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The Innocents Abroad: International Students, Title IX, and the Need to Address Campus Safety

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ABSTRACT

Expectations of campus safety and security are inherent in the development of policies internal to the campus environment as well as to national regulations inclusive of Title IX, the Clery Act, and so forth. Yet, there seems to be an ongoing concern that international students may have heightened risk or are less likely to report violations of policies and regulations. This research is focused on determining to what extent awareness of policies and regulations often linked to equality on campus are a part of international student orientations and outreach. By examining the timing, manner, and extent of training, this article seeks to add to the study of ways that campuses may better engage, prepare, and serve students engaged in international education experiences.

Keywords: campus safety, international students, orientations, Title IX

Recent news stories have documented legal claims against faculty that involve alleged inappropriate relationships with international students. Three recent examples are perhaps indicative of concerns that international students need additional training and support. Florida State University is “scrambling” to justify their delay in addressing Dr. Richard Feiock, after he was charged with having “engaged in an ‘inappropriate sexual relationship’ with a visiting female international student” (Flaherty, 2021, para. 1). Though he ultimately retired, earlier reports of such behavior dated back almost twenty years and, according to the article, “Numerous witnesses told investigators that Feiock was known to prey

on international students, and women from Asia in particular” (para. 7). Similarly, two Chinese students have filed a claim against the University of Illinois that alleges the institution was guilty of “chronic failure” to protect students “from abuse by Gang ‘Gary’ Xu, associate professor and head of the Department of East Asian Languages and Cultures and a serial abuser and violent rapist, even after being put on repeated notice of his abuse and mistreatment of UIUC students” (Little & Wegg, 2021, p. 2). In both cases, the concerns are noted as they demonstrate ongoing behavior with Feiock having had previous charges against him in 1991 and 2005 (Flaherty, 2021). The allegations against the University of Illinois maintain that the university was aware of, but ignored, the behavior as international students were essential to their finances and they did not wish to lose funding. A final example is that of the reinstatement of Alex Shchegol as President of ASA College. ASA College, a for-profit college system with campuses in Florida and New York, is owned by Shchegol, who was accused of “coercing students who relied on him for visas or employment into sex,” with one example being in 2006 when an ASA student, Irina Akhmetzyanova, “filed a lawsuit in Brooklyn Federal Court alleging that Shchegol personally offered to help her obtain a visa, then sabotaged the application process, offering to fix it only if she had sex with him” (Goldberg & Elsen-Rooney, 2021, para. 33). While obviously not a complete overview of the issues, these reports serve as an indicator of the issues that international students may be presented with in their experiences in American institutions.

Though these stories are getting headline attention, concerns about international students being at increased risk of sexual assault, sexual harassment, or other power-based crimes have been studied previously. Research of international students who studied in Australia and the United States found that there was a strong perception of sexual harassment and assault being common for international students (Forbes-Mewett & McCulloch, 2016). Concerns about repercussions of reporting such acts are also prevalent as one report noted that “many factors may contribute to international students’ reluctance to report abuse they experience, including language barriers and a fear of being sent back to their home countries” (Cobler, 2014, para. 4). A study has also indicated that there is an awareness among “non-international, domestic students” that there is an increased vulnerability among international students as they face “barriers to reporting SVSH [sexual violence and sexual harassment] and seeking help because of differing cultural norms and expectations around sexual consent and assault” (Bloom et. al., 2022, p.12). Such studies demonstrate a need to consider how international students may better engage with and be served by Title IX offices and processes.

LITERATURE REVIEW

Title IX and Underrepresented Populations

In considering the role of Title IX and student populations, there are some indications that the policy has not benefited all populations of students equally. Even in considering the access to elements such as athletics, a study demonstrated

