

Report on the Higher Education Sexual Misconduct and Awareness survey

Yale University

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1. Introduction

This report describes the results of the 2024 *Higher Education Sexual Misconduct and Awareness survey (HESMA)* administered at Yale University. Student responses to HESMA items provide data that will inform efforts to prevent and respond to sexual assault and other misconduct at Yale University. There were six goals of the survey that were intended to provide information to schools on their efforts to prevent and respond to sexual assault and other misconduct:

1. Estimate the prevalence of sexual assault and other misconduct.
2. Describe the circumstances, student responses and consequences associated with instances of sexual assault and other misconduct.
3. Assess student perceptions surrounding sexual assault and other misconduct.
4. Assess student knowledge of school resources and procedures when responding to instances of sexual assault and other misconduct.
5. Assess how bystanders react in different situations related to sexual assault and other misconduct.
6. Describe how the prevalence of nonconsensual sexual contact, and perceptions and knowledge of school policies and procedures have changed since the 2019 survey.¹

Yale University participated in the HESMA survey as part of a consortium of 10 colleges and universities. Yale University participated in a similar survey organized by Association of American Universities (AAU) in 2019.

This report summarizes the survey's findings and also provides background about the survey's design.

¹ Comparisons between results for 2019 and 2024 surveys are made for some but not all survey items that remained the same between administrations. Comparisons are provided in Tables 7.1 through 7.2. When making other comparisons, the reader should consult Appendix 2 for questions that did not change between the two surveys.

2. Methodology

2.1 | Designing the 2024 HESMA Instrument

The 2024 HESMA survey is based on the 2019 Association of American University’s (AAU) Campus Climate Survey on Sexual Assault and Misconduct. To create the HESMA questionnaire, the Survey Design Team (SDT) made a limited number of changes to the AAU survey Section A-Background, which is composed of items on demographic characteristics (see below). All other sections of the HESMA questionnaire replicated the 2019 AAU survey. Since all 10 HESMA schools administered the AAU survey in 2019, replicating the 2019 survey allowed schools to track changes, if any, since 2019.

The primary changes to the Section A-Background include modification to four survey items: 1) race and ethnicity, 2) sexual orientation, 3) gender identity, and 4) identifying as a student with a disability. A copy of the 2024 HESMA instrument with changes made to the 2019 AAU survey is provided in Appendix 2. The changes were initially developed as part of a review of the 2019 AAU instrument by a committee established by the AAU to update each section of the 2019 instrument. This committee was disbanded once AAU dropped out of planning of the 2024 survey. The HESMA SDT reviewed the proposed changes and decided to implement changes to the four survey items noted above.

The changes made to the 2019 survey for the 2024 HESMA survey include:

Race and Ethnicity (Question A9). In asking about race and ethnicity, the 2019 survey followed an approach that has been used by the Integrated Postsecondary Education Data System (IPEDS) which follows the guidelines set out by the U.S. Office of Management and Budget. However, this format has been found to be problematic. Asking separate questions for Hispanic origin and race confuses many respondents. There is a directive from the White House for updating the standards. Changes to the 2019 AAU survey were made based on recommendations from the 2015 Census National Content Test (CNCT). The CNCT found that combining the Hispanic origin and race questions improved data quality and was more consistent with how respondents identified. When adapting these results for the HESMA survey, the SDT decided to combine the 2019 Hispanic or Latino origin question and race question into one question, A9, for the 2024 HESMA survey. In addition, a separate category for Middle Eastern and North African (MENA) was added. The race and ethnicity response categories were put in alphabetical order so not to put emphasis on any particular group.²

Gender Identity (Questions A11, A11a). Changes were made to the 2019 gender identity question based on reviewing the literature and other campus climate surveys, including Stanford University’s Institutional Surveys and Michigan State University’s Know More@MSU Campus Survey. There was evidence from the Stanford survey and the National Academies report that the approach used in 2019 may have under-enumerated the transgender population. Besides adding more categories to the gender identity item, the approach asks for identification as “transgender”

² The race and ethnicity categories include American Indian or Alaska Native; Asian; Black or African American; Hispanic, Latino, or Spanish; Middle Eastern or North African; Native Hawaiian or Other Pacific Islander; While; I describe myself in some other way.

in a separate question. Two questions allow respondents to first provide the specific gender group to which they identify. They then can answer the question about identifying as transgender or not in a separate question. Respondents also were allowed to select more than one gender category. Gender identity categories are in alphabetical order so not to put emphasis on any particular group.³

Sexual Orientation (Question A12). Changes were made to the categories based on reviewing the literature⁴ and other campus climate surveys, including Stanford University Institutional Surveys and the Michigan State survey Know More@MSU Campus Survey. Sexual orientation categories are in alphabetical order to not put emphasis on any particular group.

Disability (A15a). A category was added for 'speech or language impairment' because this type of disability was not clearly covered in the 2019 survey disability question.

Accessibility and Disability Office (Question A15). Comments from schools that participated in the 2019 survey indicated that the name of the office where students registered their disability was different across schools. To address this issue, the question asked each school to provide the name of their accessibility and disability office. The respective name was used in the wording of the question.

Interpretation of data that relies on the above questions should be done with caution when comparing the 2024 survey results to the 2019 survey results. Comparisons to 2019 results may partly reflect the change in measurement (e.g., change in categories, change in ordering of the categories, addition of a question) rather than a change since the last survey was done in 2019.

2.2 | Survey Content and Mode of Administration

The 2024 HESMA survey comprises 12 sections (A-J). A core set of 54 questions was asked of every respondent, in each of the following sections: Background (A), General Perceptions of Campus (BB), Perceptions of Risk (B), Knowledge of Resources (C), Sexual Harassment (D), Stalking (E), Intimate Partner Violence (F), Sexual Assault/Other Misconduct (G), Opinions of Program Services (HH), Sexual Misconduct Prevention Training (H), Perceptions of Responses to Reporting (I), and Bystander Behavior (J).

Respondents who had been in a partnered relationship since enrolling at the school were asked questions about Intimate Partner Violence (F). Additional questions were administered if respondents reported being victimized. For Sexual Harassment, Stalking, and Intimate Partner Violence (sections D, E, and F, respectively), follow-up questions were asked 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 for both partners. For nonconsensual or unwanted sexual contact since enrolling at the school (section G), follow-up questions (up to four) were asked for each incident. That is, respondents who reported that they

³ The gender categories include Gender nonconforming, Genderqueer, Man, Nonbinary, Questioning, Woman, I describe myself in some other way.

⁴ National Academies of Sciences, Engineering, and Medicine 2022. Measuring Sex, Gender Identity, and Sexual Orientation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26424>; Puckett, J. A., Brown, N. C., Dunn, T., Mustanski, B., & Newcomb, M. E. (2020). Perspectives from transgender and gender diverse people on how to ask about gender. *LGBT Health*, 7(6), 305-311.

experienced at least one incident were prompted to provide more detailed information in the Detailed Incident Form (DIF; Attachment 2) about the incident(s) that impacted or affected them the most. (For the complete survey, with annotations, see Appendix 1.)

While the 2024 survey instrument was largely similar to the 2019 survey instrument, a few changes were made for the 2024 instrument (described in chapter 2.1 above). When appropriate, this report compares results between 2019 and 2024 (see chapter 3.7). Appendix 2 provides a comparison of survey items that composed the 2019 and 2024 surveys.

The *Higher Education Sexual Misconduct and Awareness survey* was administered as a web survey. Each page of the web survey included links to general and school-specific frequently asked questions (FAQs) and resources (e.g., national rape crisis hotline number). (For FAQs and resources, see Appendix 3.) Web survey pages also included the Help Desk number to assist students who needed either technical assistance or additional resources.

2.3 | Sample

Yale University conducted a census survey that included 15,774 enrolled students. To encourage participation, a sample of 5,000 students was randomly selected to receive a \$10 incentive for submitting the survey. The sample was selected using the systematic sampling method after sorting the sample frame by Gender, Age, Race/Ethnicity, School, Student Affiliation, Full Time Status, Campus, and Online Status. Students selected in the incentivized sample were notified of their eligibility for the \$10 gift card in the invitation and reminder emails.

2.4 | Survey Procedures

The HESMA survey was launched at Yale University on April 2, 2024. Email invitations to participate in the survey were sent to students' school email addresses through a Yale University email address on the first day of data collection. The invitations were signed by Peter Salovey, President of Yale University. Each subsequent email included a unique link to the student's online survey and was signed by Elizabeth Conklin, University Title IX Coordinator; and Kimberly Goff-Crews, Secretary and Vice President for Student Life; and Deans of individual schools within the University. To prompt completion of the survey before the deadline, Yale University sent reminder emails. Yale University's campus survey closed on April 30, 2024. (For email invitations and reminders, see Appendix 4.)

2.5 | Response Rates

At the close of data collection, the percentage of students at Yale University who provided data for at least some of the survey items is 25.2 percent. The school had an overall response rate of 19.7 percent; this response rate is based on those students who provided enough information to conduct the analyses described in this report (Table 1).

Table 1 | Response rates¹

N = 15,774	Female			Male			Total		
	n	resp	%	n	resp	%	n	resp	%
Undergraduates	3,640	849	23.3%	3,439	534	15.5%	7,079	1,383	19.5%
Graduate/Professional	4,721	1,036	21.9%	3,974	691	17.4%	8,695	1,727	19.9%
	8,361	1,885	22.5%	7,413	1,225	16.5%	15,774	3,110	19.7%

¹ The response rates use total counts from administrative data as the denominator, which only has ‘man’ and ‘woman’ as gender categories. For purposes of the response rate calculation, those who identified themselves in another category were imputed into one of these two categories.

A completed survey was defined by two criteria:

- It took the student at least 5 minutes to complete the survey. This criterion was applied to students who went through the entire survey and it was possible to measure the amount of time to complete.⁵
- The student answered at least one question in each of the following sections: sexual harassment (D), stalking (E), and sexual assault/other misconduct (G).

The first criterion was established to exclude those students who went through the survey so quickly that they could not possibly read and answer the questions.⁶ The second criterion is relevant to cases in which the respondent did not click the “submit” button at the end of the survey but did provide responses to most of the survey items. The victimization sections were used to define a “complete” survey because of the importance of these items to the survey’s goals.⁷

The statistical weights (see section 2.6) are based on the surveys that are defined as complete. The above definition of a “complete” survey requires the respondent provide enough information to produce estimates for nonconsensual sexual contact (NCSC). This definition ensures that the weighted estimates of NCSC are fully representative of the campus population. If less strict criteria were used to define a “complete” survey (e.g., answered up through section B), weighted estimates of NCSC would not fully adjust for nonresponse to the NCSC items (e.g., estimates of total number of victims would be too low). Appendix 5 provides data on how many respondents partially completed the survey by section of the survey.

The response rate for the incentivized sample – that is, students offered a gift card or other incentive upon completion of the survey – was 22.6 percent.

⁵ Timing data were not available for respondents who: (1) did not advance through the survey in its entirety and click the “submit” button, or (2) exited and re-entered the survey one or more times.

⁶ When pilot 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, 5 minutes was chosen as a cutoff point, below which the survey was not counted as complete.

⁷ 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 enrolling at the school).

Table 1a. Response rates by incentive condition

Incentive Condition	n	Respondents	%
Gift card	5,000	1,131	22.6
No gift card	10,774	1,979	18.4

2.6 | Brief Description of the Procedure for Weighting for Yale University

Unless otherwise specified, all estimates in this report are weighted. There are two reasons for weighting the data. One is so the estimates reflect the entire student population. Even if a census is conducted, there remains students who do not respond. The weights scale the responses so that the final estimates represent the entire student population. The data can then be used to estimate total counts for important outcomes, such as victims of sexual misconduct. The second reason to weight is to adjust for non-response that might differ by major population groups. For example, if fewer older students responded relative to younger students, the weights scale responses so that the percentage of older students reflects their representation in the student population. The initial step in the weighting procedure 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 nonresponse. This adjustment consisted of a statistical raking procedure that adjusted the base weight to the demographic data available on the sample frame (Deming & Stephen, 1940; Deville, Särndal, & Sautory, 1993; Cervantes & Brick, 2008). The variables used in the statistical raking procedure are shown in Table 2:

Table 2 | Variables used in the statistical raking procedure

Variable	Description	Variable Value
Gender	Two-category sex variable (female/male). The frame data only had two sex categories (female and male), whereas the survey data had eight gender categories. To make the frame and the survey data compatible, the survey responses to a nonwoman/man category were imputed to a woman or man category. Transgender woman/man cases are coded as female/male, respectively.	1: Female 2: Male
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+

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 survey had separate questions on year of study for undergraduates (freshman, sophomore, junior, senior) and graduate/professional students (1 st , 2 nd , ...,5+).	1: First-year undergraduate 2: Second-year undergraduate 3: Third-year undergraduate 4: Fourth-year or higher undergraduate 5: Graduate/Professional years 1 & 2 6: Graduate/Professional years 3 & 4 7: Graduate/Professional years 5+
Race/ Ethnicity	This variable has five categories: Hispanic, White, Black, Additional 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: Additional race 5: Nonresident alien
Incentive Status*	This variable has two categories: No incentive, Incentive	0: No Incentive 1: Incentive

* For schools that randomly assigned a portion of the sample to get an incentive.

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. On average, 0.53 percent of survey respondents had to be imputed in this way.

The statistical raking procedure adjusts the base weight so that the sum of adjusted weights of the survey respondents for a subgroup is equal to the sample frame total for that subgroup. Subgroups are defined by each variable used in the statistical 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 (3,110), 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 survey respondents who are women is equal to the total count of women in the sample frame (8,361). The same is true for subgroups defined by each variable listed in the above table.

3. Survey Results

This chapter describes the results of the survey for the following seven topics:

1. Student perceptions and knowledge of sexual assault and other misconduct on campus.
2. Student knowledge and opinions about resources related to sexual assault and other misconduct.
3. The prevalence and nature of nonconsensual sexual contact by physical force, and inability to consent or stop what was happening.
4. The prevalence and nature of nonconsensual sexual contact involving coercion or without active, ongoing voluntary agreement.
5. The prevalence and nature of sexual harassment, intimate partner violence, and stalking.
6. Change in the prevalence of nonconsensual sexual contact between 2019 and 2024.
7. Change in student perceptions of risk and knowledge of resources between 2019 and 2024.

Most of the discussion and tables contain rates by gender and student affiliation. For gender, students were asked to self-identify from a list of 7 gender categories. Students could select all categories that applied.⁸ After identifying their gender, students were asked whether they identified as transgender. For rates described below, these two questions were used to classify students into one of three groups: 1) woman, 2) man, and 3) gender nonbinary (including genderqueer and gender nonconforming), transgender, questioning, or self-identified.⁹ Student affiliation was divided into two groups: 1) undergraduate and 2) graduate/professional.

Collapsing groups into the gender nonbinary, transgender, questioning, or self-identified category helps to maintain an adequate sample to generate estimates. Prior surveys have shown that gender nonbinary, transgender, questioning, or self-identified students and women have significantly higher rates of victimization than men. However, very few campus surveys have produced statistically reliable estimates for students that identify as gender nonbinary, transgender, questioning, or self-identified. A very small percentage of the student population identifies as gender nonbinary, transgender, questioning, or self-identified and because of this, the number of students completing the surveys is small. Approximately 7.2 percent of the students selected one of the gender nonbinary, transgender, questioning, or self-identified categories (Table A).

When interpreting the tables, please note the following:

1. An uppercase letter "S" indicates the cell was suppressed for confidentiality reasons.
2. The symbol "-" indicates there was no data for that cell.

⁸ These seven categories are: Gender nonconforming, Genderqueer, Man, Nonbinary, Questioning, Woman, I describe myself in some other way.

⁹ Those who said they preferred not to answer the question on gender were randomly allocated using a hot-deck imputation procedure to the man, woman, or gender nonbinary, transgender, questioning, or self-identified categories. Approximately 1.0 percent of respondents said they preferred not to answer.

The study team compared findings for some, but not all, subgroups to determine if there are statistically significant differences between groups. The results of these significance tests are reported below. When tests were done, they generally compared women versus men within student affiliation status, as well as gender nonbinary, transgender, questioning, or self-identified students to women within student affiliation status. A two-tailed z-test at the 5 percent level was used.

3.1 | General Perceptions of Campus and Bystander Behavior Around Sexual Assault and Other Misconduct

Students reported on several topics related to their perceptions and knowledge of school policies and practices, and on bystander behavior related to sexual assault and other misconduct. They were asked about their expectations regarding the response from the school if they were to report a sexual assault or misconduct; whether they had ever witnessed an incident and whether they intervened; whether they perceived sexual assault or other misconduct as a problem on campus; and the likelihood that they would be victimized.

Response to a Report of Sexual Assault or Other Misconduct

Students were asked how campus officials would respond to a report of sexual assault or other misconduct at Yale University (Table 1.1). Overall, 57.6 percent perceived that it is very or extremely likely that campus officials would take the report seriously. Among undergraduates, 44.5 percent of women and 64.6 percent of men perceived that it is very or extremely likely. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 52.5 percent of women and 76.1 percent of men perceived that it is very or extremely likely. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 31.8 percent perceived that it is very or extremely likely. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 37.6 percent perceived that it is very or extremely likely. There is a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Students were asked if they believe that campus officials would conduct a fair investigation in response to a report of sexual assault or other misconduct. Overall, 38.9 percent indicated that it is very or extremely likely that the investigation would be fair. Among undergraduates, 29.3 percent of women and 42.0 percent of men perceived that it is very or extremely likely. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 36.7 percent of women and 53.0 percent of men perceived that it is very or extremely likely. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 15.0 percent perceived that it is very or extremely likely. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 25.4 percent perceived

that it is very or extremely likely. There is a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Bystander Behavior

The survey included questions about four different situations students may have witnessed related to sexual assault or other misconduct since they have been students at the school and how they reacted to them (Table 1.2). Student responses about the extent to which they took direct action in response to four different scenarios are described below. “Direct” was defined as either “directly intervened or interrupted the situation in the moment” or “confronted or expressed concern to the person engaging in the behavior.”¹⁰

Did the student notice someone acting in a way they believed was making others feel uncomfortable or offended? Overall, 30.8 percent of students indicated they noticed this type of incident. Among those who witnessed this type of incident, 77.4 percent took some type of action,¹¹ with 41.4 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness a pattern of sexual comments or behaviors that made them concerned that a fellow student was experiencing sexual harassment? Overall, 9.5 percent of students indicated they witnessed this type of incident. Among those who witnessed this type of incident, 89.5 percent took some type of action,¹² with 33.0 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness someone behaving in a controlling or abusive way towards a dating or sexual partner? Overall, 13.2 percent of students indicated that they witnessed such an incident. Among those who witnessed this type of incident, 79.0 percent took some type of action,¹³ with 22.6 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness a situation that they believed could have led to a sexual assault? Overall, 13.2 percent of students indicated that they witnessed such an incident. Among those who witnessed this type of incident, 82.7 percent took some type of action,¹⁴ with 45.0 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Perceptions Related to Personal Risk

When asked how problematic sexual assault or other misconduct is at Yale University, 24.6 percent of students reported that it is very or extremely problematic (Table 1.3). Among undergraduates,

¹⁰ Percentages in the table related to student responses after witnessing each situation may not sum to 100 as students could select multiple responses.

¹¹ The percentages in this sentence are not included in the table.

¹² Ibid.

¹³ Ibid.

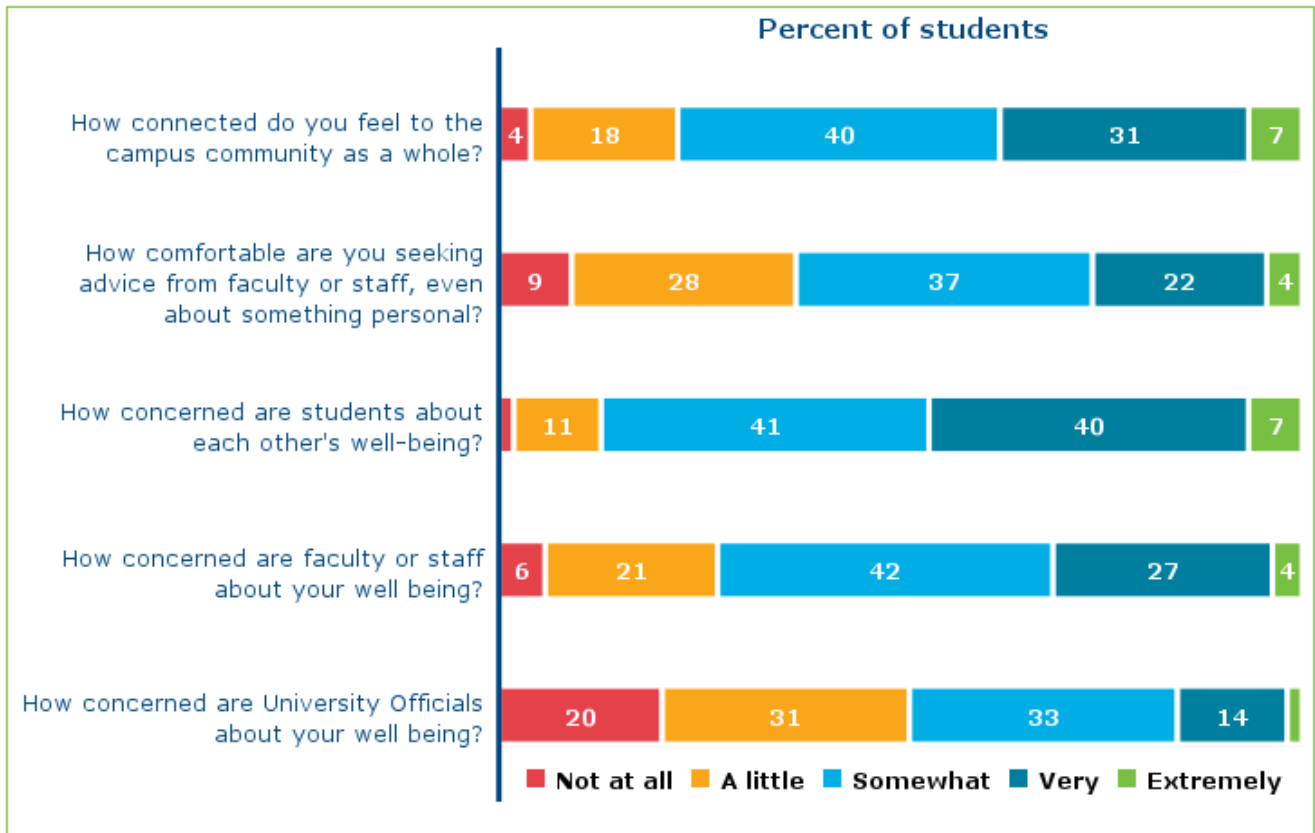
¹⁴ Ibid.

36.1 percent of women and 24.9 percent of men had this perception. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 18.0 percent of women and 14.5 percent of men had this perception. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 50.6 percent had this perception. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 41.3 percent had this perception. There is a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Overall, 5.2 percent of students thought it was very or extremely likely that they will experience sexual assault or other misconduct in the future while enrolled at Yale University. Among undergraduates, 9.9 percent of women and 1.7 percent of men perceived this as very or extremely likely. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 6.0 percent of women and 1.3 percent of men perceived this as very or extremely likely. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 10.0 percent perceived this as very or extremely likely. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 8.8 percent perceived this as very or extremely likely. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Students were also asked to report about their overall experience with the campus community at Yale University (Table 1.4; see also Figure 1). Overall, 37.6 percent feel very or extremely connected to the campus community. Among women, 55.0 percent of undergraduates and 20.1 percent of graduate/professional students reported they feel this way. There is a statistically significant difference between undergraduate women and graduate/professional women. Among men, 59.9 percent of undergraduates and 24.5 percent of graduate/professionals reported feeling very or extremely connected to the campus community. There is a statistically significant difference between undergraduates and graduate/professional students. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 42.1 percent feel very or extremely connected to the campus community. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 22.0 percent feel very or extremely connected to the campus community. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Figure 1 | Student Feeling About the Campus Community¹⁵



The survey included several other questions on the campus community, such as how comfortable students feel seeking advice from faculty and staff, even about something personal, at Yale University. Overall, 26.1 percent of students reported being very or extremely comfortable seeking advice from faculty or staff at the school. Respondents were asked whether students are concerned for each other’s well-being. Overall, 46.4 percent perceive that students are very or extremely concerned about each other’s well-being. Students were asked if they feel faculty or staff at Yale University are concerned about their well-being. Overall, 31.0 percent perceive that faculty or staff at Yale University are very or extremely concerned about their well-being. Finally, students were asked if officials at Yale University are concerned about their well-being. Overall, 15.5 percent perceive that school officials are very or extremely concerned about their well-being.

3.2 | Resources Related to Sexual Assault and Other Misconduct

This section presents findings on student knowledge of resources at Yale University related to sexual assault and other misconduct. The students were first asked if they were aware of a specific list of services and resources the school provided. They were then asked about their knowledge of different policies and procedures related to sexual assault and other misconduct at Yale University.

¹⁵ Numbers are rounded to the next integer. Percentages may not sum to 100 due to rounding.

Students were also asked whether they completed training modules or information sessions about sexual assault or other misconduct and, if so, the topics the training included.

Awareness of Services and Resources

Table 2.1 presents findings on the extent to which students are aware of specific services and resources the school and local community provide for victims of sexual assault or other misconduct. Overall, 2.9 percent were not aware of any of the services and resources presented on the survey. Among the specific services and resources available, students' awareness ranged from 18. percent for University-Wide Committee (UWC) to 88.4 percent for Yale Health.

