

Introduction to the Westat-Yale Report

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I am writing to provide the Yale community with an introduction to the report of Yale-specific findings from the Association of American Universities' (AAU) 2015 Campus Climate Survey on Sexual Assault and Sexual Misconduct. This survey, which was organized by AAU and conducted by Westat, a nationally recognized research organization, was offered to undergraduate and graduate and professional students at 27 colleges and universities during the spring of 2015. The survey collected data about the incidence and prevalence of campus sexual misconduct, as well as students' views of campus climate and their knowledge of campus resources. Yale actively participated in the development and implementation of the survey tool. Our goal in participating in the survey was to gather critical and previously unavailable information about the incidence and prevalence of sexual misconduct on our campus to help us combat it more effectively and to identify additional ways to foster a culture and a community in which all students are safe and feel respected and well-supported.

The Westat report of Yale-specific findings (the Westat-Yale report) and the comprehensive set of data tables generated by the survey follow this introduction. The narrative below is intended to serve as a companion to the Westat-Yale report. It clarifies and highlights some patterns and data relationships that are of broad significance to the Yale community. More specifically, this introduction will discuss some key areas from the Westat-Yale report: the findings on sexual assault and sexual harassment, which were the most commonly

reported forms of sexual misconduct by Yale students, and the use of reporting resources. Additionally, in contrast to the Westat-Yale report, this introduction includes some references to the [AAU aggregate data](#) (gathered from all 27 schools) as a point of comparison.

The AAU survey instrument was designed by Westat with significant input from Yale and other participating schools. The primary goal in developing the survey questions were to encourage broad participation. The questions were gender neutral, descriptive, and cover a range of behaviors that violate university policies, and in some cases, criminal laws. Unlike most previous surveys, this survey measured the prevalence and incidence of sexual misconduct involving the absence of affirmative consent.

I encourage everyone to review the full report, including the methodology and terminology, and the data tables. It is a rich source of new information. The findings clearly call for community engagement and action.

Response Rates

At Yale, the survey was sent to all enrolled students over the age of 18 (n=12,590). The overall response rate was 51.8%—significantly higher than that of the overall AAU aggregate response rate of 19.3%. Both at Yale and in the AAU aggregate data set, response rates differed by gender and enrollment status (Figure 1). Across Yale College, the Graduate School of Arts and Sciences, and the twelve professional schools, response rates were all significant, ranging from 34% to 65.7%.

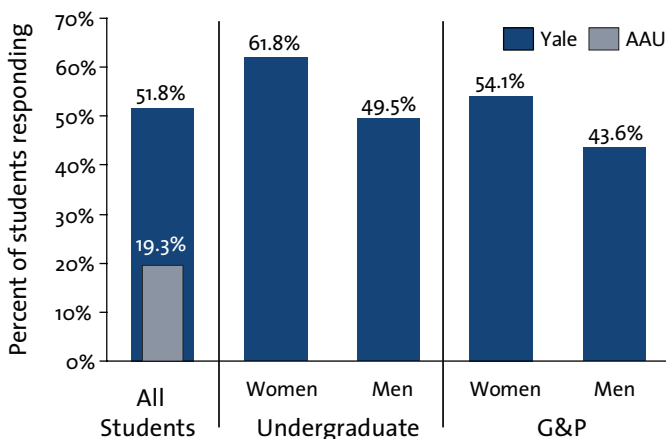


Figure 1. Percent of students responding to the survey by gender and enrollment status.

Yale’s relatively high response rate underscores the importance of the survey to our students and reflects a community that is both sensitized and engaged in the effort to combat campus sexual misconduct.

Yale’s response rate also helps minimize—without entirely resolving—concerns about nonresponse bias. Even with assurances of confidentiality, surveys that address sensitive topics such as sexual assault often achieve low response rates, raising questions about who does or does not choose to participate. The AAU survey found that schools with higher response rates also had higher prevalence estimates. One possible explanation for this finding is that student engagement in campus efforts to reduce sexual misconduct leads to increased identification of inappropriate and prohibited behaviors. The Westat report gives a detailed discussion of its analyses of nonresponse bias within the data collected at Yale. (See Appendix 4 in the Westat-Yale report.)

Sexual Assault

The AAU survey asked students about their experiences of nonconsensual sexual contact involving two categories of behaviors: sexual penetration (including oral sex) and sexual touching. Students were asked whether they had experienced these behaviors as a result of four tactics: force, incapacitation, coercion, and absence of affirmative consent. (See Introductory Appendix A for definitions.) Every student taking the survey was asked about all eight combinations of behavior and tactic as well as instances of attempted forced penetration, including oral sex. Under Yale University policy, all of the circumstances of nonconsensual sexual contact described in the survey constitute sexual assault and are a violation of the University’s regulations.

Yale students reported high rates of sexual assault. Aggregating across all tactics, including the absence of affirmative consent, the weighted data estimate that 16.1% of all students have experienced attempted or completed sexual assault, by Yale’s definitions, since arriving at Yale.

Within this overarching estimate lie distinct patterns of experience for different groups of students as well as for different forms of sexual assault. Some of these patterns are discussed below.

Undergraduate Experiences of Sexual Assault

Across all genders and all forms of sexual assault, the estimated number of Yale undergraduates who have experienced sexual assault is troublingly high. Defining sexual assault broadly, as any form of sexual contact that does not meet Yale’s standard for consent, 25.2% of undergraduates are estimated to have experienced at least one incident since arriving on campus. For the subset of behaviors that meet most criminal standards, i.e., only those committed by force or incapacitation, the estimates decline but remain high at 18.2%. Notably, Yale’s prevalence estimates are higher for nonconsensual sexual touching than for nonconsensual penetration or oral sex, and preliminary analysis of the data suggests that nonconsensual touching is likely to occur in public spaces and to involve strangers or acquaintances, while incidents of penetration or oral sex are more likely to occur in private spaces and to involve current or former intimate partners.

Yale University 2015 AAU Campus Climate Survey on Sexual Misconduct

When reported by gender, the estimates for all behaviors that Yale classifies as sexual assault are highest for female undergraduates (38.8%) and for undergraduates who identify outside the traditional gender binary (37.8%). As expected, undergraduates surveyed in their senior year had the greatest cumulative prevalence of attempted or completed sexual assault. Of the seniors who graduated in 2015, 32.0% are estimated to have experienced at least one incident of sexual assault since arriving at Yale. Table 1 below shows more detail.

Although any rate of sexual assault is of concern, it is even more troubling that many of Yale's cumulative estimates ("since arriving at Yale") are higher than

those from the AAU aggregate data set. For example, looking at the subset of sexual assaults that meet most criminal standards (penetration/oral sex and sexual touching committed via force or incapacitation), the Yale undergraduate data estimates that 28.1% of women, 8.2% of men, and 28.4% of students of other genders have experienced these behaviors since arriving at Yale; the comparable AAU aggregate estimates are 23.1% for women and 5.4% for men, and 24.1% for students of other genders.

Table 1: Estimates of sexual assault for undergraduate students (percentage)

	All Undergraduates cumulative estimate since entering college				Seniors Only cumulative estimate since entering college		
	total	women	men	other genders	women	men	other genders
sexual assault via absence of affirmative consent, coercion, force, or incapacitation*	25.2	38.8	11.7	37.8	46.5	16.8	57.8
penetration/oral sex*	11.5	18.2	4.8	23.2	26.0	7.3	49.6
sexual touching	20.0	31.4	8.9	24.3	37.2	13.1	22.2
sexual assault via force or incapacitation*	18.1	28.1	8.2	28.4	34.6	12.8	42.9
penetration/oral sex*	8.3	13.2	3.1	21.1	20.4	5.6	42.9
penetration/oral sex, completed only	7.3	11.6	2.8	21.1	16.6	5.1	42.9
sexual touching	13.6	21.5	5.7	17.1	25.8	8.4	

*includes forced attempts at penetration/oral sex

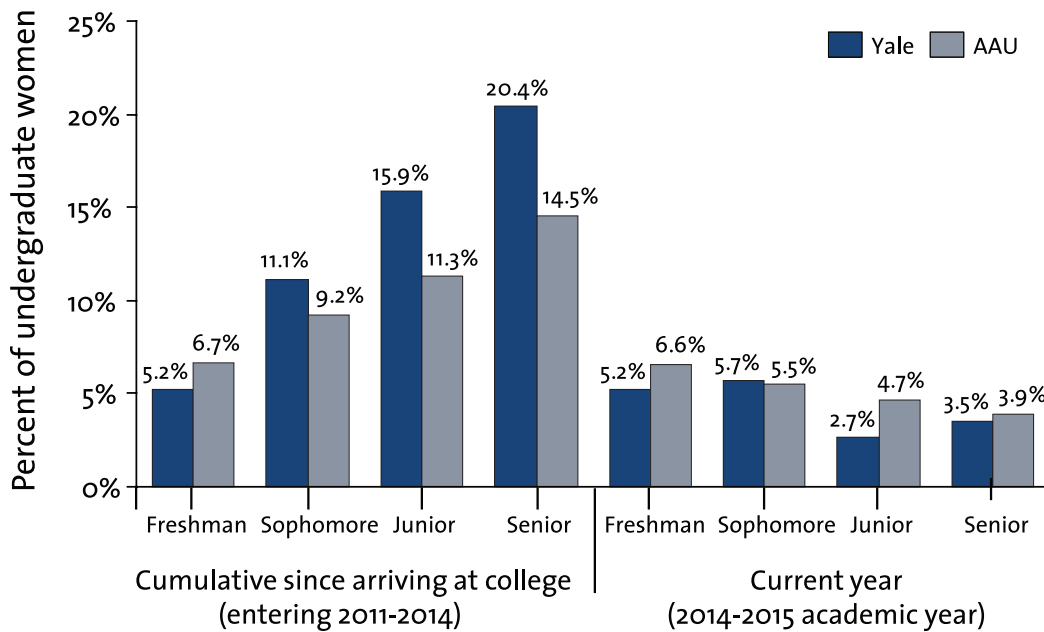


Figure 2. Undergraduate women reporting penetration/oral sex by force and incapacitation.

The survey data provide us with numerous opportunities to more deeply analyze and better understand patterns of behavior on our campus. For example, in seeking to understand Yale’s patterns of undergraduate sexual assault, it is helpful to compare the current year and cumulative estimates of women’s experiences of penetration or oral sex by force or incapacitation.

As shown in Figure 2, above, Yale’s cumulative estimates for upperclass women are above the AAU aggregate, while those for the current year are equivalent or below. In addition, the gap between the AAU and Yale cumulative estimates narrows from seniors to sophomores; for freshmen the Yale estimates are lower than those of the AAU aggregate. This pattern and the lower current year estimates could be early indicators of improvement in the prevalence of sexual assault on our campus, but it is too soon to make this conclusion.

Graduate and Professional Student Experiences with Sexual Assault

Most research about campus sexual assault has focused on undergraduate students, presuming they are the population most affected. The Yale and AAU aggregate data suggest that, although generally lower than comparable undergraduate estimates, prevalence rates among graduate and professional students warrant serious attention.

Table 2 below presents cumulative estimates of graduate and professional students’ experiences of sexual assault. These estimates indicate that 8.6% of graduate and professional students have experienced sexual assault, as defined by Yale’s policies, since arriving at Yale. The AAU aggregate estimate is 7.4%.

As was the case with undergraduate students, female graduate and professional students, and graduate and professional students who identify outside the traditional gender binary are at significantly higher risk. Also similar to undergraduate students, graduate and professional students report more experiences of nonconsensual touching than of nonconsensual penetration or oral sex.

Table 2: Cumulative estimates of sexual assault for graduate and professional students (percentage)

	Graduate and Professional Students since entering current program			
	Total	women	men	other genders
sexual assault, all tactics*	8.6	13.3	3.9	17.7
penetration/oral sex*	3.7	6.0	1.5	14.2
Touching	6.1	9.5	3.0	
sexual assault, force and incapacitation*	5.3	8.2	2.5	11.8
penetration/oral sex*	2.2	3.6	0.8	11.8
penetration/oral sex, completed only	2.0	3.2	0.7	
Touching	3.8	5.6	2.1	

*includes attempts by force for penetration/oral sex

Sexual Harassment

The second form of sexual misconduct examined by the AAU survey was sexual harassment. (See Introductory Appendix A for definitions.) This was the most common form of sexual misconduct reported by both undergraduate and graduate and professional students at Yale, with over half of all students (55.1%) estimated to have experienced sexual harassment since arriving at Yale. The Yale estimate is higher than that of the AAU aggregate data set (47.7%). As shown in Figure 3, undergraduate students were more likely than graduate students to indicate that they had experienced sexual harassment, with the highest estimates for undergraduate women and students of other genders.

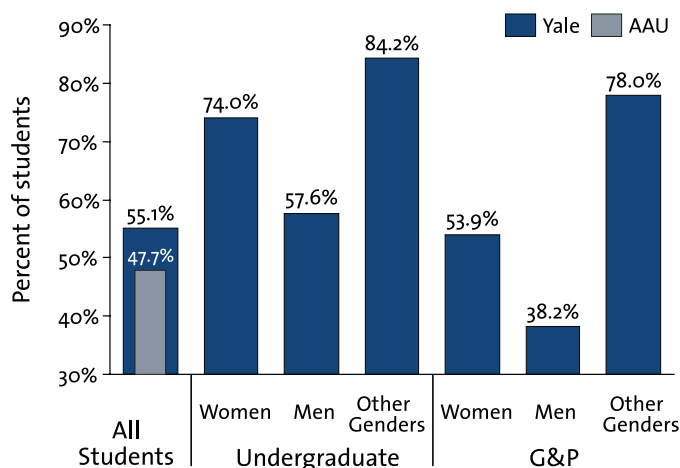


Figure 3. Students reporting sexual harassment

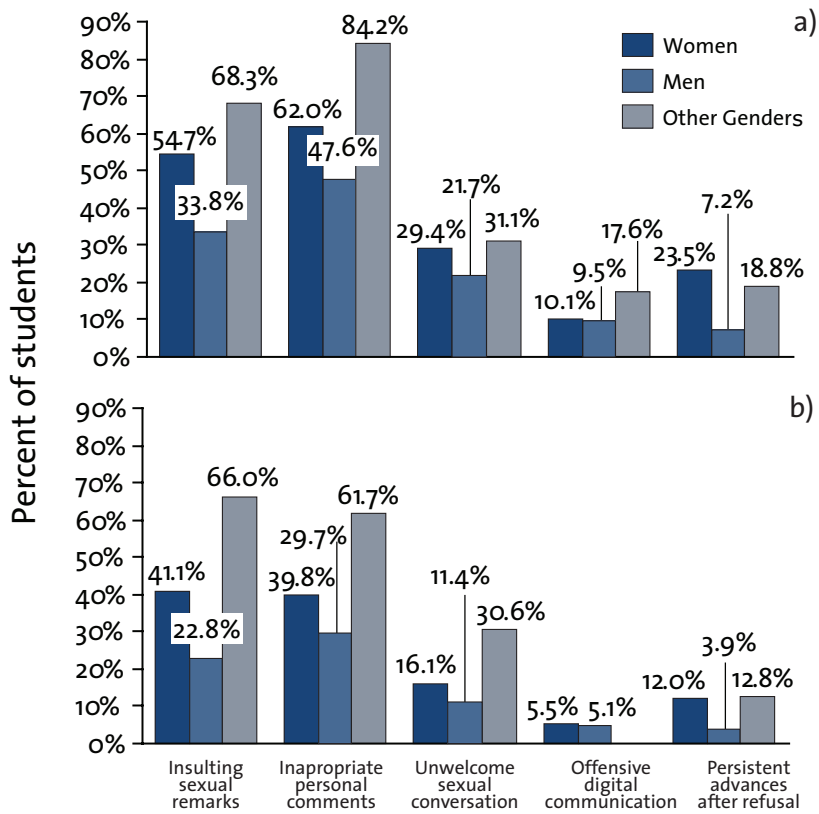


Figure 4. Types of sexual harassment indicated by a) undergraduate students and b) graduate and professional students.

Figure 4 illustrates the types of harassing behaviors students experienced sorted by gender and student enrollment status. The behaviors most commonly reported by both undergraduate and graduate and professional students involved insulting or offensive sexual remarks, jokes, or stories and inappropriate comments regarding their or someone else's body, appearance, or sexual activity.

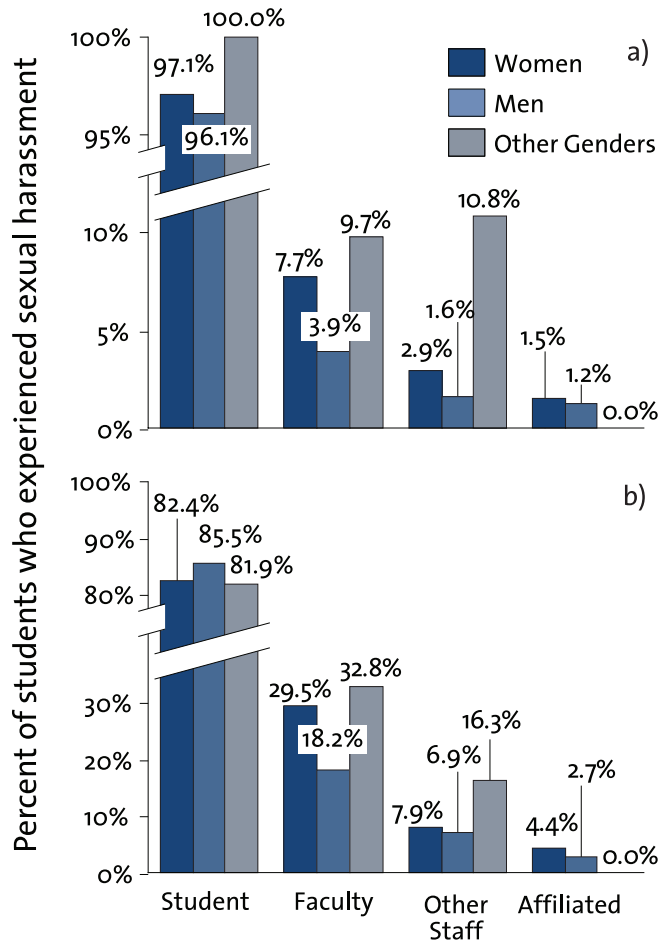


Figure 5. Affiliation with the University of the source of sexual harassment. a) undergraduate students and b) graduate and professional students

The majority of students who report harassment identify students as the source, as shown in Figure 5. While sexual harassment by any party can be a cause of serious harm, of particular concern are the survey's estimates of sexual harassment by members of the faculty: of the students reporting harassment, an estimated 32.8% of graduate and professional students of other genders, 29.5% of female graduate and professional students, 18.2% of male graduate students, 7.7% of female undergraduate students, 3.9% of male undergraduate students and 9.7% of undergraduate students of other genders experienced sexual harassment by a Yale faculty member.

Intimate Partner Violence and Stalking

While the AAU Survey questions focused most extensively on sexual assault and harassment, the survey also produced estimates of students' experiences with intimate partner violence and stalking, which are also of deep concern. (See Introductory Appendix A for definitions.) The prevalence estimates for these forms of sexual misconduct are summarized in Figure 6. While Yale's estimates for these behaviors are lower than for sexual assault and sexual harassment, and also lower than the comparable AAU aggregate estimates, stalking and intimate partner violence are still issues of serious concern.

Reporting experiences of sexual misconduct to university programs

The survey asked those students who indicated that they had experienced sexual misconduct whether they reported their experiences to one or more University programs: the SHARE Center, the Title IX Coordinators, the University-Wide Committee on Sexual Misconduct, the Yale Police Department, the New Haven Police Department, and Yale Health. A majority of these students indicated that they had not reported to any University program. Men were less likely than women to report their experiences. Due to the small sample size, no estimated reporting rates could be generated for students of other genders.

The survey findings show that women who experience sexual assault are more likely to report experiences of penetration by force (27.4%) or incapacitation (17.9%) than to report nonconsensual sexual touching by force (6.8%) or incapacitation (5.8%). Men who experience sexual assault report their experiences so infrequently that an estimate could not be generated from the survey data.

Estimates for reporting other forms of sexual misconduct vary by type of misconduct and gender, as shown in Table 3 below.

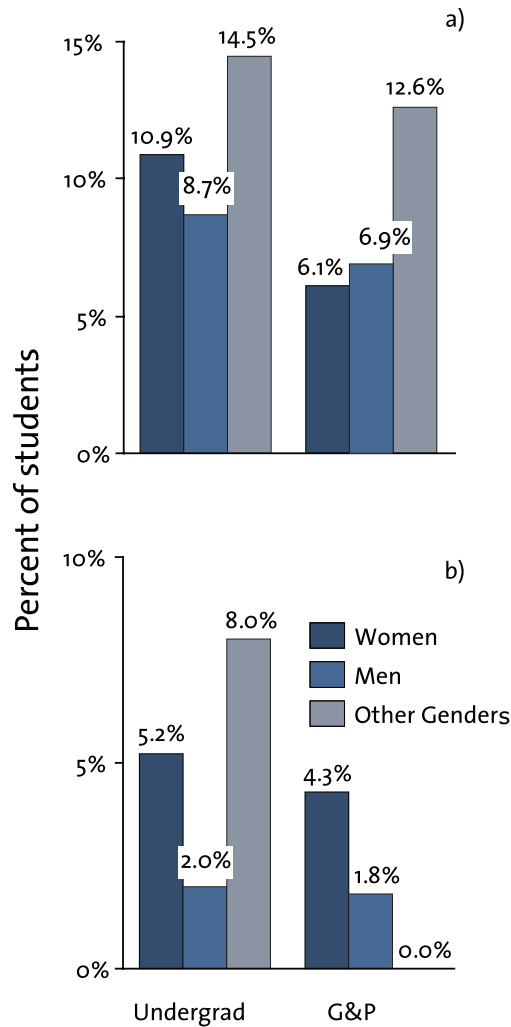


Figure 6. Students reporting a) intimate partner violence and b) stalking

Table 3: Percent of students who experienced sexual misconduct reporting their experience to a University Program (by behavior and university program)

Behavior	Reported to a University program			
	Female undergraduate	Female G&P	Male undergraduate	Male G&P
Sexual harassment	7.1	5.7	3.5	2.7
Intimate partner violence	13.1	19.4	11.5	17.6
Stalking	26.2	37.1	19.1	34.2

Although a majority of students answered that they did not seek help from a University program, many students who reported experiences of sexual misconduct indicated that they did seek support from informal sources, such as a friend.

Barriers to Reporting

The reasons for not reporting sexual misconduct to University programs are multifactorial. Offered a list of possible reasons for not reporting and instructed to select all that applied, students most frequently indicated that they did not think the incident was serious enough to report, regardless of the type of sexual misconduct. Students electing this option included women who experienced penetration by force (65.4%) or incapacitation (66.2%); women who experienced sexual touching by force (84.4%) and by incapacitation (88.8%); men who experienced sexual touching by force (72.7%) and by incapacitation (70.9%); students experiencing sexual harassment (83.7%); students experiencing intimate partner violence (63.1%); and students experiencing stalking (53.8%). Very few students indicated a lack of knowledge: “did not know where to go or who to tell” was one of the least frequently indicated reasons.

Other frequently selected reasons varied by gender, by enrollment status, and by the type of sexual misconduct experienced. These variations (shown in detail in Introductory Appendix B) illuminate the multiple personal and cultural barriers to reporting, while also suggesting potentially productive ways to reduce those barriers.

For example, in cases of intimate partner violence and stalking, graduate and professional students were likely to indicate that their reason for not reporting was that the incident did not take place on campus or was not associated with Yale. We could do more to inform students that Yale’s resources are available regardless of where an incident takes place. For women who have experienced forced penetration, by contrast, the barriers are multiple, including: “felt embarrassed, ashamed, or that it would be too emotionally difficult,” “I did not want the person to get into trouble,” “I feared negative social consequences,” “I feared it would not be kept confidential,” and “I did not think anything would be done.” Women and graduate and professional students who have experienced sexual harassment were particularly concerned that nothing would be done about the sexual harassment by the university.

Reporting Experiences

When students do report to University programs, they have several choices. The survey findings demonstrate that this choice is shaped by the form of sexual misconduct experienced. (See Table 4 below.) For example, students experiencing intimate partner violence very frequently seek services at Yale Health. Students often access more than one program.