that the *Brown v. Board of Education of Topeka, Kansas* had a more direct benefit of access for African American women to participate in athletics than the passage of Title IX showed for that population (Dees, 2007). This historical consideration is made all the more concerning given that there are indications that minoritized populations of students, including African Americans, are more likely to face sanctions and penalties than their peers. For instance, Trachtenberg (2017) expressed concerns that policies like Title IX might have disparate impact on students and used a comparison to the University of Virginia's honor code that saw between 29.7% to 35% of accusations were against African American students, yet they only made up 12% of the student population at the institution. Trachtenberg demonstrates that, because Title IX work has been largely an internal process to educational institutions individually, the presence of such a bias being echoed in Title IX is unable to be fully studied. Similarly, studies and analyses have found that it has not been of equal benefit or applied evenly to other populations, such as the LGBTQIA+ community (Culhane, 2013; Nightingale, 2021; Redcay et al., 2021), nor has it seen equal impact across urban, rural, and differing socioeconomic statuses (Ferguson, 2013). Concerns also surface about elements of feelings of institutional indifference or betrayal as, "[t]he Title IX process itself enacts institutional betrayal toward students by becoming a process wherein they expect to be harmed or otherwise not helped, and also becomes a mechanism in which the institution betrays its students through its failure to prevent victimization, respond adequately when victimization occurs, and normalization of GBVM and abusive contexts" (Webermann, 2021, p. 99).

As Title IX seems to impact various groups, locations, and socioeconomic statuses in varied manners, the concern this may have for international students becomes heightened. Many studies have documented concern about institutional policies not sufficiently addressing or acknowledging the overlapping or multiple identities that international students possess (e.g. Buckner et al., 2021; Tavares, 2021; Meng et al., 2018; Adewale et al., 2018). If historically minoritized populations experience a noted challenge with the application of Title IX, students who possess overlapping or multiple identities could experience multiple concerns of Title IX application and assessment.

Faculty and students from American campuses engaging in education abroad carry Title IX expectations to an extent. Indeed, some have argued that the off-campus protections are as strong as those on campus: "The scope of Title IX legislation extends to any educational opportunities whether those occur on campus or off campus. This would also include any study abroad programs, foreign campuses, or international internships" (Odio et al., 2019, p. 118). Given that these protections are seen to follow American students abroad, it is within reason to think that all students enrolled in American higher education would likewise receive protection. While that is the intent, Odio et al. reported that, even in relation to internships, there is some uncertainty of expectations: "It may not be as obvious to the student or responsible faculty member that off-campus settings are covered by Title IX just as an on-campus setting would be if the school sanctions the activity or it has an impact on the student's learning environment. Anyone who is involved in an off-campus internship or school related activity,

whether they are a student, parent, administrator, [or] organizer, should be required to read and comply by the school's Title IX policy while participating in that activity" (Odio et al., 2019, p. 118). If such expectations exist that faculty and American students participating in the activity should be required to read and comply, an essential step is ensuring that the material is presented in a responsive way to allow for effective understanding to allow compliance.

International Students

According to the Institute of International Education [IIE] (2021), 914,095 international students decided to pursue higher education in the United States in the academic year 2020-2021. Even though this enrollment number disrupted the five-year long trend of international enrollments exceeding one million, it still represents an imposing trend which continues to allow the United States to enjoy the position of the leading global provider of higher education. The literature exploring international students' experiences on US campuses has proliferated over the past 20 years producing rich and multifold findings. However, the recent synthesis of the last two decades of research in this domain identified the areas of inquiry that have been overly-researched, as well as those that have not received adequate scholarly investigation (Krsmanovic, 2021). In that regard, it was established that most studies over the past two decades examined students' social and cultural experience, mainly acculturation, acculturative stress, and social relationships, followed by students' academic experiences, such as academic performance, success, and retention. Interestingly, no studies were identified in the areas of international students' understanding of legal policies and procedures in their new settings or the safety elements in place (including no studies grounded in the intersection of international students' experiences and Title IX).

Of interest to this research are the studies that investigated the effects of international students' campus experiences on their psychological well-being and mental health, as well as correlates of students' psychological stress. In that regard, evidence exists that intercultural programs and cultural communication on college campuses are positively associated with international students' person-culture fit, their identification with the host culture, and their psychological well-being (Zhu et al., 2016). Other studies documented that international students' sense of belonging on campus is associated with low suicide intentions among this student group. Specifically, international students with high levels of campus belongingness report low rates of suicide intentions, as compared to their domestic peers. Domestic students' suicide intentions, on the other hand, are more associated with family belongingness, a factor that was not found to be as significant for international students (Servaty-Seib et al., 2015).

