Gandhi, Graduate Student, Government,
Anna-Lisa Maria Castle, Senior, Arts & Sciences, Assembly 4 Justice
Climate Survey
Patricia Chau Nguyen (<i>lead</i>), Office of the Dean of Students, Director of the Asian & Asian American Center
<i>Members:</i>
Marne Einarson, Institutional Research & Planning
Rise Nelson, Office of Academic Diversity Initiatives
Jen Majka, West Campus – Alice H. Cook House
Catherine Thrasher Carroll, Gannett Health Services, SAS Diversity Council
Sylvester Mata, College of Architecture, Art and Planning, Diversity & Inclusion
Ashley Harrington, Undergraduate, Assembly 4 Justice, Women’s Resource Center, Women of Color Coalition
Carrie Freshour, Graduate, Assembly 4 Justice, SAAGA

Task Force Leads and Members

Communications
Peggy Beach (<i>lead</i>), University Communications
<i>Members:</i>
Diane Kubarek, Student and Academic Services
Sharon Dittman, Gannett Health Services
Jennifer Lob, Division of Human Resources and Safety Services
Karen Brown, Campus Life
Linda Mikula, University Communications
Claudia Wheatley, University Communications
Rebecca Robbins, Graduate Student, Communications
Daniel Marshall, Junior, Arts & Sciences, Assembly 4 Justice

Key Findings and Recommendations

Task Team: Education and Training

Lead: Mark Houlemarde (254-5111, meh335)

November 20, 2012

The Education and Training Committee has been engaged in rigorous discussions around sexual violence and bias. While this document will focus primarily on sexual violence, we determined that addressing bias issues is equally important and should be addressed in the next phase of this exercise.

We framed our discussion through the lense of the “A-B-C-D” model: Alcohol, Bystander, Consent, Deconstructing Gender (masculinity), and developed the following suggestions regarding messaging to students on sexual assault/violence:

Create trainings and programmatic efforts that are specific to various communities:

As a condition of by-line funding, student officers complete training within the framework of the A-B-C-D model. Orientation Leaders, all residential student staff, and Student Assembly members should also be required to attend training

Initial Programming Recommendations/Suggestions

- “Speak About It” – pilot during Orientation, January 2013: transfer students. Campus stakeholders invited to view program and provide feedback. Evaluate for sustainability as an annual Orientation program for new and transfer students
 - Tapestry of Possibilities – create new skits to address sexual violence, and consent
- Further develop, support and expand programming offerings, and build on issues discussed during Orientation, possibly provided by Wingman, Consent Ed, and based in North Campus residence halls, and including Transfer students (annually). Include formal educational training to students participating in Greek recruitment, and student athletes.
- Expand focus to include marginalized student populations: LGBTQ, communities of color, students with disabilities, recognizing elements of the A-B-C-D model varies by community
- Increase visibility of passive programs/marketing campaigns – especially during times when sexual assault may occur – beginning of first semester; Homecoming; Halloween; Slope Day; study period before final exams
- Develop comprehensive university protocol to respond to incidents of sexual assaults/violence, and bias

Future Considerations:

- Create a Center with dedicated staff position(s) that implement, coordinate, own, and assess sexual violence, and bias programming; serve as supportive space for survivors, friends and allies; advocacy; education; outreach
- Work with graduate and professional schools to develop programming

- Faculty/staff training beyond “Respect@Cornell
- Ongoing examination of existing and potential educational strategies for students (undergraduate, graduate and professional), faculty, staff, and post-docs
- Professional development funds for students/staff to participate in annual conferences and workshops, on issues related to sexual violence/assault

Key Findings and Recommendations

Task Team: Victim Support and Services

Lead: Nina Cummings (255-4782, nc18)

November 20, 2012

Current issues:

The Victim Support and Services team examined the current state of service provision for victim/survivors. A key issue throughout this process was the fact that stranger assaults generated this IMT team response; however, the primary ongoing issue on campus remains assaults by acquaintances, most often peers, most often known and identified. The review of service needs and gaps included attention to those victimized by individuals known to them as well as strangers.

It is important to note that the components identified here were considered quickly, given the short time frame for all the IMT teams. There may be other key components that are necessary and given more time, they could be identified in addition to what is listed here.

With both stranger and acquaintance assaults in mind, the team identified 6 components of service provision for review:

1. inventory of current support services
2. gaps in service provision
3. key points of entry for students who disclose sexual assault to staff and response to that disclosure
4. mobile app for student support
5. sexual assault support group availability
6. collaborative response system with community partners (e.g. CMC, Advocacy Center) and whether a separate sexual assault center would be a more effective model.

Implications

The Victim Support and Services team considered the following:

- *The creation of an inventory of the current support services available both on campus and off (Appendix 1: Sexual violence service support inventory).*

The team agreed that there are adequate and varied services available at Cornell to support students and staff who have been victimized. The ongoing problem is the difficulty in students easily finding the support services and sometimes the lack of coordinated efforts.

- Serious consideration of a stand-alone sexual assault center and identification of pros and cons to that system. This assessment involved collecting information about peer institutions (Appendix 2: Sexual Assault Response Teams.10.30.12). The team agreed that there is potential for a “virtual” center that could identify key staff people already employed who would become “experts” at support after sexual assault as well as the creation of new staff positions.
- The Mobile App Circle of 6 was reviewed by students and described as having potential for student use. The app was promoted on one of the weekly crime updates sent out by Chief Zoner.
- Because students disclose victimization to a wide array of offices, individuals and providers on campus (and beyond), attention focused on whether Cornell staff and faculty were adequately prepared to address the needs of victims. Similar to efforts created around Notice and Respond, the question became whether staff had the appropriate resources with which to refer students and the proper training to respond in a non-judgmental, non-blaming and supportive way. This particular “deliverable” was considered an ongoing effort requiring time, staff allocation, and resources not currently available.
- Support Groups for victim/survivors have been offered on campus in the past but there have been on-going obstacles to maintaining groups. While our local Ithaca agency, the Advocacy Center offers on-going groups, we have heard from students that there are various obstacles to their attending; they are unable to travel downtown, it is in an inconvenient place, they do not have adequate and safe transportation, or they are sometimes unable to relate to some older women who may be in the group. Student demand is to offer a group on campus. This team decided the importance of offering an opportunity for self-identified victim/survivors to get together, meet and support each other is important to recovery and healing.
- Students called for a seamless collaborative protocol for victim/survivors. This would involve local resources/partners such as the Advocacy Center, Cayuga Medical Center, and Planned Parenthood, because often students are identified at these agencies before Cornell offices become aware of victimization. Further, some students prefer to seek help from an agency outside of Cornell.

Recommendations

- Establish a coordinated, focused approach to victim services, by providing resources for additional staff positions. The team suggests the University consider two staff positions to provide leadership and ongoing services:
 1. A full-time position for victim advocacy and support (team suggests two individuals do this ½ time so there is adequate backup and staff coverage during vacations, layoff, or should a staff person leave the position).

