Table 1.1. Perceptions of Responses to Reporting Sexual Assault or Sexual Misconduct to an Official by Gender and Enrollment Status (2015) School of Management


NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 1.1. Perceptions of Responses to Reporting Sexual Assault or Sexual Misconduct to an Official by Gender and Enrollment Status (2015) School of Management


NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 1.2. Bystander Intervention Upon Witnessing Sexual Assault or Sexual Misconduct by Gender and Enrollment Status (2015) School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Have you been in any of the following situations? If so, what did you do? |  |  |  |  |  |  |
| Suspected a friend was sexually assaulted |  |  |  |  |  |  |
| Yes | 7.6 | 1.2 | 11.7 | 2.5 | 5.9 | 1.3 |
| Did nothing because I wasn't sure what to do | 20.4 | 5.3 | 24.4 | 8.2 | ~ | ~ |
| Did nothing for another reason | 27.2 | 7.3 | 26.2 | 9.9 | 28.1 | 11.2 |
| Spoke to my friend or someone else to seek help | 49.2 | 7.2 | 42.6 | 10.0 | 55.0 | 10.7 |
| Took action in another way | ~ | $\sim$ | ~ | ~ | ~ | ~ |
| No | 92.4 | 1.2 | 88.3 | 2.5 | 94.1 | 1.3 |
| Witnessed drunk person heading for sexual encounter |  |  |  |  |  |  |
| Yes | 41.3 | 2.2 | 53.7 | 3.3 | 35.7 | 2.8 |
| Did nothing because I wasn't sure what to do | 18.8 | 2.5 | 28.7 | 3.6 | 12.2 | 2.7 |
| Did nothing for another reason | 64.5 | 3.7 | 49.9 | 4.7 | 75.5 | 4.2 |
| Directly intervened to stop it | 7.1 | 1.7 | 9.9 | 3.1 | 5.2 | 2.2 |
| Spoke to someone else to seek help | ~ | ~ | $\sim$ | ~ | ~ | ~ |
| Took action in another way | 9.0 | 1.8 | 10.0 | 2.6 | 7.1 | 2.4 |
| No | 58.7 | 2.2 | 46.3 | 3.3 | 64.3 | 2.8 |
| Witnessed someone acting in sexually violent or harassing manner |  |  |  |  |  |  |
| Yes | 10.6 | 1.4 | 16.5 | 3.2 | 8.0 | 1.3 |
| Did nothing because I wasn't sure what to do | 36.2 | 5.5 | 32.8 | 7.6 | 39.4 | 8.6 |
| Did nothing for another reason | 16.4 | 4.5 | ~ | $\sim$ | 20.2 | 7.6 |
| Directly intervened to stop it | 13.6 | 4.6 | 19.9 | 7.4 | $\sim$ | ~ |
| Spoke to someone else to seek help | 21.5 | 5.5 | 22.9 | 9.5 | 20.2 | 7.3 |
| Took action in another way | 12.3 | 4.1 | ~ | $\sim$ | $\sim$ | ~ |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 1.2. Bystander Intervention Upon Witnessing Sexual Assault or Sexual Misconduct by Gender and Enrollment Status (2015)

## School of Management

| Item |  | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | \% | Std Err | \% | Std Err | \% | Std Err |
| No |  | 89.4 | 1.4 | 83.5 | 3.2 | 92.0 | 1.3 |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 1.3. Perceptions Related to Sexual Assault or Sexual Misconduct by Gender and Enrollment Status (2015)
School of Management


NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 2.1. Knowledge and Perceptions About Resources Related to Sexual Assault or Sexual Misconduct by Gender and Enrollment Status (2015) School of Management


NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 2.1. Knowledge and Perceptions About Resources Related to Sexual Assault or Sexual Misconduct by Gender and Enrollment Status (2015) School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Very | 20.5 | 1.6 | 15.3 | 2.2 | 22.7 | 2.3 |
| Extremely | 2.8 | 0.7 | 5.0 | 1.5 | 1.7 | 0.7 |
| Knowledgable about what happens when a student reports sexual assault or sexual misconduct at university |  |  |  |  |  |  |
| Not at all | 32.8 | 1.8 | 38.7 | 3.0 | 29.8 | 2.2 |
| A little bit | 33.6 | 2.2 | 34.2 | 3.7 | 33.2 | 2.6 |
| Somewhat | 23.5 | 1.7 | 18.2 | 3.0 | 26.3 | 2.3 |
| Very | 9.1 | 1.2 | 8.1 | 1.7 | 9.7 | 1.7 |
| Extremely | 0.9 | 0.4 | ~ | ~ | ~ | ~ |
| Initial university orientation included information about sexual assault or sexual misconduct |  |  |  |  |  |  |
| Yes | 79.2 | 1.8 | 76.2 | 4.1 | 80.1 | 2.2 |
| How useful was orientation session? |  |  |  |  |  |  |
| Not at all | 5.3 | 1.3 | ~ | ~ | 6.5 | 1.7 |
| A little | 20.0 | 2.0 | 21.0 | 3.9 | 18.6 | 2.5 |
| Somewhat | 42.9 | 3.0 | 45.9 | 5.1 | 42.4 | 3.8 |
| Very | 27.0 | 3.2 | 23.4 | 4.6 | 28.7 | 3.6 |
| Extremely | 4.7 | 1.3 | 7.4 | 2.9 | 3.8 | 1.5 |
| No | 5.9 | 1.2 | 8.9 | 2.6 | 4.8 | 1.4 |
| I didn't attend orientation | ~ | ~ | $\sim$ | ~ | ~ | ~ |
| I don't remember | 14.9 | 1.7 | 14.9 | 3.1 | 15.1 | 2.1 |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 4.6. Percent of Students Experiencing Nonconsensual Sexual Contact Involving Physical Force, Incapacitation, Coercion and Absence of Affirmative Consent Since Enrolling at University by Tactic and Gender (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Completed using physical force, or inability to consent or stop what was happening | 4.1 | 0.8 | 8.9 | 1.8 | 1.9 | 0.8 |
| Penetration | ~ | ~ | $\sim$ | $\sim$ | ~ | $\sim$ |
| Sexual touching | 3.7 | 0.8 | 8.9 | 1.8 | ~ | ~ |
| Completed using physical force, or inability to consent or stop what was happening, attempted penetration using physical force | 4.4 | 0.8 | 10.0 | 1.9 | 1.9 | 0.8 |
| Penetration | 1.0 | 0.4 | ~ | $\sim$ | $\sim$ | $\sim$ |
| Sexual touching | 3.7 | 0.8 | 8.9 | 1.8 | ~ | $\sim$ |
| Completed using physical force, or inability to consent or stop what was happening, or coercion, attempted penetration using physical force | 4.4 | 0.8 | 10.0 | 1.9 | 1.9 | 0.8 |
| Penetration | 1.0 | 0.4 | ~ | ~ | ~ | $\sim$ |
| Sexual touching | 3.7 | 0.8 | 8.9 | 1.8 | ~ | $\sim$ |
| Completed using physical force, or inability to consent or stop what was happening, or coercion, or without voluntary agreement, attempted penetration using physical force | 8.2 | 1.1 | 19.0 | 2.6 | 3.3 | 1.1 |
| Penetration | 2.1 | 0.5 | 5.4 | 1.5 | ~ | $\sim$ |
| Sexual touching | 6.6 | 1.0 | 15.2 | 2.3 | 2.7 | 0.8 |

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~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 4.9. Percent of Students Experiencing Nonconsensual Sexual Contact Involving Physical Force, Incapacitation, Coercion and Absence of Affirmative Consent for Current Year by Tactic and Gender (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Completed using physical force, or inability to consent or stop what was happening | 2.9 | 0.8 | 6.5 | 1.6 | $\sim$ | ~ |
| Penetration | $\sim$ | ~ | ~ | ~ | $\sim$ | $\sim$ |
| Sexual touching | 2.9 | 0.8 | 6.5 | 1.6 | $\sim$ | $\sim$ |
| Completed using physical force, or inability to consent or stop what was happening, attempted penetration using physical force | 2.9 | 0.8 | 6.5 | 1.6 | ~ | $\sim$ |
| Penetration | $\sim$ | ~ | $\sim$ | ~ | $\sim$ | $\sim$ |
| Sexual touching | 2.9 | 0.8 | 6.5 | 1.6 | $\sim$ | $\sim$ |
| Completed using physical force, or inability to consent or stop what was happening, or coercion, attempted penetration using physical force | 2.9 | 0.8 | 6.5 | 1.6 | $\sim$ | ~ |
| Penetration | $\sim$ | ~ | ~ | $\sim$ | $\sim$ | $\sim$ |
| Sexual touching | 2.9 | 0.8 | 6.5 | 1.6 | $\sim$ | $\sim$ |
| Completed using physical force, or inability to consent or stop what was happening, or coercion, or without voluntary agreement, attempted penetration using physical force | 5.7 | 1.0 | 12.2 | 2.2 | 2.7 | 0.8 |
| Penetration | $\sim$ | $\sim$ | $\sim$ | $\sim$ | ~ | $\sim$ |
| Sexual touching | 5.4 | 1.0 | 11.3 | 2.1 | 2.7 | 0.8 |

