

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 at Austin

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 at Austin 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 abuse and 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 UT 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 abuse and 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.

A big thank you to UT Austin President Gregory Fennes for his commitment and fortitude to engage Longhorn 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 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 UT Austin CLASE Stakeholder Group chair Associate Vice President and Title IX Coordinator LaToya Smith and fellow members Director J.B. Bird, Captain Charles Bonnett, Associate Vice President Chris Brownson, Chief David Carter, Chief Information

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

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For the past two years, we have deepened our strong relationship with 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.

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.

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 UT Austin 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 UT Austin, 7,684 students participated. The response rate was 17.1%

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,



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.

stalking, dating/domestic abuse and violence, and 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 psy-

chological abuse, cyber abuse, and physical violence victimization as measures of dating and dating/domestic violence. Methodological and measurement 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 activity 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?

FOUR GENERAL TERMS TO DESCRIBE ISSUES UNDER STUDY	AREAS OF BEHAVIORS/ EXPERIENCES THAT THE INSTRUMENT ASKED PARTICIPANTS ABOUT
<i>Faculty/Staff-Perpetrated Sexual Harassment</i>	<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
<i>Student-Perpetrated Sexual Harassment³⁹</i>	<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
<i>Stalking⁴⁰</i>	<ol style="list-style-type: none"> 1. Stalking
<i>Dating/Domestic Abuse and Violence</i>	<ol style="list-style-type: none"> 1. Cyber Abuse 2. Psychological Abuse 3. Physical Violence
<i>Unwanted Sexual Contact</i>	<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*

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

The web-based survey contained 20 modules that included questions about general demographics, 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. Students 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 web-based survey findings of students' experiences since their enrollment at UT Austin.

Sexual harassment

- Twenty percent of students reported having experienced faculty/staff-perpetrated sexist gender harassment.
- Forty-two percent of students experienced sexual harassment from their peers.

Stalking

- Twenty-two percent of female undergraduate students and 16% of students reported having experienced stalking since their enrollment.

Dating/domestic abuse and violence

- Eight percent of students who had been in a dating or marital relationship while at UT Austin reported having experienced psychological abuse.
- Ten percent of students who had been in a dating or marital relationship while at UT Austin reported having experienced physical violence.

Unwanted sexual contact

- Eighteen percent of students experienced unwanted sexual touching.
- Fifteen percent of undergraduate females experienced rape since their 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 victimi-

zation. 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 UT Austin in current actions and next steps.

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

- Sixty-nine percent of unwanted sexual contact victims and 84% of unwanted sexual contact perpetrators used alcohol or drugs at the time of victimization.
- 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.
- Fifty-one percent of physical violence perpetrators and fifty-four percent of unwanted sexual contact perpetrators were identified as students at UT Austin.

Disclosure

Thirty-two 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. Sixty-eight percent of victims did not disclose to someone prior to taking the survey.

Students' perceptions of institutional response

- Many victims (73%) and non-victims (84%) reported believing UT Austin would take a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact seriously.
- Sixty-three percent of victims and 79% of non-victims reported believing their institution would support the person who made a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact.
- Many victims (65%) and non-victims (84%) alike reported feeling safe from sexual harassment at UT Austin.

Additional Reports

All UT System aggregate and individual academic institution reports can be found at:

www.utsystem.edu/CLASE

Current Actions and Next Steps

UT Austin offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. For example, UT Austin's Counseling and Mental Health Center (CMHC) houses two additional comprehensive programs outside of the traditional counseling center. One is the Voices Against Violence (VAV) program that addresses interpersonal violence through prevention, awareness, and response. The second is the Counselors in Academic Residence (CARE) program that situates counselors in academic colleges and schools across campus, increasing proximity and utilization.

Student Emergency Services in the Office of the Dean of Students provides resources and referrals to students in crisis situations, and works with reports made through the Behavioral Concerns Advice Line (BCAL). UT Austin leads the UT System's Bystander Intervention Initiative which teaches students, faculty, and staff to recognize potentially harmful situations or interactions and how to respond in a way that could positively influence the outcome. In the context of the new findings provided by the benchmarking climate survey, UT Austin proposed recommendations for additional initiatives that build on existing programs and services.

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

Immediate actions —

- Enhance sexual violence prevention to address higher rates of victimization among undergraduate women;
- Implement strategic education plans for teaching assistants, assistant instructors, and graduate assistants.
- Develop a collaborative, robust, and comprehensive faculty and staff education plan with a specific focus on sexual misconduct and harassment policies;
- Hire a peer advocacy coordinator, to be housed within Student Emergency Services, to develop and implement a survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC;
- Develop and implement a collaborative Title IX awareness campaign;
- Expand BeVocal to include a full-time staff member focused on bystander intervention strategies for stu-

dents, faculty, and staff;

- Develop and implement survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC;
- Expand non-mandatory reporting to include student, faculty, and staff ombuds;

Future steps —

- Identify non-mandatory reporting advocates for survivors and accused individuals.
- Explore establishing a faculty liaison within each academic unit that can serve as a Title IX deputy and resource for colleagues and students;
- Explore establishing a centralized location for reporting and resources/information, such as a hotline similar to Behavioral Concerns Advice Line (BCAL);
- Explore mandatory implementation of Haven Plus for graduate students;

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/tklreu3gouup754b599rr37bbf7jefdk>

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/wwe8v637v8or2avtzpooap2265u4jiye>

²²The United States Department of Justice. (2016). *Domestic violence*. Retrieved from <https://www.justice.gov/ovw/domestic-violence>

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

²⁶PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

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>

²⁸Office 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/wwe8v637v8or2avtzpooap2265u4jiye>

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³⁰ Swan S. C., Gambone L. T., Caldwell J. E., Sullivan T. P., Snow D. L. (2008). A review of research on women's use of violence with male intimate partners. *Violence and Victims*, 23, 301-314.

³¹ Centers for Disease Control and Prevention. (2016, December 22). *Sexual violence: Definitions*. Retrieved from <https://www.cdc.gov/violenceprevention/sexualviolence/index.html>

³² U.S. Department of Education, Office for Civil Rights. (2014). *Questions and answers on Title IX and sexual violence*. Retrieved from <https://www.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>

³⁴ Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015, September 21). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from http://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf

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%20UO%20Survey%20Initia%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. Follingstad & J. Chahal, University of Kentucky, personal communication, May 19, 2015.

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Research Team

Institute on Domestic Violence & Sexual Assault (IDVSA), School of Social Work, The University of Texas at Austin

Noël Busch-Armendariz, PhD, LMSW, MPA
Principal Investigator, Associate Vice President for Research, University Presidential Professor & Director of IDVSA

Leila Wood, PhD, LMSW
Co-Investigator & IDVSA Director of Research

Caitlin Sulley, LMSW
Project Director & Director of Sexual Assault Research Portfolio

Matt Kammer-Kerwick, PhD
Co-Investigator & Research Scientist, Bureau of Business Research

Bruce Kellison, PhD
Co-Investigator & Director, Bureau of Business Research

T'Shana McClain, MSW
Research Project Manager

Sharon Hoefler, MSSW
Research Project Manager

Alexander Wang, MS
Research Associate

Lynn Westbrook, PhD, MA
Co-Investigator & Associate Professor, School of Information

Deidi Olaya-Rodriguez, MSSW
Research Project Director

Kathleen Hill, LMSW
Director of Research Writing

Karin Wachter, MEd
Research Project Director

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

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

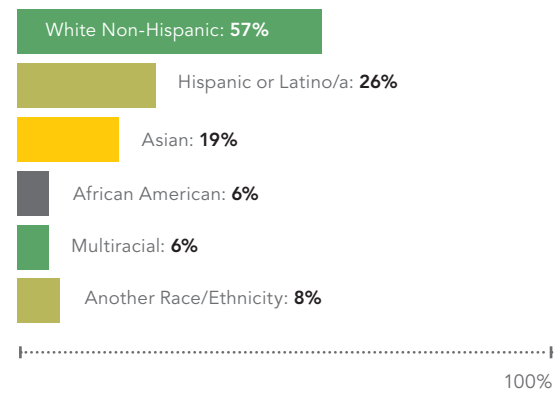
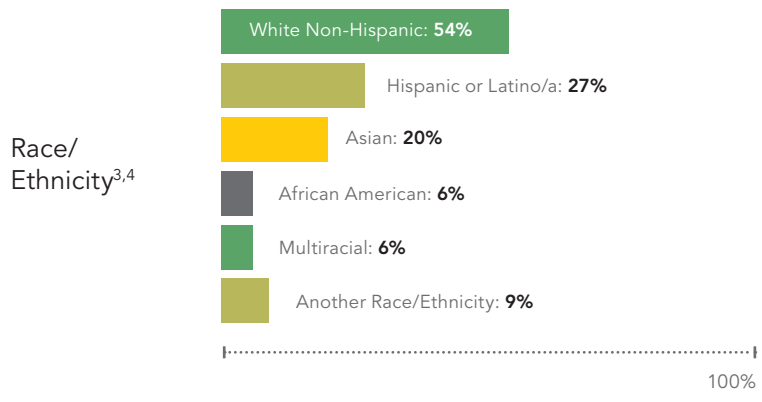
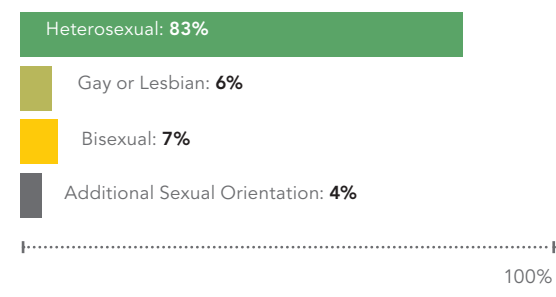
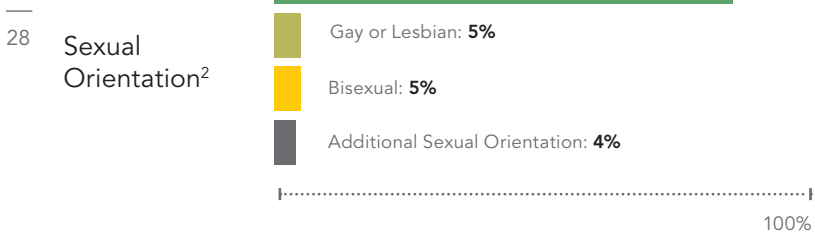
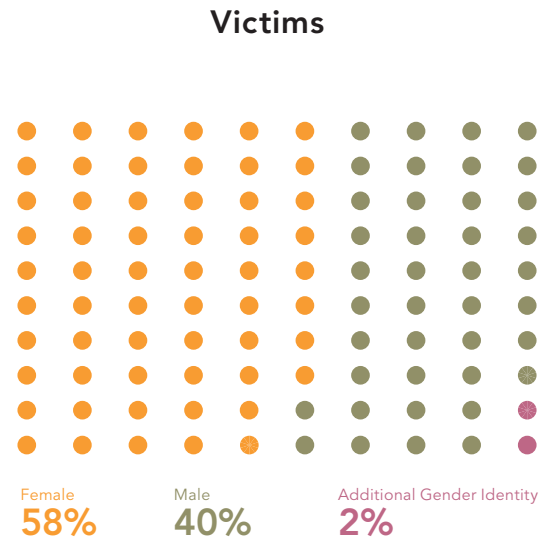
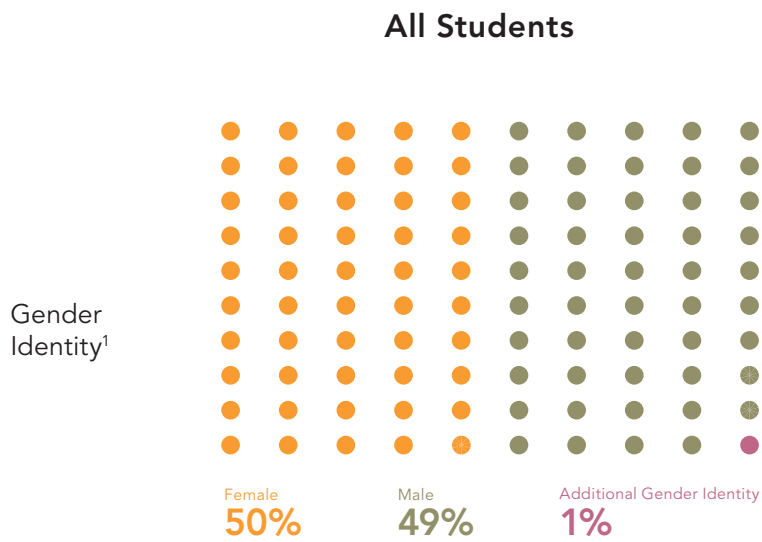


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2.

