

Cornell University

**Presidential Task Force on
Campus Sexual Assault**

Final Report

March 10, 2026

Executive Summary

In February 2025, President Kotlikoff and Provost Bala established a Presidential Task Force on Campus Sexual Assault, focused on undergraduate students on the Ithaca campus. The task force membership included faculty, staff, and students. Over the course of eight months, the task force reviewed existing data, policies, and programs; identified peers with best practices; and gathered information and insights from members of the Cornell community. Based on this process, we developed a series of recommendations.

Taken together, the goal of these recommendations is to achieve meaningful culture and institutional change at Cornell, leading to an environment that fosters sexual health and safety. This goal will be met by achieving the following outcomes:

- Increased knowledge
- Improved communication
- Student empowerment
- Accountability and behavior change

To achieve these outcomes, we recommend that Cornell:

- 1) Improve information sharing and enhance communication
 - a. Increase knowledge and clarity about support and reporting options
 - b. Improve communication with the Cornell community
 - c. Improve clarity and information in Sorority and Fraternity (Greek) Organization Scorecards
 - d. Improve understanding about the Title IX process
 - e. Enhance the Cornell Health and Sexual Harassment & Assault – Response and Education (SHARE) websites
 - f. Develop and launch a sex-positive (sex as a healthy and normal part of life, respecting consensual preferences and choices) public health messaging campaign
- 2) Develop new courses and enhance existing classes that increase competency and understanding about sex
 - a. Develop one or more new courses on sexual citizenship (recognizing one's own right to sexual self-determination, and that of others)
 - b. Incorporate sexual citizenship concepts into first-year advising classes
 - c. Identify and support existing classes related to sexual citizenship
- 3) Enhance physical safety
 - a. Examine the feasibility of safe ride services
- 4) Launch non-classroom programming focused on increasing competency, communication, and understanding
 - a. Enhance orientation and first-year experience with in-person programming

- and education
- b. Increase education and programming in sorority and fraternity life
 - c. Increase resident advisor (RA) education and training and resident education and programming
 - d. Increase programming opportunities for all students

Our aspiration is for Cornell to lead in being a sexually safe and healthy campus. This leadership will be demonstrated by a visible and sustained institutional commitment, and the development and evaluation of innovative programs and initiatives. Cornell can and should be known as a place that embraces the persistent challenge of sexual assault and addresses it head-on. Doing so will ensure a more positive and safe experience for our students while they are here, prepare them for the complexities of the rest of their lives, and infuse a sense of accomplishment and pride in our Cornell community.

Definitions

Sexual Assault

Cornell University defines sexual assault as (1) sexual intercourse or (2) sexual contact (3) without affirmative consent.

- (1) Sexual intercourse means any penetration, however slight, with any object or body part, as follows: (a) penetration of the vulva by a penis, object, tongue, or finger; (b) anal penetration by a penis, object, tongue, or finger; and (c) any contact, no matter how slight, between the mouth of one person and the genitalia of another person.
- (2) Sexual contact means intentional sexual touching, however slight, with any object or body part, whether directly or through clothing, as follows: (a) intentional touching of the lips, breasts, buttocks, groin, genitals, inner thigh, or anus or intentionally touching another with any of these body parts; (b) making another touch anyone or themselves with or on any of these body parts; and (c) intentional touching of another's body part for the purpose of sexual gratification, arousal, humiliation, or degradation.
- (3) Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not

demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.¹

Sexual Health

Sexual health is the ability to embrace and enjoy our sexuality throughout our lives. It is an important part of our physical and emotional health. Being sexually healthy means:

- Understanding that [sexuality](#) is a natural part of life and involves more than sexual behavior.
- Recognizing and respecting the [sexual rights](#) we all share.
- Having access to sexual health information, education, and [care](#).
- Making an effort to [prevent unintended pregnancies](#) and [STIs](#) and seek [care and treatment](#), as relevant to individual needs.
- Being able to experience [sexual pleasure](#), satisfaction, and intimacy when desired.
- Being able to communicate about sexual health with others including [sexual partners](#) and [health care providers](#).²

Charge

According to Cornell's [2025 Survey of Sexual Assault and Related Misconduct](#) (SARM), 35% of undergraduate women and 8% of undergraduate men report experiencing sexual assault (defined as nonconsensual sexual contact involving force or incapacitation) during their time at Cornell.

Despite a long history of actions to address sexual assault, culminating in Cornell's Sexual Violence Framework (see below), rates of sexual assault remain persistently high. Table 1 shows the percent of students in the SARM survey who report experiencing sexual assault at Cornell, starting with the first survey administration in 2015.

¹ Cornell University Policy 6.4

² American Sexual Health Association (ASHA)

Table 1: % Non-consensual sexual contact by survey year (Cornell SARM Survey)		
	Undergraduate women	Undergraduate men
2015	23%	6%
2017	23%	7%
2019	27%	9%
2021	20%	6%
2023	23%	9%
2025	35%	8%
Mean	25%	8%

To address these unacceptably high and persistent rates of sexual assault, President Kotlikoff and Provost Bala [established](#) the Task Force on Campus Sexual Assault in February 2025, focusing on undergraduate students on the Ithaca campus. Its charge is as follows:

The task force is charged with developing and recommending a holistic framework for addressing and preventing sexual assaults on campus. In doing so, the task force should review available data and collect additional information from the campus community, summarize relevant research, review approaches of peer institutions and gather information on best practices in sexual assault reduction and prevention. The task force will gather broad input through a variety of means, from students, faculty, staff and subject matter experts, and produce a report by summer 2025. The report will identify promising strategies that Cornell can implement to address and prevent sexual assaults on campus. These recommendations should be based on research and best practices and address any unique features of the Cornell context. Recommendations should take a holistic public health approach, spanning individuals and communities, encompassing academic, social and residential life and focused on prevention and the social context in which sexual assaults occur. The report should suggest a timeline for implementation of its recommendations, metrics for measuring success and ways to ensure that the work is institutionalized at Cornell going forward.

After consultation with Provost Bala, the task force decided to extend its work into the 2025-26 academic year to gather more input from students and others and refine our recommendations.

Background

Cornell University has long recognized that preventing sexual assault, dating and domestic violence, sexual harassment, and stalking is essential to fostering a safe and inclusive learning environment. Through a comprehensive, public health-oriented [Sexual Violence Framework](#) (Figure 1), spanning education, support, policy, and institutional accountability, Cornell has a foundation of initiatives designed to change campus culture, reduce violence, and increase awareness and education. This framework has guided Cornell’s comprehensive approach to Sexual Violence Prevention since it was originally developed in 2013.

