

# 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 Rio Grande Valley

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 Rio Grande Valley 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 The University of Texas at Austin.

First, the research team and the university community owe an immense debt of gratitude to all student participants. We understand more about our students' lives because they took the time to complete this survey. We are particularly grateful to the survivors of sexual harassment, stalking, dating/domestic 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 Texas-sized thank you goes out to UT Rio Grande Valley President Guy Bailey, for engaging students and the campus community in the deepest understanding and strategies of these issues to ensure the safety and academic achievement of all students. His leadership is commendable.

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

Our gratitude and appreciation goes out to UT Rio Grande Valley CLASE Stakeholder Group co-chairs Vice President Kristin Croyle and Associate Dean Douglas Stoves along with fellow members Chief Legal Officer Karen Adams, Interim Associate Vice President Rebecca Gadson, Director Cynthia Jones,

# 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

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*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.<sup>1</sup> 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.<sup>2</sup> This document presents the web-based findings for UTRGV 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 UTRGV, 3,821 students participated. The response rate was 15.5%.

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.

The University of Texas Rio Grande Valley enrolled its inaugural class in Fall 2015. UTRGV was created through legislative action to bring together the resources, assets, and students of The University of Texas-Pan American and the university component of The University of Texas at Brownsville/Texas Southmost College. Please note that student responses in this survey may reflect their experiences at UTRGV and/or at UTPA or UTB/TSC.

## 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



## 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.”<sup>3</sup>

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.

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.<sup>4</sup> This research seeks to contribute to UT System institutions’ understanding of these issues.

## Report Organization

This report is organized into five major sections.



## 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.<sup>5</sup>

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

**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;



## Clery Statistics<sup>6</sup>

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.

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

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

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

## 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*,<sup>7</sup> 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](http://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.”<sup>8,9</sup> 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.<sup>10</sup> 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.<sup>11,12</sup> Rates of student-perpetrated sexual harassment have ranged from 39% to 64.5%, with similar variation (See Appendix A, Table 1).<sup>13,14</sup> 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.<sup>15,16</sup> 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.<sup>17</sup> 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.<sup>18-21</sup> 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”<sup>22</sup> 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.<sup>23</sup> 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%.<sup>24-28</sup> The CLASE study included psychological 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.<sup>29,30</sup> 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.<sup>31</sup> 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).”<sup>32</sup>

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%.<sup>33-38</sup> 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?

FOUR GENERAL TERMS TO DESCRIBE ISSUES UNDER STUDY	AREAS OF BEHAVIORS/ EXPERIENCES THAT THE INSTRUMENT ASKED PARTICIPANTS ABOUT
<b>Faculty/Staff-Perpetrated Sexual Harassment</b>	<ol style="list-style-type: none"> <li>1. Sexist Hostility/Sexist Gender Harassment</li> <li>2. Sexual Hostility/Crude Gender Harassment</li> <li>3. Unwanted Sexual Attention</li> <li>4. Sexual Coercion</li> </ol>
<b>Student-Perpetrated Sexual Harassment<sup>39</sup></b>	<ol style="list-style-type: none"> <li>1. Sexist Hostility/Sexist Gender Harassment</li> <li>2. Sexual Hostility/Crude Gender Harassment</li> <li>3. Unwanted Sexual Attention</li> <li>4. Sexual Harassment Via Electronic Communication</li> </ol>
<b>Stalking<sup>40</sup></b>	<ol style="list-style-type: none"> <li>1. Stalking</li> </ol>
<b>Dating/Domestic Abuse and Violence</b>	<ol style="list-style-type: none"> <li>1. Cyber Abuse</li> <li>2. Psychological Abuse</li> <li>3. Physical Violence</li> </ol>
<b>Unwanted Sexual Contact</b>	<ol style="list-style-type: none"> <li>1. Unwanted Sexual Touching</li> <li>2. Attempted Rape</li> <li>3. Rape</li> </ol>

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

2. What are the students' perceptions of institutional responses to these issues?
3. How do UT System institutions use findings to enhance existing programs and services and identify next steps?

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

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

A random sample was selected of all currently enrolled, eligible students. The sample size was based on criteria that ensured adequate power to accurately assess the prevalence of issues protected under Title IX legislation and to accommodate three survey versions. Students ages 18 or older 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.utssystem.edu/CLASE](http://www.utssystem.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 UTRGV, 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)<sup>41</sup> and Campus Attitudes Towards Safety (CATS)<sup>42</sup> 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 is-

ues are being mitigated. First, during the CLASE study, all UT institutions will repeat the web-based survey to more fully understand the cumulative nature of these issues on students' lives. Second, over the CLASE project, institutions are iteratively involved with in-depth qualitative data collection efforts that will fill in the gaps that may be left unexplored by survey methodology.

### **A look toward the future —**

Prevalence across categories may rise in the future. Although counterintuitive, the upsurge should be considered a signal that the institutional strategies (described in Part 4) are having a positive effect, not that incidents are increasing. Better scientific methods for measuring student experiences, the willingness for students to identify their victimization experiences, and students' increased trust in their institutional reporting systems are also likely explanations for expected increased prevalence rates. As the issues protected under Title IX legislation are prioritized, the barriers toward students' success are removed and students' educational success is more obtainable.

### **External review —**

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

this type of study, met high scientific standards of methodological rigor, and that the analysis was consistent with the findings presented in the reports.

*See the External Review Report for additional information.*

## Key Findings

The following reflects survey findings of students' experiences since their enrollment at The University of Texas Rio Grande Valley.

### Sexual harassment

- Eleven percent of students reported having experienced faculty/staff perpetrated sexist gender harassment.
- Sixteen percent of students reported having experienced student-perpetrated sexual harassment.

### Stalking

- Eleven percent of students reported experiencing stalking since enrollment.

### Dating/domestic abuse and violence

- Twelve percent of students who had been in a dating or marital relationship while at UT RGV experienced physical violence in a previous or current relationship.
- Ten percent of students who had been in a dating or marital relationship while at UT RGV experienced psychological abuse in a previous or current relationship.

### Unwanted sexual contact

- Nine percent of students experienced unwanted sexual touching.
- Five percent of students reported having experienced rape since enrollment.

### Vulnerable groups

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

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

- Thirty-nine percent of unwanted sexual contact victims and 65% of unwanted sexual contact perpetrators had 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, 91% of physical violence incidents occurred off-campus.
- Thirty-eight percent of physical violence perpetrators and 39% of unwanted sexual contact perpetrators were identified as students at UTRGV.
- Sixty-five percent of unwanted sexual contact victims had a close relationship with the perpetrator and 24% were acquaintances.

## Disclosure

- Twenty-four 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. Seventy-six percent of victims did not disclose to someone prior to taking the survey.

## Students' perceptions of institutional response

- Many victims (70%) and non-victims (78%) alike reported feeling safe on campus at UTRGV.
- Many victims (72%) and non-victims (81%) reported believing UTRGV would take a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact seriously.
- Many victims (67%) and non-victims (80%) alike reported feeling safe from sexual harassment at UTRGV.

## Additional Reports

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All UT System aggregate and individual institutional reports can be found at: [www.utsystem.edu/CLASE](http://www.utsystem.edu/CLASE)

## Current Actions and Next Steps

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UTRGV offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. These programs are described in the Current Programs section of this report. For example, the Office for Victim Advocacy and Violence Prevention (OVAVP) is the advocacy center at UTRGV that provides services specifically for victims of interpersonal violence, including confidential, non-judgmental assistance from victim advocates.

The Institutional Stakeholder Group developed a comprehensive list of immediate actions and future steps. These actions are summarized here and presented in additional detail in the Next Steps section of this report.

## Increase access to campus resources and support services for victims.

- Create easily-accessible websites that clearly and concisely address how and where a student could seek help after victimization and what to expect when a report is filed. These web resources should more clearly describe available campus resources and support services and direct students and their families and friends to both campus and community resources.
- The Office for Victim Advocacy & Violence Prevention (OVAVP) and Student Rights and Responsibilities (SRR) will explore available services that can be offered to families and friends following incidents of victimization.

## Improve campus safety.

- Increase the transparency and awareness of campus safety, conduct research to identify why students feel unsafe on campus, and create a strategic plan for addressing their lack of confidence in campus safety.

## Increase administrative and policy efforts.

- Develop a comprehensive communication plan that will ensure collaborative and consistent language and branding across departments, allowing students to more easily recognize university resources.
- Create outreach efforts with a focus on the University's Consensual Relationship Policy and how it applies to faculty, staff, and students.

## **Increase faculty/staff training and involvement.**

- Implement an engaging, timely, and relevant Title IX training for faculty and staff with specialized scenario-based content most relevant to the training audience.

## **Address dating/domestic abuse and violence.**

- Increase efforts to establish additional programming on dating/domestic abuse and violence through the Superhero Project to encourage active bystanders and raise awareness of the issue.
- Increase effective programming through OVAVP and SRR that addresses healthy/unhealthy relationships and gendered expectations and stereotypes.
- Expand educational programming on stalking, including an emphasis on digital media boundaries, including cyberstalking and appropriate faculty/staff/student relationships on social media.
- Explore the creation of a K-12 outreach program through OVAVP, SRR, and the College of Education and P-16 Integration to decrease future perpetration and victimization. The proposed program would focus on primary prevention education with the intention of reaching and teaching students about boundaries and consent.

## **Content-specific outreach to LGBTQI communities.**

- Tailor resources toward more outreach and programming for the LGBTQI community.
- Modify the current Ally Training program to include information about risk management in regard to intimate and interpersonal violence and healthy relationships.
- Encourage participation of students who are LGBT-

QI-identifying in developing resources and expanding programming.

## **Content-specific outreach to athletes.**

- Expand Thrive 360 to include information about sexual assault prevention for athletes.

UTRGV's future steps are to conduct research which would explore dating/domestic violence and cultural impacts as they relate to the campus environment.

## Endnotes

<sup>1</sup>The 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.

<sup>2</sup>The 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.

<sup>3</sup>U.S. Department of Education. (2015). *Title IX and sex discrimination*. Retrieved from [http://www2.ed.gov/about/offices/list/ocr/dos/tix\\_dis.html](http://www2.ed.gov/about/offices/list/ocr/dos/tix_dis.html)

<sup>4</sup>Busch-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.

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

<sup>6</sup>The 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.

<sup>7</sup>White 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](https://www.whitehouse.gov/sites/default/files/docs/report_o.pdf)

<sup>8</sup>United States Equal Employment Opportunity Commission. (n.d.). *Sexual Harassment*. Retrieved from [https://www.eeoc.gov/laws/types/sexual\\_harassment.cfm](https://www.eeoc.gov/laws/types/sexual_harassment.cfm).

<sup>9</sup>American 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>

<sup>10</sup>U. 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>

<sup>11</sup>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%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf](http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf)

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

<sup>13</sup>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%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf](http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf)

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

<sup>15</sup>Dziech, 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.

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

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

<sup>18</sup>Cantor, 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](https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

<sup>19</sup>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%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf](http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf)

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

<sup>21</sup>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/wwe8v637v8or2avtzpooap2265u4jiye>

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

<sup>23</sup>American 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>

<sup>24</sup>Cantor, 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](https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

<sup>25</sup>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%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf](http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf)

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

<sup>27</sup>Krebs, 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>

<sup>28</sup>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/wwe8v637v8or2avtzpooap2265u4jiye>



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

<sup>30</sup> 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.

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

<sup>32</sup> 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>

<sup>33</sup> 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>

<sup>34</sup> 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](http://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

<sup>35</sup> 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](http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initia%20Findings%2024%20August%202015%5B2%5D.pdf)

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

<sup>37</sup> 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>

<sup>38</sup> 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>

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

<sup>40</sup> Stalking did not contain subscales.