Findings

Demographics



Findings are relevant to all students at UT Austin



► Understanding the Infographic Data

- Half of students at the University of Texas at Austin (UT Austin) identified as female (50%), almost half identified as male (49%), and a small percentage identified as an additional gender identity (1%).
- Fifty-eight percent of victims were female students.
- The majority of students identified their sexual orientation as heterosexual (86%). A significant number identified as gay or lesbian (5%), bisexual (5%), or an additional sexual orientation (4%). Seventeen percent of victims identified as gay, lesbian, bisexual, or an additional sexual orientation.
- White Non-Hispanic students made up the majority of students (54%). Twenty-seven percent of students were Hispanic and Latino/a, 20% of students were Asian.
- Fifty-seven percent of victims identified as White Non-Hispanic.

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). 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. 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, Biracial, 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 Austin. 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.

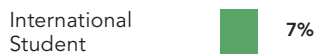
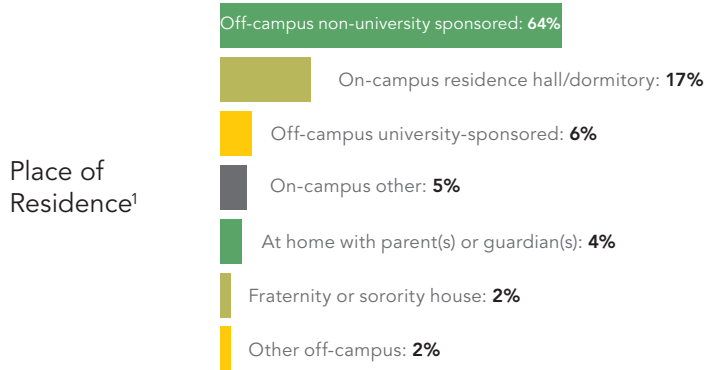
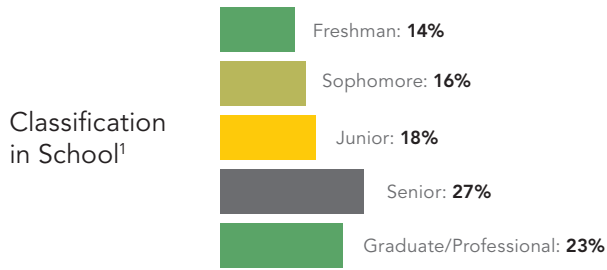
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

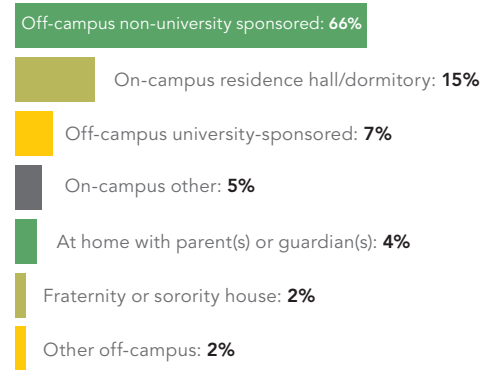
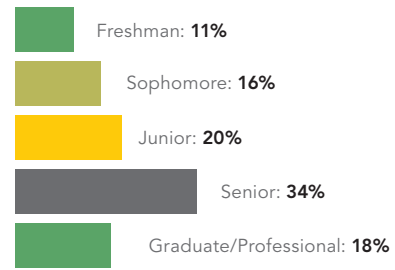
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More Demographics

All Students



Victims



Findings are relevant to all students at UT Austin

100%

100%

Unweighted data

45,000

Number of Students Invited to Participate

7,684

Number of Students that Participated

17.1%

Response Rate



► Understanding the Infographic Data

- Thirty four percent of victims and 27% of all students were seniors at the time of the survey.
- Most students either lived in off-campus non-university sponsored housing (64%) or at an on-campus residence hall/dormitory (17%).
- Sixty-six percent of victims lived off-campus at a non-university sponsored residence.

Footnotes

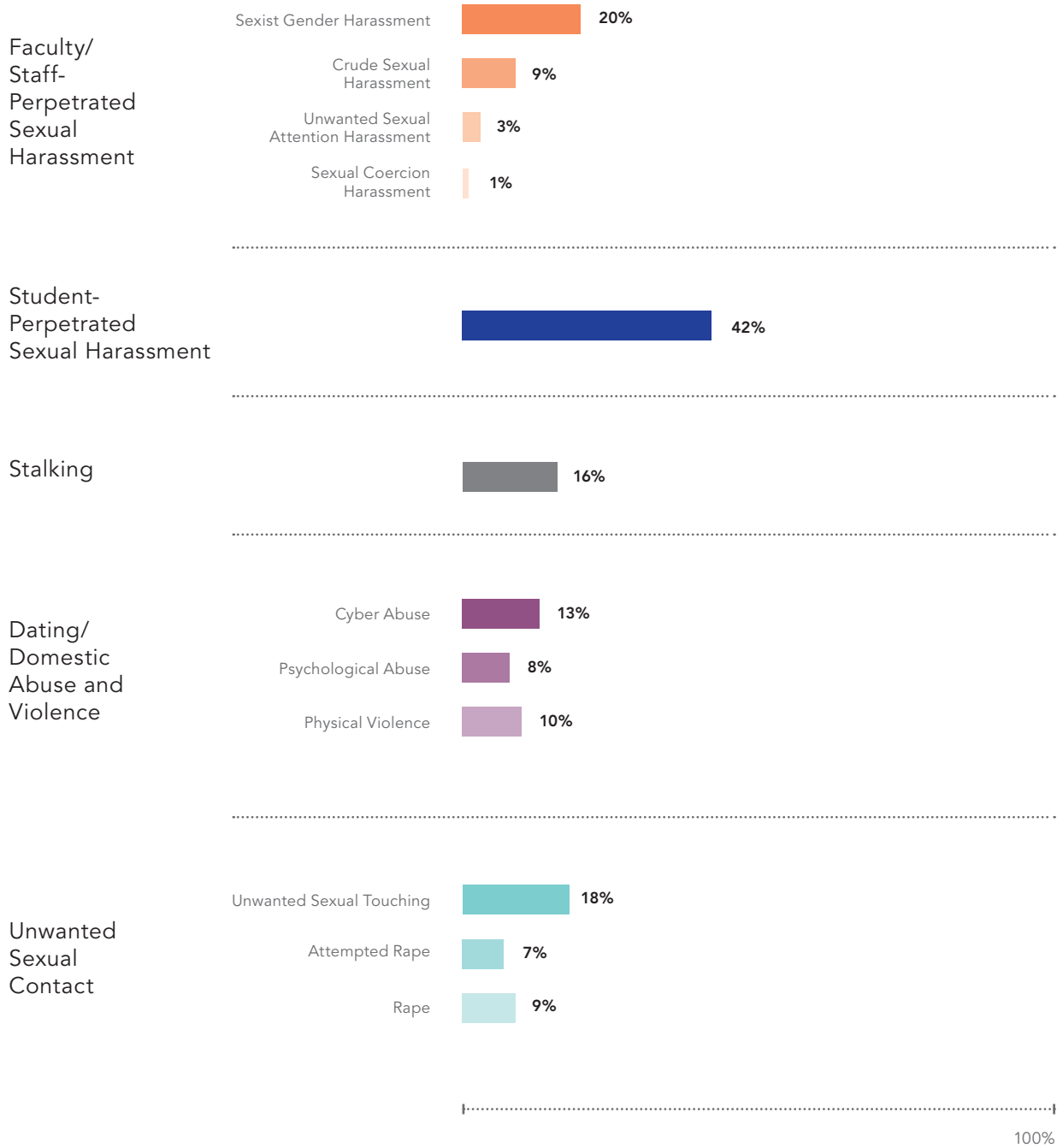
1. Percentages may not equal 100% because of rounding.

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



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

Findings are relevant to all students at UT Austin.

► Understanding the Infographic Data

- Eighteen percent of students reported having experienced unwanted sexual touching since their enrollment at UT Austin.
- Forty-two percent of students reported having experienced student-perpetrated sexual harassment since their enrollment at UT Austin.

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-four percent of bisexual students reported stalking victimization.

Footnotes

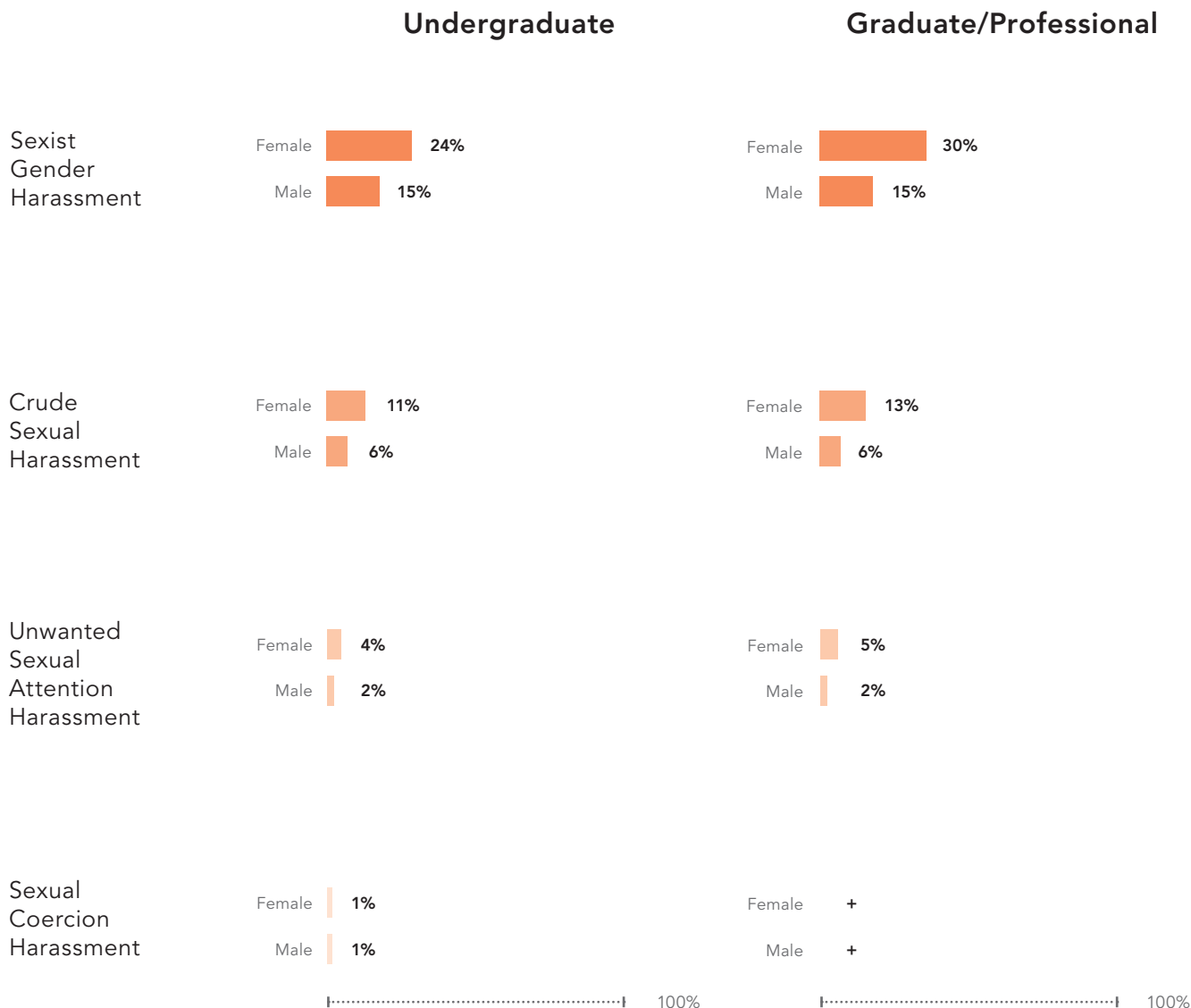
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.