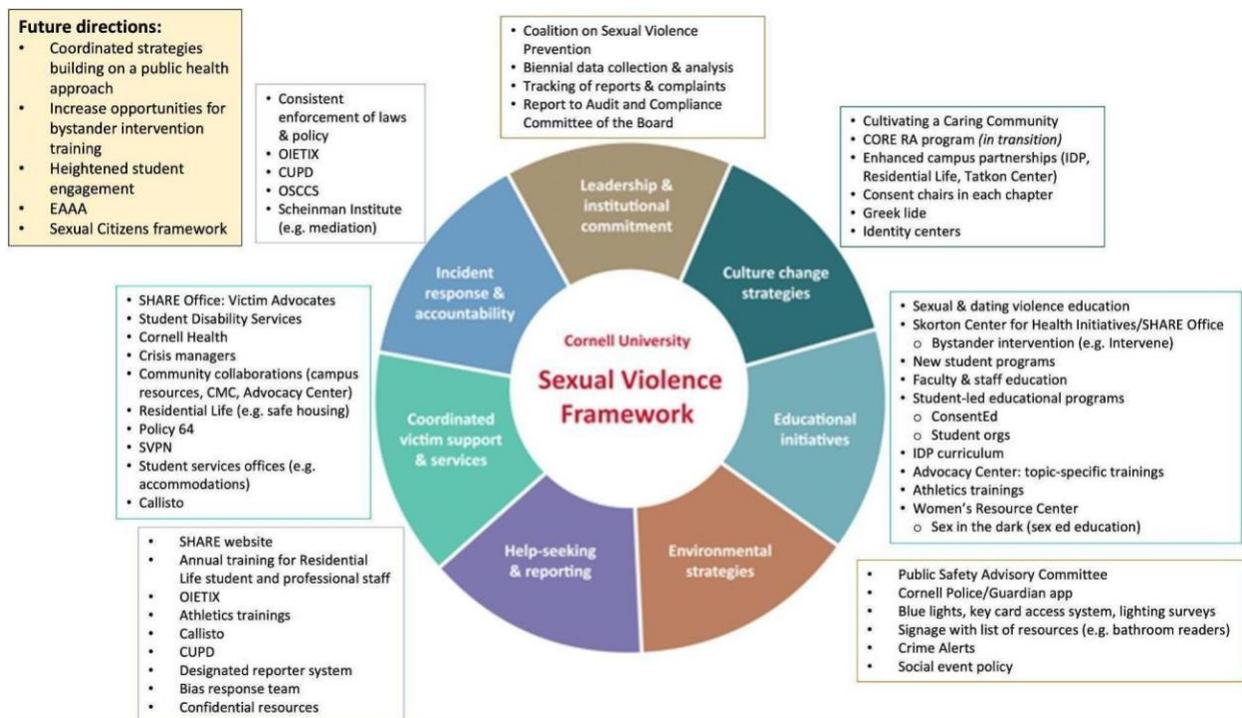


Figure 1. Existing Sexual Violence Prevention Campus Initiatives by Framework Vector; October 2023

The formation of this task force demonstrates Cornell’s commitment to build upon and amplify these foundational efforts. The task force’s recommendations seek to enhance existing programs and expand in other areas, focusing on evidence-based programs and practices, integration with student curricular and co-curricular experiences, and through measurable metrics and timelines to ensure continued progress.

Due to the work of Cornell Advocates for Rape Education (CARE), an official advisory committee was commissioned by President Rhodes in 1986. In 1992, Health Promotions

(now the Skorton Center for Health Initiatives) hired its first staff member focused on sexual assault prevention education. This work led to the formation of the Victim's Advocacy program and eventually, in 2022, the [Sexual Harassment & Assault – Response and Education \(SHARE\) Office](#) within the Skorton Center. In 2013, the [Coalition on Sexual Violence Prevention](#) was established, co-chaired by the Vice Presidents of Student & Campus Life and Human Resources, with representation from staff, faculty, graduate, professional, and undergraduate students, and focused on shaping strategies to work across individual, community, and institutional levels.

Cornell's SHARE Office provides direct advocacy and prevention work. The office runs the Victim Advocacy Program, a confidential resource for faculty, staff, and students, supporting survivors of intimate violence as they explore options and make decisions about navigating the impacts of their experience of harm. This may include exploring options for medical and mental health care and legal and institutional reporting as well as the impacts to their academic, housing, and social experiences.

Complementing these services, [Cornell Health provides](#) campus-wide awareness campaigns, educational materials, and peer-led initiatives to promote consent, respect, and bystander intervention, including the [Intervene Bystander Campaign](#), an evidence-based workshop developed by the Skorton Center.

In 2023 the SHARE Office provided an update on its comprehensive approach to the Coalition on Sexual Violence Prevention, highlighting:

- Development of programs and strategies that incorporate the framework of *Sexual Citizens* (Hirsch & Khan, 2020; described below). The implementation of this framework has led to two academic initiatives:
 - A module on sexual citizenship in EDUC 2610 – Intergroup Dialogue (Center for Dialogue and Pluralism)
 - Learning Where You Live course 1420: Sexual Citizenship, a seven-week, one-credit course
- Offering comprehensive sexual harassment prevention training to all students by implementing two evidence-based programs that were piloted before the COVID-19 pandemic: the Enhanced Access, Acknowledge, Act (EAAA) Sexual Assault Resistance program and the Actively Modeling Positive Masculinity (AM/PM) Project. These programs provide education and training opportunities focused on sexual violence resistance and prevention. EAAA has been found to lower the risk of sexual assault, coercion, and nonconsensual touching (Senn et al., 2017).

- Increased bystander intervention programming and training for student organizations.

Several other programs, initiatives, and strategies across campus also demonstrate the public health approach of the Sexual Violence Framework:

- [Growthshops](#) is an LGBT Resource Center-sponsored cohort-based series to explore and promote personal growth.
- The [Gender Equity Resource Center](#) sponsors several sexual health, sex positive, and reproductive education programs to help empower students to make informed choices about pleasure and consent.
- In 2023, Student & Campus Life Marketing and Communications refreshed bathroom stall resource stickers to introduce supportive care resources in response to sexual assault.
- The Division of Public Safety partners with SHARE and the Gender Equity Resource Center to include supportive language in safety messaging that is sent to the Cornell community.
- The Community Response Team provides professionals to respond to residential students' needs for supportive resources in making survivor-centered decisions.
- Training for residential housing staff and paraprofessionals (resident advisors), coaches, athletic staff, and student-athletes.

The work of this task force is therefore not just an initial step but a vital evolution. We aim to enrich and expand Cornell's ongoing efforts to shape a campus culture rooted in consent, respect, and safety. The task force's efforts to examine Cornell's own work, learn from leading institutions in sexual assault prevention and education, review the literature on sexual assault on college campuses, and listen to our students' voices, have guided us in offering recommendations that build on previous work. We call on all members of the Cornell community to engage in culture change so that all can thrive without fear of sexual violence.

Sexual Citizens framework

The Task Force's approach draws from the framework in *Sexual Citizens* (Hirsch and Khan, 2020), a book based on an extensive research project at Columbia University that included a survey of over 1600 students, focus groups, and ethnographic research.