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

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

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## Research Team

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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](http://www.stompoutbullying.org)

**Silver:** National Stalking Awareness Month: [www.stalkingawarenessmonth.org](http://www.stalkingawarenessmonth.org)

**Purple:** National Domestic Violence Awareness Month: [www.nnedv.org](http://www.nnedv.org)

**Teal:** National Sexual Assault Awareness Month: [www.nsvrc.org](http://www.nsvrc.org)



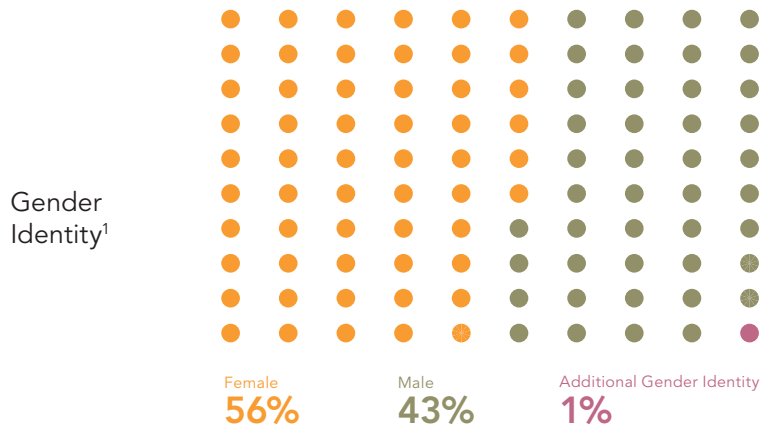
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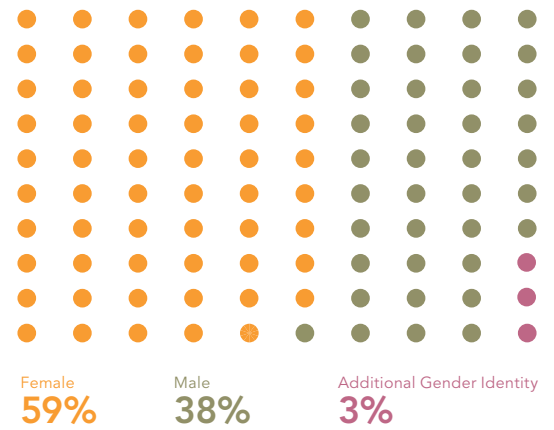
## Findings

# Demographics

## All Students

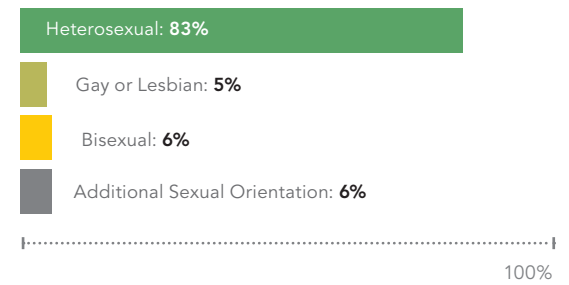
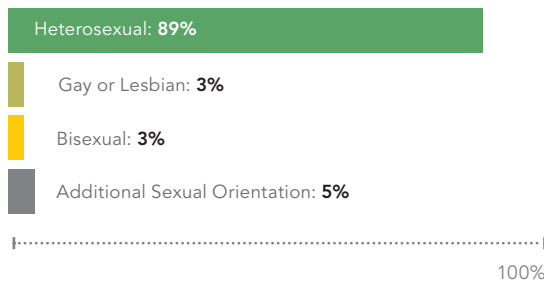


## Victims

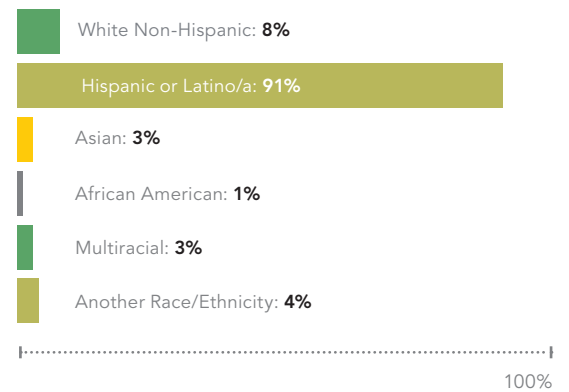
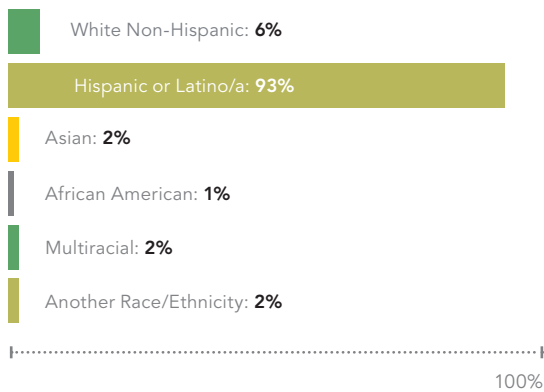


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## Sexual Orientation<sup>2</sup>



## Race / Ethnicity<sup>3,4</sup>



Findings are relevant to all students at UTRGV.



## ► Understanding the Infographic Data

- More than half of students at the University of Texas Rio Grande Valley (UT RGV) identified as female (56%), less than half identified as male (43%), and one percent identified as an additional gender identity.
- More than half of all victims (59%) identified as female, 38% of victims identified as male, and three percent of victims identified as an additional gender identity.
- The majority of students identified their sexual orientation as heterosexual (89%). Three percent of students identified as bisexual, three percent as gay or lesbian, and five percent as an additional sexual orientation.
- Students identifying as gay, lesbian, bisexual, or an additional sexual orientation represented 11% of the participant sample and 17% of the victims.
- The majority of students identified as Hispanic or Latino/a (93%).

### 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 Rio Grande Valley. 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.*

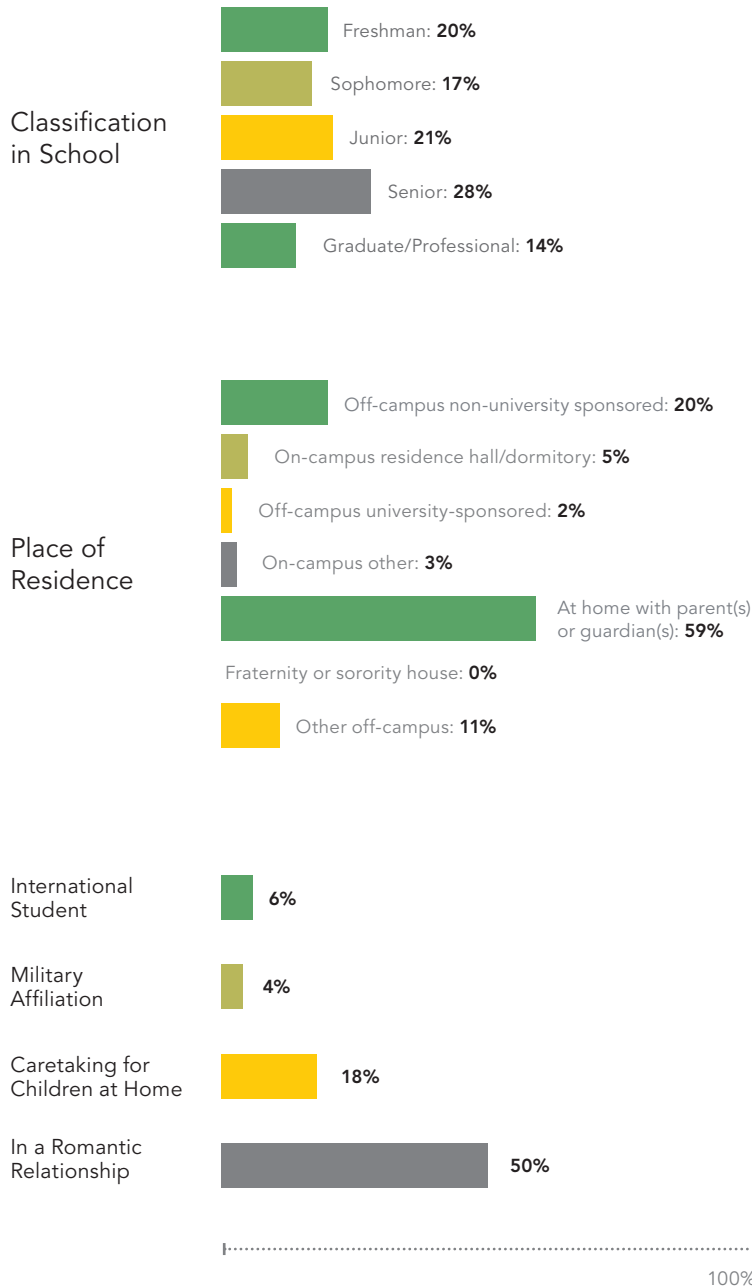
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

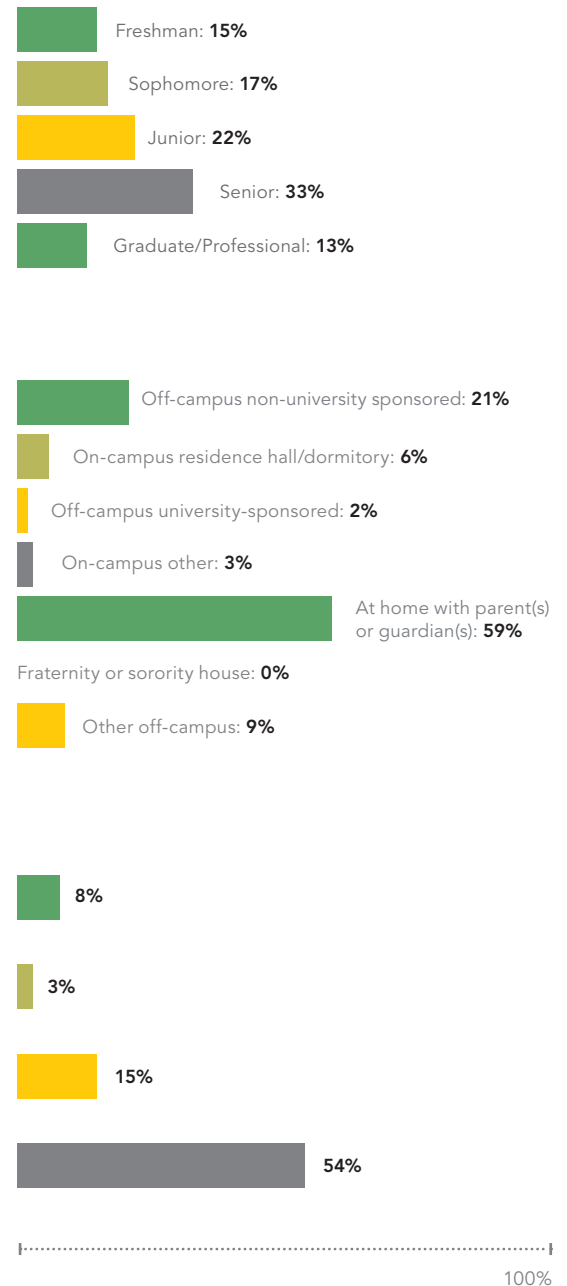
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# More Demographics

## All Students



## Victims



Findings are relevant to all students at UTRGV.

Unweighted data

**24,600**

Number of Students Invited to Participate

**3,821**

Number of Students that Participated

**15.5%**

Response Rate



---

## ► Understanding the Infographic Data

- Victim demographics reflected the general participant demographics.
- Thirty-three percent of victims and 28% of students were seniors.
- Most students lived at home with parent(s) or guardian(s) (59%) or at an off-campus non-university-sponsored residence (20%).
- Fifty-four percent of victims were in an ongoing relationship at the time of this survey, compared to 50% of all students.