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



34

¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 4\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UT Austin.

+ Extremely low victimization rate.

More information about this issue available on the next page.



► Understanding the Infographic Data

- Thirty percent of female graduate/professional students experienced sexist gender harassment by faculty/staff.
- Unwanted sexual attention harassment by faculty/staff was experienced by four percent of female undergraduate students and two percent of male undergraduate students.

Additional Information

These are additional data not presented in the infographic.

- Nine percent of students experienced crude sexual harassment from faculty/staff.
- One percent of students reported faculty/staff-perpetrated sexual coercion harassment.

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.

- Fifty-six percent of students identifying as an additional gender reported sexist gender harassment victimization.
- Seventeen percent of students identifying as bisexual and 17% of students identifying as an additional sexual orientation experienced crude sexual harassment by faculty/staff.

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.

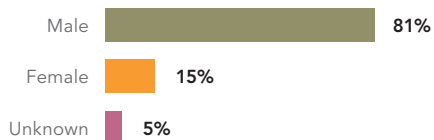
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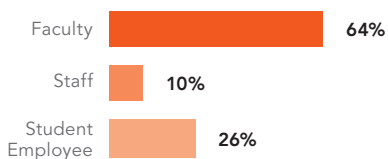
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More About Faculty/Staff Sexual Harassment Perpetration¹

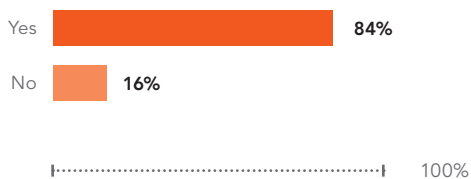
Gender Identity of Perpetrator^{2,3}



Academic Status of Perpetrator⁴



Did it happen on campus?



► Understanding the Infographic Data

- Most perpetrators of faculty/staff sexual harassment were male (81%).
- Sixty-four percent of perpetrators were faculty, 10% were staff, and 26% were student employees.
- Eighty-four percent of faculty/staff sexual harassment incidents occurred on-campus.

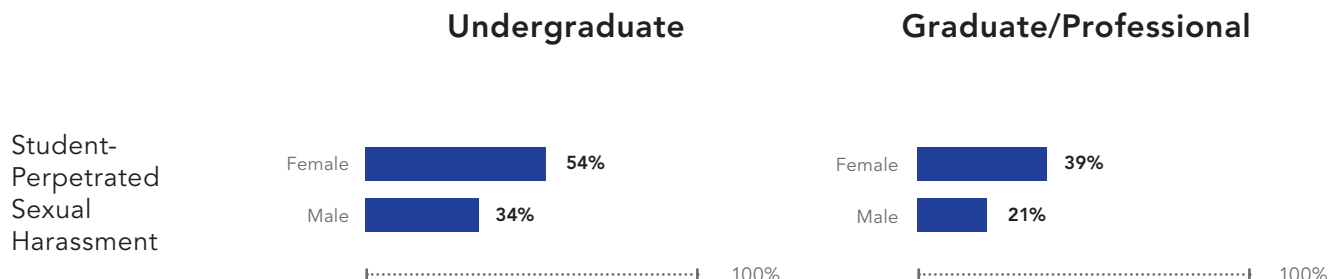
Footnotes

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. Percentage may not equal 100% because of rounding.
4. 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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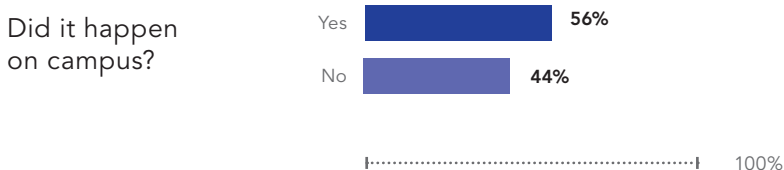
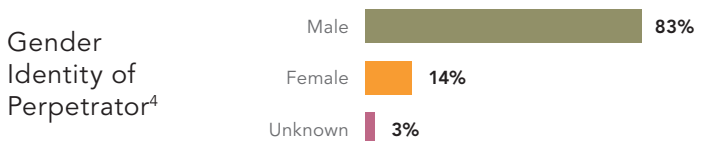
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Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information^{1,2}



Findings above are relevant to all students at UT Austin.

Student-Perpetrated Sexual Harassment: Perpetration Information³



¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 4\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.



► Understanding the Infographic Data

- Eighty-three percent of student sexual harassment perpetrators were male.
- Eighty-five percent of student harassment perpetrators were undergraduate students. More than half of all student-perpetrated harassment incidents occurred on-campus (56%).

Additional Information

These are additional data not presented in the infographic.

- Forty-two percent of students reported having experienced sexual harassment from a peer.

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.

- Eighty-four percent of students identifying as an additional gender identity experienced student-perpetrated sexual harassment.
- Gay and lesbian students (54%), bisexual students (61%), and students identifying as an additional sexual orientation (54%) reported higher rates of student harassment victimization than heterosexual students (39%).

Footnotes

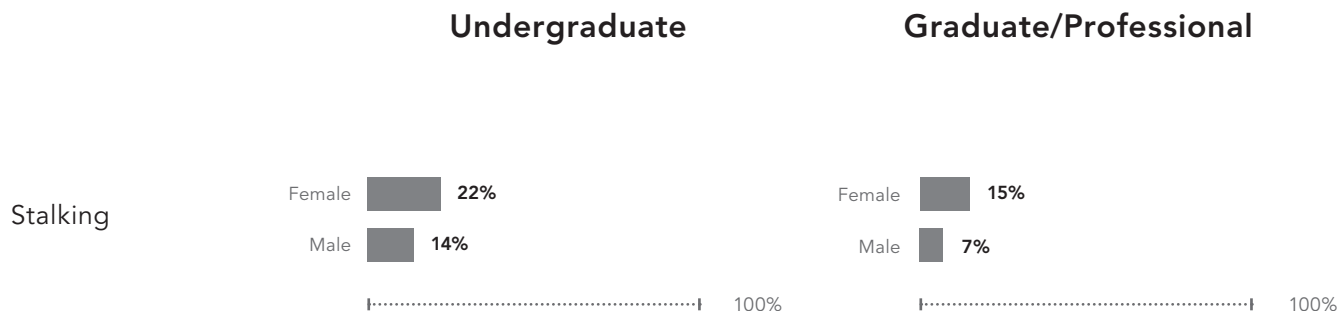
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to 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, 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.

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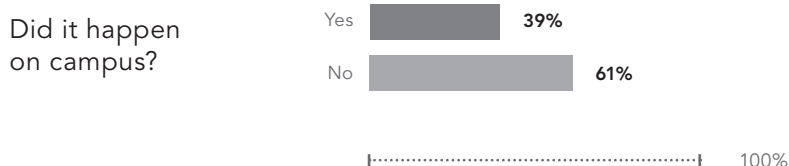
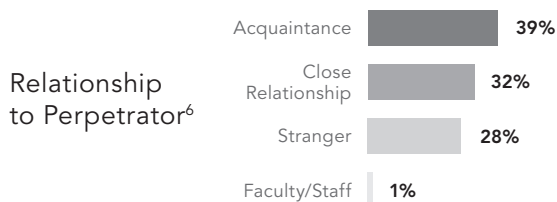
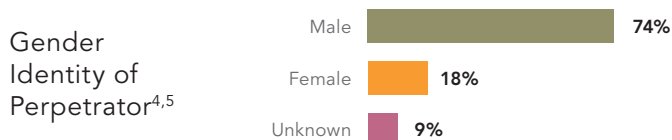
Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information^{1,2}



Findings above are relevant to all students at UT Austin.

Stalking: Perpetration Information³

40



¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 3\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.



► Understanding the Infographic Data

- Twenty-two percent of undergraduate females experienced stalking.
- Seventy-four percent of stalking perpetrators were male.
- More than half of all stalking incidents occurred off-campus (61%).
- Most victims of stalking had a close relationship (32%) or acquaintanceship (39%) with the perpetrator.

Additional Information

These are additional data not presented in the infographic.

- Sixteen percent of students reported having experienced stalking victimization.
- More than half of stalking perpetrators (54%) attended the same institution as the victim.

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 described elsewhere in this report and therefore merit reporting as highlights.

- Gay and lesbian students (23%), and bisexual students (24%) reported high rates of stalking victimization relative to heterosexual students (15%).
- Slightly more than half of stalking perpetrators (54%) attended the same institution as the victim.
- Twenty-four percent of bisexual students reported stalking victimization.