2. A new full time prevention education specialist to work on prevention and risk reduction. These two staff positions (advocacy and education) would work collaboratively as a team.
 3. Identify other staff on campus who can “specialize” in victimization issues (psychologists for trauma, residential life staff for community, legal aid, etc.) which would then create a “virtual” center with additional staff allocation and resources to support the recommended staff pattern listed in #1 and #2.
- Immediately offer a support group for victims. It will be female centered, 8-12 students, 75 minutes per session, probably 6 weeks in duration. It will start late January when students return for the spring 2013 semester but intake should be offered before the end of the fall 2012 semester. This has been organized and is ready for implementation by Counseling and Psychological Services staff.
 - Begin the collaboration for seamless services with local agencies. This has been implemented with the discussion of an MOU between Advocacy Center and Cornell. This is an ongoing task and in the future will require meetings with CMC as well as Planned Parenthood.

Key Findings and Recommendations

Task Team: Enforcement and Rules

Lead: David Honan (255-7759, honan@cornell.edu)

November 20, 2012

Current issues: A review of current enforcement and compliance was conducted and no current issues identified.

Recommendations:

- We will refer the following to the Education and Training group:
 - Increase annual/periodic training regarding sexual misconduct for all segments of the campus community with measurable outcomes.
 - Institute training of reviewers in their roles under the pending updates to University Policy 6.4; reviewers determine outcomes after investigative reports are finalized.
 - Increase awareness of Title IX messaging and sexual assault advisory requirements in the Annual Security Report (aka the “Campus Watch”).
 - Continue training regarding Title IX reporting through Maxient system. No violations observed but better delivery of services if reports are completed in a timely manner.
 - Establish understanding and relationship with local municipalities regarding what Cornell is doing regarding sexual assault. Provide them the information on how to connect in with Cornell resources. (JA's Office, gannett, title IX, clery, cornell responds, etc.)
- Publicize the existence of the Public Safety Advisory Committee and identify ways for that committee to solicit input from the community to advise the Cornell Police.
- Build a “map” or Organizational chart of how to navigate the sexual assault/response system and find information.
- Invite IPD to attend training on sexual assault with the Cornell Police. Add to agenda for president and mayor to discuss importance.
- Recommend a Police Outreach day – Crime Prevention Officer can conduct an educational program to show how Cornell Police deal with these sexual assault complaints.
- Perceived lack of police presence outside of the Cornell Police jurisdiction. Outside of Cornell Police control. Might be a topic to have president discuss with mayor to connect with IPD.
- Continue to explore a simple smartphone app such as one that can explain if something bad happens to you, here is what you should do.
- Communicate to students to put the Cornell Police and Blue Light escort contact information in their phones. This may be an opportunity to promote the current Cornell App.

Key Findings and Recommendation

Task Team: Climate Survey

Lead: Patricia Chau Nguyen (255-3869, pcn29)

November 20, 2012

The Climate Survey Team was tasked to review existing public data and determine the need for additional survey research. The team looked at issues of bias as a whole, inclusive of issues pertaining to sexual assault.

The existing data on campus surrounding issues of climate are predominantly quantitative measures through the various IRP surveys conducted on campus. The team (1) assessed the existing IRP survey instruments for various campus populations for potential climate data; (2) investigated other sources of climate data across campus; (3) compiled national examples of climate surveys; (4) explored institutional capacity and will for future climate surveys given the decentralization of the campus; and (5) brainstormed potential strategies to release climate-related data to catalyze inclusive excellence across campus.

Definitions

The team had various conversations on the definition of campus climate. Nationally, many climate surveys assess colleges from a racial/ethnic lens, and struggle with definitions and frameworks that are inclusive of not only other social identities (gender, sexual orientation, socioeconomic class, veteran status, disability, etc.), but also the intersections of social identities. The team decided to utilize Hurtado's Campus Climate Framework as a starting point, defined below.

Campus climate is a part of the institutional context, which includes community member's attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, and diversity...A framework for understanding the campus racial climate describes it as a multidimensional construct subject to and shaped by the policies, practices, and behaviors of those within and external to colleges and universities focused on the four climate-related factors internal to and within the control of individual colleges and universities: compositional or structural diversity, the psychological dimension of the climate, the behavioral dimension of the climate, and an institution's history and legacy of inclusion or exclusion (Hurtado et al., 1998, 1999)

This framework became the informal assessment tool to explore the existing data and identify potential sources of data.

Current Issues & Key Findings

Key Findings

- The university **lacks a concrete and comprehensive definition/framework** for campus climate. This served as a challenge for the team, which could be predictive of future barriers in moving forward.
- Cornell **regularly collects** data that speak to campus climate:
 - There is longitudinal data over time that can be compared with peer institutions.
 - Given the ongoing and reoccurring nature of the surveys, there is potential to change localized questions to include more climate-related research.
 - Data coverage varies across dimensions of climate. The University currently collects substantial data on compositional diversity (i.e., the representation of different social identity groups); does reasonably well collecting data on psychological dimensions of climate (i.e., feelings of inclusion, receiving fair treatment); and collects less data on the behavioral dimensions of climate, particularly in relation to specific instances of bias, discrimination, and sexual assault and violence.
 - Survey data coverage varies across constituent groups. There is better coverage of climate dimensions for our undergraduate student population and faculty, less coverage for graduate and professional students (although this is being addressed by new surveys being developed by this constituency), and the least coverage for non-academic employees.

- **Current instruments to measure climate are specifically quantitative.** Current data collection does not use diverse research methodologies (i.e. qualitative, document analysis, focus groups, etc.), which would provide a more comprehensive and nuanced look at climate.
- Existing institutional data and institution-wide survey data are being used to develop diversity-related metrics and could be of great campus-wide use. At this point, it is **unclear how colleges and units are using existing data to inform current programs and practices.** The website for the existing data is accessible, but could possibly benefit from an intentional communication/outreach strategy.

Findings related to existing IRP Instruments/Data

- **Existing IRP survey data has better coverage of climate measures for our undergraduate and faculty populations** but has collected less data on campus climate for non-academic staff. Efforts to enhance measures of campus climate for the graduate and professional student population were begun this academic year.
- **Language in some survey instruments can be exclusionary.** Questions for surveys need to be revisited and possibly reworded with more inclusive language with consultation from various social identity constituent groups.
- On the whole, IRP surveys **are strongest in their measures of psychological climate and weaker in measures of behavioral climate.** In particular, these surveys have asked few, if any, questions related to specific positive and negative interactions on the basis of social identity; have not asked about experiences with bias or physical/sexual assault; and have not asked engagement in campus-facilitated efforts to promote a positive climate for diversity
- Aside from issues pertaining to ease of data disaggregation, the **current organized groupings do not distinguish informal interactions with diversity from engagements with diversity that is campus-facilitated** (specific coursework, initiatives, programs, interventions, etc.).
- Disaggregated survey results, including **comparisons with peer institutions, for multiple years of survey administrations are available on the IRP website;** however, the sheer number of tables makes it challenging to discern meaningful patterns in climate for different Cornell constituencies over time.