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~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 5.1a. Percent of Students Experiencing Harassment by type, Gender, Enrollment Status and Characteristics of Harassment (2015) School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Percent of Students Reporting Harassment | 42.9 | 2.2 | 62.8 | 3.7 | 33.5 | 2.5 |
| University-associated individual: |  |  |  |  |  |  |
| made sexual remarks, or insulting/offensive jokes or stories | 27.4 | 1.9 | 49.6 | 3.6 | 17.3 | 1.9 |
| made inappropriate comments regarding body, appearance, or sexual activity | 34.7 | 2.2 | 50.3 | 3.6 | 27.2 | 2.5 |
| said crude or gross sexual things or tried to engage in sexual conversation | 16.0 | 1.7 | 21.8 | 3.2 | 13.5 | 1.8 |
| transmitted offensive sexual remarks, stories, jokes, pictures, videos | 8.4 | 1.1 | 8.5 | 1.8 | 8.5 | 1.3 |
| asked to go out, get dinner, drinks, or have sex, despite refusal | 8.8 | 1.3 | 20.6 | 2.9 | 3.5 | 0.9 |
| Number of offenders: |  |  |  |  |  |  |
| 1 person | 30.8 | 2.7 | 28.6 | 3.4 | 33.3 | 4.6 |
| 2 persons | 22.4 | 2.4 | 23.8 | 3.2 | 21.7 | 3.7 |
| 3 or more persons | 46.8 | 3.2 | 47.6 | 4.5 | 45.1 | 4.7 |
| Number of incidents since beginning of 2014 term: |  |  |  |  |  |  |
| 0 times | 6.0 | 1.6 | 7.5 | 2.1 | 4.9 | 2.6 |
| 1 time | 21.0 | 2.3 | 20.0 | 3.1 | 22.3 | 4.2 |
| 2 times | 20.7 | 2.5 | 23.3 | 3.6 | 18.9 | 3.3 |
| 3-5 times | 36.6 | 2.7 | 36.7 | 4.1 | 35.2 | 3.8 |
| 6-9 times | 9.6 | 1.8 | 5.1 | 1.7 | 13.7 | 2.9 |
| 10 or more times | 6.1 | 1.3 | 7.4 | 2.2 | 5.0 | 2.0 |
| Association with university: |  |  |  |  |  |  |
| Student | 91.7 | 1.7 | 97.2 | 1.4 | 86.6 | 3.0 |
| Faculty | 9.9 | 1.8 | 12.1 | 3.0 | 8.2 | 2.4 |
| Coach, religious leader, or other non-academic advisor | ~ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| Other staff or administrator | 2.6 | 1.0 | $\sim$ | ~ | $\sim$ | $\sim$ |

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Total includes TGQN students and students who declined to state their gender.

Table 5.1a. Percent of Students Experiencing Harassment by type, Gender, Enrollment Status and Characteristics of Harassment (2015) School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Other person affiliated with a university program (ex. internship, study abroad) | 3.4 | 1.1 | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| The person was not affiliated with Yale | 3.5 | 1.2 | ~ | ~ | ~ | ~ |
| Don't know association with Yale | 6.9 | 1.7 | 4.3 | 1.7 | 9.3 | 2.7 |
| Relationship to victim: |  |  |  |  |  |  |
| At the time, it was someone I was dating or intimate with | 4.3 | 1.4 | 5.9 | 2.1 | ~ | $\sim$ |
| Someone I had dated or was intimate with | 7.4 | 1.8 | 10.9 | 3.1 | 4.5 | 1.8 |
| Teacher or advisor | 9.2 | 1.8 | 12.3 | 3.0 | 6.6 | 2.1 |
| Co-worker, boss or supervisor | 2.4 | 0.9 | $\sim$ | ~ | ~ | ~ |
| Friend or acquaintance | 84.3 | 2.2 | 84.9 | 2.8 | 85.3 | 3.3 |
| Stranger | 16.5 | 2.2 | 22.5 | 4.1 | 9.6 | 2.6 |
| Other | 3.1 | 1.1 | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| Don't Know | $\sim$ | ~ | ~ | $\sim$ | $\sim$ | ~ |