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Table 4: University programs accessed by students reporting sexual misconduct (percentage)

	THE SHARE CENTER	TITLE IX COORDINATORS	UNIVERSITY-WIDE COMMITTEE (UWC)	YALE POLICE DEPARTMENT	YALE HEALTH	NEW HAVEN POLICE DEPARTMENT
NONCONSENSUAL PENETRATION OR SEXUAL TOUCHING INVOLVING FORCE OR INCAPACITATION	68.9	34.0	23.9	11.4	49.6	5.8
SEXUAL HARASSMENT	46.7	35.4	17.3	14.5	41.7	4.5
INTIMATE PARTNER VIOLENCE	34.6	18.1	8.3	16.3	61.9	11.3
STALKING	35.7	36.4	16.6	38.5	34.8	19.2

Table 5: Evaluation of University programs by students who reported sexual assault by force or incapacitation

Survey Item Response	%
Was Useful:	
Extremely	30.3
Very	36.2
Somewhat	26.1
A little	29.6
Not at all	16.3
Showed respect:	
Excellent	65.8
Very good	30.6
Good	20.1
Fair	8.2
Poor	6.1
Helped to understand options:	
Excellent	46.1
Very good	32.2
Good	29.0
Fair	14.0
Poor	11.6

The survey also asked students to evaluate the University programs they accessed. (See Table 5.) The resulting data for most types of sexual misconduct is limited because reporting rates are low. However, the responses from students who reported sexual assault provide some insight into their experiences with these programs. While these programs appear to do well at conveying respect and explaining options, they are not consistently useful.

Students who had experienced sexual assault were also asked whether they felt pressured by officials at these University programs to file a complaint or not to do so. While some students felt pressured by a Title IX Coordinator, the University-Wide Committee, or Yale Health to proceed, no students reported being pressured by any official to drop or abandon a complaint.

Students' General Perceptions

While the majority of the AAU survey questions focused on students' experiences of sexual misconduct, some asked about students' general perceptions of campus climate and resources and their expectations regarding campus officials and peers. Some of these questions touch upon issues we explored during our qualitative campus climate survey in 2013 and suggest that, while some progress has been made, there is considerable work to do. On the one hand, students seem to demonstrate a growing awareness of Yale's resources and programs; indeed, 82% of undergraduate and graduate and professional students recall being provided with relevant information at orientation. (The AAU aggregate is 48.8%.) Additionally, students seem more confident, compared to the 2013 survey, that friends would be supportive of someone filing a complaint. On the other hand, perceptions regarding the University's overall commitment and capacity to effectively address sexual misconduct remain mixed.

Moving forward, with survey results in hand

This introduction and the Westat-Yale report that follows constitute the first phase of analysis of the AAU data. The volume and breadth of this data both warrant and enable additional, more complex analyses to help us better identify specific trends and additional actions that will be most effective in our efforts to combat sexual misconduct. For example, we will be able to learn more about the experiences and perceptions of specific populations – such as LGBTQ students, students with disabilities, and students of color – who may be at particularly high risk.

Future analytic opportunities notwithstanding, the preliminary analysis clearly and strongly points to the need for immediate action. The Yale community is well poised for such action: in recent years the community's passion and commitment to change have reached new and impressive levels. The University leadership will continue to rely on strong community engagement to make meaningful and enduring change.

We must continually assess and seek to enhance our programs to prevent and respond to sexual misconduct, using evidence-based and research-informed strategies. For example, we must better understand and actively remove barriers to reporting incidents of sexual misconduct to University officials. We must also ensure that when individuals come to us we have a full range of effective tools and resources to address their concerns.

Most importantly, we must work together to become a community where every member, at every level, deeply values interpersonal respect and lives by that principle in every interaction. To reach this goal, we must continue to educate ourselves and each other, drawing upon expertise within and beyond the University to help us improve behavior and develop new and stronger skills.

Eradicating campus sexual misconduct is an ambitious goal. Yale is a community of extraordinary individual and collective strengths. I am confident that, using those strengths, the Yale community is equal to this ambitious task.

Introductory Appendix A: Survey Instrument Language

Sexual Assault

2 Categories of Behavior	
penetration oral sex	<p><u>Sexual penetration</u>. When one person puts a penis, finger, or object inside someone else’s vagina or anus.</p> <p><u>Oral sex</u>. When someone’s mouth or tongue makes contact with someone else’s genitals.</p>
sexual touching	<ul style="list-style-type: none"> • kissing • touching someone’s breast, chest, crotch, groin, or buttocks • grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other’s clothes
4 Tactics	
force	<p>...incidents that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.</p>
incapacitation	<p>...incidents when you were <u>unable</u> to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.</p>
coercion	<p>...by threatening serious non-physical harm or promising rewards such that you felt you must comply. Examples include:</p> <ul style="list-style-type: none"> • threatening to give you bad grades or cause trouble for you at work • promising good grades or a promotion at work • threatening to share damaging information about you with your family, friends, or authority figures • threatening to post damaging information about you online
absence of affirmative consent	<p>...without your active, ongoing voluntary agreement. Examples include someone:</p> <ul style="list-style-type: none"> • initiating sexual activity despite your refusal • ignoring your cues to stop or slow down • went ahead without checking in or while you were still deciding • otherwise failed to obtain your consent

Sexual Harassment

Parameters – repeated for each question
<p>These questions ask about situations in which someone said or did something that</p> <ul style="list-style-type: none"> interfered with your academic or professional performance, limited your ability to participate in an academic program, or created an intimidating, hostile, or offensive social, academic or work environment.
Questions
<p>Since you have been a student at Yale, has a student, or someone employed by or otherwise associated with Yale</p> <p>...made sexual remarks or told jokes or stories that were insulting or offensive to you?</p> <p>...made inappropriate or offensive comments about your or someone else’s body, appearance or sexual activities?</p> <p>...said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to?</p> <p>...emailed, texted, tweeted, phones or instant messaged offensive sexual remarks, jokes, stories, pictures, or videos that you didn’t want?</p> <p>...continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”?</p>

Stalking

Parameters
<p>To be counted as stalking, the behavior must have been done to the student more than once by the same person</p>
Questions
<p>Since you have been a student at Yale</p> <p>...has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures, or videos on social networking sites in a way that made you <u>afraid for your personal safety</u>?</p> <p>...has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you <u>afraid for your personal safety</u>?</p> <p>...has someone spied on, watched or followed you, either in person or using devices or software in a way that made you <u>afraid for your personal safety</u>?</p>

Intimate Partner Violence

Parameters

These questions were only asked of students who identified as having been in a partnered relationship while at Yale. Partnered relationships were defined to include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

Questions

Since you have been a student at Yale, has a partner

...controlled or tried to control you? Examples could be when someone:

- kept you from going to classes or pursuing your educational goals
- did not allow you to see or talk with friends or family
- made decisions for you, such as where you go or what you eat or wear
- threatened to “out” you to others

...threatened to physically harm you, someone you love or themselves?

...used any kind of physical force against you? Examples could be when someone:

- bent your fingers or bit you
- choked, slapped, punched or kicked you
- hit you with something other than a fist
- attacked you with a weapon, or otherwise physically hurt or injured you

Introductory Appendix B: Perceived Reporting Barriers

Perceived Reporting Barriers: Sexual Assault

Behavior and Tactic	Reasons Given by greater than 20% of Respondents (by Gender)	%
Penetration by Force	Women	
	I did not think it was serious enough to report	65.4
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	38.8
	I feared negative social consequences	38.7
	I did not want the person to get into trouble	35.0
	I did not think anything would be done	31.3
	I feared it would not be kept confidential	25.8
	Men	
<i>Suppressed</i>		
Penetration by Incapacitation	Women	
	I did not think it was serious enough to report	66.2
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	36.6
	I did not want the person to get into trouble	32.0
	I did not think anything would be done	26.2
	I feared negative social consequences	26.0
	Men	
<i>Suppressed</i>		
Sexual Touching by Force	Women	
	I did not think it was serious enough to report	84.4
	Men	
Sexual Touching by Incapacitation	I did not think it was serious enough to report	72.7
	Other	21.0
	Women	
	I did not think it was serious enough to report	88.8
	I did not want the person to get into trouble	21.5
Sexual Touching by Incapacitation	Men	
	I did not think it was serious enough to report	70.9
	I did not want the person to get into trouble	24.1

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Perceived Reporting Barriers: Sexual Harassment, Stalking

	Reasons Given by greater than 20% of Respondents by Gender & Enrollment Status	%
Sexual Harassment	Undergraduate Women	
	I did not think it was serious enough to report	87.7
	Undergraduate Men	
	I did not think it was serious enough to report	84.4
	Graduate or Professional Women	
	I did not think it was serious enough to report	82.6
	I did not think anything would be done	25.5
	Graduate or Professional Men	
	I did not think it was serious enough to report	78.6
Stalking	Undergraduate Women	
	I did not think it was serious enough to report	66.0
	I did not think anything would be done	40.1
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	22.1
	Undergraduate Men	
	I did not think it was serious enough to report	57.7
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	25.7
	I did not think anything would be done	24.7
	I feared negative social consequences	24.5
	Other	23.9
	Graduate or Professional Women	
		45.5
	I did not think anything would be done	29.6
	Incident was not on campus or associated with the school	27.7
	Graduate or Professional Men	
	I did not think anything would be done	42.4
I did not think it was serious enough to report	41.6	
Other	34.6	

Perceived Reporting Barriers: Intimate Partner Violence

	Reasons Given by greater than 20% of Respondents by Gender & Enrollment Status	%
IPV	Undergraduate Women	
	I did not think it was serious enough to report	57.5
	I did not want the person to get into trouble	31.3
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	21.8
	Undergraduate Men	
	I did not think it was serious enough to report	73.8
	Other	23.5
	Graduate or Professional Women	
	I did not think it was serious enough to report	54.8
	Incident was not on campus or associated with the school	39.5
	I did not want the person to get into trouble	25.5
	I did not think anything would be done	25.0
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	21.4
	Graduate or Professional Men	
	I did not think it was serious enough to report	66.4
	Incident was not on campus or associated with the school	34.7
	I did not want the person to get into trouble	33.3

Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct

Yale University

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1. Introduction

This report describes the results of the 2015 *Campus Climate Survey on Sexual Assault and Sexual Misconduct* administered at Yale University. The project was designed to address concerns related to the incidence and prevalence of sexual assault and sexual misconduct at Yale University. There were three overall goals of the survey. One was to estimate the incidence and prevalence of different forms of nonconsensual sexual contact, harassment, stalking, and intimate partner violence. The second goal was to collect information on student views related to the climate surrounding sexual assault and misconduct. The third goal was to assess student knowledge and evaluation of school resources and procedures when responding to instances of sexual assault and sexual misconduct. Addressing each of these goals will help Yale University create a safer and more accepting campus environment.

Yale University participated as part of a consortium of 27 colleges and universities organized by the Association of American Universities (AAU). The research firm Westat led the design effort, carried out the survey, and conducted the analysis presented in this report. The content and methodology of the survey were developed in consultation with a committee of university representatives from the participating schools.

This report includes a description of the survey design and methodology used to conduct the survey, as well as empirical results. For this report we have included descriptive information for selected tables.

2. Methodology

2.1 Instrument Development

In early November 2014, the AAU Survey Design Team was formed and started on the survey development process. (For a list of Design Team members, see Table A1-1, Appendix 1.) The team met weekly, sometimes twice a week, to review progress and discuss sections of the questionnaire. Throughout the survey design process, the team received more than 700 comments about the survey for consideration, including those from the Survey Design Team and study coordinators. Disagreements were resolved by majority consensus. In addition, college students provided feedback on the instrument by participating in: (1) two rounds of cognitive testing conducted at Westat; and (2) pilot administration groups conducted at four participating institutions of higher education (IHEs).

2.2 Survey Content

The survey structure is comprised of ten sections (A-J) and concludes with a final debriefing question about the survey experience. A core set of 53 questions was asked of every respondent, including Background (A), Perceptions of Risk (B), Resources (C), Harassment (D), Stalking (E), Sexual Violence (G), Perceptions of Responses to Reporting (I), and Bystander Behavior (J). Questions regarding Sexual Misconduct Prevention Training (H) were asked of students who had enrolled in the university in 2014 or 2015.

Respondents in a partnered relationship or who had been in a partnered relationship since enrolling at the university were asked questions about Intimate Partner Violence/Domestic Violence (F). Additional questions were administered if respondents reported being victimized. For Harassment, Stalking, and Intimate Partner Violence/Domestic Violence (sections D, E, and F), follow-up questions were asked for each type of misconduct. These follow-up questions collected information across all reported incidents for each form of victimization. For example, if someone was a victim of Intimate Partner Violence by two different partners, the follow-up questions asked for information across both partners. For Sexual Violence (section G), follow up questions, including a Detailed Incident Form (DIF), were asked for the items covering sexual assault (G1-G5), coercion (G6, G7) and lack of affirmative consent (G8, G9). (For the complete instrument, with annotations, see Appendix 1.)

The Campus Climate Survey on Sexual Assault and Sexual Misconduct was administered as a web survey. The use of merge fields throughout the instrument allowed for frequent referencing of the respondent's university within questions and framing language, personalizing the survey experience for students. Further, response options for five questions included university-specific responses: school of enrollment (A5), student organizations (A16), living situation (A17), services and resources (C1), and resources related to sexual assault and sexual misconduct (D10, E8, F8, GA16).

Each page of the web survey included links to general and school-specific frequently asked questions (FAQs) and resources. (For FAQs and resources, see Appendix 2.) All web survey pages also included the Westat Help Desk number to assist students who needed either technical assistance or additional resources.

2.3 Sample and Incentives

Yale University identified 12,590 enrolled students to participate in the *Campus Climate Survey on Sexual Assault & Sexual Misconduct*.

To encourage participation, students were either entered into a drawing or offered a \$5 incentive to complete the survey. A sample of 6,000 students was randomly selected to receive a \$5 Amazon gift card incentive for submitting the survey. All remaining students were entered into a drawing for a \$500 cash prize if they clicked on the survey link embedded in their invitation or reminder email. Students were not required to complete the survey in order to be entered in the drawing. Students were notified of their eligibility for either the \$5 Amazon gift card or the drawing in the invitation and reminder emails.

2.4 Survey Procedures

The Campus Climate Survey on Sexual Assault and Sexual Misconduct was launched at Yale University on April 2, 2015 and closed three weeks later on April 23, 2015. All enrolled students were offered the opportunity to participate in the survey.

Email invitations to participate in the survey were sent to students' university email addresses through a Westat email account on the first day of data collection, April 2, 2015. Each email included a unique link to the student's online survey and was signed by Yale University Title IX Coordinator Stephanie Spangler, M.D. Westat sent reminder emails, also signed by Dr. Spangler, on April 7, April 9, April 13, and April 20 to prompt completion of the survey before the deadline. The Yale University Campus Climate Survey was due on April 23. (For email invitations and reminders, see Appendix 5.)

2.5 Response Rates

At the close of data collection, Yale University had an overall response rate of 51.8 percent.

Table 1. Response rates

N = 12,590	Female			Male			Combined		
	n	resp	%	n	resp	%	n	resp	%
Graduates or Professional	3,355	1,816	54.1	3,548	1,548	43.6	6,903	3,364	48.7
Undergraduates	2,787	1,721	61.8	2,900	1,435	49.5	5,687	3,156	55.5
	6,142	3,537	57.6	6,448	2,983	46.3	12,590	6,520	51.8

A completed survey was defined by two criteria:

- For those with timing information, did it take the respondent at least 5 minutes to fill out the questionnaire?¹
- For everyone, did the respondent answer at least one question in each of the following sections: sexual harassment (D), stalking (E), and sexual assault/other misconduct (G)?

The first criterion is to exclude those students who went through the survey so quickly that they could not possibly read and answer the questions.²

The second criterion brings in those cases that did not press the ‘submit’ button at the end of the survey, but did provide responses to most of the questionnaire. We used the victimization sections to define a ‘complete’ because of the importance of these items to the survey’s goals.³

The response rate for the incentivized sample – that is, students offered a \$5 gift card upon completion of the survey – was 54.8 percent.

Table 2. Response rates by incentive condition

Incentive condition	n	resp	%
\$5 gift card	6,000	3,286	54.8
Drawing	6,590	3,234	49.1

2.6 Brief Description of the Sampling Procedure for Yale University

A census of 12,590 students was used to conduct the survey. A sample of 6,000 students was selected to receive the \$5 gift card. To select this sample, a systematic sampling procedure was used after sorting the frame by the following variables: Full Time Status, Online Status, Gender, Race/Ethnicity, School, Enrollment Status in Undergraduate/Graduate/Professional/Non-degree Program, Year of Study for Undergraduate Students, and Year in Program for Graduate/Professional Students. The values for these variables are shown in Table 3. The remainder of the students in the frame were able to enter into a drawing to win \$500. The distribution of each sort variable in the frame is shown in Table

¹ Timing data was not available for anyone who did not get to the end of the survey and hit the ‘submit’ button.

² When testing the survey, we asked testers to go through the survey as quickly as possible (e.g., skimming the questions and not reading the introduction or instructions). Based on these findings, five minutes was chosen as a cutoff point, below which the survey was not counted as a complete.

³ This criterion could not be used for Intimate Partner Violence (section F) because of the skip pattern embedded in this section (i.e., student had to have been in a partnered relationship since a student at school).

3. A small number of missing values in Gender, Year of Study, and Year in Program (each < 0.2%) were imputed by the hot-deck method.

Table 3. Frame distributions of sampling sort variables

Variable	Category	Frequency	Percent
Full Time Status	Full time	12,422	98.67
	Part time	168	1.33
Online Status	Yes	0	0.00
	No	12,590	100.00
Gender	Male	6,448	51.22
	Female	6,142	48.78
Race/Ethnicity	American Indian/Alaska Native	50	0.40
	Asian	1,595	12.67
	Black	683	5.42
	Hispanic	962	7.64
	Nonresident Alien	2,523	20.04
	Pacific Islander	6	0.05
	Two or more Races	561	4.46
	Unknown	250	1.99
School	White	5,960	47.34
	Divinity School	402	3.19
	Graduate School of Arts and Sciences	2,793	22.18
	Law School	697	5.54
	School of Architecture	203	1.61
	School of Art	127	1.01
	School of Drama	210	1.67
	School of Engineering and Applied Sciences	219	1.74
	School of Forestry & Environmental Studies	287	2.28
	School of Management	740	5.88
	School of Medicine	536	4.26
	School of Music	212	1.68
	School of Nursing	308	2.45
School of Public Health	248	1.97	
Enrollment Status	Yale College	5,608	44.54
	Undergraduate	5,577	44.30
	Graduate	2,868	22.78
	Professional	3,900	30.98
Year of Study for Undergraduate Students	Non-degree	245	1.95
	Graduate/Professional/Non-degree	7,013	55.70
	Undergraduate Freshman	1,357	10.78
	Undergraduate Sophomore	1,382	10.98
	Undergraduate Junior	1,413	11.22
Undergraduate Senior	1,425	11.32	

Table 3. Frame distributions of sampling sort variables (continued)

Variable	Category	Frequency	Percent
Year in Program for Graduate/Professional Students	Undergraduate/Non-degree	5,822	46.24
	Graduate/Professional Year 1	2,217	17.61
	Graduate/Professional Year 2	1,964	15.60
	Graduate/Professional Year 3	1,109	8.81
	Graduate/Professional Year 4	560	4.45
	Graduate/Professional Year 5	455	3.61
	Graduate/Professional Year 6+	463	3.68

2.7 Brief Description of the Weighting Procedure for Yale University

The initial step was to create a base-weight for each respondent. A census was conducted at Yale University and a base weight of one was assigned to each respondent. The base weight was adjusted to reflect non-response. This adjustment consisted of a raking procedure that adjusted the base weight to the demographic data available on the frame (Deming and Stephen, 1940; Deville, Särndal, and Sautory, 1993; Cervantes and Brick, 2008). The variables used in the raking procedure are as shown in the following table:

Table 4. Variables used in the raking procedure

Variable	Description	Variable Value
Incentive Status	This is an indicator variable whether a student was selected into the incentivized program, which offered \$5 Amazon gift card, or not	1: \$5 Amazon gift card 0: Not in incentivized sample
Gender	Two-category gender variable (Male/Female). The frame data only had two categories (male and female), whereas the survey data had 8 categories. To make the frame and the survey data compatible, the survey responses to a non-male/female category were imputed to a male or female category. Transgender male/female cases were coded as male/female.	1: Male 2: Female
Age Group	Student's age was grouped into four categories, 18-20, 21-23, 24-26, and 27+.	1: 18-20 2: 21-23 3: 24-26 4: 27+

Table 4. Variables used in the raking procedure (continued)

Variable	Description	Variable Value
Year in School	This is a combined variable of student affiliation (Undergraduate/Graduate/Professional) and year of study or year in program. The questionnaire had separate questions on year of study for undergraduates (freshman, sophomore, junior, senior) and graduate/professional students (1 st , 2 nd , ..., 6+).	1: Undergraduate freshman 2: Undergraduate sophomore 3: Undergraduate junior 4: Undergraduate senior 5: Graduate/Professional year 1 & 2 6: Graduate/Professional year 3 & 4 7: Graduate/Professional year 5 & 6+
Race/Ethnicity	This variable has 5 categories, Hispanic, White, Black, Other race, and Nonresident alien. The frame race/ethnicity categories are grouped this way, and the survey race/ethnicity variables were coded to conform to this categorization.	1: Hispanic 2: White 3: Black 4: Other race 5: Nonresident alien

Missing values in the frame and demographic variables in the survey data were imputed using a hot-deck procedure that randomly allocated responses in the same proportion as those answered within each imputation class. The highest imputation rate for the frame data was 0.4 percent, and on average, 1.12 percent of survey respondents had to be imputed in this way.

The raking procedure adjusts the base weight so that the sum of adjusted weights of the survey respondents for a subgroup is equal to the frame total for that subgroup. Subgroups are defined by each variable used in the raking procedure. Algebraically, this can be expressed as

$$\sum_{k=1}^n I_{gk} w_k = N_g$$

where n is the respondent sample size (6,520), I_{gk} is an indicator variable having 1 if respondent k belongs to subgroup g , 0 otherwise, w_k is the adjusted weight for respondent k , and N_g is the frame count of subgroup g .

For example, the weight total for all female respondent students from the survey is equal to the total female count (6,142) in the frame. The same is true for subgroups defined by each variable listed in the above table.

References

Deming, W.E., and Stephen, F.F. (1940). On a least squares adjustment of a sampled frequency table. *Annals of Mathematical Statistics*, 14, 427-444.

Cervantes, I. F., and Brick, M. (2008). Empirical Evaluation of Raking Ratio Adjustments for Nonresponse. *Proceedings of the Survey Research Methods Section of the American Statistical Association* (CD-ROM).

Deville, J.C., Särndal, E.E., and Sautory, O. (1993). Generalized raking procedure in survey sampling. *Journal of the American Statistical Association*, 88, 1013-1020.

3. Survey Results

This chapter describes the results of the survey. The analyses were guided by the following research questions:

1. What is the campus climate around sexual assault and sexual misconduct?
2. What do students know about and think of resources related to sexual assault and sexual misconduct?
3. What is the frequency and nature of sexual assault?
4. What is the frequency and nature of misconduct because of coercion and absence of affirmative consent?
5. What is the frequency and nature of sexual harassment, intimate partner violence and stalking?

The discussion and tables are organized by these research questions. There is discussion for the tables related to the attitudinal measures related to campus climate (section 3.1), knowledge of campus resources related to sexual assault and misconduct, the prevalence and incidence of nonconsensual sexual contact by physical force, incapacitation (section 3.3), coercion and absence of affirmative consent (section 3.4), harassment, stalking and intimate partner violence (section 3.5). There are tables that are not explicitly discussed, describing the consequences of the victimization experiences, the relationship between the victim and the offender, the location of the incident, and information about reporting to an agency/organization.

Most of the discussion and tables are centered on rates by gender and enrollment status. For gender, respondents were asked to identify themselves into one of eight categories.⁴ For this analysis, respondents were classified into one of three groups: 1) female, 2) male, and 3) transgender, genderqueer or gender non-conforming, questioning, or not listed (TGQN).⁵ Collapsing groups into TGQN helps to maintain adequate sample sizes to generate estimates. Enrollment status was divided into two groups: 1) undergraduate and 2) graduate and professional.

Prior surveys have shown that TGQN and females have significantly higher rates of victimization than males. However, very few campus surveys have produced statistically reliable estimates for those that identify as TGQN because they constitute a very small percentage of

⁴ These eight categories are: man, woman, transgender man, transgender woman, genderqueer or gender non-conforming, questioning, not listed, and 'decline to state'.

⁵ Those who declined to state their gender were randomly allocated using a hot-deck imputation procedure to the male or female categories. Approximately .5 percent of respondents declined to state their gender.

the campus population. For the AAU survey, approximately 1 percent of the students selected a non-male/female category. While this is a small percentage, the large number of responses to the AAU survey permits estimating rates for this group with adequate statistical precision⁶.