Findings related to existing Non-IRP Instruments/Data

- **Longitudinal instruments/data across colleges and units do not exist.** Instruments/data that do exist, are conducted and exist in isolation.
- There seems to be **lack of understanding of the differences between program assessment and climate surveys.** Both are interdependent, but given the lack of a campus-wide definition/framework for climate, the scope of individual college and unit “studies” are narrow and one-dimensional and do not explicitly assess climate.
- Data is collected, but **lack formalized mechanisms to be shared** to inform practice on both a localized (within the college/unity) and campus-wide level.

Lessons Learned from National Climate Survey Inventory & Research

- Many surveys tended to overlook the opportunity to obtain more information about campus facilitated interventions and practice.
- Although it is rare that all dimensions of climate are assessed, some campuses have attempted a comprehensive, multi-dimensional approach to examine existing structures and norms (Hurtado, Maestas, Hill, Inkelas, Wathington, & Waterson, 1998) or to measure the impact of changing policies (Michigan Student Study, 2008).
- Most climate assessments attempt to take the “pulse” of the institution or student body to determine the level of tension or intergroup conflict, but offer little insight into ways climate is influencing student-learning outcomes.
- It is crucial for a campus to not only develop assessment strategies that allow for longitudinal comparison across aspirant colleges and universities, but also across time for self-study.
- Response rates for external surveys tend to be lower than internal surveys.

Future Implications: Issues Regarding Institutional Capacity for Future Climate Survey Efforts

- **Motivation.** It is important that the university questions and explicitly states its motivation for a climate study. Motivations that lie in “taking a pulse” will create ad hoc and unsustainable measure that prevent the university from gathering insight on how diversity affects student learning. The former is a reactive approach, and the later is proactive and could potentially garner Cornell as a nationally leading institution in these efforts.
- **Political underpinnings.** As observed in efforts on other campuses, it is important to note the political underpinnings of gathering this type of data. Some areas may be afraid to collect this data given the area might not have the resources to address issues that arise from the climate data. It might be important to consider if the university aims to

have the data public or not, and consider what kind of accountability the university is willing to take before pursuing climate research.

- **Resources.** Whatever future efforts are undertaken must be done in a way that is **sustainable** in terms of time and cost.
- **Decentralization of campus.** The decentralized character of Cornell makes it challenging to create climate measures that are meaningful across the institution. Cornell's decentralized character means that external models and instruments for assessing climate may not be relevant to our local context. It also increases the likelihood of duplication of effort and lack of comparable program-level measures as individual programs and units launch their own particular initiatives and assessments of climate.
- Colleges and units may be unprepared to conduct assessment around issues of campus climate due to **lack of expertise.** Cornell needs to create a culture of assessment/evaluation and accountability throughout all areas of campus. Colleges and units may need support or consultation around conducting assessments of campus climate and/or the impact of programs and policies on climate.

Recommendations

Short-Term (before the end of the academic year)

- **Develop a multidimensional definition/framework for campus climate.** Be inclusive of feedback from programs, centers, offices, initiatives, etc. that specifically work to advocate for specific social identity groups (i.e. Asian & Asian American Center, Disability Services, LGBTRC, Women's Resource Center, etc.). Work with University Communications to create an accessible and comprehensible concept map. *Charge to UDC.*
- Have **localized experts meet with the various colleges and units that identified "climate survey" as one of their Towards New Destinations initiatives** to potentially develop research methods, including a potential slate of core climate questions. This would enhance capacity to compare progress across programs and over time. *Charge to UDC in partnership with Provost.*
- **Re-examine the climate measures contained on the current slate of IRP surveys with a view to addressing gaps in coverage of climate dimensions, and identifying appropriate social identity groups to use for comparing climate.** This could begin with surveys of undergraduate and graduate/professional students slated for the spring 2013 semester, and continue as subsequent IRP surveys are conducted with the remaining constituent groups. This successive revamping and roll out of survey data collection and analysis would keep the scope of efforts sustainable.
- **Consult with external experts** to help Cornell develop steps toward a comprehensive climate study to include document analysis and qualitative methods of assessment. The team recommends consulting with Dr. Sylvia Hurtado with HERI at UCLA or Sue Rankin. *Charge to UDC in partnership with IRP.*

Mid-Range (1-3 years)

- **Disaggregate the 2013 PULSE data** into a series of reports to be released over a timeframe on campus. Reports of disaggregated quantitative data can be released as individual social identity reports (i.e. Campus Climate for Veterans) or as campus populations as defined by the Towards New Destinations initiative.
- Begin assessment-based **benchmarking efforts for new diversity initiatives** led by the central diversity officers.
- **Increase professional development opportunities** (at least one a year) for colleges and units to understand how climate assessment can inform practices. *A suggestion maybe to bring Rob Teranishi from NYU to speak about the affects of data disaggregation in informing practices around academic achievement for URM students.*

Long Term

- **Develop a sustainable university climate assessment strategic plan** that dovetails assessment efforts of IRP, Middle States Assessment, and future climate studies into a seamless effort that has dedicated financial and human resources. These initiatives should be housed with the UDC in partnership with IRP. This strategic plan should build climate assessment into the fabric of university activities throughout time.

"Campuses that wish to make progress in becoming functional multicultural learning environments now have a vast amount of empirical information to guide practice but nothing can replace critical self-assessment to deepen the commitment to diversity on a campus. At one time, climate assessments were used as one-shot portraits---the solution to a "problem" with diversity instead of the catalyst for change."