Knowledgeable about School's Sexual Assault Policies and Procedures

Questions were included on the survey about student knowledge of school policies and resources. The percentage of students who reported they were very or extremely knowledgeable about how Yale University defines sexual assault and other misconduct is 35.8 percent (Table 2.2). Among undergraduates, 33.1 percent of women and 37.6 percent of men reported that they are very or extremely knowledgeable. There is not a statistically significant difference between undergraduate women and men. Among graduate/professional students, 32.9 percent of women and 37.3 percent of men reported they are very or extremely knowledgeable. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 46.5 percent reported they are very or extremely knowledgeable. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 42.1 percent reported they are very or extremely knowledgeable. There is a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

When asked how knowledgeable they were on where to get help at the school if they or a friend are victims of sexual assault or other misconduct, 44.4 percent of students reported they were very or extremely knowledgeable about where to find help. Among women, 49.1 percent of undergraduates and 38.3 percent of graduate/professional students reported they were very or extremely knowledgeable. There is a statistically significant difference between undergraduate women and graduate/professional women. Among men, 50.7 percent of undergraduates and 39.2 percent of graduate/professionals reported they were very or extremely knowledgeable. There is a statistically significant difference between undergraduate and graduate/professional men students. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 60.3 percent reported being very or extremely knowledgeable. There is a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 44.8 percent reported being very or extremely knowledgeable. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Two other questions were asked about student knowledge of procedures at the school related to reports of sexual assault or other misconduct. One asked how knowledgeable they were about

where to make a report of sexual assault or other misconduct. Among all students, 37.2 percent reported being very or extremely knowledgeable about where to make a report. The other question asked about knowledge of what happens when a student reports an incident of sexual assault or other misconduct. In response to this question, 18.0 percent of students reported being very or extremely knowledgeable about what happens after an incident has been reported.

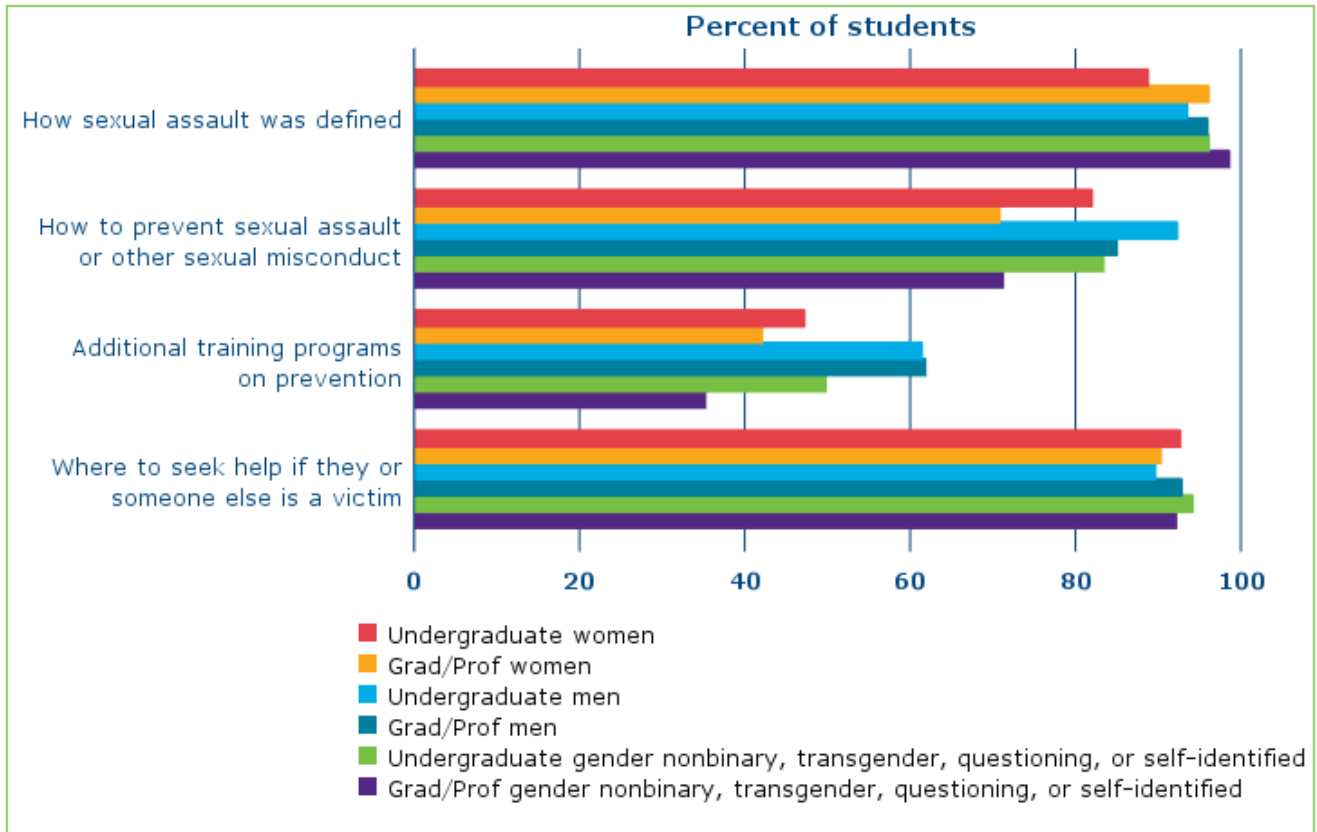
Attending Trainings on Sexual Assault and Other Misconduct

Both incoming students (initial enrollment at the school during the current academic year) and returning students (initial enrollment at the school prior to the current academic year) answered questions about attendance at a training or information session since enrolling at Yale University. Overall, 89.6 percent of the incoming students indicated that they completed at least one training or session about sexual assault and other misconduct, while 89.9 percent of the returning students reported that they completed at least one since arriving at the school.

Among the incoming students who completed a session or training, topics included how sexual assault or other misconduct is defined on campus (95.1%), how to prevent sexual assault or other misconduct (84.4%), additional training programs on prevention (60.1%), and where to seek help if they or someone else experienced sexual assault or other misconduct (93.0%).

Among the returning students who completed a session or training, topics included how sexual assault or other misconduct is defined on campus (93.7%), how to prevent sexual assault or other sexual misconduct (81.8%), additional training programs on prevention (51.8%), and where to seek help if they or someone else experienced sexual assault or other misconduct (91.5%) (Figure 2).

Figure 2 | Percent of Returning Students Who Completed a Session or Training on Different Issues Related to Sexual Assault and Other Misconduct, by Gender and Student Affiliation



3.3 | Nonconsensual Sexual Contact by Physical Force or Inability to Consent or Stop What Was Happening

Students were asked about a number of different types of nonconsensual sexual contact. This section describes the prevalence and characteristics of incidents that occurred as a result of either physical force or the inability to consent or stop what was happening (hereafter referred to as “inability to consent”). To be counted as a victim of this type of incident, the respondent had to answer “yes” to one of five different questions that asked about two different types of sexual contact – penetration and sexual touching. The survey defined each of these as:

Penetration:

- Putting 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 prevalence rates in this section refer to sexual contact that occurred because the perpetrator used physical force or threats of physical force (survey items G1 to G3) or the respondent was unable to consent (survey items G4 and G5).

Physical force was defined on the survey as:

...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.

The inability to consent or stop what was happening was defined with the following introduction:

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.

If the student reported both penetration and sexual touching in the same incident, the penetration was counted in the estimates described below. This hierarchy rule conforms to the counting rules established by the Federal Bureau of Investigation's Uniform Crime Reporting Program (U.S. Department of Justice, 2013) and used by schools in disclosing the annual crime statistics required under the Clery Act.¹⁶ Comparisons of the estimates reported in this section to the 2019 survey are provided in section 3.7.

Prevalence of Nonconsensual Sexual Contact Involving Physical Force or Inability to Consent

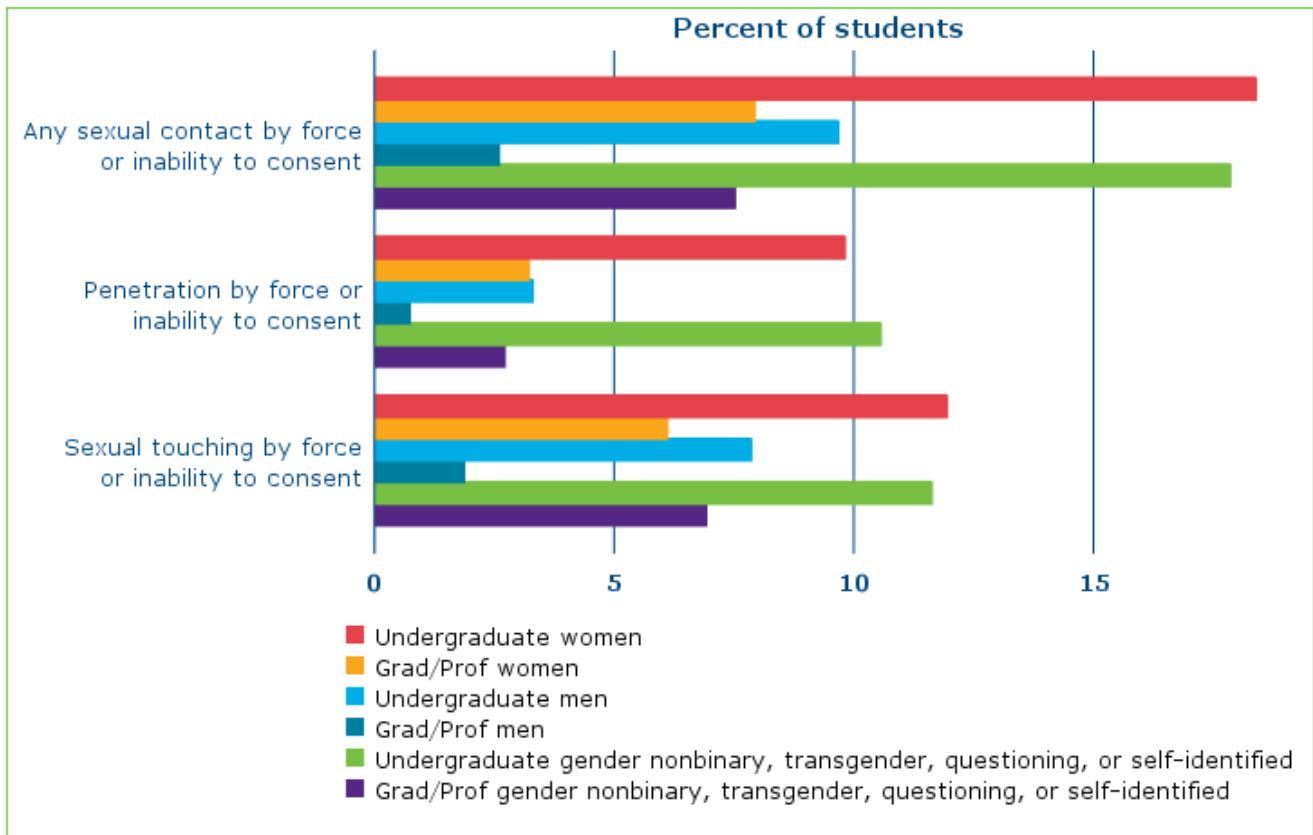
Nonconsensual sexual contact by physical force or inability to consent since entering the school.¹⁷ Prevalence is estimated by counting the number of individuals that have been a victim at least once over the time period of interest. Figure 3 provides the rates of nonconsensual sexual contact by physical force or inability to consent since entering Yale University for the six different gender and affiliation groups (See Tables 3.1 to 3.5a) . Among undergraduates, 18.4 percent of women and 9.7 percent of men reported this type of victimization. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 7.9 percent of women and 2.6 percent of men reported they were this type of victim. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 17.8 percent reported they were a victim. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 7.5 percent reported they were a victim. There is not a statistically significant

¹⁶ Clery Act Hierarchy Rule: 34 CFR 668.469(c)(9)

¹⁷ Unless otherwise indicated, percentages related to penetration include completed and attempted incidents.

difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Figure 3 | Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening Since Entering Yale University, By Gender, Student Affiliation, and Behavior



Penetration by physical force or inability to consent. Focusing on incidents of penetration since entering Yale University, among undergraduates, 9.8 percent of women and 3.3 percent of men reported this type of victimization. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 3.2 percent of women and 0.7 percent of men reported they experienced this type of victimization. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 10.5 percent reported they were a victim. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 2.7 percent reported they were a victim. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Focusing on penetration for the two different types of tactics (physical force, inability to consent), among undergraduate women, 5.6 percent reported penetration by physical force, 4.8 percent

reported penetration because of an inability to consent, and 0.4 percent reported both tactics occurring during the same incident. Among undergraduate men, 0.6 percent reported penetration by physical force, 2.7 percent reported the incident occurred because of an inability to consent, and 0.0 percent reported both tactics occurring during the same incident. Among graduate/professional women, 2.4 percent reported penetration by physical force, and 0.8 percent reported by inability to consent. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 5.3 percent reported they were a victim of penetration by physical force. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 2.1 percent reported they were a victim of penetration by physical force.

Sexual touching by physical force or inability to consent. Among undergraduates, 11.9 percent of women and 7.8 percent of men reported nonconsensual sexual touching by physical force or inability to consent. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 6.1 percent of women and 1.9 percent of men reported they experienced this type of victimization. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 11.6 percent reported they were a victim. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 6.9 percent reported they were a victim. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Focusing on rates for specific tactics (physical force or inability to consent), among undergraduate women, 7.0 percent reported sexual touching by physical force, 5.3 percent reported sexual touching occurred because they were unable to consent, and 0.8 percent reported both tactics occurring during the same incident. Among undergraduate men, 5.0 percent reported sexual touching by physical force and 2.8 percent reported sexual touching occurred because they were unable to consent. Among graduate/professional women, 4.6 percent reported sexual touching by physical force, and 1.9 percent reported they were unable to consent. Among graduate/professional men, 1.5 percent reported sexual touching by physical force, and 0.4 percent reported they were unable to consent. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 7.8 percent reported sexual touching by physical force. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 6.9 percent reported sexual touching by physical force.

Prevalence Rates of Nonconsensual Sexual Contact Involving Physical Force or Inability to Consent by Student Characteristics

The rates of nonconsensual sexual contact vary across students with different backgrounds (see Table 3.6). Non-heterosexual students (gay or lesbian, other or multiple categories)¹⁸ had a prevalence rate of 14.6 percent¹⁹ and heterosexual students had a rate of 6.5 percent. These rates are statistically different. With respect to race and ethnicity, 6.2 percent of Asian students reported

¹⁸ Other categories include Asexual, Bisexual, Pansexual, Queer, Questioning and I describe myself in some other way.

¹⁹ The percentage is not included in the table.

experiencing nonconsensual sexual contact involving physical force or inability to consent. The prevalence rate is 12.6 for Black students, 8.3 percent for Hispanic or Latino only students, 11.7 percent for multi-racial Hispanic or Latino students, 10.5 percent for White students, and 11.6 percent for students in Additional and multiple race groups. Students who indicated they have a disability had a prevalence rate of 14.0 percent, while 6.6 percent of respondents who did not identify as a student with a disability reported being victimized. These rates are statistically different. Overall, 3.1 percent of married students and 10.2 percent of students who are not married reported experiencing penetration or sexual assault involving physical force or inability to consent.

Prevalence rates: current year vs. since entering school. The rates by year in school are disaggregated by time frame (current year vs. since entering Yale University, Table 3.6). The current year rates are for incidents that occurred since the start of the Fall 2023 school year and provide a profile of how risk varies by school year. Prior research has found that for undergraduates, the first year enrolled poses the highest risk of victimization (e.g., Cantor et al., 2017). Looking at prevalence in the current school year for undergraduate women, for example, first-year students have a rate of 10.7 percent, second-year students a rate of 6.7 percent, third-year students a rate of 4.6 percent, and students in their fourth year (or higher) a rate of 3.9 percent. There is a statistically significant difference between undergraduate women in their first and fourth or higher year of school.

The measure “since entering” school provides a cumulative picture of the victimization experience of the student. With each year in school, the student has a longer time period when an incident could occur. Among undergraduate women, the percentage that reported at least one victimization was 11.1 percent of first-year students, 13.1 percent of second-year students, 21.1 percent of third year students, and 27.3 percent of students in their fourth year or higher. Estimates for the group of students in their fourth year or higher represent the cumulative risk of victimization students experience over the entire span of their college career. There is a statistically significant difference between undergraduate women in their first and fourth or higher year of school.

Number of Times Assaulted

As noted in the introduction to this section, the HESMA Survey includes questions that count the number of times each type of victimization incident occurred, including instances involving more than one type of behavior or tactic (Table 3.7). This provides a picture of how many people have been victimized more than one time. Since entering college, 4.3 percent of women (both undergraduate and graduate/professional students) reported experiencing penetration by physical force or inability to consent one time and 2.0 percent reported two or more times. For sexual touching by physical force or inability to consent, 5.5 percent of women reported experiencing this type of victimization one time and 3.3 percent reported two or more times.

Contacting an Organization and Reasons for Not Contacting

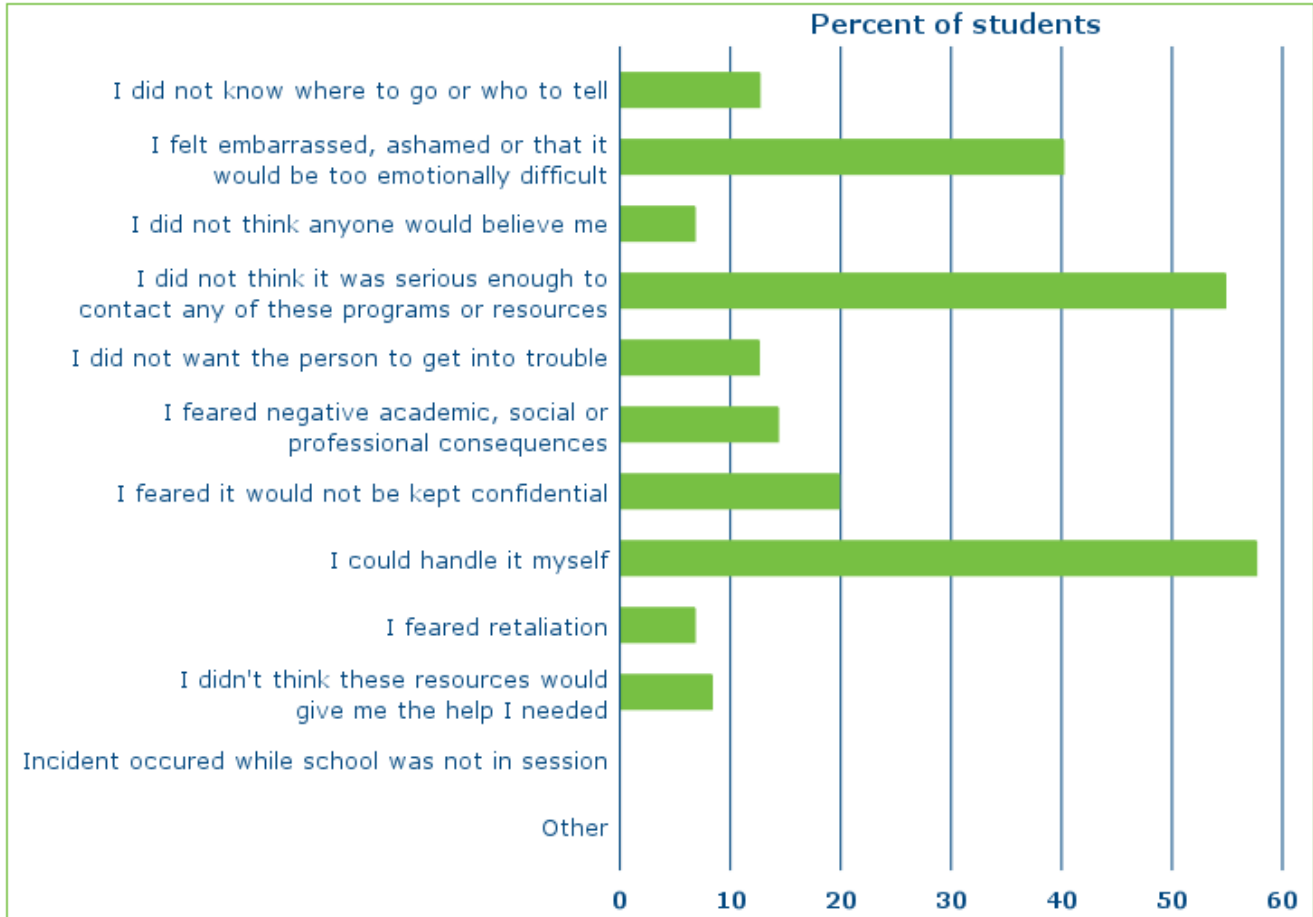
Students who reported an incident of nonconsensual sexual contact involving physical force or inability to consent were asked for details about the incident. Students that reported more than one incident were asked to first report on the incident that “...impacted or affected them the most.” Students were asked to report on up to four incidents using this criterion. In this portion of the

survey, students were presented with a list of programs and resources available at Yale University. The student could mark one or more programs or resources that were contacted. If they did not contact a program or resource, students were asked why they did not make contact.

Overall, for 46.4 percent of incidents involving women and 14.9 percent involving men, victims made contact with a program or resource as a result of penetration involving physical force or inability to consent (Table 3.14). As one might expect, the percentage reported is different for sexual touching by physical force or inability to consent. For these incidents, 31.6 percent of women contacted a program or resource.

Several follow-up questions were asked on why the respondent did not contact a program or resource (Table 3.14). For women who experienced nonconsensual penetration, among the reasons for not contacting an agency or resource (Figure 4), 57.6 percent of respondents reported they could handle it themselves, 54.8 percent reported the incident was not serious enough, and 40.1 percent reported being embarrassed, ashamed, or that it would be too emotionally difficult. Other reasons women who were victims of nonconsensual penetration gave for not making contact included: they did not think the resources could help them (8.3%), they did not want to get the perpetrator in trouble (12.5%), and they feared retaliation (6.7%). After incidents involving sexual touching, 49.5 percent of women did not contact a program or resource because they could handle it themselves, and 65.5 percent reported it was not serious enough. Among the other reasons, 24.1 percent reported they were embarrassed, ashamed, or that it would be too emotionally difficult and 25.7 percent reported they did not want to get the perpetrator in trouble.

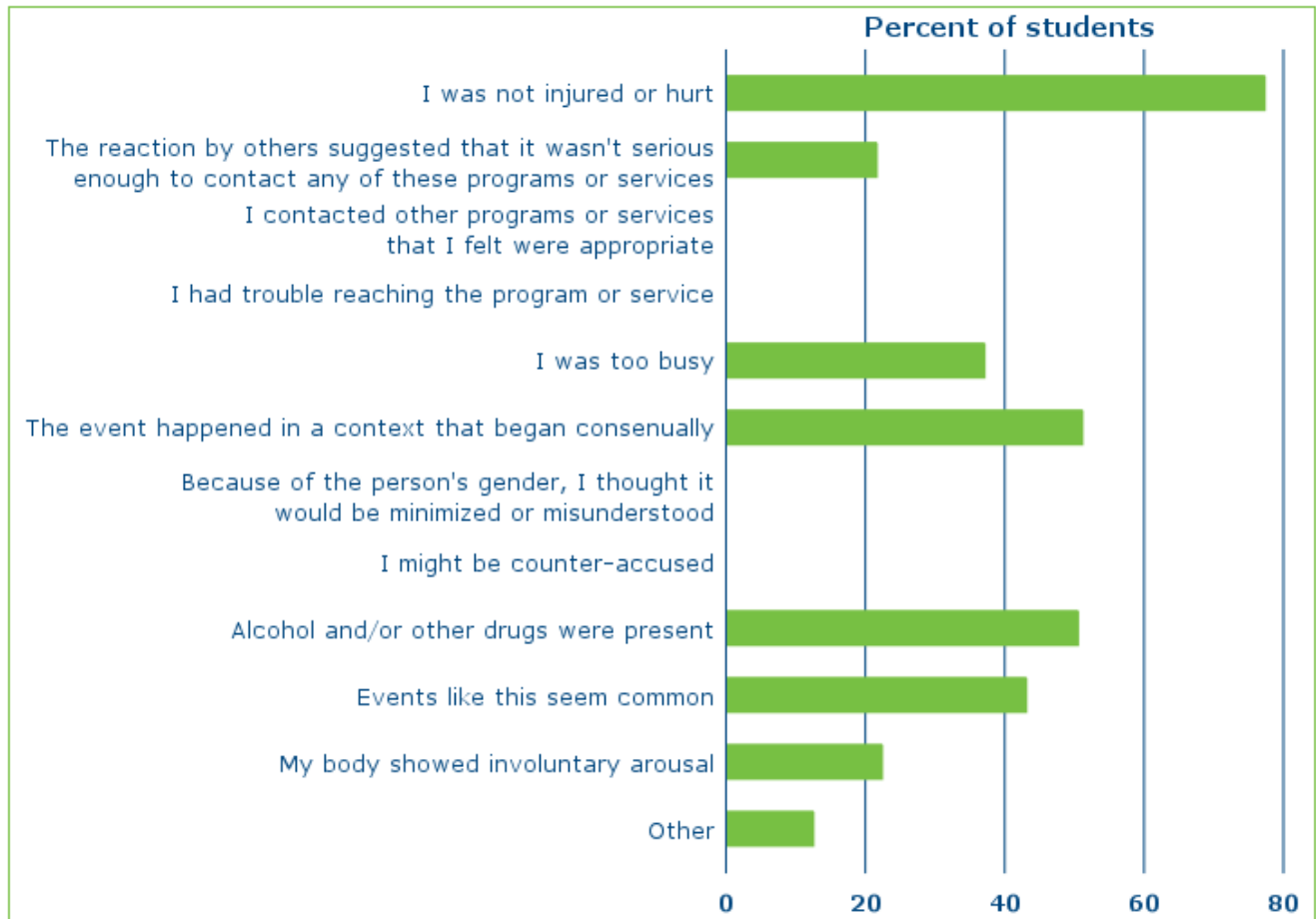
Figure 4 | Reasons for Not Contacting a Program or Resource for Women Who Experienced Penetration by Physical Force or Inability to Consent or Stop What Was Happening



A common reason students gave for not contacting a program or resource was that the incident was “not serious enough.” However, the meaning of this response is somewhat ambiguous. It may be that the student did not feel the incident was serious enough to be considered a violation of the school’s code of conduct. But it may also be a judgment that the perceived consequences of contacting a program are greater than the consequences of the incident itself. For example, many sexual assault victims do not report incidents to law enforcement because they do not want to get the perpetrator in trouble or go through an investigation.

