

CULTIVATING LEARNING AND SAFE ENVIRONMENTS

An Empirical Study of Prevalence and Perceptions
of Sexual Harassment, Stalking, Dating/Domestic
Abuse and Violence, and Unwanted Sexual
Contact

The University of Texas of the Permian Basin

Spring 2017



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1.

Introduction

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Acknowledgements from the Research Team-Institute on Domestic Violence & Sexual Assault (IDVSA)

The successful launch and timely completion of the *Cultivating Learning and Safe Environments (CLASE)* Survey at The University of Texas of the Permian Basin (UTPB) is due in large part to the collective effort and dedication of many individuals. The CLASE survey is part of the larger empirical CLASE study of prevalence and perpetration of five forms of violence and misconduct including sexual harassment by faculty/staff, sexual harassment by students, stalking, dating/domestic violence, and unwanted sexual contact across 13 institutions in The University of Texas System. The research also includes focused analysis with professionals at rotating campuses and an innovative multi-year cohort study to assess impact and program outcomes at The University of Texas at Austin.

First, the research team and the university community owe an immense debt of gratitude to all student participants. We understand more about our students' lives because they took the time to complete this survey. We are particularly grateful to the survivors of sexual harassment, stalking, dating/domestic violence, and unwanted sexual contact. Survivors' contributions were especially critical to move program and response policies forward so our hope is that the findings are reflective of their experiences.

Chancellor William McRaven is a transformative leader. With the support of the UT Board of Regents, the Chancellor's vision has been to recognize all forms of violence that our students experience and implement strategies toward pioneering solutions. It has been a privilege to be a part of this noble charge.

We want to thank and extend our gratitude to UTPB President David Watts, for engaging students and the campus community in the deepest understanding and strategies of these issues to ensure the safety and academic achievement of all students. His leadership is commendable.

We would like to extend our heartfelt thanks to Dr. Wanda Mercer, associate vice chancellor for student affairs at the UT System Office of Academic Affairs. Dr. Mercer was our on-the-ground leader, expertly assisting this team through the labyrinth of institutions of higher education. Undoubtedly, the CLASE project would have been unachievable without Dr. Mercer's aptitude and commitment.

Our gratitude and appreciation goes out to UTPB CLASE Stakeholder Group chair, Associate Dean Penney Nichols, along with fellow members Director Erin Bohn, Director Gayle Ellis, Director Amanda Goza, Chief Tom Hain, Assistant Professor Kevin Harris, Detective J.D. Holloway, Director Wendy

Acknowledgements from the Research Team-Institute on Domestic Violence & Sexual Assault (IDVSA)

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We have stood on the broad shoulders of a large community of sexual assault and violence researchers and colleagues that willingly shared their survey tools and consulted with us. We are deeply appreciative for their commitment and generosity.

Chris Kaiser, director of public policy for the Texas Association Against Sexual Assault (TAASA) and Aaron Setliff, director of public policy for the Texas Council on Family Violence (TCFV) receive our immense gratitude for their superb legal prowess and guidance.

For the past two years, we have deepened our strong relationship with the UT System Office of the Director of Police under the leadership of Director Mike Heidingsfield. Thank you for putting police efforts at the center of prevention and change efforts on our campuses.

We wish to thank Lope Gutierrez-Ruiz, Michelle Benaim Steiner, and the team at In-House International for their incredible creative work on this report. Hundreds of hours went into these reports, and we owe them a great debt for their commitment to illustrate these important data with such care.

We wish to give a big shout out to all the energetic and passionate students who helped with recruitment, pilot pre-testing, and survey promotion through social media.

IDVSA graduate research assistants Michelle “Chelly” Calandra and McKenna Talley worked tirelessly to develop this report.

Introduction

If we want to change our campus culture, then we have to be open and honest about our students' experiences, no matter how uncomfortable it is. Our UT System institutions have numerous, effective programs to serve victims of sexual assault and misconduct, yet we can and must do better because even one incident is too many. These findings provide specific data to more deeply understand our students' experiences, and address the problem.

William H. McRaven
Chancellor, The University of Texas System

The Cultivating Learning and Safe Environments (CLASE) (pronounced 'class') project is a research study about The University of Texas System students' experiences with sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact.¹ The CLASE project was implemented to better understand students' experiences and perceptions of these acts with the goal to increase student safety. Findings will inform institution-specific efforts that address victimization and perpetration risks across the University of Texas (UT) System.² This document presents the web-based findings for UTPB summarizes existing institutional direct programs that serve students, and reports strategic next steps. Enrolled undergraduate and

graduate students were randomly selected to participate in the study.

Students anonymously and voluntarily answered questions using a web-based platform in three broad areas: health and well-being, general perceptions about the institution's response to addressing four areas protected under Title IX legislation (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact), and if they had personal experience with any of these since their enrollment at a UT System institution. At UTPB, 887 students participated. The response rate was 19%.

Sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact are pervasive societal issues. Research indicates that college-aged students may be at particular risk for victimization, and institutions of higher education (IHEs) have a moral and legal responsibility to implement strategies that minimize risks for their students. The UT System and its institutional leaders have set the goal to do just that—further understand, address, and work to eliminate these acts by continuing to dedicate and commit significant institutional efforts and resources. It is equally important to recognize that these issues are not unique to IHEs, but are social problems that should be viewed in the larger societal context.

Race/Ethnicity —

The UT System is uniquely positioned to further contribute to the understanding of the impact these forms of violence have on racially and ethnically diverse student populations, particularly Hispanic and Latino/a students. Findings do not explore the intersectionality of race/ethnicity and sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact. The CLASE project will work toward these aims in the future.

Complex accountability for institutions of higher education —

In recent years, universities nationwide have been grappling with how to identify and respond to victims and hold perpetrators accountable. However, in university settings, striking the balance of justice for victims and accountability of the alleged offenders is more complex, particularly when the offender has been identified as another student. University actors have a duty to uphold the liberties of all their students (victims and alleged offenders). University actors also have a duty to address the needs of all their students in a system where there are both Title IX and criminal justice process reporting options. Research indicates formal reporting is incredibly complex for victims, because it is most likely that the victim and alleged offender know, have known, or are related to each other.

Nationally, university actors need more support and resources dedicated to the implementation of disciplinary processes, police investigations, an advanced understanding of Title IX legislation and processes, and student support services.⁴ This research seeks to contribute to UT System institutions' understanding of these issues.



Title IX Forms of Violence

Title IX is the Education Amendment of 1972 that states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”³

Some forms of violence are prohibited types of sex discrimination under Title IX. These forms of violence include sexual harassment, stalking, dating/domestic violence, and sexual assault.

This report uses the term “unwanted sexual contact” to include unwanted sexual touching, attempted rape, and rape. These particular forms of violence are often referred to as “sexual assault” within the context of federal and state statutes.

Report Organization

This report is organized into five major sections.

Part 1: Introduction gives background information about the CLASE project, including its methodology;

Part 2: Findings include 18 infographics illustrating the prevalence rates, related impact, and students' perceptions of institutional response;

Part 3: Current Programs summarizes the current institutional efforts to address sexual harassment, stalking, dating/domestic abuse and violence, and



Why Use CLASE Statistics?

There are several reasons why the findings in this report and statistics from other studies may differ. Definitions of victimization vary; the CLASE project uses behaviorally-specific definitions focused on unwanted, nonconsensual behaviors. Behaviorally specific definitions result in more accurate reports of victimization than asking a person if they were sexually harassed, stalked, abused, or sexually assaulted.

Second, the study's scope is limited to the issues protected under Title IX and queries students about their experiences since enrollment at a UT System institution.

Finally, prevalence data are not limited to formal reports to institutional services such as campus police or health centers. Research indicates that the topics under study are among the most underreported crimes in the United States. In Texas, only nine percent of adult sexual assault victims reported their victimization to law enforcement.⁵

What we have produced is a current, representative, and UT System Institutions-specific study of the prevalence of forms of violence under Title IX.

unwanted sexual contact;

Part 4: Next Steps describes initiatives, strategic actions, and priorities; and

Part 5: Additional Information includes appendices that provide supplemental data and findings.



Clery Statistics⁶

The Clery Act is a federal statute that requires both private and public IHEs that participate in federal financial aid programs to disclose information about crime on and around their campuses in an Annual Security Report (ASR). The Department of Education defines what crimes are reported in the ASR, which include several non-sexual misconduct related crimes and also the sexual misconduct related crimes of (1) dating violence, (2) domestic violence, (3) sexual assault (rape, fondling, incest, statutory rape), and (4) stalking.

In addition to the sexual misconduct crimes reported under Clery, the CLASE report also addresses: (1) sexual harassment (sexist gender harassment, crude sexual harassment, unwanted sexual attention harassment, sexual coercion harassment) and (2) cyber abuse and psychological abuse in the dating/domestic violence context. Under Clery, a crime is “reported” when it is brought to the attention of a campus security authority (CSA), the institution's police department or campus safety office, or local law enforcement personnel by a victim, witness, other third party or even the offender. Reports can be made by anyone, including non-affiliates of the institution. As not all crimes are reported to a CSA, the institution is limited to reporting in the ASR only those crimes of which it is made aware.

The institution is also limited to reporting in the ASR offenses that occur (1) on campus, (2) on public property within or immediately adjacent to the campus; and (3) in or on non-campus buildings or property that the institution owns or controls. The CLASE report does not have geographic limits and it does not focus on formal reports to the institution, rather its focus is on students' experiences.

Impetus for Leadership-Driven Policy Efforts

The UT System and its institutions recognize that sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact deeply affect students' abilities to learn, grow, thrive, and achieve their educational goals while attending college. The UT System, as a leader in the State of Texas and the nation, strives to understand, address, and reduce these forms of violence across its institutions with the goal to eventually eliminate them. In May 2015, at the initiative of Chancellor William H. McRaven and with the full support of the UT System Board of Regents, researchers at the Institute on Domestic Violence & Sexual Assault (IDVSA) at the School of Social Work at The University of Texas at Austin developed and implemented the four-year CLASE research study. The CLASE project was funded by The University of Texas System Board of Regents.

Federal legislation, mandatory legal regulations, and the creation of the White House Task Force to Protect Students from Sexual Assault also brought these issues to the public's attention. The Task Force's first report, *Not Alone*,⁷ identified priority areas for research, including the critical role of benchmarking surveys to assess efforts that build on knowledge and improve prevention and intervention undertakings. IDVSA researchers have been a part of all these efforts.

See www.utsystem.edu/CLASE for a full description of the CLASE Project

Literature Review

The four issues under study are briefly outlined

particularly in the context of higher education.

Sexual harassment —

Sexual harassment is defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating a hostile environment.”^{8,9} In this report, we include gender harassment (unwanted sexist behavior) within sexual harassment since Title IX protection extends to students who experience gender harassment or sexual harassment.¹⁰ Sexual harassment of students at IHEs is well-documented in the literature and continues to be affirmed by the recent results of campus climate surveys across the United States.

Recent campus climate surveys have found rates of faculty/staff-perpetrated sexual harassment ranging from 21% to 38% with variation in victimization rates among students of different genders and classifications in school.^{11,12} Rates of student-perpetrated sexual harassment have ranged from 39% to 64.5%, with similar variation (See Appendix A, Table 1).^{13,14} While undergraduate students indicate higher rates of sexual harassment perpetrated by their peers than do graduate and professional students, graduate and professional students indicate higher rates of sexual harassment perpetrated by a faculty or staff member than do undergraduate students. The difference in perpetration details and school classification may occur due to a greater amount of interaction with faculty and staff in graduate and professional programs, as well as the inherent nature of power differentials in student-teacher relationships.^{15,16} Gaps may also be reflected in the

information available about undergraduate prevalence rates of sexual harassment perpetrated by faculty or staff.

However, methodological and measurement approaches across national studies make exact comparisons about these issues difficult. Appendix A provides a summary of two other national studies for contrast and methodological differences are noted.

Stalking —

Stalking is defined as the “persistent [use of] threatening or harassing tactics” that are unwanted and fear-inducing, such as being followed, spied on, or sent repeated unwanted messages.¹⁷ Recent research at IHEs found that stalking prevalence rates range from 2.9% to 26%, with higher rates typically experienced by undergraduates and female students.¹⁸⁻²¹ CLASE stalking prevalence rates are comparable to prevalence rates across US institutions Appendix A provides additional comparison data.

Dating/domestic abuse and violence —

The Department of Justice (DOJ) defines dating/domestic abuse and violence “as a pattern of abusive behavior”²² committed “by the victim’s current or former spouse, current or former cohabitant, or person similarly situated under domestic or family violence law;” partners in a non-marital romantic or intimate relationship are also included.²³ Prevalence rates vary across studies due, in part, to diverse methodological practices. Recent research at IHEs indicated that students experience dating/domestic violence at rates of 4.9% to 11.5%.²⁴⁻²⁸ The CLASE study included psychological abuse, cyber abuse, and physical violence victimization as measures of dating and dating/domestic violence. Methodological and measure-

ment approaches across national studies make exact comparisons across prevalence rates difficult.

The high rates of disclosure among men are surprising, although not without precedent; several studies indicate that male and female college students report experiencing dating/domestic abuse and violence at similar rates. What is also known is that the consequences or impact of this abuse and violence is often greater for women, who are more likely to experience emotional consequences and severe injuries. For example, in the CLASE study, women reported higher rates of injuries that needed medical treatment, problems with school, and serious emotional difficulties. Women’s violence also tends to be a protective behavior used in response to violence initiated by an abusive, intimate partner; a strong predictor of women’s violence is men’s violence against them.^{29,30} The inability to measure the intent, including self-defense and coercive control as describe above, are limitations of behaviorally-specific measures.

Yet, men’s dating/domestic abuse and violence rates are concerning. Findings indicate that both male and female students are harming one another at troubling rates during the particularly important young-adulthood developmental stage. No physical violence perpetrated against anyone is tolerable. Societal pressures and expectations may also mean that women face fewer social barriers to reporting than do men. This research area needs further investigation to fully appreciate the findings and develop programs and services that respond to all students’ needs.

Unwanted sexual contact —

Unwanted sexual contact is defined as sexual activ-

ity that occurs without consent.³¹ Title IX legislation defines sexual violence as any “physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).”³² Prevalence rates of unwanted sexual contact in the CLASE study are comparable to rates at other IHEs nationwide. Rates of unwanted sexual contact vary widely by gender and classification. In several recent studies, rates of unwanted sexual contact victimization among undergraduate females ranged from 21% to 31%, while rates among graduate males ranged from 1.1% to 5%.³³⁻³⁸ Unwanted sexual contact prevalence rates at UT System institutions are similar to rates at other IHEs.

Comparing national prevalence rates —

Methodological and measurement approaches across national studies make exact comparisons about these issues difficult. Appendix A provides a summary of two national studies for contrast and methodological differences are noted.

Methodology

The CLASE project aimed to better understand students’ experiences of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact and enhance existing programs and services for students. The CLASE project is an innovative and comprehensive study about the issues protected under Title IX legislation and their impact on students’ physical, mental, and financial lives. Its revolutionary aspects are marked by the diversity of institutions involved, the multidisciplinary

group of stakeholders engaged, the scientific rigor of the methodology, and the use of findings to inform institutional practice and policies for immediate and innovative change.