--Hurtado, et al, 2008

Key Findings and Recommendations

Task Team: Communications

Lead: Peggy Beach (255-7419, mjb15)

November 20, 2012

- Current issues
 - Report on what we've done
 - Delivered senior admin talking points around A4J demands
 - Actively engaged in communications and conversation with students through three Sexual Violence Prevention Working Group meetings – WRC
 - Delivered senior admin talking points for TCAM weekend
 - Implemented weekly Blue Light safety messages starting September 28 to all faculty, staff, and students
 - Developed suite of new Blue Light materials (new design) and distributed through the following groups: Gannett, Cornell University Police, Inclusion and Workforce Diversity, Women's Resource Center, Campus Life and Cornell Student Agencies (Collegetown); materials also available for download from [Cornell Police](#) and [Gannett](#) websites
 - Received and collated many resource lists into a master list
 - Developed a draft Sexual Violence Prevention and Response Wheel model
 - Augmented or assisted with promotion for the following:
 - Illuminate the Night, sponsored by the SA
 - People's School, sponsored by students
 - 2012 Fall Lighting Survey, sponsored by Campus Life, in support of increasing campus safety
 - PSA series is underway, with recordings complete for 4 voices, 2 more scripts awaiting recording, scripts in process for 4 more
 - 24/7 resource awareness – created and distributed campus-wide bathroom sticker; flyer available for download on [Gannett](#) website
 - Report on what is still ongoing
 - 24/7 resource awareness – create and distribute table tents
 - Refinements to resource lists, reconcile with HelpSheet, Caring Community, align with Wheel model (see below)
 - Illuminate the Night – exploring opportunities to disseminate the speeches from this event, powerful messages that could be more broadly distributed
 - Sexual Violence Prevention and Response Wheel model – need to examine the categories as a group and refine if needed, need to complete the alignment of the resource list with this model
 - Contributing to messaging for President's year-end and/or January start-up message to campus
- Future implications
 - Refinement of the resource lists needs to be finished and communicated to campus.
 - The Sexual Assault Prevention Working Group, while not the recommended long-term vehicle, has demonstrated for us the importance of consistent, ongoing involvement by students in whatever formal structure(s) is established going forward.

- Information regarding sexual violence/Title IX resources, reporting, and services needs to be coordinated, streamlined, and promulgated.
- Role of Caring Community site needs to be further discussed and reconciled with other resource sites.
- The role of the University Diversity Council in our strategies and decisions going forward needs to be clarified.
- Recommendations for actions
 - Develop a communications strategy that encapsulates the recommendations of all committees
 - Outline specific communications channels that will be used to inform campus of events and activities
 - Plan for reporting the status of all initiatives that come out of the IMT especially to vocal student groups
 - Settle on and promote one web-based resource for gathering together all resources related to bias and sexual assault
 - Brings helping resources together in one place
 - Along the way, reconcile the role of Caring Community
 - Along the way, reconcile the Title IX reporting needs and legal requirements with the role of Caring Community and this one-stop web resource
 - Decide how we will publicize it widely
 - Fully review and reconcile wheel model with resource list and publish on single-source web page for campus
 - Demonstrate comprehensiveness of approach,
 - Differentiate crisis numbers or help numbers from ongoing environmental efforts
 - Could turn the resource list into an online database. Example: I am a _____ (student, faculty member, staff member) seeking _____ (help, information, resources) on _____ (sexual harassment, sexual assault, bias, etc.). Once the fields are populated you'd get a list of targeted resources.
 - Create a robust communications plan around BlueLight safety services
 - Determine future ownership and operational details
 - Include print materials, media advertising, targeted email messages, and other vehicles as appropriate
 - Create a calendar of risky weekends (i.e. Halloween, Slope Day, after finals, etc.)
 - Ongoing matching of materials to program offerings as programs evolve
 - Bring more clarity to communication around who to call and what to do in a crisis
 - Continue discussing the question of one number – we are not the body to make that decision, but we feel this is a question that needs to be explored in more depth
 - Develop preparedness plan for communications response to future incidents, should they occur

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
Advocacy Center	Cornell works closely with The Advocacy Center, an Ithaca community service organization that provides information, programs, and services that help reduce the trauma that results from domestic violence, sexual assault and child sexual abuse. The Advocacy Center has counselor/advocates available through their hotline 24/7.	607-277-5000	NC
Advocacy for Victims brochure	Available online or from Gannett (pdf)		NC
ALANA	The African Latino Asian Native American Students Programming Board (ALANA) is a multicultural umbrella student organization seeking to provide the Cornell community with a wide variety of programming that fosters awareness of and appreciation for diversity and multiculturalism. In addition, ALANA seeks to allocate funds to those registered student organizations who wish to provide such programming. ALANA programs embrace social, cultural, educational, and service initiatives that help to express the variety of perspectives and experiences at Cornell, and that respond to the needs of students of diverse cultural backgrounds.	Yizary Polanco (yp85@cornell.edu)	LW
Annual Campus Lighting Survey	Campus Life has coordinated the Fall 2012 site lighting survey date of Thursday October 25. Three teams -- a West Campus team, an OFSIL team and a North Campus team -- will each have an area of responsibility and a crew leader that will coordinate the efforts of the participating members. They will have site maps and will deploy groups to walk and note any deficiencies.	Chad Loomis, PE Manager of Facilities Operations for Campus Life	LW
Anonymous Reporting	Anonymous reporting of issues the University should be made aware of: 866 293-3077; www.hotline.cornell.edu.	866 293-3077; www.hotline.cornell.edu	NC
Assembly for Justice	A collective of students who organize for justice on campus. The group was created to mobilize people in response to the string of hate crimes that have occurred since May 2012.	assembly4justice.cu@gmail.com	LW
Bias Response Program	The primary goal of this program is to respond to bias activity by advising the university community of the occurrence of bias incidents and crimes, providing support-related resources to individuals who have experienced bias activity, and developing programs that will help to prevent or eliminate bias activity. The program's process is not intended to be punitive in nature.	biasconcerns.cornell.edu	LW
Blue Light Phones, Bus and Escort Service	Available through Cornell Police Dept. for safe campus travel.	www.cupolice.cornell.edu/emergency/blue_ligh_t.cfm	NC
Break the Silence Cornell	Break the Silence is a safe, anonymous, online community where people can share stories to raise awareness of personal violation on campus and to support those in our community who have had similar experiences.	Jinjoo Lee jl2475@cornell.edu	LW
C is for Consent Poster Campaign	Listen. Communicate. Consent is Respect.	nosexualmisconduct@cornell.edu	LW
Campus Lighting Survey	Annual survey. Fosters awareness of risk-reduction and crime prevention.		
Caring Community Website	Get Help, Report a Concern	caringcommunity.cornell.edu	NC
Cayuga Medical Center Emergency Department Sexual Assault Nurse Examiner (SANE) Program	The Sexual Assault Nurse Examiner (SANE) Program employs a team approach to assist survivors of sexual assault. Nurse examiners provide skilled, sensitive medical care and the timely collections of forensic evidence. If the survivor chooses, law enforcement agencies can use this evidence in the arrest and prosecution of the offender. Experienced counselors-advocates from the Advocacy Center can be present for students seeking SANE exams at CMC.	Advocacy Center 24-hour hot line: (607) 277-5000 Emergency Department: (607) 274-4411.	NC