When interpreting the tables, please note the following:

1. An 's' indicates the cell was suppressed for confidentiality reasons.
2. Any non-numeric symbol indicates there was no data for that cell.
3. Comparisons between gender or enrollment status categories are only discussed where those differences were statistically significant at $p < 0.05$. Significance tests were conducted using a t-test assuming independent samples.

3.1 Campus Climate around Sexual Assault and Sexual Misconduct

Students reported on several topics on the campus climate related to sexual assault and sexual misconduct. They were asked about their expectations regarding the response from the university and peers if they were to report a sexual assault or sexual misconduct; whether they had ever witnessed an incident and whether they intervened; whether they perceive sexual assault or sexual misconduct as a problem on campus; and the likelihood that they would be victimized.

Response to a report of sexual assault or sexual misconduct. Students were asked about what might happen if someone were to report sexual assault or sexual misconduct to an official at Yale University (Table 1.1). Overall, 59.6 percent of all students believe that it is very or extremely likely that the victim would be supported by other students in making a report. Male students are more optimistic than females, with 69.0 percent of male undergraduate students and 61.8 percent of male graduate students indicating that it is very or extremely likely that other students would support the victim in making a report, compared to 57.2 percent of female undergraduate students and 51.1 percent of female graduate students. Fewer TGQN students believe that it is very or extremely likely that a student would be supported by other students after making a report of sexual assault or sexual misconduct.

Students were asked about the likelihood that the alleged perpetrator or their associates would retaliate against the victim in response to a report of sexual assault or sexual misconduct. Overall, 21.1 percent indicated that it is very or extremely likely that retaliation would occur. Male students are less inclined to believe that a report would result in retaliation,

⁶ While the rates for TGQN students are generally sufficiently large to generate a reliable statistical estimate, the rates by enrollment status are based on relatively small sample sizes. This makes it difficult to compare across groups. In order to make comparisons with this gender group, the text below make statements referencing estimates for TGQN students summing across enrollment status (referred to as 'Overall' in the text). This overall estimate is not shown in the tables.

with 16.3 percent of male undergraduate students and 16.9 percent of male graduate students indicating that it is very likely or extremely likely that this would occur, compared to 27.0 percent of female undergraduate students and 24.8 percent of female graduate students). Overall, a notably higher percentage of TGQN students believe that there would be retaliation against the victim in the event of a report.

The survey contained several questions about how campus officials would react to a report of sexual assault or sexual misconduct. Students were asked whether campus officials would take the report seriously. Overall, 57.6 percent said that it is very or extremely likely that the report would be taken seriously by campus officials. Female students are less optimistic than male students in this regard, with 46.6 percent of female undergraduate students and 50.9 percent of female graduate students believing that it is very or extremely likely, compared to 65.4 percent of male undergraduate students and 66.1 percent of male graduate students.

Students were asked if campus officials would protect the safety of individuals making the report. Overall, 52.2 percent said that it is very or extremely likely that the individual's safety would be protected. Females are less optimistic, with 44.6 percent of female undergraduate students and 43.2 percent of female graduate students saying that it is very or extremely likely that the individual's safety would be protected, compared to 62.7 percent of male undergraduate students and 58.8 percent of male graduate students. Fewer TGQN students, overall, believe that a victim would be protected by campus officials after making a report.

Students were asked if they believe that campus officials would conduct a fair investigation in the event of a report. Overall, 39.7 percent indicated that it is very or extremely likely that this would occur. Females are less optimistic than males, with 32.8 percent of female undergraduate students and 36.7 percent of female graduate students saying that it is very or extremely likely that there would be a fair investigation, compared to 42.6 percent of male undergraduate students and 46.2 percent of male graduate students.

Overall, 29.4 percent of students said it was very or extremely likely that campus officials would take action against the offender. Females are less likely than males to believe that campus officials would take action against the offender, with 16.4 percent of female undergraduate students and 22.4 percent of female graduate students saying that it is very or extremely likely that this would occur, compared to 37.1 percent of male undergraduate and 40.1 percent of male graduate students.

Lastly, 26.6 percent said it was very or extremely likely that campus officials would take action to address factors that may have led to the sexual assault or sexual misconduct on campus. Female students are less inclined to believe this than males, with 19.1 percent of female undergraduate students and 23.8 percent of female graduate students saying that it is

very or extremely likely that this would happen, compared to 30.7 percent of male undergraduate students and 31.9 percent of male graduate students.

Bystander intervention. Students were asked about different situations related to being a bystander to the occurrence of sexual assault or misconduct, the extent to which they intervened, and the reason for their intervention decision (Table 1.2). Overall, 22.1 percent of the students said they have suspected that a friend may have been sexually assaulted. Female undergraduate students reported this in the highest proportions (42.7%), followed by undergraduate males, graduate females (27.4% and 12.6%, respectively), and male graduate students having the lowest percentage who had suspected that a friend may have been the victim of a sexual assault (10.2%). Overall, TGQN students indicated that they suspected a friend has been sexually assaulted in similar proportions as female undergraduates.

Among the bystanders, 65.2 percent took some type of action, with most speaking to a friend or someone else to seek help (59.1%). Females were more likely to speak to a friend or someone else to seek help than males (64.7% of female undergraduates and 54.5% of female graduate students vs. 56.6% of male undergraduates and 51.7% of male graduate students).

Overall, 55.4 percent of the students reported they had witnessed a drunken person heading for a sexual encounter. Gender differences are apparent by enrollment status, with 74.9 percent of undergraduate females and 72.3 percent of undergraduate males having witnessed this, compared to 39.7 percent of female graduate students and 41.5 percent of male graduate students.

Among the bystanders who witnessed a drunk person heading for a sexual encounter, a total of 78.4 percent indicated that they did nothing, with 19.9 percent saying they did nothing because they weren't sure what to do and 58.5 percent saying they did nothing for another reason. Approximately 21.7 percent of the students did take some type of action. About 7.1 percent of the students directly intervened to stop the incident, 5.8 percent spoke to someone else to seek help and 8.8 percent did something else. By enrollment status, females more often reported that they directly intervened to stop the incident (10.4% of female undergraduate and 5.1% of female graduate students vs. 8.2% of male undergraduate and 2.4% of male graduate students) or did nothing because they didn't know what to do (23.2% of female undergraduate and 22.4% of female graduate students vs. 16.9% of male undergraduate and 17.3% of male graduate students). Female undergraduates more often reported that they spoke to someone else to seek help (9.0% vs. 6.1% male undergraduates).

Asked whether they had witnessed someone acting in a sexually violent or harassing manner, 25.3 percent indicated that they had witnessed such an incident. Female undergraduates reported this in the highest proportions (38.6%), followed by 31.4 percent of male undergraduate students and 20.3 percent of female graduate students, with male

graduate students (14.3%) reporting this least often. More TGQN students, overall, witnessed someone acting in a sexually violent or harassing manner.

Among the bystanders who witnessed someone acting in a sexually violent or harassing manner, a total of 56.9 percent indicated that they did nothing, with 24.3 percent saying they weren't sure what to do and 32.6 percent saying they did nothing for another reason. Among undergraduates, females more often than males reported doing nothing because they weren't sure what to do (25.7% vs. 19.4% male undergraduates). Overall, 43.1 percent of the bystanders did take some type of action, with 14.5 percent directly intervening to stop the incident, 14.6 percent speaking to someone else to seek help and 14.0 percent doing something else. Male undergraduate students were more likely to report directly intervening to stop the incident (21.9% vs. 13.4% female undergraduates).

Opinions about prevalence and personal risk. Asked how problematic sexual assault or sexual misconduct is at Yale University, 23.3 percent reported that it is very much or extremely problematic (Table 1.3). By enrollment status, females were more likely to say this, with 34.0 percent of female undergraduate and 19.9 percent of female graduate students vs. 23.6 percent of male undergraduate and 17.2 percent of male graduate students reporting this way.

A relatively small proportion said that they believe that they are very or extremely likely to experience sexual assault or sexual misconduct on campus (5.0%) or off campus (4.2%). Females were more worried than males, with 12.4 percent of female undergraduates believing that it is very or extremely likely that they would experience sexual assault or sexual misconduct on campus, for example, vs. 1.6 percent of undergraduate males; and 5.9 percent of graduate females vs. 1.1 percent of graduate males.

3.2 Resources Related to Sexual Assault and Sexual Misconduct

This section presents findings regarding the students' awareness of services and resources offered by the university for those affected by sexual assault and sexual misconduct. The students were first asked if they were aware of specific university resources from a list provided by the university. Students were then asked four questions about their knowledge of how the university defines sexual assault and sexual misconduct, how to get help if the student or a friend experienced sexual assault or sexual misconduct, where to make a report of sexual assault or sexual misconduct, and what happens when a student reports an incident of sexual assault or sexual misconduct. Students were also asked whether their initial orientation to the university included information about sexual assault and sexual misconduct on campus, and if so, how helpful it was.

Awareness of resources. Table 2.1 presents the extent to which students are aware of specific resources provided by the university for victims of sexual assault or sexual misconduct.

The students' awareness of these services ranged from 92.0 percent to 30.0 percent. For nearly all of the services offered, undergraduate students are more aware than graduate students.

Knowledgeable about university sexual assault policies and procedures. Overall, 22.7% of students at Yale University are very or extremely knowledgeable about how the university defines sexual assault and sexual misconduct (Table 2.1). A larger proportion (38.2%) knows where to find help at the university if they or a friend are victims of sexual assault or sexual misconduct, and 28.3 percent know where to make a report of sexual assault or sexual misconduct. A smaller percentage (13.1) knows what happens when a student makes a report of sexual assault or sexual misconduct.

Undergraduate students tend to think they are more knowledgeable about the university's sexual assault policies and procedures than graduate students. Female and male undergraduates indicate that they are very or extremely knowledgeable about how the university defines sexual assault and sexual misconduct at a rate of 24.5 percent and 30.8 percent, respectively, compared to 16.6 percent of female graduate students and 20.4 of male graduate students. The same pattern is apparent regarding students' knowledge of where to get help if they or a friend are victims of sexual assault or sexual misconduct, with 45.2 percent of female undergraduates and 48.4 percent of male undergraduates indicating that they are very or extremely knowledgeable in this regard, compared to 30.7 percent of female graduate students and 31.4 percent of male graduate students.

Regarding the university's initial orientation, 82.2 percent of students who enrolled in the university in 2014 or 2015 indicated that they attended the orientation and it did include information about sexual assault and sexual misconduct. Additionally, 11.2 percent did not remember whether the orientation included this information, and 3.7 percent said that the orientation did not include information about sexual assault and sexual misconduct. Among the students who attended an orientation that included this information, 30.9 percent found the information very or extremely useful.

Compared to graduate students, undergraduate students reported in higher proportions that the orientation did include information on sexual assault and sexual misconduct (91.0% female undergraduates and 89.5% of male undergraduates vs. 75.4% female graduate students and 79.2% male graduate students).

3.3 Frequency and Nature of Victimization by Physical Force or Incapacitation

Students were asked about victimization due to a wide range of tactics. This section summarizes the prevalence of victimization that was the result of physical force or incapacitation at Yale University, as well as the characteristics of the victims, the number of

times that students have been a victim of this type of assault and whether the incident was reported to an agency or another individual.

To measure victimization involving physical force and incapacitation, students were asked five questions that covered two types of behaviors:⁷

Penetration:

- When one person puts a penis, finger, or object inside someone else's vagina or anus
- When someone's mouth or tongue makes contact with someone else's genitals

Sexual Touching:

- kissing
- touching someone's breast, chest, crotch, groin, or buttocks
- grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes

The estimates include events that were completed, as well as attempts to physically force the person to engage in acts involving penetration.

When a student reported an event, they were asked which academic year it occurred and whether this was part of another assault that had already been reported in the survey. If it was part of a previously reported victimization, the respondent was asked which one. Events were only counted once. If both penetration and sexual touching were part of the same incident, the penetration was counted. This hierarchy rule was adopted to conform to the counting rules established by the FBI and in the Clery statistics.

Prevalence. Prevalence is estimated by counting the number of individuals that have been a victim at least once over the time period of interest. Tables 3.1a through 3.1f present the prevalence of nonconsensual penetration or sexual touching due to physical force or incapacitation for undergraduate females, graduate females, undergraduate males, graduate males, TGQN undergraduates, and TGQN graduate students. Each table displays the prevalence for the current year and since entering Yale University, as well as by the different behaviors and tactics. The tactics are further disaggregated by whether physical force, incapacitation or both were involved in the event.

The discussion below primarily concentrates on rates since the student entered Yale University. The patterns for the current year parallel these rates, but are lower because of the

⁷See questions G1 – G5 of the questionnaire

shorter time frame. First the patterns within each of the four groups are described, with female undergraduates being first. The patterns across groups are then summarized.

Among female undergraduates, 28.1 percent experienced this type of assault since entering Yale University and 14.3 percent experienced this type of assault during the current school year (Table 3.1a). Among female undergraduates 13.2 percent were victims of nonconsensual penetration involving force or incapacitation since entering Yale University. Breaking this down further, 6.5 percent were victims of penetration with physical force (no incapacitation) 7.3 percent were victims of a sexual assault involving penetration by incapacitation (no physical force), and 1.1 percent were victims of this type of assault by both physical force and incapacitation.

With respect to sexual touching, 21.5 percent of female undergraduates were victims since entering Yale University, and 11.8 percent during the current school year. Since entering Yale University, 14.8 percent were victims of this type of assault using physical force only, 8.5 percent using incapacitation only and 1.3 percent were victims of nonconsensual sexual touching, with both physical force and incapacitation.

Among graduate females, 8.2 percent were victims of sexual assault involving either nonconsensual penetration or sexual touching since entering Yale University, and 4.1 percent in the current school year (Table 3.1b). Since entering Yale University, 3.6 percent were victims of sexual assault with penetration. With respect to tactics for nonconsensual penetration, 1.7 percent of graduate females experienced this behavior by physical force only, 2.1 percent by incapacitation only, and 0.3 percent by both physical force and incapacitation.

Since entering Yale University, 5.6 percent of graduate female students were victims of nonconsensual sexual touching due to physical force or incapacitation. Physical force was reported by 4.2 percent of respondents, 1.6 percent indicated assault by incapacitation only, and 0.2 percent indicated they experienced sexual touching both by physical force and incapacitation.

Among undergraduate males, 8.2 percent were victims of either nonconsensual penetration or sexual touching since entering Yale University, and 4.2 percent in the current school year (Table 3.1c). Among male undergraduates, 3.1 percent were victims of assault involving penetration, 1.4 percent by physical force only and 2.1 percent were victims by incapacitation only.

Since entering Yale University, 5.7 percent of undergraduate males were victims of nonconsensual sexual touching by force or incapacitation, and 3.1 percent in the current school year. Examining this by tactic, 3.1 percent of undergraduate males were victims of this behavior by physical force only, and 2.9 percent by incapacitation only.

Among male graduate students, 2.5 percent victims of nonconsensual penetration or sexual touching since entering college, and 1.7 percent in the current school year (Table 3.1d).

There are significant differences in the prevalence rates by gender. Females are much more likely to report nonconsensual sexual contact by force or incapacitation. Female undergraduates have a rate that is 3 times higher than male undergraduates. Similarly, female graduate students have a rate that is 3 times higher than male graduate students. This pattern by gender is also true for each of the types of behaviors. The rate for having been a victim of nonconsensual penetration or sexual touching for TGQN undergraduates is similar to the rate for female undergraduates (28.4 percent since entering Yale University and 13.1% in the current school year). The rates for having been a victim of nonconsensual penetration among TGQN undergraduates (21.1% since entering Yale University and 8.3% in the current school year) are higher than the rates for either males or females.

Undergraduate students report higher rates of nonconsensual sexual contact by force or incapacitation than graduate students. For females the rate for undergraduates is nearly 3 times as high as for graduate students. For males, the difference by enrollment status is similar.

Victim Characteristics. Table 3.2 presents prevalence rates by victim characteristics: sexual orientation, ethnicity, race, disability status, marital status, and year in school. There is a very large difference between the two categories of sexual orientation. Overall non-heterosexuals have a rate of 17.0 percent and heterosexuals 10.0 percent. There are similar differences when comparing rates by gender and across enrollment status.

Students who reported having a disability registered with the university had a prevalence rate that was almost twice as high as those without a disability (20.6% vs. 10.8%). This pattern is the same for female undergraduates and female graduate and professional students.

The rates by year in school are disaggregated by time frame (current year vs. since entering Yale University). These provide one of the first profiles from survey data on how rates vary by school year. In prior publications, the information by year in school has been based on reports made to the school or the police. Looking at prevalence in the current school year for female undergraduates, the highest rates are for freshman and sophomores. The rates then drop significantly in the junior year. For graduate and professional students, the patterns are much less pronounced and do not indicate a consistent decline by year in school.

Patterns for undergraduates since entering Yale University exhibit a steady increase by year in school, as would be expected given the increased time period when victimization could have occurred. By senior year, 34.6 percent of female undergraduates reported experiencing nonconsensual penetration or sexual touching by force or incapacitation.

Table 3.3 provides prevalence rates by the same set of characteristics for females disaggregated by whether the incident involved penetration or sexual touching.⁸ The results do not significantly differ by the two types of behaviors.

Number of times assaulted. Tables 3.4a and 3.4b provide estimates of the number of times students have been victims of nonconsensual penetration or sexual touching involving physical force or incapacitation. This survey is one of the first to estimate rates of multiple victimizations. Table 3.4a provides rates by time period for acts involving penetration for females. Overall, 0.7 percent of females were victimized 2 or more times during the current school year and 3.1 percent reported being victimized 2 or more times since enrolling in college.

Table 3.4b provides the number of times students have been victims of nonconsensual sexual touching due to physical force or incapacitation. Overall, 2.2 percent of students were victims at least twice during the current year and 4.5 percent since enrolling at Yale University.

Reporting and Reasons for Not Reporting. Students who said they were victimized were asked if they reported any of the incidents to any of several different agencies or organizations. Table 3.9a provides the estimates for females reporting nonconsensual acts of penetration or sexual touching involving physical force and incapacitation. Penetrative acts involving physical force were much more likely to be reported to an agency or organization when compared to penetration by incapacitation. For penetrative acts, 27.4 percent of the victims reported an incident involving physical force. This compares to 17.9 percent for penetrative acts involving incapacitation. Even fewer reported sexual touching incidents, with 6.8 percent of those by force and 5.8 percent by incapacitation.

Several follow-up questions were asked on why the respondent did not report to an agency, as well as whether any of the incidents were reported to someone else. The primary reason that incidents were not reported to an agency or organization was the student did not think it was serious enough to report. For penetrative acts involving force, 65.4 percent did not think the incident was serious enough to report. This compares to 66.2 percent for victims of penetration due to incapacitation.

A significant percentage of these victims said it was not reported because they did not want the person to get into trouble (35.0%), they did not think anything would be done about it (31.3%) or they feared negative social consequences (38.7%). A significant number of victims said they felt embarrassed, ashamed, or that it would be too emotionally difficult (38.8%).

For victims of nonconsensual sexual touching due to physical force, 84.4 percent felt the incident was not serious enough to report, 18.4 percent did not want the person to get into

⁸Estimates for males are not presented because of the low prevalence rates for this gender.

trouble, and 17.6 percent did not think anything would be done about it. Similar patterns occur for nonconsensual sexual touching involving incapacitation.

The respondent was asked if they reported the incident to another person. The patterns of this type of reporting were similar across both types of behaviors (penetration, sexual touching) and tactics (force, incapacitation). Between 11.2 to 24.0 percent did not tell anyone else at all and 75.8 to 87.0 percent said they told a friend.

Table 3.9b provides the reporting patterns for male victims of nonconsensual sexual touching involving physical force or incapacitation. The standard errors for these estimates are considerably higher because of a relatively small proportion of males reporting a victimization. The patterns resemble those displayed for females for this combination of behavior and tactic.

NOTE: TABLES 3.5 THROUGH 3.8 ARE NOT DISCUSSED

3.4 Frequency and Nature of Victimization Due to Coercion or Absence of Affirmative Consent

This section summarizes the prevalence of nonconsensual sexual contact that was the result of coercion or the absence of affirmative consent at Yale University. This section also provides the characteristics of the victims and the number of times that students have been victims of this type of contact.

For purposes of the survey, coercion is defined as nonconsensual contact that involved threats of serious non-physical harm or promise of rewards (e.g., threatening to give you bad grades or cause problems for you, promise of good grades or a promotion at work).⁹

The survey also included items asking about nonconsensual contact where there was an absence of affirmative consent (AAC). These items were developed to capture emerging university regulations which make it a violation if both partners in a sexual encounter do not consent. To develop the questions, policies from AAU and COFHE schools on affirmative consent policies were reviewed.

The question on affirmative consent was introduced with the following definition:

Since you have been a student at University, has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement? Examples include someone:

- initiating sexual activity despite your refusal

⁹Section G of the questionnaire had two questions asking about the use of this tactic involving penetration and sexual touching (questions G6 and G7).

- ignoring your cues to stop or slow down
- went ahead without checking in or while you were still deciding
- otherwise failed to obtain your consent

Respondents were asked about AAC that involved penetration and sexual touching.¹⁰

Each time an instance of coercion or AAC was reported by a respondent, follow-up questions were administered that asked about which year it occurred and whether this was part of another incident that already been reported during the survey. If a respondent reported that an instance of coercion was part of a previously reported incident involving physical force or incapacitation, the event was not counted in the coercion prevalence rate. If a respondent reported an instance of AAC was part of a previously reported incident involving physical force, incapacitation or coercion, the event was not counted in the AAC prevalence rate.

Prevalence. Table 4.1 presents the prevalence of nonconsensual contact due to coercion or AAC for the current year and since entering Yale University by the different behaviors and tactics. The discussion below primarily concentrates on rates since the student entered Yale University. The patterns for the current year parallel these rates, but are lower because of the shorter time frame.

Since entering Yale University, nonconsensual contact involving coercion was reported by well less than 1 percent of the students (.3%). Nominally, females are more likely to report this type of tactic than males, but it is not statistically significant. Similarly, undergraduates are more likely to report this than graduate and professional students, but the difference is not significant. The very low rate makes it difficult to precisely estimate this for these subgroups.

The percent of students reporting AAC as a tactic is much higher than coercion, with 8.3 percent of the students reporting this type of incident since entering Yale University. Almost twice as many of these incidents involve sexual touching (6.2%) compared to penetration (3.2%). There is significant variation by gender. A much higher percentage of females reported sexual contact via AAC than males (e.g. 20.5% female undergraduates compared to 6.0% male undergraduates). For females, there is also a difference between undergraduates (20.5%) and graduate students (7.0%). Overall, TGQN students also reported AAC in higher proportions than males or graduate and professional students.

Number of times assaulted. Table 4.2 contains estimates for the number of times that students were victimized due to coercion or AAC. As noted above, victimization due to coercion was very rare. Consequently it is difficult to note any significant multiple victimization patterns for this type of tactic. Contact involving AAC is more prevalent and does exhibit significant

¹⁰ See questions G8 and G9

percentages who are victimized more than once. For victims of sexual touching, more individuals were victimized once (3.7%) since entering Yale University as compared to being victimized two or more times (2.5%). The pattern is similar for females where the rates of AAC for females being victimized more than once by sexual touching (7.0%) are lower than those being victimized a single time (8.8%). For females, this pattern is also apparent for contact involving penetration (3.3% vs. 4.6%).

Victim Characteristics. Table 4.3 presents prevalence rates for AAC by victim characteristics: sexual orientation, ethnicity, race, disability status, marital status, and year in school.¹¹ The rates for males are comparatively low and disaggregating by these characteristics stretches the sample size.

For both females and males, there is a very large difference in prevalence rates between the two categories of sexual orientation. For female undergraduates, non-heterosexuals have a rate of 31.7 percent and heterosexuals a rate of 18.7 percent. There is a similar pattern for male undergraduates (12.1% vs. 4.5%), and male graduate and professional students (3.8% vs. 1.1%). There is a difference for all students by ethnicity (Hispanic 11.6% vs. non-Hispanic 7.8%), and the pattern of Hispanic students showing higher prevalence rates than non-Hispanic students is consistent across females and male undergraduates.

For all students, not just females, those who reported having a disability registered with the university had a prevalence rate that was more than twice as high as those without a disability (20.2% vs. 7.9%). This pattern is apparent across gender and enrollment status categories, though the magnitude of the difference varies between groups.

Female graduate and professional students who are married have significantly lower rates than those that are not married. For example, those that have never been married have a rate of 8.0 percent, compared to 3.3 percent for those that are married. For all students, there is also a difference between those that have never been married and those that are not married but living with a partner (4.9% vs. 3.5%).