### Footnotes

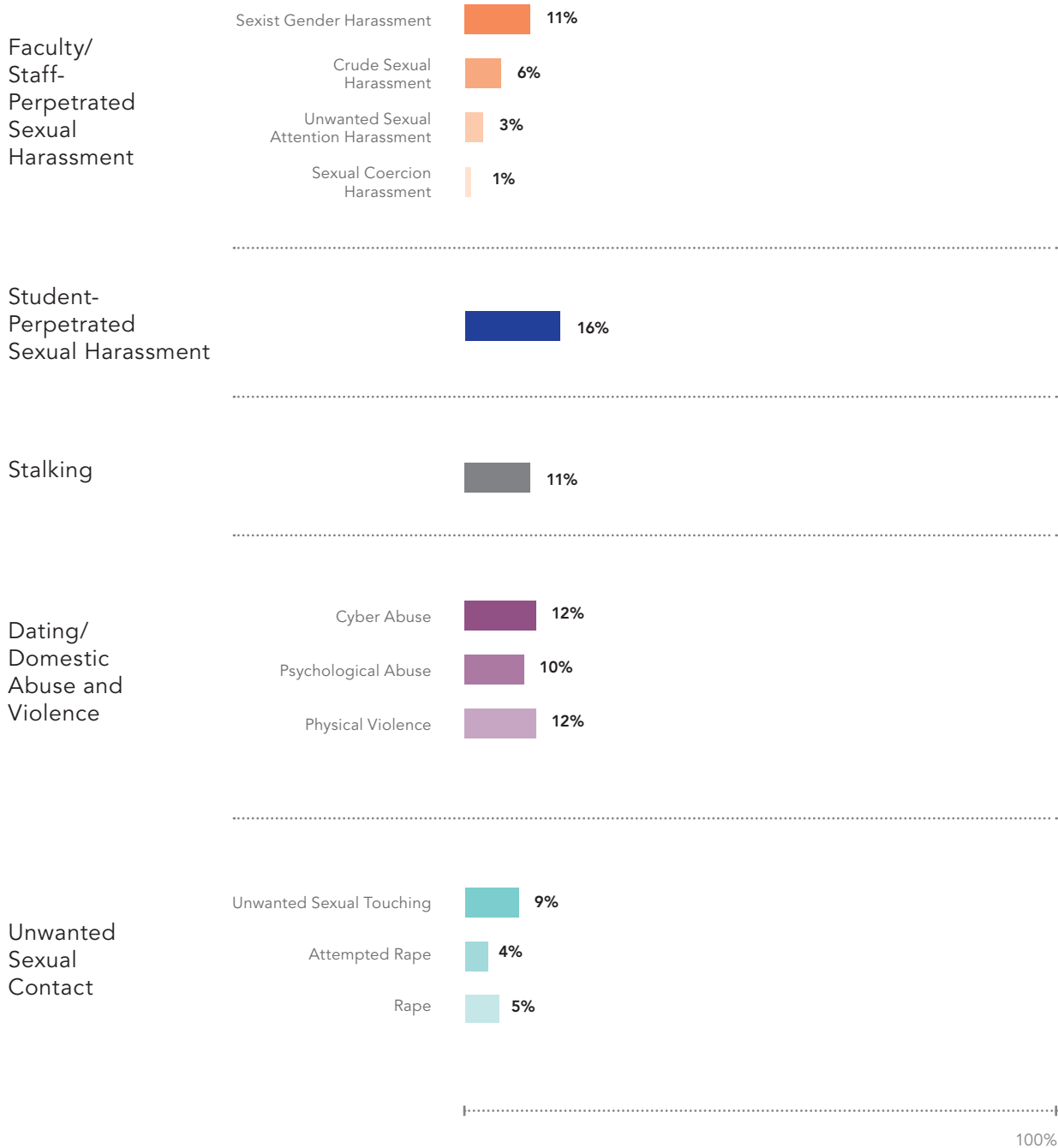
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# Prevalence of Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact<sup>1</sup>



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

<sup>2</sup> Findings are relevant to all students at UTRGV.





---

## ► Understanding the Infographic Data

- Eleven percent of students reported having experienced faculty/staff-perpetrated sexist gender harassment since their enrollment at UTRGV.
- Nine percent of students reported experiencing unwanted sexual touching since their enrollment at UTRGV.

### Footnotes

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

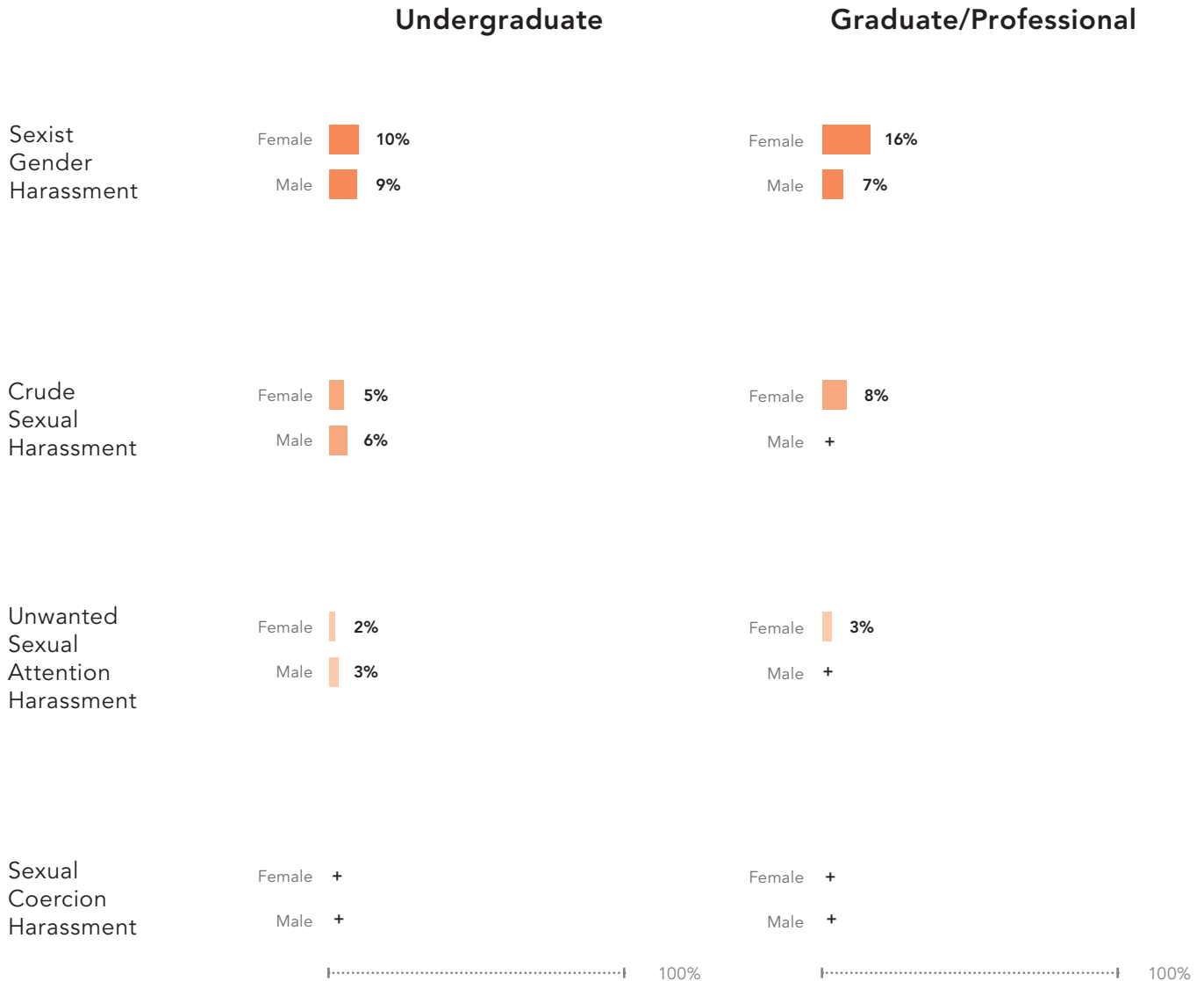
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# Prevalence of Victimization: Faculty/Staff-Perpetrated Sexual Harassment by Classification in School and Gender Identity<sup>1,2</sup>



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

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

Findings are relevant to all students at UTRGV.

+ Extremely low victimization rate.

More information about this issue available on the next page.



---

## ► Understanding the Infographic Data

- Sixteen percent of female graduate/professional students experienced sexist gender harassment by faculty/staff.

## Additional Information

These are additional data not presented in the infographic.

- Three percent of students reported having experienced unwanted sexual attention by faculty/staff.
- Six percent of students reported having experienced crude sexual harassment by faculty/staff.
- Eleven percent of students experienced sexist gender harassment by faculty/staff.
- One percent of students reported sexual coercion victimization by faculty/staff.

## 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.

- Seventeen percent of gay and lesbian students experienced crude sexual harassment from 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.

*Findings are relevant to the population of students at UT Rio Grande Valley. 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.*

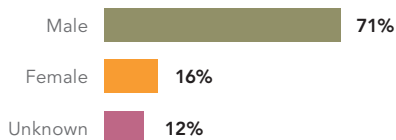
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

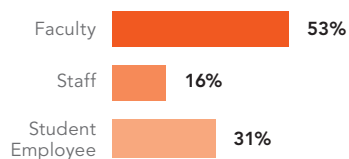
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# More About Faculty/Staff Sexual Harassment Perpetration<sup>1</sup>

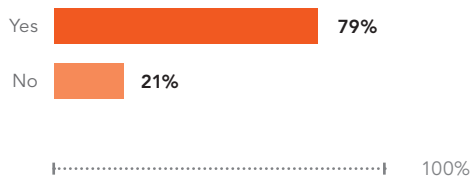
Gender Identity of Perpetrator<sup>2</sup>



Academic Status of Perpetrator<sup>3</sup>



Did it happen on campus?



---

## ► Understanding the Infographic Data

- Most perpetrators of faculty/staff sexual harassment were male (71%), followed by female (16%) and faculty/staff with an additional gender identity or a gender unknown to the victim (12%).
- Fifty-three percent of sexual harassment perpetrators were faculty, 16% were staff, and 31% were student employees (e.g., teaching assistants, graduate assistants).
- Victims indicated that 79% of faculty/staff sexual harassment incidents occurred on-campus.

### Footnotes

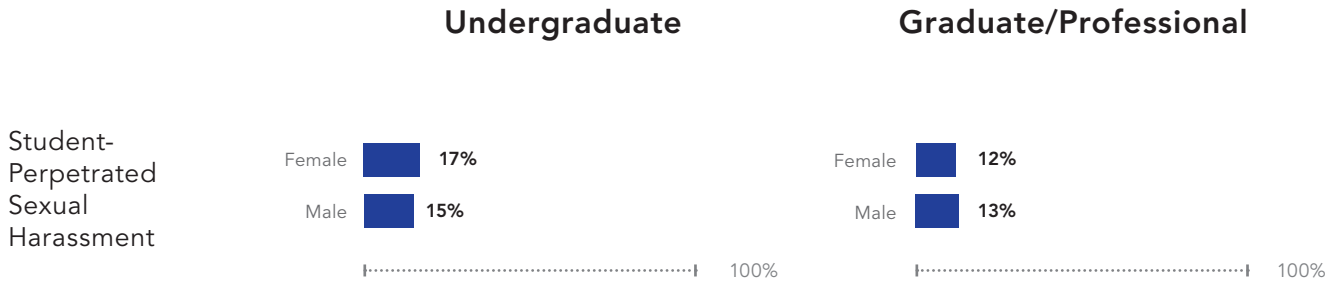
1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for 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. 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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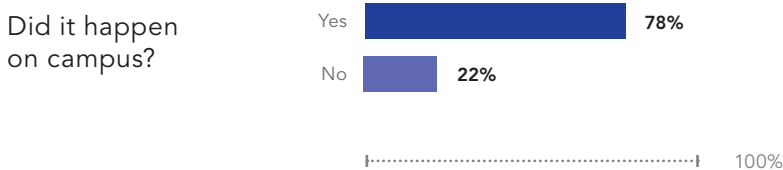
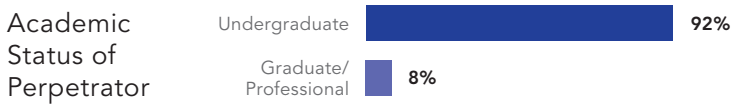
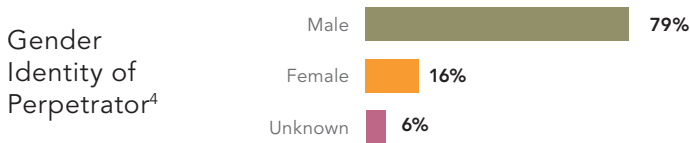
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# Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information<sup>1,2</sup>



Findings above are relevant to all students at UTRGV.