To examine this line of reasoning more carefully, students who reported that they did not contact a program or resource because the incident was “not serious enough” or for an “other reason” were asked if there were better descriptors of why they did not contact a resource or program (Figure 5, Table 3.14). Among the women who reported nonconsensual penetration and were asked this follow-up item, 77.2 percent reported they did not make contact because they were not injured or hurt, 51.0 percent reported the incident began consensually, 50.4 percent reported alcohol or drugs were involved, and 37.0 percent reported they were too busy.

Figure 5 | Reasons for Not Contacting a Program or Resource When Initial Response Was “Not Serious Enough” or “Other” For Women Who Experienced Penetration by Physical Force or Inability to Consent or Stop What Was Happening



In comparison to contacting a program or service, it is much more common for victims of nonconsensual sexual contact to tell another person about the incident (Table 3.15). Among women who experienced nonconsensual penetration by physical force or inability to consent, 78.7 percent told at least one other person including a friend (75.6%), a family member (22.8%), and a faculty member or instructor (4.2%). Among men who experienced penetration by physical force or inability to consent, 95.4 percent told at least one other person including a friend (90.4%), and a family member (15.5%).

3.4 | Nonconsensual Sexual Contact by Coercion and Without Active, Ongoing Voluntary Agreement

This section summarizes the prevalence of nonconsensual sexual contact that was the result of coercion and that occurred without active, ongoing voluntary agreement at Yale University.

Coercion

For purposes of the survey, coercion was defined as:

... threatening serious nonphysical 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.

The questions that were used to measure these events are survey items G6 and G7. If a respondent reported that the incident was part of a previously reported incident involving physical force or inability to consent, the event was not counted as coercion.

Overall, the rates for coercion were the lowest among the other forms of nonconsensual sexual contact. Because they are low, the data are combined across the two forms of sexual contact (penetration and sexual touching) (Table 4.1). Since entering Yale University, 0.3 percent of students reported they had been victims of penetration or sexual touching involving coercion. For example, among undergraduate students, 0.5 percent of women reported this type of victimization.

Without Active, Ongoing Voluntary Agreement

A fourth form of nonconsensual sexual contact measured on the survey were incidents that occurred without active, ongoing voluntary agreement. These items were developed to capture school regulations that make it a violation if both partners in a sexual encounter do not explicitly consent, these were defined as incidents that occur:

...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.

The questions used to collect these data are survey items G8 and G9. If this type of incident occurred as part of a previously reported incident involving physical force, inability to consent, or coercion, the event was not counted in the prevalence rate.

The rates of penetration and sexual touching without active, ongoing voluntary agreement are much higher than for coercion (Table 4.1). Overall, 7.6 percent of students reported that incidents occurred without active, ongoing voluntary agreement since entering Yale University, with 3.5 percent indicating the incidents involved penetration and 5.3 percent indicating they involved sexual touching. Among undergraduates, 14.8 percent of women and 6.5 percent of men reported

this type of victimization. There is a statistically significant difference between undergraduate women and men. Among graduate/professional students, 5.9 percent of women and 2.1 percent of men reported they experienced this type of victimization. There is a statistically significant difference between graduate/professional women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 17.9 percent reported they experienced this type of victimization. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 6.6 percent reported they experienced this type of victimization. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Number of Times without Active, Ongoing Voluntary Agreement

Table 4.2 contains estimates for the number of times students were victimized without active, ongoing voluntary agreement. Many of the victims experienced this more than one time. Overall, 3.0 percent of students experienced penetration or sexual touching involving this tactic two or more times since entering the school. Among undergraduates, 5.5 percent of women and 2.9 percent of men were victimized two or more times since entering the school. Among graduate/professional students, the percent victimized two or more times was 2.1 percent among women and 0.5 percent among men.

Prevalence of Incidents without Active, Ongoing Voluntary Agreement, by Student Characteristics²⁰

The rates of nonconsensual sexual contact without active, ongoing voluntary agreement varied across students with different backgrounds (Table 4.3). Overall, heterosexual students had a victimization rate of 5.2 percent and non-heterosexual students (gay or lesbian, other or multiple categories) had a rate of 11.4 percent.²¹ The difference between heterosexual and non-heterosexual students is statistically significant. With respect to race and ethnicity, 6.0 percent of Asian students reported experiencing penetration or sexual touching without voluntary agreement. The prevalence rate is 7.5 percent for Black students, 4.9 percent for Hispanic or Latino only students, 11.5 percent for multi-racial Hispanic or Latino students, 7.0 percent for White students, and 11.9 percent for students in Additional and multiple race groups. Students who indicated they have a disability had a prevalence rate of 11.2 percent, while 5.3 percent of students without a disability reported being victimized. There is a statistically significant difference between these two groups of students.

The prevalence rates of victimization without voluntary agreement for these same characteristics for women are presented in Table 4.4 for the two types of behaviors (penetration, sexual touching). For all women, heterosexual students had a victimization rate of 8.5 percent and non-

²⁰ Estimates for coercion by victim characteristics were not estimated because of the low prevalence of this type of nonconsensual sexual contact.

²¹ Other categories include Asexual, Bisexual, Pansexual, Queer, Questioning, I describe myself in some other way.

heterosexual students 12.6 percent.²² The difference between heterosexual and non-heterosexual students is statistically significant. With respect to race and ethnicity, 8.0 percent of Asian women reported experiencing penetration or sexual touching without voluntary agreement. The prevalence rate is 8.3 for Black women, 5.1 percent for Hispanic or Latino only women, 17.5 percent for multi-racial Hispanic or Latino women, 9.1 percent for White women, and 15.9 percent for those in Additional and multiple race groups. Women who indicated they have a disability had a prevalence rate of 13.2 percent, while 7.4 percent of women without a disability reported being victimized. There is a statistically significant difference between these two groups of students.

3.5 | Total Experience with Nonconsensual Sexual Contact

To assess the overall risk of nonconsensual sexual contact, prevalence rates were calculated that combine the two behaviors that constitute sexual contact (penetration and sexual touching) and the four tactics discussed above (physical force or threat of physical force; inability to consent or stop what was happening; coercion; and without active, ongoing voluntary agreement) in several different ways. These rates were calculated for the period since enrolling in school.

The first two sets of estimates include two of the four tactics (i.e., physical force and inability to consent or stop what was happening) for the two behaviors (i.e., penetration and sexual touching). The remaining estimates add in the other types of tactics discussed above.

Overall, 9.1 percent of students reported nonconsensual sexual contact (penetration or sexual touching) since enrolling in the school because of physical force or inability to consent or stop what was happening (Table 4.6). This estimate excludes attempted, but not completed, penetration. With attempts included, the estimate goes up slightly to 9.7 percent. When the other two tactics measured on the survey (i.e., coercion and without active, ongoing voluntary agreement) are included, 14.7 percent of students reported at least one incident occurring since enrolling at Yale University.

These rates vary considerably by both gender and affiliation (Tables 4.7 and 4.8). Among undergraduates, 27.5 percent of women and 13.5 percent of men reported some type of nonconsensual sexual contact. There is a statistically significant difference between undergraduate women and men. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 33.0 percent reported nonconsensual sexual contact. There is not a statistically significant difference between undergraduate gender nonbinary, transgender, questioning, or self-identified students and undergraduate women.

Among graduate/professional students, 12.4 percent of women and 3.9 percent of men reported nonconsensual sexual contact. There is a statistically significant difference between graduate/professional women and men. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 10.7 percent reported nonconsensual sexual contact. There is not a statistically significant difference between graduate gender nonbinary, transgender, questioning, or self-identified students and graduate women.

Most of the estimates discussed in prior sections were for the time period since entering Yale University. This mixes students who have been at the school for different periods of time. To

²² Ibid.

standardize for the time period and get an overall picture of the risk for a student’s entire time at the school on campus, estimates are provided for undergraduate students in their fourth year or higher (Table 4.9). This provides the prevalence rate for the period while attending Yale University, which for many is a four-year period.²³ The rates of completed nonconsensual contact (penetration or sexual touching) by force or inability to consent are 25.5 percent for women and 14.8 percent for men.²⁴ When also including coercion and without active, ongoing voluntary agreement (and attempted penetration), the rates are 38.9 percent and 20.4 percent for women and men, respectively.

3.6 | Frequency and Nature of Sexual Harassment, Intimate Partner Violence, and Stalking

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

Prevalence of Sexual Harassment

Harassment is defined as a series of behaviors that:

- interfered with the victim’s academic or professional performance,
- 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 consistent with the U.S. Equal Employment Opportunity Commission and the U.S. Department of Education’s definitions of “hostile environment.”²⁵

The specific behaviors referenced on the survey were taken from several different scales measuring harassment. The respondent was asked if:

... a student, or someone employed by or otherwise associated with [University] did the following:

- made sexual remarks or told jokes or sexual stories that were 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 did not want to?

²³ The exception is those that transferred to the college or university after their first year.

²⁴ The gender nonbinary, transgender, questioning, or self-identified group did not have adequate sample sizes to estimate a reliable rate.

²⁵ For the EEOC definition, see http://www.eeoc.gov/laws/types/sexual_harassment.cfm. For the U.S. Department of Education definition, see http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a.

- used social or online media to send offensive sexual remarks, jokes, stories, pictures, or videos to you or about you that you did not want?
- continued to ask you to go out, get dinner, have drinks, or have sex even though you said “no?”

Respondents who answered “yes” to one or more of these items were then asked whether these behaviors led to any of the following consequences:

- 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.

Overall, 47.8 percent of students indicated that they had experienced at least one type of harassing behavior since entering school (Table 5.1). With respect to specific behaviors, 30.9 percent heard insulting or offensive sexual remarks or jokes; 39.0 percent heard inappropriate comments about their or someone else’s body, appearance, or sexual activities; 18.5 percent heard sexual things or someone wanted them to talk about sexual matters when they didn’t want to; 6.9 percent were subjected to offensive sexual remarks to or about them through social or online media; and 11.4 percent had someone continually ask them out or to have sex even after saying “no.”

To be considered harassment, respondents must have experienced at least one of the aforementioned behaviors and reported that the behavior interfered with their academic or professional performance, limited their ability to participate in an academic program, or created an intimidating, hostile, or offensive environment. Among all students, 24.3 percent experienced harassment. Among women, 34.2 percent of undergraduates and 27.2 percent of graduate/professional students reported harassment; this difference is statistically different. Among men, 17.9 percent of undergraduates and 11.5 percent of graduate/professional students reported harassment. This difference is statistically different. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 44.7 percent reported harassment. This estimate is statistically different from the estimate for undergraduate women. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 41.7 percent reported harassment. This estimate is statistically different from the estimate for graduate women.

Perpetrators Engaging in Sexually Harassing Behavior

Students who reported any type of harassing behavior since the beginning of the Fall 2023 term were asked how the individual(s) that engaged in the behavior were associated with Yale University. The highest percentage of students reported the perpetrator was a “Student” (89.6%) (Table 5.4). Among women, 3.4 percent of undergraduates said faculty or an instructor was the offender, while 23.4 percent of those in graduate/professional school reported this association. The estimates are statistically different.

Students were asked about their relationship to the perpetrator across all of their experiences with harassing behavior. Among all students who experienced harassing behavior, 38.5 percent said that the person was a friend, 39.5 percent said it was a classmate, 37.2 percent said it was

someone they recognized (but not a friend), and 12.0 percent said it was someone they did not know or recognize. Among women, 8.2 percent of undergraduates reported the person was a teacher, advisor, boss, supervisor, or co-worker compared to 35.0 percent of graduate/professional students.²⁶ There is a statistically significant difference between these two groups. Among men, 23.9 percent of graduate/professional students said it was a teacher, advisor, boss, supervisor, or co-worker compared to 2.4 percent of undergraduates.²⁷ There is a statistically significant difference between these two groups.

Intimate Partner Violence

Intimate partner violence (IPV) refers to nonsexual violence among intimate partners. The section of the survey used to measure IPV was administered to students who said they had been in a partnered relationship since entering Yale University. "Partnered relationship" was defined as including (survey item A13):

- marriage or civil union
- domestic partnership or cohabitation
- steady or serious relationship
- other ongoing relationship involving physical or sexual contact

The section of the survey on IPV (section F) included a series of items asking about different forms of nonsexual violence. 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 him- or herself
- used any kind of physical force against you or otherwise physically hurt or injured 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

²⁶ Respondents could select multiple offender types. The percentage in the report is based on number of respondents who selected at least one offender type (unduplicated counts of respondents). Therefore, the sum of percentages for the offender types in the table may differ from the percentage in the report.

²⁷ Ibid.

Overall, 70.2 percent of students reported they had been in a partnered relationship since entering Yale University (Table A). Among those in a partnered relationship, 7.7 percent of students indicated that they had experienced at least one type of intimate partner violence (Table 5.5). With respect to specific behaviors, 4.8 percent had partners that exerted controlling behavior; 3.7 percent reported their partner threatened to physically harm them, someone they loved, or him/herself; and 2.6 percent reported their partner used physical force or otherwise physically hurt or injured them.

Among women, 10.1 percent of undergraduates and 4.1 percent of graduate/professional students reported experiencing at least one type of intimate partner violence. There is a statistically significant difference between these groups. Among men, 11.7 percent of undergraduates and 5.2 percent of graduate/professional students reported this experience. There is a statistically significant difference between these groups. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 14.9 percent reported this type of experience. There is not a statistically significant difference between undergraduate women and undergraduate gender nonbinary, transgender, questioning, or self-identified students. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 12.0 percent reported this type of experience. There is a statistically significant difference between graduate women and graduate gender nonbinary, transgender, questioning, or self-identified students.

Stalking

Survey items on stalking were based on definitions and behaviors used in the National Intimate Partner and Sexual Violence Survey (Black et al., 2011), the National Crime Victimization Survey (Bureau of Justice Statistics, 2017), and the National Violence Against Women Survey (Tjaden & Thoennes, 1998). To be considered stalking, the behavior had to occur more than once and be committed by the same person or persons. In addition, these behaviors had to make the victim either afraid for their personal safety or cause substantial emotional distress.

To measure stalking behavior, respondents were first asked whether someone:

- made unwanted phone calls; sent emails, voice, text, or instant messages to you; or posted unwanted messages, pictures, or videos on social media to or about you or elsewhere online
- showed up somewhere uninvited or waited for you when you did not want that person to be there
- spied on, watched, or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer.

Respondents who reported that one or more of these behaviors occurred were then asked if one person had done any of these things on more than one occasion. Those who said “yes” were then asked if these behaviors made them afraid for their personal safety or caused them substantial emotional distress.

Overall, 16.9 percent of students indicated that they had experienced at least one type of stalking behavior since enrolling in school (Table 5.9). With respect to specific behaviors, 9.3 percent were victims of unwanted phone calls, emails, or texts, or someone posted unwanted messages, pictures, or videos of them; 9.3 percent had someone show up uninvited or waited for them; 3.6

percent reported someone spied on them, watched or followed them, monitored their activities, or tracked them.

Among all students, 7.0 percent experienced at least one of these behaviors, someone committed them more than once, and the experiences made them afraid for their safety and/or caused substantial emotional distress. Among undergraduates, 9.6 percent of women and 6.4 percent of men reported this experience. There is a statistically significant difference between these groups. Among students in graduate/professional school, 7.9 percent of women and 2.2 percent of men reported this experience. There is a statistically significant difference between these groups. Among undergraduate gender nonbinary, transgender, questioning, or self-identified students, 14.5 percent reported this type of experience. There is not a statistically significant difference between undergraduate women and undergraduate gender nonbinary, transgender, questioning, or self-identified students. Among graduate gender nonbinary, transgender, questioning, or self-identified students, 10.5 percent reported this type of experience. There is not a statistically significant difference between graduate women and graduate gender nonbinary, transgender, questioning, or self-identified students.

Students who reported being stalked were asked how the individual(s) that engaged in the behavior were associated with Yale University. The most common association with the school for those engaging in this behavior was "Student." For example, among undergraduates, 82.4 percent and 88.0 percent were "Student" for women and men, respectively (Table 5.12). Among graduate/professional women, 6.5 percent reported a faculty member or instructor engaged in this behavior.

Students were asked what their relationship was to the perpetrator. Among undergraduate women, 36.7 percent said that the person was a friend, 11.0 percent said it was a classmate, 30.1 percent said it was someone they recognized (but not a friend), and 20.5 percent said it was someone they did not know or recognize. Among graduate/professionals, 18.3 percent of women reported the person was a teacher, advisor, boss, supervisor, or co-worker.²⁸ This compares to 8.9 percent of undergraduate women. There is not a statistically significant difference between these two groups.

Prevalence Rates by Student Characteristics for Sexual Harassment, IPV, and Stalking

The rates of sexually harassing behavior, IPV, and stalking vary by student characteristics (Table 5.13). For harassing behavior, heterosexual students had a prevalence rate of 40.8 percent and non-heterosexual students (gay or lesbian, other or multiple categories) a rate of 58.6 percent.²⁹ The difference between heterosexual students and non-heterosexual students is statistically different. With respect to race and ethnicity, 46.7 percent of Asian students reported experiencing harassing behavior. The prevalence rate is 46.3 percent for Black students, 47.5 percent for Hispanic or Latino only students, 48.6 percent for multi-racial Hispanic or Latino students, 47.3

²⁸ Respondents could select multiple offender types. The percentage in the report is based on number of respondents who selected at least one offender type (unduplicated counts of respondents). Therefore, the sum of percentages for the offender types in the table may differ from the percentage in the report.

²⁹ The percentage for non-heterosexual students combines across categories that are listed in the table, including asexual, bisexual, gay, lesbian, pansexual, queer, questioning, and I describe myself in some other way.

percent for White students, and 52.3 percent for those in Additional and multiple race groups³⁰. Students who indicated they have a disability had a prevalence rate of 58.5 percent, while 41.0 percent of students without a disability reported being victimized. There is a statistically significant difference between these two groups of students.

For intimate partner violence, heterosexual students had a victimization rate of 5.8 percent and non-heterosexual students a rate of 10.0 percent.³¹ The difference between heterosexual and non-heterosexual students is statistically different. With respect to race and ethnicity, 7.8 percent of Asian students reported experiencing harassing behavior. The prevalence rate is 4.4 percent for Black students, 7.9 percent for Hispanic or Latino only students, 8.8 percent for multi-racial Hispanic or students, 7.0 percent for White students, and 10.1 percent for those in Additional and multiple race groups. Students who indicated they have a disability had a prevalence rate of 10.3 percent, while 5.9 percent of students without a disability reported being victimized. There is a statistically significant difference between these two groups of students.

For stalking, heterosexual students had a prevalence rate of 4.8 percent and non-heterosexual students a rate of 10.4 percent.³² The difference between heterosexual and non-heterosexual students is statistically different. With respect to race and ethnicity, 6.7 percent of Asian students reported experiencing harassing behavior. The prevalence rate is 6.0 percent for Black students, 6.5 percent for Hispanic or Latino only students, 8.1 percent for multi-racial Hispanic or Latino students, 6.1 percent for White students, and 10.4 percent for those in Additional and multiple race groups. Students who indicated they have a disability had a prevalence rate of 11.3 percent, while 4.3 percent of students without a disability reported being victimized. There is a statistically significant difference between these two groups of students.

3.7 | Changes since the 2019 AAU Survey

In 2019, Yale University participated in the second AAU Survey. In this section, selected victimization and campus community measures from 2019 are compared to those in the 2024 survey. The measures compared in this section are among those for which the question wording did not change between 2019 and 2024. In each case, a statistical test was completed to assess whether the difference is statistically significant.³³ The sample sizes for most of these comparisons are large because they are based on all undergraduates or all graduate/professional students. This means that relatively small changes, which may not be substantively meaningful, will be significant. There are other possible differences between the two surveys. For example, there may be differences in the types of students that took the survey. In 2019, the response rate was 45.4 percent, whereas in 2024, it was 19.7 percent. The estimates incorporate the same nonresponse adjustment for each year, which should guard against differences due to nonresponse. But the

³⁰ Includes American Indian or Alaska Native, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, and I describe myself in some other way

³¹ Ibid.

³² Ibid.

³³ The significance tests assume the two surveys are independent samples. The two surveys are spaced 5 years apart. Most, but not all, of the student population has turned over between surveys. For example, approximately 13.2 percent of the 2024 respondents first enrolled in 2018 or earlier. Theoretically these students were eligible to take the survey in both 2019 and 2024.

larger the change in response rate between years, the greater the chance nonresponse may affect the comparisons.

A significant change in the survey between 2019 and 2024 was the measurement of students who identified as gender nonbinary, transgender, questioning, or self-identified. As noted in Chapter 2, the questions on gender identity were changed in 2024. This change identified significantly more students who did not identify as either only a man or woman. In 2019 the data for this group were combined across the undergraduate and graduate/professional enrollment statuses because of small sample sizes. The larger percentage of students identifying in this group in 2024 allowed for a more detailed breakout of these students by enrollment status (e.g., see Tables 3.5 and 3.5a). However, for the purpose of tracking changes relative to 2019 and maintaining comparability, the data are combined across enrollment status in this section. Furthermore, some caution should be taken when interpreting changes relative to 2019 for this group because the questions used to identify students were so different.

Changes in Prevalence of Nonconsensual Sexual Contact

Tables 7.1 and 7.1a show the percentage of students who reported experiencing nonconsensual sexual contact by: 1) physical force or inability to consent, 2) coercion, and 3) without active, ongoing voluntary agreement.

Since entering school

Table 7.1 shows the percentage of students who reported experiencing nonconsensual sexual contact since the student was first enrolled in Yale University.

For undergraduate women, there is a statistically significant change in the prevalence of nonconsensual sexual contact (penetration or sexual touching) by physical force or inability to consent since entering the school. The rate went down between 2019 and 2024. In 2019, 28.4 percent reported this type of victimization, compared to 18.4 percent in 2024. For women who are graduate/professional students, there is not a statistically significant change. In 2019, 9.7 percent reported this type of victimization, compared to 7.9 percent in 2024. For students who identify as gender nonbinary, transgender, questioning, or self-identified, there is a statistically significant change in this rate. The rate went down between 2019 and 2024. In 2019, 23.3 percent reported this type of victimization, compared to 12.9 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of nonconsensual sexual contact (penetration or sexual touching) by physical force or inability to consent. In 2019, 10.4 percent reported this type of victimization, compared to 9.7 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 3.7 percent reported this type of victimization, compared to 2.6 percent in 2024.

For undergraduate women, there is a statistically significant change in the prevalence of nonconsensual sexual contact by coercion or without active, ongoing voluntary agreement. The rate went down between 2019 and 2024. In 2019, 19.0 percent reported this type of victimization, compared to 15.0 percent in 2024. For women who are graduate/professional students, there is a statistically significant change. The rate went down between 2019 and 2024. In 2019, 8.1 percent reported this type of victimization, compared to 6.2 percent in 2024. For students who identify as

gender nonbinary, transgender, questioning, or self-identified, there is not a statistically significant change in this rate. In 2019, 17.9 percent reported this type of victimization, compared to 12.8 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of nonconsensual sexual contact by coercion or without active, ongoing voluntary agreement. In 2019, 7.6 percent reported this type of victimization, compared to 6.6 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 2.2 percent reported this type of victimization, compared to 2.1 percent in 2024.

Current year

Table 7.1a shows the percentage of students who reported experiencing nonconsensual sexual contact since the start of the Fall 2023 school year.

For undergraduate women, there is a statistically significant change in the prevalence of nonconsensual sexual contact (penetration or sexual touching) by physical force or inability to consent since entering the school. The rate went down between 2019 and 2024. In 2019, 11.2 percent reported this type of victimization, compared to 6.4 percent in 2024. For women who are graduate/professional students, there is not a statistically significant change. In 2019, 4.0 percent reported this type of victimization, compared to 3.1 percent in 2024. For students who identify as gender nonbinary, transgender, questioning, or self-identified, there is not a statistically significant change in this rate. In 2019, 7.0 percent reported this type of victimization, compared to 6.5 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of nonconsensual sexual contact (penetration or sexual touching) by physical force or inability to consent. In 2019, 4.6 percent reported this type of victimization, compared to 3.4 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 1.7 percent reported this type of victimization, compared to 0.9 percent in 2024.

For undergraduate women, there is a statistically significant change in the prevalence of nonconsensual sexual contact by coercion or without active, ongoing voluntary agreement. The rate went down between 2019 and 2024. In 2019, 7.4 percent reported this type of victimization, compared to 5.3 percent in 2024. For women who are graduate/professional students, there is a statistically significant change. The rate went down between 2019 and 2024. In 2019, 3.7 percent reported this type of victimization, compared to 2.3 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of nonconsensual sexual contact by coercion or without active, ongoing voluntary agreement. In 2019, 3.4 percent reported this type of victimization, compared to 2.2 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 1.0 percent reported this type of victimization, compared to 1.3 percent in 2024.

Changes in Prevalence of Sexual Harassment, Intimate Partner Violence, and Stalking

Table 7.1b shows the percentage of students who reported experiencing harassment, intimate partner violence, and stalking since the student was first enrolled in the school.