Similarly, a number of studies have postulated a positive relationship between university support provided to international students and their psychological well-being. On that account, Cho and Yu (2015) found positive effects of institutional support on international students' school-life satisfaction and reduction of their psychological stress, thus highlighting the need for campus programming that would be specifically tailored to this student group. Further, among the social support provided by the members of host communities,

international students were most often supported by people from other countries living in their local communities and less often from US-born community members (Bhochhibhoya et al., 2017). Taken together, the presented studies continue to remind campus communities of the urgency to identify unique needs of international students and provide culturally relevant programming to best support this student group.

International students often face subtle discrimination and harassment on college campuses. Often due to language barriers and cultural differences, they may be less likely to fully understand campus policies. Oftentimes, the primary goal of international students is to stay in the United States, and some might avoid reporting Title IX violations for fear of being deported (Hollis & Davis, 2016). In their study on international students' understanding of Title IX, Hollis and Davis (2016) found that international students did not understand Title IX including its role in protecting them against sexual violence. International students in this study were largely unaware of any policies regarding sexual violence on campus, and not only lacked understanding of Title IX, but could not identify their Title IX coordinators, did not know how to report a sexual assault, and were unaware of their rights under Title IX (Hollis & Davis, 2016).

Despite such studies, there is still some concern that analysis of international students and sexual assault and harassment is not fully possible. Brubacker et al. (2017) found that among large surveys that consider sexual crimes including the National Crime Victimization Survey (NCVS), National Intimate Partner and Sexual Violence Survey (NISVS), the Campus Sexual Assault Study (CSA), the Association of American Universities (AAU) Campus Climate Survey, MIT Community Attitudes on Sexual Assault (CASA), and the Online College Social Life Survey (OCSLS), there were only two surveys, CASA and AAU, that included details related to nationality or citizenship. Despite the limitation, the article still notes that "International students may be more likely to be sexually assaulted than their native student counterparts given their unfamiliarity with the community and culture of the receiving country" (p. 8). Bonistall & Postel (2020) noted that there was a "critical gap in the literature," but demonstrated that international students existed at intersectionalities which increase their risks such as "victim blaming" which may delay or prevent reporting as, for example, "Chinese cultural expectations that women must protect their virginity, and if a woman is raped, she bears the responsibility for failing to prevent it" (p. 76). Given these factors, how can institutions of higher education best respond to these situations?

Many point to opportunities to address the expectations and policies of reporting crimes and developing a knowledge of Title IX and related systems as something that should occur during the international student orientation process. However, some studies have shown that students may not be aware of services and safety elements (Murphy et al., 2002). Indeed, a 1988 study of the content of orientation programs for international students that surveyed 169 institutions, academic and administrative requirements ranked first, followed by a community welcome, an overview of campus services, and adjustment programs, none of which covered safety or reporting structures. The elements of safety and protocols

were included in a “Miscellaneous category” that “included ‘prearrival information,’ ‘improve financial management and decision-making skills,’ ‘create an awareness of future orientation programs on culture shock, etc.,’ ‘education on safety,’ ‘increase the awareness of health and safety issues,’ ‘make friends in the U.S.,’ ‘academic skills,’ and ‘introduce U.S. students to other cultures’” (Steglitz, 1988, p. 6). A more recent study of Asian graduate students noted that they “received a 3-hr orientation that had been used by OIE for several years, which focused mostly on students’ immediate concerns, such as how to keep legal status in the United States, personal safety issues, how to connect a home phone, and so forth” (Fan & Wanous, 2008, p. 1394). Often such personal safety training focuses on how to protect or avoid dangerous events, but does not provide students with a complete view of how to document, report, or address the issues in response to Title IX, Clery Act, and other campus reporting expectations. Further, it may not address how such reporting actions might impact their VISA status, allowing concerns to ferment.