Sexual Citizens introduces three key concepts that guide our work.

Sexual projects: “the reasons why anyone might seek a particular sexual interaction or experience” (Hirsch and Khan, p. xiv). This includes various reasons to have a relationship and/or sex, as well as decisions not to. This concept articulates the need for students to reflect on their own sexual projects, or goals, which could be varied and can change over time.

Sexual citizenship: “denotes the acknowledgement of one’s own right to sexual self-determination and... recognizes the equivalent right in others” (Hirsch and Khan, p. xvi).

Sexual geographies: emphasizes that “sexual outcomes are intimately tied to the physical spaces where they unfold” (Hirsch and Khan, p. xix), acknowledging that space influences actions and reactions, individually and collectively.

Our Process

The task force started by reading *Sexual Citizens*, and becoming familiar with the concepts of sexual projects, sexual citizenship, and sexual geographies. We met with the *Sexual Citizens* authors to gain insights on actionable recommendations based on their research.

We then reviewed the results of [Cornell’s 2023 Survey of Sexual Assault and Related Misconduct](#) (SARM) and, when released in November 2025, the [results of the 2025 survey](#). We note that the response rate for undergraduate students in the 2025 survey was only 13%, a notable decline from 34% in 2023. This low response rate limits estimates of sexual assault and hinders interpretation of the results. Going forward, we recommend that Cornell’s Institutional Research and Planning Office explore ways to increase the SARM survey response rate and total number of respondents.

Some key findings of the 2025 survey are:

- 35% of Cornell undergraduate women (23% in 2023) and 8% of men (9% in 2023) reported experiencing a sexual assault during their time at Cornell.
- 52% of Cornell undergraduate women who are Greek-affiliated reported experiencing a sexual assault, compared to 29% of those who are not Greek-affiliated.
- The most common location for a sexual assault to occur was at a residence hall (29%) followed by an off-campus residence (23%), and a fraternity chapter house (17%; the 2023 data indicated that 6% occurred in a fraternity annex).

- 80.4% of female undergraduate students and 81.3% of male undergraduate students are aware of the services provided by the Title IX Coordinator. However, only a third of Cornell students were aware of Cornell Victim Advocates, and just under 50% were aware of the SHARE website. Only a quarter of students were aware of how to file a formal complaint or aware of the process that occurs after a complaint has been filed.
- For men, 92% of sexual assaults include sexual touching. For women, 85% include touching and 42% include penetration, or attempted penetration.
- For the vast majority of men (83%) and women (86%) who experienced a sexual assault, the perpetrator of their sexual assault was a fellow student.
- Alcohol was involved in the majority of sexual assault incidents; for women, the perpetrator drank alcohol in 66% of the cases; 75% for men. For both men and women, the victim drank alcohol in 60% of the cases
- Only 24% of women and 10% of men who experienced a sexual assault contacted at least one program or resource about their sexual assault. The main reasons for not doing so include feeling that it would not help them feel better, thinking nothing would be done, and thinking that the incident wasn't serious enough to report. However, the vast majority (80%) of students who experienced sexual assault told a friend about it.
- 42% of respondents reported receiving "primarily or exclusively abstinence-only based instruction" about sex before coming to Cornell.

We also reviewed the evaluation of Cornell's Title IX policies over the past 20 years and data from the Cornell Office of Civil Rights (COCR).

We identified peer institutions with innovative approaches to sexual health. We spoke with leaders at Dartmouth College regarding their four-year sexual violence prevention project, and at Princeton University about their programming for student athletes and varsity coaches.

A survey was shared with institutions with a similar orientation structure and student population size, and we received responses from five peer institutions: Pennsylvania State University, University of Michigan, Northwestern University, Iowa State University, and University of Colorado Boulder, to better understand how these institutions deliver educational programming about sexual assault and prevention during new student orientation. Each institution provided details about program format, peer facilitation models, campus partnerships, and how content fits within broader wellness or orientation frameworks. This benchmarking identified the importance of peer facilitation, potential

models to inform our own program design, and the importance of using a broader well-being framework rather than a one-time compliance exercise.

We conducted a review of the literature regarding the effectiveness of peer-led programming and determined that peer-led programs show consistent short-term gains in knowledge and bystander efficacy, more mixed evidence for sustained behavior change, and the strongest results when embedded in multicomponent strategies that address policy and environment alongside education³.

We reviewed research showing that comprehensive sex education on a university campus leads to positive outcomes, including improved health promoting behaviors, improved student communication and relationship quality, increased understanding of sexual violence, and improved attitudes about sexuality⁴.

Following this research, we developed a series of questions that were shared with focus groups and through an open-narrative response survey.

We conducted 11 Cornell student focus groups including the Student & Campus Life Undergraduate Leadership Council (two groups), Panhellenic Council sorority members, Interfraternity Council fraternity members, students who were in Ithaca over the summer (two groups), student athletes, LatinX student organizations, the Black Student Union Executive Board, North Campus Resident Advisors, and LGBT Resource Center student staff. For student focus groups, we asked the following questions:

1. What words come to mind when describing the culture or environment at Cornell around sex? Why did you choose the words that you did?
2. What could Cornell do to support students' positive sexual experiences?
3. What could Cornell do to improve negative aspects of the culture or environment?
4. What resources (people, sources of information, organizations, etc.) do you use to support your sexual growth and experiences?
5. Thinking about social settings, where on the campus do you feel safe/not safe, and why? What would help you feel more safe?
6. Thinking about social experiences, when do you feel safe/not safe, and why? What would help you feel more safe?

³ Pfaff, J., Jönsson, S., & Muhonen, T. (2024). Bystander intervention programs focusing on sexual violence in academia—A scoping review. *SAGE Open*. <https://journals.sagepub.com>

⁴ Sex 101: A Rapid Review of Research in the United States on the Impacts of College Sexual Health Curricula [Shoshana N Benjamin 1](#), [Amy L Crandall 1](#), [Jennifer S Hirsch 1](#)

Affiliations Expand

PMID: 38390516 PMCID: [PMC10881205](#) DOI: [10.1080/14681811.2023.2171001](#)

7. What recommendations do you have for creating campus change?
8. What else do you think we should know?

We also consulted with members of Cornell's Sexual Assault Prevention and Safety (SAPS) Club, a group of students organized by the Undergraduate Student Assembly Women's Issues representative, the Human Ecology Dean's Undergraduate Advisory Council, and students in the Sociology of Sexualities class.

We conducted four focus groups with staff and faculty who work or live with students: faculty in residence, varsity athletic coaches, college advisors, and Counseling & Psychological Services (CAPS) counselors. For these groups, we asked:

1. Focusing on your interactions with Cornell undergraduates and your knowledge of their experiences, what words come to mind when describing the culture or environment at Cornell around sex? Why did you choose the words that you did?
2. What could Cornell do to support a campus culture that fosters positive sexual experiences?
3. What could Cornell do to improve negative aspects of the culture or environment?
4. What other recommendations do you have for creating change on campus?
5. What else do you think we should know?