The larger CLASE project consists of three parts: 1) a web-based survey, 2) an in-depth empirical investigation phased in with all institutions across four years, and 3) a four-year cohort study at UT Austin. Only the web-based survey findings of prevalence and perceptions are reported in this document. Data collection is ongoing in Parts 2 and 3 mentioned above and new reports will be produced once additional UT System institutions have participated in an in-depth empirical investigation and the cohort study.

Guiding research questions —

Three research questions guided the CLASE survey.

1. What is the prevalence and rate of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact of students since their enrollment at a UT System institution?
2. What are the students’ perceptions of institutional responses to these issues?
3. How do UT System institutions use findings to enhance existing programs and services and identify next steps?

Survey instrument development, confidentiality, and Institutional Review Board (IRB) process —

The web-based survey contained 20 modules that included questions about general demographics,

FOUR GENERAL TERMS TO DESCRIBE ISSUES UNDER STUDY	AREAS OF BEHAVIORS/ EXPERIENCES THAT THE INSTRUMENT ASKED PARTICIPANTS ABOUT
Faculty/Staff-Perpetrated Sexual Harassment	<ol style="list-style-type: none"> 1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Coercion
Student-Perpetrated Sexual Harassment²⁷	<ol style="list-style-type: none"> 1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Harassment Via Electronic Communication
Stalking²⁸	<ol style="list-style-type: none"> 1. Stalking
Dating/Domestic Abuse and Violence	<ol style="list-style-type: none"> 1. Cyber Abuse 2. Psychological Abuse 3. Physical Violence
Unwanted Sexual Contact	<ol style="list-style-type: none"> 1. Unwanted Sexual Touching 2. Attempted Rape 3. Rape

For the complete copy of the CLASE web-based survey see the *Research Methods Report*

health and well-being, alcohol consumption, perceptions of safety, and several other areas. Students were also asked behaviorally-specific questions about their experiences in the four areas protected under Title IX (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact) since their enrollment as a student at the institution.

Undergraduate and graduate students, ages 18 or older, were randomly invited to participate. Stu-

dents voluntarily and anonymously participated and the survey was structured to protect their confidentiality and privacy. All data were kept on a secure server. The IRB at UT Austin reviewed and approved this project (IRB approval No. 2015-09-0110) and served as the IRB of record.

Interpreting percentages and the number of survey participants —

Research reports that present findings as percentages often include the overall number of participants to provide more context for the reader. For example, “18% of students experience sexual assault” might be more useful if the overall number of students at the institution is also included when reporting the percentage. In the infographic reports, several factors led to the decision to be parsimonious so that they contain only percentages. The overall population of students and number of survey participants are known and reported in the report’s demographics section. Also, the number of participants for each question and all other relevant data are provided to any interested reader in the “Research Methods Report” and available on the project website: www.utsystem.edu/CLASE.

More importantly, the research team employed the most rigorous and scientific methods available in survey research, as explained in the Research Methods Report. The margins of error were calculated and reported for all percentages and reliability tests were performed on the instruments. Both strategies add confidence to the reported findings.

The CLASE findings are relevant to all students since their enrollment at UT Austin, not just those students participating in the study.

Victimization questions —

The CLASE survey was designed to be consistent with the highest standards of scientific rigor and professional best practices in the field. Administrator Researcher Campus Climate Collaborative (ARC3)⁴¹ and Campus Attitudes Towards Safety (CATS)⁴² served as the primary web-based survey tools. Both measurements are well-known and broadly referenced. Reliability and validity tests were performed for their use in UT academic institution settings. To increase consistency in participants' understandings of the meaning of each question, the survey instruments consist of behaviorally-specific questions. The table below outlines the behaviors measured in the survey. The CLASE tool is outlined on page 15.

For the complete copy of the CLASE web-based survey see the Research Methods Report.

Institutional stakeholder group collaborations —

The CLASE project was implemented with the involvement of an Institutional Stakeholder Group at every institution. The Institutional Stakeholder Group included representatives from the administration, faculty, staff, and students. The stakeholder group members had the opportunity to provide input and discuss findings. These multidisciplinary partnerships strengthened the project process and outcomes, and were reflective of the project's value to be inclusive and culturally grounded.

How was prevalence estimated? —

Criminal justice experts were engaged to define the victimization survey questions that met Title IX legislation violations. Prevalence was defined by the

proportion of students enrolled in the UT System who had experienced sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact victimization since enrollment at a current institution. Sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact are all violations under Title IX legislation.

See Appendix B and the Research Methods Report for a detailed summary of the study methodology.

Identifying and addressing study limitations —

The study had several limitations. Voluntary surveys may have the potential to reflect response bias because some participants may have answered survey questions either inaccurately or untruthfully due to a misunderstanding or to be socially desirable. In addition, some may assume that students with the experience of victimization are more drawn to this type of study. Three strategies were used to minimize overestimation of victimization. First, the study was not advertised as a study about victimization. Second, weighting strategies were used so that the findings were reflective of the student population by gender, race/ethnicity, and school classification at the institution. Third, margins of error were also calculated to reflect relative confidence in the findings.

Behaviorally-specific questions —

Advances in social science have improved the ability to measure victimization over the last decade. Behaviorally-specific questions on surveys more accurately capture participants' experiences. For example, in the CLASE survey, unwanted sexual

contact included unwanted touching, attempted rape, and rape. Students were asked to consider the definition of rape as “since enrollment someone put their penis, fingers, or other objects into my vagina [or butt] without my consent.” Attempted rape was defined as “even though it didn’t happen, someone TRIED to have oral, anal, or [vaginal] sex with me without my consent.”

Snapshot vs. cumulative view —

Survey research has other limitations. A survey is a snapshot that provides a relatively simplified picture of the issue under study. In the CLASE study, the findings may miss two important aspects about students’ lives. First, the findings do not necessarily fully account for the context or impact of these issues in a student’s life. Second, a single survey is not able to fully assess how these issues evolve over time, so a lifetime measure might be considered more accurate. For example, a freshman enrolled at a UT System institution who did not report being victimized during her or his first year may experience a victimization by graduation. These issues are being mitigated. First, during the CLASE study, all UT institutions will repeat the web-based survey to more fully understand the cumulative nature of these issues on students’ lives. Second, over the CLASE project, institutions are iteratively involved with in-depth qualitative data collection efforts that will fill in the gaps that may be left unexplored by survey methodology.

A look toward the future —

Prevalence across categories may rise in the future. Although counterintuitive, the upsurge should be considered a signal that the institutional strategies (described in Part 4) are having a positive effect,

not that incidents are increasing. Better scientific methods for measuring student experiences, the willingness for students to identify their victimization experiences, and students’ increased trust in their institutional reporting systems are also likely explanations for expected increased prevalence rates. As the issues protected under Title IX legislation are prioritized, the barriers toward students’ success are removed and students’ educational success is more obtainable.

External review —

An external review was used to evaluate the project’s integrity and its scientific rigor. The reviewers were provided draft reports with findings, a detailed methodological report, the data set, copies of the survey, and scoring procedures. The reviewers were asked to answer: a) whether the study met scientific standards, b) whether the findings were consistent with the methods, and c) whether the study answered critical questions for institutions of higher education. The external reviewers concluded that the CLASE study employed accepted practices for this type of study, met high scientific standards of methodological rigor, and that the analysis was consistent with the findings presented in the reports.

See the External Review Report for additional information.

Key Findings

The following reflects survey findings of students' experiences since their enrollment at The University of Texas of the Permian Basin.

Sexual harassment

- Seven percent of students reported having experienced faculty/staff perpetrated sexist gender harassment.
- Seventeen percent of female undergraduate students reported having experienced student-perpetrated harassment.
- Fourteen percent of students experienced student-perpetrated sexual harassment.

Stalking

- Nine percent of students reported having experienced stalking since enrollment.
- Thirteen percent of female undergraduate students reported having experienced stalking.

Dating/domestic abuse and violence

- Ten percent of students who had been in a dating or marital relationship while at UTPB experienced cyber abuse.
- Nine percent of students who had been in a dating or marital relationship while at UTPB experienced physical violence.

Unwanted sexual contact

- Eight percent of students reported having experienced unwanted sexual touching since their enrollment at UTPB.
- Eight percent of female undergraduate students reported having experienced rape since enrollment.

Vulnerable groups

It is well documented that LGBTQ+ students are victimized at a rate disproportionate to their population size. While they make up a minority of the student body, they constitute a significant percentage of students who report having experienced victimization. These students' relatively high victimization rates were strongly indicated in the CLASE study in scientific and practical ways; findings from the CLASE aggregate research, focus group findings, and direct practice with students provide strong evidence about their high disproportionality with regard to victimization. Programmatic and educational gaps for these communities, as well as remedies to strengthen their inclusion and attend to the unique needs of LGBTQ+ victims will be addressed by UTPB in current actions and next steps.

Quick summary of other factors: alcohol involvement, perpetrators, and location

- Forty-three percent of unwanted sexual contact victims and 56% of unwanted sexual contact perpetrators had used alcohol or drugs at the time of victimization, according to victim reports.
- Most instances of dating/domestic abuse and violence and unwanted sexual contact occurred off-campus. For example, 90% of physical violence incidents occurred off-campus.
- Forty-percent of unwanted sexual contact perpetrators were students at UTPB.
- Seventy-one percent of unwanted sexual contact victims had a close relationship with the perpetrator and 28% were acquaintances.

Disclosure

- Eighteen percent of victims of sexual harassment,

stalking, dating/domestic abuse and violence, or unwanted sexual contact disclosed the incident(s) to someone prior to taking the survey.

Students' perceptions of institutional response

- Many victims and non-victims alike (78%) reported feeling safe on campus at UTPB.
- Many victims (82%) and non-victims (88%) reported believing UTPB would take a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact seriously.

Additional Reports

All UT System aggregate and individual institutional reports can be found at: www.utsystem.edu/CLASE

Current Actions and Next Steps

UTPB offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. For example, there are several prevention efforts throughout UTPB including the Falcon Family Bystander Intervention Initiative, Security Escort Program, and Behavioral Intervention Team (BIT) which seek to develop peer support and accountability, ensure safety, and create effective plans of action for students in distress.

The Institutional Stakeholder Group developed a comprehensive list of immediate actions and future steps.

Increase awareness around dating/domestic violence.

- Promote awareness on our Facebook page, with posters around campus, and using online videos.

- Create a webpage with information about dating and domestic violence.
- Update the Counseling Center's and Dean of Students' webpages to include topics of dating and domestic violence.

Decrease faculty/staff sexual harassment.

- Create a multifaceted approach to faculty and staff education including a monthly email campaign, faculty to faculty conversations and trainings. These programs will cover employee-perpetrated sexual harassment as well as how to effectively support students who experience harassment.
- Promote awareness online and throughout campus regarding resources for students who have experienced faculty/staff-perpetrated sexual harassment.

Increase help-seeking and formal resources for support.

- Provide trainings on sexual harassment, stalking, dating/domestic violence, and sexual assault for graduate assistants, teaching assistants, and student employees.
- Increase the number of avenues to communicate available resources on campus for victims of violence, indicating the location of those resources and communicating broadly the process that a case will follow if a report is made.
- Create gender-specific programs to target the prevalence of sexual harassment, stalking, dating/domestic violence, and sexual assault.
- Create programs to challenge unhealthy peer norms.
- Improve the Falcon Family Bystander Intervention program to reach more students and create a lasting impact on campus culture.

Endnotes

¹The terms employed in this study are used in the context of social science research, and not in their legal context. They are not intended to indicate that the responses of results of the survey constitute or evidence a violation of any federal, state, or local law or policy.

²The CLASE survey was fielded at 13 University of Texas System institutions in fall 2015 and spring 2016. Across The University of Texas System, 13 of 14 institutions participated. The University of Texas Health Science Center at Tyler enrolls too few students to participate in survey research in a statistically meaningful way and we would be unable to ensure their anonymity.

³U.S. Department of Education. (2015). *Title IX and sex discrimination*. Retrieved from http://www2.ed.gov/about/offices/list/ocr/dos/tix_dis.html

⁴Busch-Armendariz, N.B., Sulley, C., & Hill, K. (2016). *The blueprint for campus police: Responding to sexual assault*. Austin, TX: Institute on Domestic Violence & Sexual Assault, The University of Texas at Austin.

⁵Busch-Armendariz, N.B., Olaya-Rodriguez, D., Kammer-Kerwick, M., Wachter, K. & Sulley, C. (2015). *Health and well-being: Texas statewide sexual assault prevalence*. Austin, TX: Institute on Domestic Violence & Sexual Assault, The University of Texas at Austin. Retrieved from <https://utexas.app.box.com/s/tklreuz3gou754b599r37bbf7jefdk>

⁶The results of this study are not intended to indicate that Clery Act reportable incidents have been miscounted by the institution or that the institution has otherwise violated the Clery Act.

⁷White House Task Force to Protect Students from Sexual Assault. (2014). *Not alone*. Retrieved from https://www.whitehouse.gov/sites/default/files/docs/report_o.pdf

⁸United States Equal Employment Opportunity Commission. (n.d.). *Sexual Harassment*. Retrieved from https://www.eeoc.gov/laws/types/sexual_harassment.cfm.

⁹American Association of University Women Educational Foundation. (2001). *Hostile hallways: Bullying, teasing, and sexual harassment in school*. Retrieved from <http://history.aauw.org/files/2013/01/hostilehallways.pdf>

¹⁰U. S. Department of Education, Office for Civil Rights. (2001). *Revised sexual harassment guidance: Harassment of students by school employers, other students, and third parties*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>

¹¹Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf

¹²PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

¹³Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf

¹⁴PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

¹⁵Dziech, B.W. (2003). Sexual harassment of college campuses. In M. Paludi & C. Paludi (Eds.), *Academic and workplace sexual harassment: A handbook of cultural, social science, management, and legal perspectives* (pp. 147-172). Westport, CT: Praeger.

¹⁶Rosenthal, M.N., Smidt, A.M., & Freyd, J.J. (2016). Still second class: Sexual harassment of graduate students. *Psychology of Women Quarterly*, 1-14.

¹⁷Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). *The national intimate partner and sexual violence survey (NISVS): 2010 summary report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, p. 29.

¹⁸Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf

¹⁹Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf

²⁰PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

²¹Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v-637v8or2avtzpooap2265u4jiye>

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²³American Council on Education. (April, 2014). *New requirements imposed by the violence against women reauthorization act*. Retrieved from <http://www.acenet.edu/news-room/Documents/VAWA-Summary.pdf>

²⁴Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf

²⁵Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf

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²⁷Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016, January). *Campus climate survey validation study final technical report*. Retrieved from <https://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>

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²⁹ Allen, C. T., Swan, S. C., & Raghavan, C. (2008). Gender symmetry, sexism, and intimate partner violence. *Journal of Interpersonal Violence*, 24(11), 1816-1834. doi:10.1177/0886260508325496.

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³² U.S. Department of Education, Office for Civil Rights. (2014). *Questions and answers on Title IX and sexual violence*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

³³ University of Michigan. (2015). *Results of 2015 University of Michigan campus climate survey on sexual misconduct*. Retrieved from <https://publicaffairs.pcomm.umich.edu/wpcontent/uploads/sites/19/2015/04/Complete-survey-results.pdf>

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³⁵ Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20Survey%20Initiative%20Findings%2024%20August%202015%5B2%5D.pdf

³⁶ PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

³⁷ Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B. E., Peterson, K., Planty, M.,...Stroop, J. (2016, January). *Campus climate survey validation study final technical report* (NCJ 249545). Retrieve <http://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>

³⁸ Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v-637v8or2avtzpooap2265u4jiye>

³⁹ Throughout the report student-perpetrated sexual harassment is not divided by subscales; the data were analyzed as one measure.