Footnotes

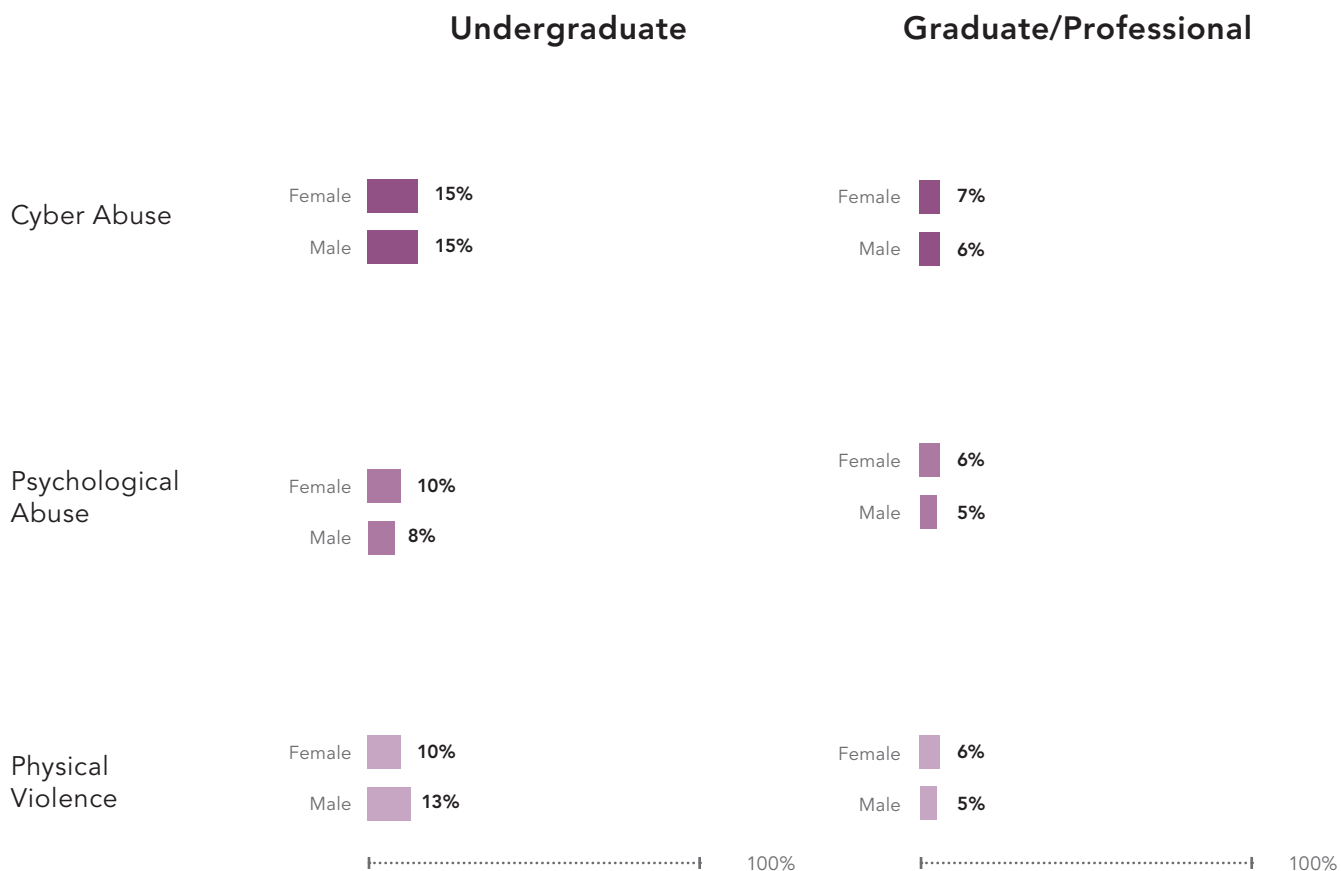
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible, rates were calculated on all gender identities. Because of small sample sizes and to 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. Percentage may not equal 100% because of rounding.
6. 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}



42

— Undergraduate: The margin of error is ≤ +/- 2% at 95% confidence.
 — Graduate/Professional: The margin of error is ≤ +/- 3% at 95% confidence. See Appendix F in the Research Methods Report for more information.
 — Findings are relevant to all students at UT Austin.

► Understanding the Infographic Data

- Ten percent of female undergraduate students who had been in a dating or marital relationship while at UT Austin reported having experienced psychological abuse.
- Thirteen percent of undergraduate male students who had been in a dating or marital relationship while at UT Austin reported having experienced physical violence in a previous or current relationship.

Additional Information

These are additional data not presented in the infographic.

- Thirteen percent of students who have been in a dating or marital relationship while at UT Austin reported cyber abuse victimization.
- Ten percent of students who have been in a dating or marital relationship while at UT Austin reported physical violence victimization.

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.

- Sixteen percent of bisexual students who had been in a dating or marital relationship while at UT Austin experienced physical violence.

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 Austin. 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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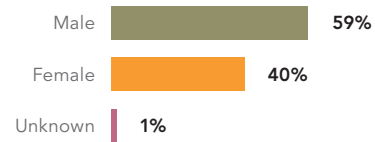
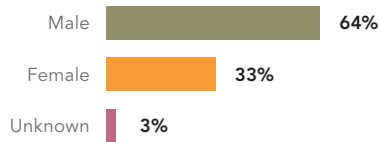
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More about Dating/Domestic Abuse and Violence Perpetration: Cyber and Psychological Abuse¹

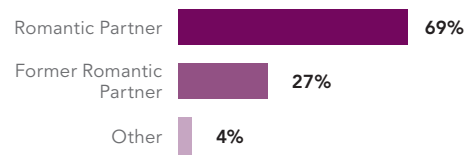
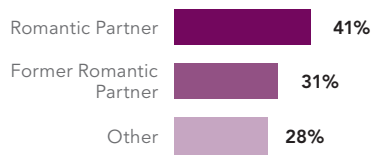
Cyber

Psychological

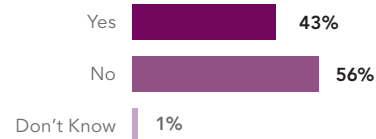
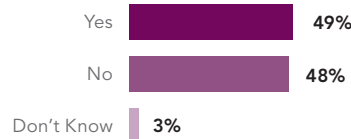
Gender Identity of Perpetrator²



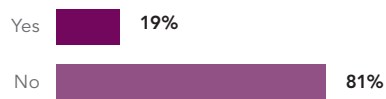
Relationship to Perpetrator³



Was it a student from the same institution?



Did it happen on campus?



100%

100%



► Understanding the Infographic Data

- Romantic partners (41%) and former romantic partners (31%) together made up the majority of cyber abuse perpetrators.
- The majority of cyber abuse incidents did not occur on-campus (81%).
- Fifty-nine percent of psychological abuse perpetrators were male.
- Romantic partners made up 69% of psychological abuse perpetrators.
- Most incidents of psychological abuse occurred off-campus (82%).

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.

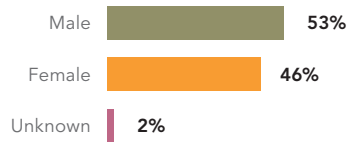
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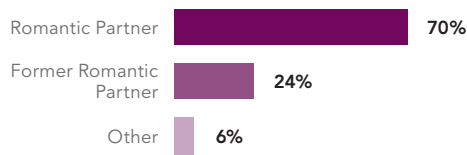
More about Dating/Domestic Abuse and Violence Perpetration: Physical Violence¹

Physical

Gender Identity of Perpetrator^{2,3}

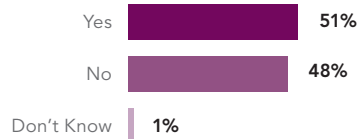


Relationship to Perpetrator⁴

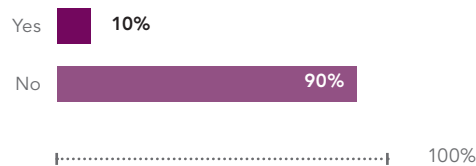


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46

Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Forty-six percent of physical violence perpetrators were female.
- Romantic partners composed 70% of physical violence perpetrators.
- Fifty-one percent of physical violence perpetrators attended the same institution as the victim.
- Most incidents of physical violence (90%) occurred off-campus.

Additional Information

These are additional data not presented in the infographic.

- Among students who experienced physical violence, 52% of female students and 35% of male students experienced minor injuries once or more as a result of victimization.
- Among students who experienced physical violence, 59% of female students and 30% of male students experienced serious emotional difficulties as a result of victimization

Footnotes

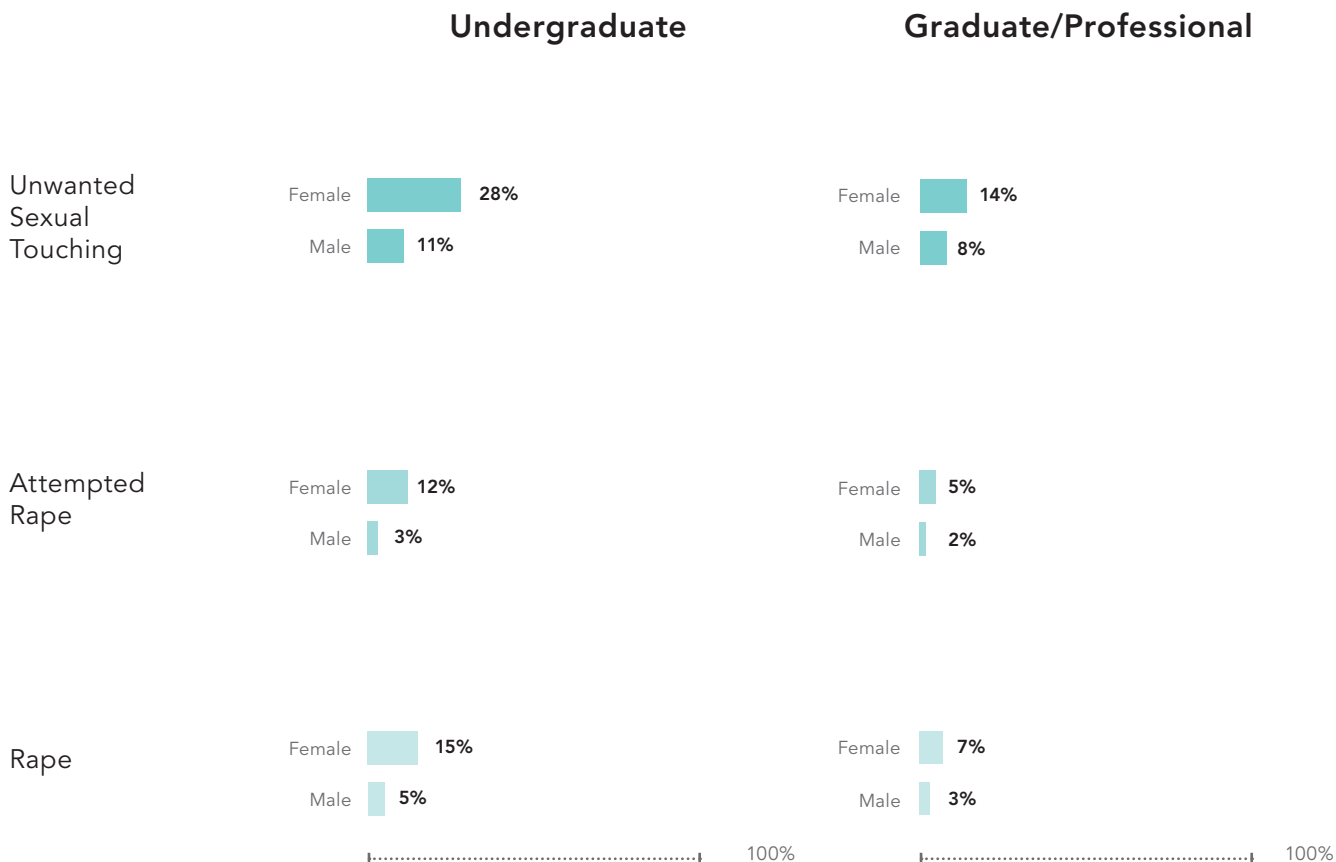
1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for 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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Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity^{1,2}



48

¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 3\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UT Austin.



► Understanding the Infographic Data

- Twenty-eight percent of female undergraduate students reported having experienced unwanted sexual touching since their enrollment at UT Austin.
- Fifteen percent of female undergraduate students reported having experienced rape since enrollment at UT Austin.

Additional Information

These are additional data not presented in the infographic.

- Nine percent of students reported having experienced rape since enrollment.

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.

- Thirteen percent of bisexual students and eight percent of heterosexual students reported having experienced rape.
- Twenty-three percent of students identifying as an additional gender identity reported having experienced unwanted sexual touching since enrollment.