We also gathered data through an open-ended, anonymous, narrative response survey, which asked undergraduate students:

1. Tell us about the best and/or the worst sexual experience you've had since you've been a student at Cornell.
2. Thinking about social settings, where on campus do you feel safe and why? Where do you not feel safe and why?
3. What could Cornell do to support students' positive sexual experiences?

We also talked to numerous leaders from across campus, including CUPD, the Clery Act Compliance Office, and the Public Safety Advisory Committee. We presented initial recommendations at the University Leadership retreat in August 2025.

Recommendations

Based on the data and information we gathered, we identified a series of themes which led to the recommendations listed below.

Taken together, the goal of these recommendations is to achieve meaningful culture and institutional change at Cornell, leading to an environment that fosters sexual health and safety. This goal will be met by achieving the following outcomes:

- Increased knowledge:
 - Among students, about sex and sexual citizens concepts
 - Among students, about Cornell resources and processes
 - At Cornell, about the most effective and impactful strategies

- Improved communication:
 - Among students
 - Between Cornell administration and students

- Student empowerment
 - Stronger understanding of sexual projects and self-determination—of self and others
 - Access to resources that increase safety
 - A more diverse social climate, with lower reliance on alcohol-fueled events

- Accountability and behaviors
 - Among students: reduced harassment, increased intervention
 - At Cornell: regularly gather and report data and impact of strategies

Each recommendation is mapped to the relevant domains of Cornell's Sexual Violence Prevention Framework (see Figure 1). Additionally, each of the recommendations below is linked to one or more of these outcomes.

1) Improved information sharing and enhanced communication strategy

a. Increase knowledge and clarity about support and reporting options

Students deserve to make informed decisions about their next steps following an experience of sexual assault. This includes information about medical and mental health support available to them, different pathways of reporting their experience if they choose, and support for the variety of needs (e.g., academic accommodations or housing changes) that may arise in the aftermath. Students also deserve to make an informed decision about whether to report their experience to the university or police and to

understand the difference between these options.

One consistent theme we heard was a need for increased knowledge about the various reporting and support options available after a sexual assault has occurred. Increasing the visibility and campus knowledge of confidential resources is as important as increasing awareness of reporting options, and prominent messaging is needed to support this goal. The 2025 Survey of Sexual Assault and Related Misconduct (SARM) shows that only 33% of Ithaca campus students know about the SHARE Office/Victim Advocacy Program (a confidential resource) and only 48% know about the SHARE website, while 76% know about the Title IX Coordinator (not confidential) and 85% are aware of the Cornell Police (not confidential). In addition to the large gap in awareness about the existence of these resources, students also lack an understanding of the differences between various resources and what types of services each provides.

To address this, the Task Force recommends the **creation of a decision tree**. Cornell's Office of Civil Rights (COCR), in collaboration with the task force, has already developed a static [decision tree](#) that walks students through the options available to them with information that is easy to find in one location. The next phase will be an **interactive decision tree**, providing more detail about each option. We recommend developing a QR code that links to the decision tree and recommend that this QR code be placed on the back of all Cornell IDs for easy access and visibility, as well as in other prominent and frequently accessed locations. This QR code could also provide students with access to a wide range of help that may be needed, including mental health supports.

Sexual Violence Framework Domains: *Culture change strategies, Incident response and accountability, Help-seeking and reporting.*

Intended outcomes: *Increased knowledge, Improved communication, Student empowerment*

b. Improved communication to the Cornell community

We consistently heard from students that they are dissatisfied that Clery Act-compliant timely warning emails issued with respect to sexual assault matters read similarly to Clery Act timely warning emails issued with respect to crimes such as arson. Students requested that timely warning emails relating to sexual assault or other sexual misconduct contain information about supports that are available and make clear that sexual assault is not equivalent to other crimes.

In response, members of the task force are collaborating with the Cornell University Police Department (CUPD), the Clery Act Compliance Office, and Public Safety Communications on a **timely warning/crime alert sexual assault and related**

misconduct template that is Clery-compliant while also taking a compassionate tone, stating the university's values regarding a sexually safe campus, and including ways for community members to seek support.

***Sexual Violence Framework Domains:** Incident response and accountability, Help-seeking and reporting*

***Intended outcomes:** Improved communication, Increased knowledge*

c. Improved clarity and increased information in sorority and fraternity (Greek) Organization Scorecards

Several students indicated dissatisfaction with the information available about sexual assaults and other incidents involving the sorority and fraternity system, hoping for more clarity about when and where assaults occurred and consequences for organizations. It is important to note that, when a sexual assault occurs at a chapter house or any other organization, it is often the individual who is investigated and potentially punished, not the organization itself.

We recommend that the Cornell [Organization Scorecard website](#) be enhanced in several ways. First, introductory material at the top could clarify which types of infractions (those related to the group itself) are included on the site, and which are not, and could direct people to the Crime Log for information about individual crimes.

The Organizational Scorecard is currently updated annually; we recommend that it be updated at least once per semester, and that in certain circumstances, information about specific organizations' status (such as suspension or pending investigation) be updated as they occur.

We recommend that the website be restructured to be easier to read, offering the sites from [Iowa](#), [Penn State](#), and [LSU](#) as promising examples. We particularly liked the [format of the LSU site](#), which groups organizations by whether they are active, suspended, or closed, and, for those that are suspended or closed, includes the adjudication letter that the organization received, summarizing which policies they had violated and the consequences of those violations.

We also suggest that Cornell use the same template for reporting information as is found in the [national scorecard](#), which includes information about sexual assaults.

Overall, we recommend more transparency around the processes by which reports of violations are adjudicated, when and how organizations are sanctioned, how allegations are resolved, and how organizations are held accountable (i.e., under what conditions an organization that is suspended can return to campus). We recommend that the Office of

Sorority & Fraternity Life work with students to hear what type of information they would find helpful when making these changes. Doing so will help students better understand the adjudication process itself, as well as allow for those organizations whose behavior is exemplary, or who seek to improve upon past behavior, to understand how best to do so, and to be recognized for it.

Sexual Violence Framework Domains: *Culture change strategies, Incident response and accountability, Help-seeking and reporting*

Intended Impact: *Improved communication, Increased knowledge, Student empowerment, Accountability and behaviors*

d. Improve understanding about the Title IX process

We heard from students that they both lack an understanding about the Title IX process, and that they had suggestions for improving it. Students told us that increased education about where and how to report incidents of sexual assault would be helpful and suggested incorporating education about the process into more venues. Students also felt that the Title IX process can be very lengthy, which may pose a barrier to reporting. In addition, students suggested that more options for resolution of complaints would be welcome.