## Student-Perpetrated Sexual Harassment: Perpetration Information<sup>3</sup>



<sup>1</sup> Undergraduate: The margin of error is  $\pm 2\%$  at 95% confidence.

<sup>2</sup> Graduate/Professional: The margin of error is  $\pm 6\%$  at 95% confidence. See Appendix F in the Research Methods Report for more information.



---

## ► Understanding the Infographic Data

- The majority of student sexual harassment perpetrators were male (79%).
- Ninety-two percent of student sexual harassment perpetrators were undergraduate students.
- The majority of student-perpetrated harassment incidents occurred on-campus (78%).

### Footnotes

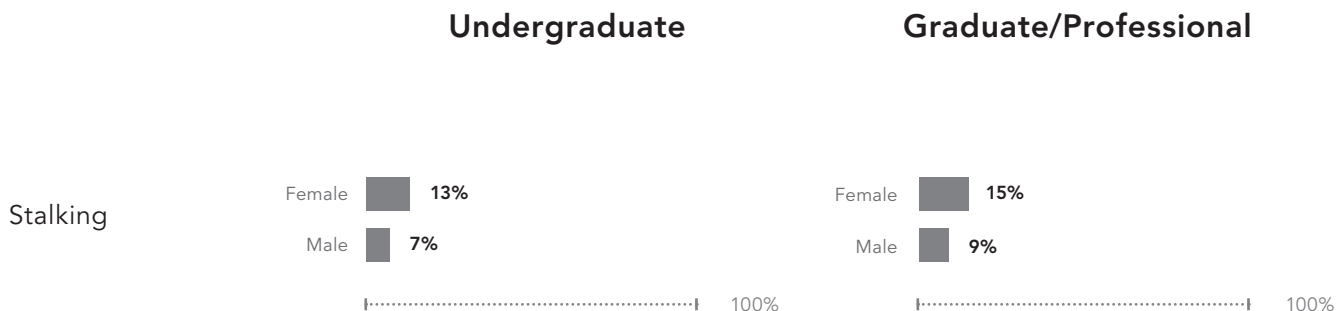
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to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

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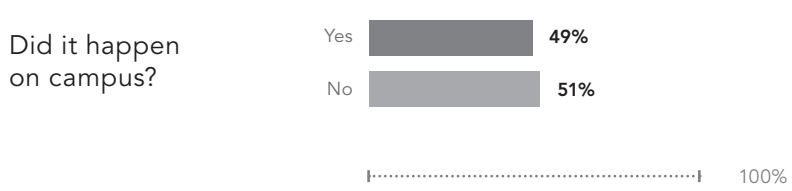
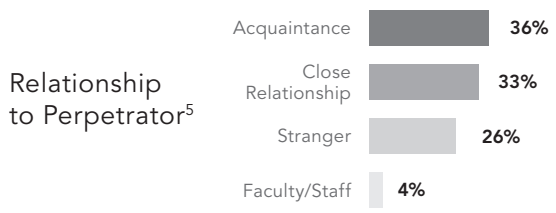
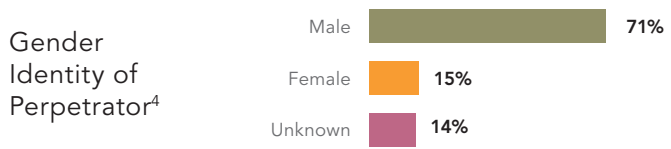
# Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information<sup>1,2</sup>



Findings above are relevant to all students at UTRGV.

## Stalking: Perpetration Information<sup>3</sup>

40



<sup>1</sup> Undergraduate: The margin of error is  $\leq \pm 2\%$  at 95% confidence.  
<sup>2</sup> Graduate/Professional: The margin of error is  $\leq \pm 5\%$  at 95% confidence.  
 See Appendix F in the Research Methods Report for more information.



## ► Understanding the Infographic Data

- Forty-nine percent of stalking incidents occurred on-campus.
- Seventy-one percent of stalking perpetrators were men.
- Most victims of stalking had a close relationship (33%) or acquaintanceship (36%) with the perpetrator.

## Additional Information

These are additional data not presented in the infographic.

- Fifty-four percent of stalking perpetrators 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 and therefore merit reporting as highlights.

- One third (33%) of bisexual students experienced stalking victimization.

## Footnotes

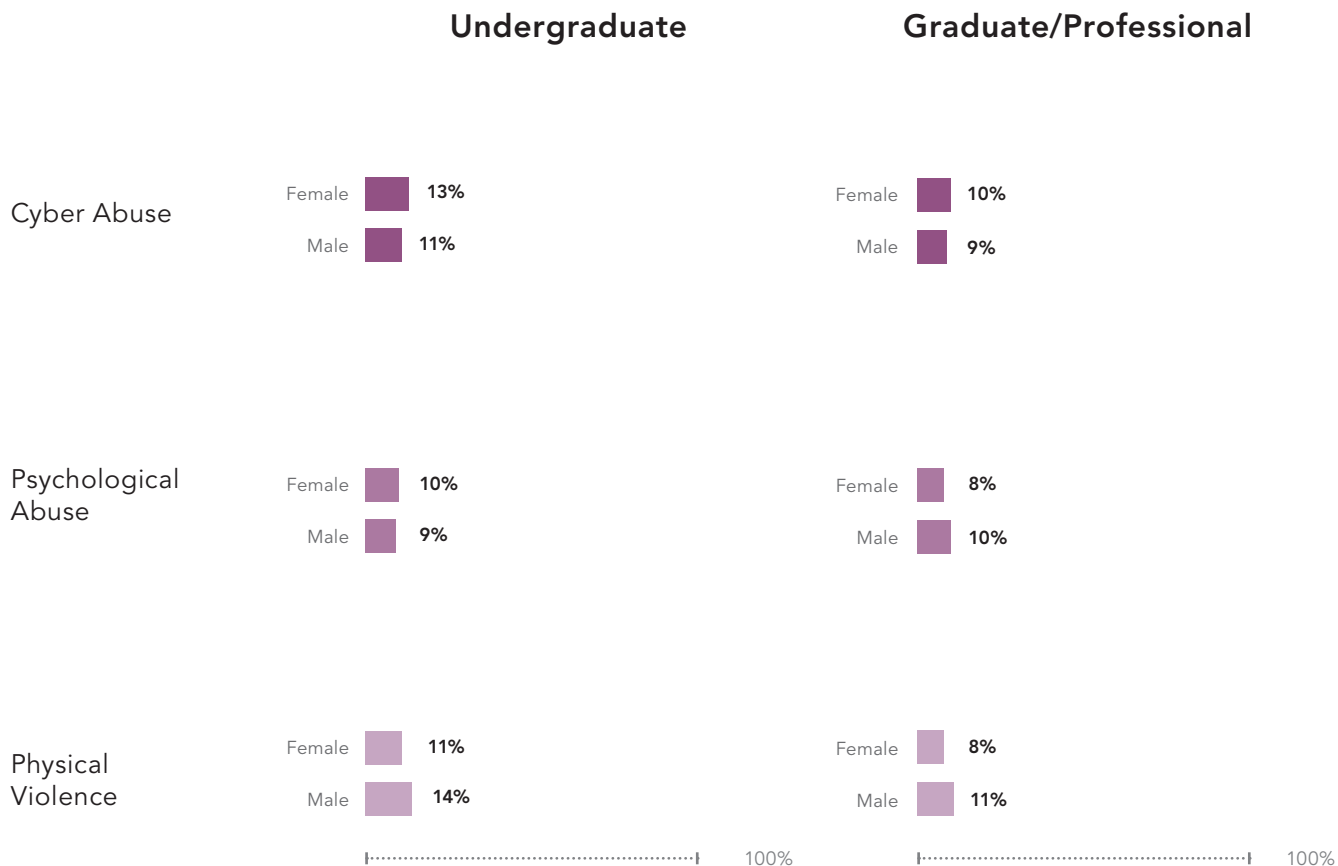
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to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



Undergraduate: The margin of error is  $\leq \pm 3\%$  at 95% confidence.

Graduate/Professional: The margin of error is  $\leq \pm 7\%$  at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UTRGV.



## ► Understanding the Infographic Data

- Fourteen percent of undergraduate males who were in a dating or marital relationship while at UTRGV experienced physical violence.

## Additional Information

These are additional data not presented in the infographic.

- Ten percent of students who were in a dating or marital relationship while at UTRGV reported having experienced cyber abuse.

## 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 percent of gay and lesbian students who were in a dating or marital relationship while at UTRGV reported experiencing psychological abuse.
- Twenty-three percent of gay and lesbian students who were in a dating or marital relationship while at UTRGV reported experiencing physical violence compared to 11% of heterosexual students who were in a dating or marital relationship.

## 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 Rio Grande Valley. 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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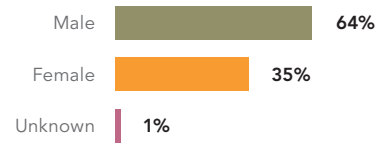
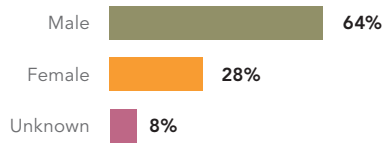
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# More About Dating/Domestic Abuse and Violence Perpetration: Cyber and Psychological Abuse<sup>1</sup>

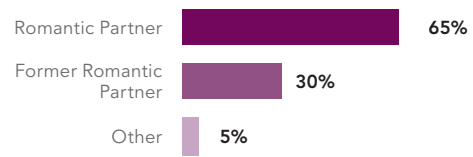
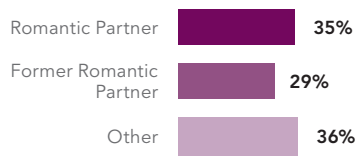
## Cyber

## Psychological

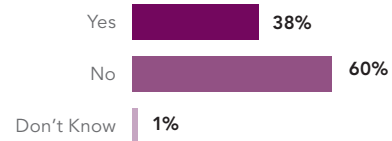
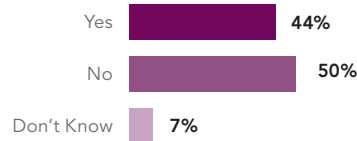
Gender Identity of Perpetrator<sup>2</sup>



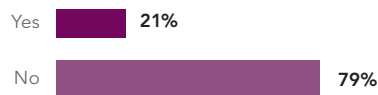
Relationship to Perpetrator<sup>3,4</sup>



Was it a student from the same institution?<sup>4</sup>



Did it happen on campus?



100%

100%



---

## ► Understanding the Infographic Data

- Sixty-four percent of cyber abuse perpetrators were male.
- Romantic partners represented 35% of cyber abuse perpetrators.
- The majority of cyber abuse incidents occurred off-campus (79%).
- Sixty-four percent of psychological abuse perpetrators were male.
- Romantic partners represented 65% of psychological abuse perpetrators.
- Thirty-eight percent of psychological abuse perpetrators attended the same institution as the victim.

### Footnotes

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

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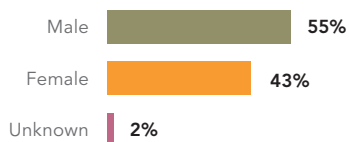
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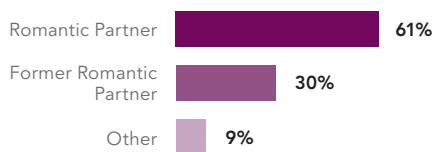
# More About Dating/Domestic Abuse and Violence Perpetration: Physical Violence<sup>1</sup>

## Physical

Gender Identity of Perpetrator<sup>2</sup>

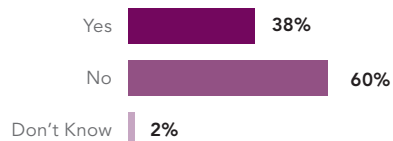


Relationship to Perpetrator<sup>3</sup>

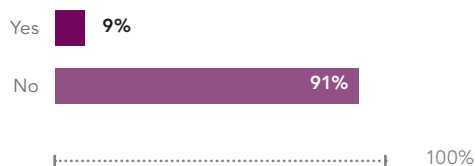


—  
46

Was it a student from the same institution?