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Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Reporting to Others |  |  |  |  |  |  |
| Friend | 47.0 | 3.2 | 65.0 | 4.4 | 30.2 | 3.6 |
| Family member | 11.1 | 2.6 | 16.4 | 4.0 | 4.7 | 1.9 |
| Faculty | ~ | ~ | ~ | ~ | ~ | ~ |
| Someone else | 4.3 | 1.4 | ~ | ~ | ~ | ~ |
| I didn't tell anyone else | 47.2 | 3.0 | 30.8 | 4.5 | 62.5 | 4.3 |
| Reporting to a Program |  |  |  |  |  |  |
| Contacted at least one program in university list | 2.8 | 0.9 | 6.0 | 1.9 | $\sim$ | $\sim$ |
| Contacted The SHARE Center | ~ | ~ | $\sim$ | ~ | ~ | ~ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | $\sim$ | ~ | ~ | ~ | $\sim$ | ~ |
| Fall of 2013 - Summer of 2014 | $\sim$ | $\sim$ | ~ | ~ | ~ | ~ |
| Fall of 2012 - Summer of 2013 | ~ | ~ | $\sim$ | ~ | ~ | ~ |
| Prior to Fall of 2012 | $\sim$ | ~ | ~ | ~ | ~ | ~ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | ~ | ~ | ~ | ~ | ~ | ~ |
| A little | $\sim$ | $\sim$ | ~ | $\sim$ | ~ | ~ |
| Somewhat | $\sim$ | $\sim$ | ~ | ~ | ~ | ~ |
| Very | $\sim$ | ~ | $\sim$ | ~ | $\sim$ | ~ |
| Extremely | ~ | ~ | $\sim$ | ~ | ~ | ~ |

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Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Contacted Title IX Coordinators | ~ | ~ | ~ | ~ | ~ | ~ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | ~ | ~ | ~ | ~ | ~ | ~ |
| Fall of 2013 - Summer of 2014 | $\sim$ | ~ | ~ | ~ | ~ | ~ |
| Fall of 2012 - Summer of 2013 | ~ | ~ | ~ | ~ | ~ | ~ |
| Prior to Fall of 2012 | ~ | ~ | ~ | ~ | $\sim$ | ~ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | $\sim$ | $\sim$ | ~ | $\sim$ | $\sim$ | $\sim$ |
| A little | $\sim$ | $\sim$ | ~ | ~ | $\sim$ | ~ |
| Somewhat | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| Very | ~ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| Extremely | $\sim$ | ~ | $\sim$ | ~ | ~ | ~ |

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Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Contacted University-Wide Committee (UWC) | ~ | ~ | ~ | ~ | ~ | ~ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | ~ | ~ | ~ | ~ | ~ | ~ |
| Fall of 2013 - Summer of 2014 | ~ | ~ | $\sim$ | ~ | $\sim$ | ~ |
| Fall of 2012 - Summer of 2013 | ~ | ~ | ~ | ~ | $\sim$ | ~ |
| Prior to Fall of 2012 | ~ | ~ | ~ | ~ | ~ | ~ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | $\sim$ | $\sim$ | $\sim$ | ~ | $\sim$ | ~ |
| A little | $\sim$ | ~ | $\sim$ | ~ | $\sim$ | ~ |
| Somewhat | $\sim$ | $\sim$ | $\sim$ | ~ | $\sim$ | ~ |
| Very | $\sim$ | ~ | $\sim$ | $\sim$ | $\sim$ | ~ |
| Extremely | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
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Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Contacted Yale Police Department | ~ | $\sim$ | ~ | ~ | ~ | $\sim$ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | ~ | ~ | $\sim$ | ~ | ~ | ~ |
| Fall of 2013 - Summer of 2014 | ~ | ~ | ~ | ~ | ~ | $\sim$ |
| Fall of 2012 - Summer of 2013 | ~ | ~ | ~ | ~ | ~ | ~ |
| Prior to Fall of 2012 | ~ | ~ | ~ | ~ | ~ | ~ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | ~ | ~ | $\sim$ | $\sim$ | $\sim$ | ~ |
| A little | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | ~ |
| Somewhat | ~ | ~ | ~ | ~ | ~ | ~ |
| Very | ~ | $\sim$ | ~ | ~ | ~ | ~ |
| Extremely | ~ | $\sim$ | ~ | ~ | ~ | ~ |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Contacted Yale Health | 71.3 | 22.8 | 71.3 | 22.8 | ~ | ~ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | 100.0 | 0.0 | 100.0 | 0.0 | ~ | ~ |
| Fall of 2013 - Summer of 2014 | ~ | ~ | ~ | $\sim$ | $\sim$ | $\sim$ |
| Fall of 2012 - Summer of 2013 | $\sim$ | $\sim$ | ~ | $\sim$ | ~ | $\sim$ |
| Prior to Fall of 2012 | ~ | ~ | ~ | $\sim$ | $\sim$ | $\sim$ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | ~ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |
| A little | ~ | $\sim$ | ~ | $\sim$ | $\sim$ | ~ |
| Somewhat | 100.0 | 0.0 | 100.0 | 0.0 | ~ | $\sim$ |
| Very | ~ | $\sim$ | $\sim$ | ~ | $\sim$ | ~ |
| Extremely | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ | $\sim$ |