For undergraduate women, there is a statistically significant change in the prevalence of harassment since entering the school. The rate went down between 2019 and 2024. In 2019, 39.1 percent reported this type of victimization, compared to 34.2 percent in 2024. For women who are graduate/professional students, there is not a statistically significant change. In 2019, 28.8 percent reported this type of victimization, compared to 27.2 percent in 2024. For students who identify as gender nonbinary, transgender, questioning, or self-identified, there is not a statistically significant change in this rate. In 2019, 49.8 percent reported this type of victimization, compared to 43.3 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of harassment. In 2019, 16.3 percent reported this type of victimization, compared to 17.9 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 12.7 percent reported this type of victimization, compared to 11.5 percent in 2024.

For undergraduate women, there is not a statistically significant change in the prevalence of intimate partner violence. In 2019, 10.1 percent reported this type of victimization, compared to 10.1 percent in 2024. For women who are graduate/professional students, there is not a statistically significant change. In 2019, 5.5 percent reported this type of victimization, compared to 4.1 percent in 2024. For students who identify as gender nonbinary, transgender, questioning, or self-identified, there is not a statistically significant change in this rate. In 2019, 17.0 percent reported this type of victimization, compared to 13.5 percent in 2024.

For undergraduate men, there is not a statistically significant change in the prevalence of intimate partner violence. In 2019, 8.0 percent reported this type of victimization, compared to 11.7 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 4.1 percent reported this type of victimization, compared to 5.2 percent in 2024.

For undergraduate women, there is not a statistically significant change in the prevalence of stalking. In 2019, 7.9 percent reported this type of victimization, compared to 9.6 percent in 2024. For women who are graduate/professional students, there is not a statistically significant change. In 2019, 7.0 percent reported this type of victimization, compared to 7.9 percent in 2024. For students who identify as gender nonbinary, transgender, questioning, or self-identified, there is a statistically significant change in this rate. The rate went up between 2019 and 2024. In 2019, 4.6 percent reported this type of victimization, compared to 12.5 percent in 2024.

For undergraduate men, there is a statistically significant change in the prevalence of stalking. The rate went up between 2019 and 2024. In 2019, 4.1 percent reported this type of victimization, compared to 6.4 percent in 2024. For men who are graduate/professional students, there is not a statistically significant change. In 2019, 2.5 percent reported this type of victimization, compared to 2.2 percent in 2024.

Changes in Perceptions of Risk and Knowledge of Resources

Table 7.2 shows estimates of different perceptions of risk and knowledge of resources for the 2019 and 2024 surveys. In both surveys, students were asked, "How problematic is sexual assault or other sexual misconduct at [University]?" For undergraduate women, there is a statistically

significant change in the percentage of students who reported it was very or extremely problematic. The rate went down between 2019 and 2024. In 2019, 48.9 percent had this perception compared to 36.1 percent in 2024. For graduate/professional women, there is a statistically significant change in this percentage. The rate went down between 2019 and 2024. In 2019, 30.5 percent reported this compared to 18.0 percent in 2024.

In both surveys, students were asked, “How knowledgeable are you about how sexual assault and (other)³⁴ sexual misconduct are defined at [University]?” For undergraduate women, there is a statistically significant change in the percentage of students who reported they were very or extremely knowledgeable. The rate went down between 2019 and 2024. In 2019, 36.8 percent reported this level of knowledge compared to 33.1 percent in 2024. For graduate/professional women, there is a statistically significant change in this percentage. The rate went down between 2019 and 2024. In 2019, 37.9 percent reported this compared to 32.9 percent in 2024.

In both surveys, students were asked, “How knowledgeable are you about where to get help at [University] if you or a friend experienced sexual assault or (other)³⁵ misconduct?” For undergraduate women, there is a statistically significant change in the percentage of students who reported they were very or extremely knowledgeable about where to get help. The rate went down between 2019 and 2024. In 2019, 55.3 percent reported this level of knowledge compared to 49.1 percent in 2024. For graduate/professional women, there is a statistically significant change in this percentage. The rate went down between 2019 and 2024. In 2019, 49.0 percent reported this level of knowledge compared to 38.3 percent in 2024.

In both surveys, students were asked, “How knowledgeable are you about where to make a report of sexual assault or (other)³⁶ sexual misconduct at [University]?” For undergraduate women, there is not a statistically significant change in the percentage of students who reported they were very or extremely knowledgeable. In 2019, 34.9 percent reported this level of knowledge compared to 36.1 percent in 2024. For graduate/professional women, there is a statistically significant change in the percentage who reported they were very or extremely knowledgeable. The rate went down between 2019 and 2024. In 2019, 40.6 percent reported this level of knowledge compared to 31.8 percent in 2024.

In both surveys, students were asked, “How knowledgeable are you about what happens when a student reports an incident of sexual assault or (other)³⁷ sexual misconduct at [University]?” For undergraduate women, there is not a statistically significant change in the percentage of students who reported they were very or extremely knowledgeable. In 2019, 19.2 percent reported this level of knowledge compared to 19.0 percent in 2024. For graduate/professional women, there is not a statistically significant change in the percentage who reported they were very or extremely knowledgeable. In 2019, 17.5 percent reported this level of knowledge compared to 15.2 percent in 2024.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

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³⁸ The report was originally released in 2015 and was revised in 2017.

Appendix 1. Instrument Development

A1.1 Survey Content and Sources

Survey topics in the 2024 HESMA cover domains originally outlined by AAU in response to requests of Presidents/Chancellors from member colleges and universities during the development of the 2015 and 2019 surveys. These topics were split into several basic categories: (1) direct personal experience with sexual assault and other misconduct, (2) campus community, (3) school resources, and (4) student characteristics. This section describes the items. For additional information on processes for making decisions on operationalization of the constructs, please see the 2015 *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*.¹

Personal Experience: Nonconsensual Sexual Contact

Students were asked about nonconsensual sexual contact that occurred as a result of four types of tactics: (1) physical force, (2) inability to consent or stop what was happening, (3) coercion, and (4) without active, ongoing voluntary agreement. Survey items were designed to: (1) estimate the prevalence and incidence of nonconsensual sexual contact experienced by students enrolled in IHEs (undergraduate, graduate/professional) on each participating campus, and (2) identify characteristics of these experiences (e.g., location, offender characteristics). The term “incidence” refers to the number of times a particular type of sexual assault or other misconduct occurred over a period of time. Among those that reported an incident of nonconsensual sexual contact, the students were asked about details for up to four incidents.

Sexual contact includes two behaviors—penetration and sexual touching. Penetration refers to 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.

Tactics Involving Physical Force and Inability to Consent or Stop What Was Happening

Five survey items were used to separate the different types of sexual contact for these two tactics. Physical force/attempted physical force includes someone being held down with the offender’s body weight, arms being pinned down, being hit or kicked, or the use or threat of use of a weapon against the victim. The inability to consent or stop what was happening refers to the occurrence of an incident because the victim was passed out, asleep, or incapacitated due to drugs or alcohol.

These tactics were considered the most serious types of tactics and constitute the primary measures used on several other surveys (e.g., Krebs, Lindquist, Warner, Fisher, & Martin, 2009).²

¹ <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

² Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2009). College Women’s Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. *Journal of American College Health*, 57(6), 639-647.

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 threats of physical force,
- Nonconsensual unsuccessful attempts at penetration (not completed), involving physical force or threats of force,
- Nonconsensual completed penetration that occurred as a result of the victim's inability to consent or stop what was happening,
- Nonconsensual completed sexual touching that occurred as a result of physical force,
- Nonconsensual completed sexual touching that occurred as a result of the victim's inability to consent or stop what was happening.

The type of behavior and tactic are included in the same question, based on an approach advocated by Krebs et al. (2009).³ The approach has been successfully used in prior research on sexual victimization among college students (e.g., Krebs et al., 2009).⁴ The survey included five questions to screen for nonconsensual or unwanted sexual contact. Each screen question provided definitions and examples of each sexual contact type and tactic.

Coercion and Without Active, Ongoing Voluntary Agreement

Coercion was intended to capture nonconsensual sexual contact involving threats of serious non-physical harm or promising rewards such that the student felt she or he 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 survey on sexual harassment by focusing on nonconsensual sexual contact as opposed to verbal or other harassing behaviors.

Incidents that occur without the student's active, voluntary agreement is the fourth tactic on which students report in the survey. This tactic was included in the survey to estimate the prevalence and incidence of nonconsensual penetration and sexual touching among students at the participating IHEs, given that many college and university websites include a definition related to voluntary agreement (e.g., in the student code of conduct).

Collecting Details about the Incidents

The incidence (number of times) and prevalence of sexual assault and other misconduct were measured through the survey. The survey also included questions about when the incidents occurred: (1) since the student was enrolled at the IHE, and (2) during the current academic year (2022-2023).

To measure the timing and incidence of each type of nonconsensual sexual contact, students answered a series of follow-up questions on the number of incidents and the year in which an

³ Ibid

⁴ Ibid

incident occurred. Affirmative responses to the initial screening items also followed with questions about the occurrence of a specific combination of behavior and tactic, beginning with the number of times each type of incident occurred. For each incident, the respondent identified the year it occurred and whether the incident had already been reported in response to an earlier question. The latter question was used to obtain unduplicated counts of events in which the respondent reported more than one tactic. This structure allowed analysts to form prevalence and incidence rates for incidents that occurred since the student enrolled in the school, as well as for incidents that occurred during the current academic year.

After counting all incidents reported during the screening, more details were collected about each type of incident. The DIF was administered up to four times for incidents that impacted or affected the respondent the most, relative to penetration or sexual touching involving (1) physical force or threats of physical force, (2) inability to consent or stop what was happening, (3) coercion, and (4) absence of active, voluntary agreement.

Students responded to a range of additional follow-up questions about an incident to understand the context of sexual assault. The content of the follow-up questions used in the DIF include: time of occurrence (school year, 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 and tactic, offender affiliation with school, relationship to victim); context prior to the incident (respondent's voluntary consumption of alcohol or drugs, respondent's use of alcohol or drugs without his/her knowledge or consent, offender's use of alcohol or drugs); disclosure to other persons; use of programs or resources; reasons for not using programs or resources; and outcomes (e.g., physical injuries, pregnancy, academic consequences, and psychosomatic symptoms).

Personal Experience: Sexual Harassment, Intimate Partner Violence, and Stalking

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

To meet the legal definition of harassment there are two criteria. First, as per the U.S. Equal Employment Opportunity Commission (EEOC)⁵ and U.S. Department of Education,⁶ the behavior has to create a 'hostile or offensive work or academic environment.' The series of questions on sexual harassment include portions of Leskinen and Kortina's (2014)⁷ scale representing each of the major dimensions, with a few additional behaviors that are not covered by the scale. Questions on sexual harassment include the following behaviors:

- Made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to the victim;

⁵ http://www.eeoc.gov/laws/types/sexual_harassment.cfm

⁶ http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a

⁷ 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.

- Made inappropriate or offensive comments about the victim or someone else’s body, appearance, or sexual activities;
- Said crude or gross sexual things to the victim or tried to get the victim talk about sexual matters when she/he did not want to;
- Used social or online media to send offensive sexual remarks, jokes, stories, pictures, or videos to the victim or about the victim that she/he did not want; and
- 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 definitions, to meet this standard, the behavior has to be either ‘frequent or severe.’ Most prior studies do this by asking whether a behavior occurred a specific number of times (e.g., 2014 MIT Community Attitudes on Sexual Assault Survey).⁸ Other campus climate surveys do not measure frequency and it is not clear how one can determine the threshold for a ‘hostile work environment.’

For the 2024 HESMA, respondents who reported that they had experienced one or more of the aforementioned sexually harassing behaviors were asked if the experience(s) interfered with their academic or professional performances; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment. The experience of a sexually harassing behavior that affected the victim in at least one of these ways parallels EEOC’s definition regarding a ‘hostile environment,’ and the U.S. Department of Education’s guidelines related to student protection from harassment.⁹

The question wording for intimate partner violence is a combination of the wording used in the University of New Hampshire 2012 survey, as cited in the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),¹⁰ and the National Intimate Partner and Sexual Violence Survey (NISVS), conducted by the Centers for Disease Control and Prevention (Black et al., 2011).¹¹ Only those individuals who were in a partnered relationship since enrolling at the school were prompted to respond to a series of questions about intimate partner violence. To make this determination, the team developed a definition of a partnered relationship to capture various forms of ongoing relationships involving physical or sexual contact in which college students are likely to engage, including steady or serious relationships and marriage, civil

⁸ <https://chancellor.mit.edu/sites/default/files/pdf/MITCommunityAttitudesonSexualAssault-Survey.pdf>

⁹ 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 students, both men and women, from sexual harassment by any school employee, another student, or a non-employee third party.

¹⁰ 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/report.pdf>

¹¹ Black, M.C., et al. (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.

union, domestic partnerships, or cohabitations. This question was asked in the demographic section of the survey.

Fear is the criterion that distinguishes sexual harassment from stalking (Catalano, 2012; Logan, 2010).^{12 13} For the 2024 HESMA, stalking was defined as repetitive behavior that caused fear or substantial emotional distress in a reasonable person. Three repeated pursuit behaviors associated with stalking are used in the survey, including:

- Made unwanted phone calls, sent emails, voice, text, or instant messages, or posted messages, pictures, or videos on social media or elsewhere online;
- Showed up somewhere uninvited or waited for the victim when she/he did not want that person to be there; and
- Spied on, watched, or followed the victim in person, or monitored the victim's activities or tracked his/her location using devices or software on a phone or computer.

Within the past decade, the use of new technologies (e.g., smartphone), related to the third tactic listed above, has emerged as a tactic for stalking. For example, Black et al. (2011)¹⁴ found that this tactic was the third most frequently occurring stalking behavior in the NISVS (39% for women and 31% for men reported experiencing behavior related to this tactic). It was also the third most frequently occurring behavior stalking victims reported experiencing in the NCVS (34.4%; Catalano, 2012).¹⁵

The same or a very similar set of follow-up questions were asked for sexual harassment, intimate partner violence, and stalking. Respondents were asked questions about:

- Offender characteristics, including gender, number of offenders or if the same offender committed the behavior more than once, number of incidents, association with the school, and relationship to the victim;
- Disclosure of information about the incident and to whom; and
- Contact with campus-sponsored programs about the incident.

Respondents who contacted a program about the incident identified the time period (e.g., Fall of 2019-Summer of 2020) of the most recent contact, while victims who did not contact any programs following the incident were asked to provide reasons for not contacting them.

¹² 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.

¹³ Logan, T. (2010). Research on partner stalking: Putting the pieces together. Lexington, KY: University of Kentucky, Department of Behavioral Science & Center on Drug and Alcohol Research.

¹⁴ Black, M.C., et al. (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.

¹⁵ 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.

Student Perceptions and Knowledge

Topics and questions on perceptions of the campus community were drawn from five existing surveys that measured this construct— the Rutgers Campus Climate Survey (McMahon, 2018),¹⁶ the MIT Community Attitudes on Sexual Assault Survey (Massachusetts Institute of Technology, 2014),¹⁷ the University of Oregon Sexual Violence and Institutional Behavior Campus Survey (Freyd, Rosenthal, & Smith, 2014),¹⁸ the White House Task Force report (White House Task Force to Protect Students From Sexual Assault, 2014),¹⁹ and the Campus Sexual Assault Study (Krebs et al., 2017).²⁰ Topics included campus community members’ attitudes toward each other, the school’s efforts to inform students about sexual assault and other misconduct, perception of community safety, knowledge and use of police and resources, perceptions of leadership, policies and reporting, prevention training, and bystander intervention. Survey items on perception of the campus community in relation to sexual assault and other misconduct include the following constructs:

- Perception regarding risk;
- Knowledge and perceptions about resources;
- Prevention trainings for students;
- Perceptions of responses by school officials to incident reporting;
- Bystander behavior; and
- Students’ experiences within the campus community (e.g., connection to the campus community, ease of seeking advice from faculty or staff, concern about student well-being).

Two types of questions on risk perceptions were administered. One asked about the likelihood of being a victim of sexual assault or other misconduct in the future while enrolled in school. The second asked students how problematic they thought sexual assault and other misconduct were at the IHE.

Students were asked about their awareness of the services and resources the school offered to those who were affected by sexual assault and other misconduct. Additional questions gauge students’ knowledge of the definition of sexual assault and other misconduct at the university; where to get help at the school if the student or a friend experienced sexual assault or other

¹⁶ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

¹⁷ Massachusetts Institute of Technology (2014). MIT Community Attitudes on Sexual Assault Survey. Retrieved from <https://web.mit.edu/surveys/casatips/sources.html>

¹⁸ Freyd, J.J., Rosenthal, M., & Smith, C.P. (2014). The UO Sexual Violence and Institutional Behavior Campus Survey. Retrieved from <https://dynamic.uoregon.edu/jjf/campus/UO2014campussurveycontent.pdf>

¹⁹ 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/report.pdf>

²⁰ Krebs, C., Lindquist, C., Planty, M., Langton, L., Berzofsky, M.E., Asefnia, N. et al. (2017). Sensitivity of sexual victimization estimates to definitional and measurement decisions. *Journal of Interpersonal Violence*.

misconduct; where to make a report of sexual assault or other misconduct at the school; and what happens when a student reports an incident of sexual assault or other misconduct at the school.

All students were asked if they completed training modules or information sessions related to sexual assault or other misconduct as an incoming student or since arriving at the school, and the topics the modules/sessions covered.

Additionally, all students were asked their perceptions of how school officials would respond after reports of sexual assault or other misconduct. Specifically, students were asked to assess the likelihood of officials taking the report seriously and conducting a fair investigation.

The original questions used in the 2015 survey measuring bystander behaviors and interventions were adapted from Banyard et al.'s (2005, 2014)^{21 22} work and Rutgers' Campus Climate Survey (McMahon, 2018).²³ A working group of the SDT reviewed the items that were used in 2015. The items were adapted based on their experience with analysis of the 2015 survey and the use of bystander trainings on their campuses. The final set of questions was the result of extensive discussions by the working group, the SDT, and consultation with those designing the training programs on campuses.

The questions ask respondents if they had ever experienced four specific situations since being a student at the IHE (e.g., witnessed a situation that the respondent believed could have led to a sexual assault). If they had experienced the situation, they were asked what specific action, if any, they took. Examples of possible actions taken include doing nothing because the student was not sure what to do, and seeking help from a friend.

School Resources

Students who were victims of behavior associated with sexual harassment, stalking, intimate partner violence, and/or nonconsensual or unwanted sexual contact and who contacted a school program about the incident were asked to respond to questions about their experiences with the programs. For each program contacted, respondents reported: (1) the degree to which the program was useful in helping them, and (2) whether they felt pressure to report or file a complaint.

Student Characteristics

Questions asking about the students' demographics are posed at the beginning of the survey. Background information collected included age, current student affiliation (undergraduate, graduate, professional), class or program year, race, Hispanic or Latino origin, resident status, gender identity, sexual orientation, relationship status, and identification as a student with a 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 other misconduct among students in a particular school for a particular

²¹ Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention. U.S. Department of Justice.

²² 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.

²³ McMahon, S. (2018). #iSPEAK: Rutgers Campus Climate Survey. Retrieved from <https://socialwork.rutgers.edu/file/4402/download>

demographic group (e.g., affiliation, gender identity, sexual orientation). A question about involvement in partnered relationships (marriage or civil union, domestic partnership or cohabitation, steady or serious relationship, or other ongoing relationship involving physical or sexual contact) since enrolling at the school was used to identify relevant students for intimate partner violence estimates.

SDT members had multiple rounds of discussions about the wording of survey items related to sexual orientation and gender identity. They also solicited feedback from students to gain perspective on the most appropriate terms. Response options used in the survey take into consideration existing research on gender and sexual identity and suggestions from the SDT.

A1.2 The Instrument: The Campus Climate Survey on Sexual Assault and Misconduct

Survey Flow and Logic

The survey has a core set of 54 questions that are asked of every respondent. Additional questions are administered if respondents report being victimized. Respondents who reported experiencing behaviors associated sexual harassment, stalking, and intimate partner violence (sections D, E, and F, respectively) completed approximately 10 follow-up questions for each type of misconduct. These follow-up questions asked 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 incidents involving physical force and the inability to consent or stop what was happening (G1-G5), coercion (G6, G7), and those occurring without active, ongoing voluntary agreement (G8, G9). Across these items, there are two types of follow-up questions. First, there are follow-ups to each affirmative 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 affirmative 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-up questions 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). Respondents that experienced four or more incidents that occurred during the current school year reported whether or not any of the other incidents also occurred since the beginning of the current school year (Attachment 1: G2f).

After G1 – G9 were completed, a second type of follow up was used to collect details on the victimization that was reported (DIF; Attachment 2). If a respondent responded affirmatively to at least one item in G1-G9, a series of approximately 18 items were administered to collect the details (Attachment 2; Items GA). These follow-ups are administered separately for up to four incidents reported in items G1-G9. Respondents completed the first DIF in reference to the incident that impacted or affected them the most, followed by additional DIFs for up to three other incidents that

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.

also impacted or affected them. 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.

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 involving physical force (G3) on two occasions, the items will ask for a summary across both incidents.

A1.3 Survey Instrument

Higher Education Sexual Misconduct and Awareness Survey Yale University

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²⁵ Section Headings, navigation boxes and skip instructions are for navigation purposes only and are not seen by survey respondents

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

18-39, by single year

40+

[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]

Please remember that you can choose not to answer any question.

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.

1st year [GO TO A5]

2nd year [GO TO A5]

3rd year [GO TO A5]

4th year or higher [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 (e.g. most credits, college of main advisor).

Yale College

Graduate School of Arts and Sciences

School of Architecture

School of Art

School of Engineering and Applied Sciences

- Divinity School
 - David Geffen School of Drama
 - School of the Environment
 - Jackson School of Global Affairs
 - Law School
 - School of Management
 - School of Medicine
 - School of Music
 - School of Nursing
 - School of Public Health
-

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

[DROP DOWN LIST]

Prior to 2019

2019-2024 by single year

A6a. [IF A2 = Graduate OR Professional] Did you first enroll as an undergraduate student?

Yes [GO TO A6b]

No [SKIP TO A7]

A6b. What year did you enroll as a graduate or professional student?

[DROP DOWN LIST]

Prior to 2019

2019 – 2024 by single year

A7. Are you in a fully remote or online program?

Yes

No

A9. What is your racial/ethnic identity? (Mark all that apply).

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic, Latino, or Spanish
 - Middle Eastern or North African
 - Native Hawaiian or Other Pacific Islander
 - White
 - I describe myself in some other way
-

A10. Are you a US citizen or permanent resident?

- Yes
 - No
-

A11. Which best describes your gender identity? (Mark all that apply)

- Gender nonconforming
 - Genderqueer
 - Man
 - Nonbinary
 - Questioning
 - Woman
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

A11a. Do you identify as transgender?

- Yes
 - No
 - Prefer not to answer
-

A12. Which of the following best describes you? (Mark all that apply)

- Asexual
 - Bisexual
 - Gay
 - Heterosexual or straight
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

A13. Since you have been a student at [UNIVERSITY], have you been in any of these partnered relationships? (Mark all that apply):

- Marriage or civil union
 - Domestic partnership or cohabitation
 - Steady or serious relationship
 - Other ongoing relationship involving physical or sexual contact
 - None of the above
-

A14. Are you currently...

- Never married
 - Not married but living with a partner
 - Married
 - Divorced or separated
 - Other
-

A15a. Do you identify as a student with any of the following? (Mark all that apply)

- Learning disability
 - ADHD
 - Autism Spectrum Disorder
 - Mobility-related disability (e.g., spinal cord injury, muscular dystrophy, etc.)
 - Sensory disability (e.g., hard of hearing, low vision, etc.)
 - Chronic mental health condition (e.g., depression, PTSD, anxiety disorder, etc.)
 - Chronic medical condition (e.g., cystic fibrosis, diabetes, chronic pain, etc.)
 - Speech or language impairment
 - Other disability or chronic condition
 - None of the above [SKIP TO A16]
-

A15. [IF A15a=ANY] Have you registered with [UNIVERSITY]'s Student Accessibility Services (SAS)?

- 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):

- Intercollegiate athletics (NCAA)
 - Club sports or intramural athletics
 - Performing arts group: Music, theater, or dance
 - Student publications
 - Student government
 - Political group
 - Religious or spiritual group
 - Cultural/ethnic organization
 - Academic groups, honor societies, or professional associations
 - Greek life, senior/secret societies, or co-ed social organizations
 - Student activism
 - Peer advocate, mentor, or liaison
 - Paid employment
 - New Haven community engagement
 - Other student organizations or clubs
 - None of the above
-

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

- Residential college
- Old Campus
- Annex housing
- On-campus graduate/professional student housing
- Off-campus fraternity or sorority house
- Off-campus residence associated with a Yale club, team, or group
- Other off-campus residence
- Currently living away from campus (e.g., study abroad, on leave, in absentia)

SECTION BB – CAMPUS CLIMATE

The next few questions are about how you experience the campus community at [UNIVERSITY].

BB1. How connected do you feel to the campus community at [UNIVERSITY] as a whole?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB2. How comfortable are you seeking advice from faculty or staff at [UNIVERSITY], even about something personal?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB3. How concerned are students at [UNIVERSITY] about each other's well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB4. How concerned are faculty or staff at [UNIVERSITY] about your well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB5. How concerned are University Officials at [UNIVERSITY] about your well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

SECTION B – PERCEPTIONS OF RISK

“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 other 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 in the future while enrolled at [UNIVERSITY]?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

SECTION C – KNOWLEDGE OF RESOURCES

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

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

- The SHARE Center
 - Title IX Office/School-based Coordinators
 - University-Wide Committee (UWC)
 - Yale Police Department
 - Yale Health
 - None of the Above
-

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

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

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

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

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

- Not at all
- A little
- Somewhat
- Very
- Extremely

SECTION D – SEXUAL HARASSMENT

These next questions ask about behaviors you may have experienced while a student at [UNIVERSITY].