⁴⁰ Stalking did not contain subscales.

⁴¹ Administrator Researcher Campus Climate Collaborative. (2015). *Campus climate survey*. Retrieved from <http://campusclimate.gsu.edu/> [upon request].

⁴² D. Follingsstad & J. Chahal, University of Kentucky, personal communication, May 19, 2015.

Research Team

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More information about IDVSA can be found here: <https://sites.utexas.edu/idvsa>

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Color Index

The color scheme in this report was intentional, representing the unifying colors of advocacy, survival, and dedication to ending violence. Selected colors corresponded with awareness campaigns.

Orange-red: Was selected for faculty/staff perpetrated harassment since there is not a representing ribbon campaign.

Blue: National Bullying Prevention Month: www.stompoutbullying.org

Silver: National Stalking Awareness Month: www.stalkingawarenessmonth.org

Purple: National Domestic Violence Awareness Month: www.nnedv.org

Teal: National Sexual Assault Awareness Month: www.nsvrc.org



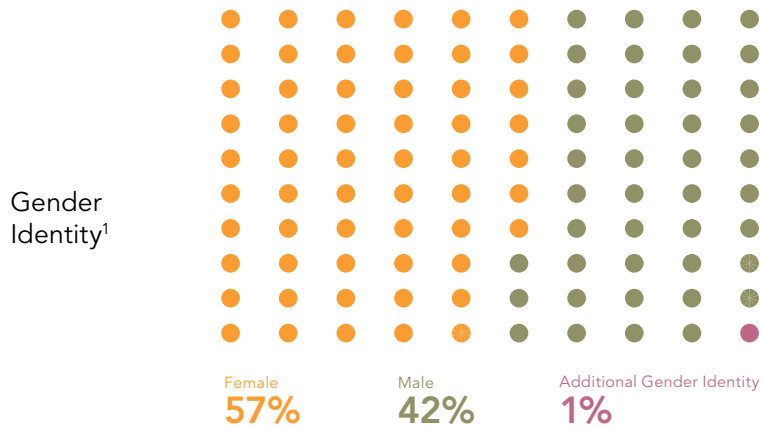
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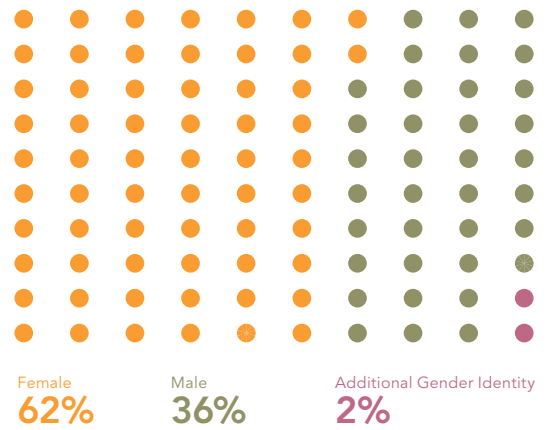
Findings

Demographics

All Students

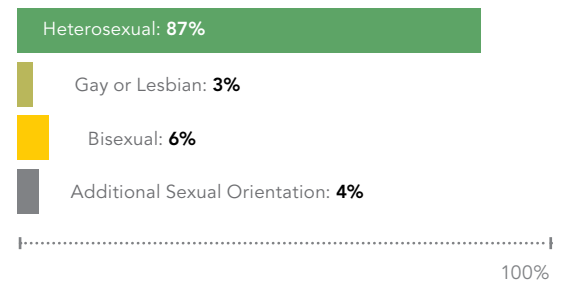
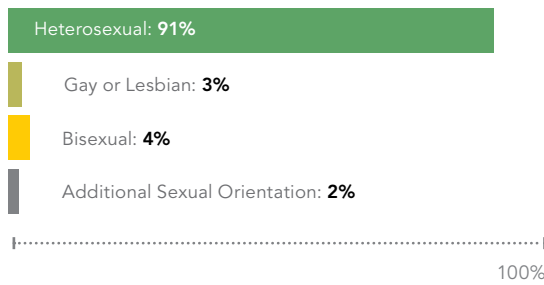


Victims

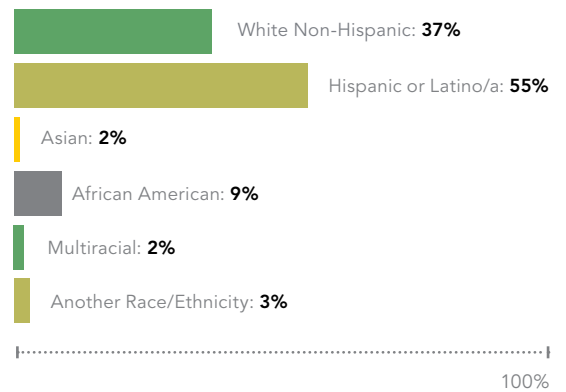
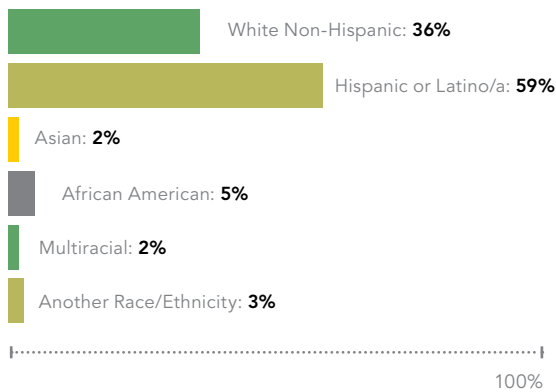


26

Sexual Orientation^{2,3}



Race/Ethnicity^{4,5}



Findings are relevant to all students at UTPB.



► Understanding the Infographic Data

- More than half of students at The University of Texas of the Permian Basin (UTPB) identified as female (57%), 42% as male, and one percent as an additional gender identity.
- Sixty-two percent of victims were female and two percent of victims identified as an additional gender identity, which is higher than their representation on campus (57% and one percent, respectively).
- The majority of students identified their sexual orientation as heterosexual (91%). Three percent of students identified as gay or lesbian, four percent as bisexual, and two percent as an additional sexual orientation.
- Students identifying as gay, lesbian, bisexual, or an additional sexual orientation accounted for 13% of victims, compared to their population representation (9%).
- The majority of students were Hispanic or Latino/a (59%). White Non-Hispanic students made up 36% of students and African-American students made up five percent of students.
- Fifty-five percent of victims identified as Hispanic or Latino/a.

Footnotes

1. The survey originally included nine gender identity categories (Female, Male, Transgender Female, Transgender Male, Genderqueer, Gender Non-Conforming, Intersex, Two Spirit, and I prefer to be called, please specify) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, categories were reported as three gender identities (Female, Male, and Additional Gender Identity).
2. The survey originally included seven sexual orientation categories (Gay, Lesbian, Bisexual, Asexual, Heterosexual, Queer, and A Sexual Orientation Not Listed). Because of small sample sizes and to protect participants' anonymity, categories were reported as four sexual orientations (Gay or Lesbian, Bisexual, Heterosexual, and Additional Sexual Orientation).
3. Percentage may not equal 100% because of rounding.
4. The survey originally included 11 race/ethnicity categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, American Indian/Alaskan Native, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, Bicultural, and Multiracial). Because of small sample sizes and to protect participants' anonymity, analyses included six categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, Multiracial, and Additional Race/Ethnicity).
4. Percentages may sum to more than 100% because participants could choose from more than one category.

Findings are relevant to the population of students at UT Permian Basin. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

.....

This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

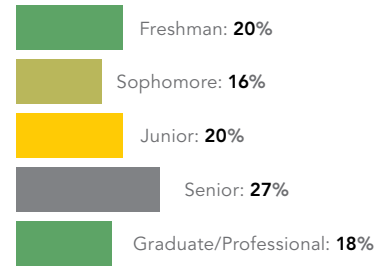
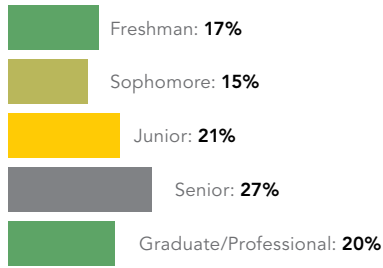
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More Demographics

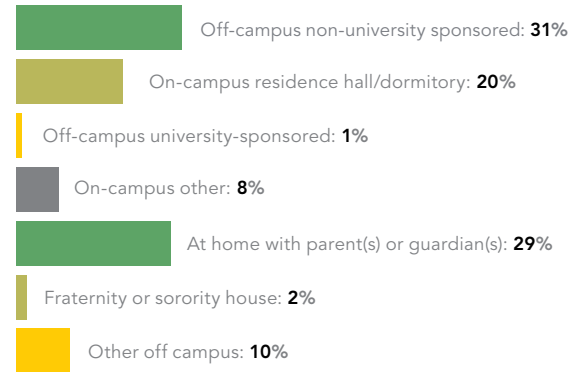
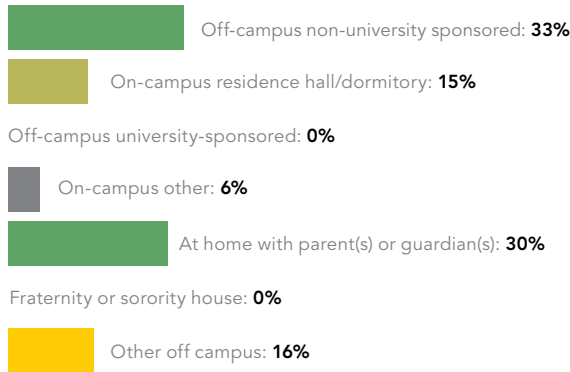
All Students

Victims

Classification in School¹



Place of Residence¹



International Student



Military Affiliation



Caretaking for Children at Home



In a Romantic Relationship



Unweighted data

4,690	887	19%
Number of Students Invited to Participate	Number of Students that Participated	Response Rate

Findings are relevant to all students at UTPB.

More information about this issue
available on the next page.



► Understanding the Infographic Data

- Twenty-seven percent of victims were seniors at the time of the study.
- The majority of students lived at home with their parent(s) or guardian(s) (30%) or in an off-campus non-university sponsored residence (33%).
- Four percent of victims and seven percent of all students reported military affiliation.
- Fifty-nine percent of all students and 62% of victims were involved in an ongoing romantic relationship at the time of the study.

Footnotes

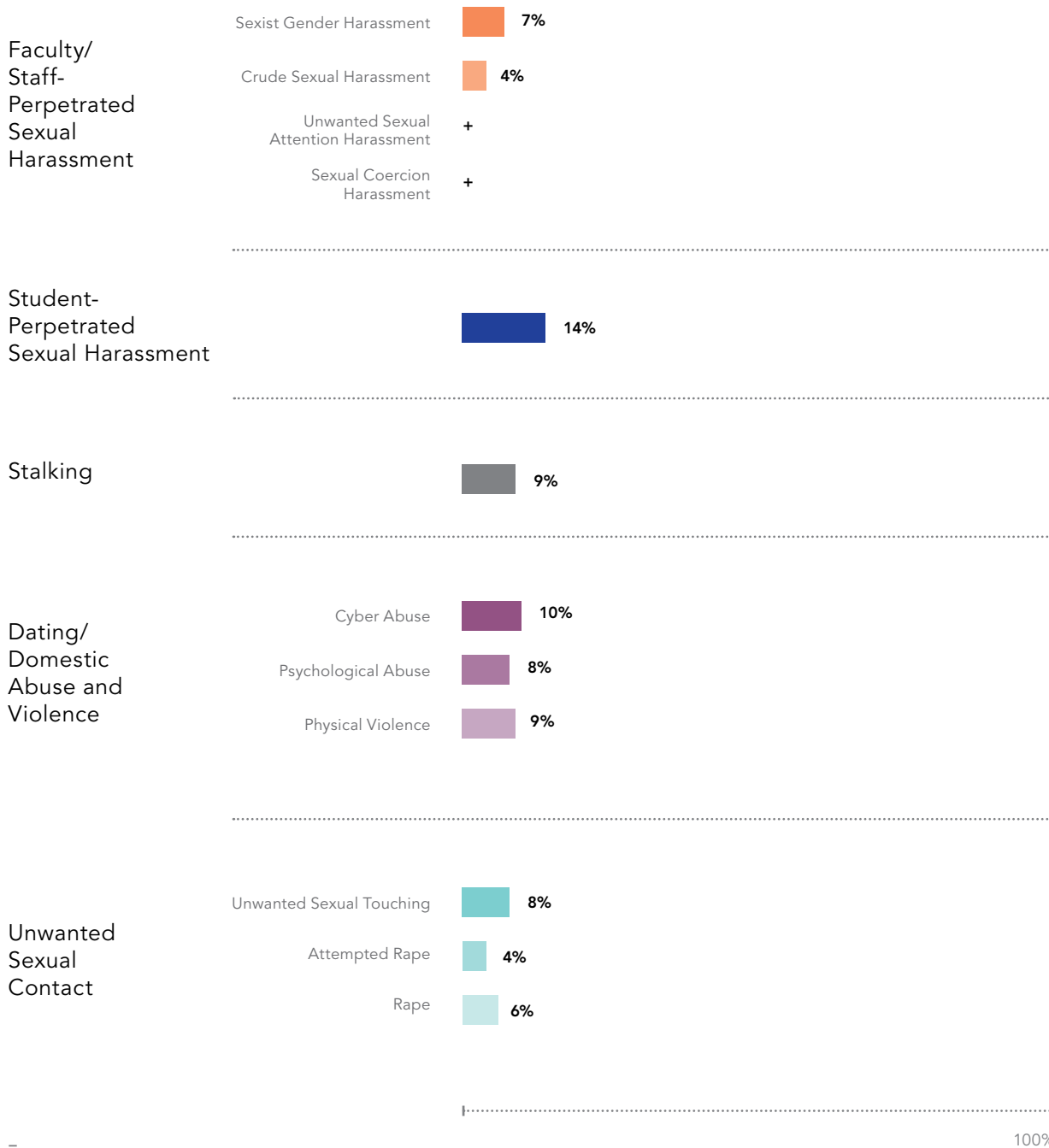
1. Percentages may not equal 100% because of rounding.

Findings are relevant to the population of students at UT Permian Basin. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

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Prevalence of Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact¹



¹The margin of error is $\leq \pm 3\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

²Findings are relevant to all students at UTPB.

+Extremely low victimization rate

More information about this issue available on the next page.



► Understanding the Infographic Data

- Seven percent of students reported having experienced faculty/staff-perpetrated sexist gender harassment victimization since their enrollment.
- Fourteen percent of students reported having experienced student-perpetrated sexual harassment.
- Nine percent of students reported having experienced stalking victimization.
- Ten percent of students who had been in a dating or marital relationship while at UTPB reported having experienced cyber abuse, 8% reported experiencing psychological abuse, and 9% reported experiencing physical violence.
- Eight percent of students reported having experienced unwanted sexual touching victimization.