There are further concerns regarding how cultural and social understandings vary for international students in relation to Title IX and sexual assault. For instance, a recent study denoted that international student perception generally was that their host institution provided support regarding the maintenance of their “visa and legal status [but] not the area of diversity, equity, and inclusion” (Tan & Koo, 2023, p. 13). This separation of the institution’s commitment to Title IX and the student perception of the duty owed by the institution may prove problematic if not addressed. As another study noted, culturally diverse male students struggled between concerns of wrongful blaming and recognizing male victimization as they encountered their experience from their home country compared to their student experience abroad (Malinen et al., 2023). Cultural understandings and related student perceptions may further complicate international students engagement with Title IX.

Research Questions

The central research question guiding this study was: How do higher education institutions format their international student orientation, training, or other programs with respect to educating students on preventive safety measures including but not limited to Title IX? To answer this question, we developed the following sub-questions:

1. What are institutional perspectives regarding the need for their Title IX officers to receive cultural training or specialized training for serving international students?
2. How prevalent is the practice of offering specialized Title IX and safety training to international students and how are such offerings structured?
3. What are institutional perspectives on international students’ knowledge, practices, or behaviors with respect to Title IX and other safety measures on campus?

METHOD

This study was designed as a non-experimental quantitative study as its objective was to investigate an educational phenomenon as it exists (Gall et al., 2006). Specifically, we utilized cross-sectional, descriptive survey research as our goal was to explore research questions at one point in time using a national sample of higher education institutions in the United States. We selected survey research as it is particularly suitable for gathering participants' knowledge, opinions, and practices that can be used to shape future educational policies and initiatives (Gall et al., 2006).

Sample and Data Collection

Participation in this study was open to all higher education institutions in the United States awarding bachelor degrees or higher. Utilizing the Open Doors report of the Institute of International Education (IIE, 2021), we first obtained the list of 190 institutions enrolling the highest number of international students in the United States in the academic year 2020. To this list, we added 750 public and 1,200 private colleges and universities obtained from the National Center for the Educational Statistics' website. The final list included 2,140 institutions awarding bachelor degrees or higher. We utilized the website of each institution to obtain email addresses of Title IX coordinators and deputy coordinators to whom we sent an invitation to participate in the research. Additionally, we obtained approval from the Association of Title IX Coordinators (ATIXA) to share the research invitation with their members via their listserv. ATIXA is an independent, not-for-profit corporation with active members from colleges, universities, schools, and organizations. The association connects Title IX coordinators, investigators, and administrators across the nation (ATIXA, 2022). We sent the first email invitation in late February, 2022 and one reminder in early March, 2022. We closed the survey at the end of March at which point we received responses from 113 institutions.

Instrument

Using our research questions as a guide, we developed an online Qualtrics questionnaire to collect the data. The questionnaire consisted of four major sections of which first was designed to solicit background information about participating institutions, such as student population, institutional type, and institutional size. The second section inquired about the current format and structure of Title IX training offered at the institution, as well as respondents' perspective regarding the need for Title IX offices to receive cultural training or specialized training focused on serving international students. The third group of questions was designed for respondents who reported offering specialized Title IX training or outreach to international students. They had an opportunity to share what guided their decision to offer this type of training or outreach, its current format and structure, and student feedback about it. Alternatively, participants who reported not offering specialized Title IX training or outreach to international students had an opportunity to share reasons behind their decision, as well as their

perceptions on the need of offering this type of training or outreach in the future. The last section of the questionnaire asked participants to rate international students' knowledge, practices, or behaviors with respect to the following items: understanding of their protections under Title IX, reporting practices, knowledge of support and law enforcement services, and safety elements in place. The questionnaire concluded with asking participants to share any future plans or objectives with the aim of increasing outreach and support to international students, as well as any other comments they may have.

Results

Data analysis for all multiple choice and scale questions was performed using Statistical Package for the Social Sciences (SPSS 21) software and all text responses to open-ended questions were analyzed using NVivo software and thematic data analysis. Upon the conclusion of data collection, we first produced descriptive statistics for the classification and size of institutions that participated in the study.