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 sexual jokes or sexual stories that were insulting or offensive to you?

- Yes
 No
-

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
 No
-

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
 No
-

D4. Since you have been a student at [UNIVERSITY], has a student, or someone employed by or otherwise associated with [UNIVERSITY] used social or online media to do any of the following that you didn't want:

- send offensive sexual remarks, jokes, stories, pictures or videos to you
 - communicate offensive sexual remarks, jokes, stories, pictures or videos about you
- Yes
 No
-

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
 No
-

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

- [IF D1 = YES] Someone made sexual remarks or told sexual jokes or stories 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 used social or any other form of online media to communicate offensive sexual remarks, jokes, stories, pictures or videos to you or about you
- [IF D5 = YES] Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"

D5a. Did (this/any of these) experience(s) affect you in any of the following ways? (Mark all that apply)

- Interfered with your academic or professional performance
- Limited your ability to participate in an academic program
- Created an intimidating, hostile or offensive social, academic or work environment
- None of the above

D6. How many different people behaved this way?

- 1 person [GO TO D6a]
- 2 persons [SKIP TO D6b]
- 3 or more persons [SKIP TO D6b]

[IF BLANK SKIP TO D6b]

D6a. [IF 1 PERSON] Was the person that did this to you...

- Man
- Woman
- Other gender identity
- Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO D7]

D6b. [IF >1 PERSON] Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

- Student
- Student teaching assistant
- Faculty or instructor
- Research staff
- Other staff or administrator
- Coach or trainer

- Alumni
 - Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 - The person was not associated with [UNIVERSITY]
 - Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

D9. Since the beginning of the Fall 2023 term, how many times has someone behaved this way?

[DROP DOWN LIST]

- 0-19
 - 20+
-

D9a_YAL.²⁶

[IF D9 = ANY RESPONSE OR BLANK]

In what [context/contexts] did [this behavior/these behaviors] occur? (Mark all that apply)

- During a class or meeting with an instructor
 - Meeting sponsored by College, School or Department
 - Academic or professional conference
 - Internship, field site, or clerkship
 - Recruiting or networking event
 - Workplace or work-study setting
 - Study abroad
 - Extracurricular or co-curricular setting
 - Socializing with friends
 - Social event sponsored by College, School, or Department
 - Other context
-

²⁶ All custom items are identified in purple and labeled XX_YAL.

D9b_YAL.

[IF D9a = ANY RESPONSE OR BLANK]

Where did [this behavior/these behaviors] occur? (Mark all that apply)

- Classroom
 - Lab or clinic
 - Faculty office
 - Athletic facility or gym
 - Performance or rehearsal space
 - Space affiliated with a student organization or team
 - Student center or other University-run gathering space
 - Residential College or other Yale housing
 - Off-campus non-Yale housing
 - Campus dining facility
 - Bar or club
 - International location of study, research, or professional experience
 - Online
 - Other location on or around campus
 - Other location away from campus
-

D9c_YAL.

[IF D9b = ANY RESPONSE OR BLANK]

Do you feel that [this experience was/these experiences were] related to any of these aspects of your identity? (Mark all that apply)

- Age
- Class year or year of study
- Disability
- Gender identity or expression
- National origin or citizenship status
- Race or ethnicity
- Religion
- Sex/Gender
- Sexual orientation
- Socioeconomic status
- Status as a veteran
- Another aspect of my identity: [TEXT BOX]

[PROGRAMMER NOTE: keep visual space between list of responses and the final option below]

- No, I do not feel that this behavior was related to an aspect of my identity
-

D9d_YAL.

[IF D9c = ANY RESPONSE OR BLANK]

Did you experience any of the following as a result of [this behavior/these behaviors]? (Mark all that apply)

- Had difficulty attending classes
- Had difficulty concentrating on course projects, assignments, or exams
- Had difficulty concentrating on thesis/dissertation research or lab/clinical duties
- Changed course of study or advisor

- Changed career plans
- Avoided departmental or professional events
- Withdrew from interactions with friends or family
- Changed my daily routine to avoid certain people or places
- Changed residence or housing situation
- Decreased participation in extracurricular activities
- Seriously considered leaving school or program
- Experienced nightmares or trouble sleeping
- Experienced eating problems or disorders
- Increased drug or alcohol use
- None of the above

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

- The SHARE Center
- Title IX Office/School-based Coordinators
- University-Wide Committee (UWC)
- Yale Health: Mental Health and Counseling
- Yale Health: Embedded counselors/YC³
- Yale Health: Other departments
- Yale Police Department
- New Haven Police Department
- 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 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 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall of 2021

BOX D3

IF MORE PROGRAMS MARKED IN D11 THEN RETURN TO BOX D2
ELSE SKIP TO D14

D13. [IF NO PROGRAMS CONTACTED] Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX D4

IF D13 = 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO D14

D13a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person's gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

D14. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
 - Family member
 - Faculty member or instructor
 - Resident advisor (RA), or other live-in residential staff
 - Other administrative staff
 - Spiritual or religious advisor, leader, or clergy
 - Therapist or counselor
 - Sexual or romantic partner
 - Program or resource outside the University (e.g., a hotline)
 - Physician
 - Someone else
 - I didn't tell anyone (else)
-

D14a_YAL.

[IF D14 = FRIEND]

You said you told at least one friend about [this experience/these experiences]. Thinking about your friends' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
 - Provided ongoing support
 - Offered to help connect you to confidential University resources
 - Helped you get the information or resources you needed
 - Told you about their obligation to share what you said with someone in the University administration
 - Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
 - Shared their own experience with you
 - Told you that you were somehow responsible for this experience
 - Minimized or dismissed your experience
 - Cautioned you against making a report
 - Tried to take control over your decisions, or took action without your permission
 - Changed the way they interacted with you, such as avoiding you or making you uncomfortable
 - Other [Text Box]
-

D14b_YAL.

[IF D14 = FACULTY OR INSTRUCTOR]

You said you told at least one faculty member or instructor about [this experience/these experiences]. Thinking about your faculty member or instructors' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed

- Told you about their obligation to share what you said with someone in the University administration
 - Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
 - Shared their own experience with you
 - Told you that you were somehow responsible for this experience
 - Minimized or dismissed your experience
 - Cautioned you against making a report
 - Tried to take control over your decisions, or took action without your permission
 - Changed the way they interacted with you, such as avoiding you or making you uncomfortable
 - Other [Text Box]
-

D15a_YAL.

[IF D5 = YES]

You said that since you've been a student at [UNIVERSITY], someone associated with [UNIVERSITY] has continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No." How were the people who behaved this way associated with [UNIVERSITY]? (Mark all that apply)

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [University] (ex. internship, study abroad)
 - The person was not associated with [University]
 - Unsure about association with [University]
-

D15b_YAL.

[IF D5 = YES]

Do you believe these advances were made as a condition of employment or advancement?

- Yes
 - No
 - Unsure
-

D15c_YAL.

[IF D5 = YES]

Do you believe your refusal impacted your academic or professional career?

- Yes
- No
- Unsure

SECTION E – STALKING

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

E1. Since you have been a student at [UNIVERSITY], has someone made unwanted phone calls, sent emails, voice, text or instant messages to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online?

- 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
-

E2. Since you have been a student at [UNIVERSITY], has someone showed up somewhere uninvited or waited for you when you did not want that person to be there?

- 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 in person, or monitored your activities or tracked your location using devices or software on your phone or computer?

- 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 E4a

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 to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online
- [IF E2 = YES] Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- [IF E3 = YES] Someone spied on, watched or followed you either in person, or monitored your activities or tracked your location using devices or software on your phone or computer

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

- Yes [GO TO E4a]
 - No [GO TO BOX F0]
 - Don't Know [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
 - [IF E2 = YES] Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
 - [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software
-

E4a. Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you?

- Yes
 No
-

E4b. Did any of these unwanted contacts or behaviors cause you substantial emotional distress?

- Yes
 No
-

E4d. Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
-

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

- Student
 Student teaching assistant
 Faculty or instructor
 Research staff
 Other staff or administrator
 Coach or trainer
 Alumni
 Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 The person was not associated with [UNIVERSITY]
 Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

E7. Since the beginning of the Fall 2023 term, how many times have you had any of these experiences?

[DROP DOWN LIST]

0-19

20+

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)

- The SHARE Center
- Title IX Office/School-based Coordinators
- University-Wide Committee (UWC)
- Yale Health: Mental Health and Counseling
- Yale Health: Embedded counselors/YC³
- Yale Health: Other departments
- Yale Police Department
- New Haven Police Department
- 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 E9 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

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

- Fall of 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

BOX E3

IF MORE PROGRAMS MARKED THEN RETURN TO BOX E2
ELSE SKIP TO E12

E11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
 - I 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 contact any of these programs or resources
 - I did not want the person to get into trouble
 - I feared negative academic, social or professional consequences
 - I feared it would not be kept confidential
 - I could handle it myself
 - I feared retaliation
 - I didn't think these resources would give me the help I needed
 - Incident occurred while school was not in session
 - Other
-

BOX E4

IF E11= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO E12

E11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an ‘other’ reason/because it was not serious enough and for an ‘other’ reason). Please review the list below and mark any of the reasons that may better describe why you didn’t contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn’t serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person’s gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

E12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
- Family member
- Faculty member or instructor
- Resident advisor (RA), or other live-in residential staff
- Other administrative staff
- Spiritual or religious advisor, leader, or clergy
- Therapist or counselor
- Sexual or romantic partner
- Program or resource outside the University (e.g., a hotline)
- Physician
- Someone else
- I didn’t tell anyone (else)

E12a_YAL.

[IF E12 = FRIEND]

You said you told at least one friend about these experiences. Thinking about your friends’ responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed
- Told you about their obligation to share what you said with someone in the University administration
- Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
- Shared their own experience with you
- Told you that you were somehow responsible for this experience

- Minimized or dismissed your experience
- Cautioned you against making a report
- Tried to take control over your decisions, or took action without your permission
- Changed the way they interacted with you, such as avoiding you or making you uncomfortable
- Other [Text Box]

E12b_YAL.

[IF E12 = FACULTY OR INSTRUCTOR]

You said you told at least one faculty member or instructor about these experiences. Thinking about the faculty member or instructors' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed
- Told you about their obligation to share what you said with someone in the University administration
- Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
- Shared their own experience with you
- Told you that you were somehow responsible for this experience
- Minimized or dismissed your experience
- Cautioned you against making a report
- Tried to take control over your decisions, or took action without your permission
- Changed the way they interacted with you, such as avoiding you or making you uncomfortable
- Other [Text Box]

SECTION F – INTIMATE PARTNER VIOLENCE (IPV)

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]. Recall that a partnered relationship can be any of the following:

- Marriage or civil union
- Domestic partnership or cohabitation
- Steady or serious relationship
- Other ongoing relationship involving physical or sexual contact

People treat their partners in many different ways. The next section asks you questions about your relationship(s) with your partner(s).

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
-

F2. Since you have been a student at [UNIVERSITY], has a partner threatened to physically harm you, someone you love, or him/herself?

- Yes
 No
-

F3. Since you have been a student at [UNIVERSITY], has a partner used any kind of physical force against you or otherwise physically hurt or injured 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

- Yes
 No
-

BOX F1

**IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4
ELSE SKIP 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 [GO TO F4a]
 - 2 partners [SKIP TO F4b]
 - 3 or more partners [SKIP TO F4b]
- [IF BLANK SKIP TO F4b]

F4a. [IF 1 PERSON] Was the person that did this to you...

- Man
- Woman
- Other gender identity
- Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO F5]

F4b. [IF >1 PERSON] Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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]

F7. Since the beginning of the Fall 2023 term, how many times have you (had this experience/had any of these experiences)?

[DROP DOWN LIST]

- 0-19
- 20+

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)

- The SHARE Center
- Title IX Office/School-based Coordinators
- University-Wide Committee (UWC)
- Yale Health: Mental Health and Counseling
- Yale Health: Embedded counselors/YC³
- Yale Health: Other departments
- Yale Police Department
- New Haven Police Department
- 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 F9 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 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall of 2021

BOX F3

IF MORE PROGRAMS MARKED IN F8 THEN RETURN TO BOX F2
ELSE SKIP TO F12

F11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX F4

IF F10= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO F12

F11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an ‘other’ reason/because it was not serious enough and for an ‘other’ reason). Please review the list below and mark any of the reasons that may better describe why you didn’t contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
 - The reaction by others suggested that it wasn’t serious enough to contact any of these programs or services
 - I contacted other programs or services that I felt were appropriate
 - I had trouble reaching the program or service
 - I was too busy
 - The event happened in a context that began consensually
 - Because of the person’s gender, I thought it would be minimized or misunderstood
 - I might be counter-accused
 - Alcohol and/or other drugs were present
 - Events like this seem common
 - My body showed involuntary arousal
 - Other: [Text Box]
-

F12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
 - Family member
 - Faculty member or instructor
 - Resident advisor (RA), or other live-in residential staff
 - Other administrative staff
 - Spiritual or religious advisor, leader, or clergy
 - Therapist or counselor
 - Sexual or romantic partner
 - Program or resource outside the University (e.g., a hotline)
 - Physician
 - Someone else
 - I didn’t tell anyone (else)
-

F12a_YAL.

[IF F12 = FRIEND]

You said you told at least one friend about [this experience/these experiences]. Thinking about your friends’ responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed
- Told you about their obligation to share what you said with someone in the University administration
- Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances

- Shared their own experience with you
 - Told you that you were somehow responsible for this experience
 - Minimized or dismissed your experience
 - Cautioned you against making a report
 - Tried to take control over your decisions, or took action without your permission
 - Changed the way they interacted with you, such as avoiding you or making you uncomfortable
 - Other [Text Box]
-

F12b_YAL.

[IF F12 = FACULTY OR INSTRUCTOR]

You said you told at least one faculty member or instructor about [this experience/these experiences].

Thinking about the faculty member or instructors' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed
- Told you about their obligation to share what you said with someone in the University administration
- Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
- Shared their own experience with you
- Told you that you were somehow responsible for this experience
- Minimized or dismissed your experience
- Cautioned you against making a report
- Tried to take control over your decisions, or took action without your permission
- Changed the way they interacted with you, such as avoiding you or making you uncomfortable
- Other [Text Box]

SECTION G – SV SCREENER

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [UNIVERSITY].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

Please consider anyone who did this, whether or not the person was associated with (University).

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/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 using their body weight to hold you down, 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
-

- 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.** 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
-

- G9.** 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 HH0

SECTION HH – OPINIONS OF PROGRAM SERVICES

BOX HH0

IF RESPONDENT MARKED ANY PROGRAM IN ITEMS (D10, E8, F8, or GA16) THEN CONTINUE
ELSE SKIP TO BOX H0

ADMINISTER QUESTIONS HH1& HH2 FOR EACH PROGRAM A-J MARKED IN (D10, E8, F8, GA16), UP TO 10 TIMES

QUESTIONS ARE ASKED FOR EACH PROGRAM MARKED, REGARDLESS OF INCIDENT TYPE OR NUMBER OF CONTACTS. FOR EXAMPLE:

- If someone marks 'Program A' in D11 and 'Program A' in GA16, they will receive questions HH1& HH2 only once (for 'Program A')
- If someone marks 'Program A' and 'Program C' in D10, and 'Program C' in F8, then they will receive questions HH1& HH2 twice: once for 'Program A' and once for 'Program C'.

Earlier you said that you have contacted the following as a result of an incident: [LIST programs contacted]

The following ask you about your experience with (this/each of these) program(s)

You said that you contacted [PROGRAM] ...

HH1. How useful was [Program] in helping you?

- Not at all
- A little
- Somewhat
- Very
- Extremely

HH2. At any time did you feel pressure from [PROGRAM] on whether or not to report or file a complaint?

- No, I did not feel pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure NOT to report or file a complaint

BOX HH1

IF MORE PROGRAMS SELECTED IN (D10, E8, F8, or GA16) THEN RETURN TO BOX HH0
ELSE CONTINUE TO BOX H1

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING

BOX H0

IF A6=2023 or 2024 THEN GO TO H1

IF A6 < 2023 THEN GO TO H2

H1. As an incoming student at [UNIVERSITY], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H1a]

No [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H1a. [IF H1 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

H2. Since arriving at [UNIVERSITY], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H2a]

No [GO TO I1]

[IF BLANK THEN CONTINUE TO I1]

H2a. [IF H2 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

SECTION I – PERCEPTIONS OF RESPONSES TO REPORTING

The following are statements about what might happen if someone were to report a sexual assault or other 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 other 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
-

12. If someone were to report a sexual assault or other 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
-

SECTION J – BYSTANDER BEHAVIOR

The next questions are about situations you may have seen since you have been a student at [UNIVERSITY].

J1. Since you have been a student at [UNIVERSITY], have you noticed someone at [UNIVERSITY] making inappropriate sexual comments about someone else’s appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?

Yes [CONTINUE]

No [GO TO J2]

[IF BLANK THEN GO TO J2]

J1a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person’s friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn’t sure what to do

Did nothing for another reason

Other: [Text Box]

J2. Since you have been a student at [UNIVERSITY], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [UNIVERSITY] was experiencing sexual harassment?

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK THEN GO TO J3]

J2a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person’s friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn’t sure what to do

Did nothing for another reason

Other: [Text Box]

J3. Since you have been a student at [UNIVERSITY], have you witnessed someone at [UNIVERSITY] behaving in a controlling or abusive way towards a dating or sexual partner?

- Yes [CONTINUE]
 - No [GO TO J4]
- [IF BLANK GO TO J4]
-

J3a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other: [Text Box]
-

J4. Since you have been a student at [UNIVERSITY], have you witnessed a situation that you believed could have led to a sexual assault?

- Yes [CONTINUE]
 - No
-

J4a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other: [Text Box]
-

K1_YAL.

[ALL RESPONDENTS]

Since you have been a student at [UNIVERSITY] has a friend or close acquaintance also from [UNIVERSITY] told you about an experience that happened to them that you thought might be a form of sexual misconduct?

- Yes [CONTINUE]
 - No [SKIP TO SUBMIT PAGE]
-

K2_YAL.

[IF K1 = YES]

Thinking about times when a friend has told you about this kind of experience, what did you do?

- Listened and offered support
- Encouraged them to access information and resources
- Assisted them in accessing information and resources or contacted resources for them
- Sought advice from a peer or family member
- Sought advice from a faculty or staff member, or other professional source
- Checked in with my friend again later
- Tried to maintain normal interactions with my friend afterward
- Helped my friend manage or limit interactions with the person who did this or mutual acquaintances
- Shared my own experience
- Cautioned them against making a report
- Did nothing because I wasn't sure what to do
- Reacted in a way I regret
- Reacted in a negative or judgmental way
- Other

SURVEY COMPLETION SCREEN

You have completed the survey, but your data have not yet been submitted. We greatly appreciate your willingness to share your personal experiences and opinions about some very private and sensitive issues. Thank you.

If you or someone you know needs support services related to an experience of sexual assault or other sexual misconduct, click on the “Support Resources” link at the top and bottom of this page for information on how to access support services.

Please click on the “Submit” button to submit your completed survey now.

[SUBMIT BUTTON]

[PREVIOUS PAGE BUTTON]

ATTACHMENT 1 – SECTION G1: IMMEDIATE FOLLOW-UPS

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 time
 - 2 times
 - 3 times
 - 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?

- Since the beginning of the Fall 2023 term [GO TO NEXT BOX]
 - Prior to the Fall 2023 term [GO TO G1c]
- [IF BLANK GO TO BOX G1_2]
-

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

- Fall 2022 to Summer 2023
 - Fall 2021 to Summer 2022
 - Fall 2020 to Summer 2021
 - Prior to Fall of 2020
 - 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)?

Yes [GO TO G2e]

No [GO TO BOX G1_2]

[IF BLANK THEN GO TO BOX G1_2]

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]

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

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]B='since Fall 2023' 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 2023 term?

Yes

No

ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT FORM

BOX GA0

IF ALL ITEMS G1 – G9 = ‘NO’ OR BLANK THEN SKIP TO BOX H0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA is administered up to 4 TIMES based on incidents reported in items G1 – G9

Respondents who reported at least 1 incident in G1 – G9 will be asked to complete 1 DIF. Respondents who reported more than 1 incident will be given the option to complete up to 4 DIFs (see the end of section GA for this request).

A DIF will be in reference to 1 single incident

The incident referenced by a DIF will be selected by the respondent, based on how much the experience impacted or affected the respondent.

- The FIRST DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE MOST
- The SECOND DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE SECOND MOST
- ...up to 4 incidents

BOX GA1.5

Count number of eligible incidents for each item in section G:

```
DO FOR X = 1 – 9 AND Y = 1 – 4
  if G[X]=YES then do
    G[X]count = G[X] a
  if G[X]a=BLANK then G[X]count=1
  if G[X]c_[Y] = 5 OR G[X]e_[Y] = (1 to 8) then G[X]count – 1
```

Dynamic text

if sum (G1count-G9count) =1 then:

“...what happened during the incident you reported...”

if sum (G1count-G9count) >1 AND first incident then:

“...what happened during one of the incidents you reported...”

if sum if sum (G1count-G9count) >1 AND 2nd-4th incident then:

“...what happened during another one of the incidents you reported...”

The following questions ask about what happened during (the/(another) one of the) incident(s) you reported earlier. Sometimes it is difficult to report on these details, but the information you provide will help us understand the context and consequences of the incident.

Please remember that you can skip any question if you do not want to answer.

[IF FIRST INCIDENT]: You said that the following happened to you since you have been a student at [UNIVERSITY]:

- [IF G1count > 0] Penetration or oral sex involving physical force or threats of physical force ([G1count] incidents)

- [IF G2count > 0] Attempted but not successful penetration or oral sex involving physical force or threats of physical force ([G2count] incidents)
- [IF G3count > 0] Sexual touching involving physical force or threats of physical force ([G3count] incidents)
- [IF G4count > 0] Penetration or oral sex when you were unable to consent or unable to stop what was happening ([G4count] incidents)
- [IF G5count > 0] Sexual touching when you were unable to consent or unable to stop what was happening ([G5count] incidents)
- [IF G6count > 0] Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards ([G6count] incidents)
- [IF G7count > 0] Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards ([G7count] incidents)
- [IF G8count > 0] Penetration or oral sex without your active ongoing consent ([G8count] incidents)
- [IF G9count > 0] Sexual touching without your active ongoing consent ([G9count] incidents)

[IF ONE INCIDENT]: Please answer the following questions about what happened during this experience and how it impacted or affected you.

[IF FIRST INCIDENT OF 2 OR MORE]: The following questions ask you about what happened during one of these experiences. While all such experiences are of great concern, please answer the following questions about the experience that has *impacted or affected you the most*.

[IF SECOND, THIRD OR FOURTH INCIDENT] You reported that [XX] other incidents involving sexual contact occurred. The following questions ask you about what happened during the incident that had the NEXT greatest impact on you. Please remember that you can skip any question if you do not want to answer.

GA1. How many people did this to you (during this incident)?

- 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 ...

- Man
- Woman
- Other gender identity
- Don't know

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA2c]

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

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
-

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

- Penis, finger(s) or object(s) was inside someone's vagina or anus
 - Mouth or tongue made contact with another's genitals
 - Kissed
 - Touched breast, chest, crotch, groin or buttocks
 - Grabbed, groped or rubbed in a sexual way
 - Other
-

GA2d. How did the person do this? (Mark all that apply)

- The person(s) used physical force or threats physical of force
 - The person(s) did this when I was unable to consent or stop what was happening because I was passed out, asleep, or incapacitated due to drugs or alcohol
 - The person(s) threatened serious non-physical harm or promised rewards
 - The person(s) did this without my active, ongoing, voluntary agreement
-

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

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 - The person was not associated with [UNIVERSITY]
 - Unsure about association with [UNIVERSITY]
-

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

- Someone I was involved or intimate with at the time
- Someone I previously had been involved or intimate with
- Teacher
- Advisor
- Someone I was teaching or advising
- Live-in residential staff
- Coach or trainer
- Boss or supervisor
- Co-worker
- Friend
- Classmate
- Someone I know or recognize, but was not a friend
- Did not know or recognize this person

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

- Yes
 - No
 - Don't know
-

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

- Yes
 - No
 - Don't Know
-

GA7. Before the incident were you drinking alcohol? Keep in mind that your use of alcohol in no way absolves a person who acted against your will.

- Yes
 - No
-

GA8. Before the incident did you voluntarily take any drugs? Keep in mind your use of drugs in no way absolves a person who acted against your will.

- Yes
 - No
-

GA9. Before the incident, 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 GA11a

GA10. Were you passed out or asleep for all or parts of this incident?

- Yes
 - No
 - Not sure
-

GA11a. Did this incident occur during an academic break or recess?

- Yes
- No

GA12a. Where did this incident occur?