Footnotes

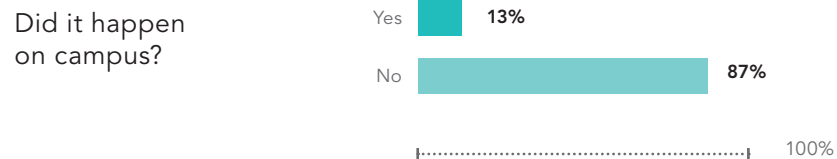
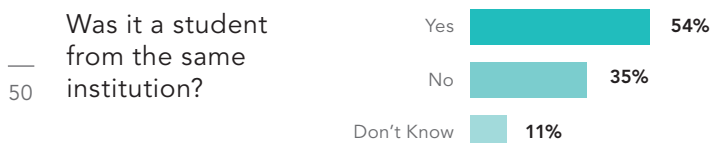
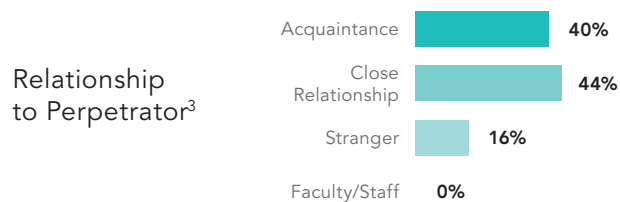
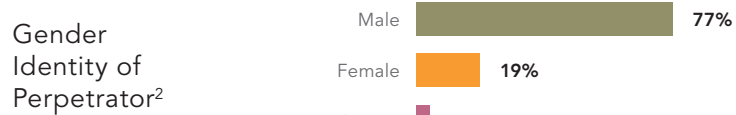
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible, rates were calculated on all gender identities. Because of small sample sizes and to 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.

Findings are relevant to the population of students at UT Austin. 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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More About Unwanted Sexual Contact Perpetration¹



► Understanding the Infographic Data

- Seventy-seven percent of unwanted sexual contact perpetrators were male.
- Most victims of unwanted sexual contact had a close relationship (44%) or an acquaintanceship (40%) with the perpetrator.
- Sixteen percent of victims experienced unwanted sexual contact by a stranger.
- More than half (54%) of unwanted sexual contact perpetrators were students from UT Austin.
- The majority of unwanted sexual contact incidents (87%) 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

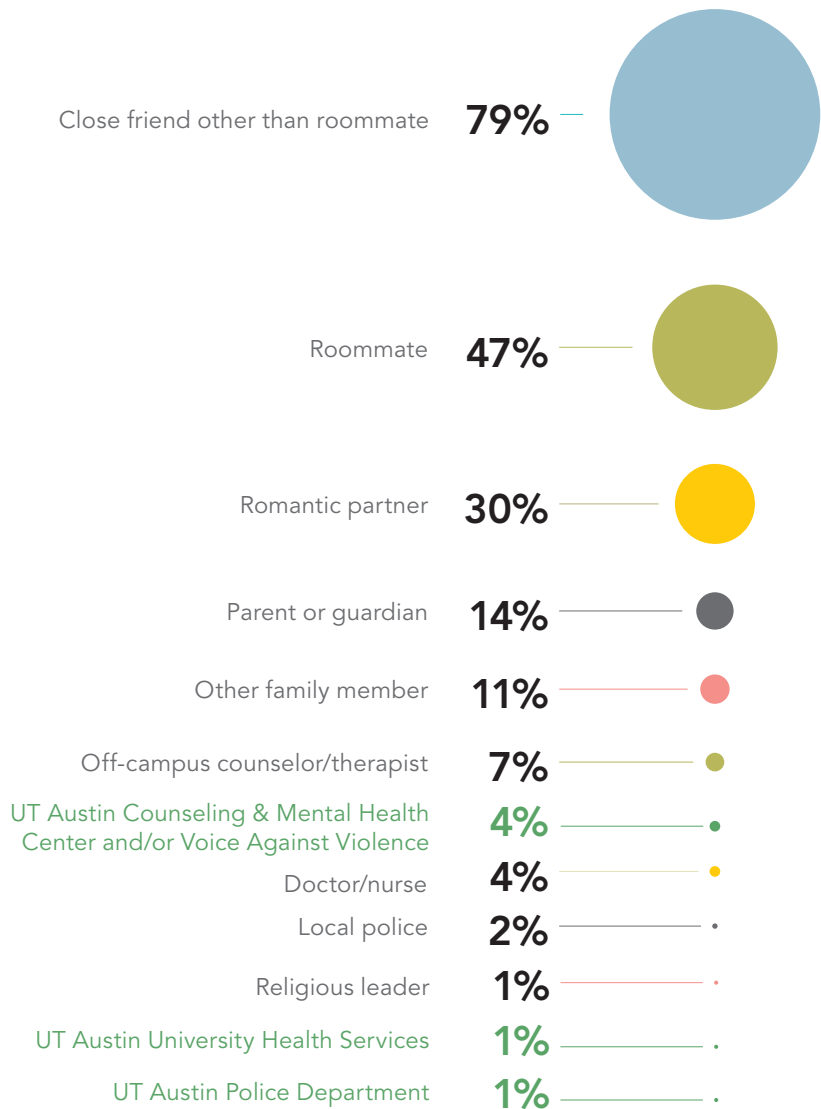
Did you tell anyone about the incident(s) before the survey?

68% No **32%** Yes

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

6%
of victims who disclosed told someone at the institution

● Green color indicates university services



► Understanding the Infographic Data

- The majority (68%) of victims of interpersonal violence did not tell anyone about the incident(s) prior to taking the survey.
- Of victims who disclosed, 79% of victims told a close friend other than a roommate.
- Of victims who disclosed, 14% percent disclosed told a parent or guardian.
- Of victims who disclosed, six percent told someone at UT Austin, four percent accessed UT Austin counseling services, and 1% accessed UT Austin health services.
- Of victims who disclosed, 2% told 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: Dean of Student's Office, Title IX Coordinators/Deputy Title IX Coordinators, Legal Services for Students (LSS), Office of Institutional Equity (OIE), Division of Housing and Food Services (DHFS), BeVocal: The Bystander Intervention Initiative, Voices Against Violence Survivor's Emergency Fund, off-campus: SafePlace or other 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

9%

Had to take time off
from school

4%

Needed to
repeat a class

5%

Had to drop
one or more courses

Financial

3%

Had to take time off
from work

1%

Needed emergency financial
support from the University

1%

Had to pay
for tutoring

54

Services

4%

Needed
medical care

1%

Needed
legal services

1%

Needed victims
advocacy services

Housing

1%

Needed
housing services

2%

Needed to relocate
to another residence

1%

Needed
emergency shelter



► Understanding the Infographic Data

- Nine 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 courses as a result of victimization.
- Three percent of victims had to take time off from work as a result of victimization.
- Two percent of victims needed to relocate to another residence as a result of victimization.

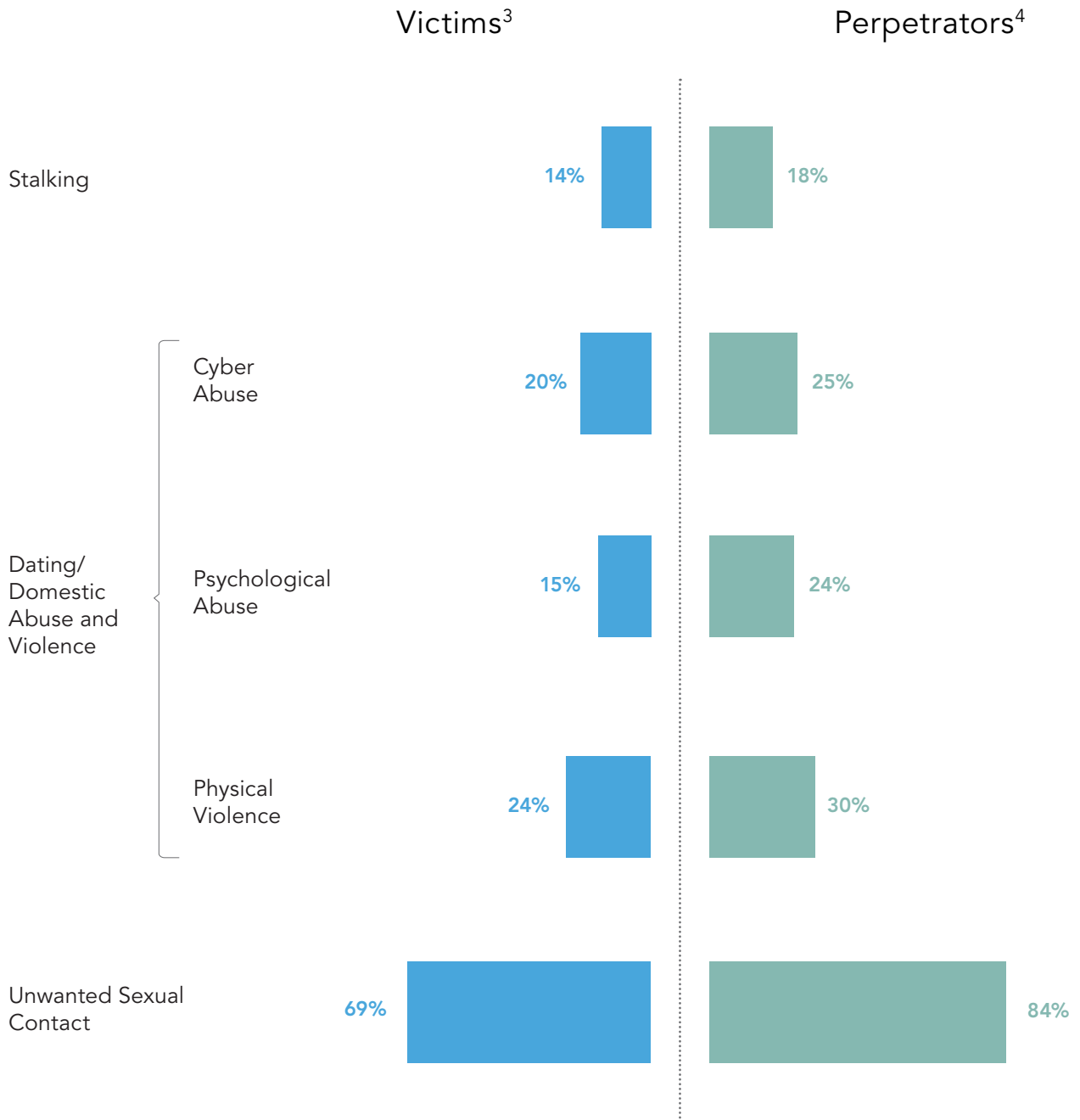
Footnotes

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}



► Understanding the Infographic Data

- Perpetrators used alcohol/drugs more often than victims at the time of victimization across all categories of violence.
- In cyber abuse incidents, 25% of perpetrators and 20% of victims used alcohol/drugs at the time of victimization.
- In physical violence incidents, 30% of perpetrators and 24% of victims used alcohol/drugs at the time of victimization.
- In unwanted sexual contact incidents, 84% of perpetrators and 69% of victims used alcohol/drugs at the time of victimization.