The rates by year in school are disaggregated by time frame (current year vs. since entering Yale university). Unlike the patterns for victimizations involving physical force and incapacitation, there is very little systematic change in the current year risk of AAC victimization by year of undergraduate enrollment. The rate for the senior year (7.0%) is slightly lower than the freshman year (8.5%). The pattern is also very similar by year in school for graduate and professional students, as the current rate for graduate and professional students in their sixth or higher year (2.5%) is slightly lower than for graduate and professional students in their first year (3.2%).

¹¹Estimates for coercion by victim characteristics were not estimated because of the low prevalence of this type of victimization.

Patterns for undergraduates since entering Yale University exhibit a steady increase by year in school, as would be expected given the increased time period when victimization could have occurred. By senior year, 26.0 percent of female undergraduates reported experiencing nonconsensual penetration or sexual touching by AAC. This compares to 13.4 percent for freshman.

The prevalence of AAC victimization for these same characteristics for females is presented in Table 4.4 for the two types of behaviors (penetration, sexual touching). Overall, the patterns are very similar across the two behaviors. Significant differences are observed for both behaviors by categories of sexual orientation, ethnicity, race, disability and marital status. The pattern for current year rates by year in school is somewhat different by behavior. For penetration the rates do not change systematically or dramatically across years. For sexual touching, however, the rates for the freshman year and sophomore year are almost the same (9.9% vs. 10.2%), decrease to 5.5 percent junior year, and increase back to 6.4 percent senior year.

What is the total experience with nonconsensual sexual contact measured by the AAU survey? To assess the overall risk of nonconsensual sexual contact, prevalence measures were estimated that combine the two behaviors that constitute sexual contact (penetration and sexual touching) and the four tactics discussed above (physical or threat of physical force; incapacitation; coercion; AAC). We provide estimates that combine these behaviors and tactics in several different ways.

We first present rates that include two of the four tactics (i.e. physical force and incapacitation) for the two behaviors (penetration and sexual touching or kissing). To narrow the definition further, estimates are presented for those events that were completed; this excludes attempts at forcible penetration which were not completed.

Some of the estimates provided in prior sections were for all students for the time period since entering Yale University. This mixes students who have been at the university for different periods of time and, therefore, are at risk of campus sexual assault or misconduct for different periods of time. To largely standardize for the time period, and get an overall picture of the risk for a student's entire stay on the campus, estimates were also made for seniors since entering Yale University. This provides the prevalence for the period while attending Yale University, which for many is a four-year period.¹²

According to the survey, 22.6 percent of seniors experienced completed sexual contact involving penetration or sexual touching involving physical force or incapacitation since entering Yale University (Table 4.8). Among senior females, 32.5 percent reported this type of victimization. Among senior males, 12.3 percent reported this type of victimization since

¹²The exception is those that transferred to the college or university after their freshman year.

entering Yale University. An estimate of 42.9% was generated for the TGQN group, however there were not enough respondents in the TGQN group to generate reliable estimates.

Among senior females, 16.6 percent reported being a victim of completed nonconsensual penetration involving physical force or incapacitation since first enrolling at Yale University.

The above estimates exclude attempted, but not completed, sexual contact. However, attempted acts are also part of the legal definition of rape and sexual assault. They also have been included in a number of different studies on victimization of college students.¹³ The AAU survey measured attempts of forcible penetration. If these are also included, the estimates increase by approximately two percentage points for female seniors .

The survey measured two additional tactics—coercion and AAC, which are violations of the student conduct code. If we include these in an overall prevalence measure, the estimate increases to 32.0 percent of seniors overall who are victims of some type of nonconsensual sexual contact since first enrolling at the university or college. Among seniors, 46.5 percent of females and 16.8 percent of males report being a victim of nonconsensual sexual contact at least once.

A second important summary measure is the prevalence during the 2014-2015 academic year. This is the most current measure of risk and might be seen as most relevant when developing policies. The prevalence for the 2014-2015 year for all students is 5.6 percent for completed acts of nonconsensual sexual contact involving physical force or incapacitation (Table 4.9). Females have higher rates than males (8.6% for females vs. 2.7% for males). Among females, 2.6 percent report being victims of completed penetration involving physical force or incapacitation. When adding in attempted, but not completed, acts of penetration using physical force, 2.8 percent of females report being victims of penetration involving physical force or incapacitation.

Once including all types of nonconsensual sexual contact measured on the survey, 8.9 percent of students reported being a victim during the 2014 – 2015 academic year. Females when compared to males are more likely to be a victim at least once (13.5% for females vs. 4.3% for males).

How do the estimates compare with surveys of college students on sexual assault and sexual misconduct? To better understand the implications of the above results, it is useful to place them within the context of prior surveys on nonconsensual sexual contact. There are many differences in methodology among the different campus climate surveys, including the

¹³Koss, M. P., Gidycz, C.A., and Wisniewski, N. (1987). "The Scope of Rape: Incidence and Prevalence of Sexual Aggression and Victimization in a National Sample of Higher Education Students," *Journal of Counseling and Clinical Psychology* 55: 162–70; Krebs, et al, Ibid; Fisher et al, Ibid

composition of the sample, the mode of survey administration, the response rate and, perhaps most importantly, the definitions of nonconsensual activity. Nonetheless, the detailed questions included on the AAU survey allow making selected comparisons.

The Campus Sexual Assault study (CSA)¹⁴ was conducted with undergraduate students attending two large, public universities. It was a web survey and had a response rate of 42%. While the question wording between the AAU survey and the CSA are not identical, they are similar when asking about penetrative and sexual touching behaviors and tactics, including physical force and incapacitation.¹⁵ The CSA study estimated rates using several different definitions. Perhaps the most widely cited statistic is that 19.8 percent of female college seniors had been victims of completed nonconsensual sexual contact involving physical force or incapacitation since entering college (“1 in 5”). A 95% confidence interval around this estimate is 17.8 percent to 21.8 percent.¹⁶ The estimate for the AAU survey is 32.5 percent, with a confidence interval of 29.1 percent to 35.9 percent. The estimates for penetration by force and incapacitation are not statistically different (16.6% for Yale University and 14.3% for CSA).

NOTE: TABLE 4.5 IS NOT DISCUSSED

3.5 Frequency and Nature of Sexual Harassment, Intimate Partner Violence, and Stalking

The survey included measures of three other forms of sexual misconduct: 1) sexual harassment, 2) stalking and 3) intimate partner violence. This section reviews the prevalence, incidence and characteristics associated with each of these behaviors.

Sexual harassment. Harassment was defined as a series of behaviors that interfered with the victim’s academic or professional performances, limited the victim’s ability to participate in an academic program, or created an intimidating, hostile or offensive social, academic or work environment. This definition is in line with campus policies, as well as those of the Equal Employment Opportunity Commission’s definition regarding “hostile environment”

¹⁴Krebs, C. and Lindquist, C. (2014) “Setting the Record Straight on ‘1 in 5’”. <http://time.com/3633903/campus-rape-1-in-5-sexual-assault-setting-record-straight/>; see also Krebs, C., Lindquist, C.H., Warner, T.D., Fisher, B.S. and S. Martin (2007) The Campus Sexual Assault (CSA) Study. Report of project awarded by the National Institute of Justice, Award 2004-WG-BX-0010. <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>.

¹⁵The AAU survey was based, in part, on the CSA.

¹⁶The standard error of the estimate is 1 percent. Data obtained via personal communication from Christopher Krebs.

and the US Department of Education.¹⁷ The specific behaviors referenced were taken from several different scales measuring harassment¹⁸:

- made sexual remarks or told jokes or stories that was insulting or offensive to you
- made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities
- said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to
- emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn't want
- continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

Table 5.1a presents prevalence rates for victims of sexual harassment and characteristics of both the offenders and the victim. The table provides an overall estimate of prevalence, the specific behavior that occurred, number of times it occurred during the current academic year, the number of offenders involved, the association between the offender and the university, and the relationship between the offender and the victim.

Overall, 55.1 percent of students indicated that they have been the victims of sexual harassment. Female undergraduates report this most often (74.0%), followed by male undergraduates and female graduate students (57.6% and 53.9%, respectively), and lastly by male graduate students (38.2%). Overall, a much larger proportion of TGQN students indicate that they have been sexually harassed while a student at Yale University. The most common behavior cited by students overall was making inappropriate comments about their body, appearance or sexual activity (44.0%); followed by making sexual remarks, or insulting or offensive jokes or stories (37.6%).

Students reporting harassment were asked how many times this has occurred in the last year. Approximately 81% (80.8%) percent of those who said they were subject to harassment said that it had happened at least once in the last academic year. Most of these victims (59%) said that it had happened more than once during the last year. Female undergraduate students were more likely to report that harassment occurred in the last year (84.2% for female undergraduate students vs. 76.4% for female graduate students).

¹⁷For the EEOC definition, see http://www.eeoc.gov/laws/types/sexual_harassment.cfm. For the Department of Education definition, see http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a.

¹⁸For example, see Leskinen, E.A., & Cortina, L.M. (2014) Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

The offender's affiliation to the university was most often described as a student (90.7%). This was more common among undergraduate students (97.1% of female undergraduates and 96.1% of male undergraduates) than among graduate students (82.4 percent female graduate students and 85.5% male graduate students). Graduate students more often identified the offender as a faculty member (29.5% of female graduate students and 18.2% of male graduate students vs. 7.7% of female undergraduates and 3.9% of male undergraduates) or other member of the university staff or administration (7.9% of female graduate students and 6.9% of male graduate students vs. 2.9% of female undergraduates and 1.6% of male undergraduates). Identifying the offender as a person affiliated with a university program, such as an internship or study abroad, was reported more often by graduate students.

The most common response describing the relationship of the offender to the victim is a friend or acquaintance (78.1%), followed by a stranger (28.2%). Graduate students more frequently identified the relationship of the offender to the victim as teacher or advisor (22.2% of female graduate students and 13.2% of male graduate students vs. 6.3% of female undergraduates and 3.6% of male undergraduates) or a co-worker, boss or supervisor (14.9% of female graduate students and 12.1% of male graduate students vs. 3.7% of female undergraduates and 1.0% of male undergraduates).

Undergraduate students more often identified their relationship to the offender as someone they had dated or had an intimate relationship with (14.3% of female undergraduates and 6.7% of male undergraduates vs. 5.6% of female graduate students and 3.2% of male graduate students) or a friend or acquaintance (81.3% of female undergraduates and 85.0% of male undergraduates vs. 69.7% of female graduate students and 76.7% of male graduate students).

Intimate partner violence. Table 5.2a provides similar data for intimate partner violence (IPV). The IPV section was intended to capture violence associated with relationships that would not be captured in the sexual violence section (section G). This section was administered to anyone who said they had been in any partnered relationship since enrolling in college (Question A13):

Partnered relationships include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

The question wording for the IPV items (Section F of the questionnaire) is a combination of wording used in the University of New Hampshire 2012 survey as cited in the White House Task Force Report and the National Intimate Partner and Sexual Violence Survey (NISVS)

conducted by the Centers of Disease Control and Prevention.¹⁹ To be classified as a victim, respondents had to say that a partner had done one of the following:

- controlled or tried to control you? Examples could be when someone:
 - kept you from going to classes or pursuing your educational goals
 - did not allow you to see or talk with friends or family
 - made decisions for you such as, where you go or what you wear or eat
 - threatened to “out” you to others
- threatened to physically harm you, someone you love, or themselves?
- used any kind of physical force against you? Examples could be when someone
 - bent your fingers or bit you
 - choked, slapped, punched or kicked you
 - hit you with something other than a fist
 - attacked you with a weapon, or otherwise physically hurt or injured you

IPV was experienced by 8.0 percent of the student population who had been in a partnered relationship. This was reported most often by female undergraduates (10.9 percent), followed by male undergraduates and male graduate students (8.7% and 6.9%, respectively), and lastly by female graduate students (6.1%). The most common behavior was controlling or trying to control the victim (4.8%); followed by threatening to harm the victim, family or themselves (3.4%) and using physical force (3.0%). Approximately 34.5 percent of victims reported that the incident occurred multiple times since the beginning of the 2014 school year.

Stalking. Stalking was based on definitions and behaviors used in the NISVS, the National Crime Victimization Survey and the National Violence Against Women’s Survey.²⁰ Respondents were asked whether someone:

- made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety

¹⁹Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention

²⁰ Black et al, Ibid; Catalano, S. (2012). Stalking victims in the United States--revised. (NCJ 224527). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics; Tjaden, P., & Thoennes, N. (1998). Stalking in America: Findings from the National Violence Against Women Survey. (NCJ 172837). Washington, D.C.: U.S. Department of Justice, National Institute of Justice and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

- showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

To be considered stalking, the respondent had to additionally say that these behaviors, either singly or in combination, occurred more than once and were done by the same person.

Approximately three percent (3.3%) of students reported that they had been the victims of stalking while attending Yale University (Table 5.3a). Female undergraduates reported being victims of stalking most often at 5.2 percent, followed by graduate females at 4.3 percent, and male students at 2 percent (2.0% male undergraduates and 1.8% male graduate students). Among the victims, approximately 68 percent reported that an incident occurred within the last year. More than one-half of students who experienced stalking (55.6%) reported that within the last year they were stalked multiple times.

Most often, the offender's affiliation to the university was described as a student (63.5%), particularly among undergraduate students (77.2% female undergraduates and 81.0% male undergraduates vs. 52.2% of graduate female students and 44.3% of male graduate students). A fairly large percentage of students who experienced stalking (26.3%) did not know the person's association with the university.

In describing the relationship of the offender to the victim, students most often indicated that it was a friend or acquaintance (46.7%), followed by a stranger (25.9%), and someone they had dated or were intimate with (19.8%).

Table 5.4 presents the prevalence of sexual harassment, intimate partner violence, and stalking by the characteristics of the victim. For all of these types of sexual misconduct, non-heterosexual students report having been victimized more often than heterosexual students (68.7% vs. 52.6% for sexual harassment, 10.8% vs. 7.3% for intimate partner violence, and 4.3% vs 3.0% for stalking).

NOTE: TABLES 5.1b through 5.3b ARE NOT DISCUSSED

Appendix 1. Instrument Development

A1.1 Survey Design Teams and Questionnaire Development

The survey development process was a collaboration between the Westat and AAU Survey Design Teams. The Westat team was co-chaired by Co-Principal Investigators: Dr. David Cantor, Senior Statistical Fellow at Westat and research professor at the Joint Program for Survey Methodology, and Dr. Bonnie Fisher, Professor, School of Criminal Justice, University of Cincinnati. The AAU Survey Design Team was chaired by Dr. Sandy Martin, Professor and Associate Chair for Research, Department of Maternal and Child Health, University of North Carolina, Chapel Hill. They were joined by a multi-disciplinary group of university professors and administrators from participating IHEs with expertise in survey design and methodology and issues related to sexual assault and misconduct on campus. The members of the AAU Survey Design Team are presented in Table A1-1.

To start the survey design process, in October 2014, the Westat team reviewed *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* which included recommendations on using campus climate surveys to document the problem of sexual assault on college campuses. The team also systematically reviewed decades of research literature on how to measure sexual misconduct and sexual victimization in a student population (e.g., Koss et al., 1987; Koss, et al., 2007; Fisher and May, 2009; Kilpatrick et al., 2007; Krebs et al., 2009). In addition, the team reviewed procedures and surveys developed by other IHEs (e.g., Rutgers University, University of Oregon, Massachusetts Institute of Technology, Columbia University). The team drew on other victimization surveys such as National Intimate Partner and Sexual Violence Survey (NISVS), National Crime Victimization Survey (NCVS), NCVS Supplemental Victimization Survey on Stalking (SVS), and the Campus Safety and Security Survey. Finally, the team drew from scales that measured specific attitudes and behaviors such as harassment and bystander intervention. The final survey provides references to the source material that was used for each of the major sections.

In early November 2014, the AAU Survey Design Team was formed and started working on the survey development process. The first meeting, conducted via conference call, set the stage for the frequent and ongoing meetings needed to develop the survey. During the initial instrument development phase, from November 2014 to January 2015, the team had weekly conference calls. In February 2015, when final revisions were being made to the survey, the team met every other week. Meetings lasted, on average, two hours. In between formal meetings, team members were in frequent, sometimes daily, contact to provide technical expertise on survey design, review survey drafts and provide feedback, and resolve issues raised during meetings.

During these meetings, the AAU Survey Design Team members discussed at length conceptual and methodological issues underlying the measurement of sexual misconduct, sexual victimization and campus climate constructs. Team members made final decisions on how to define campus climate (e.g., nature and scope) and the types of victimization that would be covered, question wording,

response set wording, and ordering of topics. All decisions were made with the goal of keeping the time to complete the survey to between 15 and 20 minutes.

Survey items and topics were submitted by both the Westat team and the AAU Survey Design Team and considered as part of the multi-step, iterative process to develop the final instrument.

The Design Team members provided information on the overall structure and constructs included in the survey, as well as the survey question, ordering of questions and sections, and other details. They also served as consultants at their respective universities who provided feedback to the entire group through their university liaisons; thus the survey was informed by a much wider group than the Design Team. In addition, some members of the Design Team assisted by pre-testing aspects of the draft survey with students at their respective universities.

Throughout this process, the team received more than 700 comments about the survey for consideration. Each comment was reviewed individually and a decision was made about how best to handle each one with input from the AAU Survey Design Team. Disagreements were resolved by majority consensus.

Table A1-1. The AAU Survey Design Team

AAU Survey Design Team Members	
Melanie Boyd	Yale University Assistant Dean of Student Affairs; Director of Office of Gender and Campus Culture
Russell Carey	Brown University Executive Vice President for Planning and Policy
Melissa A. Clark	Brown University Professor of Epidemiology and Obstetrics and Gynecology; Associate Director, Center for Population and Health and Clinical Epidemiology
Nancy Deutsch	University of Virginia Associate Professor
Marne K. Einarson	Cornell University Assistant Director, Office Institutional Research & Planning
Lily Guillot Svensen	Yale University Research Analyst, Office of Institutional Research; Member of Yale’s Title IX Steering Committee
Debra Kalmuss	Columbia University Professor, Population and Family Health, Mailman School of Public Health

Table A1-1. The AAU Survey Design Team (continued)

AAU Survey Design Team Members	
David Laibson	Harvard University Robert I. Goldman Professor of Economics
Sandra Martin	University of North Carolina, Chapel Hill (Chair of Survey Design Team) Department of Maternal and Child Health, Gillings School of Global Public Health
Stephen Minicucci	Consortium on Financing Higher Education (COFHE) Director of Research
Christina Morell	University of Virginia Associate Vice President for Student Affairs
Lindsay Orchowski	Brown University Assistant Professor of Psychiatry and Human Behavior (Research)
Jagruti “Jag” Patel	MIT Associate Director of Institutional Research
Nora Cate Schaeffer	University of Wisconsin-Madison Sewell Bascom Professor of Sociology Faculty Director, University of Wisconsin Survey Center
Sarah Schultz Robinson	University of Virginia Institutional Assessment Office
Stephanie S. Spangler	Yale University Deputy Provost for Health Affairs and Academic Integrity Clinical Professor of Obstetrics and Gynecology University Title IX Coordinator

A1.2 Student Input

The team received feedback from students in three ways. One was from cognitive interviews with students currently attending colleges or universities. This was completed in two different locations with approximately 35 students. Second, the instrument was administered to students at two different IHEs. After the instrument was administered, the students were asked for feedback on the items. Comments were received from approximately 60 students. Third, a focus group with 13 students was conducted at one IHE.

The feedback from these activities included a wide range of comments on both the content and wording of the questions. For example, the cognitive interviews pointed to questions where the definitions and instructions were not clear or not being read. The Design Team modified these questions to incorporate the definitions into the stem of the question to increase the likelihood they would be seen by the respondent. Another example comes from feedback received by students who were administered the survey. They provided feedback on the wording of the question asking for the gender and sexual orientation of the students. The categories for these items were modified to account for a wider range of options.

A1.3 Survey Content and Sources

Topics used in the survey instrument cover domains outlined by the AAU in response to the requests of the Presidents/Chancellors. These topics were split into several basic categories – 1) direct personal experience with sexual assault and sexual misconduct, 2) campus climate, 3) school resources and 4) student characteristics. This section describes the development of these items, as well as those topics that were considered but not included on the survey instrument.

Personal Experience: Nonconsensual Sexual Contact

Priority was given to collecting nonconsensual sexual contact by four types of tactics: 1) physical force, 2) incapacitation, 3) coercion and 4) absence of affirmative consent. The Design Team wanted to collect information to: (1) estimate the prevalence and incidence of sexual assault and sexual misconduct experienced by university students (undergraduate, graduate and professional) on each participating campus, and (2) identify characteristics of these experiences (e.g., location, offender characteristics). The term “incidence” was used in the survey as it is defined in the White House Task Force Report – meaning the number of times a particular type of sexual assault or sexual misconduct occurred over a period of time.

These questions defined sexual contact as two behaviors—penetration and sexual touching. Penetration includes both sexual penetration of someone’s vagina or anus by a finger, penis, or object and oral sex by a mouth or tongue on someone’s genitals. Sexual touching includes kissing, touching someone’s breast, chest, crotch, groin or buttocks, or grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other’s clothes.

To estimate the incidence and prevalence of nonconsensual sexual contact by each combination of behavior (penetration, sexual touching) and tactic (physical force, incapacitation, coercion, absence of affirmative consent), it was necessary to ask about each combination of behavior and tactics. Some members of the Design Team felt it was important to distinguish between incidents that differed by the different types of tactics.

Tactics Involving Physical force and Incapacitation. Five questionnaire items were developed that separated the different types of sexual contact for these two tactics. Physical force/attempted physical force includes someone being held down with his or her body weight, arms being pinned down, being hit or kicked, or the use or threat of a weapon being used. Incapacitated refers to being unable to consent or stop what was happening due to being passed out, asleep, or incapacitated due to drugs or alcohol.

These tactics constitute the primary measures used on several other surveys (e.g., Krebs, et al 2009). As noted above, the questions distinguished between different combinations of these tactics and the two types of sexual contact, including:

- Nonconsensual completed penetration that occurred as a result of physical force or attempted forced,
- Nonconsensual attempts, but not completed, penetration as a result of physical force or attempted force,
- Nonconsensual completed penetration that occurred as a result of incapacitation
- Nonconsensual completed sexual touching that occurred as a result of physical force
- Nonconsensual completed sexual touching that occurred as a result of incapacitation

The Design Team examined different definitions and ways to operationalize these types of incidents, including looking at questions from scholarly sources. There are two approaches advocated by researchers using behavior-specific questions. The first approach developed by Koss and colleagues (2007), is structured so that for each of the behaviors a series of follow-up statements describing specific tactics are asked. The second approach puts both type of behavior and tactic in the same question (Krebs et al, 2009). There are no published empirical findings available to make an evidence-informed choice about which of the two approaches produces a more valid and reliable measure. After discussions among members of the Design Team, the latter approach was selected to use because it takes up less questionnaire space and it has been successfully used in prior sexual victimization among college students research (e.g., Krebs et al., 2009). As a result, the Design Team developed five screen questions. Each screen question provided a definition and examples of the behavior and use of one of the two tactics.

Coercion and Absence of Affirmative Consent. Coercion was intended to capture non-consensual sexual contact involving threats of serious non-physical harm or promising rewards such that the student felt they must comply. This tactic was intended to capture behaviors that were violations of the student’s personal or civil rights. It complemented the items asked in another section of the questionnaire on sexual harassment by focusing on nonconsensual sexual contact as opposed to verbal or other harassing behaviors.

Several members of the Design Team suggested including questions that captured the emerging school conduct codes related to the absence of affirmative consent as a fourth tactic. According to research conducted the team members, seven out of the eight universities represented on the AAU Survey Design Team posted definitions of affirmative consent in their University’s student conduct code, Title IX office materials, or other formal channels. All eight of the Ivy League, and the majority of the Consortium on Financing Higher Education (COFHE) (29 out of 30), and AAU (49 out of 62) universities also have posted definitions consistent with this tactic. Therefore, inclusion of the absence of affirmative consent in the questionnaire seemed to be the best means to estimate the prevalence and incidence of nonconsensual penetration and sexual touching among students at the participating universities.

Collecting Details about the incidents. There was a strong desire by members of the Design Team to collect both incidence (number of times) and prevalence measures. Prior studies have primarily concentrated on prevalence. In addition the team wanted to generate estimates that covered two different time periods. One would be the time since the student enrolled at the IHE. The second was over the current academic year.

To measure the timing and incidence of each type of nonconsensual sexual contact, a series of follow-up questions were developed to count the number of incidents and to place each incident within a particular year. This series followed up each yes response to the initial screening items asking about the occurrence of a specific combination of behavior and tactic. The follow-ups consisted of first asking how many times this type of incident occurred. For each incident the respondent was asked which year it occurred and whether the incident had already been reported in response to an earlier question. The latter was used to unduplicate events where the respondent reported more than one tactic. This structure allowed analysts to form prevalence and incidence rates for the time period since enrolled, as well as the current academic year.