Did it happen on campus?



---

## ► Understanding the Infographic Data

- Fifty-five percent of physical violence perpetrators were male.
- Romantic partners represented 61% of physical violence perpetrators.
- Thirty-eight percent of physical violence perpetrators attended the same institution as the victim.
- Most physical violence incidents happened off-campus (91%).

## Additional Information

These are additional data not presented in the infographic.

- Among students who experienced physical violence, 57% of female students and 43% of male students experienced minor injuries once or more as a result of victimization.
- Among students who experienced physical violence, 61% of female students and 38% 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. Relationship was originally defined in eight mutually exclusive categories (Stranger, Person I Met in Previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into three relationships (Romantic Partner, Former Romantic Partner, and Other) for the analysis.

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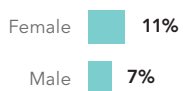
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# Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity<sup>1,2</sup>

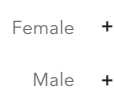
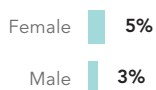
## Undergraduate

## Graduate/Professional

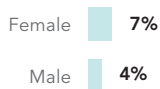
Unwanted Sexual Touching



Attempted Rape



Rape



.....| 100%

.....| 100%

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

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

Findings are relevant to all students at UTRGV.

+ Extremely low victimization rate.





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## ► Understanding the Infographic Data

- Seven percent of male undergraduates and 11% of female undergraduates reported having experienced unwanted sexual touching since their enrollment.
- Seven percent of female undergraduates reported having experienced rape since their enrollment.

## Additional Information

These are additional data not presented in the infographic.

- Four percent of all students reported they had experienced attempted rape since their enrollment.
- Four percent of all male students and 6% of all female students reported they had experienced rape since their 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, because of small sample sizes and to protect participants' anonymity, only male and female are displayed here. When possible, rates were calculated on all gender identities. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

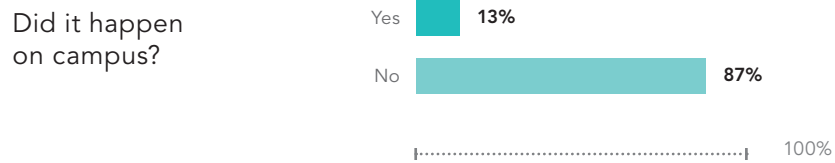
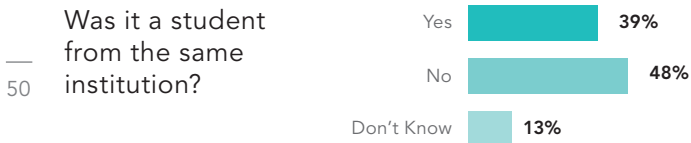
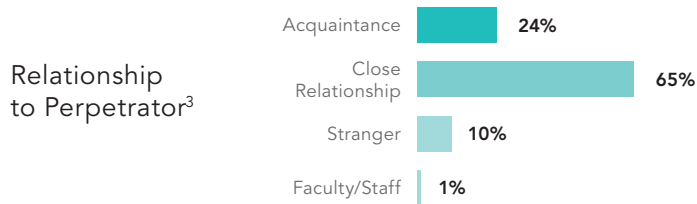
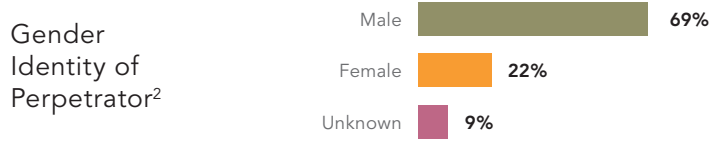
*Findings are relevant to the population of students at UT Rio Grande Valley. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including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

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# More About Unwanted Sexual Contact Perpetration<sup>1</sup>



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## ► Understanding the Infographic Data

- The majority of unwanted sexual contact perpetrators (69%) were male. Twenty-two percent of unwanted sexual contact perpetrators were female.
- Most victims of unwanted sexual contact had a close relationship (65%) or an acquaintanceship (24%) with the perpetrator.
- Thirty-nine percent of unwanted sexual contact perpetrators attended the same institution as the victim.
- The majority of unwanted sexual contact cases (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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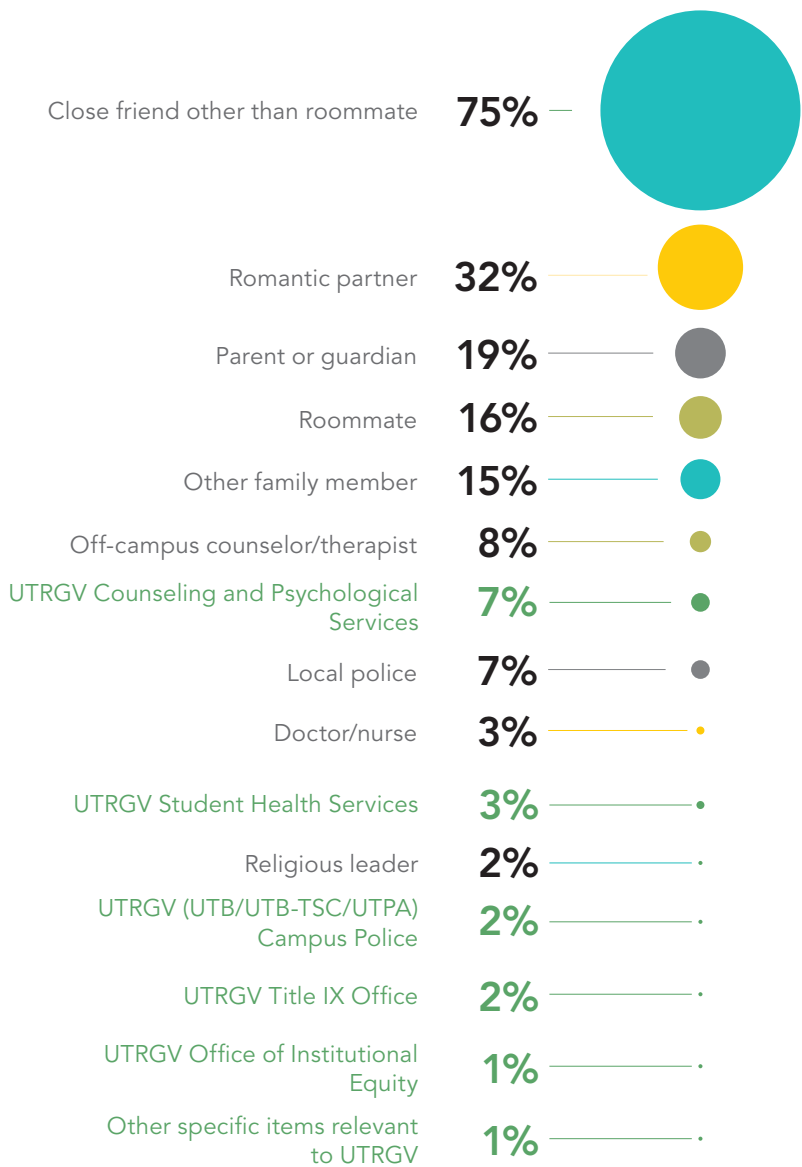
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# Disclosing After Victimization

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

**76%** No      **24%** Yes



When you disclosed, who did you tell?<sup>1,2</sup>

**9%**  
of victims who disclosed told someone at the institution

● Green color indicates university services

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## ► Understanding the Infographic Data

- The majority (76%) of victims of all forms of violence did not disclose about the incident(s) prior to taking the survey.
- Seventy-five percent of victims who disclosed, told a close friend other than a roommate.
- Of victims who disclosed, 9% told someone at UTRGV and 7% disclosed to UTRGV Counseling and Psychological Services.
- Seven percent of victims who disclosed contacted the 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: Office for Victim Advocacy and Violence Prevention, Student Rights and Responsibilities, Student Government Association (SGA), Housing and Residential Life, UTRGV's Super Hero Project, University Complacen Office, off-campus: Friendship of Women or Mujeres Unidas).
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<sup>1,2</sup>

## Academic

12%

Had to take time off  
from school

9%

Needed to  
repeat a class

7%

Had to drop  
one or more courses

## Financial

6%

Had to take time off  
from work

0%

Needed emergency financial  
support from the University

2%

Had to pay  
for tutoring

54

## Services

4%

Needed  
medical care

2%

Needed  
legal services

2%

Needed victims  
advocacy services

## Housing

2%

Needed  
housing services

3%

Needed to relocate  
to another residence

1%

Needed  
emergency shelter



---

## ► Understanding the Infographic Data

- Twelve percent of victims had to take time off from school after victimization.
- Six percent of victims had to take time off from work after victimization.
- Four percent of victims needed medical care after victimization.
- Three percent of victims needed to relocate to another residence after victimization.

### Footnotes

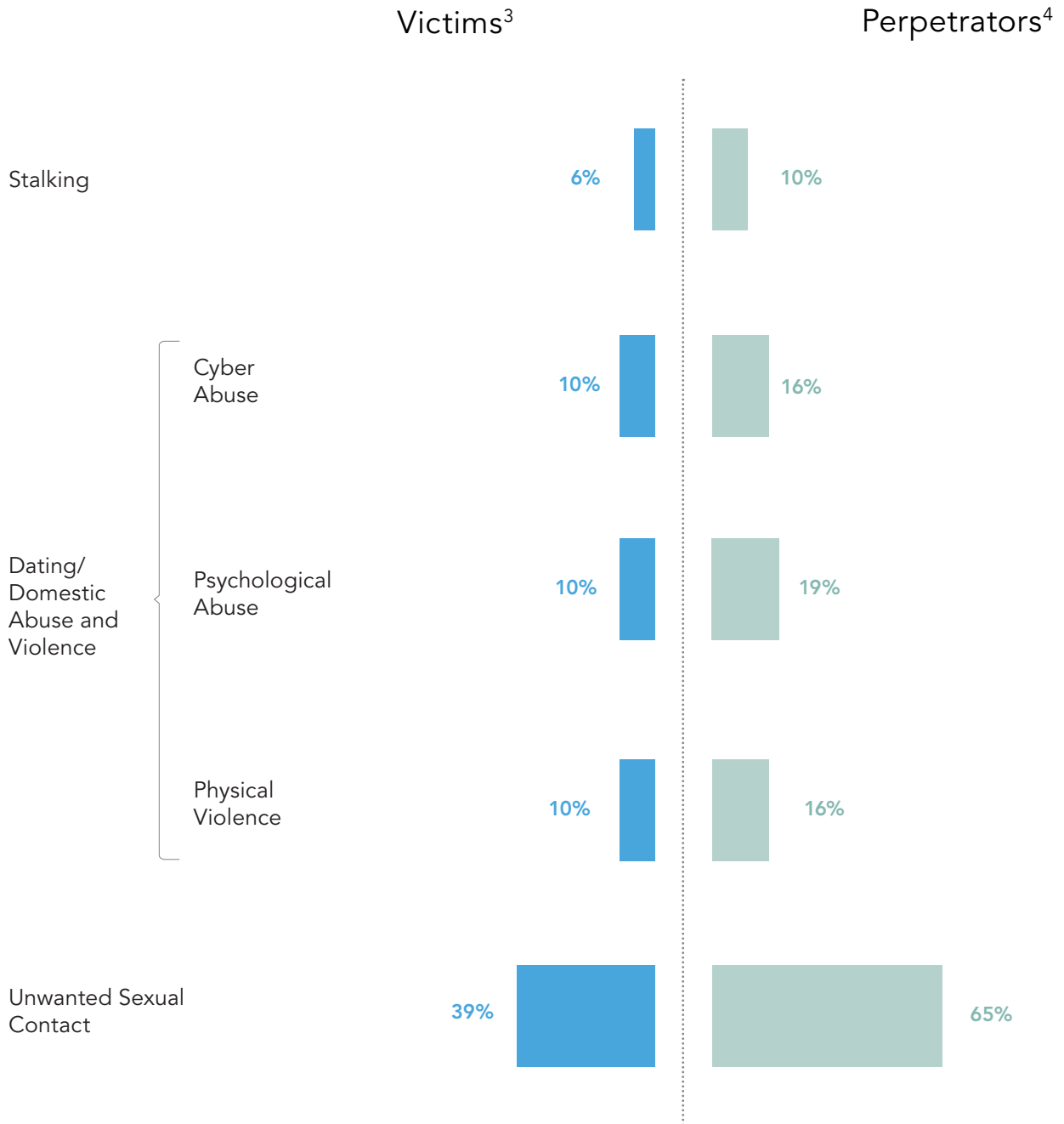
1. Participants responded to yes or no questions. Percentages are calculated on yes responses. Responses could be based on any victimization experience endorsed by the participant.
2. Analysis did not allow for clear understanding of the utilization of services after victims determined their needs.