Footnotes

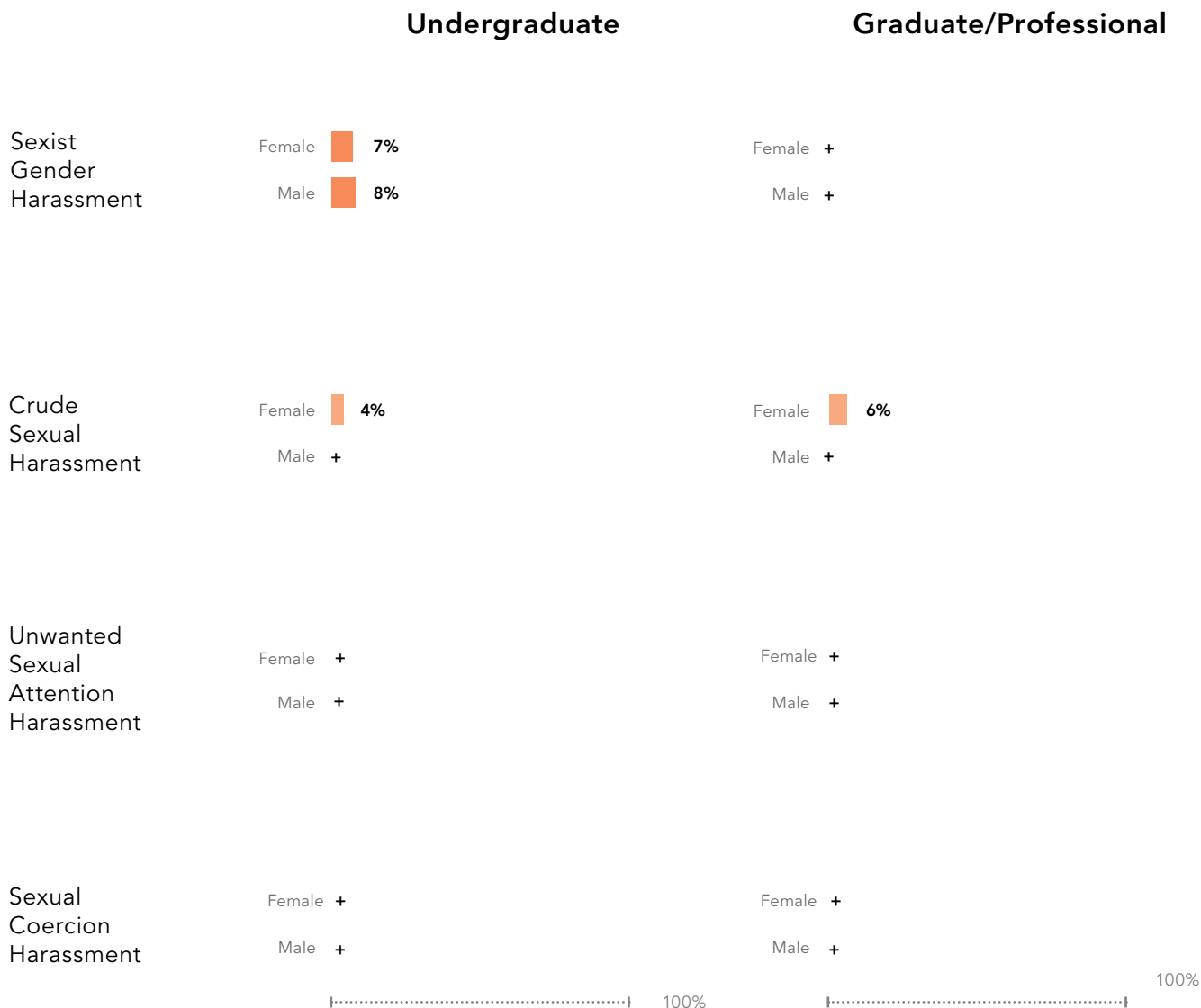
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.

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Prevalence of Victimization: Faculty/Staff-Perpetrated Sexual Harassment by Classification in School and Gender Identity^{1,2}



32

¹ Undergraduate: The margin of error is $\leq \pm 4\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 5\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

³ Findings are relevant to all students at UTPB.

+Extremely low victimization rate



► Understanding the Infographic Data

- Less than one percent of students reported having experienced sexual coercion by faculty/staff.

Additional Information

These are additional data not presented in the infographic.

- Four percent of students reported having experienced crude sexual harassment by faculty/staff.
- Seven percent of students reported having experienced sexist gender harassment.

Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

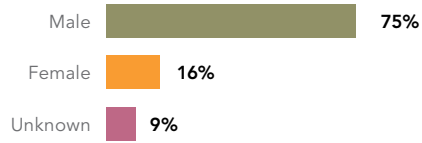
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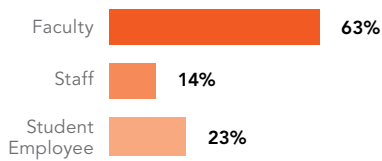
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More About Faculty/Staff Sexual Harassment Perpetration¹

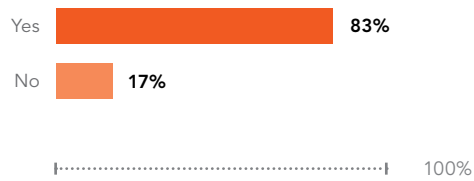
Gender Identity of Perpetrator²



Academic Status of Perpetrator³



Did it happen on campus?



► Understanding the Infographic Data

- Seventy-five percent of faculty/staff sexual harassment perpetrators were male.
- Perpetrators of faculty/staff sexual harassment were most likely to be faculty (63%), followed by student employees (e.g. assistants) (23%), and staff (14%).
- Eighty-three percent of faculty/staff sexual harassment incidents happened on-campus.

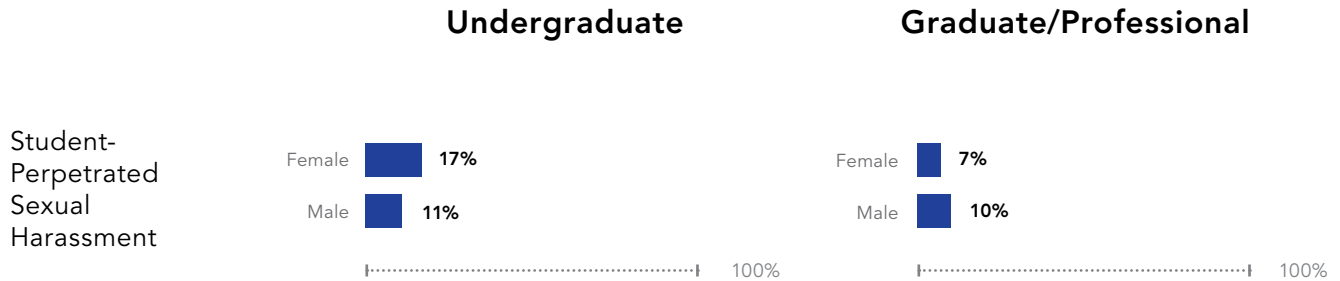
Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. The survey originally provided eight options to define status of perpetrator (Faculty, Staff, Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, Resident Postdoctoral Fellow, and Other, please specify). Six responses had base sizes that were too small to permit separate analysis and were collapsed into “Student Employee” (Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, and Resident Postdoctoral Fellow).

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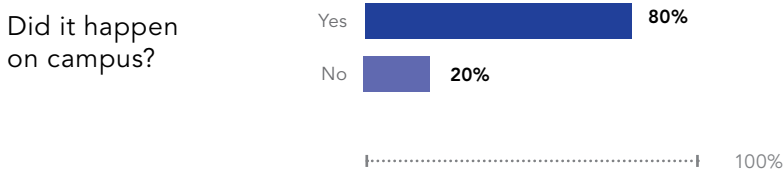
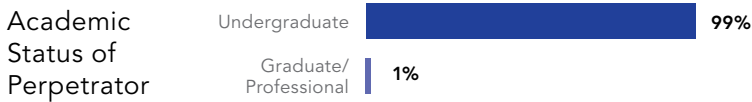
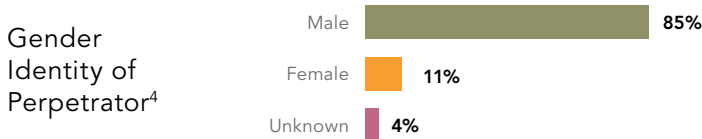
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Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information^{1,2}



Findings above are relevant to all students at UTPB.

Student-Perpetrated Sexual Harassment: Perpetration Information³



¹ Undergraduate: The margin of error is $\leq \pm 4\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 9\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.



► Understanding the Infographic Data

- Seventeen percent of undergraduate female students experienced sexual harassment by a peer.
- Eighty-five percent of student sexual harassment perpetrators were male.
- The majority (99%) of student sexual harassment perpetrators were undergraduate students.
- The majority of sexual harassment incidents (80%) by students happened on-campus.

Reporting on Vulnerable Groups

These data were not presented in the infographic; students' relatively high victimization rates were strongly indicated in other scientific and practical ways and therefore merit reporting as highlights.

- Twenty-three percent of LGBTQ+ students reported experiencing student-perpetrated sexual harassment.

Footnotes

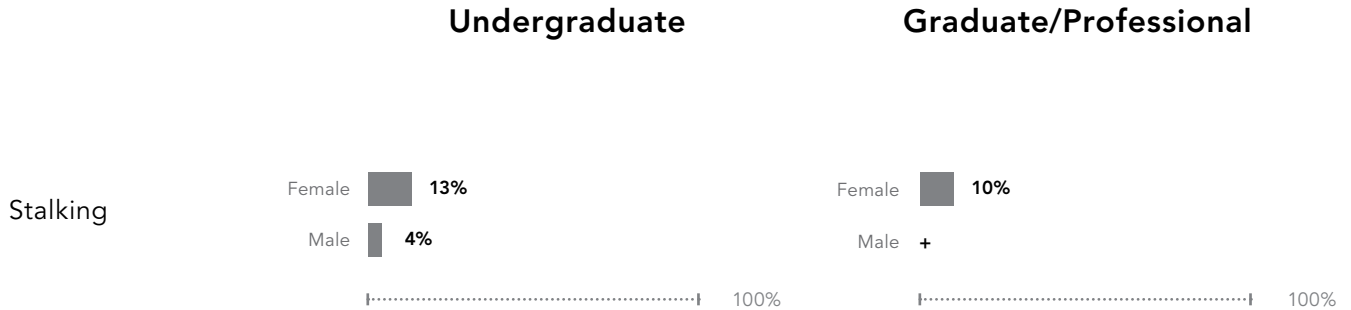
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.
3. These analyses are based on questions posed to victims to "recount one victimization since they had enrolled that had the greatest impact on them." This does not describe all the victimizations reported by students in this survey.
4. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as "Unknown" because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the "Unknown" category.

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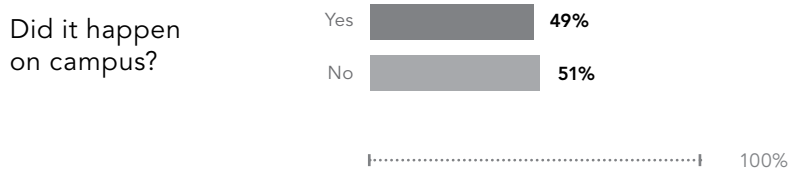
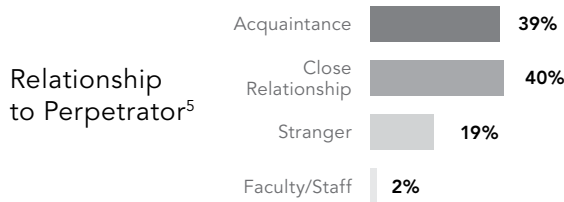
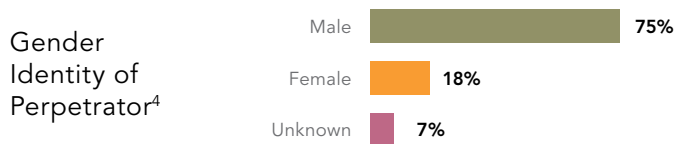
Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information^{1,2}



Findings above are relevant to all students at UTPB.

Stalking: Perpetration Information³

38



¹ Undergraduate: The margin of error is $\leq \pm 4\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 8\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

+Extremely low victimization rate

More information about this issue available on the next page.



► Understanding the Infographic Data

- Thirteen percent of undergraduate female students and 10% of female graduate students experienced stalking since their enrollment.
- Four percent of male undergraduates reported experiencing stalking.
- Seventy-five percent of stalking perpetrators were male.
- The majority of victims had either a close relationship (40%) or acquaintanceship (39%) with the perpetrator.
- Stalking occurred at similar rates both on- and off-campus (49% and 51%, respectively).

Additional Information

These are additional data not presented in the infographic.

- Sixty-two percent of stalking perpetrators attended the same institution as the victim.

Footnotes

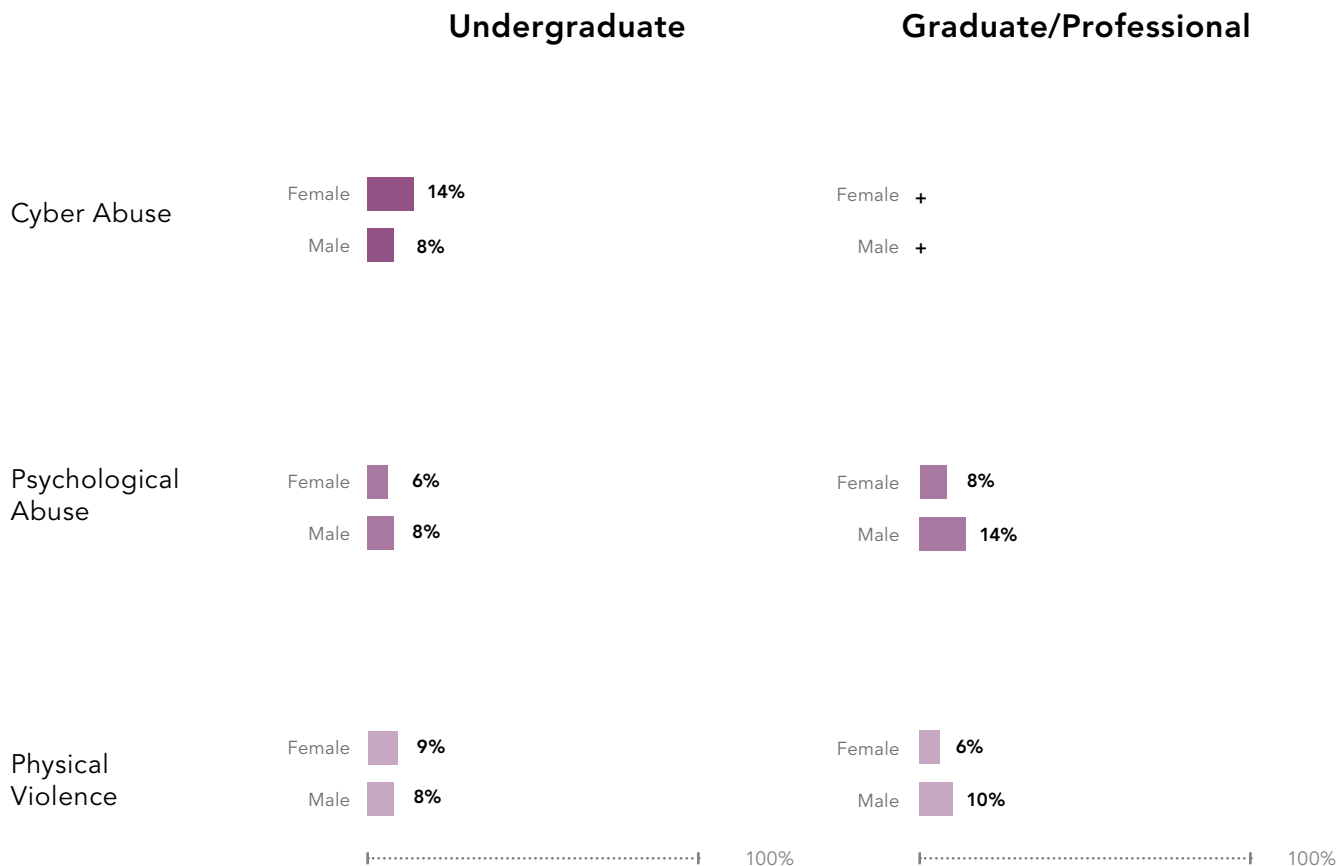
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among those with an additional gender identity can be found in the Academic Aggregate report.
3. These analyses are based on questions posed to victims to "recount one victimization since they had enrolled that had the greatest impact on them." This does not describe all the victimizations reported by students in this survey.
4. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Genderqueer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as "Unknown" because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the "Unknown" category.
5. Relationship was originally defined in eight mutually exclusive categories (Stranger, A person I met in the previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into four categories for the analysis (Stranger, Acquaintance, Close Relationship, and Faculty/Staff). "A Person I Met in the Last 24 Hours" is included with "Acquaintance."