We believe that **expanding information sharing about Title IX with students** can be accomplished in several ways. The goal of information sharing is to ensure that students know how to report, what happens when they report, and what the Title IX process may look like for them. Specifically, we recommend:

- QR codes, which will link to the decision tree mentioned earlier, as well as to the sexual misconduct reporting form, and directly to the Cornell Office of Civil Rights (COCR) website.
- Greater COCR outreach to students. COCR included a postcard-sized flyer in each bag provided to students living on campus during fall 2025 move-in, which includes information on reporting sexual misconduct, including sexual assault, and provides information about campus resources. We recommend evaluating the effectiveness of this approach and, if effective, continuing it.
- COCR develop an FAQ section for its website, including information on reporting, resolution options, and supportive measures available to students.
- COCR review and revise (as appropriate) the sexual harassment prevention training provided to new and transfer students (COCR100 and COCR200), to ensure such training clearly details reporting and resolution options.
- COCR consider other ways to connect with students, such as holding virtual or in person “office hours” where students can learn more about COCR’s work related to

sexual assault.

- COCR consider ways to regularly seek feedback from students, particularly regarding any perceptions/misperceptions of the office.
- The task force understands that COCR has been actively working to improve Title IX investigation timelines and has seen successful reduction in timelines over the course of the past several years. The task force suggests that, to the extent permissible by law and policy, COCR publish information about case resolution timelines.
- With respect to increasing resolution options, the task force recommends that COCR review its procedures to determine if the inclusion of additional resolution options is possible.

Sexual Violence Framework Domains: *Culture change strategies, Help-seeking and reporting*

Intended outcomes: *Improved communication, Student empowerment*

e. Enhance the Cornell Health and SHARE websites to improve navigation and provide more sex-positive information

The Cornell Health website and SHARE website could be modified to be easier to navigate, and to include more sex-positive information and resources (listed below). The [SHARE website](#) should be updated to be easier to navigate and to be more engaging. [Brown](#) University and [Syracuse](#) University have been identified as having model websites. The site could mirror [Cornell's mental health website](#). Student & Campus Life recently added a chatbot to SCL websites to assist visitors with finding resource options; these could be added in relation to sexual assault and sexual health as well.

We also recommend linking to helpful resources where students can seek answers about sex, relationships, and other intimate topics. For example, we recommend including a link to the [Go Ask Alice](#) resource from Columbia University (which includes questions about sex and many other areas of health such as nutrition, mental health, and more).

Finally, the Cornell Health website can feature a comprehensive list of Cornell's initiatives in relation to supporting a sexually safe and healthy campus climate, regular reporting on outcomes, and relevant data.

Sexual Violence Framework Domains: *Help-seeking and reporting, Education initiatives*

Intended outcomes: *Increased knowledge, Improved communication, Student empowerment, Accountability and behaviors*

f. Develop and launch a sex-positive public health messaging campaign

We consistently heard a need to normalize, de-stigmatize, and educate students about sex, sexual health, positive sexual experiences, and developing as sexual citizens.

Cornell has done great work along these lines [in the area of mental health](#). We recommend a similar, **highly visible, and holistic messaging campaign focused on sexual health**. Cornell could consider community-wide events and activities to normalize dialogue around sex and increase knowledge and resources. This could include a Day of Sexual Health, with speakers, resources, and other activities, possibly occurring on [World Sexual Health Day](#) (September 4 of each year) which is focused on the development of sexual rights, justice, and pleasure for all.

An excellent model is [Sexual Health Month at NC state](#), which includes free distribution of condoms, free sexually transmitted infections (STI) testing, a resource fair, and “Sex in the Dark,” which allows students to anonymously ask questions about sex, sexuality, or relationships. Other examples include the [Tulane Sex Week](#), and a [Sexual Health Carnival at LSU](#), which includes an offering of condoms, interactive games about consent, and resources from Title IX and elsewhere on campus.

Sexual Violence Framework Domains: *Culture change strategies, Educational initiatives, Leadership and institutional commitment*

Intended outcomes: *Increased knowledge, Student empowerment, Accountability and behaviors*

2) Develop new courses and enhance existing ones that increase competency and understanding about sex

a. Develop one or more new courses on sexual citizenship

Students consistently expressed a desire to learn more about sex, including general knowledge, how to communicate about it, and the nuances of consent. We recommend that Cornell offer **a full-semester, three-credit class on sexual citizenship**, which we believe would draw large numbers of students. Students repeatedly expressed dismay that they are required to take other courses (such as PE) and to pass a swim test but are not offered courses on sexual education and citizenship. At this time, we don't recommend requiring such a course, although Cornell should pay close attention to the University of Michigan, which is testing the feasibility and impact of requiring a sexual citizens course for all first-year students.

Sexual Violence Framework Domains: *Culture change strategies, Educational initiatives, Leadership and institutional commitment*

Intended outcomes: Increased knowledge, Improved communication, Student empowerment

b. Incorporate sexual citizenship concepts into first-year advising classes

In addition to enhancing information about sexual citizenship during first-year orientation (see below), we recommend **incorporating these concepts in first-year advising classes**. This could involve providing those teaching the first-year seminars with a module to cover in their class, partnering with the Tatkon Center for New Students and Cornell Health to deliver content to students in larger groups, or other approaches. This content would cover topics like consent; sexual positivity; the concepts of sexual citizenship and how they are enacted personally and in our community; and Cornell resources to promote sexual health.

Sexual Violence Framework Domains: Culture change strategies, Educational initiatives, Leadership and institutional commitment

Intended outcomes: Increased knowledge, Improved communication, Student empowerment

c. Identify and support classes related to sexual health that are already being taught at Cornell

Cornell already offers several classes related to sexual health, such as Human Bonding, Sexual Citizenship (offered as a one-credit Learning Where you Live class), Sociology of Sex and Gender, Sociology of Sexualities, and A Global History of Love. New courses that build on existing Cornell expertise could include Sex and Communication and Human Sexuality. Over the last six semesters, these classes have enrolled over 4,300 students, demonstrating strong student interest.

We recommend developing a list of such courses, tagging them in the course catalog and on the updated Cornell Health website and circulating them widely, so that students can easily find them. We also recommend that, if demand is sufficient, Cornell Teaching and Innovation (CTI) build a **community of practice among faculty teaching sexual health-related courses**, so that they can coordinate and share resources, similar to what CTI has done to support the use of AI in teaching and Teaching in a Diverse Classroom.