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
Cayuga Watchers	Cayuga's Watchers is a student run SOCIAL AWARENESS campaign meant to curb high risk drinking and the issues associated with it on our campus. This is not your "usual" sober monitoring program- instead this is a way for students to change how we perceive and respond to drinking. All Cayuga's Watchers are trained to recognize and help respond to high risk situations, without standing out in the crowd. While traditional Sober Monitors at fraternity parties come with a lot of responsibilities, such as checking whether or not the door to upstairs is closed, whether the party's not too loud, whether there is beer at the bars (among many other things), 'Watchers' are there looking out solely for well-being of the party goers.	Eric Wachtel Silverberg (ews56@cornell.edu)	LW
Center for Intercultural Dialogue	Through events, resources, programming, and more, The Center for Intercultural Dialogue aims to lead ongoing, campus-wide conversations beginning to raise multicultural awareness and promote intercultural dialogue among our constituents, students, staff, and faculty.	Dr. Renee Alexander (renee.alexander@cornell.edu) 607.255.3693	LW
Community Leaders of Color	A group of concerned leaders in the local community of color regularly work to keep channels of communication open with members of the Black community and the local governance. They also find ways to help the community at large. As community leaders, they action to help the entire community heal, change, and become the progressive place it professes to be by addressing issues of racism and discrimination.	(607) 255-3976	LW
Consent Ed	Consent-Ed is a peer-to-peer education program focused on sexual assault prevention and improving survivor advocacy on campus. Our goal is to engage groups of women in sororities, sports teams and other organizations on these sensitive issues through small workshops and discussions. Through the bystander methodology, we aim to provide women with the tools to prevent and identify potentially dangerous situations for themselves and others.	Rachel Blumenthal - President (rmb324@cornell.edu)	LW
Cornell Crisis Managers	Coordinated by the Student and Community Support in the Dean of Student's Office. The university's crisis management system provides immediate and sustained assistance to help all those affected by personal crises involving threats to the health or well-being of students. This may include the student(s) directly involved, friends and roommates, family members, and staff and faculty members.		NC
Cornell Judicial Administrator (JA)	The Judicial Administrator (JA) receives, investigates, and adjudicates complaints alleging violations of the Campus Code of Conduct. In regards to sexual assault, you can report someone without pressing charges or engaging in any other follow-up.	Mary Beth Grant, mary.beth.grant@cornell.edu, 607-255-4680	LW NC
Cornell University Police Department	To report crimes, crime alerts, crime prevention. Confidential reporting for non-emergency criminal or suspicious activity at Cornell University	Barton Hall, 607-255-1111	NC
Cornell United Religious Works	Twenty nine affiliated communities for faith-based response	607.255.4214	NC
Cornell Responds	Cornell Responds provides an educational and restorative response to help communities react, process, and address bias incidents. This is a drop-in opportunity for students, CU neighbors and anyone to talk about the impact that sexual violence can have on people who may be directly or indirectly affected in the wake of recent crime reports on and off campus.	626 Thurston (607) 255-9596	LW
Cornell Women's Resource Center	The Cornell Women's Resource Center values women and men coming together to end sexism, along with all forms of oppression and maintaining an environment where all are free to affirm and celebrate their differences and commonalities.	Laura Weiss (lbw26@cornell.edu)	LW

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
Cornell's Victim Advocate	Provides assistance to any member of the Cornell community who has been the victim of a crime or other traumatic incident. The Advocate supports individuals who have experienced harassment, physical or emotional/mental assault, stalking, violent or potentially violent relationships, sexual assault or rape, bias-related incidents, hazing related to group initiation, or any other victimization.	607 255-1212 Email: victimadvocate@cornell.edu (email is not secure for confidential communication). The Victim Advocate can outline options, help get connected to services, and provide support with academic, social or other pressures or concerns	LW NC
Counseling and Psychological Services (CAPS)	CAPS is a safe place to talk with someone privately about any concern. This may include stress, loneliness, anxiety, depression, adjustment challenges, relationship difficulties, questions about identity, managing an existing mental health condition, or other issues.	www.gannett.cornell.edu/services/counseling/caps/ (607) 255-5208	LW
Discrimination and Harassment Advisors Update Annual Meeting	In October 2010, was attended by 47 advisors, faculty and others and featured CITE's cutting edge, real life scenarios illustrating best practices in preventing discrimination/harassment concerns and updates from Alan Mittman on Policy 6.4 roles and responsibilities; in October 2011, as part of the Diversity Meeting, WPLR conducted the annual Discrimination and Harassment Advisor Update meeting, attended by 60 advisors, faculty and others, featured CITE and the Elevator scenario about gender and racial stereotypes.	Conducted by Workforce Policy and Labor Relations (WPLR)	AM
Diversity and Inclusion Website	For assistance and resources	www.hr.cornell.edu/diversity/	NC
Diversity Colleague Network Group	Cornell's Colleague Network Groups are university-sponsored employee resource groups for diverse populations, including racial/ethnic minorities, differently abled, young professionals, LGBT, and veterans, and allies of those groups. The groups provide programs that enhance the university culture by fully engaging all our faculty and staff. Each group advocates for a specific demographic within the Cornell faculty and staff community—to aid in recruitment and retention efforts, as well as improve the climate for the community as a whole.	http://diversity.cornell.edu/finding-my-community	LW
Diversity Update Conference	Cornell has also implemented several other training programs to ensure that there is a commitment to its compliance obligations and to diversity. As mentioned earlier, the Diversity Update Conference provides up to date information on equal employment opportunity laws and federal affirmative action regulations, as well as diversity best practices to strengthen Cornell as an academic employer of choice for a diverse population.	cpi25@cornell.edu	LW
Empathy, Assistance, & Referral Service (EARS)	EARS offers nonjudgmental, short-term counseling by skilled peers who have undergone extensive training, have passed through a rigorous selection process, and can provide referrals for services within the Cornell and Ithaca communities.	607-255-EARS (255-3277)	LW NC
Engaged Cornell Speaker Series: Learning through Intergroup Dialogue: Educational Implications for Understanding Inequality	Join Gretchen Lopez, Associate Professor and Director of the Intergroup Dialogue Project at Syracuse University, for a discussion based on her current research and related program development. This presentation will focus on intergroup dialogue and academic courses. She will also share multi-university research findings that demonstrate the implications of intergroup dialogue for college students' thinking about inequality and more specifically, developing a structural analysis of group inequalities in the U.S.	engagedcornell@cornell.edu	LW
Every1 Campaign	A campaign to raise awareness about sexual activity, risks, rape, etc. Its mission is to empower survivors, give voice to those who choose not to label their experience, challenge common misconceptions regarding sex and consent, and encourage all members of the community to engage with conversations about sexual assault.	EVERY1campaign.org, Shuangyi Hou (shuangyihou@gmail.com)	LW