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# Alcohol and Drug Use at Time of Victimization<sup>1,2</sup>





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## ► Understanding the Infographic Data

- Perpetrators had used alcohol/drugs more often than victims at the time of victimization across all categories of violence.
- In psychological abuse incidents, 19% of perpetrators and 10% of victims had used alcohol/drugs at the time of victimization.
- In physical violence incidents, 16% of perpetrators and 10% of victims had used alcohol/drugs at the time of victimization.
- In unwanted sexual contact incidents, 65% of perpetrators and 39% of victims had used alcohol/drugs at the time of victimization.

### Footnotes

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

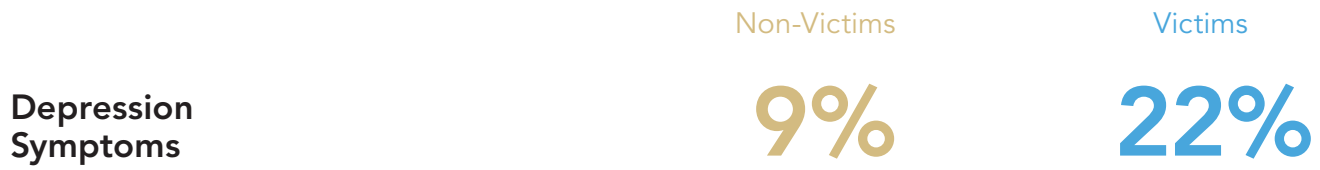
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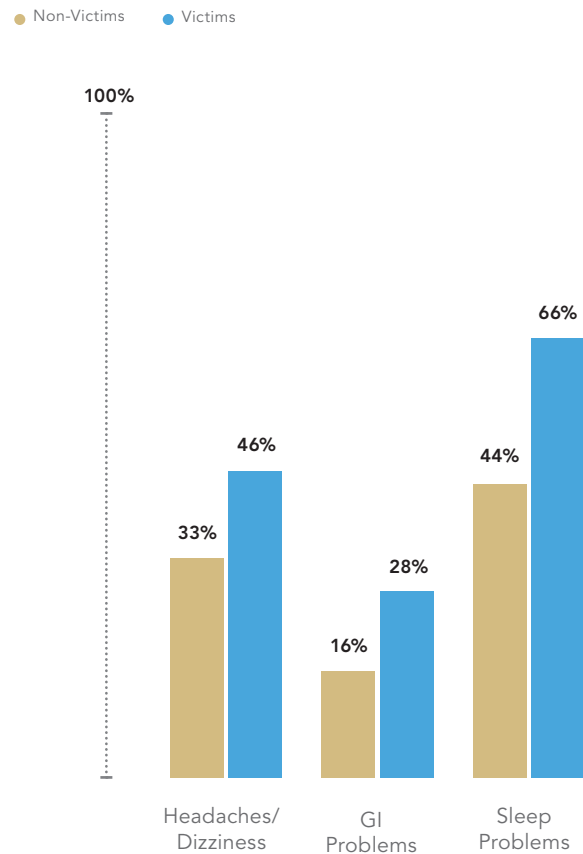
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# Students' Health and Well-Being

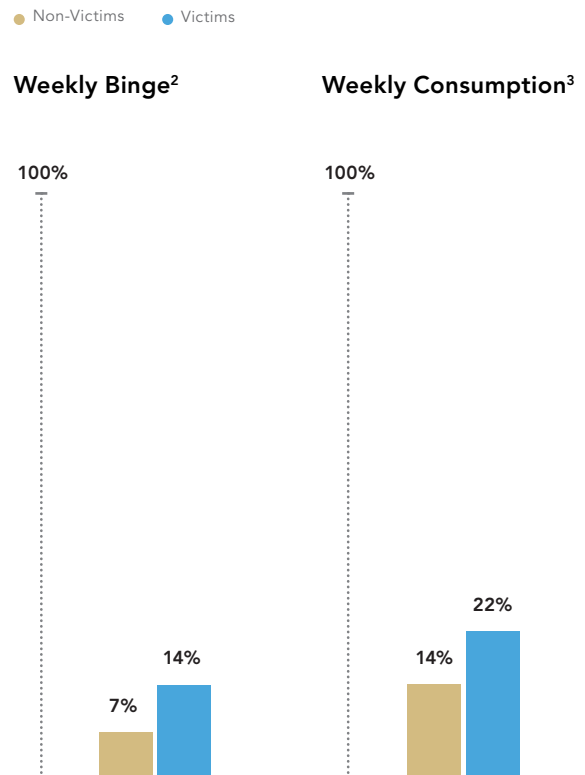
## Impact on Mental Health<sup>1</sup>



## Impact on Physical Health



## Impact on Alcohol Consumption



Findings are relevant to all students at UTRGV.



## ► Understanding the Infographic Data

- Victims screened positive for depression at a higher rate (22%) than non-victims (9%).
- Victims screened positive for post-traumatic stress disorder (PTSD) at a higher rate (28%) than non-victims (13%).
- Victims reported higher rates of physical health problems than non-victims. For example, 66% of victims reported sleep problems, while only 44% of non-victims reported sleep problems.
- Victims consumed more alcohol on a weekly basis (22%) than non-victims (14%). Prevalence of weekly binge drinking was twice as high for victims (14%) as non-victims (7%).

### Footnotes

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

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

3. Participants responded to questions based on 11 categories. Analyses are based on reporting into five collapsed categories (Never: I never drank any alcohol in my life/I 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 Rio Grande Valley. 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.*

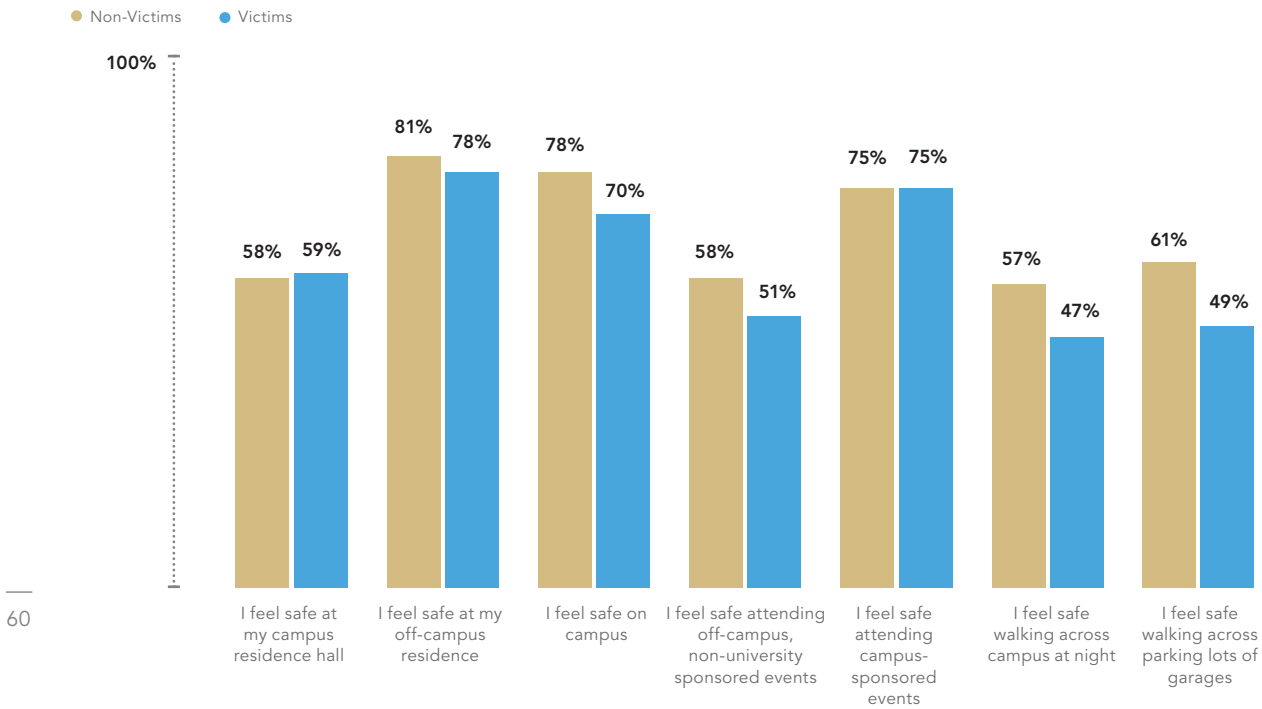
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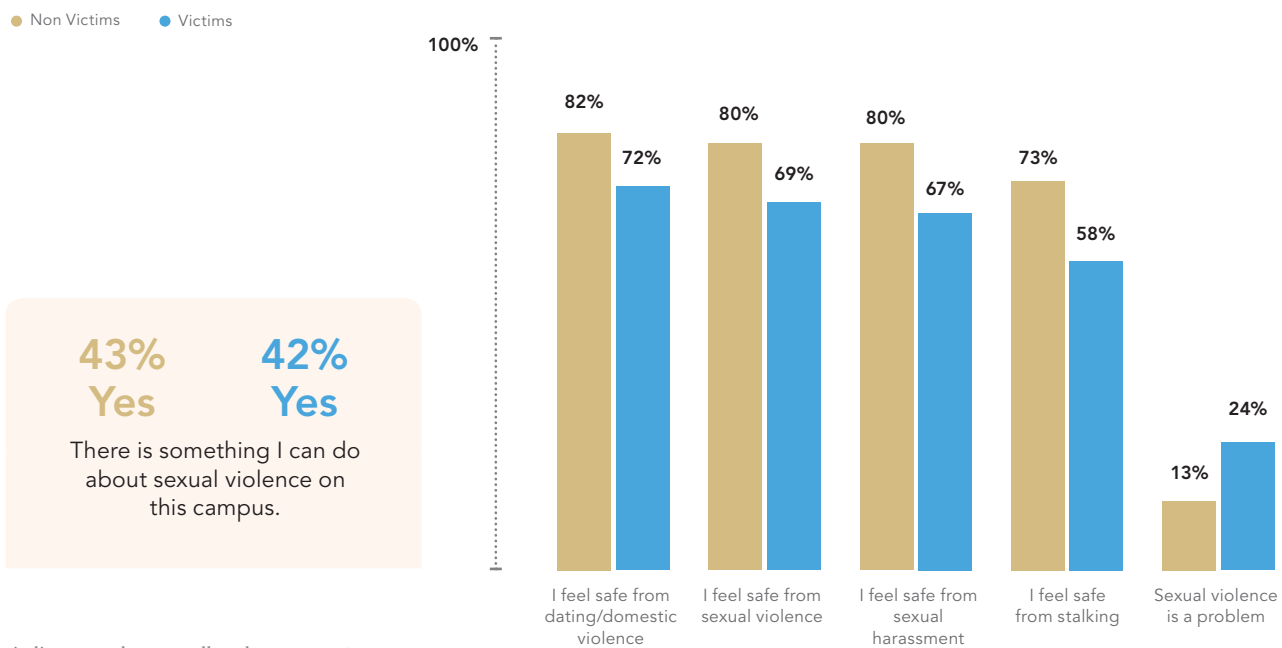
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# Students' Perceptions of Safety at the Institution

## On and Around Campus<sup>1</sup>



## Perceptions of Victimization Risks<sup>2,3,4</sup>



**43% Yes**      **42% Yes**

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

Findings are relevant to all students at UTRGV.