After counting all incidents reported during the screening, more details were collected about each type of incident. The follow-up items differed depending on the type of nonconsensual sexual contact that was reported: (1) tactics involving physical force or incapacitation (DIF1) and (2) tactics involving coercion and AAC (DIF2)

The DIF1 was administered up to two times for four incident types with the following priority: (1) forcible and/or attempted nonconsensual penetration, (2) penetration due to incapacitation, (3) forcible sexual touching, and (4) sexual touching due to incapacitation. If, for example, a respondent reported incidents that fell into the types 1, 2 and 4, the DIF1 was administered for types 1 and 2. For DIF2, the priority was: (1) penetration and/or sexual touching by coercion, and (2) penetration and/or sexual touching without affirmative consent.

A range of information about an incident is asked in the follow-up questions to understand the context of sexual assault. Based on extensive discussions within the Design Team, the content of the follow-up questions used in DIF1 includes: time of occurrence (year and semester; during an academic break or recess); location of incident (on or off campus, specific location); perpetrator characteristics (number of offenders, gender of offender, type of nonconsensual or unwanted behavior, offender affiliation with school, relationship to victim); context prior to incident; respondent's voluntary consumption of alcohol or drugs prior to incident, respondent's use of alcohol or drugs without their knowledge or consent prior to incident, offender's use of alcohol or drugs prior to incident; disclosure and reporting actions; reasons for not disclosing or reporting; use and assessment of campus or local services; and outcomes (e.g., physical injuries, pregnancy, and physical and psychosomatic symptoms).

Similar, but less detailed, information was collected for DIF2. The content of the follow-up questions used in the Sexual Misconduct DIF includes: perpetrator characteristics (number of

offenders, gender of offender, type of nonconsensual or unwanted behavior, offender affiliation with school, relationship to victim).

Personal Experience: Sexual Harassment, Intimate Partner Violence and Stalking

The other measures of sexual assault and sexual misconduct collected were sexual harassment, intimate partner violence (IPV), and stalking.

To meet the legal definition of harassment there are two criteria. First, as per the US Equal Employment Opportunity Commission (EEOC)²¹ and Department of Education²², the behavior has to create a 'hostile or offensive work or academic environment'. To measure these behaviors, the Design Team proposed using portions of the Leskinen and Kortina (2014) scale representing each of the major dimensions, with a few additional behaviors that are not covered by the scale. After discussions among the members of the Design Team, it was decided that questions on sexual harassment include the following behaviors: (1) made sexual remarks or told jokes or stories that were insulting or offensive to the victim; (2) made inappropriate or offensive comments about the victim or someone else's body, appearance or sexual activities; (3) said crude or gross sexual things to the victim or tried to get the victim talk about sexual matters when she/he didn't want to; (4) emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures, or videos to the victim that she/he didn't want; and (5) continued to ask the victim to go out, get dinner, have drinks or have sex even though the victim said "no."

A second question is how to use these items when operationalizing the EEOC concept of 'hostile work environment.' According to legal definition, to meet this standard, the behavior has to be either 'frequent or severe.' Most of the prior studies do this by asking whether a behavior occurring a specific number of times (e.g., 2014 MIT Community Attitudes on Sexual Assault Survey). Other campus climate surveys do not measure frequency and it is not clear how one can determine when something rises to a 'hostile work environment.' After multiple rounds of discussions with the Design Team, it was decided to provide an introduction at the beginning of the section which defines sexual harassment as something that interfered with the victim's academic or professional performances, limited the victim's ability to participate in an academic program, or created an intimidating, hostile or offensive social, academic or work environment. This definition is more in line with campus life and policies as well as the EEOC's and the US Department of Education's definition of 'hostile environment'.²³

²¹ (http://www.eeoc.gov/laws/types/sexual_harassment.cfm)

²² (http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a)

²³ A federal law, *Title IX of the Education Amendments of 1972 (Title IX)*, prohibits discrimination on the basis of sex, including sexual harassment, in education programs and activities. All public and private education institutions that receive any federal funds *must* comply with *Title IX*. *Title IX* protects students from harassment connected to any of the academic, educational, extracurricular, athletic, and other programs or activities of schools, regardless of the location. *Title IX* protects

The question wording for IPV is a combination of the University of New Hampshire 2012 survey as cited in the White House document and the National Intimate Partner and Sexual Violence Survey (NISVS) conducted by the Centers of Disease Control and Prevention (Black et al., 2011). The Design Team decided that these questions should only be asked of individuals who are currently in, or have been in, a partnered relationship. To determine this, the team developed a definition of partnered relationship to capture various forms of relationships for college students, including casual relationships or hook-ups, steady or serious relationships and marriage, civil union, domestic partnerships or cohabitations. This question was asked in the demographic section. Only those that said they had been in a relationship since entering the university were asked the IPV questions.

Stalking was defined as repetitive behavior that caused fear in a reasonable person. Fear is the criterion that distinguishes sexual harassment from stalking (Catalano, 2012; Logan, 2010). The Design Team had discussions on what level of fear needed to be written into the question. The team eventually decided to use the criterion of fear for personal safety. Three repeated pursuit behaviors associated with stalking are used in the questionnaire, including (1) made unwanted phone calls, sent emails, voice, text, or instant messages, or posted messages, pictures or videos on social networking sites; (2) showed up somewhere or waited for the victim when she/he didn't want that person to be there; and (3) spied on, watched or followed the victim, either in person or using devices or software. The use of new technologies (e.g., smartphone) for stalking is considered the third tactic. This tactic is the third most frequently occurring stalking behavior in NISVS (39% for women and 31% for men; Black et al., 2011). It is also the third most frequently occurring behavior experienced by stalking victims in NCVS (34.4%; Catalano, 2012).

The same set of follow-up questions are asked for sexual harassment, IPV, and stalking. These questions include asking about: (1) the offender characteristics, including number of offenders, number of incidents, association with university, and relationship to the victim; (2) disclosure and to whom; and (3) use and assessment of campus-sponsored programs. The follow-up questions ask for the time period (e.g., Fall of 2013-Summer of 2014) of the most recent contact. For those who have not contacted any programs, the follow-up question asks for the reasons for not contacting the programs.

Campus Climate Measures

At the beginning of questionnaire development, a list of topics and questions were drawn from five existing surveys which measured campus climate—the Rutgers Campus Climate Survey, the MIT Community Attitudes on Sexual Assault survey, the University of Oregon Sexual Violence and Institutional Behavior Campus Survey, the White House survey, and the Campus Sexual Assault Study—

both male and female students from sexual harassment by any school employee, another student, or a non-employee third party.

and circulated among members of the Design Team. The list includes topics on campus community attitudes toward each other, university efforts on informing students about sexual assault and sexual misconduct, perceptions of community safety, knowledge and use of police and resources, perceptions of leadership, policies and reporting, prevention training, and bystander intervention. Each member of the Design Team reviewed the list and selected a number of topics to prioritize given that the length of the survey would be 15-20 minutes.

Further discussions within the Design Team narrowed down the number of topics on campus climate to the following five constructs: (1) perceptions regarding risk of sexual assault or sexual misconduct; (2) knowledge and perceptions about resources relating to sexual assault or sexual misconduct; (3) prevention trainings related to sexual assault or sexual misconduct for new students; (4) perceptions of responses to reporting sexual assault or sexual misconduct; and (5) bystander intervention upon suspecting or witnessing sexual assault or sexual misconduct.

Two types of questions on risk perceptions were administered. One asked about the likelihood of being a victim of sexual assault or misconduct either on campus or at a university-affiliated event off campus. The second asked students 'how problematic' they thought sexual assault and misconduct were at the IHE.

Students were asked about their awareness of the services and resources offered by the university for those who are affected by sexual assault and sexual misconduct. These questions ask about knowledge of the definition of sexual assault and sexual misconduct at the IHE; where to get help at the university if the student or a friend experienced sexual assault or sexual misconduct; where to make a report of sexual assault or sexual misconduct at the university; and what happens when a student reports an incident of sexual assault or sexual misconduct at the university.

First-year undergraduate and graduate/professional students and transfer students were asked two questions about the training or sessions related to sexual assault and sexual misconducts during their orientations and the helpfulness of these.

Additionally, all students were asked about their perceptions of what might happen if someone were to report a sexual assault or sexual misconduct. Students' were asked to assess the likelihood of seven different scenarios ranging from students supporting the person making the report to retaliation against the person making the report to different actions by university officials (e.g., taking the report seriously, protecting the safety of the person making the report, taking against action the offender(s), taking action to address factors that may have led to incident).

Two separate questions were proposed originally— one measured how the university responds to reporting and the other measured how students respond to reporting. Per comments from members of the design team, the two constructs were combined using the questions from the Higher Education Data Sharing Consortium (HEDS) Sexual Assault Campus Climate Survey.

Members of the Design team suggested questions measuring bystander behaviors and interventions that were adapted from Banyard et al.'s (2005, 2014) work and the Rutgers Campus Climate Survey. Respondents were asked if they had ever experienced three specific situations since being a student at the IHE (e.g., seen a drunken person heading off to what looked like a sexual encounter). If they had experienced the situation, they were asked what specific action, if any, they took. Actions ranged from did nothing, to directly intervened, to sought help.

School Resources

These items assessed student familiarity with university-specific and off-campus local resources and procedures related to sexual assault or sexual misconduct. Four university-specific questions were created to measure the following aspects: (1) school of enrollment (full name of schools or colleges within a particular university, e.g., College, School of Engineering, School of Public Health); (2) participation in student organizations; (3) student living situation; and (4) awareness of on- and off-campus services resources related to sexual assault and sexual misconduct offered to students. Response options for these questions were customized to include the name of programs and services provided at each of the participating IHEs. The same set of response options were used when asking students' knowledge of and assessment of usefulness of resources for and reporting behaviors of sexual harassment, stalking, IPV; these response options also were used in the follow-ups for incidents of nonconsensual sexual contact involving physical force or incapacitation (DIF1).

Student Characteristics

Questions asking about the students' demographics are posed at the beginning of the survey. Background information was collected on age, current student affiliation (undergraduate, graduate, professional), class year, race, Hispanic or Latino origin, resident status, gender identity, sexual orientation, relationship status and registered disability. Some of the information was used in the weighting procedure, such as age and class year in school. Other demographic information was used to assess incidence and prevalence of sexual assault and sexual misconduct among students in a particular university for a particular demographic group (e.g., affiliation, gender identify, sexual orientation). A question asking about involvement in partnered relationships (casual or hookup, steady or serious, marriage, civil union, domestic partnership or cohabitation) also was included; it was used to screen students who have been in any partnered relationship since being a student at university into the IPV questions.

Design Team members had multiple rounds of discussions on how to ask for sexual orientation and gender identity questions. These two questions were tested with student feedback. Response options used in the questionnaire take into consideration existing research on gender and sexual identity, suggestions from the Design Team, and findings from the pilot studies on student feedback.

Topics Discussed but not Included in the Final Instrument

During the questionnaire development, some topics were discussed but dropped from the instrument due to concerns about the length of the survey. There were discussions on whether rape myth acceptance questions (e.g., see the Illinois Rape Myth Acceptance Scale) should be included in measuring attitudes and views toward sexual assault and sexual misconduct on campus. Members of the Design Team expressed different opinions on this issue—some were in favor of rape myth questions, while others thought they are not very useful or valid. During the discussions, an alternative set of questions that measured students' perceptions related to risks was proposed. Members of the Design Team reviewed both sets of questions and most of them favored the alternative to the rape myth acceptance questions.

Two other topics were discussed but dropped from the instrument. Several researchers on the Design Team proposed adding questions on perpetration. A review of Krebs et al. (2009) found that the frequency was so small that they were not analyzed. Similarly, the 2014 MIT Community Attitudes on Sexual Assault Survey, which had an extensive section on perpetration, found that only 1.9% of the respondents reported 'unwanted sexual behavior' with 2.9% saying they were unsure. Given the limited space available to add questions to the survey instrument it was decided these were not high enough priority to include.

A second request was to ask questions on being pressured to have sexual contact, such as verbal or other types of non-physical pressure. This came from some of the student feedback, as well as several Design Team members. The main argument to include this was to provide students a way to report behavior they see as problematic. The decision was not to include this in the final instrument because they were seen by some Design Team members as behaviors that could not be directly addressed by policymakers within the university. In addition, it was thought by some Design Team members that the questions on the absence of affirmative consent overlapped with this type of tactic.

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A1.4 The Instrument: The Campus Climate Survey on Sexual Assault and Sexual Misconduct

Survey Flow and Logic

The survey has a core set of 53 questions that are asked of every respondent. Additional questions are administered if respondents report being victimized. For Harassment, Stalking and Intimate Partner Violence (Question items D, E and F), approximately 7 follow-up questions are asked for each type of misconduct. These follow-up questions ask for information across all reported incidents for each form of victimization. For example, if someone was a victim of Intimate Partner Violence by two different partners, the follow-up questions ask for information across both partners.

There is more complicated logic for the items covering sexual assault (G1-G5), coercion (G6, G7) and lack of affirmative consent (G8, G9). Across these items, there are two types of follow-up questions. First, there are follow-ups to each 'yes' response to questions G1 – G9 (Attachment 1). The purpose of these follow-ups is to count and date each of the incidents that occurred. This is done by following each 'yes' response to an individual screen item (G1 – G9) with questions that ask for the number of times (Attachment 1: G[X]a²⁴) and the school year in which the incident occurred (Attachment 1: G[X]b – G[X]c). To finalize the count, there are additional follow-ups that ask if the incident is part of another incident that was already reported. If it had already been reported, the respondent is asked to indicate which other incident was involved (Attachment 1: G[X]d, G[X]e).

After G1 – G9 were completed, a second type of follow up was used to collect details on the victimization that was reported (Attachment 2). These follow-ups were divided into two groups. One group is for the sexual assault items (G1-G5). If a respondent reported 'yes' to at least one of G1 – G5, a series of approximately 18 items were administered to collect the details (Attachment 2; Items GA). These follow-ups are administered separately for G1-G2 (completed and attempted penetration by physical force), G3 (sexual touching using physical force), G4 (penetration when incapacitated) and G5 (sexual touching when incapacitated). For example, if a respondent reports a penetration by force (G1) and sexual touching by force (G3), these items were administered twice, once for each type.

²⁴"X" goes from 1 to 9. For example, G[1]a is the follow-up to question G1; G[2]a is the follow-up to question G2, etc.

As with the other types of victimization, these follow-up questions ask for a summary across all incidents of each type. For example if the individual was a victim of sexual touching using physical force (G3) on two occasions, the items will ask for a summary across both occasions. Up to 2 forms were administered for those individuals who reported 2 or more types of assaults. If more than two types of assaults were reported, then two were selected using the following order: 1) G1-G2 (completed or attempted penetration with force), 2) G4 (penetration when incapacitated), 3) G3 (sexual touching by force), and 4) G5 (sexual touching by incapacitation).

The second group of follow-ups was administered for reports of coercion (G6, G7) and lack of affirmative consent (G8, G9; Attachment 2: Section GC). If a respondent reported both coercion and lack of affirmative consent, two forms were administered, one for each type.

SECTION A – BACKGROUND

First, we'd like to ask you a few questions about your background.

A1. How old are you?

[DROP DOWN LIST]

Under 18

18-29, by single year

30+

[IF AGE =Under 18]

“We are sorry but the survey can only be completed by students who are at least 18 years old. Thank you for your interest in our study. We appreciate your time.”

[EXIT SURVEY]

A2. Which of the following best describes your current student affiliation with [University]?

Undergraduate [CONTINUE]

Graduate [GO TO A4]

Professional [GO TO A4]

[IF BLANK THEN GO TO A5]

A3. What is your class year in school? Answer on the basis of the number of credits you have earned.

Freshman [GO TO A5]

Sophomore [GO TO A5]

Junior [GO TO A5]

Senior [GO TO A5]

[IF BLANK THEN GO TO A5]

A4. What year are you in your program? Answer on the basis of the number of years enrolled in the graduate or professional academic program.

1st year

2nd year

3rd year

4th year

5th year

6th year or higher

A5. In which school at [University] are you enrolled? If you are enrolled in more than one choose the school that you consider your primary affiliation (ex. most credits, college of main advisor).

[UNIVERSITY SPECIFIC LIST]

A6. In what year did you first enroll as a student at [University]?

[DROP DOWN LIST]

Prior to 1997

1997 – 2015 by single year

A7. Do you take all of your courses on-line?

Yes

No

A8. Are you Hispanic or Latino?

Yes

No

A9. Select one or more of the following races that best describes you: (Mark all that apply)

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

A10. Are you a US citizen or permanent resident?

Yes

No

A11.²⁵ Which best describes your gender identity?

Woman

Man

Transgender woman

Transgender man

Genderqueer or gender non-conforming

Questioning

Not listed

Decline to state

A12.²⁶ Do you consider yourself to be:

Heterosexual or straight

Gay or lesbian

Bisexual

Asexual

Questioning

Not listed

Decline to state

²⁵Modified from The University of Oregon Sexual Violence and Institutional Behavior Campus Survey (2014). Retrieved from <http://dynamic.uoregon.edu/ijf/campus/UO2014campussurveycontent.pdf>.

²⁶Badgett, M. V. "Best practices for asking questions about sexual orientation on surveys." *The Williams Institute* (2009)

A13. Since you have been a student at [University], have you been in any partnered relationships? Partnered relationships include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

Yes

No

A14. Are you currently ...

Never married

Not married but living with a partner

Married

Divorced or separated

Other

A15. Do you have a disability registered with [University]'s Disability Services or Office on Disabilities?

Yes

No

A16. Since you have been a student at [University], have you been a member of or participated in any of the following? (Mark all that apply):

[UNIVERSITY SPECIFIC LIST]

A17. Which of the following best describes your living situation?

[UNIVERSITY SPECIFIC LIST]

SECTION B – PERCEPTIONS OF RISK²⁷

“Sexual assault” and “sexual misconduct” refer to a range of behaviors that are nonconsensual or unwanted. These behaviors could include remarks about physical appearance or persistent sexual advances. They also could include threats of force to get someone to engage in sexual behavior such as nonconsensual or unwanted touching, sexual penetration, oral sex, anal sex or attempts to engage in these behaviors. These behaviors could be initiated by someone known or unknown, including someone you are in or have been in a relationship with.

These next questions ask about your perceptions related to the risks of experiencing sexual assault or sexual misconduct.

B1. How problematic is sexual assault or sexual misconduct at [University]

Not at all

A little

Somewhat

Very

Extremely

B2. How likely do you think it is that you will experience sexual assault or sexual misconduct on campus?

Not at all

A little

Somewhat

Very

Extremely

²⁷Adapted from Fisher, B. S., & Sloan III, J. J. (2003). Unraveling the fear of victimization among college women: Is the “shadow of sexual assault hypothesis” supported?. *Justice Quarterly*, 20(3), 633-659.

B3. How likely do you think it is that you will experience sexual assault or sexual misconduct during off-campus university sponsored events?

Not at all

A little

Somewhat

Very

Extremely

SECTION C – RESOURCES

The next questions ask about the services and resources offered by the university for those affected by sexual assault and sexual misconduct.

C1.²⁸ Are you aware of the services provided by the following? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the Above

How knowledgeable are you about each of the following:

C2a. How knowledgeable are you about how sexual assault and sexual misconduct are defined at [University]?

Not at all

A little

Somewhat

Very

Extremely

²⁸Modified from #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Received from http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx.

C2b.²⁹ How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or sexual misconduct?

Not at all

A little

Somewhat

Very

Extremely

C2c.³⁰ How knowledgeable are you about where to make a report of sexual assault or sexual misconduct at [University]?

Not at all

A little

Somewhat

Very

Extremely

C2d. How knowledgeable are you about what happens when a student reports an incident of sexual assault or sexual misconduct at [University]?

Not at all

A little

Somewhat

Very

Extremely

²⁹Modified from Rankin & Associates Consulting. (2008). Carleton College Climate Assessment Project: Carleton Final Report. Retrieved from: https://apps.carleton.edu/governance/diversity/campus_climate_survey/results/.

³⁰Ibid.

SECTION D – HARASSMENT³¹³²

These next questions ask about situations in which a student at [University], or someone employed by or otherwise associated with [University] said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D1. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] made sexual remarks or told jokes or stories that were insulting or offensive to you?

Yes

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D2. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University]

made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities?

Yes,

³¹Modified from Leskinen, E.A., & Cortina, L.M. (2014) Dimensions of disrespect: Mapping and measuring gender harassment in organizations. *Psychology of Women Quarterly*, 38(1), 107-123.

³²Modified from The University of Oregon Sexual Violence and Institutional Behavior Campus Survey (2014). Retrieved from <http://dynamic.uoregon.edu/jif/campus/VO2014campussurveycontent.pdf>.

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D3. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?

Yes

Never experienced

These questions ask about situations in which someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D4. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you that you didn't want?

Yes

Never experienced

These questions ask about situations where someone said or did something that

- interfered with your academic or professional performance,
- limited your ability to participate in an academic program, or
- created an intimidating, hostile or offensive social, academic or work environment

D5. Since you have been a student at [University], has a student, or someone employed by or otherwise associated with [University] continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”?

Yes

Never experienced

BOX D1

IF YES TO ANY QUESTION D1 – D5, CONTINUE

ELSE GO TO E1

You said that the following happened to you since you’ve been a student at [University]:

- **[IF D1 = YES]** Someone made sexual remarks or jokes that were insulting or offensive
- **[IF D2 = YES]** Someone made inappropriate offensive comments about your or someone else’s body, appearance or sexual activities
- **[IF D3 = YES]** Someone said crude or gross sexual things to you or made unwelcomed attempts to get you to talk about sexual matters
- **[IF D4 = YES]** Someone emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to you
- **[IF D5 = YES]** Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”

D6. How many different people behaved this way?

1 person

2 persons

3 or more persons

D7. How (was the person/were the persons) who behaved (this way/these ways) associated with [University]? (Mark all that apply)

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

D8. At the time of (this event/these events), what (was the person's/ were these persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss or supervisor

Friend or acquaintance

Stranger

Other

Don't know

D9. Since the beginning of the fall 2014 term, how many times has someone behaved this way?

0 times

1 time

2 times

3-5 times

6-9 times

10 or more times

D10. Since you have been a student at [University] have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above **[GO TO D13]**

[IF NO PROGRAM MARKED GO TO D13]

BOX D2

IF D10= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO D13

ELSE ADMINISTER ITEMS D11 AND D12 FOR EACH PROGRAM MARKED IN D10 (UP TO 10)

D11 [A-J]. When did you most recently contact [Program] about (this experience/these experiences)?

Fall of 2014 – present

Fall of 2013 – Summer of 2014

Fall of 2012 – Summer of 2013

Prior to Fall of 2012

D12 [A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?

Not at all

A little

Somewhat

Very

Extremely

BOX D3

IF MORE PROGRAMS MARKED IN D10 THEN RETURN TO BOX D2

ELSE GO TO D14

D13. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

D14. Did you (also) tell any of the following persons about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

SECTION E – STALKING³³³⁴³⁵

The next questions ask about instances where someone behaved in a way that made you afraid for your personal safety.

E1. Since you have been a student at [University], has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety?

Yes,

No [GO TO E2]

[IF BLANK GO TO E2]

E1a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't know

³³Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

³⁴Modified from Catalano, S. (2012). *Stalking victims in the United States--revised*. (NCJ 224527). Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

³⁵Modified from Tjaden, P., & Thoennes, N. (1998). *Stalking in America: Findings from the National Violence Against Women Survey*. (NCJ 172837). Washington, D.C.: U.S. Department of Justice, National Institute of Justice and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention.

E2. Since you have been a student at [University], has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety?

Yes

No [GO TO E3]

[IF BLANK THEN GO TO E3]

E2a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't Know

E3. Since you have been a student at [University], has someone spied on, watched or followed you, either in person or using devices or software in a way that made you afraid for your personal safety?

Yes,

No [GO TO BOX E1]

[IF BLANK THEN GO TO BOX E1]

E3a. Did the same person do this to you more than once since you have been a student at [University]?

Yes

No

Don't know

BOX E1

IF REPORTED "SAME PERSON DID THIS MORE THAN ONCE" TO ANY OF THE THREE TACTICS (E1a=yes or E2a=yes or E3a=yes), THEN GO TO E5

IF YES TO TWO OR MORE ITEMS E1-E3, AND NO TO ALL ITEMS E1a & E2a & E3a, THEN GO TO E4

IF 'NO' TO ALL ITEMS E1-E3, OR

IF 'YES' TO EXACTLY 1 ITEM E1-E3 AND 'NO' OR BLANK TO ALL ITEMS E1a & E2a & E3a

THEN GO TO BOX F0

You said that the following happened to you since you've been a student at [University]:

- **[IF E1 = YES]** Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- **[IF E2 = YES]** Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

E4. Did the same person do more than one of these to you since you have been a student at [University]?