Footnotes

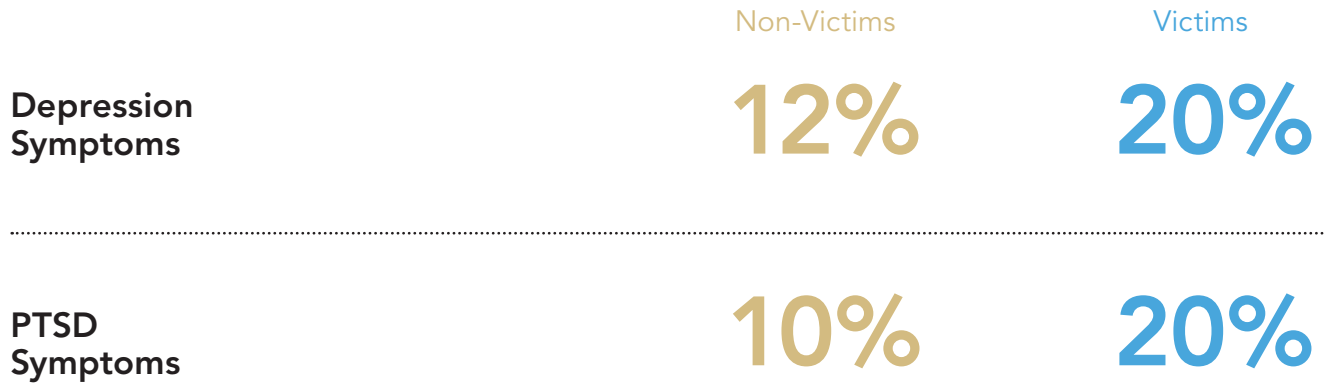
1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. We did not measure alcohol and drug use for faculty/staff- perpetrated 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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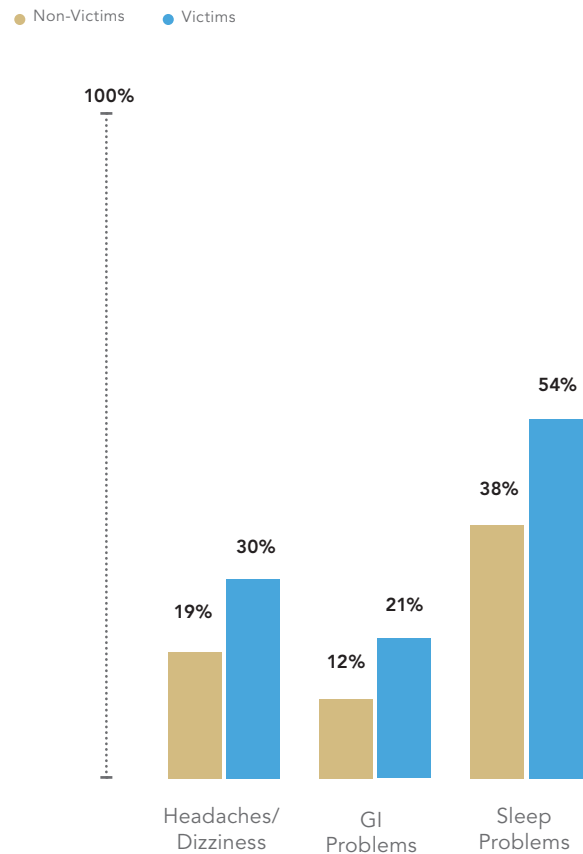
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Students' Health and Well-Being

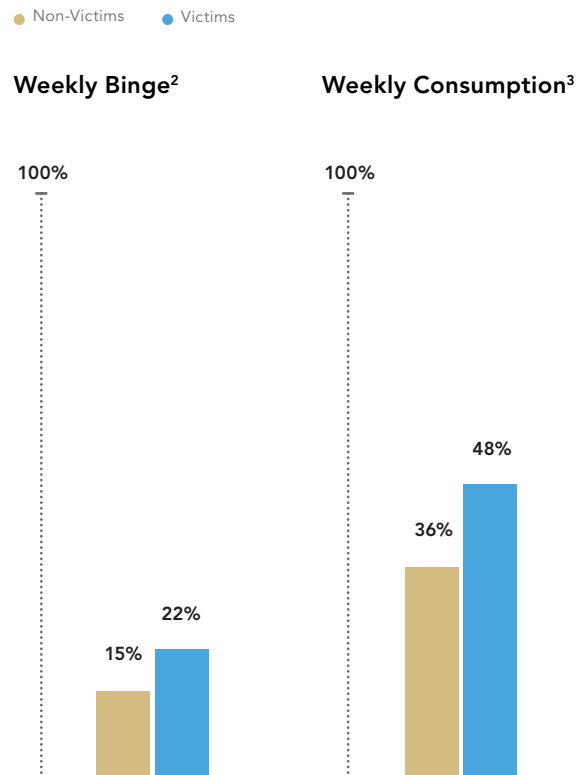
Impact on Mental Health¹



Impact on Physical Health



Impact on Alcohol Consumption



¹ Findings are relevant to all students at UT Austin.



► Understanding the Infographic Data

- More victims screened positive for depression (20%) than non-victims (12%).
- Victims screened positive for posttraumatic stress disorder (PTSD) at twice the rate (20%) of non-victims (10%).
- Victims reported higher rates of physical health problems than non-victims. For example, 54% of victims reported sleep problems, compared to 38% of non-victims.
- Victims reported higher rates of weekly alcohol consumption and binge drinking than non-victims.

Footnotes

1. The CLASE survey included validated scales that assess for depression and posttraumatic 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 Austin. 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.

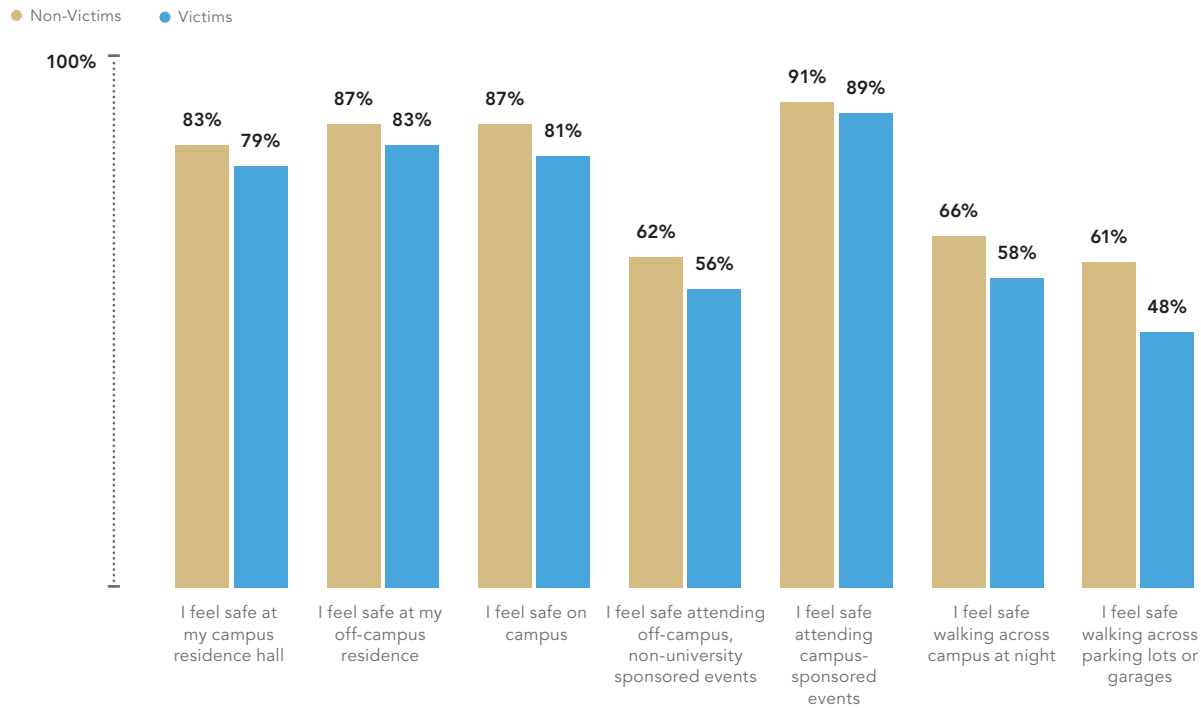
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

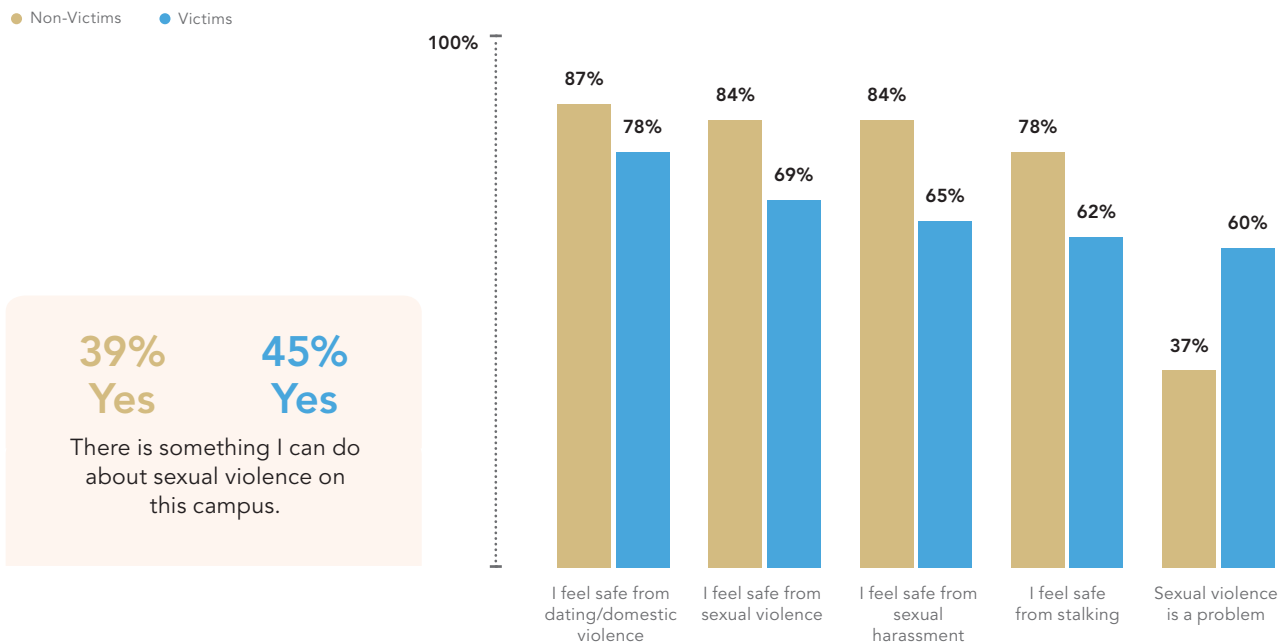
This research study was funded by The University of Texas System Board of Regents. The opinions, findings, and conclusions expressed in this publication are those of the authors and do not necessarily reflect those of The University of Texas System. For questions on this report, please email idvsa@austin.utexas.edu

Students' Perceptions of Safety at the Institution

On and Around Campus¹



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



39% Yes **45% Yes**

There is something I can do about sexual violence on this campus.

Findings are relevant to all students at UT Austin.



► Understanding the Infographic Data

- Fifty-eight percent of victims compared to 66% of non-victims reported feeling safe walking across campus at night.
- Fifty-six percent of victims compared to 62% of non-victims reported feeling safe attending off-campus non-university sponsored events.
- Sixty percent of victims compared to 37% of non-victims reported believing that sexual violence is a problem on campus.
- Sixty-two percent of victims compared to 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.

Findings are relevant to the population of students at UT Austin. 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.