.....

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Prevalence of Victimization: Dating/Domestic Abuse and Violence by Classification in School and Gender Identity^{1,2}



40

Undergraduate: The margin of error is $\leq \pm 6\%$ at 95% confidence.

Graduate/Professional: The margin of error is $\leq \pm 11\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UTPB.

+Extremely low victimization rate



► Understanding the Infographic Data

- Fourteen percent of undergraduate females who had been in a dating or marital relationship while at UTPB reported having experienced cyber abuse since enrollment.
- Fourteen percent of graduate/professional male students who had been in a dating or marital relationship while at UTPB reported having experienced psychological abuse since enrollment.

Additional Information

These are additional data not presented in the infographic.

- Nine percent of male students who had been in a dating or marital relationship while at UTPB reported having experienced physical violence since enrollment.

Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

Findings are relevant to the population of students at UT Permian Basin. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

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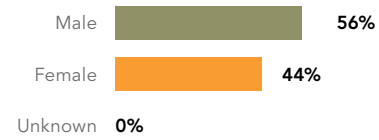
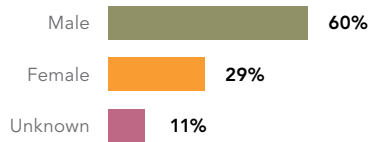
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More About Dating/Domestic Abuse and Violence Perpetration: Cyber and Psychological Abuse¹

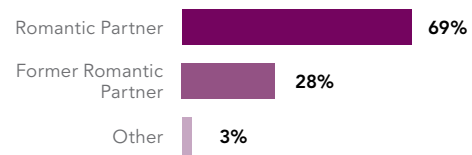
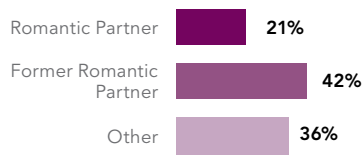
Cyber

Psychological

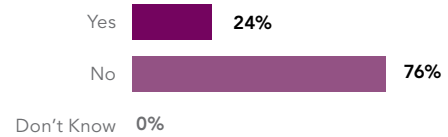
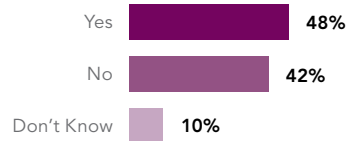
Gender Identity of Perpetrator²



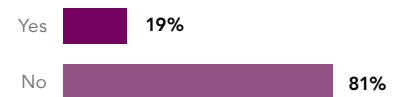
Relationship to Perpetrator^{3,4}



Was it a student from the same institution?



Did it happen on campus?



100%

100%



► Understanding the Infographic Data

- Sixty percent of cyber abuse perpetrators were male.
- Former romantic partners made up 42% of cyber abuse perpetrators.
- Forty-eight percent of victims of cyber abuse reported that the perpetrator attended the same institution.
- Fifty-six percent of psychological abuse perpetrators were male.
- Romantic partners were 69% of psychological abuse perpetrators.
- The majority of psychological abuse perpetrators (76%) did not attend the same institution as the victim.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. Relationship was originally defined in eight mutually exclusive categories (Person I Met in Previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into three relationships (Romantic Partner, Former Romantic Partner, and Other) for the analysis. For cyber abuse, “other” mainly consisted of Friend or Acquaintance.
4. Percentage may not equal 100% because of rounding.

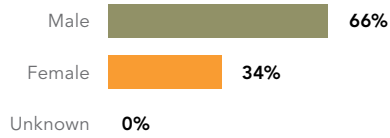
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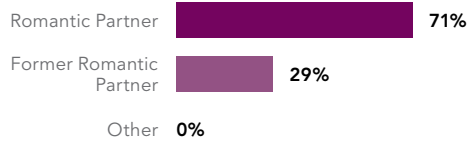
More About Dating/Domestic Abuse and Violence Perpetration: Physical Violence¹

Physical

Gender Identity of Perpetrator^{2,3}

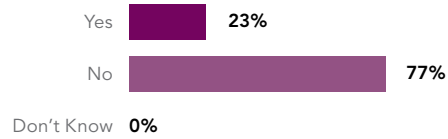


Relationship to Perpetrator⁴

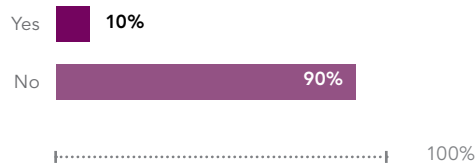


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44

Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Sixty-six percent of physical violence perpetrators were male.
- Seventy-one percent of physical violence perpetrators were romantic partners.
- The majority of physical violence perpetrators (77%) did not attend the same institution as the victim.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. Percentage may not equal 100% because of rounding.
4. Relationship was originally defined in eight mutually exclusive categories (Stranger, Person I Met in Previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into three relationships (Romantic Partner, Former Romantic Partner, and Other) for the analysis.

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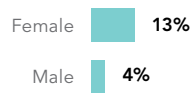
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Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity^{1,2}

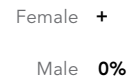
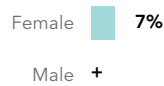
Undergraduate

Graduate/Professional

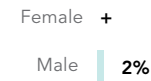
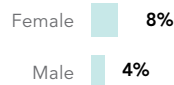
Unwanted Sexual Touching



Attempted Rape



Rape



100%

100%

Undergraduate: The margin of error is $\leq \pm 4\%$ at 95% confidence.

Graduate/Professional: The margin of error is $\leq \pm 8\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UTPB.

+Extremely low victimization rate



► Understanding the Infographic Data

- Eight percent of female undergraduate students experienced rape since enrollment.
- Thirteen percent of female and 4% of male undergraduate students experienced unwanted sexual touching since enrollment.

Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only male and female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

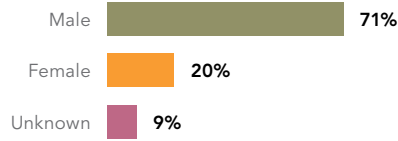
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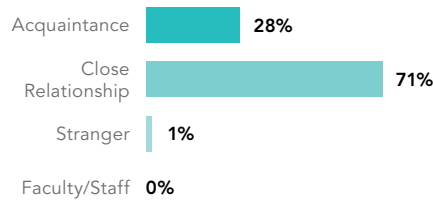
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More About Unwanted Sexual Contact Perpetration¹

Gender Identity of Perpetrator²

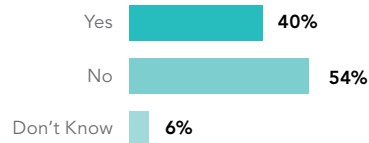


Relationship to Perpetrator³

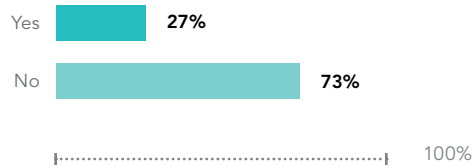


48

Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Seventy-one percent of unwanted sexual contact perpetrators were male.
- The majority of victims (71%) had a close relationship with the perpetrator.
- Forty percent of unwanted sexual contact perpetrators were students from UTPB.
- The majority of unwanted sexual contact incidents (73%) occurred off-campus.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. Relationship was originally defined in eight mutually exclusive categories. Categories were collapsed into four categories for the analysis. “A Person I Met in the Last 24 Hours” is included with “Acquaintance.”

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Disclosing After Victimization

Did you tell anyone about the incident(s) before the survey?



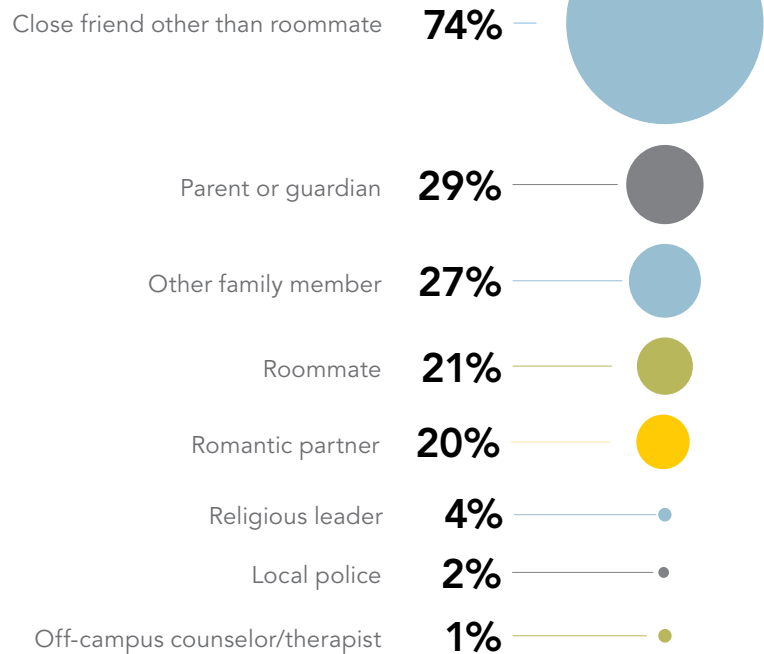
50

When you disclosed, who did you tell?^{1,2}

<1%

of victims who disclosed told someone at the institution

● Green color indicates university services



► Understanding the Infographic Data

- Eighty-two percent of victims did not tell anyone about the incident(s) prior to taking the survey.
- Of victims who disclosed, 74% told a close friend other than a roommate.
- Twenty-nine percent of victims who disclosed told a parent or guardian.
- Of victims who disclosed, 2% of victims disclosed to local police.

Footnotes

1. Reports to the following campus departments were too small for statistical analysis (lower than 1%) and were not reported in the infographic: The UTPB Counseling Center, UTPB Campus Police Department, UTPB Office of Student Conduct, UTPB Title IX Compliance, UTPB Office of Human Resources, Housing, UTPB Bystander Program, and Sexual Assault Prevention Task Force, off-campus: The Crisis Center).
2. Percentages may amount to more than 100% because participants could choose from more than one category.

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Victims' Reports of Impact on Daily Life^{1,2}

Academic

8%

Had to take time off
from school

5%

Needed to
repeat a class

5%

Had to drop
one or more
courses

Financial

6%

Had to take time off
from work

0%

Needed emergency financial
support from the University

1%

Had to pay
for tutoring

52

Services

3%

Needed
medical care

1%

Needed
legal services

2%

Needed victim
advocacy services

Housing

0%

Needed
housing services

1%

Needed to relocate
to another residence

0%

Needed
emergency shelter



► Understanding the Infographic Data

- Eight percent of victims had to take time off of school as a result of victimization.
- Five percent of victims had to drop one or more school courses as a result of victimization.
- Six percent of victims had to take time off from work as a result of victimization.
- One percent of victims needed to relocate to another residence as a result of victimization.

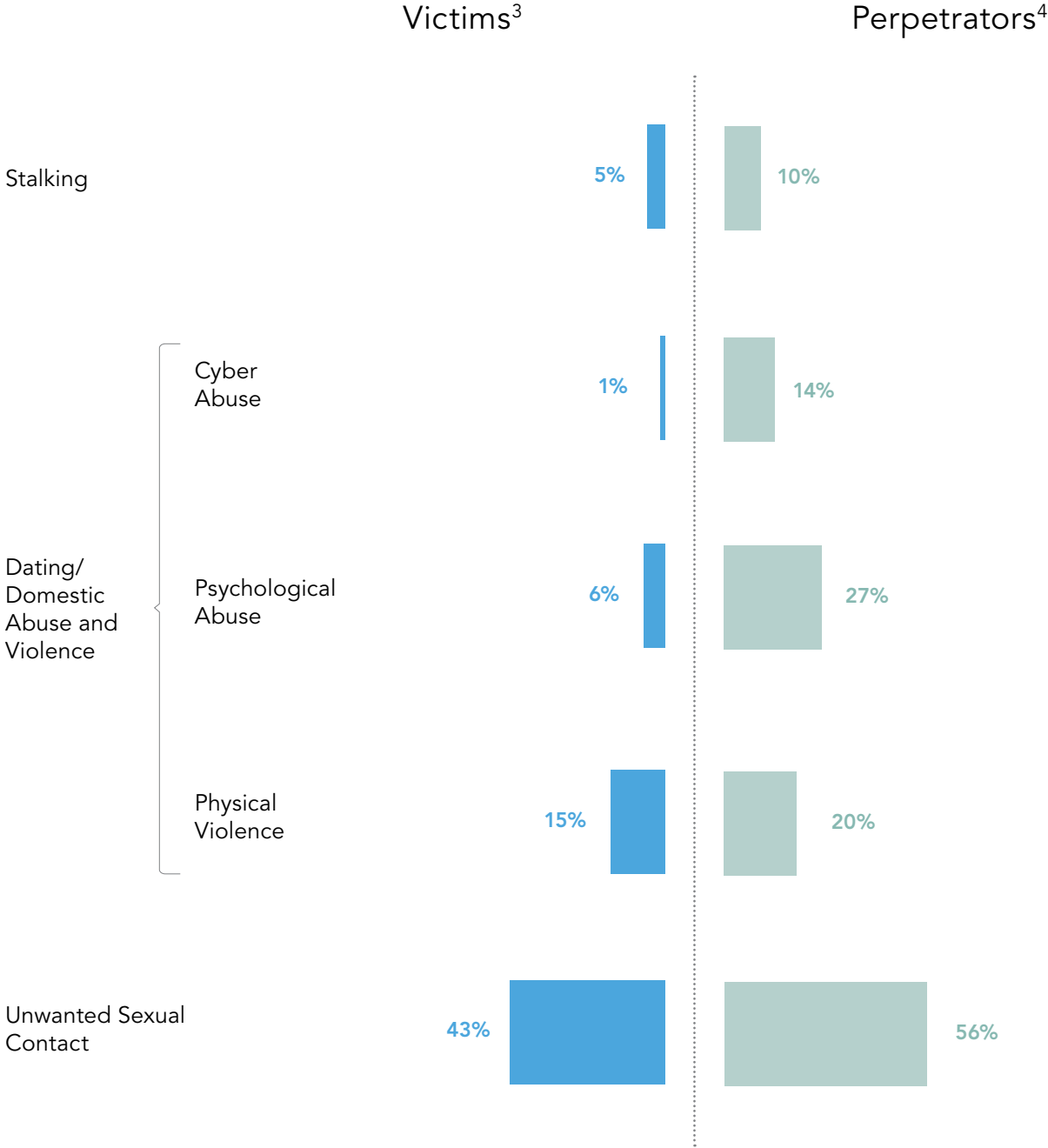
Footnotes

1. Participants responded to yes or no questions. Percentages are calculated on yes responses. Responses could be based on any victimization experience endorsed by the participant.
2. Analysis did not allow for clear understanding of the utilization of services after victims determined their needs.