Table 1: Institutional Profiles (n = 113)

Type of Institution	n	%
Institutional Classification		
Doctoral granting R1 institution	20	16.26
Doctoral granting R2 institution	16	13.01
Master's college and university (inclusive of M1 through M3 status)	45	36.59
Baccalaureate college	32	26.02
Baccalaureate/Associate college (more than 50% of degrees awarded at the associate level)	3	2.44
Associate's college, technical college, or career college	7	5.69
Institutional Size		
More than 15,000 students	24	19.51
Between 5,000 and 15,000 students	34	27.64
Less than 5,000 students	65	52.85

RESULTS

Title IX Training

Regarding the institutional offerings of Title IX training programs, most respondents (n=114, 92.68%) reported offering Title IX training to their students. Six institutions (4.88%) did not report such practice, and three institutions (2.44%) responded as not being sure if such training was being offered at their college or university.

Next, all institutions were asked to respond to an open-ended question and share how their Title IX training is structured and offered. In that regard, the majority of open-ended responses (n=55) revealed institutions offering both online and in-person training options for their campus community. In-person training most commonly took place during their orientation week or in first-year experience courses, while online programming was structured as either video training via Learning Management Systems (LMS) or via third-party training products. The next group of respondents (n=31) shared offering only online training, most commonly implemented via third party products. Other examples included LMS modules, videos, and quizzes, as well as email communication and/or email resource distribution. Eight institutions reported offering in-person training only, while 13 had ongoing trainings in addition to their regular mandatory programs. These trainings were either implemented throughout the year as optional programs or offered on demand. Lastly, 24 institutions shared the practice of having either optional or required Title IX training for special student populations which included student athletes, housing residents, fraternities and sororities, international students, ESL students, certain scholarship recipients, performers, student employees, student organization leaders, and medical students.

Results for Research Question One

Our first research question asked, “What are institutional perspectives regarding the need for their Title IX officers to receive cultural training or specialized training for serving international students?” As illustrated in Table 2, the majority of responding institutions reported a need for Title IX officers to receive cultural training. However, only one-third shared that their Title IX officers receive such training or any other programming focused on serving international students.

Table 2: Title IX Officer Training (n=113)

Statement	n	%
Is there a need for Title IX officers to receive cultural training and/or training focused on serving international students?		
Yes	98	86.73
No	5	4.42
Not sure	10	8.85
Does your Title IX officer receive any type of cultural training, or any training focused on serving international students?		
Yes	38	33.63
No	65	57.52
Not sure	10	8.85

Next, participants had the opportunity to share their thoughts about the need for Title IX officers to receive cultural training and/or training focused on serving international students. In doing so, most of them attributed this need to either the barriers to Title IX officers' understanding of this student group or the barriers to international students' understanding of Title IX policies.

Overall, respondents collectively agreed that cultural training is essential for Title IX officers who need to be culturally responsive in handling students' issues. Similarly, they expressed the need for Title IX officers to connect with international programs on their campuses so they could better understand the international student population they serve, as well how students' cultural norms may influence their understanding of Title IX policies and protections. Further discussed was the need for understanding cultural variations of acceptable or unacceptable behaviors and cultural differences in relation to the topics of sex, interpersonal relationships, gender, patriarchy, sexual assault, and parent/family issues. Several participants specifically mentioned that having this type of training would greatly aid Title IX officers in "receiving reports and conducting investigations." Some opinions shared were that many Title IX officers "are not prepared to properly address and serve international students," while others disclosed that Title IX officers "hold a lot of power and make life-changing decisions so they must be aware of hidden bias and the importance of avoiding stereotypes in their decisions and interactions."

With respect to international students' barriers, many respondents disclosed that "international students are unaware of Title IX requirements" and that "Title IX is completely new to them," so cultural training would help Title IX officers better tailor the training to address these knowledge gaps. Some reflected on the fact that "international students are more vulnerable to Title IX-related incidents due to factors such as isolation and different cultural norms regarding sex or language barriers," while others noted that they see very little, if any, Title IX policy violations among this student population. Great focus in participants' responses was also devoted to language barriers and assessing students' understanding of the language used in institutional policies and procedures, as well as the terminology used in Title IX training programs. The next group of responses included international students' limited comprehension of Title IX laws and legal ramifications, including those related to students' visa status. Helping international students understand legally acceptable behavior in dating and interpersonal relationships was identified as another area of concern, as well as the students' cultural understanding of what constitutes assault, consent, and physical boundaries.