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
Faculty and Staff Assistance Program (FSAP)	24/7 Phone Consultation: (607) 255-2673. Free and confidential guidance and support for benefits eligible employees (faculty, staff, post-doctoral fellows and associates, visiting scholars) and their partners . Personal consultation and needs assessment; information about and referral to campus or community resources and services; short-term counseling; consultation about concerns for someone else; crisis response and community support	24/7 Phone Consultation: (607) 255-2673	NC
Gannett Health Services Rape and Sexual Assault Resources	Support and medical care are available 24 hours a day, 7 days a week.	http://www.gannett.cornell.edu/campus/assault/assaulted.cfm	NC
Gannett Health Services 24/7 Phone Consultation	Talk with a Gannett health care provider 24/7 about a physical or mental health concern. They will help you determine what care you (or someone else) may want or need and when, where, and how to get it. They can arrange transportation to urgent care if you need it.	607-255-5155	NC
Gannett Health Services Medical Care	Gannett provides a range of medical services (such as evaluation and care for injuries and illnesses, testing, etc.) and can assist with referrals for emergency and specialty care. People who want to have physical and medical evidence of assault recorded for legal purposes should be seen at a hospital emergency room within 72 hours of the incident. In Ithaca, this service is provided 24/7 by specially trained sexual assault nurse examiners at Cayuga Medical Center: (607) 274-4411. Gannett can provide guidance, assistance with transportation, and follow up care for those who choose this option.	607-255-5155	NC
How to Help a Friend Who has Been Raped or Sexually-Assaulted Fact Sheet	fact sheet available online or from Gannett (pdf)	www.caringcommunity.cornell.edu	NC
HR Online Skillssoft Courses	<ul style="list-style-type: none"> • Sexual Harassment in the Workplace (HRCI/PHR) • The Employer's Liability and Responsibilities • Getting Through the Legal Process • Avoiding Harassment Claims: Policies and Procedures • Sexual Harassment Awareness for Employees • Dealing with Sexual Harassment Claims • Sexual Harassment Training for Human Resource Professionals • Sexual Harassment at Work (HRCI/PHR - aligned) • Sexual Harassment Awareness for Employees • Sexual Harassment Awareness for Supervisors and Managers • Workplace Harassment • Dealing with Sexual Harassment Claims • Sexual Harassment Training for Human Resource Professionals • What is Sexual Harassment? • Quid Pro Quo Harassment • Hostile Work Environment Harassment • Workplace Harassment 		AM

List of Resources for Anti-Bias and Sexual Violence Programs

Name	Description	Contact	
HR Training	<ul style="list-style-type: none"> • Respect@cornell • CITE – The Elevator: Avoiding creating a harassing environment (for faculty and staff) • CITE – Hang in There and Be Tough: classroom climate (for faculty) • CITE – The Case of the Misdirected Email: Sexual Harassment (for faculty and staff) • CITE – Unconscious Bias in Hiring: 2 modules (for faculty) • Supervisor Development Certificate Program: Legal requirements around discrimination including sex, age, gender, religion, race, etc. (for staff supervisors) o Includes 2 online SkillSoft courses. There are several Skillsoft courses that would be relevant and I will get you that list in the morning. • Effective Interactions in Organizations (EIO): Same as above (for faculty) • Effective Interaction in Organizations for Chairs (EIO for Chairs) 	Contact Chris Halladay	AM
IFC President’s Cup contest	One way to earn points is the student life category that gives chapters points for having a program regarding bias or sexual assault prevention.	Chris Sanders (cts65@cornell.edu)	LW
IFC Sexual Assault Program- October 24th	IFC is hosting a program for its members on Oct. 24th. The program will feature Ordinary People, Consent Ed, Mark Houlemarde, and a panel (panelists TBD). It is from 7-9 in Call Auditorium. Only for IFC members.	Chris Sanders (cts65@cornell.edu)	LW
Intergroup Dialogue Course	The Intergroup Dialogue Project (IDP) at Cornell is a structured, peer facilitated course offering an opportunity for students to develop the skills of/for dialogue in complex and dynamic social and institutional contexts. Students meet in intimate, small group settings to explore personal and social identity formation while examining historical, psychological, and sociological course readings. More broadly IDP fosters a critical awareness of the ways in which sexism, heterosexism, religious intolerance and racism disable social justice and undermine deliberative democracy. Through a variety of in class exercises, written assignments and collaborative action projects students engage, analyze and develop the skills of dialogue for effective communication across social differences in highly	Email dialogue@cornell.edu or call (607) 255-4423	LW
Ithaca's Advocacy Center	The Advocacy Center has provided support, advocacy and education for survivors of domestic violence since 1977, survivors of child sexual abuse since 1982 and survivors of adult sexual, assault since 2003. It's services include crisis intervention, emotional support, shelter at our safe house, amongs many others.	Office: 607-277-3203, 24 Hour Hotline: 607 277 5000	LW
Leadership Roundtable	Monthly meetings for dinner, discuss issues in your respective communities, respond to major problems, conflicts and misunderstandings between and among communities; explore solutions, develop strategies. . .LEAD.	Renee T. Alexander, PhD renee.alexander@cornell.edu	LW
Let's Talk	Gannett's off site, drop-in consultation with a counselor		NC
LGBT Colleague Network Group	The mission of the Cornell University LGBT Colleague Network Group is to raise awareness about the workplace issues faced by LGBT faculty and staff; provide networking opportunities for LGBT faculty and staff; and to support the recruitment and retention efforts of LGBT faculty and staff at Cornell University. In addition, the LGBT CNG serves as a resource network for all members of the Cornell community.	(607) 255-3976	LW
LGBT Resource Center	Affirms lesbian, gay, bisexual, and transgender identities and lives, and provides education, outreach, programming, program support, consultation, community development, visibility, and advocacy. For referral and concerns of sexual assault affecting the LGBT community.	626 Thurston, 607-254-4987	NC
Maintaining Community in the Face of Bias	An interactive Workshop and Open Forum	Darren Jackson (dj39@cornelle.du)	LW