## ► Understanding the Infographic Data

- Overall, victimization may impact students' perceptions of risk for victimization.
- Fewer than half of victims (47%) and more than half of non-victims (57%) reported feeling safe walking across campus at night.
- More than half of victims (51%) and non-victims (58%) alike reported feeling safe attending off-campus non-university sponsored events.
- Twenty-four percent of victims compared to 13% of non-victims reported believing that sexual violence is a problem on campus.
- Fifty-eight percent of victims compared to 73% 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 Rio Grande Valley. 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.*

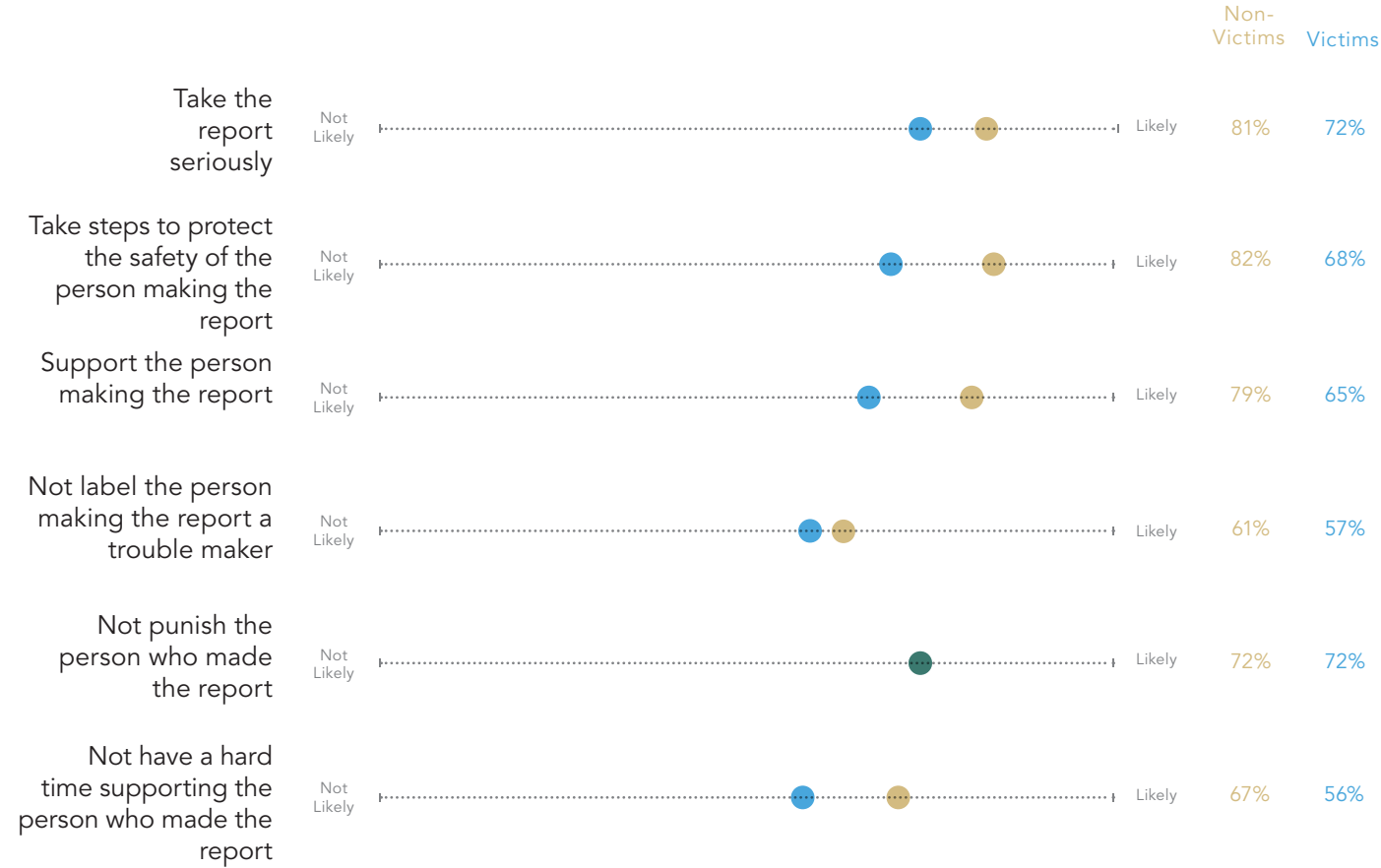
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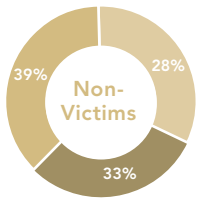
# Students' Perceptions of Institutional Response

## The institution would<sup>1</sup>:



62

### Do you know where students get help?<sup>2</sup>



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

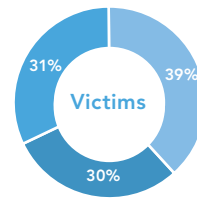


● Yes: **39%**  
● No: **33%**  
● I don't know: **28%**

### Do you know what happens after getting help?<sup>2</sup>



● Yes: **45%**  
● No: **23%**  
● I don't know: **32%**



● Yes: **31%**  
● No: **39%**  
● I don't know: **30%**

Findings are relevant to all students at UTRGV.



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## ► Understanding the Infographic Data

- Non-victims (81%) were more likely than victims (72%) to believe that UTRGV would take the report seriously.
- Non-victims (79%) were more likely than victims (65%) to believe that UTRGV would support the person making the report.
- Most victims (72%) and non-victims (72%) believed that UTRGV would not punish the person who made the report.
- Sixty-one percent of victims did not know or were unsure of how students get help.
- Forty-five percent of non-victims compared to 31% of victims reported believing they know what happens after getting help.

### Footnotes

1. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Analyses are based on analysis of participants who Strongly Agree or Agree.

2. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Four analyses are based on reporting into one collapsed category (Strongly Agree/Agree) and two analyses are based on reporting into one collapsed category (Strongly Disagree/Disagree).

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

## Supportive Services

### Confidential Resources and Reporting —

#### Student Health Services

Student Health Services provides confidential medical care to any student, including victims of sexual assault. Student Health Services offers general medical care, women's wellness, skin care, sexually transmitted disease screening, HIV testing, and more. It also houses a Class D pharmacy and carries over the counter items. Visit [www.utrgv.edu/en-us/student-experience/student-services/health-services/](http://www.utrgv.edu/en-us/student-experience/student-services/health-services/) for information.

#### The University Counseling Center

The University Counseling Center provides free and confidential mental health services to any student. Their primary purpose is to address mental health concerns and promote personal growth and well-being. Visit [www.utrgv.edu/counseling](http://www.utrgv.edu/counseling) for information.

#### OVAVP Victim Advocates

Victim Advocates at the Office for Victim Advocacy & Violence Prevention provide confidential, non-judgmental assistance to victims and survivors of sexual assault, dating violence, domestic violence, interpersonal violence, sexual harassment, and stalking. Advocates can explain rights, provide help in locating resources, and assist with appropriate accommodations for victims' and survivors' unique situations. Visit [www.utrgv.edu/ovavp/](http://www.utrgv.edu/ovavp/) for information.

#### Vaqueros Report It

Vaqueros Report It is an online reporting system provided by Student Rights and Responsibilities that offers a way for students, staff, and faculty to anonymously report potential instances of sexual harassment, sexual misconduct, or other concerns or complaints. Visit [www.utrgv.edu/reportit](http://www.utrgv.edu/reportit) for information.

## Coordinated Response

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Efforts to prevent and respond to sexual assault and sexual misconduct are coordinated across several areas at UTRGV.

### Office of Institutional Equity

The Office of Institutional Equity coordinates and administers the University's Title IX efforts and investigates complaints against discrimination, sexual harassment, and retaliation. Visit [www.utrgv.edu/equity/](http://www.utrgv.edu/equity/) for information.

### Dean of Students

The Dean of Students office serves students by providing opportunities for campus engagement and personal development while supporting students who have questions or difficulties. The Student Rights and Responsibilities office within the Dean of Students takes a leadership role in Title IX issues affecting students, both enforcing the student code of conduct and acting as a mediator for students with complaints, as well as providing educational outreach. Visit [www.utrgv.edu/dos/](http://www.utrgv.edu/dos/) and [www.utrgv.edu/srr/](http://www.utrgv.edu/srr/) for information.

### Office for Victim Advocacy & Violence Prevention (OVAVP)

OVAVP is an advocacy center that works with students, staff, faculty, and community partners to provide services aimed at eliminating interpersonal violence and improving campus safety. Visit [www.utrgv.edu/ovavp/](http://www.utrgv.edu/ovavp/) for information.

### University Police

A division of the University of Texas System Police, the UTRGV Police Department is responsible for the

welfare of faculty, staff, students, and visitors on campus, as well as the protection of university assets. Visit [www.utrgv.edu/police/](http://www.utrgv.edu/police/) for information.

## Policy

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University policy requires that all new students and all staff and faculty receive training to avoid sexual misconduct and harassment. Policy requires that all staff and faculty receive such training on an annual basis.

### Syllabus Statement

The following statement is required on all course syllabi to emphasize the university's support of a learning environment free from sexual misconduct and discrimination and to make transparent the role of responsible employees on campus:

*"In accordance with UT System regulations, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination."*

## Professional Training

---

### Employee Compliance and Title IX Training

Every new UTRGV employee completes training modules that include topics related to compliance, security, safety, avoiding sexual harassment and misconduct, and other departmentally specific modules such as Culture of Respect Webinars, and Responsible Employee and Reporting on Critical Incidents training. Multiple modules are repeated yearly for all staff and faculty, including content on sexual harassment and misconduct.

### Office of Institutional Equity Training

The Office of Institutional Equity provides training on understanding the role of responsible employees, identifying and responding to sexual harassment, Title IX, and other topics as needed across the institution.

### Victim-Centered Investigations

This training, offered by OVAVP, builds police expertise in using a victim-centered approach to conduct trauma-informed investigations.

### Sign Language Interpreter Training on Confidentiality and Title IX

This training, offered by OVAVP, builds interpreter skills when interpreters are needed in hearings, interventions, or other advocacy settings.

## Awareness, Prevention, and Education Efforts

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### New Student Orientation

One-day sessions at the beginning of the academic year are provided for all incoming freshman. During orientation, new students are provided with information about campus services as well as the student code of conduct, academic integrity, the Vaquero Honor Code, sexual assault and sexual misconduct, and other relevant policies. Visit [www.utrgv.edu/orientation/](http://www.utrgv.edu/orientation/) for information.

### UTRGV Superhero Project

This bystander intervention program is aimed at changing social norms on campus and promoting the idea that individual Vaqueros have the power to prevent high-risk behavior and harm. Trainings are provided to student staff, first-year courses, students, and staff about active bystander prevention techniques. Visit [www.utrgv.edu/srr/superhero-project/](http://www.utrgv.edu/srr/superhero-project/) for information.

### It's on Us Campaign

This campus campaign raises awareness by recognizing the role individuals have in helping solve the problem of sexual assault and taking the pledge, "It's on us, all of us."

### Take Back the Night

An annual event that brings awareness to interpersonal violence and empowers the UTRGV community to create a more supportive and safe campus.

### Sexual Assault Awareness

Risk management presentations and orientations are regularly provided to students, student organi-

zations, student athletes, and on-campus residents. Topics include sexual assault awareness, active bystander training, and identifying risky behaviors.

## Everfi Training

This training is an online course for all new UTRGV students with the goal of minimizing the risks associated with alcohol, drugs, and sexual violence.

## Research-Based, Trauma-Informed, Victim-Centered Advocate Training Conference

This free training conference is offered annually by OVAVP and the Coalition Against Violence & Exploitation (CAVE) Project, in conjunction with the three local community shelters, local advocacy groups, Texas Association Against Sexual Assault, and the Cameron County District Attorney's Office. The conference focuses on training advocates, attorneys, and first responders, as well as campus and community members who are interested in understanding gender-based violence and how to respond to it while avoiding victim-blaming words and behaviors.