Institutions that reported offering specialized training to their Title IX officers were asked to share their experiences with this type of programming. Regarding the topics covered, responses included "anti-bias and anti-assumption training," training specific to the countries represented on campus, cultural competency and norms, inclusive practices, cultural barriers to reporting and participating in investigations, and implications for students' visa status. With respect to the office or person tasked with facilitating this training, most administrators utilized their personal background, experience, and competencies in these areas to design and

offer these programs. The next group of responses included utilizing the programs available through professional organizations, such as ATIXA, NASPA, and NACUA, while many participants relied on collaborations with international student offices on their campuses.

Results for Research Question Two

Our second research question asked, “How prevalent is the practice of offering specialized Title IX and safety training to international students and how are such offerings structured?” Table 3 illustrates participants’ perspectives regarding the need and practices for offering this type of training.

Table 3: International Student Training (n=114)

Statement	n	%
Is there a need for international students at your institution to receive additional Title IX training?		
Yes	29	40.28
No	14	19.44
Not sure	29	40.28
Does your office provide any type of specialized Title IX training or outreach to international students?		
Yes	39	34.21
No	72	63.16
Not sure	3	2.63

Institutions that reported offering specialized Title IX training or outreach for international students were asked to provide open-ended responses about their experience with this initiative. Regarding their decision to implement this type of programming, most institutions disclosed having large enrollment of international students and, consequently, a need to orient them to culturally sensitive aspects of Title IX, sexual assault, harassment, dating, relationships, and understanding boundaries. Several participants specifically reflected on their international students “being subjected to behaviors that violated Title IX policies” while not being aware of the rights, protections, and support resources in place. Some institutions offered this training to international students due to their large representation among student athletes, while other responses included the training being required from international student offices, individual departments, or state laws.

Regarding the structure and format of the specialized training, the most common practices were either facilitating the training during the international student orientation or utilizing the staff from international student offices to deliver it. Other formats included training offered by students’ respective departments, a training embedded in a first-year seminar course for international students, required online modules, and follow-up outreach to this student group

by Title IX office staff. Two institutions reported having informational materials and training in other languages.

Among the 39 institutions offering specialized Title IX training for international students, 17 reported not soliciting students' feedback upon completing the training, while 12 did. The remaining 10 were not sure if such feedback was being collected. The institutions that solicited student feedback shared that their students appreciated this effort and found the presented information useful both in terms of understanding the laws and policies of their host country and in terms of having the opportunity to reflect on their own cultural norms in their new setting. The feedback also reflected some international students being surprised with Title IX-related topics being discussed so openly and some disclosing their prior experiences with attempting to report inappropriate behaviors but not being taken seriously.

Institutions that reported not offering specialized Title IX training or outreach to international students were asked to share the reasons behind this decision to which most responded that it was not an intentional decision, but more of an unintentional practice or institutional custom. As one response illustrated, "It is an oversight, rather than an intentional decision." The major group of responses included lack of resources or staff capacity to engage in these efforts. This perspective was particularly prevalent among understaffed or one-person Title IX offices. As captured in some of the responses, "I do not have the time, funding, or resources to provide culturally specific training. I barely have the resources and time to do general training" or "Lack of resources to do anything above the bare minimum right now, unfortunately." The next group of answers justified this decision by low international student enrollments or by a small number of policy violations among this student group. Several respondents disclosed being new to their positions and continuing standing practices which did not include specialized outreach to international students. A significant number of respondents also commented on acknowledging the need for this type of training and their plans to explore such opportunities in the future or to deliver it if requested by their campus partners. On the other hand, some administrators were firm in their perspective that all students should receive the same training because it sends "clear, consistent message to all students." Despite the recurring finding of low Title IX violations committed by international students, some perspectives focused only on international students as potential perpetrators of Title IX violations, but not as a population vulnerable to these crimes: "Sexual harassment and sexual abuse is just that regardless of where the individual is from. Just because they are from a different country or culture does not give them permission to sexually harass or abuse individuals."