- University residence hall/dorm
 - Fraternity house
 - Sorority house
 - Other space used by a single-sex student social organization
 - Other residential housing
 - Classroom, lab or fieldwork setting
 - Faculty or staff office
 - Restaurant, bar or club
 - Other non-residential building
 - Outdoor or recreational space
 - Some other place
-

GA12b. Did this incident occur:

- On a (University) campus location
 - On a (University) affiliated off-campus location
 - Some other place
-

GA13a. Did you experience any of the following as a result of the incident? (Mark all that apply)

- Avoided or tried to avoid the person(s)
 - Fearfulness or being concerned about safety
 - Feelings of helplessness or hopelessness
 - Loss of interest in daily activities
 - Withdrawal from interactions with friends
 - Stopped participating in extracurricular activities
 - 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
-

GA13b. Did you experience any of the following on your academic or professional life? (Mark all that apply)

- Decreased class attendance
- Difficulty concentrating on course projects, assignments, or exams
- Difficulty concentrating on thesis/dissertation research or lab/clinical duties
- Difficulty going to work
- Withdrew from some or all classes
- Changed my residence or housing situation
- Changed my career plan
- Considered dropping out of school
- Changed major or college
- None of the above

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

- Physically injured [CONTINUE TO GA15]
- Contracted a sexually transmitted disease or infection [SKIP TO GA15]
- Became pregnant [SKIP TO GA15]
- None of the above [SKIP TO GA15]
[IF BLANK THEN SKIP TO GA15]

GA15. [IF A15a = ANY] You said that you have:

- (List of conditions marked in A15a)

Did this incident have any of the following effects on you? (Mark all that apply):

- It led to my developing (at least one of these/this) condition(s)
- It exacerbated or made worse (at least one of these/this) condition
- It had no effect (on any of these/on this) condition(s)

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

- The SHARE Center
- Title IX Office/School-based Coordinators
- University-Wide Committee (UWC)
- Yale Health: Mental Health and Counseling
- Yale Health: Embedded counselors/YC³
- Yale Health: Other departments
- Yale Police Department
- New Haven Police Department
- None of the above [GO TO GA17]
[IF NO PROGRAMS MARKED GO TO GA17]

BOX GA4

IF NO PROGRAM MARKED, SKIP TO GA17
ELSE ASK GA16a FOR THE FIRST 4 PROGRAMS SELECTED IN GA16

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

- Fall of 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall 2021

BOX GA5

IF MORE PROGRAMS MARKED THEN RETURN TO BOX GA4
ELSE SKIP TO GA18

GA17. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX GA6

IF GA17= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE IF MORE THAN ONE RESPONSE MARKED THEN SKIP TO GA17b
ELSE SKIP TO GA18

GA17a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person's gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

BOX GA7

IF MORE THAN ONE RESPONSE MARKED ACROSS GA17 AND GA17a THEN CONTINUE
ELSE SKIP TO GA18

GA17b. What was the most important reason why you did not contact these programs or resources at [UNIVERSITY]?

[LIST OF ALL OPTIONS MARKED IN GA17 AND GA17a]

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

- Friend
 - Family member
 - Faculty member or instructor
 - Resident advisor (RA), or other live-in residential staff
 - Other administrative staff
 - Spiritual or religious advisor, leader, or clergy
 - Therapist or counselor
 - Sexual or romantic partner
 - Program or resource outside the University (e.g., a hotline)
 - Physician
 - Someone else
 - I didn't tell anyone (else)
-

G18a_YAL.

[IF G18 = FRIEND]

You said you told at least one friend about this experience. Thinking about your friends' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
 - Provided ongoing support
 - Offered to help connect you to confidential University resources
 - Helped you get the information or resources you needed
 - Told you about their obligation to share what you said with someone in the University administration
 - Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances
 - Shared their own experience with you
 - Told you that you were somehow responsible for this experience
 - Minimized or dismissed your experience
 - Cautioned you against making a report
 - Tried to take control over your decisions, or took action without your permission
 - Changed the way they interacted with you, such as avoiding you or making you uncomfortable
 - Other [Text Box]
-

G18b_YAL.

[IF G18 = FACULTY OR INSTRUCTOR]

You said you told at least one faculty member or instructor about this experience. Thinking about the faculty member or instructors' responses, what did they do? (Mark all that apply)

- Listened to you, comforted you, or reassured you
- Provided ongoing support
- Offered to help connect you to confidential University resources
- Helped you get the information or resources you needed
- Told you about their obligation to share what you said with someone in the University administration
- Helped you manage or limit ongoing interactions with the person who did this or mutual acquaintances

- Shared their own experience with you
- Told you that you were somehow responsible for this experience
- Minimized or dismissed your experience
- Cautioned you against making a report
- Tried to take control over your decisions, or took action without your permission
- Changed the way they interacted with you, such as avoiding you or making you uncomfortable
- Other [Text Box]

BOX GA8

IF THIS IS THE FIRST, SECOND, OR THIRD DIF AND THERE IS ANOTHER INCIDENT THEN CONTINUE TO GA19
ELSE SKIP TO BOX HH0

GA19. You told us that you experienced [sum of (G1count-G9count) - # of completed DIFs] other incidents involving sexual contact since you have been a student at [UNIVERSITY]. Would you like to tell us about the details involved in another incident?

Please keep in mind that this is completely voluntary. If you don't want to answer any more questions about specific incidents, select "no".

- Yes, I would like to answer questions about another incident [RETURN TO BOX GA1]
 - No, continue with the rest of the survey [CONTINUE TO BOX HH0]
[IF BLANK THEN CONTINUE TO BOX HH0]
-

Appendix 2. Comparison of 2019 and 2024 Surveys

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

18-39, by single year

40+

[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]

Please remember that you can choose not to answer any question.

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.

1st year [GO TO A5]

2nd year [GO TO A5]

3rd year [GO TO A5]

4th year or higher [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 (e.g. most credits, college of main advisor).

Localized list of up to 15 schools or colleges

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

[DROP DOWN LIST]

Prior to 2019

2019-2024 by single year

A6a. [IF A2 = Graduate OR Professional] Did you first enroll as an undergraduate student?

Yes [GO TO A6b]

No [SKIP TO A7]

A6b. What year did you enroll as a graduate or professional student?

[DROP DOWN LIST]

Prior to 2019

2019 – 2024 by single year

A7. Are you in a fully remote or online program?

Yes

No

A9. What is your racial/ethnic identity? (Mark all that apply).

American Indian or Alaska Native

Asian

Black or African American

Hispanic, Latino, or Spanish

Middle Eastern or North African

Native Hawaiian or Other Pacific Islander

White

I describe myself in some other way

A10. Are you a US citizen or permanent resident?

Yes

No

A11. Which best describes your gender identity? (Mark all that apply)

- Gender nonconforming
 - Gender queer
 - Man
 - Nonbinary
 - Questioning
 - Woman
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

A11a. Do you identify as transgender?

- Yes
 - No
 - Prefer not to answer
-

A12. Which of the following best describes you? (Mark all that apply)

- Asexual
 - Bisexual
 - Gay
 - Heterosexual or straight
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - I describe myself in some other way (please specify)
 - Prefer not to answer
-

A13. Since you have been a student at [UNIVERSITY], have you been in any of these partnered relationships? (Mark all that apply):

- Marriage or civil union
 - Domestic partnership or cohabitation
 - Steady or serious relationship
 - Other ongoing relationship involving physical or sexual contact
 - None of the above
-

A14. Are you currently...

- Never married
 - Not married but living with a partner
 - Married
 - Divorced or separated
 - Other
-

A15a. Do you identify as a student with any of the following? (Mark all that apply)

- Learning disability

- ADHD
 - Autism Spectrum Disorder
 - Mobility-related disability (e.g., spinal cord injury, muscular dystrophy, etc.)
 - Sensory disability (e.g., hard of hearing, low vision, etc.)
 - Chronic mental health condition (e.g., depression, PTSD, anxiety disorder, etc.)
 - Chronic medical condition (e.g., cystic fibrosis, diabetes, chronic pain, etc.)
 - Speech or language impairment
 - Other disability or chronic condition
 - None of the above [SKIP TO A16]
-

A15. [IF A15a=ANY] Have you registered with [UNIVERSITY]'s [NAME OF UNIVERSITY-SPECIFIC OFFICE FOR STUDENT ACCESSIBILITY AND DISABILITY SERVICES]?

- 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):

- Localized list of up to 15 different organizations or activities
 - None of the above
-

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

- Localized list of up to 15 options
-

SECTION BB – CAMPUS CLIMATE

The next few questions are about how you experience the campus community at [UNIVERSITY].

BB1. How connected do you feel to the campus community at [UNIVERSITY] as a whole?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB2. How comfortable are you seeking advice from faculty or staff at [UNIVERSITY], even about something personal?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB3. How concerned are students at [UNIVERSITY] about each other's well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB4. How concerned are faculty or staff at [UNIVERSITY] about your well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

BB5. How concerned are University Officials at [UNIVERSITY] about your well-being?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

SECTION B – PERCEPTIONS OF RISK

“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 other 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 in the future while enrolled at [UNIVERSITY]?

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

SECTION C – KNOWLEDGE OF RESOURCES

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

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

- Localized list of up to 15 different resources, centers or offices
 - None of the Above
-

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

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

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

- Not at all
 - A little
 - Somewhat
 - Very
 - Extremely
-

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

- Not at all
- A little
- Somewhat
- Very
- Extremely

SECTION D – SEXUAL HARASSMENT

These next questions ask about behaviors you may have experienced while a student at [UNIVERSITY].

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 sexual jokes or sexual stories that were insulting or offensive to you?

- Yes
 - No
-

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
 - No
-

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
 - No
-

D4. Since you have been a student at [UNIVERSITY], has a student, or someone employed by or otherwise associated with [UNIVERSITY] used social or online media to do any of the following that you didn't want:

- send offensive sexual remarks, jokes, stories, pictures or videos to you
- communicate offensive sexual remarks, jokes, stories, pictures or videos about you

- Yes
 - No
-

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
- No

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

- [IF D1 = YES] Someone made sexual remarks or told sexual jokes or stories 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 used social or any other form of online media to communicate offensive sexual remarks, jokes, stories, pictures or videos to you or about you
 - [IF D5 = YES] Someone continued to ask you to go out, get dinner, have drinks or have sex even though you said, "No"
-

D5a. Did (this/any of these) experience(s) affect you in any of the following ways? (Mark all that apply)

- Interfered with your academic or professional performance
 - Limited your ability to participate in an academic program
 - Created an intimidating, hostile or offensive social, academic or work environment
 - None of the above
-

D6. How many different people behaved this way?

- 1 person [GO TO D6a]
 - 2 persons [SKIP TO D6b]
 - 3 or more persons [SKIP TO D6b]
- [IF BLANK SKIP TO D6b]
-

D6a. [IF 1 PERSON] Was the person that did this to you...

- Man
- Woman
- Other gender identity
- Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO D7]

D6b. [IF >1 PERSON] Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
-

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

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 - The person was not associated with [UNIVERSITY]
 - Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

D9. Since the beginning of the Fall 2023 term, how many times has someone behaved this way?

[DROP DOWN LIST]

0-19

20+

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

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments
- 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 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 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

BOX D3

IF MORE PROGRAMS MARKED IN D11 THEN RETURN TO BOX D2
ELSE SKIP TO D14

**D13. [IF NO PROGRAMS CONTACTED] Why did you decide not to contact any of these programs or resources?
(Mark all that apply)**

- I did not know where to go or who to tell
 - I 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 contact any of these programs or resources
 - I did not want the person to get into trouble
 - I feared negative academic, social or professional consequences
 - I feared it would not be kept confidential
 - I could handle it myself
 - I feared retaliation
 - I didn't think these resources would give me the help I needed
 - Incident occurred while school was not in session
 - Other
-

BOX D4

IF D13 = 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO D14

D13a. You said you did not contact any of these programs or resources (because it was not serious enough/for an ‘other’ reason/because it was not serious enough and for an ‘other’ reason). Please review the list below and mark any of the reasons that may better describe why you didn’t contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn’t serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person’s gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

D14. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
 - Family member
 - Faculty member or instructor
 - Resident advisor (RA), or other live-in residential staff
 - Other administrative staff
 - Spiritual or religious advisor, leader, or clergy
 - Therapist or counselor
 - Sexual or romantic partner
 - Program or resource outside the University (e.g., a hotline)
 - Physician
 - Someone else
 - I didn’t tell anyone (else)
-

SECTION E – STALKING

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

E1. Since you have been a student at [UNIVERSITY], has someone made unwanted phone calls, sent emails, voice, text or instant messages to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online?

- 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
-

E2. Since you have been a student at [UNIVERSITY], has someone showed up somewhere uninvited or waited for you when you did not want that person to be there?

- 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 in person, or monitored your activities or tracked your location using devices or software on your phone or computer?

- 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 E4a

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 to you, or posted unwanted messages, pictures or videos on social media to or about you or elsewhere online
- **[IF E2 = YES]** Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
- **[IF E3 = YES]** Someone spied on, watched or followed you either in person, or monitored your activities or tracked your location using devices or software on your phone or computer

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

- Yes [GO TO E4a]
- No [GO TO BOX F0]
- Don't Know [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
 - [IF E2 = YES] Someone showed up somewhere uninvited or waited for you when you did not want that person to be there
 - [IF E3 = YES] Someone spied on, watched or followed you either in person or using devices or software
-

E4a. Did any of these unwanted contacts or behaviors make you fear for your safety or the safety of someone close to you?

- Yes
 No
-

E4b. Did any of these unwanted contacts or behaviors cause you substantial emotional distress?

- Yes
 No
-

E4d. Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
-

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

- Student
 Student teaching assistant
 Faculty or instructor
 Research staff
 Other staff or administrator
 Coach or trainer
 Alumni
 Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 The person was not associated with [UNIVERSITY]
 Unsure about 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)

- Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
 - Teacher
 - Advisor
 - Someone I was teaching or advising
 - Live-in residential staff
 - Coach or trainer
 - Boss or supervisor
 - Co-worker
 - Friend
 - Classmate
 - Someone I know or recognize, but was not a friend
 - Did not know or recognize this person
-

E7. Since the beginning of the Fall 2023 term, how many times have you had any of these experiences?

[DROP DOWN LIST]

0-19

20+

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)

- Localized list of up to 8 different programs/organizations
 - In addition, include university security and municipal police departments
 - 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 E9 FOR EACH PROGRAM MARKED IN E8 (UP TO 10)

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

- Fall of 2023 – present
 - Fall of 2022 – Summer of 2023
 - Fall of 2021 – Summer of 2022
 - Prior to Fall of 2021
-

BOX E3

IF MORE PROGRAMS MARKED THEN RETURN TO BOX E2
ELSE SKIP TO E12

E11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
 - I 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 contact any of these programs or resources
 - I did not want the person to get into trouble
 - I feared negative academic, social or professional consequences
 - I feared it would not be kept confidential
 - I could handle it myself
 - I feared retaliation
 - I didn't think these resources would give me the help I needed
 - Incident occurred while school was not in session
 - Other
-

BOX E4

IF E11= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO E12

E11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an 'other' reason/because it was not serious enough and for an 'other' reason). Please review the list below and mark any of the reasons that may better describe why you didn't contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
 - The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
 - I contacted other programs or services that I felt were appropriate
 - I had trouble reaching the program or service
 - I was too busy
 - The event happened in a context that began consensually
 - Because of the person's gender, I thought it would be minimized or misunderstood
 - I might be counter-accused
 - Alcohol and/or other drugs were present
 - Events like this seem common
 - My body showed involuntary arousal
 - Other: [Text Box]
-

E12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
- Family member

- Faculty member or instructor
 - Resident advisor (RA), or other live-in residential staff
 - Other administrative staff
 - Spiritual or religious advisor, leader, or clergy
 - Therapist or counselor
 - Sexual or romantic partner
 - Program or resource outside the University (e.g., a hotline)
 - Physician
 - Someone else
 - I didn't tell anyone (else)
-

SECTION F – INTIMATE PARTNER VIOLENCE (IPV)

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]. Recall that a partnered relationship can be any of the following:

- Marriage or civil union
- Domestic partnership or cohabitation
- Steady or serious relationship
- Other ongoing relationship involving physical or sexual contact

People treat their partners in many different ways. The next section asks you questions about your relationship(s) with your partner(s).

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
-

F2. Since you have been a student at [UNIVERSITY], has a partner threatened to physically harm you, someone you love, or him/herself?

- Yes
 No
-

F3. Since you have been a student at [UNIVERSITY], has a partner used any kind of physical force against you or otherwise physically hurt or injured 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

- Yes
 No
-

BOX F1

**IF F1=YES OR F2=YES OR F3=YES, THEN GO TO F4
ELSE SKIP 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 [GO TO F4a]
 - 2 partners [SKIP TO F4b]
 - 3 or more partners [SKIP TO F4b]
- [IF BLANK SKIP TO F4b]

F4a. [IF 1 PERSON] Was the person that did this to you...

- Man
- Woman
- Other gender identity
- Don't Know

[FOR ANY RESPONSE OR IF BLANK SKIP TO F5]

F4b. [IF >1 PERSON] Were any of the people that did this to you...

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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]

F7. Since the beginning of the Fall 2023 term, how many times have you (had this experience/had any of these experiences)?

[DROP DOWN LIST]

- 0-19
- 20+

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)

- Localized list of up to 8 different programs/organizations
- In addition, include university security and municipal police departments

- 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 F9 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 2023 – present
- Fall of 2022 – Summer of 2023
- Fall of 2021 – Summer of 2022
- Prior to Fall of 2021

BOX F3

IF MORE PROGRAMS MARKED IN F8 THEN RETURN TO BOX F2
ELSE SKIP TO F12

F11. Why did you decide not to contact any of these programs or resources? (Mark all that apply)

- I did not know where to go or who to tell
- I 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 contact any of these programs or resources
- I did not want the person to get into trouble
- I feared negative academic, social or professional consequences
- I feared it would not be kept confidential
- I could handle it myself
- I feared retaliation
- I didn't think these resources would give me the help I needed
- Incident occurred while school was not in session
- Other

BOX F4

IF F10= 'NOT SERIOUS ENOUGH' OR 'OTHER' THEN CONTINUE
ELSE SKIP TO F12

F11a. You said you did not contact any of these programs or resources (because it was not serious enough/for an ‘other’ reason/because it was not serious enough and for an ‘other’ reason). Please review the list below and mark any of the reasons that may better describe why you didn’t contact any of these programs or resources (Mark all that apply).

- I was not injured or hurt
- The reaction by others suggested that it wasn’t serious enough to contact any of these programs or services
- I contacted other programs or services that I felt were appropriate
- I had trouble reaching the program or service
- I was too busy
- The event happened in a context that began consensually
- Because of the person’s gender, I thought it would be minimized or misunderstood
- I might be counter-accused
- Alcohol and/or other drugs were present
- Events like this seem common
- My body showed involuntary arousal
- Other: [Text Box]

F12. Which of the following persons, if any, did you (also) tell about this? (Mark all that apply)

- Friend
- Family member
- Faculty member or instructor
- Resident advisor (RA), or other live-in residential staff
- Other administrative staff
- Spiritual or religious advisor, leader, or clergy
- Therapist or counselor
- Sexual or romantic partner
- Program or resource outside the University (e.g., a hotline)
- Physician
- Someone else
- I didn’t tell anyone (else)

SECTION G – SV SCREENER

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [UNIVERSITY].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. 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.

Please consider anyone who did this, whether or not the person was associated with (University).

The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/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 using their body weight to hold you down, 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
-

- 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.** 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
-

- G9.** 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 HH0

SECTION HH – OPINIONS OF PROGRAM SERVICES

BOX HH0

IF RESPONDENT MARKED ANY PROGRAM IN ITEMS (D10, E8, F8, or GA16) THEN CONTINUE ELSE SKIP TO BOX H0

ADMINISTER QUESTIONS HH1& HH2 FOR EACH PROGRAM A-J MARKED IN (D10, E8, F8, GA16), UP TO 10 TIMES

QUESTIONS ARE ASKED FOR EACH PROGRAM MARKED, REGARDLESS OF INCIDENT TYPE OR NUMBER OF CONTACTS. FOR EXAMPLE:

- If someone marks 'Program A' in D11 and 'Program A' in GA16, they will receive questions HH1& HH2 only once (for 'Program A')
- If someone marks 'Program A' and 'Program C' in D10, and 'Program C' in F8, then they will receive questions HH1& HH2 twice: once for 'Program A' and once for 'Program C'.

Earlier you said that you have contacted the following as a result of an incident: [LIST programs contacted]

The following ask you about your experience with (this/each of these) program(s)

You said that you contacted [PROGRAM] ...

HH1. How useful was [Program] in helping you?

- Not at all
- A little
- Somewhat
- Very
- Extremely

HH2. At any time did you feel pressure from [PROGRAM] on whether or not to report or file a complaint?

- No, I did not feel pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure to proceed with reporting or filing a complaint
- Yes, I felt pressure NOT to report or file a complaint

BOX HH1

IF MORE PROGRAMS SELECTED IN (D10, E8, F8, or GA16) THEN RETURN TO BOX HH0 ELSE CONTINUE TO BOX H1

SECTION H – SEXUAL MISCONDUCT PREVENTION TRAINING

BOX H0

IF A6=2023 or 2024 THEN GO TO H1

IF A6 < 2023 THEN GO TO H2

H1. As an incoming student at [UNIVERSITY], did you complete any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H1a]

No [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H1a. [IF H1 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

H2. Since arriving at [UNIVERSITY], have you completed any training modules or information sessions about sexual assault or other sexual misconduct?

Yes [GO TO H2a]

No [GO TO I1]

[IF BLANK THEN SKIP TO I1]

H2a. [IF H2 = YES] What topics did these training modules or information sessions include? (Mark all that apply)

How sexual assault or other sexual misconduct is defined on campus

How to prevent sexual assault or other sexual misconduct

Additional training programs on how to prevent sexual assault or other sexual misconduct

Where to seek help should you or someone else experience sexual assault or other sexual misconduct

[IF ANY RESPONSE OR IF BLANK THEN SKIP TO I1]

SECTION I – PERCEPTIONS OF RESPONSES TO REPORTING

The following are statements about what might happen if someone were to report a sexual assault or other 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 other 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
-

12. If someone were to report a sexual assault or other 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
-

SECTION J – BYSTANDER BEHAVIOR

The next questions are about situations you may have seen since you have been a student at [UNIVERSITY].

J1. Since you have been a student at [UNIVERSITY], have you noticed someone at [UNIVERSITY] making inappropriate sexual comments about someone else’s appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that you believed was making others feel uncomfortable or offended?

Yes [CONTINUE]

No [GO TO J2]

[IF BLANK THEN GO TO J2]

J1a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person’s friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn’t sure what to do

Did nothing for another reason

Other: [Text Box]

J2. Since you have been a student at [UNIVERSITY], have you witnessed a pattern of ongoing sexual comments or behaviors that made you concerned that a fellow student at [UNIVERSITY] was experiencing sexual harassment?

Yes [CONTINUE]

No [GO TO J3]

[IF BLANK THEN GO TO J3]

J2a. Thinking about the last time this happened, what did you do? (Mark all that apply)

Directly intervened or interrupted the situation in the moment

Checked in with the person who seemed impacted by the behavior

Confronted or expressed concern to the person engaging in the behavior

Sought help from either person’s friends

Sought help from someone else

Expressed concern to school administrators or another person in a position of authority

Did nothing because the person impacted appeared to be handling the situation

Did nothing because I wasn’t sure what to do

Did nothing for another reason

Other: [Text Box]

J3. Since you have been a student at [UNIVERSITY], have you witnessed someone at [UNIVERSITY] behaving in a controlling or abusive way towards a dating or sexual partner?

- Yes [CONTINUE]
 - No [GO TO J4]
- [IF BLANK GO TO J4]
-

J3a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
 - Checked in with the person who seemed impacted by the behavior
 - Confronted or expressed concern to the person engaging in the behavior
 - Sought help from either person's friends
 - Sought help from someone else
 - Expressed concern to school administrators or another person in a position of authority
 - Did nothing because the person impacted appeared to be handling the situation
 - Did nothing because I wasn't sure what to do
 - Did nothing for another reason
 - Other: [Text Box]
-

J4. Since you have been a student at [UNIVERSITY], have you witnessed a situation that you believed could have led to a sexual assault?

- Yes [CONTINUE]
 - No
-

J4a. Thinking about the last time this happened, what did you do? (Mark all that apply)

- Directly intervened or interrupted the situation in the moment
- Checked in with the person who seemed impacted by the behavior
- Confronted or expressed concern to the person engaging in the behavior
- Sought help from either person's friends
- Sought help from someone else
- Expressed concern to school administrators or another person in a position of authority
- Did nothing because the person impacted appeared to be handling the situation
- Did nothing because I wasn't sure what to do
- Did nothing for another reason
- Other: [Text Box]

SURVEY COMPLETION SCREEN

You have completed the survey, but your data have not yet been submitted. We greatly appreciate your willingness to share your personal experiences and opinions about some very private and sensitive issues. Thank you.

If you or someone you know needs support services related to an experience of sexual assault or other sexual misconduct, click on the “Support Resources” link at the top and bottom of this page for information on how to access support services.

Please click on the “Submit” button to submit your completed survey now.

[SUBMIT BUTTON]

[PREVIOUS PAGE BUTTON]

ATTACHMENT 1 – SECTION G1: IMMEDIATE FOLLOW-UPS

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 time
 - 2 times
 - 3 times
 - 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?

- Since the beginning of the Fall 2023 term [GO TO NEXT BOX]
- Prior to the Fall 2023 term [GO TO G1c]

[IF BLANK GO TO BOX G1_2]

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

- Fall 2022 to Summer 2023
- Fall 2021 to Summer 2022
- Fall 2020 to Summer 2021
- Prior to Fall of 2020
- 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)?

Yes [GO TO G2e]

No [GO TO BOX G1_2]

[IF BLANK THEN GO TO BOX G1_2]

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]

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

BOX G1_4

IF G[X]A = '4 or more times' AND ALL G[X]B='since Fall 2023' 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 2023 term?

Yes

No

ATTACHMENT 2 – SECTION GA: SUMMARY DETAILED INCIDENT FORM

BOX GA0

IF ALL ITEMS G1 – G9 = 'NO' OR BLANK THEN SKIP TO BOX H0
ELSE CONTINUE TO BOX GA1

BOX GA1

Section GA is administered up to 4 TIMES based on incidents reported in items G1 – G9
Respondents who reported at least 1 incident in G1 – G9 will be asked to complete 1 DIF. Respondents who reported more than 1 incident will be given the option to complete up to 4 DIFs (see the end of section GA for this request).

A DIF will be in reference to 1 single incident

The incident referenced by a DIF will be selected by the respondent, based on how much the experience impacted or affected the respondent.