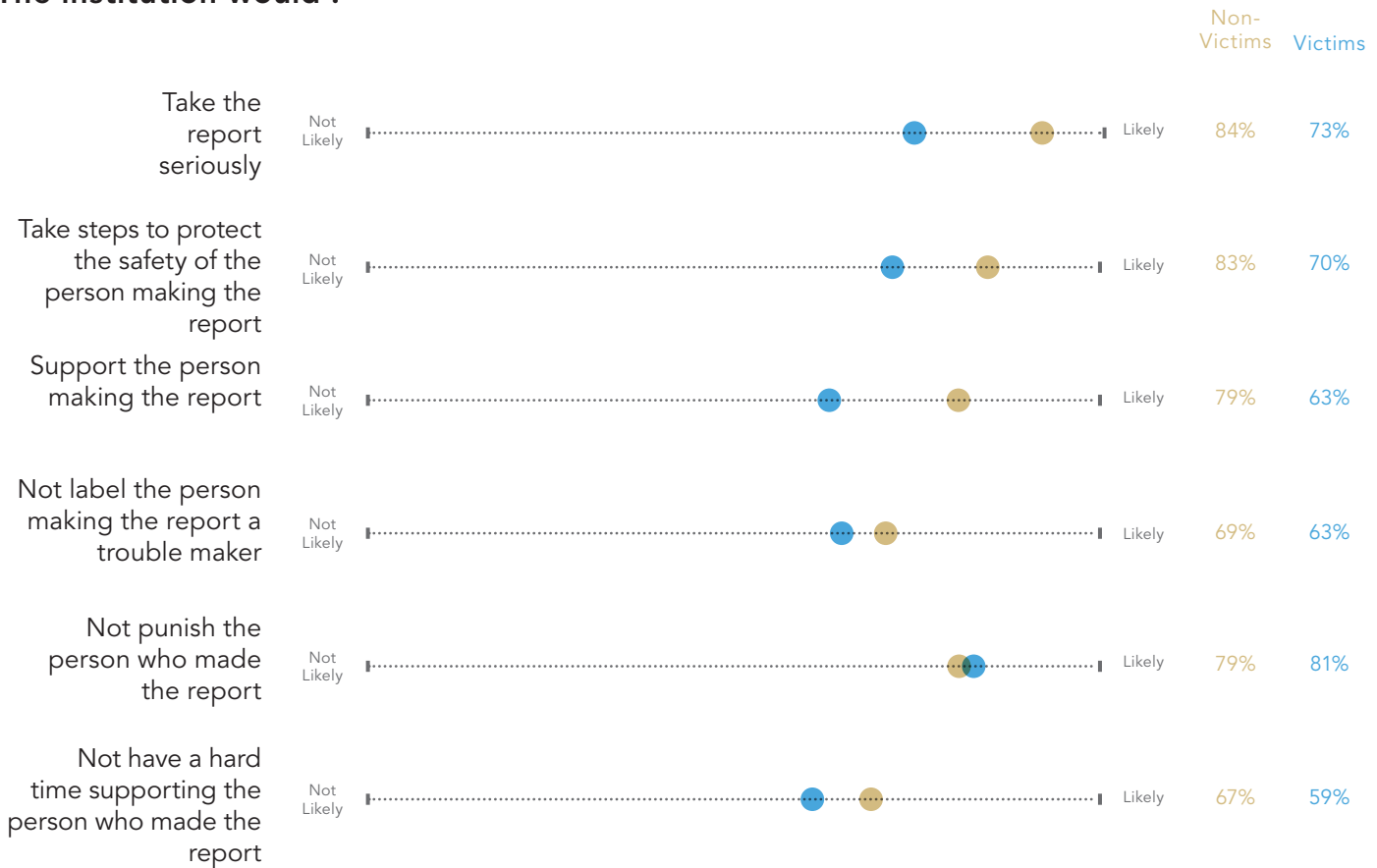
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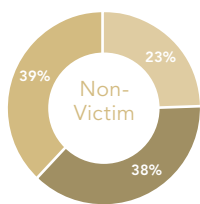
Students' Perceptions of Institutional Response

The institution would¹:

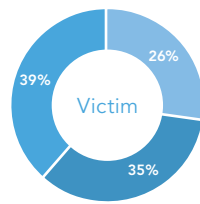


62

Do you know where students get help?²

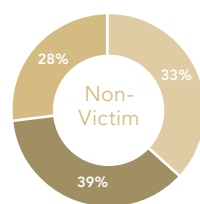


- Yes: 39%
- No: 23%
- I don't know: 38%

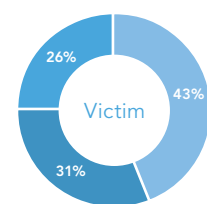


- Yes: 39%
- No: 26%
- I don't know: 35%

Do you know what happens after getting help?²



- Yes: 28%
- No: 33%
- I don't know: 39%



- Yes: 26%
- No: 43%
- I don't know: 31%

¹ Findings are relevant to all students at UT Austin.



► Understanding the Infographic Data

- Seventy-three percent of victims compared to 84% of non-victims reported believing their institution would take a report seriously.
- Sixty-three percent of victims compared to 79% of non-victims reported believing their institution would support the person making the report.
- Thirty-nine percent of victims and non-victims reported knowing where students get help for intimate and interpersonal violence.
- Twenty-six percent of victims compared to 28% of non-victims reported knowing what happens after getting help for violence victimization.

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).

Findings are relevant to the population of students at UT Austin. 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 Austin Campus Response, Prevention Efforts, and Resources to Address Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact

Supportive Services

Title IX C.A.R.E.S. (Title IX Office)

The University of Texas at Austin's Title IX Office embodies five components—Compliance, Accountability, Resources, Education, and Support—as it actively works to prevent, respond, and remedy acts of sexual discrimination and gender based violence. Visit <http://titleix.utexas.edu> for information.

Legal Services for Students in the Office of Dean of Students

Legal Services for Students provides free legal advice, consultation, referrals, and possible representation for currently enrolled students in cases where the other party is not the University or any UT student, faculty, staff, or affiliate. Visit deanofstudents.utexas.edu/lss

Student Ombuds Services (SOS)

SOS provides a neutral, impartial, and private environment for students to voice concerns and provides information and assistance to students who have

university-related questions or complaints. Visit <http://ombuds.utexas.edu/student> for information.

BE SAFE

Website partnership between The University of Texas at Austin Police Department (UTPD) and the Austin Police Department (APD); provides safety tips, mobile apps, and other resources to help students to stay safe and secure. Visit besafe.utexas.edu for information.

Student Emergency Services in the Office of the Dean of Students

Student Emergency Services provides outreach, advocacy, intervention, support, and referrals for students in emergency situations; manages the student emergency fund and referrals of students to the Behavior Concerns Advice Line (BCAL) at (512) 232-5050. Visit deanofstudents.utexas.edu/emergency

Student Emergency Services also includes the Here to Help Resource Guide, available on their website: deanofstudent.utexas.edu/emergency/downloads/HereToHelp.pdf

Confidential Resources and Reporting —

University Health Services

UHS provides medical care and patient education to enrolled students at The University of Texas at Austin. Services include: primary care, urgent care, women's health, STI testing, allergy/immunizations, nutritional services, and laboratory services. UHS providers are a confidential resource for survivors. For non-emergency appointments contact (512) 471-4955. For a medical emergency call 911. Visit <https://healthyhorns.utexas.edu/aboutuhs.html> for information.

Counseling and Mental Health Center (CMHC)

A division of Student Affairs, CMHC provides confidential group counseling and short-term individual counseling to UT students. CMHC counselors and psychiatrists are a confidential resource for survivors. For non-emergencies contact (512) 471-3515. For 24/7 crisis hotline contact (512)471-CALL (2255).

Counseling and Mental Health Center Counselors in Academic Residence (CARE) Program

Counselors are located in most academic colleges and schools on campus and provide counseling services, consultations, and education. CARE Counselors are a confidential resource for survivors.

Sexual Assault Forensic Exams (SAFE) at UHS

UT students who have experienced a sexual assault may choose to receive a Sexual Assault Forensic Exam (SAFE) at University Health Services (UHS) at no charge during business hours. For information or

to schedule a SAFE exam contact the 24/7 SafePlace Hotline at 512-267-SAFE (7233).

Coordinated Response

Institutional Title IX Coordinator

The Title IX Coordinator, a full-time employee in University Compliance Services, is tasked with oversight and coordination of Title IX related matters including compliance, prevention, education, advocacy, and support. Contact LaToya Smith at (512) 232-3992 or email TitleIX@austin.utexas.edu for information.

Title IX

In addition to the Title IX Coordinator, the University has appointed five Title IX Deputies, and eight full time investigators (six in the Office of the Dean of Students and two in the Office of Inclusion and Equity) all committed to supporting the University's mission to create and maintain an educational and work environment free from all forms of sexual misconduct and interpersonal violence. Visit <https://titleix.utexas.edu/> for information

Title IX Task Force

The task force is led by the Title IX Coordinator and brings together administrators, faculty, staff, and students from across campus to inform and support campus-wide Title IX efforts.

Title IX Training and Investigations in the Office of the Dean of Students

Investigates allegations of student misconduct involving sexual discrimination, sexual harassment, sexual assault, interpersonal violence, and stalking. Visit deanofstudents.utexas.edu/investigations

Office for Inclusion and Equity

OIE serves the University in fulfilling the intent and spirit of equal opportunity laws by providing equitable solutions to complaints against faculty, staff, contractors, and visitors. The director of investigations and policy serves as a deputy Title IX coordinator. This staff member along with others involved in investigations partner closely with the Title IX office and the Office of the Dean of Students to resolve concerns. More information can be found at equity.utexas.edu.

UT Austin Police Department

The UT Austin Police Department's mission is to protect and serve all persons within the UT Austin community, while protecting the resources of the university. For emergencies contact 911. For non-emergencies contact (512) 471-4441. Visit <http://police.utexas.edu/> for information.

Policy

UT Austin Policies and Procedures

Visit: <http://www.policies.utexas.edu/policies/prohibition-sexual-discrimination-sexual-harassment-sexual-assault-sexual-misconduct> for the Handbook of Operating Procedures (HOP) policy.

Professional Training

Training for Students —

Title IX Training

The Title IX Office provides Title IX training to many student groups including College of Communication Student Mentors, Women in Engineering, and the Student-Athlete Advisory Committee.

Interrupting Rape Culture Workshop

This peer-led Voices Against Violence (VAV) workshop provides information on challenging the language and behavior that defines rape culture to create a culture of consent. Sponsored by the Counseling and Mental Health Center (CMHC). Visit https://www.cmhc.utexas.edu/vav/vav_getinvolved.html for information.

VAV Theater for Dialogue

VAV staff and students provide performances of programs such as “Get Sexy, Get Consent” and “I like, LIKE you...Exploring Relationships” to groups across campus such as incoming athletes, members of the Greek community, and members of student organizations. Additionally, upper division students can participate in a Theater for Dialogue academic course. Visit https://www.cmhc.utexas.edu/vav/vav_theatrefordialogue.html for information

BeVocal Bystander Intervention Facilitator Training

BeVocal is a university-wide initiative to promote the idea that individuals have the power to prevent high-risk behavior and harm. Workshops train students, faculty and staff to recognize harm, choose to intervene, and take action. Visit wellnessnetwork.utexas.edu for more information.

Sexual Misconduct Prevention Module CW121:

CW121 is one of four compliance modules required for state employees. It is designed to educate university employees on preventing sexual misconduct.

HAVEN:

HAVEN is an online sexual assault prevention education module for first year students under 21. Ha-

ven is mandatory; failure to complete the program will result in a hold preventing the student from viewing grades or requesting a transcript. Managed by University Health Services. Visit <https://healthy-horns.utexas.edu/aboutuhs.html> for information.

Training for Student Employees —

Title IX Training

In collaboration with Campus Safety and Security, the Title IX Office provides training teaching assistants (TAs) and assistant instructors (AIs). They also provide training to various student staff across campus including Orientation Advisors, Resident Assistants, and Graduate Research Assistants.

VAV Orientation Advisor and Resident Assistant Training

VAV, the Division of Housing and Food, and New Student Services collaborate to provide training regarding sexual and relationship violence to student employees, including orientation advisors and resident assistants.

Training for University Employees —

Title IX Investigation Training

The Title IX office provides ongoing Title IX investigation training to the Office of Dean of Students, University Hearing Officers, Title IX Deputies, UTPD, and Title IX Taskforce Members that handle Title IX complaints. Trainings are related to trauma-informed practices, investigatory procedures, and due process requirements.