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Alcohol and Drug Use at Time of Victimization^{1,2}



54



► Understanding the Infographic Data

- Perpetrators used alcohol/drugs more often than victims at the time of victimization across all categories of violence.
- In psychological abuse incidents, 27% of perpetrators and 6% of victims had used alcohol/drugs at the time of victimization.
- In physical violence incidents, 20% of perpetrators and 15% of victims had used alcohol/drugs at the time of victimization.
- In unwanted sexual contact incidents, 56% of perpetrators and 43% of victims had used alcohol/drugs at the time of victimization.

Footnotes

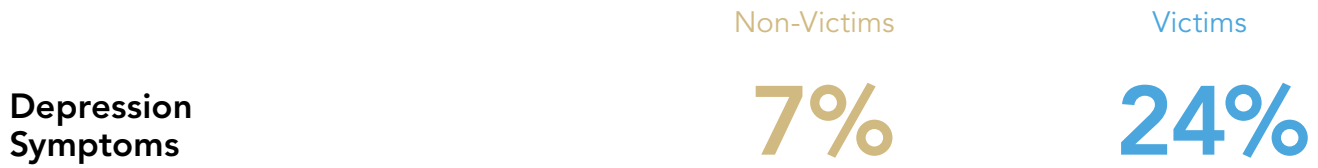
1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. We did not measure alcohol and drug use for faculty-staff perpetrated harassment and student-perpetrated harassment.
3. The survey originally included five response categories. The analyses are based on four collapsed categories (I had been using alcohol; I had been using drugs; I had been using both alcohol and drugs; and I had been taking prescription drugs not as prescribed). Data presented include only participants who reported using alcohol and/or drugs.
4. The survey originally included six response categories. The analyses are based on four collapsed categories (They had been using alcohol; They had been using drugs; They had been using both alcohol and drugs; and They had been taking prescription drugs not as prescribed). Data presented include only participants who reported the perpetrator using alcohol and/or drugs.

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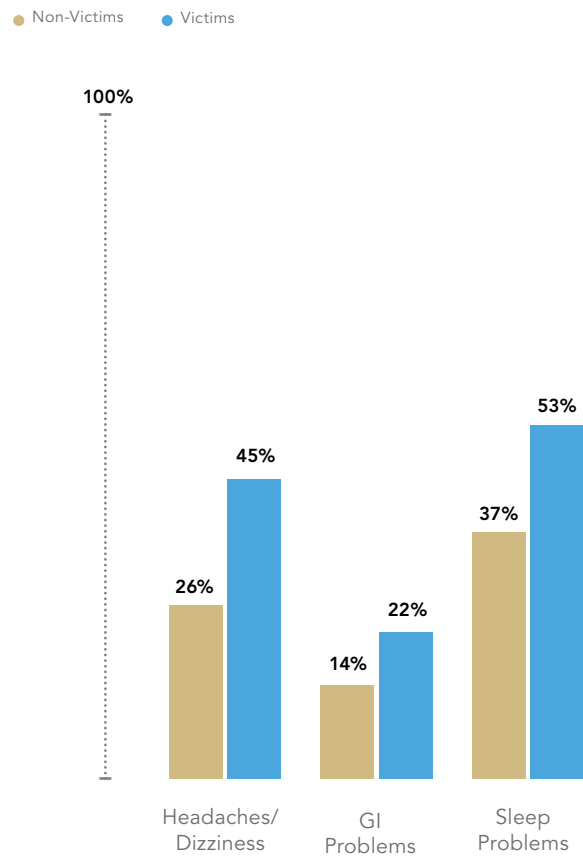
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Students' Health and Well-Being

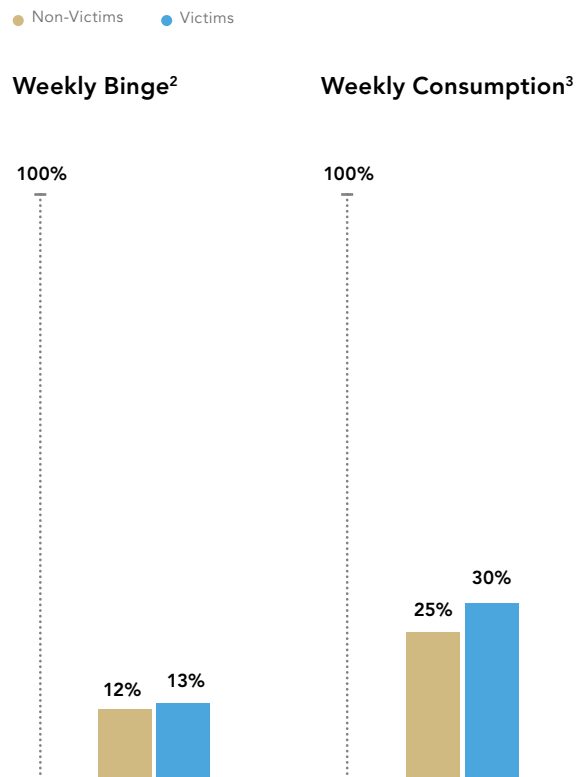
Impact on Mental Health¹



Impact on Physical Health



Impact on Alcohol Consumption



Findings are relevant to all students at UTPB.



► Understanding the Infographic Data

- Victims screened positive for depression at more than three times the rate (24%) of non-victims (7%).
- Victims screened positive for post-traumatic stress disorder (PTSD) at almost three times the rate (30%) of non-victims (11%).
- Victims reported higher rates of physical health problems than non-victims. For example, 53% of victims reported sleep problems, compared to 37% of non-victims.
- Victims reported higher rates of weekly alcohol consumption than non-victims (30% and 25%, respectively).
- Victims reported similar rates of weekly binge drinking as non-victims (13% and 12%, respectively).

Footnotes

1. The CLASE survey included validated scales that assess for depression and post-traumatic stress disorder (PTSD) symptoms. Participants who are screened positive for depression symptoms and PTSD are displayed according to the scoring criteria associated with the original scales are displayed.

2. A drink is defined as half an ounce of alcohol equivalent to a 12-ounce can or glass of beer or cooler, a 5-ounce glass of wine, or a drink containing one shot of liquor. Binge drinking was defined as having five or more (if you are male) or four or more (if you are female) drinks containing any kind of alcohol on one occasion.

3. Participants responded to questions based on 11 categories. Analyses are based on reporting into five collapsed categories (Never: 1 never drank any alcohol in my life/1 did not drink since enrolling; Less than monthly: 1 or 2 times per year/3 to 11 times per year; Monthly: Once a month/2 to 3 times a month; Weekly: Once a week/ Twice a week/3 to 4 times a week/5 to 6 times a week; and Daily: Every day). Percentages are calculated on Weekly responses.

Findings are relevant to the population of students at UT Permian Basin. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

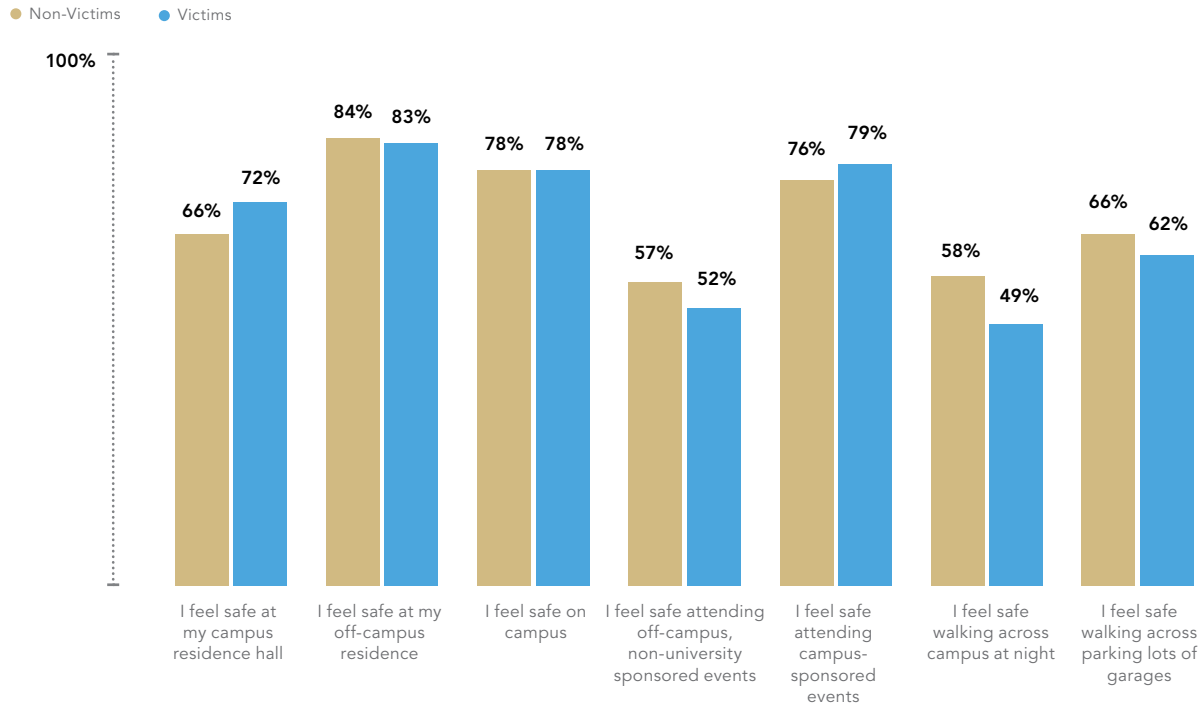
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

This research study was funded by The University of Texas System Board of Regents. The opinions, findings, and conclusions expressed in this publication are those of the authors and do not necessarily reflect those of The University of Texas System. For questions on this report, please email idvsa@austin.utexas.edu

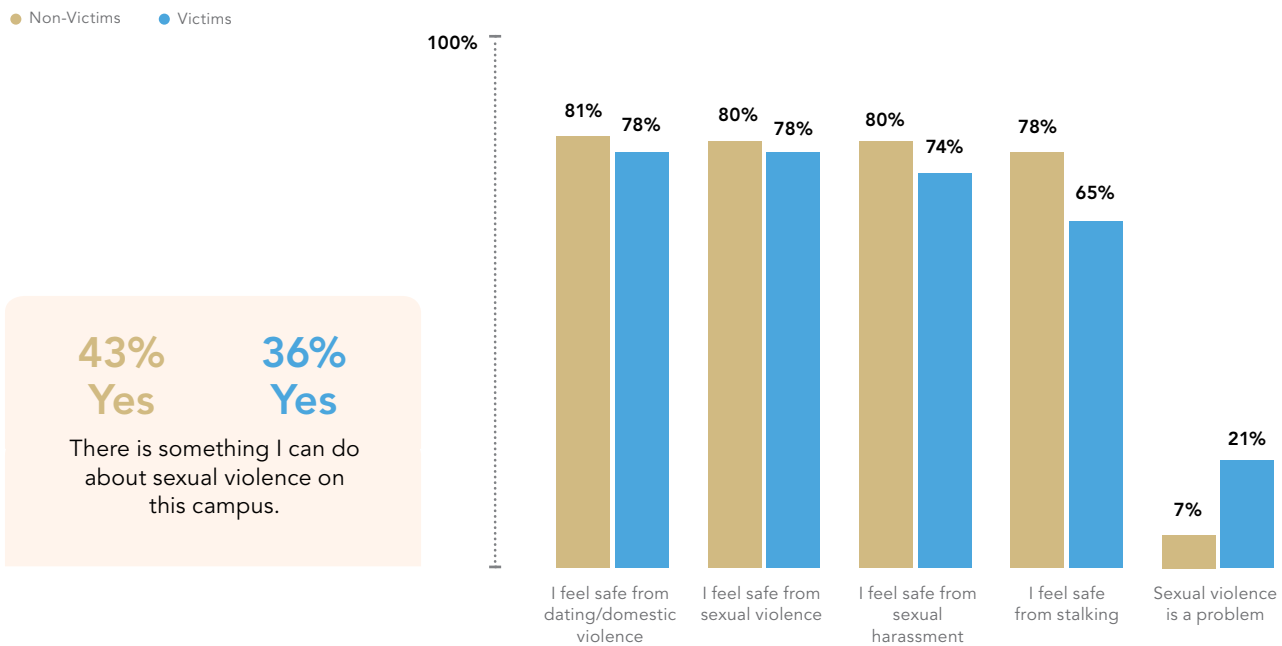
Students' Perceptions of Safety at the Institution

On and Around Campus¹



58

Perceptions of Victimization Risks^{2,3,4}



43% Yes **36% Yes**
There is something I can do about sexual violence on this campus.

Findings are relevant to all students at UTPB.



► Understanding the Infographic Data

- Forty-nine percent of victims and 58% of non-victims reported feeling safe walking across campus at night.
- Fifty-two percent of victims and 57% of non-victims reported feeling safe attending off-campus non-university sponsored events.
- Twenty-one percent of victims and 7% of non-victims reported believing that sexual violence is a problem on campus.
- Sixty-five percent of victims and 78% of non-victims reported feeling safe from stalking on campus.

Footnotes

1. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Analyses are based on analysis of participants who Strongly Agree or Agree.
2. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Four analyses are based on reporting into one collapsed category (Strongly Agree/Agree) and two analyses are based on reporting into one collapsed category (Strongly Disagree/Disagree).
3. Participants responded to questions about perception of safety surrounding victimization on or around campus.
4. Participants were asked to state if “On or around this campus, I feel safe from sexual violence.” Sexual violence is used instead of unwanted sexual contact to honor participant endorsement of a perception related specifically to the term sexual violence.