- The FIRST DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE MOST
- The SECOND DIF will reference the incident which IMPACTED OR AFFECTED the respondent THE SECOND MOST
- ...up to 4 incidents

BOX GA1.5

Count number of eligible incidents for each item in section G:

```
DO FOR X = 1 – 9 AND Y = 1 – 4
  if G[X]=YES then do
    G[X]count = G[X] a
    if G[X]a=BLANK then G[X]count=1
    if G[X]c_[Y] = 5 OR G[X]e_[Y] = (1 to 8) then G[X]count – 1
```

Dynamic text

if sum (G1count-G9count) =1 then:

“...what happened during the incident you reported...”

if sum (G1count-G9count) >1 AND first incident then:

“...what happened during one of the incidents you reported...”

if sum if sum (G1count-G9count) >1 AND 2nd-4th incident then:

“...what happened during another one of the incidents you reported...”

The following questions ask about what happened during (the/(another) one of the) incident(s) you reported earlier. Sometimes it is difficult to report on these details, but the information you provide will help us understand the context and consequences of the incident.

Please remember that you can skip any question if you do not want to answer.

[IF FIRST INCIDENT]: You said that the following happened to you since you have been a student at [UNIVERSITY]:

- [IF G1count > 0] Penetration or oral sex involving physical force or threats of physical force ([G1count] incidents)

- [IF G2count > 0] **Attempted but not successful** penetration or oral sex involving physical force or threats of physical force ([G2count] incidents)
- [IF G3count > 0] **Sexual touching involving physical force or threats of physical force** ([G3count] incidents)
- [IF G4count > 0] **Penetration or oral sex when you were unable to consent or unable to stop what was happening** ([G4count] incidents)
- [IF G5count > 0] **Sexual touching when you were unable to consent or unable to stop what was happening** ([G5count] incidents)
- [IF G6count > 0] **Penetration or oral sex when you were coerced by threats of serious non-physical harm or promised rewards** ([G6count] incidents)
- [IF G7count > 0] **Sexual touching when you were coerced by threats of serious non-physical harm or promised rewards** ([G7count] incidents)
- [IF G8count > 0] **Penetration or oral sex without your active ongoing consent** ([G8count] incidents)
- [IF G9count > 0] **Sexual touching without your active ongoing consent** ([G9count] incidents)

[IF ONE INCIDENT]: Please answer the following questions about what happened during this experience and how it impacted or affected you.

[IF FIRST INCIDENT OF 2 OR MORE]: The following questions ask you about what happened during one of these experiences. While all such experiences are of great concern, please answer the following questions about the experience that has *impacted or affected you the most*.

[IF SECOND, THIRD OR FOURTH INCIDENT] You reported that [XX] other incidents involving sexual contact occurred. The following questions ask you about what happened during the incident that had the NEXT greatest impact on you. Please remember that you can skip any question if you do not want to answer.

GA1. How many people did this to you (during this incident)?

- 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 ...

- Man
- Woman
- Other gender identity
- Don't know

[FOR ANY RESPONSE OR IF BLANK SKIP TO GA2c]

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

- | | | |
|-----------------------|------------------------------|-----------------------------|
| Man | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Woman | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other gender identity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Don't Know | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

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

- Penis, finger(s) or object(s) was inside someone's vagina or anus
 - Mouth or tongue made contact with another's genitals
 - Kissed
 - Touched breast, chest, crotch, groin or buttocks
 - Grabbed, groped or rubbed in a sexual way
 - Other
-

GA2d. How did the person do this? (Mark all that apply)

- The person(s) used physical force or threats physical of force
 - The person(s) did this when I was unable to consent or stop what was happening because I was passed out, asleep, or incapacitated due to drugs or alcohol
 - The person(s) threatened serious non-physical harm or promised rewards
 - The person(s) did this without my active, ongoing, voluntary agreement
-

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

- Student
 - Student teaching assistant
 - Faculty or instructor
 - Research staff
 - Other staff or administrator
 - Coach or trainer
 - Alumni
 - Other person associated with [UNIVERSITY] (e.g., internship, study abroad)
 - The person was not associated with [UNIVERSITY]
 - Unsure about association with [UNIVERSITY]
-

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

- Someone I was involved or intimate with at the time
- Someone I previously had been involved or intimate with
- Teacher
- Advisor
- Someone I was teaching or advising
- Live-in residential staff
- Coach or trainer
- Boss or supervisor
- Co-worker
- Friend
- Classmate
- Someone I know or recognize, but was not a friend
- Did not know or recognize this person

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

- Yes
 - No
 - Don't know
-

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

- Yes
 - No
 - Don't Know
-

GA7. Before the incident were you drinking alcohol? Keep in mind that your use of alcohol in no way absolves a person who acted against your will.

- Yes
 - No
-

GA8. Before the incident did you voluntarily take any drugs? Keep in mind your use of drugs in no way absolves a person who acted against your will.

- Yes
 - No
-

GA9. Before the incident, 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 GA11a

GA10. Were you passed out or asleep for all or parts of this incident?

- Yes
 - No
 - Not sure
-

GA11a. Did this incident occur during an academic break or recess?

- Yes
- No

GA12a. Where did this incident occur?

- University residence hall/dorm
 - Fraternity house
 - Sorority house
 - Other space used by a single-sex student social organization
 - Other residential housing
 - Classroom, lab or fieldwork setting
 - Faculty or staff office
 - Restaurant, bar or club
 - Other non-residential building
 - Outdoor or recreational space
 - Some other place
-

GA12b. Did this incident occur:

- On a (University) campus location
 - On a (University) affiliated off-campus location
 - Some other place
-

GA13a. Did you experience any of the following as a result of the incident? (Mark all that apply)

- Avoided or tried to avoid the person(s)
- Fearfulness or being concerned about safety
- Feelings of helplessness or hopelessness
- Loss of interest in daily activities
- Withdrawal from interactions with friends
- Stopped participating in extracurricular activities
- 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

Appendix 3. Human Subjects Protections and Safeguards

A3.1 IRB Review Options and Process Overview

A SMART letter of acknowledgement was executed between Yale University and Westat on March 12, 2024, agreeing that Yale University would rely on Westat’s IRB for review and continuing human subjects research oversight of the project.

A3.2 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.

A3.3 NIH Certificate of Confidentiality

The Higher Education Sexual Misconduct and Awareness survey is protected by a Federal Certificate of Confidentiality (CoC) CC-OD-23-5323. This certificate, issued by the National Institutes of Health (NIH), Office of Extramural Research allows “the investigator and others who have access to research records to refuse to disclose identifying information on research participants in civil, criminal, administrative, legislative, or other proceedings, whether federal, state, or local.”²⁷ This is an important legal tool and we are very pleased to have secured this protection for our study participants.

A3.4 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 could not 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 interview at any time if they felt uncomfortable or simply wished to stop. In addition, all consent forms concluded with contact information for a responsible IRB and research representative.

Shortly after the launch of the 2015 *Campus Climate Survey*, institutional representatives indicated that students who reported that there was no warning about the sensitive content of the survey had not seen or read the portion of the survey consent form that described the sensitive nature of the survey. To respond to these concerns, this portion of schools’ consent form continues to

²⁷ From Guidance on Certificates of Confidentiality, [Certificates of Confidentiality - Privacy Protection for Research Subjects: OHRP Guidance \(2003\) | HHS.gov](https://www.hhs.gov/ohrp/guidance/2003/)

highlight this information, partly by using the phrase “TRIGGER WARNING” prior to a description of language used in the survey (see example below).

TRIGGER WARNING: 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.

A3.5 Distress Protocols

Prior studies on sexual assault and other 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, & Nason, 2012).^{28,29} However, data collection for the HESMA included several safeguards to minimize risk related to emotional distress.

A3.6 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.

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.

A3.7 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.

²⁸ 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.

²⁹ 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.

The Higher Education Sexual Misconduct and Awareness (HESMA) Survey

FAQs Support Resources Help Desk: (800) 230-8586

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

How old are you?

Forward >

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

A3.8 Data Security and Protecting Confidentiality

All survey data were collected via a secure web site hosted at Westat. The respondent's email address was encrypted and stored in a 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 were not included in the survey 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 have been stored in a secure manner in a physical and electronic form that can only be accessed by study personnel. All electronic data have 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 are stored in locked files cabinets.

Datasets will be provided to participating schools. These project partners will own their respective datasets and the reports summarizing findings that Westat will also deliver. The individual datasets

have been reviewed for potential disclosure risks. Where appropriate, variables were altered (e.g., categories collapsed) to eliminate potential disclosure 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.

Informed Consent

Yale University Informed Consent

Yale University is asking all students to answer a climate survey on sexual assault and misconduct. The survey is sponsored by Yale in collaboration with 10 peer institutions. Data collection and survey technical support are being conducted by the survey firm Westat. The results will be used to guide policies to encourage a healthy, safe and nondiscriminatory environment at Yale.

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

Trigger Warning: 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 the meaning is clear. 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.

[As a small token of appreciation, if you participate, you will have the option to receive a \$10 visa gift card or elect to have Yale donate \$10 to one of three not-for-profit organizations.]

This survey includes some open-ended questions which allow you to write a text response. Open-ended questions will not be reviewed by the survey firm Westat. They will be sent "as is" to Yale's research team for review in July 2024.

We will protect the confidentiality of your answers. When you complete the survey, the link between your survey responses and your name, email, and IP address will be broken so that your survey responses will never be connected to these identifiers (name, email, and IP address). The results will be presented in summary form so no individual can be identified. However, if you provide identifying information in a text box, Yale may be obligated to follow up when it reviews those responses in July 2024.

This research is covered by a Certificate of Confidentiality from the National Institutes of Health. The researchers with this Certificate may not disclose or use information that may identify you in any federal, state, or local civil, criminal, administrative, legislative, or other action, suit, or proceeding, or be used as evidence, for example, if there is a court subpoena, unless you have consented for this use. Information protected by this Certificate cannot be disclosed to anyone else

who is not connected with the research except, if there is a federal, state, or local law that requires disclosure (such as to report child abuse or communicable diseases but not for federal, state, or local civil, criminal, administrative, legislative, or other proceedings); if you have consented to the disclosure, including for your medical treatment; or if it is used for other scientific research, as allowed by federal regulations protecting research subjects.

The Certificate of Confidentiality will not be used to prevent disclosure as required by federal, state, or local law of child abuse or a threat to harm yourself or others.

If you have any questions about this study, please call the Westat Help Desk at 1-800-230-8586.

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. If no one is available to take your call, please leave a message with your full name, the name of the research study that you are calling about the Campus Climate Survey on Sexual Assault and Misconduct, and a phone number beginning with the area code. Someone will return your call as soon as possible.

Frequently Asked Questions (FAQs)

Yale University Frequently Asked Questions (FAQs)

Yale is currently conducting a survey of students' experiences of sexual misconduct and campus climate. The survey is confidential and has been sent out to all current Yale undergraduate, graduate, and professional students. The survey is a follow-up to Yale's 2015 and 2019 climate surveys, which Yale also undertook alongside peer universities. Westat, a private research firm, is administering the survey and will conduct the initial data analysis. This coming fall, Yale will report publicly on our survey results.

If you are a current Yale student, you should have received a survey invitation via your Yale email on April 2nd from President Peter Salovey. Please, fill out your survey now to help make Yale's data as complete as possible.

GENERAL INFO

- **What is the survey about?**
The survey seeks to measure students' attitudes about, perceptions of, and experiences regarding Yale's sexual climate, including individual experiences of sexual misconduct, resources for support and reporting, and bystander intervention.
- **Why is the survey important?**
Yale strives to be a safe, respectful community—one where sexual misconduct is prevented wherever possible, and appropriately addressed if it does occur. The more we know about the patterns and dynamics of sexual misconduct on campus, the more effective we will be in our efforts to combat it. Gathering data about the broader climate also helps us understand current community perceptions, skills, and strategies.
- **How will Yale use the data?**
The survey results will help us assess and improve our programs, policies, and strategies related to both sexual misconduct prevention and response. The 2015 and 2019 survey results also raised community awareness and increased community engagement in efforts to eliminate sexual misconduct on our campus; we hope this will be true again with the 2024 results.
- **Will Yale make the survey findings public?**
Yes. The findings from the 2015 and 2019 survey are available [here](#). Yale's 2024 survey results will be released this fall.
- **What changed at Yale after the 2015 and 2019 surveys?**
Yale's survey data, as well as the survey itself, prompted intense community conversation and engagement. Significantly more community members have sought out and participated in sexual misconduct prevention and response training. We have also seen a substantial increase in sexual misconduct reports. Orientation programming and bystander intervention training have expanded and evolved, especially in the graduate and professional schools; prevention and response work has intensified in Yale College as well. A new [online module](#) with foundational information about Yale's resources and bystander intervention has been added to our training programs. The SHARE Center has grown, adding new staff and expertise.

- **Why is Yale conducting the survey again?**
Campus climate changes over time. The 2015 and 2019 survey provided us baseline data and follow-up results, increasing community engagement and leading to improvements in resources to address sexual misconduct in our community. Issuing the survey again allows us to identify trends and adapt our approaches.
- Beyond taking the survey, how can I help?
Combatting sexual misconduct is the work of the whole community. To learn more about ways you can be involved, click [here](#).

TAKING THE SURVEY

- **Why should I participate?**
The survey will be used to shape policies and resources that affect everyone on campus, so it is very important to gather the experiences and viewpoints of everyone. The more we hear from the full range of students, the more accurate and balanced our results will be. It's particularly important that we hear from those who are typically underrepresented in sexual misconduct research: men, LGBTQ students, students of color, non-binary students, and graduate and professional school students.

The survey will be available to all current students from April 2nd through April 30th. No one is required to participate, but we hope that everyone does. Once you have taken the survey yourself, encourage your friends to take it too!

- **What steps are being taken to protect confidentiality?**
The survey is being developed and administered by Westat, the independent firm that also worked with the AAU on the 2015 and 2019 survey. Westat provides an individualized survey link for each student. When students respond to this survey, the link between their responses and their name, email, and IP address is broken. In addition, Westat will conduct a formal disclosure analysis on the dataset to minimize any risks of identifying students using indirect identifiers.

The data that arrive at Yale will be anonymous. Survey results will be released only in summary form so no individual can be identified. However, if you provide identifying information in an open text box, the Title IX Office may follow up with you when Yale reviews those responses in July 2024.

- **Why are students asked to log in with their NetID?**
The survey vendor, Westat, has provided Yale with individualized survey links for each student at Yale. The purpose of the NetID log in is to deliver the individualized survey links to students. NetID is not linked to survey responses. When a student clicks on their individualized survey link, they enter the survey which is managed by Westat.
- **What will I be asked about in the survey?**
Once you click on your individualized survey link, you will be taken to the online survey site and guided through a series of questions. You may skip any question you are not comfortable answering (with the exception of the initial age verification) and may exit the survey at any time. You can move forward and backward through the survey. If you are not able to complete the survey in one sitting, you can save your progress and return later.
The survey questions ask about:
 - your demographics
 - your perceptions of campus climate, risk, and resources

- your personal experiences of sexual misconduct since becoming a student at Yale (stalking, intimate partner violence, sexual harassment, and sexual assault)
- your experiences with bystander intervention

Like most other surveys of complex experiences, the questions use descriptive language to ask about specific behavior. This direct language can sometimes feel awkward or uncomfortable, but descriptions are the best way to make sure that the questions are clear.

- **Is the survey gender-neutral?**

Yes. Sexual misconduct can occur in any gender configuration, and the descriptions of specific forms of sexual misconduct are worded accordingly. The survey does ask about gender identity, offering a range of choices; like all questions, you can skip them if you prefer.

- **How long will it take?**

In pre-testing, the survey took an average of 20 minutes to complete. If you report experiences of campus sexual misconduct, you will be asked follow-up questions, which may take an additional 10 minutes to complete.

- **Will the survey be upsetting?**

The sensitive topics included in this survey can be difficult to think about for some people. The questions have been constructed with care and people may also find it empowering to record their experiences and ideas. Survey-takers may well find themselves wanting to talk to others about their experiences—and some will find that they want to seek out support, and perhaps consider taking action. A link for “Support Resources” appears on every page of the survey, with Yale contacts as well as national support services. We have included a variety of resources so people can choose to contact the one(s) that seem most helpful. At Yale, the SHARE Center is always available to you, any time of the day or night, every day of the year: (203) 432-2000.

- **Where do I find my survey?**

If you are a current Yale student, you should have received a survey invitation from President Peter Salovey via your Yale email. Please, fill out your survey now to help make Yale’s data as complete as possible.

This survey was sent on April 2nd to all current students, including those on leaves of absence and studying in absentia. (Yale College has a small handful of students who are under 18 and thus cannot participate; those students were notified separately.) If you cannot find your survey invitation, write to titleix@yale.edu for help.

SURVEY DESIGN & ADMINISTRATION

- **Who designed the survey?**

The survey was developed by [Westat](#), a leading social science research firm, in conjunction with a multi-disciplinary team of campus representatives from Yale and peer institutions.

- **Was the survey approved by an institutional review board?**

The survey has been reviewed and approved by the Westat IRB, which serves as the IRB of record for the administration of this survey at Yale.

- **Are students offered incentives to participate?**

Yes. As is common with such surveys, modest material incentives will be offered to encourage student participation. Westat created a stratified random sample of five thousand Yale students, who were each offered to choose from (a) a \$10 visa gift card, or (b) \$10 donation to one of three not-for-profit organizations, as an incentive for participation. This method allows the

Westat researchers to conduct more nuanced analysis of potential nonresponse bias in the survey results.

- **When will the survey instrument become public?**

The survey instrument – the survey questions and display logic – will be in the public domain after it is administered on all participating campuses.

SURVEY RESULTS

- **How will the data be analyzed?**

Westat will use rigorous statistical techniques to analyze the data from all Yale students. As with the 2015 and 2019 survey, Yale will release comprehensive analysis to the community.

- **Who will receive the results of the survey?**

Westat will analyze the data and generate a findings report, which Yale will receive and share with the community. Yale will also receive a datafile of anonymized survey responses.

- **What kind of data will Yale release?**

Yale plans to release the survey findings in a public report next fall. Like prior climate assessments, the report will not share identifying information. The survey findings will become an important part of our community conversations and strategies.

- **How will Yale protect confidentiality in reporting the results?**

Yale will not release individual survey records, nor will we report on very small demographic clusters. All identifiers will be removed from Yale's unit record data before Westat provides the dataset to Yale. However, if you provide identifying information in a text box, Yale may be obligated to follow up when it reviews those responses in July 2024.

ADDITIONAL RESOURCES

- **What else is Yale doing about sexual misconduct?**

Yale devotes extensive resources and attention to addressing and preventing sexual misconduct on campus. The [Title IX at Yale](#) website summarizes our key resources and links to more detailed information.

Yale's first-line responder is the Sexual Harassment and Assault Response & Education Center ([SHARE](#)), which offers information, advocacy, and support to community members dealing with sexual misconduct of any kind. SHARE assists individuals who are dealing with acute and recent experiences, as well as experiences from their past. They also support individuals whose friends, family or loved ones have experienced sexual misconduct. SHARE operates a 24-hour hotline and daytime drop-in services, offers individual and group sessions, and advocates for people as they seek out medical, disciplinary, and legal processes through the [Yale Police](#), the [Title IX Coordinators](#), the [University-Wide Committee on Sexual Misconduct](#) (the UWC), or in the broader community.

At the undergraduate level, the [Communication and Consent Educators](#) (CCEs) work throughout the year to help their peers create safe, strong, respectful communities; this includes mandatory workshops for the entire first-year and sophomore classes.

- **What should I do if I've experienced sexual misconduct at Yale?**

Individuals' experiences vary widely, as do individual needs, but sexual misconduct can have a profound impact. You do not need to cope with this alone. [SHARE](#) is a wonderful first place to seek help and support, as well as to consider pursuing disciplinary and criminal processes. SHARE's services are completely confidential and available 24/7. Other resources (accessible

directly, or facilitated by SHARE) include the [Yale Police](#), the [Title IX Coordinators](#), the [University-Wide Committee on Sexual Misconduct](#) (the UWC), and [Yale Health](#). At Yale, you have choices about what to do and when—and many people to explain the options, answer your questions, and support you along the way.

- **I still have questions. Where can I get more information?**

If you have any questions about this survey, you can call Westat’s survey Help Desk at (800) 230-8586. If you have questions about your rights as a research participant, you can call the Westat IRB at (888) 920-7631.

Yale’s Title IX Office is also able to answer many questions. Email us at titleix@yale.edu or call (203) 432-4446.

Student Resource Information

Yale University Student Resource Information

On-Campus Resources

SHARE Center (Sexual Harassment and Assault Response & Education Center)
Confidential Resource

<https://sharecenter.yale.edu>

24/7 On-call service for time-sensitive concerns: 203-432-2000

Physical Location:

55 Lock St., Lower Level (9am – 5pm Monday – Friday)

Off-Campus Community Resources

CT Sexual Assault Crisis Service:

http://www.womenfamilies.org/Content/Sexual_Assault_Crisis_Services.asp

- 24/7 Hotline in both English (1-888-999-5545) and Spanish (1-888-568-8332)

Umbrella Center for Domestic Violence Services:

<https://www.bhcare.org/services/domestic-violence-victim-advocacy/umbrella-center-for-domestic-violence-services/>

-24/7 Hotline: 1-888-774-2900

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)

988 Suicide & Crisis Lifeline..... 988

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, Text Lines, and Online Hotlines

Crisis Text Line.....text HOME to 741741

National Sexual Assault Online Hotline (RAINN):

<http://www.rainn.org/get-help/national-sexual-assault-online-hotline>

Website: <http://www.rainn.org/>

Appendix 4. Email Invitations and Reminders

Invitation – Non-incentivized

Date: Tuesday, April 2, 2024

From: President Peter Salovey (president@yale.edu)

Reply to: titleix@yale.edu

Subject: Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

Dear Undergraduate, Graduate, and Professional School Students,

I write to encourage you to participate in the 2024 Campus Climate Survey on Sexual Misconduct and Resource Awareness. Your input is vital.

TAKE THE SURVEY NOW [format as 'button';
https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_8wyyw0daDSrYi9g]

In 2015 and 2019, Yale and over twenty other universities participated in the first and second waves of the Campus Climate Survey, sponsored originally by the Association of American Universities. The aggregate findings were immensely informative and stimulated new actions and research. By illuminating specific campus patterns and challenges, local results at Yale helped build community engagement around improving the university's programs, processes, and policies for addressing sexual misconduct.

The 2024 survey will add a critical third wave of data, shedding additional light upon our ongoing challenges and helping us to assess the effect of our collective efforts. The higher our participation rate, the more we will learn. So, I hope you will take a few minutes and respond to the survey now and then encourage your friends and classmates to do so as well.

Westat, a social science research firm, is administering the survey for us. Your individual responses will be confidential. Your participation in this survey is completely voluntary; Yale will not know if you have taken the survey or how you respond.

For more information about Yale's survey process, including the full 2015 and 2019 results, please visit the [Title IX at Yale website](#). That site will also provide information about resources and options if you or someone you know has experienced sexual misconduct. For confidential support, please contact [SHARE](#) at 203-432-2000. SHARE is available weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters.

If you have questions about the survey or have difficulty accessing it, please e-mail MisconductAndAwarenessHelp@westat.com or call 1-800-230-8586. Thank you for considering participating.

Sincerely,
Peter Salovey
President
Chris Argyris Professor of Psychology

Replies to this email will go directly to the confidential Title IX email account (titleix@yale.edu)

Invitation - Incentivized

Date: Tuesday, April 2, 2024

From: President Peter Salovey (president@yale.edu)

Reply to: titleix@yale.edu

Subject: Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

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https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_8wyyw0daDSrYi9g]

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The 2024 survey will add a critical third wave of data, shedding additional light upon our ongoing challenges and helping us to assess the effect of our collective efforts. The higher our participation rate, the more we will learn. So, I hope you will take a few minutes and respond to the survey now and then encourage your friends and classmates to do so as well.

As a small token of appreciation, if you participate, you will have the option to receive a \$10 visa gift card or elect to have Yale donate \$10 to one of three not-for-profit organizations.

Westat, a social science research firm, is administering the survey for us. Your individual responses will be confidential. Your participation in this survey is completely voluntary; Yale will not know if you have taken the survey or how you respond.

For more information about Yale's survey process, including the full 2015 and 2019 results, please visit the [Title IX at Yale website](#). That site will also provide information about resources and options if you or someone you know has experienced sexual misconduct. For confidential support, please contact [SHARE](#) at 203-432-2000. SHARE is available weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters.

If you have questions about the survey or have difficulty accessing it, please e-mail MisconductAndAwarenessHelp@westat.com or call 1-800-230-8586. Thank you for considering participating.

Sincerely,
Peter Salovey
President
Chris Argyris Professor of Psychology

Replies to this email will go to the confidential Title IX email account (titleix@yale.edu).

Reminder 1 – Non-incentivized

Date: Tuesday, April 9, 2024

From: Individual School Deans, each to their own student community OR Secretary & VP For Student Life

Reply to: titleix@yale.edu

Subject: REMINDER Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

Dear [School Name] students,

I am writing to ask for your help assessing the university's progress toward making our campus climate the best it can be for students by filling out the 2024 Campus Climate Survey on Sexual Misconduct and Resource Awareness.

We are one university yet our experiences are often local: We spend time in particular locations and most often engage with colleagues from our own school or unit. Previous students filled out the first campus survey in impressive numbers. The results from the first and second Campus Climate Survey in 2015 and 2019 provided essential information about patterns of misconduct within [School Name]. This guided community engagement and intensified efforts to effectively prevent and respond to misconduct.

The 2024 survey is a critical opportunity to deepen knowledge and refine action. As the survey is of the entire student population—and not just a sample—the strength of collected data for the university and each school, [School Name] included, is determined by the participation rate. Stronger data will allow better-informed dialogue on enhancing the climate for all [School Name] students.