Sexual Violence Framework Domains: Culture change strategies, Educational initiatives, Leadership and institutional commitment

Intended outcomes: Increased knowledge, Improved communication, Student empowerment

3) Enhance physical safety

a. Examine feasibility of safe ride services

An important aspect of the physical geography of campus in relation to sexual health is the ability to navigate around campus and beyond safely, specifically late at night and in cold weather. Having a way to safely get back to their dorms means that students won't feel it is necessary to spend the night in other rooms or locations due to fears of walking across town and campus, not having a sober ride, or not being able to afford other forms of paid transportation. Cornell's rural location does not attract a healthy fleet of app-based ride-share services, such as Uber or Lyft, so drivers may be unavailable or nonexistent when a student needs transportation. Other universities implement late-night shuttle programs as part of their broader campus safety and sexual assault prevention strategies.

We recommend that Cornell explore options for providing safe rides for students late Friday and Saturday nights through an institutionally run shuttle service, or other alternative. One model is [Texas Tech's Raider Rides](#), which offer free shuttle rides to students using institutional fleet mini vans, with drivers that receive training on supportive resources and trauma-informed response. Other institutions use a smaller 21-passenger motor coach with drivers receiving similar training.

Safe ride options are a strong complement, not a replacement to the [Rave Guardian app and its Safe Walk Safety Timer feature](#). We recommend continuing to find ways to amplify and educate the community about Rave Guardian's safety resources, including the Safety Timer, which allows a student to set a timer for GPS location-sharing with family, friends, or CUPD able to track them to their destination. We recently learned of discussions to increase the capabilities of the Rave Mobile Safety app and recommend that Cornell seriously consider additional add-ons to our current plan.

Sexual Violence Framework Domains: Environmental strategies, Leadership and institutional commitment

Intended outcomes: Student empowerment

4) Non-classroom programming focused on increasing competency, communication, and understanding

Students express a strong desire for non-classroom programming focused on communication and consent, sex-positivity, and the concepts of sexual citizenship. This could come in many forms and should reach and touch students at many points and in a variety of ways during their time at Cornell.

This programming will be best delivered by peer leaders. We recommend that **Cornell develop a set of student leaders** who are trained to be knowledgeable about and comfortable with sexual citizenship concepts and can share them with their peers via programming. This could involve training student volunteers to be peer leaders, as well as providing training for all students in leadership positions (in clubs, on athletic teams, etc.). For example, Brown has a variety of [sex-positive peer programs](#), providing a model of what this could look like at Cornell.

The goal is to create a culture in which student leaders and ambassadors model behaviors and approaches that promote sexual health and citizenship. We recommend that training student leaders and the coordination and evaluation of their programming fall under education, prevention, and outreach coordinators in the Skorton Center for Health Initiatives.

a. Orientation and first-year experience

We recommend that the Tatkon Center for New Students collaborate with the Skorton Center for Health Initiatives and the Cornell Office of Civil Rights to develop content grounded in the *Sexual Citizens* framework, understanding terms like sexual projects, sexual citizenship, and sexual geographies and how they impact students' experiences and decisions.

We recommend that **Cornell develop a new, required, in-person session at new student orientation**. We recommend that Cornell train and equip orientation leaders to co-lead facilitated discussions focused on the topics of sexual citizenship in groups of 30 students or less. This should also include information about the COCR and the Title IX process and resources available through the SHARE office.

Recognizing that a one-time session is not enough, we also recommend **using the first semester of the first year to reinforce this messaging and to provide additional education and engagement with Tatkon-hosted programming** such as Consent and Coffee, and peer-led workshops. We recommend drawing from universities who are leaders in this area, such as Northwestern, Michigan, Stanford, Penn State, and Columbia, all of whom involve peer leaders during orientation and beyond. We also recommend that Cornell work with the National Association for Orientation, Transition and Retention (NODA) to adopt best practices, avoid common pitfalls, and build on tested frameworks.

Sexual Violence Framework Domains: Culture change strategies, Educational initiatives, Leadership and institutional commitment

Intended outcomes: Increased knowledge, Improved communication, Student empowerment

b. Increased education and programming in sorority and fraternity life

As noted above, results from the 2025 SARM survey show that the prevalence of nonconsensual sexual contact among Greek-affiliated women is almost twice as high (52%) than for those who are not Greek-affiliated (29%). Our conversations with sorority and fraternity students revealed an eagerness to address issues of sexual health and sexual assault, and a desire for more support and guidance in doing so. We recommend that **Cornell enhance the training and resources that it provides to sorority and fraternity members and organizations**. Note: Cornell Social Event Policies that govern sorority and fraternity parties can be [found here](#).

We recommend **required annual in-person training on consent and sexual citizenship** for potential new members and active members. This would include mandatory meetings and information for all of those who are going through a recruitment process, and interactive scenario discussion during new member education. Given the prominent role that sorority and fraternity leaders play in their chapters, we also recommend required, in-person situation-based training for them, delivered annually. For example, Iowa has a list of required trainings that span several areas of sexual health beyond bystander intervention and assault: <https://fsl.uiowa.edu/community/education-opportunities>

Cornell's existing Intervene Program (piloted in Spring 2025 for sorority and fraternity leaders with co-facilitators from Sexual Assault Prevention Services (SAPS)) represents a promising model, as students appreciate the scenarios acted out by peers as well as the follow-up discussions. Students also reported that the content did not always feel relevant to real-life situations (i.e., the scenarios were overly simplified, rather than the more nuanced and complex ones that students often face) and could benefit from more scenarios focused on sexual assault and sexual coercion. We **recommend enhancing, expanding, and updating the Intervene Program**, consulting with sorority and fraternity members in doing so. An expanded and updated Intervene would also benefit students beyond those in sorority and fraternity life.

We also recommend the **implementation of and commitment to delivering evidence-based prevention programs** that have been rigorously evaluated and proven to reduce risk. Evidence shows that implementing evidence-based policies with members of sororities and fraternities would have a large impact in reducing rates of sexual assault victimization and perpetration. Such programs are currently being offered to volunteers in sororities and fraternities during the 2025-26 academic year. These programs involve games, lectures, discussion, and application and practice activities, and focus on building awareness, confidence, and skills to navigate social situations and relationships.

Evidence-based prevention programs require intensive facilitator training, reinforcing fidelity to the program and facility with the content and knowledge of specific campus

resources in order to achieve the intended outcomes. Facilitators have been trained to deliver pilot implementations during the 2025-26 academic year. We recommend that these pilots are expanded following this academic year, to maximize impact for the Cornell community. Given the resource investment for delivering evidence-based prevention programs, we recommend incorporating these trainings into existing requirements for new members and for those taking on leadership roles within their chapters.

Finally, we recommend that Cornell develop a system of **recognizing and rewarding sororities and fraternities that go above and beyond** the minimum requirements that allow them to operate on campus. Cornell should move from a focus only on compliance and events management (which is essential) to supporting organizations that wish to develop, evaluate, and implement innovative and effective approaches. Sorority and fraternity organizations that do so could be awarded special recognition on the Scorecard and elsewhere. We also recommend that fraternities and sororities be incentivized and supported to test and develop “best practices” for sexual health, and that a structure and system be put into place to facilitate sharing of these practices with each other.