Yes **[GO TO E5]**

No **[GO TO F1]**

Don't Know **[GO TO F1]**

You said that the following happened to you since you've been a student at [University]:

- **[IF E1 = YES]** Someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites in a way that made you afraid for your personal safety
- **[IF E2 = YES]** Someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you afraid for your personal safety
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person or using devices or software in a way that made you afraid for your personal safety

E5. How (is the person/are the persons) who did these things to you associated with [University]? (Mark all that apply)

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

E6. At the time of these events, what (was the person's/were the persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss or supervisor

Friend or acquaintance

Stranger

Other

Don't know

E7. Since the beginning of the fall 2014 term, how many times have you had any of these experiences?

0 times

1 time

2 times

3-5 times

6-9 times

10 or more times

E8. Since you have been a student at [UNIVERSITY], have you contacted any of the following about any of these experiences? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above [\[GO TO E11\]](#)

[\[IF NO PROGRAM MARKED GO TO E11\]](#)

BOX E2

IF E8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO E11

ELSE ADMINISTER ITEMS E9 AND E10 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

E9 [A-J]. When did you most recently contact [Program] about these experiences?

Fall of 2014 – present

Fall of 2013 – Summer of 2014

Fall of 2012 – Summer of 2013

Prior to Fall of 2012

E10 [A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with these experiences?

Not at all

A little

Somewhat

Very

Extremely

BOX E3

IF MORE PROGRAMS MARKED THEN RETURN TO BOX E2

ELSE SKIP TO E12

**E11. Were any of the following reasons why you did not contact anyone at [University]?
(Mark all that apply)**

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

E12. Did you (also) tell any of the following persons about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

SECTION F – IPV/DV³⁶

BOX F0

IF A13 = YES (PRIOR RELATIONSHIP) GO TO F1

ELSE SKIP TO G1

Earlier in the survey you indicated that you have been in a partnered relationship at least part of the time since you have been a student at [University]. People treat their partner in many different ways. The next section asks you questions about your relationship with your partner(s). Recall that partnered relationships include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

F1. Since you have been a student at [University], has a partner controlled or tried to control you? Examples could be when someone:

- kept you from going to classes or pursuing your educational goals
- did not allow you to see or talk with friends or family
- made decisions for you such as, where you go or what you wear or eat
- threatened to “out” you to others

Yes

No

³⁶Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

F2. Since you have been a student at [University], has a partner threatened to physically harm you, someone you love, or themselves?

Yes

No

F3. Since you have been a student at [University], has a partner used any kind of physical force against you? Examples could be when someone

- **bent your fingers or bit you**
- **choked, slapped, punched or kicked you**
- **hit you with something other than a fist**
- **attacked you with a weapon, or otherwise physically hurt or injured you**

Yes

No

BOX F1

IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4

ELSE GO TO G1

You said that the following happened to you since you've been a student at [University]:

- **[IF F1 = YES]** A partner controlled or tried to control you
- **[IF F2 = YES]** A partner threatened to physically harm you or someone you love
- **[IF F3 = YES]** A partner used physical force against you

F4. How many different partners treated you this way?

1 partner

2 partners

3 or more partners

F5. Were you physically injured as a result of (this incident/any of these incidents)?

Yes

No [GO TO F7]

[IF BLANK THEN GO TO F7]

F6. Did you ever seek medical attention as a result of (this incident/any of these incidents)?

Yes

No

F7. Since the beginning of the fall 2014 term, how many times have you (had this experience/had any of these experiences)?

0 times

1 time

2 times

3-5 times

6-9 times

10 or more times

F8. Since you have been a student at [University], have you contacted any of the following about (this experience/any of these experiences)? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above [GO TO F11]

[IF NO PROGRAM MARKED GO TO F11]

BOX F2

IF F8= NONE OF THE ABOVE OR NO PROGRAM MARKED THEN GO TO F11

ELSE ADMINISTER ITEMS F9 AND F10 FOR EACH PROGRAM MARKED IN F8 (UP TO 10)

F9 [A-J]. When did you most recently contact [Program] about (this experience/these experiences)?

Fall of 2014 – present

Fall of 2013 – Summer of 2014

Fall of 2012 – Summer of 2013

Prior to Fall of 2012

F10 [A-J]. Thinking about the most recent time you contacted them, how useful was [Program] in helping you deal with (this experience/these experiences)?

Not at all

A little

Somewhat

Very

Extremely

BOX F3

IF F8= NO PROGRAM MARKED THEN CONTINUE TO F11

ELSE SKIP TO F12

F11. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

F12. Did you (also) tell any of the following persons about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

SECTION G – SV SCREENER³⁷³⁸

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University]. The person with whom you had the nonconsensual or unwanted contact could have been someone you know, such as someone you are currently or were in a relationship with, a co-worker, a professor, or a family member. Or it could be someone you do not know.

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol or drugs, and other types of pressure.

The first few questions ask about incidents that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

G1. Since you have been attending [University], has someone used physical force or threats of physical force to do the following with you:

- **Sexual penetration. When one person puts a penis, fingers, or object inside someone else’s vagina or anus, or**
- **Oral sex. When someone’s mouth or tongue makes contact with someone else’s genitals**

Yes [**GO TO Attachment 1**]

No

³⁷Modified from Krebs., C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). The Campus Sexual Assault (CSA) Study Final Report. Retrieved from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>.

³⁸Modified from Koss, M. P., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., ... & White, J. (2007). Revising the SES: A collaborative process to improve assessment of sexual aggression and victimization. *Psychology of Women Quarterly*,31(4), 357-370.

G2. Since you have been attending [University], has someone used physical force or threats of physical force in an unsuccessful attempt to do any of the following with you:

- **Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus**
- **Oral sex. When someone's mouth or tongue makes contact with someone else's genitals**

Yes [\[GO TO Attachment 1\]](#)

No

G3. Since you have been attending [University], has someone used physical force or threats of physical force to do any of the following with you:

- **kissing**
- **touching someone's breast, chest, crotch, groin or buttocks**
- **grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes**

Yes [\[GO TO Attachment 1\]](#)

No

The next questions ask about incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.

G4. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:

- **Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus**
- **Oral sex. When someone's mouth or tongue makes contact with someone else's genitals**

Yes [\[GO TO Attachment 1\]](#)

No

G5. Since you have been attending [University], has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:

- kissing
- touching someone's breast, chest, crotch, groin, or buttocks
- grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes

Yes [\[GO TO Attachment 1\]](#)

No

The next questions ask about incidents when someone coerced you by threatening serious non-physical harm or promising rewards.

G6. Since you have been a student at [University], has someone had contact with you involving penetration or oral sex by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:

- Threatening to give you bad grades or cause trouble for you at work
- Promising good grades or a promotion at work
- Threatening to share damaging information about you with your family, friends or authority figures
- Threatening to post damaging information about you online

Yes [\[GO TO Attachment 1\]](#)

No

G7. Since you have been a student at [University], has someone had contact with you involving kissing or other sexual touching by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:

- **Threatening to give you bad grades or cause trouble for you at work**
- **Promise good grades or a promotion at work**
- **Threatening to share damaging information about you with your family, friends or authority figures**
- **Threatening to post damaging information about you online**

Yes [\[GO TO Attachment 1\]](#)

No

The next questions ask about incidents that occurred without your active, ongoing voluntary agreement.

G8.³⁹ Since you have been a student at [University], has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement? Examples include someone:

- **initiating sexual activity despite your refusal**
- **ignoring your cues to stop or slow down**
- **went ahead without checking in or while you were still deciding**
- **otherwise failed to obtain your consent**

Yes [\[GO TO Attachment 1\]](#)

No

³⁹Incorporate affirmative consent as a tactic from the AAU and COFHE schools affirmative consent policies.

G9.⁴⁰ Since you have been a student at [University], has someone kissed or sexually touched you without your active, ongoing voluntary agreement? Examples include:

- **initiating sexual activity despite your refusal**
- **ignoring your cues to stop or slow down**
- **went ahead without checking in or while you were still deciding**
- **otherwise failed to obtain your consent**

Yes **[GO TO Attachment 1]**

No

BOX G1

ONCE THE ENTIRE G SECTION (G1-G9) HAS BEEN ANSWERED THEN DO

IF ANY OF G1-G9 = YES THEN GO TO ATTACHMENT 2

ELSE GO TO BOX H0

⁴⁰Ibid.

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING⁴¹

BOX H0

ADMINISTER SECTION H ONLY IF A6=2014 or 2015

ELSE SKIP TO I1.

H1. Think back to the orientation when you first came to [University]. Did that orientation include a training or information session about sexual assault or sexual misconduct?

Yes

No [GO TO I1]

I didn't attend orientation [GO TO I1]

I don't remember [GO TO I1]

[IF BLANK THEN [IF BLANK THEN GO TO I1]

H2. Overall, how useful was this session?

Not at all

A little

Somewhat

Very

Extremely

⁴¹Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

SECTION I – PERCEPTIONS OF RESPONSES TO REPORTING⁴²⁴³

The following are statements about what might happen if someone were to report a sexual assault or sexual misconduct to an official at [University]. Please use the scale provided to indicate how likely you think each scenario is.

- 11. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that students would support the person making the report?**

Not at all

A little

Somewhat

Very

Extremely

- 12. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that the alleged offender(s) or their associates would retaliate against the person making the report?**

Not at all

A little

Somewhat

Very

Extremely

⁴²Modified from White House Task Force to Protect Students From Sexual Assault. (2014). Not Alone: The first report of the White House Task Force to Protect Students from sexual assault. Retrieved from <https://www.notalone.gov/assets/ovw-climate-survey.pdf>.

⁴³Modified from McMahon, S. (2014). #iSPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx

13. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take the report seriously?

Not at all

A little

Somewhat

Very

Extremely

14. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would protect the safety of the person making the report?

Not at all

A little

Somewhat

Very

Extremely

15. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would conduct a fair investigation?

Not at all

A little

Somewhat

Very

Extremely

16. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action against the offender(s)?

Not at all

A little

Somewhat

Very

Extremely

17. If someone were to report a sexual assault or sexual misconduct to an official at [University], how likely is it that campus officials would take action to address factors that may have led to the sexual assault or sexual misconduct?

Not at all

A little

Somewhat

Very

Extremely

SECTION J – BYSTANDER BEHAVIOR⁴⁴⁴⁵

The next questions are about situations you may have seen or been in since you have been a student at [University]

J1. Since you have been a student at [University] have you suspected that a friend had been sexually assaulted.

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK GO TO J3]

J2. Thinking about the last time this happened, what did you do?

Did nothing because I wasn't sure what to do

Did nothing for another reason

Spoke to my friend or someone else to seek help

Took action in another way

J3. Since you have been a student at [University] have you seen a drunk person heading off for what looked like a sexual encounter?

Yes [CONTINUE]

No [GO TO J5]

[IF BLANK THEN GO TO J5]

⁴⁴Modified from Banyard, V.L., Moynihan, M. M., Cares, A.C., & Warner, R. (2014). How do we know if it works?: Measuring outcomes in bystander-focused abuse prevention on campuses. *Psychology of Violence, 4*(1), 101-115.

⁴⁵McMahon, S. (2014). #ISPEAK: Rutgers Campus Climate Survey. New Brunswick, NJ: Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey. Retrieved from http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx.

J4. Thinking about the last time this happened, what did you do?

Did nothing because I wasn't sure what to do

Did nothing for another reason

Directly intervened to stop it

Spoke to someone else to seek help

Took action in another way

J5. Since you have been a student at [University] have you seen or heard someone was acting in a sexually violent or harassing way?

Yes [CONTINUE]

No [GO TO K1]

[IF BLANK THEN GO TO K1]

J6. Thinking about the last time this happened, what did you do?

Did nothing because I wasn't sure what to do

Did nothing for another reason

Directly intervened to stop it

Spoke to someone else to seek help

Took action in another way

SECTION K – DEBRIEFING ITEM

The next question asks for your opinion about this survey.

K1. How difficult were the questions to understand?

Not at all

A little

Somewhat

Very

Extremely

ATTACHMENT 1 – SECTION G1: IMMEDIATE FOLLOWUPS

BOX G1_1

IF G[X]=Yes THEN CONTINUE TO G[X]a
ELSE SKIP TO NEXT ITEM IN SECTION G

G[X]a. Since you have been a student at [University], how many times has this happened?

1. 1 time
2. 2 times
3. 3 times
4. 4 or more times

BOX G1_2

ADMINISTER G1B AND G1C FOR EACH INCIDENT REPORTED IN G1A, UP TO 4 TIMES
IF G1A IS BLANK THEN ADMINISTER G1B AND G1C ONCE

You said that the following occurred (1/2/3/4 or more) time(s):

[INCIDENT SUMMARY]

G[X]b. When did (this/the (second/third/fourth) most recent) incident (of this type) occur?

1. Since the beginning of the fall 2014 term [GO TO NEXT BOX]
2. Prior to the fall 2014 term [GO TO G1c]

[IF BLANK GO TO BOX G1_2]

G[X]c. [IF G1b = 2] In what school year did it occur?

1. Fall 2013 to Summer 2014
2. Fall 2012 to Summer 2013
3. Fall 2011 to Summer 2012
4. Prior to Fall of 2011
5. It occurred before I was a student at [University][GO TO BOX G1_2]

[IF BLANK GO TO BOX G1_2]

BOX G1_3

IF TIME PERIOD REPORTED IN G[X]B AND G[X]C IS THE SAME AS TIME PERIOD REPORTED IN PREVIOUS G ITEM FOLLOW-UP, THEN GO TO G[X]D

ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A

IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

G[X]d. Was this part of (the other incident/any of the other incidents) you reported as occurring (during the) (Time period) (school year)?

1. Yes [GO TO G2e]
2. No [GO TO NEXT BOX]

[IF BLANK THEN GO TO NEXT BOX]

G[X]e. [IF G[X]d = Yes] Was it part of any of the following incidents you reported earlier?

[LIST PRIOR ANSWERS THAT OCCURRED DURING SAME TIME PERIOD]

1. [IF G[X] TIME PERIOD = G1 TIME PERIOD] Penetration or oral sex involving physical force or threats of physical force
2. [IF G[X] TIME PERIOD = G2 TIME PERIOD] Attempted but not successful penetration or oral sex involving physical force or threats of physical force
3. [IF G[X] TIME PERIOD = G3 TIME PERIOD] Sexual touching involving physical force or threats of physical force
4. [IF G[X] TIME PERIOD = G4 TIME PERIOD] Penetration or oral sex when you were unable to consent or unable to stop what was happening
5. [IF G[X] TIME PERIOD = G5 TIME PERIOD] Sexual touching when you were unable to consent or unable to stop what was happening
6. [IF G[X] TIME PERIOD = G6 TIME PERIOD] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards
7. [IF G[X] TIME PERIOD = G7 TIME PERIOD] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards
8. [IF G[X] TIME PERIOD = G8 TIME PERIOD] Penetration or oral sex without your active ongoing consent
9. None of the above

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]C='since fall 2014' THEN CONTINUE TO G[X]F
ELSE RETURN TO G[X]B FOR NEXT INCIDENT REPORTED IN G[X]A
IF NO MORE INCIDENTS THEN GO TO NEXT G ITEM

G2f. You said that this happened other times as well. Did any of these other incidents also occur since the beginning for the fall 2014 term?

Yes

No

ATTACHMENT 2 – SECTIONS GA & GC: SUMMARY DETAILED INCIDENT FORMS⁴⁶⁴⁷

Section GA – Detailed Incident Form (DIF) for G1-G5

BOX GA0

IF ALL ITEMS G1 – G5 = 'NO' THEN SKIP TO BOX GC0

ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA administered UP TO 2 TIMES based on incidents reported in items G1-G5

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported

The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 4 INCIDENT TYPES reported in G1-G5, (listed from most serious to least serious):

GA Type 1: G1 and/or G2 (Forcible rape and/or Attempted forcible rape)

GA Type 2: G4 (Rape by incapacitation)

GA Type 3: G3 (Forcible sexual touching)

GA Type 4: G5 (Sexual touching by incapacitation)

You said that the following happened to you since you have been a student at [University]:

[SUMMARY OF REFERENCE INCIDENT(S)]

⁴⁶Modified from Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

⁴⁷Modified from the 2012-2013 National Crime Victimization Survey (NCVS).

The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].

GA1. (In total, across all of these incidents) (How/how) many people did this to you?

1 person [GO TO GA2a]

2 persons [SKIP TO GA2b]

3 or more persons [SKIP TO GA2b]

[IF BLANK SKIP TO GA2b]

GA2a. [IF 1 PERSON] Was the person that did this to you ...

Male

Female

Other gender identity

Don't know

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA3]

GA2b. [IF >1 PERSON] Were any of the people that did this to you...

Male	Yes	No	Don't Know
Female	Yes	No	Don't Know
Other gender identity	Yes	No	Don't Know

GA2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)

Penis, fingers or objects inside someone's vagina or anus

Mouth or tongue makes contact with another's genitals

Kissed

Touched breast, chest, crotch, groin or buttocks

Grabbed, groped or rubbed in a sexual way

Other

GA3. How (is the person/ are the persons) who did this to you associated with [University]? (Mark all that apply)

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex. internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

GA4. At the time of (this event/ these events), what (was the person's /were these persons') relationship to you? (Mark all that apply)

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss or supervisor

Friend or acquaintance

Stranger

Other

Don't know

GA5. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you drinking alcohol?

Yes

No

Don't know

GA6. Just prior to (the incident/any of these incidents), (was/were) (the person/any of the persons) who did this to you using drugs?

Yes

No

Don't know

GA7. Just prior to (the incident/any of these incidents) were you drinking alcohol? Keep in mind that you are in no way responsible for what occurred, even if you had been drinking.

Yes

No

GA8. Just prior to (the incident/any of these incidents) did you voluntarily take any drugs? Keep in mind that you are in no way responsible for what occurred, even if you had been on drugs.

Yes

No

GA9. Just prior to (the incident/any of these incidents), had you been given alcohol or another drug without your knowledge or consent?

Yes, I am certain

I suspect, but I am not certain

No

Don't know

BOX GA2

IF GA7='YES' or GA8='YES' or GA9 = 'YES' or 'I SUSPECT', THEN CONTINUE TO GA10.

OTHERWISE SKIP TO BOX GA3

GA10. Were you passed out for all or parts of (this incident/any of these incidents)?

Yes

No

Not sure

BOX GA3

IF MORE THAN ONE INCIDENT IN G[X]A OR IF DK NUMBER OF TIMES

THEN SKIP TO GA11b

OTHERWISE CONTINUE TO GA11a

GA11a. [IF G[X]A=1 TIME] Did this incident occur during an academic break or recess?

Yes

No

GA11b. [IF G[X]A>1 TIME] How many of these incidents occurred during an academic break or recess?

None

Some

All

GA12. Did (this incident/any of these incidents) occur on campus or on university affiliated off-campus property?

Yes [CONTINUE TO GA13a]

No [SKIP TO GA13b]

[IF BLANK THEN SKIP TO GA13b]

GA13a. [IF GA12=Yes] Where did (this incident/these incidents) occur? (Mark all that apply)

University residence hall/dorm

Fraternity or Sorority house

Other space used by a single-sex student social organization

Other residential housing

Non-residential building

Other property (ex. outdoors)

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA14]

GA13b. [IF GA12=No] Where did this (incident/these incidents) occur? (Mark all that apply)

Private residence

Fraternity or Sorority house

Other space used by a single-sex student social organization

Restaurant, bar or club

Other social venue

Outdoor or recreational space

Some other place

GA14. Did any of the following happen to you from (this experience/any of these experiences)? (Mark all that apply)

Physically injured, **[CONTINUE TO GA14a]**

Contracted a sexually transmitted disease **[SKIP TO GA15]**

Became pregnant **[SKIP TO GA15]**

None of the above **[SKIP TO GA15]**

[IF BLANK THEN SKIP TO GA15]

GA14a. What sort of injury or injuries did you sustain (Mark all that apply)

Bruises, black-eye, cuts, scratches or swelling

Chipped or knocked out teeth

Broken bones

Internal injury from the sexual contact (ex., vaginal or anal tearing)

Other injuries

GA15. Did you experience any of the following as a result of (the incident/any of the incidents)? (Mark all that apply)

Difficulty concentrating on studies, assignments or exams

Fearfulness or being concerned about safety

Loss of interest in daily activities, or feelings of helplessness and hopelessness

Nightmares or trouble sleeping

Feeling numb or detached

Headaches or stomach aches

Eating problems or disorders

Increased drug or alcohol use

None of the above

GA16. Have you ever contacted any of the following about (this experience/these experiences)? (Mark all that apply)

[UNIVERSITY SPECIFIC LIST]

None of the above [\[GO TO GA17\]](#)

[\[IF NO PROGRAMS MARKED GO TO GA17\]](#)

BOX GA4

IF NO PROGRAM MARKED, GO TO GA17

ELSE ASK GA16a-GA16f FOR THE FIRST 4 PROGRAMS SELECTED IN GA16

GA16a. When did you most recently contact [Program] about this experience?

Fall of 2014 – present [CONTINUE TO GA16b]

Fall of 2013 – Summer of 2014 [SKIP TO BOX GA4B]

Fall of 2012 – Summer of 2013 [SKIP TO BOX GA4B]

Prior to Fall 2012 [SKIP TO BOX GA4B]

[IF BLANK THEN CONTINUE TO GA16b]

GA16b. How useful was [Program] in helping you?

Not at all

A little

Somewhat

Very

Extremely

GA16c. At any time did you feel pressure from [Program] on whether or not to proceed with further reporting or adjudication?

Yes

No [SKIP TO GA16e]

[IF BLANK THEN SKIP TO GA16e]

GA16d. [IF GA16C=Yes] What type of pressure?

To proceed with further reporting or adjudication

To not proceed with further reporting or adjudication

How would you rate [Program] on the following criteria?

GA16e. Respecting you

Excellent

Very good

Good

Fair

Poor

GA16f. Helping you understand your options going forward

Excellent

Very good

Good

Fair

Poor

BOX GA5

IF GA16 = NO PROGRAMS MARKED, THEN CONTINUE

IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4

ELSE SKIP TO GA18

GA17. [IF NO PROGRAMS CONTACTED] Were any of the following reasons why you did not contact anyone at [University]? (Mark all that apply)

Did not know where to go or who to tell

Felt embarrassed, ashamed or that it would be too emotionally difficult

I did not think anyone would believe me

I did not think it was serious enough to report

I did not want the person to get into trouble

I feared negative social consequences

I did not think anything would be done

I feared it would not be kept confidential

Incident was not on campus or associated with the school

Incident did not occur while attending school

Other

GA18. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

Friend

Family member

Faculty or instructor

Someone else

I didn't tell anyone (else)

BOX GA6

IF THIS IS THE FIRST DIF FOR SECTION GA AND THERE IS ANOTHER INCIDENT THEN
RETURN TO BOX GA1

ELSE GO TO BOX GC0

Section GC – Detailed Incident Form (DIF) for G6-G9

BOX GC0

IF ALL ITEMS G6 – G9 = 'NO' THEN SKIP TO BOX H1

ELSE CONTINUE TO BOX GC1

BOX GC1

Section GC is administered UP TO 2 TIMES based on incidents reported in items G6-G9

The FIRST DIF will reference the MOST SERIOUS TYPE of incident reported

The SECOND DIF will reference the SECOND MOST SERIOUS TYPE of incident reported

The following are the 2 INCIDENT TYPES reported in G6-G9, (listed from most serious to least serious):

GC Type 1: G6 and/or G7 (Sex and/or Sexual touching by Coercion)

GC Type 2: G8 and/or G9 (Sex and/or Sexual touching without Affirmative Consent)

You said that the following happened to you since you have been a student at [University]

[SUMMARY OF REFERENCE INCIDENT(S)]

The next questions ask about what happened (when/during any of the times) this happened to you since you have been a student at [University].

GC1. (In total, across all of these incidents) (H/h)ow many people did this to you?

1 person [GO TO GC2a]

2 persons [GO TO GC2b]

3 or more persons [GO TO GC2b]

[IF BLANK THEN GO TO GC2b]

GC2a. [IF 1 PERSON] Was the person that did this to you ...

Male

Female

Other gender identity

Don't know

[FOR ANY RESPONSE OR IF BLANK THEN SKIP TO GC2c]

GC2b. [If >1 PERSON] Were any of the people that did this to you...