Results for Research Question Three

Our third research question asked, "What are institutional perspectives on international students' knowledge, practices, or behaviors with respect to Title IX and other safety measures on campus?" To answer this question, the institutions that reported offering specialized Title IX and safety training to international students were asked to rate the effectiveness of these efforts on international

students' knowledge, practices, or behaviors in several areas (Group 1, n=37). Alternatively, institutions that reported not offering specialized Title IX or safety training were asked to rate international students' knowledge, practices, or behaviors in the same areas (Group 2, n=60).

To test for the differences between the responses of the two groups, we conducted independent samples t-tests. As illustrated in Table 4, the analysis revealed statistically significant differences between the two groups for all areas except one (measured at .05 value). Effect sizes for the areas of significant differences ranged from moderate to large (Cohen, 1998). On average, the institutions that offered specialized Title IX or safety training to international students rated students' knowledge, practices, or behaviors significantly higher for almost all areas.

Table 4: Between Group Differences (n₁=37, n₂=60)

Area	Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	<i>d</i>																																														
International students' understanding of their protections under Title IX	1	3.22	.89	.448	.016	.532																																														
	2	2.78	.76				International students' awareness of Title IX cases	1	2.97	.78	.033	.009	.572	2	2.47	.95	International students' reporting of Title IX cases	1	3.17	.91	.308	.003	.650	2	2.58	.90	International students' knowledge of support services and safety elements in place	1	3.67	.83	.176	.001	.746	2	3.05	.83	International students' knowledge of law enforcement services available to campus	1	3.36	.90	.491	.007	.585	2	2.83	.91	International students' awareness of processes to find relevant data from reports such as those required by the Clery Act and relevant reporting structures	1	2.53	1.03	.503	.586
International students' awareness of Title IX cases	1	2.97	.78	.033	.009	.572																																														
	2	2.47	.95				International students' reporting of Title IX cases	1	3.17	.91	.308	.003	.650	2	2.58	.90	International students' knowledge of support services and safety elements in place	1	3.67	.83	.176	.001	.746	2	3.05	.83	International students' knowledge of law enforcement services available to campus	1	3.36	.90	.491	.007	.585	2	2.83	.91	International students' awareness of processes to find relevant data from reports such as those required by the Clery Act and relevant reporting structures	1	2.53	1.03	.503	.586	.121	2	2.41	.96						
International students' reporting of Title IX cases	1	3.17	.91	.308	.003	.650																																														
	2	2.58	.90				International students' knowledge of support services and safety elements in place	1	3.67	.83	.176	.001	.746	2	3.05	.83	International students' knowledge of law enforcement services available to campus	1	3.36	.90	.491	.007	.585	2	2.83	.91	International students' awareness of processes to find relevant data from reports such as those required by the Clery Act and relevant reporting structures	1	2.53	1.03	.503	.586	.121	2	2.41	.96																
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	2	2.41	.96																																																	

The last question in the survey asked participants to share their future plans for international student outreach and any other thoughts they may have about the

issues examined in this research. In that regard, some participants expressed the hope that return to in-person operations will allow for more outreach and face-to-face programming for this student group, while those already offering such programs shared their intentions to continue doing so and potentially provide more robust events. Some shared their plans for designing follow-up surveys to test for students' comprehension, while others revealed the intention to partner with international student offices to develop culturally appropriate sexual misconduct and prevention training. Other suggestions included having professional organizations, such as ATIXA add this training to their toolbox. A substantial number of participants disclosed that taking part in this research raised their awareness and piqued their interest in learning more about how they can better support their international students, expressed their appreciation for these topics being investigated, and said they would welcome considering recommendations from this research in their future work. Others shared being in the process of developing marketing materials aimed specifically at addressing visa and immigration related concerns for victims of sexual violence, as well as getting existing policies and resources translated in the common languages spoken by their international students.

DISCUSSION

Through an analysis of the data, our research presents several main findings. First, most institutions see a need for cultural training, but few offer such training. Second, several respondents indicated that having specific training for international students would greatly aid Title IX officers in working with those students. Third, most institutions do not provide specialized Title IX training or outreach to international students, yet those who were asked about specialized Title IX training responded positively. Fourth, institutions that offer specialized training to international students rate students' knowledge, practices, and behaviors related to Title IX significantly higher than those institutions that do not offer such training.