With that in mind, I encourage you to complete the survey:

TAKE THE SURVEY NOW [format as 'button';
https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_8wyyw0daDSrYi9g]

Please know that the survey is voluntary and confidential. Every student in your school received this email; the university does not have information on who has completed the survey. Westat, a social science research firm, administers the survey for Yale and the other participating schools. Your individual responses will be entirely confidential.

The [Title IX at Yale website](#) offers an overview of the university's policies and the broad range of resources available to prevent and respond to sexual misconduct at Yale. For confidential support, please contact [SHARE](#) at 203-432-2000. SHARE is available weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters. If you have questions about the survey or have difficulty accessing it, please e-mail MisconductAndAwarenessHelp@westat.com or call 1-800-230-8586.

Sincerely,

[Dean name and titles] OR

[Kimberly Goff-Crews

Secretary

Vice President for Student Life]

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Sincerely,

[Dean name and titles] OR

[Kimberly Goff-Crews

Secretary

Vice President for Student Life]

Reminder 2 – Non-incentivized

Date: Wednesday, April 17, 2024

From: Kimberly Goff-Crews, Secretary and Vice President and Elizabeth Conklin, University Title IX Coordinator

Reply to: titleix@yale.edu

Subject: REMINDER Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

Dear Yale students,

Earlier this month President Salovey and your dean wrote to ask you to participate in the 2024 Campus Climate Survey on Sexual Misconduct and Resource Awareness. We are writing with an additional reminder. If you have already filled out the survey, thank you! Due to the survey's confidentiality protocols, we do not know who has or has not participated, and so we must send this reminder to everyone.

If you have not yet had a chance to take the survey, would you please do so?

TAKE THE SURVEY NOW [format as 'button';
https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_8wyyw0daDSrYi9g]

In 2015 and 2019, when Yale conducted the first and second Campus Climate Survey, we had one of the highest response rates of the twenty-seven participating schools. Thanks to that robust participation, we were able to gather critical details about a wide variety of student experiences. Given the sobering nature of our results, the strength of our data was critically important—it helped guide institutional and community response, focusing our energies on building a safer, more inclusive, and more respectful campus. Still, there is much more for us to learn. With your help, we aim to exceed the 2019 response rate. The more students who participate in the survey, the more meaningful our data will be.

Westat, a social science research firm, is administering the survey for us and other participating schools. Your individual responses will be confidential. Your participation is completely voluntary, but we do hope you will choose to take part. We want every student in our community to be heard.

To learn more about Yale's resources, please visit the [Title IX at Yale website](#). For confidential support, please contact [SHARE](#) at 203-432-2000. SHARE is available weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters. If you have questions about the survey or have difficulty accessing it, please e-mail MisconductAndAwarenessHelp@westat.com or call 1-800-230-8586.

Thank you,

Kimberly M. Goff-Crews
Secretary and Vice President for University Life
Elizabeth Conklin, J.D.
Associate Vice President for Institutional Equity, Accessibility, and Belonging
University Title IX Coordinator

Replies to this email will go to the confidential Title IX email account (titleix@yale.edu).

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Reply to: titleix@yale.edu

Subject: REMINDER Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

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Thank you,

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Secretary and Vice President for University Life

Elizabeth Conklin, J.D.

Associate Vice President for Institutional Equity, Accessibility, and Belonging

University Title IX Coordinator

Replies to this email will go to the confidential Title IX email account (titleix@yale.edu)

Reminder 3 – Non-incentivized

Date: Tuesday, April 23, 2024

From: Elizabeth Conklin, University Title IX Coordinator

Reply to: titleix@yale.edu

Subject: FINAL REMINDER Your Yale, Your Voice: Campus Climate Survey on Sexual Misconduct and Resource Awareness

To the Yale Student Community,

Earlier this month, Secretary Goff-Crews and I wrote to tell you about the 2024 Campus Climate Survey on Sexual Misconduct and Resource Awareness and asked you to participate. Because the responses are confidential, I do not know if you have, so I am sending this reminder to every Yale student. Sexual misconduct causes deep harm to individuals and undermines the promise of our academic mission and our community ideals. To combat it, we need accurate data. If you have already shared your perspectives and experiences, thank you. If not, please do so now.

TAKE THE SURVEY NOW [format as 'button']
https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_8wyyw0daDSrYi9g

Over the past three weeks, you have received multiple reminder emails. This is the last one. The survey will remain open until next Tuesday, but please do not wait until the last minute. To learn the most from this survey, we need every student on campus to take part. Now is the time to ensure your voice will be heard.

Westat, a social science research firm, is administering the survey for us and the other participating schools. Participation is voluntary, and your individual responses will be entirely confidential.

To learn more about Yale's resources, please visit the [Title IX at Yale website](#). For confidential support, please contact [SHARE](#) at 203-432-2000. SHARE is available weekdays during regular business hours and has a 24/7 on-call service for time-sensitive matters. If you have questions about the survey or have difficulty accessing it, please e-mail MisconductAndAwarenessHelp@westat.com or call 1-800-230-8586.

Thank you

Elizabeth Conklin, J.D.

Associate Vice President for Institutional Equity, Accessibility, and Belonging
University Title IX Coordinator

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Thank you,

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Associate Vice President for Institutional Equity, Accessibility, and Belonging
University Title IX Coordinator

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Appendix 5. Results by Individual Status Code

A5.1 Definition of Completed Survey

We define a completed survey with two criteria: (1) the respondent answered at least one of the questions 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 five minutes to fill out the survey. See Chapter 2.5 of the main report for further discussion on how surveys were defined as complete.

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/professional students; for those few schools that did not conduct a census, N represents the total number of registered undergraduate and graduate/professional students that were sampled); n_1 represents the number of students who started the survey, completed the victimization sections, but did not submit the survey; n_2 represents the number of students who started the survey, completed the victimization sections, and submitted the survey.

Table A5.1. Frequency of survey response status for Yale University

Status Description		n	%
1	Did not click on link	11,585	73.4%
2	Clicked on link, but did not start	220	1.4%
3	Started, did not submit, did not have enough responses	752	4.8%
4	Submitted, completed in <5 minutes	93	0.6%
5	Submitted, completed >= 5 minutes or could not measure duration, did not did not have enough responses	14	0.1%
6	Started, not submitted, completed minimum responses	188	1.2%
7	Started, submitted, completed minimum responses	2,922	18.5%
	Total	15,774	100.0%

A5.2 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, data for those students who completed the survey in less than five minutes were eliminated.

Approximately 21.6 percent of individuals that started the survey did not complete it using the criteria described above ($(859 / 3,969) = 21.6$). Once starting section G (sexual violence), 11 percent of respondents were dropped from the analysis dataset. Of those that did not complete the survey, 51 percent did not answer the first question in the Sexual Harassment section and 89 percent did not answer the first question in the first sexual violence section.

Table A5.2. 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	99%	100%	100%
Section BB – General Perceptions of Campus	73%	100%	94%
Section B – Perceptions of Risk	61%	98%	90%
Section C – Knowledge of Resources	56%	100%	90%
Section D – Sexual Harassment	49%	100%	89%
Section E – Stalking	21%	100%	83%
Section G – SV Screener	11%	100%	81%
Section I – Perceptions of Responses to Reporting	10%	96%	77%
Section J – Bystander Behavior	10%	95%	77%
Submitted	107	2,922	3,029
Total Started	859	3,110	3,969

¹ Initial questions used by section are: A2, BB1, B1, C2a, D1, E1, G1, H1, I1, J1. Sections F and HH are not included because not all respondents were routed to these sections. Although all respondents answered questions in Section H, they began with H1 or H2 depending on when they enrolled at the school.

² See text for definition of a completed survey.

Appendix 6. Non-response Bias Analysis

Nonresponse bias is an issue that all surveys have to address. As described in the weighting section, nonresponse bias occurs when the survey variables are correlated with response propensities. For example, if those that do not respond have different rates of victimization as those that do respond, then the estimates of victimization will be biased because of nonresponse. The survey weights were obtained from the raking procedure that is intended to adjust for nonresponse (Section 2.6). This adjustment used characteristics that are related to both nonresponse and many of the survey outcomes. For example, the adjustment used gender, which is highly related to all types of victimization and response propensity. However, there is still the potential that the estimates are subject to nonresponse bias if there are other differences between respondents and nonrespondents that the adjustment does not account for. For example, if women victims of assault are more likely to participate than women who are not victims, then there is potential for nonresponse bias even after the weight adjustment by gender.

To evaluate the possibility of bias in the fully weighted estimates, analysis was conducted that assessed bias for the 10 different outcome measures listed in the Table A6-1.

Table A6-1 | Ten key variables used in the nonresponse bias analysis

Variable Number	Variable Description	Name or Description Used in Discussion
1	Indicates whether respondent experienced penetration by physical force or inability to consent or stop what was happening since entering college	Penetration by Physical Force or Inability to Consent
2	Indicates whether respondent experienced sexual touching by physical force or inability to consent or stop what was happening since entering college	Sexual Touching by Physical Force or Inability to Consent
3	Indicates whether respondent experienced penetration or sexual touching without active, ongoing voluntary agreement since entering college	Penetration or Sexual Touching without Ongoing Consent
4	Indicates whether respondent experienced sexual harassment that interfered with their academic or professional performance; limited their ability to participate in an academic program; or created an intimidating, hostile, or offensive social, academic, or work environment since entering college	Harassment
5	Indicates whether respondent experienced at least one incident of stalking by the same person more than once that made them afraid for their personal safety or caused them substantial emotional distress since entering college	Stalking
6	Indicates whether respondent in a partnered relationship experienced intimate partner violence since entering college	Intimate Partner Violence

Variable Number	Variable Description	Name or Description Used in Discussion
7	Indicates whether respondent is 'very' or 'extremely' knowledgeable about on-campus resources for sexual assault and other sexual misconduct	Knowledge of Resources
8	Indicates whether respondent feels it is 'very' or 'extremely' likely that campus officials will do both of the following in response to a report of sexual assault or other sexual misconduct: take the report seriously and conduct a fair investigation	Perceptions of Response to Reports
9	Indicates whether respondent took some sort of action after noticing someone making inappropriate sexual comments about someone else's appearance, sharing unwanted sexual images, or otherwise acting in a sexual way that they believed was making others feel uncomfortable or offended.	Bystander Behavior
10	Indicates whether sexual assault or other sexual misconduct is perceived as very or extremely problematic at the school	Perception of Problem

Two different analysis methods were used to test whether bias due to nonresponse exists for the 10 key outcomes listed above (see Table A6-1). These include:

- Comparison of early and late responders: Early responders are defined as the first 60 percent of respondents at the minimum, who submitted their survey. The late responders are the remaining respondents, who submitted later.³⁰
- Comparison by the incentive status: The key outcomes were compared for the students who received an incentive to those that did not.

Comparison of Early and Late Responders

One standard method of assessing nonresponse bias is to assume that the respondents that required the most effort to convince to complete the survey are similar to the nonrespondents. One way to operationalize this idea is to examine the outcomes by when the survey was submitted. Those students who required less time, and fewer reminders, to complete the survey represent a group that required less effort, while those that responded later are those that required more effort. 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. For this purpose, 'early' responders were defined to include the first 60 percent of students who completed the survey. The 'late' responders are the remaining 40 percent that responded at the end of the field period.

³⁰ Because the submission time was calculated in days instead of continuum of time, it usually not possible to divide the respondent sample by exactly a 60/40 split.

While this is one of standard methods to evaluate nonresponse bias, the assumption that those responded late resemble the nonrespondents does not always hold.³¹

The analysis compared the weighted estimates of the 10 key survey outcome variables at the total population and subgroup levels. The subgroups are defined by the categories of the auxiliary variables used in weighting which include incentive status, gender, age, year in school³² and race/ethnicity (see Table 2 in Section 2.6). There are 20 categories of subgroups in total (2 Incentive Statuses, 2 Genders, 4 Age Groups, 7 categories of Year in School, and 5 categories of Race/Ethnicity). Comparisons are also made of subgroups defined by cross-classifications of the gender and student affiliation categories (four finer subgroups: undergraduate men, graduate/professional men, undergraduate women, and graduate/professional women). There were 250 comparisons overall, which corresponds to the sum of 10 population-level comparisons, 200 (= 10 key variables times 20 categories) subgroup-level comparisons, and 40 (= 10 key variables times four finer subgroups) finer subgroup-level comparisons.

Subgroup-level comparisons for the same auxiliary variable were made using the Benjamini-Hochberg multiple testing procedure (Benjamini and Hochberg, 1995).³³ For example, one t-test was performed to compare the estimate of Penetration by Physical Force or Inability to Consent for men. Another t-test was carried out for women in the same way. These two comparisons were made using the Benjamini-Hochberg procedure with an overall significance level of $\alpha=0.05$. Population-level comparisons were made individually with a 0.05 alpha-value.

Nine (90%) out of 10 population-level comparisons are individually significant at 5 percent – they are Sexual Touching by Physical Force or Inability to Consent, Penetration or Sexual Touching without Ongoing Consent, Harassment, Stalking, Intimate Partner Violence, Knowledge of Resources, Perceptions of Response to Reports, Bystander Behavior, Perception of Problem. One issue with these comparisons is they do not fully control for differences that are adjusted in the survey weights (e.g., gender and affiliation status). While this analysis uses the weights, it does not control within early and late responder groups. For example, there may be more men 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. Forty-one (20.5%) out of 200 subgroup comparisons are significant, and 2 (5%) out of 40 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 A6-2 provides the differences for each of these outcomes for the early vs. late responders for the four finer subgroups defined by gender and affiliation status. For example, for male undergraduate students the rate for Sexual Touching by Physical Force or Inability to Consent for late responders is 6.8 percent and for early responders is 8.91 percent. This difference is statistically not significant at the 5 percent level for multiple comparisons with a P-value of 37 percent.

³¹ 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.

³² This is the variable that combines Student Affiliation (which indicates whether a student is undergraduate, graduate or professional), Year of Study (for undergraduate students), and Year in Program (for graduate and professional students).

³³ Benjamini, Yoav; Hochberg, Yosef (1995). Controlling the false discovery rate: a practical and powerful approach to multiple testing. *Journal of the Royal Statistical Society, Series B.* 57 (1): 289–300.

Table A6-2 | Comparison of early and later responders for finer subgroups (by gender and school affiliation) for 10 key variables (estimates in percent)

Outcome ¹	Gender	Affiliation Status ²	Late Responders	StdErr ³	Early Responders	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	4.23	1.93	3.54	1.01	0.69	75.97
1	M	Grad/Prof	0.61	0.41	0.76	0.48	-0.15	80.20
1	F	UnderGr	9.14	2.14	10.33	1.31	-1.19	64.94
1	F	Grad/Prof	4.09	0.81	2.65	0.64	1.44	16.16
2	M	UnderGr	6.80	2.00	8.91	1.32	-2.11	37.00
2	M	Grad/Prof	2.18	0.63	2.13	0.74	0.05	96.11
2	F	UnderGr	10.86	2.21	11.95	1.24	-1.09	66.11
2	F	Grad/Prof	5.96	1.07	6.37	1.08	-0.41	80.32
3	M	UnderGr	6.88	2.14	7.09	1.44	-0.21	93.80
3	M	Grad/Prof	0.97	0.43	3.40	0.84	-2.43	1.08*
3	F	UnderGr	15.70	2.54	15.33	1.34	0.37	90.26
3	F	Grad/Prof	5.95	0.94	6.41	0.95	-0.46	70.92
4	M	UnderGr	14.23	3.03	21.90	1.80	-7.67	3.11
4	M	Grad/Prof	12.21	1.64	13.59	1.86	-1.38	61.60
4	F	UnderGr	34.85	3.43	35.34	1.81	-0.49	90.22
4	F	Grad/Prof	26.98	1.97	30.21	2.00	-3.23	27.24
5	M	UnderGr	5.87	2.29	7.78	1.38	-1.91	49.79
5	M	Grad/Prof	1.90	0.61	3.06	0.91	-1.16	30.76
5	F	UnderGr	8.13	2.36	10.28	1.13	-2.15	42.82
5	F	Grad/Prof	6.29	1.10	10.24	1.22	-3.95	1.36
6	M	UnderGr	8.35	3.05	13.52	2.18	-5.17	15.20
6	M	Grad/Prof	4.35	1.15	7.04	1.51	-2.69	15.48
6	F	UnderGr	14.87	3.35	8.88	1.22	5.99	9.69
6	F	Grad/Prof	3.78	0.85	5.38	0.99	-1.60	21.97
7	M	UnderGr	48.80	4.41	52.38	2.22	-3.58	49.88
7	M	Grad/Prof	35.95	2.26	43.56	2.29	-7.61	1.87
7	F	UnderGr	51.35	3.39	49.56	1.59	1.79	64.03
7	F	Grad/Prof	37.75	1.87	39.78	1.80	-2.03	44.72
8	M	UnderGr	35.20	4.49	35.07	2.19	0.13	97.86
8	M	Grad/Prof	54.01	2.27	41.97	2.76	12.04	0.23*
8	F	UnderGr	24.36	2.89	24.97	1.56	-0.61	87.09
8	F	Grad/Prof	34.68	2.18	32.34	2.10	2.34	39.07
9	M	UnderGr	68.91	6.88	83.53	3.16	-14.62	6.97
9	M	Grad/Prof	65.07	5.81	75.55	4.98	-10.48	14.08
9	F	UnderGr	79.17	4.84	77.95	2.51	1.22	82.97
9	F	Grad/Prof	76.50	3.79	79.69	3.11	-3.19	50.78
10	M	UnderGr	28.09	4.00	26.63	2.11	1.46	74.76
10	M	Grad/Prof	16.49	1.82	15.67	1.90	0.82	74.88
10	F	UnderGr	35.07	3.23	38.10	1.91	-3.03	46.24
10	F	Grad/Prof	18.68	1.67	20.15	1.56	-1.47	54.48

¹ See Table A6-1 for definitions of outcomes

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

³ StdErr = Standard Error for the proportion

⁴ A significant result after adjusting for multiple comparisons is asterisked (*).

As noted above, 5 percent of the differences in Table A6-2 are statistically significant. Table A6-3 summarizes the comparisons that are statistically significant and the direction of the bias. A '+' sign indicates there is a positive bias and the estimate is too high. A '-' sign indicates there is a negative bias and the estimate is too low. These differences are described below after the table.

Table A6-3 | Direction of nonresponse bias according to analysis of early and late responders for 10 outcome measures by gender and affiliation status

No	Outcome Variable	Male		Female	
		U	G/P	U	G/P
1	Penetration by Physical Force or Inability to Consent				
2	Sexual Touching by Physical Force or Inability to Consent				
3	Penetration or Sexual Touching without Ongoing Consent		+		
4	Harassment				
5	Stalking				
6	Intimate Partner Violence				
7	Knowledge of Resources				
8	Perceptions of Response to Reports		-		
9	Bystander Behavior				
10	Perception of Problem				

Note: U: undergraduate; G/P: Graduate or Professional

Of the six outcome measures of sexual assault and sexual misconduct,³⁴ 1 out of the 24 possible finer subgroup comparisons are significant. The outcome measures that are significant are summarized below.

Penetration or Sexual Touching without Ongoing Consent. There is one significant difference. The difference for male graduate/professional students is negative, indicating the survey estimate is too high.

Of the four outcome measures of campus climate,³⁵ 1 out of the 16 possible finer subgroup comparisons are significant. The outcome measures that are significant are summarized below.

Perceptions of Response to Reports. There is one significant difference. The difference for male graduate/professional students is positive, indicating the survey estimates are too low.

Overall, this analysis of 40 finer subgroup comparisons indicates there is some evidence that there is bias in selected estimates. The estimates that are possibly affected are for

- Penetration or Sexual Touching without Ongoing Consent
- Perceptions of Response to Reports

³⁴ Six outcome measures of sexual assault and sexual misconduct include Penetration by Physical Force or Inability to Consent, Sexual Touching by Physical Force or Inability to Consent, Penetration or Sexual Touching without Ongoing Consent, Harassment, Stalking, and Intimate Partner Violence.

³⁵ Four outcome measures of campus climate include Knowledge of Resources, Perceptions of Response to Reports, Bystander Behavior, and Perception of Problem.

This was found for male graduate/professional students. The direction of the possible bias is different, depending on the measure that is being discussed.

Comparison by the Incentive Status

As noted above, one limitation the analysis of early/late responders is reliance on the assumption that late responders resemble the nonrespondents. This assumption does not always hold and can vary by the outcome that is being examined. An alternative approach is to compare outcomes by the different incentive groups. The incentivized sample, which received a \$10 gift card for participating in the survey, was randomly selected and responded at a higher rate (22.62% vs. 18.37%). If there is nonresponse bias, then there should be a difference in the outcomes between the incentivized and non-incentivized sample groups. For example, the incentive of \$10 gift card may have been 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 sample group should have a lower victimization rate than the non-incentivized sample group. Alternatively, the incentive of \$10 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 230, which is less than for the early/late comparison because we cannot make subgroup-level comparisons defined by the Incentive Status. Significance tests were performed similarly as above. Overall weighted estimates of no key variables are significantly different between the incentivized and non-incentivized groups. Only 2 comparisons (1.11%) out of 180 subgroup comparisons are significant, and 0 (0%) out of 40 finer subgroup comparisons is significant (see Table A6-4). This is slightly less than would be expected by chance (around 5%).

Focusing on the subgroups estimates, Table A6-4 provides the differences for each of these outcomes for the four primary subgroups defined by gender and affiliation status. For example, for female undergraduate students the rate for Penetration by Physical Force or Inability to Consent for the incentive group is 9.37 percent and for the non-incentive group is 10.53 percent. This difference is not statistically significant at the 5 percent significance level for multiple comparisons with a P-value of 57.39 percent.

Table A6-4 | Comparison of incentivized and non-incentivized groups by gender and school affiliation for 10 key variables (estimates in percent)

Outcome ¹	Gender	Affiliation Status ²	Incentive	StdErr ³	Non-Incentive	StdErr ³	Difference	P-value ⁴
1	M	UnderGr	3.78	1.43	3.66	1.04	0.12	94.43
1	M	Grad/Prof	1.15	0.73	0.43	0.28	0.72	36.76
1	F	UnderGr	9.37	1.60	10.53	1.40	-1.16	57.39
1	F	Grad/Prof	3.63	0.95	3.17	0.61	0.46	68.30
2	M	UnderGr	8.13	1.88	8.58	1.59	-0.45	86.27
2	M	Grad/Prof	2.25	0.84	2.10	0.53	0.15	88.25
2	F	UnderGr	11.93	1.70	11.58	1.40	0.35	87.40
2	F	Grad/Prof	6.64	1.09	5.92	0.76	0.72	54.68
3	M	UnderGr	5.96	1.69	7.67	1.40	-1.71	39.11
3	M	Grad/Prof	2.79	0.91	1.72	0.52	1.07	30.79
3	F	UnderGr	16.36	1.93	14.78	1.46	1.58	52.94
3	F	Grad/Prof	4.72	1.07	7.01	0.93	-2.29	10.54
4	M	UnderGr	19.05	2.50	20.72	1.93	-1.67	58.81
4	M	Grad/Prof	12.51	2.05	13.02	1.40	-0.51	84.48
4	F	UnderGr	37.63	2.43	33.64	1.96	3.99	20.20
4	F	Grad/Prof	26.61	2.51	29.82	1.63	-3.21	30.19
5	M	UnderGr	4.61	1.31	8.93	1.67	-4.32	5.49
5	M	Grad/Prof	1.58	0.69	2.90	0.66	-1.32	15.43
5	F	UnderGr	12.07	1.97	8.34	1.17	3.73	12.39
5	F	Grad/Prof	7.74	1.52	8.71	1.11	-0.97	61.66
6	M	UnderGr	16.40	3.58	10.21	1.99	6.19	11.44
6	M	Grad/Prof	3.26	1.31	6.85	1.30	-3.59	6.71
6	F	UnderGr	10.79	1.94	9.91	1.61	0.88	73.36
6	F	Grad/Prof	5.12	1.27	4.34	0.77	0.78	60.30
7	M	UnderGr	49.96	2.96	52.47	2.74	-2.51	57.50
7	M	Grad/Prof	38.71	3.01	39.87	1.99	-1.16	75.32
7	F	UnderGr	49.30	2.49	50.36	1.99	-1.06	75.90
7	F	Grad/Prof	39.53	2.17	38.42	1.70	1.11	70.42
8	M	UnderGr	36.28	3.39	34.38	2.53	1.90	66.66
8	M	Grad/Prof	44.63	3.12	50.47	2.11	-5.84	14.46
8	F	UnderGr	23.21	2.31	25.92	1.62	-2.71	38.34
8	F	Grad/Prof	32.08	2.54	34.19	1.97	-2.11	48.45
9	M	UnderGr	79.61	4.52	81.40	3.68	-1.79	76.87
9	M	Grad/Prof	69.91	6.73	70.44	4.42	-0.53	93.88
9	F	UnderGr	82.87	2.91	75.26	3.38	7.61	12.62
9	F	Grad/Prof	78.78	3.33	77.82	3.23	0.96	82.50
10	M	UnderGr	26.16	2.90	27.46	2.54	-1.30	74.32
10	M	Grad/Prof	14.15	2.06	17.15	1.72	-3.00	26.13
10	F	UnderGr	39.98	2.47	35.81	1.74	4.17	15.24
10	F	Grad/Prof	17.51	1.71	20.53	1.49	-3.02	21.76

¹ See Table A6-1 for definitions of outcomes

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

³ StdErr = Standard Error for the proportion

⁴ A significant result after adjusting for multiple comparisons is asterisked (*).

As noted above, 0% of the differences in Table A6-4 are statistically significant. These results indicate there is no evidence of nonresponse bias.