List of Resources for Anti-Bias and Sexual Violence Programs

Name	Description	Contact	
Management Curriculum	The purpose of the management curriculum is to further develop the skills of current managers in various areas. One of the competency areas is Valuing Diversity and Inclusion. In this training program participants will: (1) Understand why and how the university values diversity and inclusion; (2) Discuss how valuing diversity is different than affirmative action; (3) Review and discuss related university policies; (4) Discuss proactive approaches to inclusion as described in the Skills for Success; (5) Be aware of opportunities to demonstrate valuing diversity and inclusion in day-to-day management practice; and (6) Understand their role in making others aware of opportunities to demonstrate valuing diversity and inclusion.		LW
Men of Color Colleague Network Group	The Cornell University Men of Color Colleague Network Group is a university sponsored employee resource group. The group's mission is to provide a professional support system within the staff, faculty, and administrator community to increase the recruitment and retention of men of color, as defined by affirmative action.	(607) 255-3976	LW
Men of Color Conference	The Men of Color Conference encourages leadership, scholastic excellence and personal growth in efforts to aid in the recruitment, retention, and support of men of color.	Dazell Washington - President (ddw57@cornell.edu)	LW
For resources and local referrals	For resources and local referrals.	www.rainn.org	NC
New Supervisory Orientation Program and Supervisor Development Certificate Program	The New Supervisory Orientation Program, taking place over six-and-a-half days, is designed to provide new supervisors with an overview of the basics of supervision, including an introduction to EEO, affirmative action, and diversity issues. The Supervisor Development Certificate Program is a four-day program that provides a consistent set of expectations for all supervisors across Cornell University to ensure the equal opportunity and treatment of women, minorities, and marginalized groups. The program includes the session, "Creating a Climate for Diversity and Inclusion at Cornell University." The program helps to ensure that supervisors understand human resources law (specifically, workplace harassment, sexual harassment, Americans with Disabilities Act, Family and Medical Leave Act, and Age Discrimination in Employment Act), and how to proceed in cases where laws may have been violated.	Jim Sheridan (254-1360) or Erin Kelly (254-2769)	LW
NYS Domestic and Sexual Violence Hotline		www.nysadv.org. Confidential 24/7 hotline1-800-942-6906(English)1-800-942-6908 (Spanish)	NC
OADI	Ezra Cornell's revolutionary commitment to "any person ... in any study" inspires OADI to cultivate the extraordinary presence of so many talented individuals in so many ground-breaking intellectual, artistic, and technical pursuits in order that every person in every study experiences the full diversity of dynamic and stimulating exchange with each other.	A.T. Miller - Associate Vice Provost for Academic Diversity Initiatives (atm65@cornell.edu)	LW
Office of Faculty Development and Diversity - Search Committee Training	OFDD provides two workshops for search committees: a) a workshop on how to avoid bias in establishing a short list and b) a workshop on best practices in academic interviewing	(212) 746-5454	LW
Office of the University Ombudsman	The Ombudsman Office offers a safe place where community members may discuss problems or issues within the University. The Ombudsman assists visitors in a variety of ways consistent with our mission. Overall, the Ombudsman is an advocate for fairness and equity.	(607) 255-4321	LW
Office Professionals Program	The Office Professionals Program is a 70-hour program for staff in administrative support functions that is designed to develop and enhance professional skills and knowledge, with a focus on women, minorities, and marginalized staff. The program includes formal training, teamwork, opportunities to network, and two hours of training on diversity issues.	JoAnn Shepherd 254-8393	LW

List of Resources for Anti-Bias and Sexual Violence Programs

Name	Description	Contact	
Online Educational Programming	Through the Division of Human Resources, Cornell also provides employees an opportunity for on-line learning. Skillssoft courses are web-based tutorials on a variety of topics available free of charge to employees and other members of the Cornell community. These courses are intended to help staff and faculty enhance their critical business and software skills, as well as to allow the Division of Human Resources to offer targeted diversity training in many more topics than could ever be covered in a classroom setting, while meeting individual scheduling needs. Specific courses such as: Stakeholder Interests and Cultural Diversity; Diversity in the Workplace; What is Sexual Harassment?; Hostile Work Environment Harassment, and over 50 other training courses address diversity and inclusiveness or harassment issues.		LW
Planned Parenthood of Southern Finger Lakes (Ithaca)	PPSFL offers a wide variety of comprehensive and confidential sexual health services to men and women, including referrals and support after sexual assault.	Ithaca: 607-272-1513	NC
Police Outreach	<p>Locally, we partner with University cultural diversity experts from DIWD, local victim's advocates groups, Women's Resource Center, integrated Domestic Violence Court, University Crisis Mangers, Gannet Health Services, the Victim Advocate, the Judicial Administrator, Councils' office, the Ombudsman's office and subject matter experts from the NYS Division of Criminal Justice Services.</p> <p>The Henderson Act which requires the formation and meeting of the Public Safety Advisory Committee. This committee's make-up is regulated by the act, minimum of 6 members, demands at least 2/3rds females, 1/3 students, 1/3 staff and 1/3 faculty, all appointed by the president. The charge of the group is to review campus security policies and provide recommendations, specifically (among other things) those about sexual assault. This committee must meet at least twice a year.</p>	Contact: Kathy Zoner	AM

List of Resources for Anti-Bias and Sexual Violence Programs

Name	Description	Contact	
Police Training	<p>All officers go through the New York State Basic academy curriculum (1200 hours). About 200 hours of this training focuses on basic technical investigative skills such as crimes in progress, physical evidence, interview techniques, criminal and preliminary investigations, observation and patrol, case preparation as well as cultural diversity, bias crimes and sexual harassment, interpersonal skills, sex crimes, domestic violence and victim witness services.</p> <p>Once the officers clear the academy hurdle, they enter a 16 week on-the-job Field Training and Evaluation program where they receive written daily evaluations that underscore the importance of key cultural competencies involving sensitivity to Cornell community members. These categories include Relationships with citizens in general, relationships with ethnic and cultural groups (any person different from yourself), attitude towards job and ability to accept feedback, Interview and investigative skills and problem solving and decision making. During this 16 weeks, the new officer is rotated to a different trainer every 4 weeks and exposed to all three shifts. The #1 cause for separation in this training phase is inability to accept feedback and/or the inability to demonstrate the desired respect and sensitivity to the Cornell community.</p> <p>All investigators are sent to specialized training, including Sex Crimes seminars, and annual 32 hour University and Colleges Investigators seminar and various technical skill development schools. Additionally, we take advantage of a variety of contemporary training offerings by sending as many officers as we can to advanced training sessions with the expectations that those trained will share that information with all others in the department through in-service trainings. Courses in the last three years include FBI National Academy, Victim centered approach to sexual assaults, Intimate partner sexual assault, Social networking investigations, Sex offense seminars, Commercial sexual exploitation workshops and Domestic Violence procedural and legal updates.</p>	Contact: Phil Mospan	AM
Reporting Harassment, Discrimination, and Bias	Office of Inclusion and Workforce Diversity web site	www.hr.cornell.edu/diversity/reporting/	NC
Residential Programs	Residential Programs furthers the academic mission of Cornell University. By providing a safe, diverse, purposeful living and learning environment, we support student involvement and active citizenship. Through partnerships with university faculty and staff, we foster students' personal growth, critical thinking, intellectual engagement, and social responsibility.	(607) 255-5533	LW NC
Respect@Cornell	In FY 2012, WPLR met with 650 staff and faculty in various sessions in connection with Respect@Cornell (which had 1300+ completions last month); conducted a faculty co-investigator training for 3 faculty members on Policy 6.4.	Conducted by Workforce Policy and Labor Relations (WPLR)	AM
Respect in the Workplace: Resolving Bias Concerns, Avoiding Sexual Harassment Presentation	WPLR meets with units as requested to train on preventing harassment and discrimination. For example, in FY 2011, we met with four different departments to give the presentation: specifically, WPLR met with 8 Plantations summer interns, 31 new Chemistry department teaching assistants, 14 Cornell Fitness Center staff members, and 53 North Star Dining staff	Conducted by Workforce Policy and Labor Relations (WPLR)	AM
Sex Counseling	provided by Gannett's clinical counselor		NC
Sexual Assault, Sexual Harassment, and Other Forms of Sexual Misconduct: A Guide for Undergraduate and Graduate Students	A PDF guide available online		NC