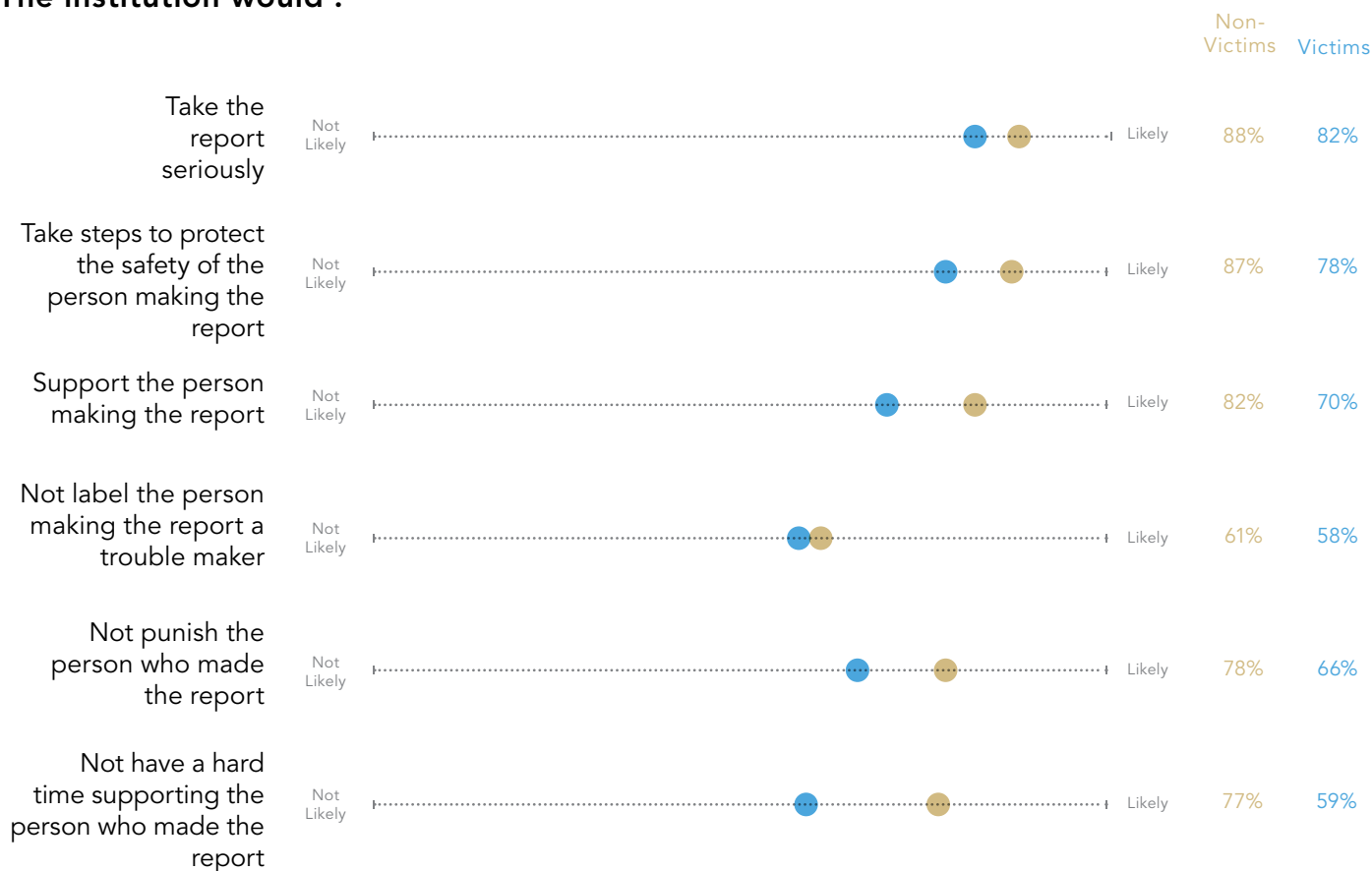
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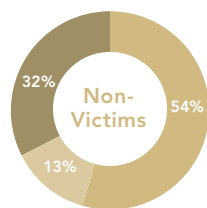
Students' Perceptions of Institutional Response

The institution would¹:

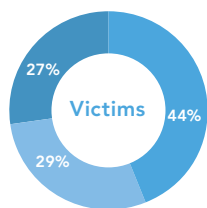


60

Do you know where students get help?^{2,3}

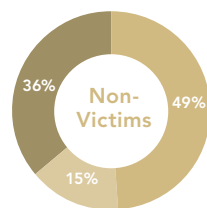


● Yes: **54%**
● No: **13%**
● I don't know: **32%**

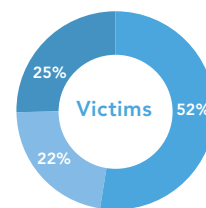


● Yes: **44%**
● No: **29%**
● I don't know: **27%**

Do you know what happens after getting help?²



● Yes: **49%**
● No: **15%**
● I don't know: **36%**



● Yes: **52%**
● No: **22%**
● I don't know: **25%**

Findings are relevant to all students at UTPB.



► Understanding the Infographic Data

- Eighty-two percent of victims and 88% of non-victims reported believing their institution would take a report seriously.
- Seventy percent of victims and 82% of non-victims reported believing their institution would support the person making the report.
- Forty-four percent of victims and 54% of non-victims reported knowing where students get help for intimate and interpersonal violence.
- About half of victims (52%) and non-victims (49%) reported knowing what happens after getting help.

Footnotes

1. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Analyses are based on analysis of participants who Strongly Agree or Agree.
2. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Four analyses are based on reporting into one collapsed category (Strongly Agree/Agree) and two analyses are based on reporting into one collapsed category (Strongly Disagree/Disagree).
3. Percentage may not equal 100% because of rounding.

Findings are relevant to the population of students at UT Permian Basin. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

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3.

Current Programs

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UT Permian Basin Campus Response, Prevention Efforts, and Resources to Address Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact

Supportive Services

Confidential Resources and Reporting On-Campus —

UTPB Counseling Center

The UTPB Counseling Center provides confidential individual, couple, and group counseling, as well as psychological services to UTPB students, faculty, staff, and immediate family members. Psychological services are available 24/7 by calling the Counseling Center at (432) 552-2365. For after-hours psychological emergencies, contact campus police dispatch at (432) 552-2911. Visit <http://www.utpb.edu/campus-life/counseling-psychological-services> for information.

Employee Assistance Program (EAP)

UTPB employees, faculty, staff members, and their families can access confidential counseling through the UT Employee Assistance Program. For information contact (432) 552-2365.

Off-Campus Services —

Midland Rape Crisis and Children's Advocacy Center (MRCCAC)

MRCCAC provides survivors of sexual violence comprehensive advocacy services including counseling, crisis intervention, and medical accompaniment. For 24-hour Crisis Hotline contact (432) 682-7273. Visit <http://www.mrccac.org/> for information.

The Odessa Crisis Center

The Odessa Crisis Center provides survivors of sexual violence comprehensive advocacy services including counseling, crisis intervention, hospital accompaniment, and emergency assistance. For 24-hour Hotline contact (866) 627-4747. Visit <http://odessacrisiscenter.org/> for information.

RAINN (Rape, Abuse & Incest National Network)

RAINN is the nation's largest anti-sexual violence organization, serving victims and survivors of sexual assault. RAINN is operator of the National Sexual

Assault Hotline. For 24-hour Hotline contact (800) 656-HOPE.

The Texas Association Against Sexual Assault (TAASA)

TAASA provides education, prevention, and advocacy to victims of sexual assault. Contact (512)474-7190 or visit <http://taasa.org/> for information.

Sexual Assault Forensic Exams (SAFEs)

Victims of sexual assault may wish to receive a confidential and free SAFE exam within 96 hours of the assault at the following resource: Midland Memorial Hospital (ER) (432) 221-1558.

Coordinated Response

Title IX Coordinator

The Title IX Coordinator is tasked with investigating Title IX concerns related to faculty and staff. Contact Narita Holmes (432) 552-2697 or email TitleIXCoordinator@UTPB.edu for information.

UTPB Police Department

The UT Permian Basin Police Department's mission is to protect and serve all persons within the campus community, while protecting the resources of the university. For on-campus emergencies contact (432) 552-2911 or 911. For UTPB Police non-emergencies contact (432) 552-2786. Visit <http://www.utpb.edu/campus-life/university-police> for information.

Security Escort Program

UTPB Police Department will provide security escorts to all locations on campus 24 hours a day. Police officers and guards provide this service. For information contact (432) 552-2787.

Behavioral Intervention Team (BIT)

The UTPB BIT team aims to identify students in distress, involve critical stakeholders, and create an effective plan of action to assist the student so that they may reach their academic goals. To share a concern or make a non-emergency referral email BIT@utpb.edu or contact (432) 552-2600. For emergencies call 911 or (432) 552-2911. Visit <http://www.utpb.edu/campus-life/dean-of-students/behavioral-intervention-team> for information.

Policy

UT Permian Basin Handbook of Operating Procedures

Visit <http://www.utpb.edu/services/operating-procedures> for all HOP policies.

UTPB Sexual Harassment/ Sexual Misconduct Policy

Visit <http://www.utpb.edu/campus-life/dean-of-students/university-policies/harassment-discrimination> to view the policy.

Equal Opportunity/Affirmative Action (Title IX Compliance)

UT Permian Basin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Prohibited behaviors include sex discrimination, sexual harassment (including sexual violence), and sexual misconduct. Visit <http://www.utpb.edu/services/business-affairs/human-resources/equal-opportunity-affirmative-action>

Professional Training

Compliance for Students —

Understanding Sexual Assault Training

This online module is mandatory for all first time enrolled students and addresses issues of sexual harassment, stalking, dating/domestic violence, and sexual assault. The training program is interactive and designed to engage and empower students to create safe and healthy campus environments. Visit <http://www.utpb.edu/campus-life/dean-of-students> for information.

Compliance for University Employees —

Online Sexual Harassment and Sexual Misconduct Prevention Module

This annual web-based training module is designed to educate university employees on preventing sexual harassment and misconduct, and Title IX.

Training for Students —

Title IX Training (Student Orientation)

Title IX training on rights and responsibilities is provided annually to all new students and transfer students by Title IX Compliance.

Title IX Training (First Year Seminars)

Title IX training is presented during First Year Seminars that are designed to assist students' transition into the university environment.

Bystander intervention training

Training on this new bystander initiative is provided to all new students during orientation.

Training for Student Employees —

Title IX Training (Resident Assistants)

Title IX training on reporting, rights, and responsibilities is provided bi-annually to all resident assistants (RAs).

Title IX Training (Student Employees)

Title IX training on reporting, rights, and responsibilities is provided annually to all student employees.

Training for University Employees —

Title IX Training (Faculty/Staff)

Title IX training on rights and responsibilities is provided by Title IX Compliance to all new employees at orientation and annually to current employees.

Title IX Reporting Training

Title IX reporting training on all areas of Title IX compliance is provided annually by Title IX Compliance to all Title IX coordinators, investigators, and hearing officers.

Safe Zone Training

This training is offered to faculty and staff who are willing to serve as educated, active and helpful LGBTQ allies on campus. There have been several targeted groups of participants including members of Student Services and UTPB Police.

Awareness, Prevention, and Education Efforts

Falcon Family Bystander Intervention

This new initiative is actively presented in Title IX presentations and training. Bystander intervention seeks to mobilize students and the entire UTPB campus community to prevent sexual harassment, stalking, dating/domestic violence, and sexual assault. Visit <http://www.utpb.edu/campus-life/bystander-intervention> for information.

S.A.A.F.E. (Sexual Assault Awareness For Everyone)

SAAFE is a student group that recognizes and advocates for sexual assault awareness on campus and in the larger community through student-led dialogues to help students choose how to respond and take action to create a violence-free campus and a culture of care. Visit <https://utpb.collegiatelink.net/organization/saafe> for information.

UTPB Sexual Harassment/ Sexual Misconduct Website

This website provides information on a range of issues from common reactions to sexual harassment or assault, to applicable policies and action. Visit <http://www.utpb.edu/campus-life/dean-of-students/sexual-harassment-sexual-assault-> for information.

UTPB Sexual Assault Awareness Task Force

This task force is made up of faculty, staff, and students to raise awareness about sexual assault.

Safe Spring Break Programs

These programs are held in the week leading up to Spring Break to promote healthy behaviors and bystander principles.

Health Fairs

Semesterly fairs are held with both internal and external partners present to provide information, awareness and resources.

Domestic Violence Awareness Month

Events are held throughout the month of October promoting awareness about domestic violence and efforts to end violence.

Sexual Assault Awareness Month (SAAM)

SAAM events occur during UTPB “Heroes Week” and are sponsored by the UTPB Sexual Assault Prevention Task Force, The Crisis Center, Sexual Assault Awareness for Everyone, the UTPB Psychology and UTPB Social Work practicums, Psychology Club, and Fraternity and Sorority Life.

The following are typical events:

“The Hunting Ground”- Film and Panel Discussion

This annual event and film screening followed by a panel discussion is part of a campaign to raise awareness around issues involving campus sexual assault.

“He Said, She Said” Dialogue

This scripted dialogue is performed to bring awareness to consent and is followed by a discussion about sexual assault.

National Sexual Assault Awareness Month (SAAM) "Denim Day"

This event encourages the campus community to wear blue jeans to promote awareness around sexual assault and sexual violence.

Take Back the Night

Held during Sexual Assault Awareness Month, this annual event aims to help college students take back the night and stop violence on their campuses.

Clothesline T-Shirt Project

This annual event is part of a nationwide effort to honor survivors and victims of domestic violence and sexual assault. The campus community is encouraged to draw a message on a t-shirt that will be displayed to promote awareness of domestic violence and sexual assault.

No More Campaign

Used during Domestic Violence Awareness month and throughout the school year, this media campaign is targeted at ending domestic violence and sexual assault.

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4.

Next Steps

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Next Steps

As a result of the CLASE survey findings, The University of Texas of Permian Basin has identified priority action items and specific areas for both immediate actions and future steps. These priorities will complement existing initiatives on campus, building a comprehensive network of resources with the goals of advancing safety efforts and enhancing students' college learning experience.

Dating and Domestic Violence

From the survey findings, we understand that one out of five of our students have experienced victimization from dating and domestic violence, regardless of their gender, whether they lived at home or in the resident halls, or whether the perpetrators are their fellow Falcons, family members, or people not connected to the UTPB community.

The following are our immediate actions to bring awareness to dating and domestic violence.

1. Promote awareness on our Facebook page, with posters around campus, and using online videos.
2. Create a webpage with information about dating and domestic violence.
3. Update the Counseling Center and Dean of Students webpages to include topics of dating and domestic violence.

Faculty/Staff Sexual Harassment of Students

The survey indicates that some UTPB students have experienced sexual harassment perpetrated by faculty and staff, with most incidents occurring on-campus. The issue of faculty and staff harassment of students is particularly concerning to our entire community and at the point of instruction threatens a student-victim's ability to succeed in college.

The following are our immediate actions to reduce faculty and staff-perpetrated sexual harassment.

1. Create a multifaceted approach to faculty and staff education including a monthly email campaign, faculty to faculty conversations and trainings. These programs will cover faculty and staff-perpetrated sexual harassment as well as how to effectively support students who experience harassment.
2. Promote awareness online and throughout campus regarding resources for students who have

experienced faculty and staff-perpetrated sexual harassment.

Help-Seeking and Formal Resources for Support

Data from the CLASE survey shows that 82% percent of our students who have experienced various forms of violence did not disclose their victimization, and about 50% of all students did not know where to get help or what happens in the help-seeking process after victimization. Therefore, many students do not receive the support they need to recover from their trauma and continue healthy college careers.

The following are our immediate actions to increase help-seeking and support.

1. Provide trainings on sexual harassment, stalking, dating/domestic violence, and sexual assault for graduate assistants, teaching assistants, and student employees.
2. Increase the number of avenues through which to communicate available resources on campus for victims of violence, indicating the location of those resources. Communicate broadly the process a case will follow if a report is made.
3. Create gender-specific programs to target the prevalence of sexual harassment, stalking, dating/domestic violence, and sexual assault.
4. Create programs to challenge unhealthy peer norms.
5. Improve the Falcon Family Bystander Intervention program to reach more students and create a lasting impact on campus culture.

5.

Additional Information

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Appendix A: Comparison of Prevalence Estimates Among Three Institutions of Higher Education Using the Administrator Researcher Campus Climate Collaborative (ARC3) Measure

Two institutions' findings were selected for comparison with UT System results. These institutions (Penn State and University of Iowa) were selected based on three criteria: 1) both used the ARC3 survey measurement tool as the primary tool (methodological modifications are noted about how the tool was implemented), 2) students were queried about their experiences since their enrollment across all three institutions, and 3) all three are public institutions of higher education (IHEs).