Sexual Violence Framework Domains: *Culture change strategies, Educational initiatives, Enforcement and accountability*

Intended outcomes: *Increased knowledge, Student empowerment, Accountability and behaviors*

c. Increased resident advisor (RA) education and training and resident education and programming

Data show that the most common location for a sexual assault to occur was in residence halls (29% of assaults), which house nearly half of the undergraduate student body. For many of our students this is their first experience sharing space with a nonfamily member and setting boundaries regarding their personal space. Education-based strategies are central to fostering a strong culture of consent and prevention within residence halls.

1. Message Campaigns

We recommend visible, consistent messaging—reinforced through conversations and community commitments that clearly define consent (clear, coherent, ongoing, and willing) and help students recognize coercion to help normalize healthy expectations for interpersonal interactions. We recommend a residence hall-wide messaging plan that normalizes ongoing conversations about consent via posters, digital signage, door hangers, bathroom mirrors, and bulletin boards, that make clear that substance use affects a person’s capacity to consent. We also recommend that the visible display of

“Know Your Rights & Resources” infographics in common spaces defining sexual violence, outlining reporting processes, and summarizing complainant/respondent rights, with QR codes to campus resources and emergency options should be included in this campaign.

2. Programming and Workshops

Additionally, we recommend inclusive and identity-affirming educational programs, including bystander intervention training and programs for residents to strengthen community norms and empower students to support one another and intervene early when concerning situations arise. Building on the first-year orientation programming already recommended by the task force, residential life should implement a coordinated series of hall-based educational experiences that reinforce and deepen students’ understanding of consent, healthy relationships, and sexual violence prevention. We recommend mandatory sessions delivered within the first weeks of the semester which translate orientation concepts into practical, community-specific applications through resident advisor-led micro-programming, facilitated discussions, and interactive skill-building activities.

Content should emphasize consent in everyday contexts, bystander intervention strategies, healthy communication, Title IX/COCR processes, and access to confidential resources, ensuring that students receive sustained exposure to these topics beyond initial Orientation learning.

We also recommend ongoing community and residential life programming that deepens understanding of consent, healthy communication, and personal boundaries, with a series of workshops each month. Additional programs, including film discussions, relationship-myth trivia, and anonymous Q&A formats, would offer varied avenues for students to explore consent, relationships, and campus resources in accessible and engaging ways.

3. Resident Advisor Education and Training

Resident advisors (RAs) play a critical role in shaping a safe and respectful residential culture because they are often the first point of contact for students navigating concerns related to consent, relationships, or experiences of harm. Their ability to model healthy behavior, reinforce community expectations, and respond to disclosures with empathy and trauma-informed care directly influences whether residents feel supported and willing to seek help. By building trusting relationships and connecting survivors to appropriate campus resources, RAs serve as essential partners in preventing sexual violence and fostering a community where all students feel seen, believed, and protected.

Resident advisor training sessions help guide student paraprofessional staff, and therefore we recommend continued investment in comprehensive and ongoing training for RAs and residential staff. Key areas for enhanced RA training and education include understanding sexual violence, consent education, trauma-informed response, reporting protocols, bystander intervention skills, healthy relationships, cultural competency, resource knowledge, and self-care. We recommend continued use of scenario-based practice which helps equip RAs to recognize red flags, feel comfortable in discussing community agreements about consent, respond effectively to disclosures, and understand their roles and reporting responsibilities.

Sexual Violence Framework Domains: *Culture change strategies, Educational initiatives*

Intended outcomes: *Increased knowledge, Increased communication, Student empowerment, Accountability and behaviors*

d. Increased programming opportunities for all students

The recommendations above target certain student populations for whom increased communication and engagement would be most impactful—such as new students, those living in residence halls, and those in the sorority and fraternity system. However, all Cornell students would benefit from increased out-of-classroom programming focused on improved communication and understanding, supported by Cornell and (when possible) delivered by peer educators.

We recommend the **development of a series of workshops**, working in collaboration with students, that can be delivered to student groups and organizations. Here are some models:

- Brown has a [series of student-led workshops](#) that any student group can schedule, including Sex Trivia, Sex Jeopardy, and Safer Sex Express.
- Similarly, [Syracuse offers workshops](#) that can be tailored to groups and situations, including Healthy Relationships, Know Your Body, and Pleasure & Consent.

These workshops could be offered via student clubs and organizations, as well as in residence halls. We recommend prioritizing athletes and leaders of student organizations who, due to their status and engagement on campus, can lead to the greatest impact.

We also recommend that Cornell offer **grants to students** who propose initiatives that support sexual health on campus. One example is found [at Tulane](#), which funds student-led programs such as bystander intervention, art exhibits focused on sexual assault and the aftermath, the development of an app to share resources about sexual assault, and panel discussions.

We note that these workshops should also address other topics that factor into culture change, including the use of alcohol and other drugs which often intersects with incidents of sexual assault, making it critical to address these factors as part of a comprehensive prevention and education strategy. We recommend that programming, social campaigns, and education all discuss alcohol and other drugs as a factor in Cornell's social environment.

Sexual Violence Framework Domains: *Culture change strategies, Educational initiatives*

Intended outcomes: *Increased knowledge, Improved communication, Student empowerment, Accountability and behaviors*

Staffing

The recommendations here require an expansion of the work and strategies around sexual assault and hazing prevention, alcohol and drugs awareness, and sexual health education and culture change. To implement many of the task force recommendations, additional staffing will be required to develop, assess, and sustain new initiatives. At the same time, it is important that any additional staffing be implemented thoughtfully and with clear metrics to justify any growth.

We recommend some staffing increases in the Skorton Center for Health Initiatives and the SHARE office, positioning the university to meet current demands and new initiatives to integrate sexual assault prevention, education (healthy relationships, sex positivity, consent, alcohol awareness), and culture change across co-curricular spaces.

We also recommend limiting the scope of Victim's Advocacy Program service to the support of students, and that existing Cornell resources be leveraged, via Cornell's human resources offices, to support faculty and staff.

Fundraising

To carry out these recommendations and achieve their intended outcomes, we recommend that Cornell launch a high-profile fundraising initiative. Doing so will provide necessary resources to carry out this work. It will also raise awareness among alumni and others of Cornell's commitment to sexual health and safety, generating broad engagement and support. We feel that a fundraising initiative in this area would be compelling and successful.

Evaluation

We recommend a robust evaluation strategy to determine the effectiveness of these recommendations. Given the multi-pronged nature of these recommendations, and the focus on campus climate and culture change, this evaluation will take many forms.

Cornell Survey of Sexual Assault and Related Misconduct (SARM)

Several items from the Cornell SARM survey, which is administered every other year, will be useful for evaluation. Because this survey has been administered since 2015, it provides an excellent baseline against which to evaluate the impact of our recommendations. The SARM survey includes measures of sexual and gender-based harassment, norms around bystander intervention, and students' knowledge of policies and resources related to sexual assault.