Title IX Training for Faculty/Staff

The Title IX Office provides direct training and

workshops on Title IX reporting and responsible employee obligations. Workshops are provided to groups such as Campus Climate Response Team (CCRT), Athletics Staff, and Student Employee Excellence Development (SEED) Program members, Division of Housing and Food Services, the Austin Private Dorm Association, Services for Students with Disabilities (SSD), Sorority and Fraternity Life, Student Activities, Undergraduate Writing Center, Faculty Council, department chairs, and various academic departments such as Middle Eastern Studies, French, Italian, Sociology, and School of Social Work.

“What’s Up with Title IX and Why Should I Care as a Faculty Member?”

Panel Discussion

UT Austin and Texas A&M Joint Faculty Council participate in a panel discussion to increase understanding of Title IX by faculty at both institutions.

The Inclusive Workplace

This three-hour workshop, presented by the Office for Inclusion and Equity, provides training for supervisors about equal employment opportunity laws and best practices for an inclusive and equitable workplace.

Managing Difficult Issues

This workshop on Title IX information is designed for new and current academic administrators, including deans, department chairs, center directors, and research unit directors. The workshop is co-facilitated by staff from Title IX and the Office for Inclusion and Equity audience.

Student-Led Initiatives

Voices Against Violence (VAV) Student Organization

VAV sponsors a student organization that meets weekly and hosts violence awareness events on campus throughout year. Visit https://www.cmhc.utexas.edu/vav/vav_getinvolved.html for information.

SURE Walk

This student-run volunteer group provides walks to and from campus to UT Austin students, faculty, and staff with the help of student volunteers. Contact (512) 232-9255 or visit utsg.org/projects/sure-walk/ for information.

Men Can End

Men Can End is a project of the Texas Blazers. The student group works to get men connected with gender-based violence prevention in order to reduce violence.

Steps for Survivors

The student organization supports survivors of violence by holding an annual walk to raise funds toward UT's Survivors Emergency Fund

Not on My Campus

A student led-movement to end the silence surrounding sexual assault and create a safe environment for all students at UT.

Women's Resource Agency

This group fosters an educated, empowered and connected community of UT students. This is an executive agency of Student Government.

Interpersonal Violence Coalition

This group brings together all of the campus student groups working to end interpersonal violence to share resources, collaborate, and reach a larger audience.

Awareness, Prevention, and Education Efforts

Voices Against Violence (VAV)

Voices Against Violence in the Counseling and Mental Health Center offers comprehensive violence prevention and response programs. VAV provides the campus with tools to identify and interrupt interpersonal violence, support survivors and build a campus that values and promotes healthy relationships and consent. More information at: cmhc.utexas.edu/vav

Rape Aggression Defense (RAD) Course

RAD is a twelve-hour self-defense course offered for free to UT students, faculty, and staff by UTPD. Visit <http://police.utexas.edu/rad/> for information.

BeVocal: The Bystander Intervention Initiative of the University of Texas at Austin

BeVocal is part of an initiative of 15 on-campus partners, designed to promote bystander intervention by UT students, faculty, and staff and create a "culture of caring" on campus. Visit <https://www.wellnessnetwork.utexas.edu/BeVocal/> for information.

MasculinUT

MasculinUT, a group of students, faculty and staff is a project that aims to promote healthy masculinities on campus by engaging students through public events, campaigns and workshops.

VAV's Get Sexy. Get Consent.

This highly interactive one-hour program examines how we negotiate sex and consent, boundaries and safety. Student actor-facilitators engage audiences through scenes, monologues and conversations about consent. More information at cmhc.utexas.edu/vav

VAV Prevention Months

Each October, VAV recognizes Relationship Violence Prevention Month; each April, VAV recognizes Sexual Violence Prevention Month. During these months, VAV holds interactive student-led events and initiatives that guide students in understanding how to prevent sexual relationship violence and sexual violence.

Take Back the Night (April)

This annual gender-inclusive awareness initiative during Sexual Assault Awareness Month aims to help college students take back the night and stop violence on their campuses.

Breaking the Silence (October)

This annual event during Domestic Violence Awareness Month is open to the public and provides a forum for allies and survivors of dating and relationship violence to speak out. Visit <https://www.cmhc.utexas.edu/vav/index.html> for information.

"UT Gets Consent" poster campaign

This poster campaign aims to raise awareness around consent and is sponsored by Voices Against Violence (VAV) as part of a larger prevention effort. Visit https://www.cmhc.utexas.edu/vav/vav_consent.html for information.

It's on Us

UT Austin is a member of It's on Us, a White House Initiative to put an end to sexual assault on college campuses. The It's On Us campaign focuses on three core pillars: consent education, increasing bystander intervention, and creating an environment that supports survivors.

Gender and Sexuality Center

The mission of the Gender and Sexuality Center (GSC) is to provide opportunities for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the LGBTQ communities through education, outreach, and advocacy. For example, the GSC facilitates a number of educational workshops including ones on being an ally, identifying and interrupting everyday sexism, and toward an inclusive campus with transgender and gender non-conforming students, staff, and faculty. Visit <http://ddce.utexas.edu/genderandsexuality/> for information.

Responsible Employee Resource Guide

The Responsible Employee Resource Guide, a collaboration between the Title IX Office and the Office for Inclusion and Equity, serves as an online and print tool designed to educate responsible employees about their roles and responsibilities, and available campus resources. Visit <http://equity.utexas.edu/about-oie/> for information.

Community Participation

Travis County Sexual Assault Response and Resource Team (SARRT)

Representatives from UT Austin attend Travis County SARRT meetings to maintain communication with and understanding of sexual violence issues and responses in the broader Austin community. SARRT is a team of community professionals who work together to improve the response to victims of sexual assault. Typical SARRT team members include law enforcement, victim advocates, prosecutors, and sexual assault nurse examiners (SANE).

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.

Campus Alliance for Non-Violence

The Campus Alliance for Non-Violence is a group of prevention professionals working in the higher education community throughout central Texas. The group meets once per semester to share best practices in the field.

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4.

Next Steps

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As a result of the CLASE survey findings, UT Austin leadership has identified priority action items and specific areas for both immediate and long-term action to complement existing initiatives on campus.

Priorities

The CLASE survey data illustrated several areas of continued need on our campus. From the data, we established the following priority areas from the CLASE UT Austin survey data.

1. Enhance sexual violence prevention initiatives by addressing the culture of perpetration.
2. Develop a collaborative, robust, and comprehensive faculty and staff education plan with a specific focus on sexual misconduct and harassment policies.
3. Develop and implement a collaborative Title IX awareness campaign (prevention, intervention, resources, support).

Immediate Actions

The CLASE survey results helped us to identify specific immediate action initiatives underway or beginning in academic year 2016-2017.

1. Enhance sexual violence prevention to address higher rates of victimization among undergraduate women:
 - Facilitate additional quantitative and qualitative research to gather more information specific to sexual violence (location, time of incident, time of year, perpetrator, vulnerable populations).
 - Focus on particular populations with prevention and outreach programming.
 - Engage men in more meaningful ways through new initiatives and programming, in particular with MasculinUT.
 - Implement Peer to Peer Education program.
 - Explore reaching a more targeted audience with Theatre for Dialogue techniques.
2. Implement strategic education plan targeted for teaching assistants, assistant instructors, and graduate assistants.
3. Develop a collaborative, robust, and comprehensive faculty and staff education plan with a specific focus on sexual misconduct and harassment policies.

- Facilitate additional quantitative and qualitative research to gain greater insight into survey outcomes related to faculty/staff harassment, such as trends related to specific academic units, perpetrator demographics, locations such as research labs and classrooms, types of harassment.
 - Benchmark peer institutions for effective ways to deliver wide-scale faculty and staff harassment training.
 - Review Office for Inclusion and Equity data for potential systemic trends.
 - Engage Office of the Provost to explore next step strategies for intervention and cultural change.
4. Hire a peer advocacy coordinator, to be housed within Student Emergency Services, to develop and implement a survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC.
 5. Develop and implement collaborative Title IX awareness campaign.
 - Implement Title IX campaign including programming, promotional materials, symposia, social media, etc.
 6. Expand BeVocal to include a full-time staff member focused on bystander intervention strategies for students, faculty, and staff.
 7. Develop and implement survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC.
 8. Expand non-mandatory reporting to include student, faculty, and staff ombuds.

Future Steps

The CLASE survey results helped us to identify specific long-term initiatives:

1. Identify non-mandatory reporting advocates for survivors and accused individuals.
2. Explore establishing a faculty liaison within each academic unit that can serve as a Title IX deputy and resource for colleagues and students.
3. Explore establishing a centralized location for reporting and resources/information, such as a hotline similar to Behavioral Concerns Advice Line (BCAL).
4. Explore mandatory implementation of Haven Plus for graduate students.

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 Prevalence

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			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ¹	All	36%	9.3%
2017 Cultivating Learning and Safe Environments - UT Austin	All	20%	17.1%
Faculty/Staff-Perpetrated Crude Gender/Sexual Harassment			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
2017 Cultivating Learning and Safe Environments - UT Austin	All	9%	17.1%
Faculty/Staff-Perpetrated Unwanted Sexual Attention			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
2017 Cultivating Learning and Safe Environments - UT Austin	All	3%	17.1%
Faculty/Staff-Perpetrated Sexual Coercion			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
2017 Cultivating Learning and Safe Environments - UT Austin	All	1%	17.1%
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>

²PennState 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 Prevalence

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
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	64.5%	27%
	Graduate	41.4%	41%
2017 Cultivating Learning and Safe Environments - UT Austin	All	42%	17.1%
Student-Perpetrated Sexual Harassment Subscale Rates			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ^{2,3}	Sexist Gender Harassment	All	9.3%
	Crude Sexual Harassment	All	
	Unwanted Sexual Attention	All	
	Sexual Harassment via Electronic Communication	All	

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>

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

Table 3: Stalking Prevalence

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

Study Title	Student Classification	Prevalence Findings	Response Rate
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%
2017 Cultivating Learning and Safe Environments - UT Austin	All	16%	17.1%

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>

Table 4: Dating/Domestic Abuse and Violence Prevalence

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
		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%
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UT Austin	All	13%	8%	10%	17.1%

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.

²PennState 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 Prevalence

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				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	Female	32.9%*	9.3%
		Male	12.5%*	
2017 Cultivating Learning and Safe Environments - UT Austin	All	All	18%	17.1%
Attempted Rape				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
2017 Cultivating Learning and Safe Environments - UT Austin	All	All	7%	17.1%
Rape				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
2017 Cultivating Learning and Safe Environments - UT Austin	All	All	9%	17.1%
Penn State Overall Rate for Attempted Rape and Rape				
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	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

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

Additional Information

Subscale: Unwanted Sexual Attention Harassment			
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.

No¹

Yes

Yes²

Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to

No¹

Yes

Yes²

Taking advantage of you when you were too drunk or out of it to stop what was happening.

Yes

Yes

Yes²

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes²

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

Yes

Yes

Yes²

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.

No¹

Yes

Yes²

Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to

No¹

Yes

Yes²

Taking advantage of you when you were too drunk or out of it to stop what was happening.

Yes

Yes

Yes²

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes²

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

Yes

Yes

Yes²

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.

No¹

Yes

Yes²

Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to

No¹

Yes

Yes²

Taking advantage of you when you were too drunk or out of it to stop what was happening.

Yes

Yes

Yes²

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes²

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

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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The University of Texas at Austin
School of Social Work
Institute on Domestic Violence & Sexual Assault

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Art Director:

Lope Gutierrez-Ruiz

Senior Designer:

Carlos Alfredo Castro Lugo

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