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~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Contacted New Haven Police Department | ~ | ~ | ~ | ~ | ~ | ~ |
| Most recent contact |  |  |  |  |  |  |
| Fall of 2014 - present | ~ | ~ | ~ | ~ | ~ | ~ |
| Fall of 2013 - Summer of 2014 | ~ | ~ | ~ | ~ | ~ | ~ |
| Prior to Fall of 2012 | ~ | ~ | ~ | ~ | ~ | ~ |
| Usefulness of Report in 2014-2015 School Year |  |  |  |  |  |  |
| Not at all | ~ | ~ | ~ | ~ | $\sim$ | ~ |
| A little | ~ | ~ | ~ | ~ | ~ | ~ |
| Somewhat | ~ | ~ | ~ | ~ | $\sim$ | ~ |
| Very | ~ | ~ | ~ | ~ | ~ | ~ |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated.
Total includes TGQN students and students who declined to state their gender.

Table 5.1b. Percent of Victims of Harassment Reporting to Others, Reporting to a Program, Timing of Report to Program, Usefulness of Report in Last School Year and Reasons Why Did Not Report to a Program by Gender and Enrollment Status (2015)
School of Management

| Item | Total |  | Woman |  | Man |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% | Std Err | \% | Std Err | \% | Std Err |
| Did not contact any programs, reason |  |  |  |  |  |  |
| Did not know where to go or who to tell | 2.9 | 0.9 | 4.6 | 1.8 | ~ | ~ |
| Felt embarrassed, ashamed, or that it would be too emotionally difficult | 4.3 | 1.1 | 5.6 | 1.8 | ~ | ~ |
| I did not think anyone would believe me | 2.4 | 0.9 | $\sim$ | $\sim$ | ~ | $\sim$ |
| I did not think it was serious enough to report | 80.6 | 2.2 | 84.4 | 3.3 | 77.0 | 3.2 |
| I did not want the person to get into trouble | 14.9 | 2.7 | 19.4 | 3.5 | 11.4 | 3.3 |
| I feared negative social consequences | 11.2 | 1.8 | 19.5 | 3.4 | 4.6 | 1.7 |
| I did not think anything would be done | 14.6 | 2.1 | 20.6 | 3.5 | 8.0 | 2.5 |
| I feared it would not be kept confidential | 6.7 | 1.5 | 13.0 | 2.9 | $\sim$ | $\sim$ |
| Incident was not on campus or associated with the school | 12.5 | 2.7 | 15.8 | 4.2 | 9.9 | 2.8 |
| Incident did not occur while attending school | 3.8 | 1.1 | ~ | $\sim$ | 4.8 | 1.9 |
| Other | 12.2 | 1.7 | 5.6 | 1.9 | 17.9 | 2.9 |

NOTE: Cells that have been shaded in gray have such large standard errors that they are not reliable estimates. (Shading is applied to cells where the standard error is greater than $25 \%$ of the related estimated percentage.)
~ indicates that no students in the school responded or that too few students in the school responded for a statistic to be generated
Total includes TGQN students and students who declined to state their gender.