Male	Yes	No	Don't Know
Female	Yes	No	Don't Know
Other gender identity	Yes	No	Don't Know

GC2c. What type of nonconsensual or unwanted behavior occurred during (this incident/any of these incidents)? (Mark all that apply)

Penis, fingers or objects inside someone's vagina or anus

Mouth or tongue makes contact with another's genitals

Kissed

Touched breast/chest, crotch/groin or buttocks,

Grabbed, groped or rubbed in a sexual way

Other

**GC3. How (is the person/ are the persons) who did this to you associated with [University]?
(Mark all that apply)**

Student

Faculty or instructor

Coach or trainer

Other staff or administrator

Other person affiliated with a university program (ex., internship, study abroad)

The person was not affiliated with [University]

Don't know association with [University]

**GC4. At the time of (this event/ these events), what (was the person's/were these persons')
relationship to you? (Mark all that apply)**

At the time, it was someone I was involved or intimate with

Someone I had been involved or was intimate with

Teacher or advisor

Co-worker, boss, or supervisor

Friend or acquaintance

Stranger

Other

Don't know

BOX GC2

IF REFERENCE INCIDENT FOR THIS DIF IS G8 OR G9, THEN GO TO G5

IF THIS IS THE FIRST DIF FOR SECTION GC AND THERE IS ANOTHER INCIDENT THEN
RETURN TO BOX GC1

ELSE GO TO BOX H0

**GC5. Did the person(s) do any of the following during (this incident/any of these incidents)?
(Mark all that apply)**

Initiated sexual activity without checking in with you first or while you were still deciding

Initiated sexual activity despite your refusal

During consensual activity, ignored your verbal cues to stop or slow down

During consensual activity, ignored your nonverbal cues to stop or slow down

Otherwise failed to obtain your active ongoing voluntary agreement

None of the above

Appendix 2. Human Subjects Protections and Safeguards

A2.1 IRB Review Options and Process Overview

In January 2015, Westat submitted its Institutional Review Board (IRB) package (including the instrument and study protocols) to both the Westat IRB, for a full review, and the 27 participating IHEs, who used the materials to develop their own IRB packages. At this time, the study was given conditional approval by the Westat IRB. Full approval was obtained in February 2015. In March 2015, Westat tested and programmed the instrument for April 1, 2015, the first launch date⁴⁸.

Among participating IHEs, five universities elected to rely on Westat's IRB as the IRB of record, 11 universities chose to use their own IRB, and four universities used both IRBs (their own and Westat's). The IRBs at seven universities, including Yale University, determined that the study did not constitute human subjects research and, consequently, was not eligible for IRB approval or review. For these schools Westat was the only IRB involved in the study process and students were fully covered by Westat's IRB protections.

A2.2 Respondent Emotional Protections

Given the sensitive nature of the survey topic, there was some risk of emotional distress for survey participants, as well as concerns about confidentiality and data security.

Consequently, a number of human subject protections and security protocols were considered and put in place for survey participants.

A2.3 NIH Certificate of Confidentiality

The AAU survey is protected by a Federal Certificate of Confidentiality (CoC) CC-AA-15-45. This certificate, issued by the National Institute on Alcohol Abuse & Alcoholism, National Institutes of Health (NIH), allows "researchers to refuse to disclose identifiable research information in response to legal demands,"⁴⁹ such as court orders and subpoenas, for

⁴⁸To accommodate differences in IHEs' academic calendars, IHEs chose the field period (generally three weeks) during which they wanted their survey to be open, with the earliest available launch date of April 1.

⁴⁹From What is a Certificate of Confidentiality? NIH Certificates of Confidentiality (CoC) Kiosk <http://grants.nih.gov/grants/policy/coc/index.htm>.

identifying information or identifying characteristics of a research participant. This is an important legal tool and we are very pleased to have secured this protection for our study participants.

Following a multi-month application and review process, the certificate was issued April 8, 2015 and is retroactive to the start of data collection.

A2.4 Informed Consent

The first safeguard against participant distress was the process of informed consent. Functioning as a gateway to the survey, the consent form provided details about the survey, set expectations for the types of questions to be asked, and allowed students to make an informed decision whether participation was right for them. Students who felt they would become distressed taking such a survey could choose not to participate (and decide not to enter the survey), and students who consented to participate were prepared for the sensitive topics. The consent form emphasized that respondents could skip any question they did not want to answer and that they could stop the survey at any time they felt uncomfortable or simply wished to stop. In addition, all consent forms concluded with contact information for a responsible IRB and research representative.

On April 8, 2015 and with the first 19 of 27 school surveys underway, institutional representatives at a few schools received feedback from students expressing concern about the survey. For some of these schools, students reported there was no warning about the sensitive content of the survey and expressed concern that victimized students might react negatively to it. The students themselves did not report being overly upset. In follow-up discussions with institutional representatives, they indicated that students had not seen or read the portion of the survey consent form that described the sensitive nature of the survey (shown below).

This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at Yale University and your knowledge of resources available at Yale University. This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

To respond to these concerns, this portion of the consent form was changed to highlight this information, partly by adding the words “TRIGGER WARNING” (see below).

This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at Yale University and your knowledge of resources available at Yale University.

TRIGGER WARNING: This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

A2.5 Distress Protocols

Prior studies on sexual misconduct show that most individuals do not find participation in such research to be harmful and, in many cases, consider their participation beneficial (Wager, 2012; Yeater, Miller, Rinehart, and Nason, 2012). However, data collection for the AAU survey included several safeguards to minimize risk related to emotional distress.

A2.6 Campus-specific Resources

Campus-specific resource lists with contact information on national, campus, and community-specific resources were offered to all students and accessible both in- and outside the survey. Examples of such resources include counseling and medical centers and 24-hour crisis phone lines. A link to these resources was available on each survey screen starting with the initial landing page. In addition, all respondents were offered the resource list again at the conclusion of the survey.

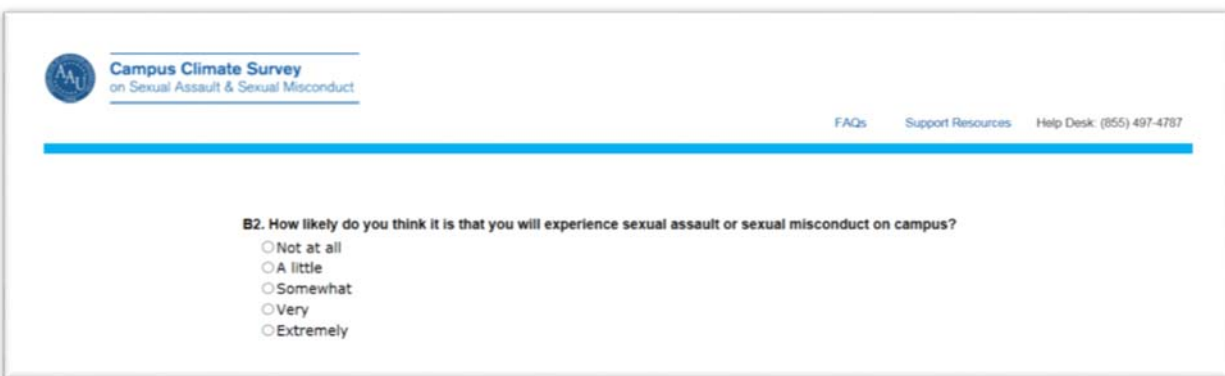
Although we anticipated that most participants would access these resources through the web survey, we also developed a protocol for Help Desk staff to use if they received distress calls or questions about sexual assault resources.

A2.7 Help Desk

To further encourage participants to complete the survey and minimize distress, Help Desk staff were available by phone and email throughout data collection to answer technical questions about the survey and how to complete it, and to provide resource lists to respondents who call and need additional support or referrals for services. Help Desk contact information was provided in all email communication and was available on all screens of the online survey, as well as on the survey landing page. Help Desk staff were trained in both project and customer service procedures, including distress protocols. While Help Desk staff did not provide counseling or other crisis intervention services, staff were prepared to offer

respondents the same resource information included in the online survey for their specific campus. In the event that a caller expressed elevated distress or a threat to themselves or others, the staff were trained to directly connect these students with counseling services from the resource list. Data collection closed without the need to initiate the distress protocol.

In all cases, Help Desk staff were trained to be sensitive to callers and respond to them politely and thoughtfully, regardless of the circumstances of their call.



As shown in this screenshot above, each page of the survey included links to general and school-specific frequently asked questions (FAQs) and resources. It also included the Help Desk number for easy access to those students who needed it for either technical assistance or additional resources.

A2.8 Data Security and Protecting Confidentiality

All survey data was collected via a secure web site hosted at Westat. The respondent's email address was encrypted and stored in the SqlServer database. Upon final submission of the survey, the respondent's email address and PIN number (used to create the unique survey link) was automatically deleted from the database, removing any linkage between the survey responses and the respondent. For any respondents who completed some of the survey but did not formally submit it, these variables were deleted manually at the end of the data collection period.

Roster file data was not included in the questionnaire data file so that if someone were to somehow obtain the survey data, they could not associate any data with a particular individual.

All necessary steps to mask the identity of survey respondents have been taken for the data analysis and reporting. The analysis included only quantitative components. Results are tabular, as well as more formal statistical models. Results were reviewed to ensure an

acceptable risk of disclosure, including suppression of demographic characteristics and other potentially identifying information in situations in which cell sizes are small.

All data pertaining to this project has been stored in a secure manner in a physical and electronic form that can only be accessed by study personnel. All electronic data has been stored on network server directories. Access to the network project directory has been controlled through the use of directory and file access rights based upon user account ID and the associated user group definition. Paper data is stored in locked file cabinets.

Datasets have been provided to AAU and to participating universities. These project partners own their respective datasets and the reports summarizing findings that have also been delivered by Westat. The individual datasets have been reviewed for potential disclosure risks. Where appropriate, variables were altered (e.g., categories collapsed) to remove potential risks before delivering the final files.

Three years after completion of the study, all data and files related to this study will be permanently destroyed by Westat.

References

- Wager, N. M. (2012). Respondents' experiences of completing a retrospective, web-based sexual trauma survey: Does a history of victimization equate with a risk for harm? *Violence and Victims, 27*(6), 991-1004.
- Yeater, E., Miller, G., Rinehart, J. & Nason, E. (2012). Trauma and sex surveys meet minimal risk standards: Implications for institutional review boards. *Psychological Science, 23*(7), 780-787.

Informed Consent

Yale University is asking all students to answer a climate survey on sexual assault and sexual misconduct. The survey is sponsored by Yale University in collaboration with the Association of American Universities (AAU). The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at Yale University.

This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at Yale University and your knowledge of resources available at Yale University. This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence.

TRIGGER WARNING:⁵⁰ This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault and other forms of violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the top of each page and at the end of the survey.

This survey should take most students approximately 20 minutes to complete. It may take up to 30 minutes for some individuals. You do NOT have to participate in this survey, and if you do choose to participate, you may skip any question you are not comfortable answering and may exit the survey at any time. There will be no consequences to you personally or your student status if you choose not to complete the survey.

[CONDITION 1 ONLY] To thank you for your participation, every student who completes the survey will be offered a \$5 gift card to Amazon.com.

We will protect the confidentiality of your answers [to the extent the law allows⁵¹]. When you complete the survey the link with your name, email and IP address will be broken so that no-one will be able to connect these with your survey answers. The results will be presented in summary form so no individual can be identified. However, if we learn about child abuse or you threaten to harm yourself or others, we are obligated to report it to the authorities.

⁵⁰The words TRIGGER WARNING were added after the start of data collection in order to call out existing language in the consent which advised about explicit language within the survey. Changes to the consent were made as soon as operationally possible.

⁵¹Pre-NIH Certificate of Confidentiality language, removed once the Federal certificate was in place.

We have obtained a Certificate of Confidentiality (CoC) issued by the National Institutes of Health (NIH). The CoC is issued to protect the investigators on this study from being forced to tell anyone about your participation in this study, even under a subpoena.

Even when a CoC is in place, you and your family members must still continue to actively protect your own privacy. If you voluntarily give your written consent for an insurer, employer, or lawyer to receive information about your participation in the research, then we may not use the CoC to withhold this information.⁵²

If you have any questions about this study please call the Help Desk at 1-855-497-4787.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your full name, the name of the research study that you are calling about (the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct), and a phone number beginning with the area code. Someone will return your call as soon as possible.

⁵²NIH Certificate of Confidentiality CC-AA-15-45 was issued on April 8, 2015. Changes to the consent were made as soon as operationally possible.

Frequently Asked Questions (FAQs)

Why me and what is this about?

We are asking all students at Yale University to answer a climate survey on sexual assault and sexual misconduct. The results will be used to guide policies to encourage a healthy, safe, and nondiscriminatory environment on campus. Our goal is to make Yale University as safe as possible by developing programs and services that prevent sexual assault and misconduct, as well as respond to these events when they do occur. This survey is an important tool for us to assess current programs and to shape future policies.

Who is administering the survey?

The survey is sponsored by Yale University in collaboration with the Association of American Universities (AAU). Westat, a private research organization, is administering the survey and will be assisting in the analysis of the data.

What will Yale University do with the results?

The results will be used to better understand the climate at Yale University the extent of sexual assault and misconduct among students, and the use of programs and services currently being offered. This information will be used to make recommendations for changes to the policies and procedures related to preventing and handling sexual assault and misconduct at Yale University.

Why are you asking about these sensitive topics?

Our goal is to foster a safe and supportive environment where students can flourish, both academically and personally. To understand the climate at Yale University, we need to ask direct questions about topics that some may find sensitive. It is only by directly collecting this information from you that we will be able to prevent negative experiences and effectively respond when they do happen.

What will I be asked to do?

You are invited to participate in a web survey. This survey includes sections that ask about your knowledge and beliefs about social situations, perceptions related to sexual misconduct at your college, and your knowledge of resources available at your college. This survey also asks about your personal experience with sexual misconduct, such as harassment, sexual assault, and other forms of violence.

Why is the language on the survey so explicit?

Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears on the bottom of each page and at the end of the survey.

Isn't this survey only for women?

No, this survey is for everyone, regardless of gender identity or experiences. The survey will be used to shape policies that affect everyone on campus, so it is very important that you provide your experiences and viewpoint.

I've never experienced sexual assault or sexual misconduct, so why should I take part?

If only victims of sexual assault and sexual misconduct participate in the survey, we will have a very lopsided view of your campus. To get a complete picture of your college, we need to hear from as many students as possible. Please tell a friend!

How long will the survey take?

This survey should take most people approximately 20 minutes to complete. It may take up to 30 minutes for some individuals.

Am I required to participate?

You do NOT have to participate in this survey, and if you do participate, you may skip any question you are not comfortable answering and may exit the survey at any time. Most people will find the questions interesting.

Will my answers be confidential?

When you complete the survey, the link with your name, email, and IP address will be broken so that no one will be able to connect these with your survey answers. The results will be presented in summary form so no individual can be identified. However, if we learn about child abuse or about a threat of harm to yourself or others, we are obligated to report it to the authorities.

What should I do if I become upset answering these questions?

On each page of the online survey, there is a link to on- and off-campus resources that you can contact if you become upset. In addition to local resources, there is information for several national services that provide information and counselors 24 hours a day, 7 days a week. We

have included a variety of resources so you can choose to contact the one(s) you think would be most helpful to you.

I still have questions.

If you have any questions about this study, you can call the study Help Desk at 1-855-497-4787.

If you have questions about your rights and welfare as a research participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your full name, the name of the research study that you are calling about (the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct), and a phone number beginning with the area code. Someone will return your call as soon as possible.

Yale University

Student Resource Information

National Resources

These services are available 24 hours a day, 7 days a week. Callers can connect free of charge to the phone hotlines and will be directed to local agencies in their area. Individuals can also connect with trained hotline staff online through a secure chat messaging system.

Phone Hotlines

National Sexual Assault Phone Hotline (RAINN)
1-800-656-HOPE(4673)

National Suicide Prevention Lifeline
1-800-273-TALK(8255)
(Press 2 for Spanish)

New York City Anti-Violence Project Hotline (LGBTQ community)
212-714-1141
(hotline will assist LGBTQ community nationwide- not limited to New York City)

Websites and Online Hotlines

Crisis Text Line.....text 741741

National Sexual Assault Online Hotline (RAINN):
<http://www.rainn.org/get-help/national-sexual-assault-online-hotline>

Rape, Abuse & Incest National Network (RAINN) Website:
<http://www.rainn.org/>

Campus Resources

Sexual Harassment and Assault Response and Education (SHARE)
203-432-2000

Yale Police Department
203-432-4400

Title IX at Yale
203-432-4446

Appendix 3. Results by Individual Status Code

A3.1 Definition of Completed Survey

We define a completed survey with two criteria for all but one university: (1) the respondent answered at least one of the question in each of the following victimization sections: sexual harassment (Section D), stalking (Section E), and sexual assault/other misconduct (Section G); and (2) the respondent took at least 5 minutes to fill out the questionnaire.

When calculating response rates, we take the following response status into consideration,

- **Status 1:** Respondents who did not click on the link to access the Web survey
- **Status 2:** Respondents who clicked on the link to access the Web survey, but did not start the survey
- **Status 3:** Respondents who started the survey, but did not complete the victimization sections, and did not submit the survey
- **Status 4:** Respondents who completed and submitted the survey in less than five minutes
- **Status 5:** Respondents who submitted the survey, completed the survey in five or more minutes or started/submitted the survey on different days, but did not complete the victimization sections
- **Status 6:** Respondents who started the survey, completed the victimization sections, but did not submit the survey
- **Status 7:** Respondents who started the survey, completed the victimization sections, and submitted the survey

Based on the definition on completed survey, cases of Status 6 and 7 are considered as completed, whereas cases of Status 1 to 5 are considered as not completed. Therefore, the response rate is calculated as,

$$\text{Response Rate} = \frac{n_1 + n_2}{N}$$

Where N is the total number of students that received the survey invitation (For those schools that conducted a census, N represents the total number of registered undergraduate and graduate students; For those few school that did not conduct a census, N represents the

total number of registered undergraduate and graduate students that were sampled); n_1 represents the number of students who started the survey, completed the victimization sections, but did not submitted the survey; n_2 represents the number of students who started the survey, completed the victimization sections, and submitted the survey.

Table A3.1. Frequency of survey response status for Yale University

	Status Description	n	%
1	Did not click on link	5,117	40.6%
2	Clicked on link, but did not start	444	3.5%
3	Started, did not submit, did not have enough responses	484	3.8%
4	Submitted, completed in <5 minutes	22	.2%
5	Submitted, completed \geq 5 minutes or could not measure duration, did not did not have enough responses	3	.0%
6	Started, not submitted, completed minimum responses	299	2.4%
7	Started, submitted, completed minimum responses	6,221	49.4%
	Total	12,590	100.0%

A3.2 Drop-out Rates

Students who consented to participate, then entered the survey but did not complete the victimization sections were not counted as a complete for the survey. Similarly, those that took less than 5 minutes to complete the survey were dropped.

About 7.2% of the individuals who started the survey did not complete using the rules described above ($(509 / 7,029) = 7.2\%$). Much of the dropout occurred after the background and harassment sections. Once starting section G (sexual assault), very few respondents were dropped from the analysis dataset. Of those that did not complete, 56% did not answer the first question in the Harassment section and 96% did not answer the first question in the first sexual violence question.

Table A3.2. Survey drop-out rate for Yale University: Percent Non-Missing Responses for Initial Item in Each Section for Respondents That Started the Survey^{1,2}

Section	Not Complete	Complete	Total
Section A – Background	98%	100%	100%
Section B – Perceptions of Risk	67%	99%	97%
Section C – Resources	56%	100%	97%
Section D – Harassment	44%	100%	96%
Section E - Stalking	17%	100%	94%
Section G – SV Screener	4%	100%	93%
Section I – Perceptions of Responses to Reporting	4%	97%	90%
Section J – Bystander Intervention	4%	96%	89%
Section K - Debriefing	4%	95%	89%
Submitted	5%	95%	89%
Total Started	509	6,520	7,029

¹ Initial questions used by section are: A2, B1, C2a, D1, E1, G1, I1, J1, K1. Sections F and H are not included because not all respondents were routed to these sections.

² See text for definition of a completed survey.

Appendix 4. Nonresponse Bias Analysis

Nonresponse issues are common in surveys, and the bias caused by nonresponse (or ‘nonresponse bias’) needs to be addressed, especially when the nonresponse rate is high. As described in the weighting section, we adjusted base weights to reduce the effects of nonresponse on the estimates. However, such adjustments may not completely eliminate the nonresponse bias. Nonresponse bias will be nonexistent if all sampled units have the same probability of response (response propensity). If the response propensities are not equal, nonresponse bias may still be nonexistent if the survey variables are uncorrelated with response propensities. For example, if those who do not respond have the same rates of victimization as those who do respond, then the estimates of victimization will be unbiased.

As shown by the response rates at the beginning of this report, the response propensity depends on student characteristics. Moreover, it appears that the survey variables are correlated with victimization and other outcomes. For example, the response rate of females is higher than that of males and there also is a strong correlation between gender and victimization. We can correct this source of bias by adjusting the survey weights for the gender of the respondent. This is one of the primary purposes of the raking procedure described at the beginning of this report. However, there is still the potential that the estimates are subject to nonresponse bias that is not removed by the weighting. For example, if female victims are more likely to participate than other females, then there is potential for nonresponse bias.

To evaluate the possibility of remaining nonresponse bias, we conducted several different analyses. The first analysis evaluated the effectiveness of the weighting methodology. The more effective the weighting methods, the less likely there will be bias due to nonresponse. The second analysis directly assessed the nonresponse bias by examining variation of key outcomes by several measures of response propensity.

A4.1 Evaluation of the Weighting Methodology

We conducted two different analyses to evaluate the weighting methods:

- Correlation analysis: This analysis examines the correlation between some selected key survey variables and auxiliary variables used in nonresponse weighting adjustments. A high correlation implies that the auxiliary variables used in weighting could remove nonresponse bias if the response propensity is also correlated with the auxiliary variables. The correlation is calculated using the SAS GLM (General Linear Model) procedure with a survey variable as the dependent variable and auxiliary variable(s) as

independent variable(s). The measure used to evaluate the correlation is the positive square root of the R-square of the GLM model.

- Comparison of the weighting method with an alternative weighting method: Another weighting method was developed and compared with the actual method employed for the survey. We compared key variable estimates through t-tests.

We used the following 11 key outcome variables for the analysis:

Table A4-1. Eleven key variables used in the nonresponse bias analysis

Variable Number	Variable Name	Variable Description
1	Penetration by Physical Force or Incapacitation	Indicates whether respondent experienced any incident of penetration by physical force or incapacitation since entering college
2	Sexual Touching by Physical Force or Incapacitation	Indicates whether respondent experienced any incident of sexual touching by physical force or incapacitation since entering college
3	Penetration or Sexual Touching by Coercion	Indicates whether respondent experienced any incident of penetration or sexual touching by coercion since entering college
4	Penetration or Sexual Touching by Absence of Affirmative Consent	Indicates whether respondent experienced any incident of penetration or sexual touching without affirmative consent since entering college
5	Sexual Harassment	Indicates whether respondent experienced any incident of sexual harassment since entering college
6	Stalking	Indicates whether respondent experienced any incident of stalking since entering college
7	Intimate Partner Violence	Indicates whether respondent experienced any incident of intimate partner violence since entering college
8	Resources	Indicates whether respondent is 'very' or 'extremely' knowledgeable about campus resources for sexual assault and misconduct
9	Reporting Perception	Indicates whether respondent feels it is 'very' or 'extremely' likely that university officials will do all of the following in response to a report of sexual misconduct or assault: take the report seriously, conduct a fair investigation, and take action to address causes of the issue
10	Bystander Intervention	Indicates whether respondent took some sort of action when they suspected a friend had been sexually assaulted
11	Perception of Problem	Indicates whether respondent sees sexual assault or misconduct as very or extremely problematic at the university

Discussion of Analysis Results

Correlation analysis

Correlations are shown in Table A4-2. The row “(estimate)” provides the point estimates of the key variables. The row “All” presents the correlation of each key variable with all auxiliary variables used as independent variables in the GLM model.

Table A4-2. Correlations of the auxiliary variables and the key survey variables

Auxiliary Variable ¹	1	2	3	4	5	6	7	8	9	10	11
(Estimate)	0.050	0.082	0.003	0.083	0.551	0.033	0.080	0.383	0.190	0.652	0.233
Incentive Status	0.020	0.008	0.018	0.007	0.022	0.001	0.027	0.003	0.010	0.028	0.021
Gender	0.137	0.165	0.015	0.174	0.158	0.077	0.009	0.018	0.096	0.050	0.070
Age Group	0.099	0.147	0.000	0.128	0.149	0.008	0.032	0.126	0.057	0.057	0.072
Year in School	0.064	0.126	0.003	0.098	0.118	0.019	0.008	0.115	0.019	0.061	0.032
Race/ Ethnicity	0.060	0.096	0.015	0.082	0.164	0.034	0.036	0.083	0.124	0.075	0.132
All	0.176	0.225	0.027	0.221	0.249	0.089	0.066	0.150	0.165	0.106	0.163

¹ Refer to the weighting section for the definitions of the auxiliary variables.