Other evaluation methods:

In addition to examining trends in the SARM survey, we recommend other means of gathering data and feedback on the effectiveness of these recommendations. These include:

- Evaluations of courses related to sexual citizenship. This will include general feedback through the course assessment protocol, as well as (potentially) responses to specific questions related to knowledge, empowerment, and dialogue around sex
- Evaluations of first-year advising class components focused on sexual citizenship
- Assessment of evidence-based programs using built-in evaluations focused on participant satisfaction, the gaining of knowledge and understanding from the session, satisfaction with the facilitators, and what topics or components of the session were particularly impactful
- Addition of Likert-scale attitude questions regarding sexual citizenship on the Cornell Undergraduate Experience (CUE) Survey
- Metrics measuring student engagement with the Cornell Health, SHARE Office, and Organization Scorecard websites (compared to the pre-enhancement baseline)
- Metrics measuring student engagement with the decision tree
- Student participation in events and feedback from large-scale events (using short post-event surveys)

We recommend that Cornell establish a systematic process for gathering this data on a yearly basis (every two years for the SARM survey) and report back to the community each year regarding the impact of this work in a public, easy-to-access format.

Timeline

The recommendations presented here fall into two categories: those that can be implemented in the short-term (within 18 months) and those that can be fully implemented in the medium-term (between 18 months and four years).

Impact

Finally, we have organized these recommendations around their expected impact. Impact is measured in two ways:

- Size of student body impacted:
 - Small = 25% or less
 - Medium = 26-74%
 - Large = 75% or more
- Significance in achieving goals:
 - Critical—necessary to achieve Cornell's goals
 - Ideal—beneficial but not critical

Table 2 indicates the evaluation method, timeline, and impact for each of our recommendations (See Appendix)

Conclusion and next steps

We believe that enacting these recommendations will lead to meaningful culture and institutional change at Cornell, leading to an environment that fosters sexual health and safety. Cornell can and should be known as a place that embraces the persistent challenge of sexual assault and addresses it head-on. As a next step, we recommend that the university establish an implementation committee tasked with moving our recommendations forward, prioritizing those that are most critical and have the greatest impact. We call on all members of the Cornell community to engage in this work, so that all can thrive here at Cornell.

APPENDIX

Table 2: Outcomes, Timing, Impact, and Evaluation Plan of Recommendations

Recommendation	Intended Outcomes	Timing	Impact—size of student body	Evaluation	Impact—significance in achieving goals	Already in progress
Decision tree	Increased knowledge Improved communication Student empowerment	Short-term	Medium	SARM survey	Critical	Yes
Improved communication when assault occurs	Improved communication Increased knowledge	Short-term	Small	SARM survey	Ideal	Yes
Improved Organization Scorecards	Improved communication	Short-term	Small	Post-recruitment survey	Ideal	Yes

	Increased knowledge					
More information about Title IX process	Improved communication Increased knowledge Student empowerment Accountability and behaviors	Short-term	Medium	Increased reporting/ Usage Data	Critical	Yes
Increased awareness of SHARE	Improved communication Student empowerment	Short Term	Large	SARM Survey Usage Data	Critical	No
Enhance Cornell Health and SHARE websites	Increased knowledge Improved communication	Short-term	Small/ Medium	Usage Data	Ideal	No

	Student empowerment Accountability and behaviors					
Launch sex-positive public health campaign	Increased knowledge Student empowerment Accountability and behaviors	Short-term: one large event Medium term: fuller programming	Large	CUE Survey	Ideal	No
Develop new course(s) on sexual citizenship	Increased knowledge Improved communication Student empowerment	Short-term: pilot Medium-term: launch at scale	Medium	Course Evaluation	Critical	No
Incorporate sexual citizenship into first-year advising classes	Increased knowledge Improved communication	Short term: pilot Medium-term: fully launch	Large	Course Evaluation	Critical	No

	Student empowerment					
Support existing classes	Increased knowledge Improved communication Student empowerment	Short-term	Medium	Course Evaluation	Ideal	Yes
Safe ride options	Student empowerment	Short-term: pilot to determine feasibility	Medium	Usage	Ideal	No
In-person sexual citizens programming as part of orientation and first-year	Increased knowledge Improved communication Student empowerment	Short term: launch in-person orientation session fall 2026 Medium term: peer-to-	Large	Post Orientation Evaluation	Critical	Yes

		peer facilitated conversations				
Enhanced, in-person sexual citizens programming for fraternities and sororities	Increased knowledge Student empowerment Accountability and behaviors	Medium term	Medium	Member surveys, participation	Critical	No
Greek prevention strategy that moves beyond reducing risk	Student Empowerment Accountability and behaviors	Medium term	Large	SARM survey Participation and feedback	Critical	No
Increased resident advisor education and training and resident education and programming	Increased knowledge Improved communication Student empowerment	Medium Term	Large	SARM survey Participation and feedback	Critical	No

	Accountability and behaviors					
Communication and engagement opportunities for all students	<p>Increased knowledge</p> <p>Improved communication</p> <p>Student empowerment</p> <p>Accountability and behaviors</p>	Medium	Large	<p>SARM survey</p> <p>CUE survey</p>	Critical	Yes

List of Task Force Members

- Rachel Dunifon (co-chair), the Rebecca Q. and James C. Morgan Dean of the Cornell Human Ecology
- Marla Love (co-chair), the Robert W. and Elizabeth C. Staley Dean of Students
- Stephanie Baldwin, the Robert G. Engel Director of Sorority and Fraternity Life
- Julie Edwards, assistant vice president for student health and wellbeing
- Durba Ghosh, professor of history, Cornell University College of Arts and Sciences and the Taylor Family Director of the Society for the Humanities
- Mat Hall, Associate Dean of Students & Director of the LGBT Resource Center
- Jason Hecht, institutional survey research associate
- ZZ Khalid, student, Cornell University College of Agriculture and Life Sciences
- Ray Kim, director of advising, Cornell University College of Arts and Sciences
- Katie King, associate vice president, Cornell Office of Civil Rights
- Lauren Korfine, senior lecturer of psychology, Cornell Human Ecology
- Nicki Moore, the Meakem Smith Director of Athletics and Physical Education
- Trisica Munroe, director of administration, Cornell Engineering's Sibley School of Mechanical and Aerospace Engineering
- Ashleigh Newman, associate clinical professor, Department of Population Medicine and Diagnostic Sciences, Cornell University College of Veterinary Medicine
- Kevin Perry, director, Tatkon Center for New Students
- Charles Snajdr-Trinch, student, Cornell Human Ecology
- Miranda Stewart, student, Cornell University College of Arts and Sciences
- Scott Voss, assistant director, Conduct and Care, Cornell Housing and Residential Life
- Laura Weiss, program director, SHARE Office / victim advocate