Research (Fan & Wanous, 2008; Steglitz, 1988) notes that most international student orientation programs focus on general safety and student concerns, without discussion of Title IX. This is reflected in our study, which found that few institutions provide Title IX training specifically geared for international students and their potentially unique needs. One potential issue for programming for international students is that while many Title IX officers reported a need for specialized training for international students, they noted that Title IX officers may not fully understand this population or their specific needs related to Title IX. This is especially evident as some respondents completely disregarded international students as a vulnerable population and only focused on them as potential perpetrators of Title IX violations. In such cases, additional training for Title IX officers could be beneficial to their relationships with international students.

One of the main implications for practice emerges from the finding that not offering specialized Title IX training to either Title IX coordinators or international students was reported as unintentional oversight, rather than an

intentional decision. Thus, the main significance of this study is that it raises critical questions that have been overseen in higher education practice. As numerous participants in this study noted, completing our questionnaire prompted them to reflect on improving their practice in this domain and raising new conversations within their institutions. Thus, the starting point in improving educational practice should be to expand the conversations in this direction among higher education institutions. A potential approach to doing so could be by conducting need assessments among Title IX officers or international students.

Next, reflecting on our study sample, it can be noted that most responsive institutions in this matter were small institutions enrolling less than 5,000 students. We received the least responses from large institutions (over 15,000 students) which are more likely to host higher numbers of international students. Therefore, our research highlighted the need for engaging large institutions in these critical conversations and making them more accountable and transparent with respect to their international students' Title IX understanding and protections.

Further, our research identified that a critical barrier to offering more programming of this type is the fact that Title IX offices are often under-staffed or operated by just one person. Thus, a recommendation emerges that Title IX training for international students should not be a sole responsibility of Title IX offices but a shared initiative with other campus units, mainly international student services but possibly other student affairs offices as well.

A particularly disheartening finding of this research was reflected in some of the responses where participants perceived international students through the lenses of potential Title IX perpetrators, instead of potential victims. As a result, institutions of higher education enrolling international students should not only conduct bias training among their Title IX staff but ensure that they also receive appropriate cultural training as it pertains to the issues examined in this study.

The results of this study should be considered in light of several limitations. Notably, our study surveyed Title IX officers specifically. While some institutions have dedicated Title IX departments, some Title IX officers are filling multiple roles, and in some cases are not as knowledgeable about training that is offered to students. We did not survey International Student Services staff to better understand how Title IX training could fit into their specialized orientation programs. Future research on International Student Services staff may be beneficial to better understanding how Title IX officers can work with International Student Services staff to develop training to meet the needs of international students. Lastly, given the scarcity of research in this domain, we could not utilize or adapt any prior instruments and we had to develop a new instrument guided by our research questions. Our instrument, however, has not been pilot tested, and we did not calculate any validity and reliability measures for it. Future studies replicating this inquiry should seek expert input in reviewing and possibly improving our questionnaire.

Conclusions and Recommendations

Our work contributes to the discussion of Title IX training for international students in the United States by demonstrating the varied responses and concerns of this population. As these students may be especially vulnerable to Title IX violations there is a need for consistent and culturally responsive training, yet we have found that little training specifically focuses on addressing the overlapping challenges that may include differences in cultural, language, and legal understandings. This study points out the need for such specialized training as the results show it is generally lacking at most institutions despite a clear need. While considerations of American students engaged in study abroad opportunities have been found to be covered by Title IX as officially sanctioned events, less focus has been dedicated to the need of American institutions to effectively onboard and explain the gestalt of Title IX to international students enrolling in American campuses. We hope that this study will encourage Title IX officers to consider the needs of international students and how Title IX offices can work with International Student Services offices to address the needs of this special population. While it may take time to develop more nuanced trainings, research related to the effective understanding of other services have noted that providing material that has effectively been translated into the primary language of the international student may allow for more effective intervention in various fields (Gebhard, 2012; Liestman & Wu, 1990; McCarthy, 2016). Pending further research and development for international student responsiveness, the translation of Title IX policies and reporting structures into the primary language of all international students on campus may provide some immediate response to this concern.

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