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
Sexual Violence working Group	Students, faculty, and staff are invited to join the first meeting of an on-going working group to focus on sexual harassment, assault and other forms of sexual violence, their impact, and strategies for bolstering prevention and support services at Cornell.	Laura Weiss (lbw26@cornell.edu), Lynette Chappell-Williams (lc75)	LW
SHAG (Sexual Health Awareness Group)	SHAG promotes sexual health on campus through presentations for various student groups. We hope to raise awareness of STI testing and contraception options available to Cornell students and to help decrease the stigma associated with STIs.	Abby Robinson (aer84@cornell.edu)	LW
SHAPE (Sexual Harassment and Assault Prevention Education)	is a new initiative dedicated to spreading awareness about these issues, working with the administration to improve policy surrounding them, and hosting events/programs to further promote healthy sex.		LW
Students to Unite Cornell (STUC)	A cross-section of campus leaders dedicated to engaging the Cornell community across difference.	718-637-7135	LW
Suicide Prevention and Crisis Service	Confidential 24/7 hotline in the community.	607-272-1616	NC
Talking Circles on Race & Racism	The Talking Circles on Race and Racism are frank, facilitated dialogues that give people the opportunity for self-reflection, sharing experiences, and influencing each other's perspectives and attitudes. Multicultural Resource Center (MRC) brings together 10-16 racially diverse participants over a five week period to discuss their personal experiences with racial identity, race issues, and racism.	Audrey Cooper, Director, (607) 272-2292 ext 135.	LW
The People's School by The Barton Hall Community	Bring your organizations, your class, yourself, and your blankets to the Arts Quad between 10AM and 4:30PM Thursday October 18th. Let's have the discussion that will rebuild this Community.	thebartonhallcommunity@gmail.com	LW
Title IX Initiatives	Title IX initiatives related to training of faculty and staff online (Respect@Cornell). Over 90 members of the Athletics department coaching staff were provided a briefing on Title IX, conducted by Alan Mittman, Mary Beth Grant and Lynette Chappell-Williams.	Workforce Policy and Labor Relations (WPLR)	NC AM
Tompkins County Diversity Consortium	The Tompkins County Diversity Consortium, a group of em-ployers who have been meeting monthly since November of 1999 to address diversity issues in the community. The consortium's mission is to be a catalyst to promote the benefits of diversity and inclusion through educating, enhancing awareness of, providing a supportive network for, and sharing best practices with all affiliates of the Consortium.	607-254-8374	LW
"Towards New Destinations" Diversity Survey - SAS Diversity Council	The President has asked each unit to select five annual initiatives in support of Cornell's commitment to diversity. One of the five initiatives recommended by the SAS Diversity Task Force and accepted by Vice President Murphy and the Senior Staff for Student and Academic Services is to increase the multicultural competency of staff who work in SAS. The srvey intends to conduct an inventory of existing efforts in the division.	Nancy E Preston (nep7@cornell.edu)	LW
UAW Diversity Committee	The University's agreement with the United Auto Workers Local 2300 provides that the University and the Union will establish a Diversity Advocate Committee. The committee consists of three (3) members of management, three (3) members of the bargaining unit, a representative of Cornell's Workforce Diversity and Inclusion, and a member of the Cornell community jointly selected by the University and the Union. The Committee meets quarterly to uphold the principles outlined in the statement on Diversity included in the contract. In furtherance of this, the Committee is empowered to review problems in hiring and promotion that depart from the spirit and letter of the collective bargaining agreement with a view to making recommendations for their rectification; and is empowered to inventory minority and underrepresented employees to create a list of promotional opportunities.		LW

List of Resources for Anti-Bias and Sexual Violence Programs			
Name	Description	Contact	
University Ombudsman	The Office of the University Ombudsman is available to all students, faculty and staff affiliated with all units of Cornell University, excluding the Weill Cornell Medical College. The Ombudsman Office offers a safe place where community members may discuss problems or issues within the University.	www.ombudsman.cornell.edu/	NC
Victim Advocate	Assistance for any member of the Cornell community who has been the victim of a crime, bias, or other traumatic incident.	victimadvocate@cornell.edu, 607 255-1212	LW
Weekly Self-Defense Classes	Interested in learning to keep yourself physically and emotionally safer? Know some self-defense techniques already and looking for a safe place to practice? No matter your level of experience, come join personal safety educator ShuraGat for a weekly drop-in class on Wednesday nights in the Garden Room in WSH from 7:30-8:30. Brought to you by Cornell Minds Matter, Cornell Police and other organizations. Topics covered include how to move and speak confidently, targets on the body, getting out from grabs and chokes and much more. All genders welcome.	Shura Gat (shura.gat@cornell.edu)	LW
Wingmen 101	The goal of Cornell's Wingman 101 is to engage Cornell men in a pro-social bystander approach to prevent sexual violence. The 75 minute program, conceptualized in Spring 2007, is centered on an interactive discussion, facilitated by trained male students, during which men explore college risk issues and consider interventions that may create a healthier climate on campus and reduce the likelihood of sexual assault. It calls for a wider community approach to sexual violence prevention.	Nina Cummings (nc18@cornell.edu)	LW
Women of Color Colleague Network Group	The mission of the Cornell University Women of Color Colleague Network Group is to develop and create engaging opportunities for networking, professional and leadership development with a particular focus on empowering, recruiting, retaining, and mentoring women of color.	(607) 255-3976	LW
Women of Color Conference	The Women of Color Conference will work to create unity across boundaries that have been both internally and externally constructed to oppress but that have also empowered women of color to build pride. This conference will give voice and strength to experiences that are often marginalized and will foster further self-reflection and awareness of issues that affect women of color at Cornell and in the broader world.	Stacy Delapenha (sad94@cornell.edu), Stephanie Guzman (sg584@cornell.edu)	LW
Women of Purpose Alliance	For underrepresented female students for solidarity among women at Cornell University and in the greater Ithaca community.	323-646-6783	LW
Women's Health Alliance, Cornell	This group works to raise awareness in the Cornell community about the unique health issues women face. College-age women often are unaware of various health risks or the long-term health implications of their current choices. Each semester, the members of the club will decide to focus on a specific women's health issue that they believe to be pertinent.	Zoe Nicole Memel - President (znm3@cornell.edu)	LW
Women's Resource Center	Information on both campus and community resources are available and provides a safe space to access resources, ask questions, and get to know more about available services.	209 Willard Straight Hall, 607-255-0015	NC
Workforce Diversity & Inclusion	To report harassment, discrimination (including sexual assault) and bias	160 Day Hall, 607-255-3976	NC