In general, as a single auxiliary variable, Incentive Status has a low correlation with all key variables, whereas Gender, Age Group, Year in School, and Race/Ethnicity have higher correlations. Gender has considerably higher correlations for several key variables (Penetration by Physical Force or Incapacitation; Sexual Touching by Physical Force or Incapacitation; Penetration or Sexual Touching by Absence of Affirmative Consent; and Sexual Harassment). All auxiliary variables collectively have non-negligible correlations with all key variables, except Penetration or Sexual Touching by Coercion. Among the 11 key survey variables, Penetration or Sexual Touching by Coercion has lowest correlations with all auxiliary variables, followed by Intimate Partner Violence, Stalking and Bystander Intervention.

We know that the auxiliary variables are correlated with the response propensity. The correlation analysis also shows that the auxiliary variables are correlated with the outcome variables. Therefore, it appears that those auxiliary variables were effective in reducing, or perhaps eliminating, nonresponse bias.

Comparison of the weighting method with an alternative weighting method

We developed alternative weights by using a two-step procedure, where the first step adjusted for nonresponse using the response propensity method and the second step calibrated the nonresponse adjusted weights to the population totals through raking. The major outcome measures were compared using this alternative weighting method and the method used in the analysis discussed in this report. Two hundred and seventy-five comparisons were made at the population and subgroup level (see below for details) but there were no statistically significant differences between the estimates using the two weighing methods. This implies that the one-step raking procedure is as effective in removing nonresponse bias as the more complex two-step weighting method that uses the same auxiliary information.

A4.2 Testing for Nonresponse Bias

We conducted two different analyses to test whether bias due to nonresponse exists for the above 11 key measures (see Table A4-1). These include:

- Comparison of early and late responders: We compared key estimates between early and late responders. Early and late responders are identified by respondents' survey submission time. Early responders are those who responded before the third reminder email out of four reminders; and the other respondents are the late responders.
- Comparison by the incentive status: The incentivized sample has a higher response rate than the other group. We compared the key variable estimates of the incentivized sample with those of the other group.

Discussion of Analysis Results

Comparison of early and late responders

One standard method of assessing nonresponse bias is to assume that the respondents who required the most effort to convince to complete the survey are similar to the nonrespondents. For purposes of this analysis we defined 'effort' as the number of contacts made before the respondent completed the survey. Those who responded early (e.g., before the third email reminder) required less effort to gain cooperation than those who responded later after multiple e-mails. This analysis assumes that those who responded later have more in common with the nonrespondents than those who responded early. If this assumption is true, then a difference in the outcome measures between the early and late responders would be an indication of nonresponse bias.

While this is a standard method to evaluate nonresponse bias, the assumption that those requiring more effort to gain cooperation resemble the nonrespondents does not always

hold.⁵³

In our analysis for Yale University, early responders are defined as those who responded before the third reminder email, and late responders are those who responded after the third reminder email was sent. About 5 percent of respondents were missing the survey submission time and could not be included in this analysis.⁵⁴ The late responders account for 42 percent of the respondents with nonmissing survey submission time.

We compared weighted estimates of the 11 key survey variables at the total population and subgroup levels. The subgroups are defined by the categories of the auxiliary variables used in weighting (see Table A4-2). There are altogether 20 categories of subgroups (2 Incentive Statuses, 2 genders, 4 Age-groups, 7 categories of Year in School, and 5 categories of Race/Ethnicity). Comparisons are also made at finer subgroups defined by crossing the gender and school enrollment (four subgroups: male undergraduate, male graduate/professional, female undergraduate, and female graduate/professional). There were 275 comparisons overall, which corresponds to the sum of 11 population-level comparisons, 220 (= 11 key variables × 20 categories) subgroup-level comparisons, and 44 (= 11 key variables × 4 finer subgroups) finer subgroup-level comparisons.

Subgroup-level comparisons for the same auxiliary variable were treated as multiple comparisons using Bonferroni corrected alpha values. For example, one t-test was performed to compare the estimate of Penetration by Force or Incapacitation for males for early vs. late responders. Another t-test was carried out for females in the same way. These two comparisons were made using the Bonferroni-corrected alpha-value of 0.025 (= 0.05/2). Population-level comparisons were made individually with a 0.05 alpha-value.

Three (27%) out of 11 population-level comparisons are individually significant – they are Sexual Harassment, Resources, and Reporting Perception. One issue with these comparisons is they do not fully control for differences that are adjusted in the survey weights (e.g., gender and enrollment status). While this analysis uses the weights, it does not control within early and late responder groups. For example, there may be more males who responded later, and comparing the early and late responder groups does not control for this difference. It is more instructive to examine the subgroup differences, which are specific to some of the characteristics that were used in the weighting. Twenty-five (11%) out of 220 subgroup

⁵³ Lin, I-F., and Schaeffer, N.C. (1995). Using survey participants to estimate the impact of nonparticipation. *Public Opinion Quarterly* 59 (2), 236–58; Olson, K. (2006). Survey participation, nonresponse bias, measurement error bias and total bias. *Public Opinion Quarterly*, 70 (5), 737-758.

⁵⁴ A time was not obtained for those that stopped completing the survey before they completed.

comparisons are significant, and seven (16%) out of 44 finer subgroup comparisons are significant.

It is useful to concentrate on the subgroup estimates, as they are used throughout the report and they disaggregate by important variables used in the weighting. Table A4-3 provides the differences for each of these outcomes for the early vs. late responders for the four primary subgroups defined by gender and enrollment status. For example, for male graduate/professional students the rate for Sexual Harassment for late responders is 35.97 percent and for early responders is 41.12 percent. This difference is statistically significant at the 5 percent significance level for multiple comparisons with a P-value of 0.49 percent, which is less than the Bonferroni alpha value of 1.25 percent (= 5%/4).

Table A4-3. Comparison of early and later responders by gender and school enrollment for 11 key variables (estimates in percent)

Outcome ¹	Gender	Enrollment Status ²	Late Responders	StdErr ³	Early Responders	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	3.73	0.57	2.91	0.36	0.82	24.57
1	M	Grad/Prof	0.63	0.28	1.11	0.26	-0.48	20.63
1	F	UnderGr	11.68	0.83	13.07	0.70	-1.39	17.35
1	F	Grad/Prof	3.06	0.39	3.42	0.35	-0.36	51.36
2	M	UnderGr	5.06	0.71	5.53	0.62	-0.47	59.55
2	M	Grad/Prof	2.75	0.59	1.74	0.35	1.01	15.43
2	F	UnderGr	19.87	1.12	20.54	1.00	-0.67	63.03
2	F	Grad/Prof	4.89	0.49	5.20	0.45	-0.31	63.51
3	M	UnderGr	0.16	0.11	0.38	0.16	-0.22	25.09
3	M	Grad/Prof	0.33	0.17	0.12	0.09	0.21	10.53
3	F	UnderGr	0.71	0.24	0.30	0.12	0.41	14.16
3	F	Grad/Prof	0.27	0.14	0.19	0.10	0.08	64.53
4	M	UnderGr	5.90	0.69	5.88	0.57	0.02	98.27
4	M	Grad/Prof	1.65	0.36	1.64	0.27	0.01	97.81
4	F	UnderGr	20.91	1.07	19.85	0.95	1.06	50.90
4	F	Grad/Prof	7.60	0.70	6.02	0.48	1.58	7.98
5	M	UnderGr	58.57	1.33	57.02	1.00	1.55	33.42
5	M	Grad/Prof	35.97	1.19	41.12	1.25	-5.15	0.49*
5	F	UnderGr	72.83	1.24	74.62	0.77	-1.79	25.34
5	F	Grad/Prof	50.93	1.38	55.60	1.08	-4.67	1.47
6	M	UnderGr	1.82	0.42	1.86	0.34	-0.04	93.49
6	M	Grad/Prof	2.65	0.42	1.26	0.22	1.39	0.12*
6	F	UnderGr	5.78	0.72	4.40	0.48	1.38	12.38
6	F	Grad/Prof	3.87	0.47	4.29	0.40	-0.42	49.93
7	M	UnderGr	8.84	1.08	8.28	0.69	0.56	64.21
7	M	Grad/Prof	6.66	0.77	6.44	0.64	0.22	82.69
7	F	UnderGr	12.56	0.98	9.35	0.60	3.21	0.56*
7	F	Grad/Prof	5.43	0.61	6.47	0.63	-1.04	29.11
8	M	UnderGr	45.69	1.61	50.65	1.04	-4.96	1.15*
8	M	Grad/Prof	29.46	1.46	33.82	1.03	-4.36	1.28
8	F	UnderGr	44.00	1.40	46.88	1.11	-2.88	13.27

Outcome ¹	Gender	Enrollment Status ²	Late Responders	StdErr ³	Early Responders	StdErr ³	Difference	P-value ⁴
8	F	Grad/Prof	28.70	1.27	32.32	1.04	-3.62	3.21
9	M	UnderGr	19.55	1.05	20.29	1.15	-0.74	63.26
9	M	Grad/Prof	27.02	1.31	22.69	1.03	4.33	1.53
9	F	UnderGr	12.02	0.79	10.89	0.69	1.13	30.40
9	F	Grad/Prof	20.17	0.94	16.26	0.81	3.91	0.55*
10	M	UnderGr	67.75	2.39	61.19	2.40	6.56	3.91
10	M	Grad/Prof	62.06	4.16	58.34	3.25	3.72	47.42
10	F	UnderGr	68.59	1.79	69.82	1.76	-1.23	61.17
10	F	Grad/Prof	55.51	3.92	66.03	2.97	-10.52	5.20
11	M	UnderGr	27.43	1.12	22.04	1.14	5.39	0.11*
11	M	Grad/Prof	14.78	1.01	19.86	0.98	-5.08	0.04*
11	F	UnderGr	32.13	1.47	34.28	0.97	-2.15	20.88
11	F	Grad/Prof	18.94	1.12	20.25	1.00	-1.31	40.08

¹ See Table A4-1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate or Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result (P-value < 1.25%) is asterisked (*).

As noted above, 16% of the differences in Table A4-3 are statistically significant. These results indicate there is some evidence of non-response bias, since the number of significant differences is slightly more than what was expected by chance (5 percent).

Of the measures of sexual assault and sexual misconduct, ⁵⁵ 3 out of the 28 possible comparisons are significant. The measures that are significant are summarized below.

Sexual harassment. There is one significant difference. The difference for male graduate/professional students is negative, indicating the survey estimate is too high.

Stalking. There is one significant difference. The difference for male graduate/professional students is positive, indicating the survey estimate is too low.

Intimate partner violence. There is one significant difference. The difference for female undergraduates is positive, indicating the survey estimate is too low.

Of the measures of campus climate, ⁵⁶ 4 out of the 16 are significant. The measures that are significant are summarized below.

⁵⁵ Penetration by physical force or incapacitation; sexual touching or kissing by physical force or incapacitation; coercion, absence of affirmative consent, harassment, stalking and IPV.

⁵⁶ Resources = Student knowledge about campus resources.

Reporting = Opinions on what university officials would do when an incident is reported

Student knowledge about campus resources. There is one significant difference. The difference for male undergraduates is negative, indicating the survey estimate is too high.

Opinions on what university officials would do when an incident is reported. There is one significant difference. The difference for female graduate/professional students is positive, indicating the survey estimate is too low.

How problematic students feel sexual assault and misconduct is for the IHE. There are two significant differences. The difference for male undergraduates is positive, indicating the survey estimate is too low. The difference for male graduate/professional students is negative, indicating the survey estimate is too high.

Overall, this analysis indicates there is some evidence that there is bias in selected estimates. The estimates that are possibly affected are for:

- Sexual harassment
- Stalking
- Intimate partner violence
- Student knowledge about campus resources
- Opinions on what university officials would do when an incident is reported
- How problematic students feel sexual assault and misconduct is for the IHE

This was found for several gender and enrollment groups. The direction of the possible bias is different, depending on the measure that is being discussed.

Comparison by the incentive status

One limitation the analysis of early/late responders is reliance on the assumption that late responders resemble the nonrespondents. As noted above, this assumption does not always hold and can vary by the outcome that is being examined. An alternative approach to examining nonresponse bias is to compare outcomes by the different incentive groups. The incentivized sample, which received a \$5 gift card for participating in the survey, was randomly selected, but responded at a higher rate (54.8% vs. 49.1%) – those not selected in the incentivized sample were entered into a sweepstakes to win \$500. If there is nonresponse bias, then there should be a difference in the outcomes between the incentivized and non-incentivized (sweepstakes) groups. For example, the incentive of \$5 gift card may have been

Perception of Problem = How problematic students feel sexual assault and misconduct is for the IHE

Bystander = Respondent took some action when they suspected a friend had been sexually assaulted

more successful at convincing non-victims to participate. That is, the non-victims may have needed additional motivation to participate beyond the appeals made in the e-mails and advance publicity. If this is true, then the incentivized group should have a lower victimization rate than the non-incentivized group. Alternatively, the incentive of \$5 gift card may have been more successful at motivating victims who normally would not participate because of not being willing to share their personal experiences. If this is true, then the incentivized group should have a higher victimization rate than the non-incentivized group. If response propensity is not related to being a victim, then there should not be any difference between the incentivized and non-incentivized groups.

The total number of comparisons is 253, which is less than before because we cannot make subgroup-level comparisons defined by the Incentive Status. Significance tests were performed similarly as above. Overall weighted estimates of four key variables (Penetration by Physical Force or Incapacitation, Sexual Harassment, Intimate Partner Violence and Perception of Problem) are significantly different between the two incentive groups. Only nine comparisons (5%) out of 198 subgroup comparisons are significant, and only three (7%) out of 44 finer subgroup comparisons are significant (see Table A4-4). This is not much more than would be expected by chance (around 5%). However, many of these differences are concentrated in certain outcomes.

Focusing on the subgroups estimates, Table A4-4 provides the differences for each of these outcomes for the four primary subgroups defined by gender and enrollment status. For example, for male graduate/professional students the rate for Intimate Partner Violence for the incentive group is 5.06 percent and for the non-incentive group is 8.75 percent. This difference is statistically significant at the 5 percent significance level for multiple comparisons with a P-value of 0.03 percent, which is less than the Bonferroni alpha value of 1.25 percent (= 5%/4).

Table A4-4. Comparison of incentivized and non-incentivized groups by gender and school enrollment for 11 key variables (estimates in percent)

Outcome ¹	Gender	Enrollment Status ²	Incentive	StdErr ³	Non-Incentive	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	3.06	0.45	3.69	0.40	-0.63	30.07
1	M	Grad/Prof	0.79	0.22	1.09	0.31	-0.30	43.33
1	F	UnderGr	11.99	0.86	14.43	0.90	-2.44	5.50
1	F	Grad/Prof	3.54	0.41	3.63	0.35	-0.09	87.42
2	M	UnderGr	5.60	0.66	6.00	0.78	-0.40	69.48
2	M	Grad/Prof	1.76	0.37	2.53	0.48	-0.77	20.81
2	F	UnderGr	21.13	1.13	21.99	1.11	-0.86	58.87
2	F	Grad/Prof	5.84	0.47	5.28	0.49	0.56	41.06
3	M	UnderGr	0.13	0.09	0.40	0.16	-0.27	15.60
3	M	Grad/Prof	0.00	0.00	0.39	0.20	-0.39	5.64
3	F	UnderGr	0.49	0.16	0.39	0.16	0.10	64.48

Outcome ¹	Gender	Enrollment Status ²	Incentive	StdErr ³	Non-Incentive	StdErr ³	Difference	P-value ⁴
3	F	Grad/Prof	0.29	0.11	0.47	0.16	-0.18	35.35
4	M	UnderGr	5.15	0.51	6.97	0.70	-1.82	4.08
4	M	Grad/Prof	1.36	0.25	1.80	0.34	-0.44	29.54
4	F	UnderGr	22.12	0.84	19.18	0.85	2.94	1.67
4	F	Grad/Prof	7.78	0.54	6.40	0.57	1.38	8.37
5	M	UnderGr	56.31	1.17	59.42	1.14	-3.11	6.11
5	M	Grad/Prof	37.85	1.46	39.62	1.02	-1.77	32.40
5	F	UnderGr	73.83	0.81	74.30	0.86	-0.47	69.23
5	F	Grad/Prof	52.46	1.09	55.28	1.08	-2.82	6.83
6	M	UnderGr	1.85	0.36	2.18	0.38	-0.33	53.14
6	M	Grad/Prof	1.96	0.36	1.76	0.34	0.20	69.71
6	F	UnderGr	4.54	0.52	5.86	0.56	-1.32	9.06
6	F	Grad/Prof	4.92	0.46	3.58	0.38	1.34	2.67
7	M	UnderGr	8.04	0.87	9.54	0.96	-1.50	24.64
7	M	Grad/Prof	5.06	0.62	8.75	0.75	-3.69	0.03*
7	F	UnderGr	10.83	0.76	11.00	0.85	-0.17	88.43
7	F	Grad/Prof	6.19	0.53	6.18	0.53	0.01	98.62
8	M	UnderGr	47.80	1.32	48.68	1.25	-0.88	62.59
8	M	Grad/Prof	31.85	1.23	31.57	1.32	0.28	87.46
8	F	UnderGr	43.88	1.08	46.28	1.03	-2.40	11.56
8	F	Grad/Prof	31.89	1.02	29.93	1.27	1.96	22.93
9	M	UnderGr	20.33	1.19	19.73	1.16	0.60	72.19
9	M	Grad/Prof	24.45	1.00	24.88	1.11	-0.43	77.56
9	F	UnderGr	11.36	0.64	11.47	0.79	-0.11	90.81
9	F	Grad/Prof	19.61	0.75	16.53	0.86	3.08	0.94*
10	M	UnderGr	62.07	2.22	65.09	2.78	-3.02	39.84
10	M	Grad/Prof	58.59	3.75	60.83	3.71	-2.24	67.37
10	F	UnderGr	66.58	1.60	71.79	2.02	-5.21	4.64
10	F	Grad/Prof	63.83	2.37	59.16	3.41	4.67	26.68
11	M	UnderGr	22.96	1.19	24.79	1.11	-1.83	26.43
11	M	Grad/Prof	17.40	0.80	17.73	1.20	-0.33	82.24
11	F	UnderGr	34.38	0.98	33.70	1.38	0.68	69.21
11	F	Grad/Prof	17.45	1.04	22.29	0.93	-4.84	0.10*

¹ See Table A4-1 for definitions of outcomes

² UnderGr = Undergraduate; Grad/Prof = Graduate or Professional Student

³ StdErr = Standard Error for the proportion

⁴ A significant result (P-value < 1.25%) is asterisked (*).

As noted above, 7% of the differences in Table A4-4 are statistically significant. These results indicate there is weak evidence of non-response bias, since the number of significant differences is about what was expected by chance (5 percent).

Of the measures of sexual assault and sexual misconduct,⁵⁷ one out of the 28 possible comparisons is significant. The significant differences are summarized below.

Intimate partner violence. There is one significant difference. The difference for male graduate/professional students is negative, indicating the survey estimate is too high.

Of the measures of campus climate,⁵⁸ two out of the 16 are significant. The significant differences are summarized below.

Opinions on what university officials would do when an incident is reported. There is one significant difference. The difference for female graduate/professional students is positive, indicating the survey estimate is too low.

How problematic students feel sexual assault and misconduct is for the IHE. There is one significant difference. The difference for female graduate/professional students is negative, indicating the survey estimate is too high.

Overall, this analysis indicates there is some evidence that there is bias in selected estimates. The estimates that are possibly affected are for

- Intimate partner violence
- Opinions on what university officials would do when an incident is reported
- How problematic students feel sexual assault and misconduct is for the IHE

This was found for several gender and enrollment groups. The direction of the possible bias is different, depending on the measure that is being discussed.

⁵⁷ Penetration by physical force or incapacitation; sexual touching or kissing by physical force or incapacitation; coercion, absence of affirmative consent, harassment, stalking and IPV.

⁵⁸ Resources = Student knowledge about campus resources.

Reporting = Opinions on what university officials would do when an incident is reported

Perception of Problem = How problematic students feel sexual assault and misconduct is for the IHE

Bystander = Respondent took some action when they suspected a friend had been sexually assaulted

Appendix 5. Email Invitations and Reminders

Survey Invitation and Reminder Messages

1st Contact: Email Invitation

Condition 1: \$5 Amazon gift card

From: Campus Climate Survey

Subject: Invitation to take part in a Campus Climate Survey

From: Stephanie Spangler, M.D.

To: Yale University Student

I'm writing to ask for your help. Yale is conducting its first-ever quantitative survey of students' experiences of sexual misconduct and campus climate. Our findings, which we will share with the community next fall, will shape Yale's policies, practices, and prevention strategies. Our data will be most useful if we hear from everyone-including you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on Thursday, April 23, 2015. As a small token of appreciation, you will receive a \$5 Amazon gift card once you complete the survey.

Share your perspective by clicking on the link below:

<https://group4.campusclimatesurvey2015.org/Home.aspx?uPin=MN55DCMk2sdcDwQ>

Your individual responses will be treated as confidential. Your participation in this survey is completely voluntary and will not affect any aspect of your experience at Yale. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (855) 497-4787.

Thank you,

Stephanie Spangler, M.D.

University Title IX Coordinator

Survey Invitation and Reminder Messages

2nd and 3rd Contact: Email Reminder

Condition 1: \$5 Amazon gift card

From: Campus Climate Survey

Subject: Reminder to complete the Campus Climate Survey

From: Stephanie Spangler, M.D.

To: Yale University Student

I recently sent you an individualized link to participate in a climate survey. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus.

The closing date for the survey is Thursday, April 23, 2015, so it is important to hear from you as soon as possible. As a small token of appreciation, you will receive a \$5 Amazon gift card when you complete the survey.

<https://group4.campusclimatesurvey2015.org/Home.aspx?uPin=MN55DCMk2sdcDwQ>

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (855) 497-4787.

Thank you,

Stephanie Spangler, M.D.

University Title IX Coordinator

Survey Invitation and Reminder Messages

1st Contact: Email Invitation

Condition 2: \$500 Drawing

From: Campus Climate Survey

Subject: Invitation to take part in a Campus Climate Survey

From: Stephanie Spangler, M.D.

To: Yale University Student

I'm writing to ask for your help. Yale is conducting its first-ever quantitative survey of students' experiences of sexual misconduct and campus climate. Our findings, which we will share with the community next fall, will shape Yale's policies, practices, and prevention strategies. Our data will be most useful if we hear from everyone-including you.

I know your time is valuable, but I hope you can find a few minutes to respond before the survey closes on Thursday, April 23, 2015. By going to the website at the link below, you will be entered into a lottery to win \$500. We hope you will decide to complete the survey, but you are eligible for the lottery whether or not you complete the survey:

<https://group4.campusclimatesurvey2015.org/Home.aspx?uPin=MN55DCMk2sdcDwQ>

Your individual responses will be treated as confidential. Your participation in this survey is completely voluntary and will not affect any aspect of your experience at Yale. However, your response is important to getting an accurate picture of the experiences and opinions of all students.

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (855) 497-4787.

Thank you,

Stephanie Spangler, M.D.

University Title IX Coordinator

Survey Invitation and Reminder Messages

2nd and 3rd Contact: Email Reminder
Condition 2: Drawing

From: Campus Climate Survey
Subject: Reminder to complete the Campus Climate Survey

From: Stephanie Spangler, M.D.
To: Yale University Student

I recently sent you an individualized link to participate in a climate survey. If you have filled out the survey, thank you! This message has gone to all students on campus because no identifying information is linked with the survey and we are unable to identify whether you have completed the survey.

If you have not had a chance to take the survey yet, please do so as soon as possible by clicking on the link below. Your participation in this confidential survey is voluntary, but the more people who participate, the better the information we will have to promote a healthier campus.

The closing date for the survey is Thursday, April 23, 2015, so it is important to hear from you as soon as possible. As a small token of our appreciation, by going to the website at the link below, you will be entered into a lottery to win \$500. You are eligible for the lottery whether or not you complete the survey.

<https://group4.campusclimatesurvey2015.org/Home.aspx?uPin=MN55DCMk2sdcDwQ>

Westat, a social science research firm, is administering the survey for us. If you have any questions about the survey or have difficulty accessing it, please send an e-mail to CampusClimateHelp@westat.com or call 1 (855) 497-4787.

Thank you,

Stephanie Spangler, M.D.
University Title IX Coordinator