Methodological differences exist among the studies and readers are cautioned when making direct comparisons among prevalence rates. Main differences include 1) variability in population demographics among the institutions, 2) estimations of prevalence were calculated differently (i.e. the CLASE project uses a Title IX framework, see Appendix B), 3) dating/domestic abuse and violence was measured differently across studies, and 4) findings for faculty/staff-perpetrated sexual harassment, student-perpetrated sexual harassment, and unwanted sexual contact were presented differently.

Table 1: Faculty/Staff-Perpetrated Sexual Harassment

Table 1 presents the prevalence findings for faculty/staff-perpetrated sexual harassment victimization. Some methodological differences are noted.

Study Title	Student Classification	Prevalence Findings	Response Rate
Faculty/Staff-Perpetrated Sexist Gender Harassment			
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	7%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ¹	All	36%	9.3%
Faculty/Staff-Perpetrated Crude Sexual Harassment			
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	4%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
Faculty/Staff-Perpetrated Unwanted Sexual Attention			
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	<1%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
Faculty/Staff-Perpetrated Sexual Coercion			
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	<1%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
Faculty/Staff-Perpetrated Sexual Harassment Overall Rate			
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	Undergraduate	29.9%	27%
	Graduate	32.9%	41%

¹The University of Iowa. (2016). *Speak out Iowa survey full report and anti-violence plan*. Retrieved from <https://speakout.uiowa.edu/assets/Uploads/Speak-Out-Iowa-Full-Report-and-Anti-Violence-Plan.pdf>

²Penn State Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment SMCS/>

³Penn State reports faculty/staff-perpetrated sexual harassment as an overall rate.

Table 2: Student-Perpetrated Sexual Harassment

Table 2 presents the prevalence findings for student-perpetrated sexual harassment victimization. Some methodological differences are noted.

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	14%	19%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	64.5%	27%
	Graduate	41.4%	41%
Student-Perpetrated Sexual Harassment Subscale Rates			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ^{2,3}	Sexist Gender Harassment	All	56.9%
	Crude Gender Harassment	All	45.6%
	Unwanted Sexual Attention	All	23.5%
	Sexual Harassment via Electronic Communication	All	24.5%
			9.3%

¹ Penn State Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

² The University of Iowa. (2016). *Speak out Iowa survey full report and anti-violence plan*. Retrieved from <https://speakout.uiowa.edu/assets/Uploads/Speak-Out-Iowa-Full-Report-and-Anti-Violence-Plan.pdf>

³ The University of Iowa presents subscale rates for student-perpetrated sexual harassment, not overall rates.

Table 3: Stalking

Table 3 presents the prevalence findings for stalking victimization. Some methodological differences are noted.

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	9%	19%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	20.7%	27%
	Graduate	11.7%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	9.4%	9.3%

¹ Penn State Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

² The University of Iowa. (2016). *Speak out Iowa survey full report and anti-violence plan*. Retrieved from <https://speakout.uiowa.edu/assets/Uploads/Speak-Out-Iowa-Full-Report-and-Anti-Violence-Plan.pdf>

Table 4: Dating/Domestic Abuse and Violence

Table 4 presents the prevalence findings for dating/domestic abuse and violence victimization. Some methodological differences are noted.

Study Title	Student Classification	Prevalence Findings			Response Rate
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	10%	8%	9%	19%
		Psychological Abuse & Physical Violence ¹			
2015 Penn State Sexual Misconduct Climate Survey: University Park ²	Undergraduate		11.5%		27%
	Graduate		7.2%		41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ³	All		9.4%		9.3%

¹Penn State and The University of Iowa use the ARC3 measure for dating violence that has items pertaining to psychological abuse and physical violence. CLASE uses three different measures for dating and domestic abuse and violence.

²Penn State Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

³The University of Iowa. (2016). *Speak out Iowa survey full report and anti-violence plan*. Retrieved from <https://speakout.uiowa.edu/assets/Uploads/Speak-Out-Iowa-Full-Report-and-Anti-Violence-Plan.pdf>

Additional Information

Table 5: Unwanted Sexual Contact

Table 5 presents the prevalence findings for unwanted sexual contact victimization. Some methodological differences are noted.

Study Title	Student Classification	Student Gender	Prevalence Findings	Response Rate
Unwanted Sexual Touching				
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	All	8%	19%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	All	20.5%	27%
	Graduate		7.5%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	Female	32.9%*	9.3%
		Male	12.5%*	
Attempted Rape				
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	All	4%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
Rape				
2017 Cultivating Learning and Safe Environments - UT Permian Basin	All	All	6%	19%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
Penn State Overall Rate for Attempted Rape and Rape				
2015 Penn State Sexual Misconduct Climate Survey: University Park ³	Undergraduate	All	18.1%	27%
	Graduate		6.7%	41%

¹PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

²The University of Iowa. (2016). *Speak out Iowa survey full report and anti-violence plan*. Retrieved from <https://speakout.uiowa.edu/assets/Uploads/Speak-Out-Iowa-Full-Report-and-Anti-Violence-Plan.pdf>

³Penn State provides overall rates for students reporting rape and/or attempted rape; these rates are not presented separately throughout their report.

*Prevalence rate only includes incidents which occurred through the use of force or incapacitation.

Appendix B: Establishing Prevalence: Title IX, Texas Penal Code, and Student Judicial Services' Code of Conduct*

Prevalence was calculated for victimization measures when single or multiple incidents of behavior(s) were endorsed. Title IX's "hostile environment" threshold was often met with a single incident. In some cases, multiple incidents of behaviors were needed to create a totality of circumstances to reach the hostile environment claim. In other cases, a behavior could result in a violation if it occurred more than once. This is one example; the full details of the decision-making are outlined in the tables below.

A structured four-step strategy was used to estimate the prevalence and rates.

Step 1 involved engaging criminal justice experts to define which victimization survey questions met any Title IX and/or Texas Penal Code violation.

Step 2 included reviewing and excluding any victimization survey questions that did not meet the legal, criminal, and policy criteria outlined in Step 1.

Step 3 included further selecting victimization survey questions that only met Title IX violations because the scope of the study is the college campus context (Title IX-related) and not criminal context (Texas Penal Code-related).

Step 4 involved examining each victimization question by frequency. For some victimization questions, a single incident was sufficient threshold to be included in the prevalence calculations. In other cases, multiple occurrences were required for the victimization question to be included in the prevalence calculation. These decisions were based on the review in Step 1.

The Research Methods Report provides a detailed summary of the prevalence estimation methodology (see the IDVSA website).

**The purpose of this appendix is to predict the behaviors' relative potential and circumstantial possibilities of violating federal, state, or local law or policy. It is used in the context of social science research and does not imply that these behaviors, exclusive of context, automatically violate federal law, state law and/or university policy. Actual violations are determined on a case-by-case basis.*

Faculty/Staff-Perpetrated Sexual Harassment	TX Penal Code	Student Judicial Services	Title IX
Subscale: Sexist Gender Harassment			
Treated you "differently" because of your sex	No	Yes	Yes
Displayed, used, or distributed sexist or suggestive materials	Yes ¹	Yes ²	Yes ²
Made offensive sexist remarks	No	Yes	Yes
Put you down or was condescending to you because of your sex	No	Yes	Yes
Subscale: Crude Sexual Harassment			
Repeatedly told sexual stories or jokes that were offensive to you	No ³	Yes ²	Yes ²
Made unwelcome attempts to draw you into a discussion of sexual matters	No	Yes ²	Yes ²
Made offensive remarks about your appearance, body, or sexual activities	No ³	Yes	Yes ²
Made gestures or used body language of a sexual nature which embarrassed or offended you	No ³	Yes	Yes ²
Subscale: Unwanted Sexual Attention Harassment			

Faculty/Staff-Perpetrated Sexual Harassment scale continued on next page— 

Additional Information

▶ Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	No ³	Yes	Yes ²
Continued to ask you for dates, drinks, dinner, etc. even though you said "No"	No ³	Yes	Yes ²
Touched you in a way that made you feel uncomfortable	Yes ⁴	Yes	Yes ²
Made unwanted attempts to stroke, fondle or kiss you	Yes ⁴	Yes	Yes
Subscale: Sexual Coercion Harassment			
Made you feel like you were being bribed with a reward to engage in sexual behavior	Yes ⁴	Yes	Yes
Made you feel threatened with some sort of retaliation for not being sexually cooperative	Yes ⁴	Yes	Yes
Treated you badly for refusing to have sex	No	Yes	Yes
Implied better treatment if you were sexually cooperative	Yes ⁴	Yes	Yes

¹ If harassment, stalking, disclosure of intimate visual material, or electronic transmission of visual material depicting a minor.

² If totality of circumstances creates a hostile environment.

³ Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.

⁴ If accused should reasonably believe contact will be perceived as offensive or provocative or accused is clergy or mental health professional with client relationship with the victim.

Additional Information

Student-Perpetrated Sexual Harassment	TX Penal Code	Student Judicial Services	Title IX
Treated you "differently" because of your sex	No	Yes ¹	Yes ²
Displayed, used, or distributed sexist or suggestive materials	Yes ³	Yes ¹	Yes ²
Made offensive sexist remarks	No	Yes ¹	Yes ²
Put you down or was condescending to you because of your sex	No	Yes ¹	Yes ²
Repeatedly told sexual stories or jokes that were offensive to you	No ⁴	Yes ¹	Yes ²
Made unwelcome attempts to draw you into a discussion of sexual matters	No	Yes ¹	Yes ²
Made offensive remarks about your appearance, body, or sexual activities	No ⁴	Yes ¹	Yes ²
Made gestures or used body language of a sexual nature which embarrassed or offended you	No ⁴	Yes ¹	Yes ²
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	No ⁴	Yes ¹	Yes ²
Sent or posted unwelcome sexual comments, jokes, or pictures by text, email, Facebook, or other electronic means	Yes ³	Yes ¹	Yes ²
Spread unwelcome sexual rumors about you by text, email, Facebook, or other electronic means	No ⁴	Yes ¹	Yes ²
Called you gay or lesbian in a negative way by text, email, Facebook, or other electronic means	No ⁴	Yes ¹	Yes ²

¹ If it adversely affects employment or education.

² If totality of circumstances creates a hostile environment.

³ Unless harassment, stalking, disclosure of intimate visual material, or electronic transmission of visual material depicting a minor.

⁴ Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.

Additional Information

Stalking	TX Penal Code ¹	Student Judicial Services ²	Title IX ³
Watched or followed you from a distance, or spied on you with a listening device, camera, or global positioning system	Yes	Yes	Yes
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them there	Yes	Yes	Yes
Left strange or potentially threatening items for you to find	Yes	Yes	Yes
Sneaked into your home or car and did things to scare you by letting you know they had been there	Yes	Yes	Yes
Left you unwanted messages (including text or voice messages)	Yes	Yes	Yes
Made unwanted phone calls to you (including hang up calls)	Yes	Yes	Yes
Sent you unwanted emails, instant messages, or sent messages through social media apps	Yes	Yes	Yes
Left you cards, letters, flowers, or presents when they knew you didn't want them to	Yes	Yes	Yes
Made rude or mean comments to you online	Yes	Yes	Yes
Spread rumors about you online, whether they were true or not	Yes	Yes	Yes

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¹ If behaviors are a pattern of conduct that puts victim in reasonable fear of serious injury, death, or property damage. Applies to whole column.

² If behaviors are part of a course of conduct that puts victim in reasonable fear or causes substantial emotional distress. Applies to whole column.

³ If totality of circumstances creates a hostile environment. Applies to whole column.

Additional Information

Dating/Domestic Abuse and Violence	TX Penal Code	Student Judicial Services	Title IX ²
Subscale: Cyber Abuse			
They posted embarrassing photos or other images of you online	No ¹	Yes	Yes
They sent threatening text messages to you	No ³	Yes	Yes
They wrote nasty things about you on their profile page/timeline (on Facebook, Instagram, etc.)	No ³	Yes ⁴	Yes
They sent you so many messages (like texts, emails, chats) that it made you feel unsafe	Yes	Yes ⁴	Yes
They sent you text messages, emails, chats, etc., to have sex or engage in sexual acts with them when they knew you did not want to	Yes	Yes ⁴	Yes
They spread rumors about you using a cell phone, web chat, or social networking site (Facebook, Instagram, etc.)	No ¹	Yes ⁴	Yes
They used information from your social networking site to harass you or put you down	No ¹	Yes ⁴	Yes
Subscale: Psychological Abuse			
Checked up on you by following you, invading your privacy by reading private messages or listening in on calls that were NOT done in a joking or playful manner	No ¹	Yes ⁴	Yes
Threatened or intimidated you by destroying something, or threatening to harm you or others that were NOT done in a joking or playful manner	Yes	Yes	Yes
Subscale: Physical Violence			
Shoved, shook, pinched, or scratched you, or pulled your hair	Yes	Yes	Yes
Slapped you	Yes	Yes	Yes
Threw something at you that could hurt you	Yes	Yes	Yes
Bent your fingers or twisted your arm	Yes	Yes	Yes
Hit, punched, kicked, or bit you	Yes	Yes	Yes
Dragged you by your hair, threw you down stairs or out of a car, or threw you around	Yes	Yes	Yes
Beat you up	Yes	Yes	Yes
Burned you, choked you, or tried to strangle or suffocate you	Yes	Yes	Yes
Used or threatened to use a weapon against you	Yes	Yes	Yes

¹ Unless risen to the level of criminal harassment (Texas Penal Code § 42.07. Harassment) or involves stalking.

² If totality of circumstances creates a hostile environment. Applies to whole column.

³ Unless accused threatens imminent bodily injury to person or person's spouse.

⁴ If it adversely affects employment or education or if part of course of conduct that would cause reasonable fear for safety or substantial emotional

Additional Information

Unwanted Sexual Contact	TX Penal Code	Student Judicial Services	Title IX
Subscale: Unwanted Sexual Touching			
Someone kissed you without your consent (but did not attempt sexual penetration) by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes ²
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes ²
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes ²
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes ²
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes ²
Someone fondled or rubbed up against the private areas of your body (lips, breast/chest, crotch, or butt) without your consent by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes ²
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes ²
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes ²
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes ²
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes ²
Someone removed some of your clothing without your consent (but did not attempt penetration) by:			
Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes ²
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes ²
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes	Yes	Yes ²
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes ²

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Additional Information

Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes
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Subscale: Rape

Someone had oral sex with you or made you perform oral sex on them without your consent by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes ³	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

Someone put their penis, fingers, or other objects into your vagina without your consent by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes ³	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

Someone put their penis, fingers, or other objects into your butt without your consent by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No ¹	Yes	Yes
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No ¹	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes ³	Yes	Yes

Additional Information

Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

Subscale: Attempted Rape

Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with you without your consent by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.	No	Yes ⁴	Yes ²
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No	Yes ³	Yes ²
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes ³	Yes	Yes
Threatening to physically harm you or someone close to you.	Yes	Yes	Yes
Using force, for example holding you down with their body weight, pinning your arms, or having a weapon.	Yes	Yes	Yes

¹ If submitted due only to continued pressure, rather than use of threat of force/violence and/or if accused knew or reasonably should have known person would find act offensive/provocative.

² If totality of circumstances creates a hostile environment.

³ If unconscious, unaware that sexual assault is occurring, physically unable to resist, or actor intentionally administered a substance.

⁴ If accused engages in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

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School of Social Work
Institute on Domestic Violence & Sexual Assault

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