## OVAVP Healthy Relationship Awareness Events

OVAVP regularly schedules awareness events that include community and university participants to raise awareness regarding warning signs of "unhealthy" relationships and focus on healthy relationships as a way to prevent gender-based violence.

## Wonder Woman Fair

Departments and organizations help to educate women in the campus community about important women's issues. Visit [www.utrgv.edu/feature/women-history-month/](http://www.utrgv.edu/feature/women-history-month/) for information.

ens-history-month/ for information.

## Other Awareness and Tabling Events

- Delta Zeta Sorority movie events
- 5K Color Runs in April and October
- Remember Me: Confronting Violence Against Women in the RGV
- Art Against Violence (juried student art show)
- Turn the Campus Teal
- Pride in the Ball Park
- Denim Day
- Presentations to various departments and student groups
- Counseling Center and OVAVP tabling events

# 4.

## Next Steps

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# Next Steps

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

## Campus Resources and Support Services

Data from the CLASE survey revealed awareness of campus resources and support services for victims of intimate and interpersonal violence is low among students. We recognize that increasing the presence of available resources, as well as building on those resources, is necessary to meet the current needs of our students.

Our immediate actions to increase the effectiveness of campus resources and support services for victims are as follows.

1. Create easily-accessible websites that clearly and concisely address how and where a student could seek help after victimization and what to expect when a report is filed. These web resources should more clearly describe available campus resources and support services and direct students and their families and friends to

both campus and community resources.

2. The Office for Victim Advocacy & Violence Prevention (OVAVP) and Student Rights and Responsibilities (SRR) will explore available services that can be offered to families and friends following incidents of victimization.

## Campus Safety

The safety of our students is of utmost importance to us. We recognize that perception of safety does not always align with the institution's actual crime rates, but perception plays an important role in students' experiences. We want the UTRGV community to know that campus safety is a priority for all of us.

Our immediate action in this area is to increase the transparency and awareness of campus safety, conduct research to identify why students feel unsafe on campus, and create a strategic plan for addressing their lack of confidence in campus safety.

## Administrative and Policy Efforts

Addressing the problem of intimate and interpersonal violence is an institution-wide responsibility requiring appropriate policy changes and active engagement at all levels.

Our immediate administrative actions in response to campus violence data are as follows.

1. Develop a comprehensive communication plan to ensure collaborative and consistent language and branding across departments, allowing students to more easily recognize university resources.
2. Create outreach efforts with a focus on the university's Consensual Relationship Policy and how it applies to faculty, staff, and students.

## Faculty/Staff Training and Involvement

Data from the survey revealed that sexual harassment of students by a faculty/staff member is an area of concern. While faculty and staff currently receive training on sexual misconduct and risk reduction, including bystander intervention, we recognize this is inadequate for an appropriate level of awareness and understanding.

Our immediate action to increase faculty and staff training and involvement is to implement an engaging, timely, and relevant Title IX training for faculty and staff. This training should include specialized scenario-based content that is relevant to the training audience, such as lab scenarios for faculty and staff involved in laboratory research, to more powerfully build faculty and staff under-

standing of sexual harassment and misconduct and how to maintain appropriate relationships with students.

## Dating/Domestic Abuse and Violence

In light of the survey findings, we have developed several strategies with the intention of better understanding and decreasing the prevalence of dating/domestic abuse and violence in our community.

Our immediate actions are to increase efforts to establish effective programming on dating and domestic violence through the Superhero Project to encourage active bystanders and raise awareness of the issue and to increase effective programming through OVAVP and SRR that addresses healthy/unhealthy relationships and gendered expectations and stereotypes.

Our future step is to conduct research exploring dating and domestic violence and cultural impacts as they relate to our campus environment.

## Educational Programming

Increasing education and awareness about intimate and interpersonal violence on college campuses is a vital step toward decreasing harmful myths and creating an environment with zero tolerance for intimate violence.

Our immediate actions to enhance educational programming at UTRGV as it relates to intimate and interpersonal violence are as follows.

1. Expand educational programming on stalking, including an emphasis on digital media boundaries, including cyberstalking and appropriate faculty/staff/student relationships on social media.
2. Explore the creation of a K-12 outreach program through OVAVP, SRR, and the College of Education and P-16 Integration that would focus on primary prevention education with the intention of reaching and teaching students about boundaries and consent in an effort to decrease future perpetration and victimization.

## LGBTQI Community

---

The lesbian, gay, bisexual, transgender, queer/questioning, and intersex student community at UTRGV is at particular risk for victimization. As a campus, there are steps we will take to address the safety of our LGBTQI students.

Our immediate actions are as follows.

1. Tailor resources toward more outreach and programming for the LGBTQI community through university, student, and community groups.
2. Modify the current Ally Training to include information about risk management in regard to intimate and interpersonal violence and healthy relationships.
3. Encourage participation of students who are LGBTQI-identifying in developing resources and expanding programming.

## Athletes

---

Student athletes face a unique set of challenges and associated cultural norms when it comes to intimate and interpersonal violence and may benefit from targeted outreach.

Our immediate action is to expand Thrive 360 through the Department of Intercollegiate Athletics to include information about sexual assault prevention for athletes. Thrive 360 is a phone-based, interactive application directed towards college athletes.

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# 5.

## Additional Information

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

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

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

**Table 1: Faculty/Staff-Perpetrated Sexual Harassment**

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

Study Title	Student Classification	Prevalence Findings	Response Rate
<b>Faculty/Staff-Perpetrated Sexist Gender Harassment</b>			
2017 Cultivating Learning and Safe Environments - UTRGV	All	11%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan <sup>1</sup>	All	36%	9.3%
<b>Faculty/Staff-Perpetrated Crude Sexual Harassment</b>			
2017 Cultivating Learning and Safe Environments - UTRGV	All	6%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
<b>Faculty/Staff-Perpetrated Unwanted Sexual Attention</b>			
2017 Cultivating Learning and Safe Environments - UTRGV	All	3%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
<b>Faculty/Staff-Perpetrated Sexual Coercion</b>			
2017 Cultivating Learning and Safe Environments - UTRGV	All	1%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
<b>Faculty/Staff-Perpetrated Sexual Harassment Overall Rate</b>			
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>2,3</sup>	Undergraduate	29.9%	27%
	Graduate	32.9%	41%

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

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

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

## Table 2: Student-Perpetrated Sexual Harassment

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UTRGV	All	16%	15.5%
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>1</sup>	Undergraduate	64.5%	27%
	Graduate	41.4%	41%
<b>Student-Perpetrated Sexual Harassment Subscale Rates</b>			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan <sup>2,3</sup>	Sexist Gender Harassment	All	56.9%
	Crude Gender Harassment	All	45.6%
	Unwanted Sexual Attention	All	23.5%
	Sexual Harassment via Electronic Communication	All	24.5%
			9.3%

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

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

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

## Table 3: Stalking

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UTRGV	All	11%	15.5%
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>1</sup>	Undergraduate	20.7%	27%
	Graduate	11.7%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan <sup>2</sup>	All	9.4%	9.3%

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

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



**Table 4: Dating/Domestic Abuse and Violence**

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

Study Title	Student Classification	Prevalence Findings			Response Rate
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UTRGV	All	12%	10%	12%	15.5%
		Psychological Abuse & Physical Violence <sup>1</sup>			
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>2</sup>	Undergraduate		11.5%		27%
	Graduate		7.2%		41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan <sup>3</sup>	All		9.4%		9.3%

<sup>1</sup>Penn 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.

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

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

## Table 5: Unwanted Sexual Contact

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

Study Title	Student Classification	Student Gender	Prevalence Findings	Response Rate
<b>Unwanted Sexual Touching</b>				
2017 Cultivating Learning and Safe Environments - UTRGV	All	All	9%	15.5%
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>1</sup>	Undergraduate	All	20.5%	27%
	Graduate		7.5%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan <sup>2</sup>	All	Female	32.9%*	9.3%
		Male	12.5%*	
<b>Attempted Rape</b>				
2017 Cultivating Learning and Safe Environments - UTRGV	All	All	4%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
<b>Rape</b>				
2017 Cultivating Learning and Safe Environments - UTRGV	All	All	5%	15.5%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
<b>Penn State Overall Rate for Attempted Rape and Rape</b>				
2015 Penn State Sexual Misconduct Climate Survey: University Park <sup>3</sup>	Undergraduate	All	18.1%	27%
	Graduate		6.7%	41%

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

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

<sup>3</sup>Penn 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
<b>Subscale: Sexist Gender Harassment</b>			
Treated you "differently" because of your sex	No	Yes	Yes
Displayed, used, or distributed sexist or suggestive materials	Yes <sup>1</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>
Made offensive sexist remarks	No	Yes	Yes
Put you down or was condescending to you because of your sex	No	Yes	Yes
<b>Subscale: Crude Sexual Harassment</b>			
Repeatedly told sexual stories or jokes that were offensive to you	No <sup>3</sup>	Yes <sup>2</sup>	Yes <sup>2</sup>
Made unwelcome attempts to draw you into a discussion of sexual matters	No	Yes <sup>2</sup>	Yes <sup>2</sup>
Made offensive remarks about your appearance, body, or sexual activities	No <sup>3</sup>	Yes	Yes <sup>2</sup>
Made gestures or used body language of a sexual nature which embarrassed or offended you	No <sup>3</sup>	Yes	Yes <sup>2</sup>
<b>Subscale: Unwanted Sexual Attention Harassment</b>			
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	No <sup>3</sup>	Yes	Yes <sup>2</sup>

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

# Additional Information

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

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

<sup>2</sup> If totality of circumstances creates a hostile environment.

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

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

<sup>1</sup> If it adversely affects employment or education.

<sup>2</sup> If totality of circumstances creates a hostile environment.

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

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

# Additional Information

Stalking	TX Penal Code <sup>1</sup>	Student Judicial Services <sup>2</sup>	Title IX <sup>3</sup>
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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<sup>1</sup> If behaviors are a pattern of conduct that puts victim in reasonable fear of serious injury, death, or property damage. Applies to whole column.

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

<sup>3</sup> 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 <sup>2</sup>
<b>Subscale: Cyber Abuse</b>			
They posted embarrassing photos or other images of you online	No <sup>1</sup>	Yes	Yes
They sent threatening text messages to you	No <sup>3</sup>	Yes	Yes
They wrote nasty things about you on their profile page/timeline (on Facebook, Instagram, etc.)	No <sup>3</sup>	Yes <sup>4</sup>	Yes
They sent you so many messages (like texts, emails, chats) that it made you feel unsafe	Yes	Yes <sup>4</sup>	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 <sup>4</sup>	Yes
They spread rumors about you using a cell phone, web chat, or social networking site (Facebook, Instagram, etc.)	No <sup>1</sup>	Yes <sup>4</sup>	Yes
They used information from your social networking site to harass you or put you down	No <sup>1</sup>	Yes <sup>4</sup>	Yes
<b>Subscale: Psychological Abuse</b>			
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 <sup>1</sup>	Yes <sup>4</sup>	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
<b>Subscale: Physical Violence</b>			
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

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

<sup>2</sup> If totality of circumstances creates a hostile environment. Applies to whole column.

<sup>3</sup> Unless accused threatens imminent bodily injury to person or person's spouse.

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

# Additional Information

## Unwanted Sexual Contact

TX Penal Code

Student Judicial  
Services

Title IX

### Subscale: Unwanted Sexual Touching

Someone kissed you without your consent (but did not attempt sexual penetration) by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

Yes

Yes

Yes<sup>2</sup>

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes<sup>2</sup>

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

Yes

Yes

Yes<sup>2</sup>

Someone fondled or rubbed up against the private areas of your body (lips, breast/chest, crotch, or butt) without your consent by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

Yes

Yes

Yes<sup>2</sup>

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes<sup>2</sup>

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

Yes

Yes

Yes<sup>2</sup>

Someone removed some of your clothing without your consent (but did not attempt penetration) by:

Telling lies, threatening to end the relationship, threatening to spread rumors about you, making promises you knew were untrue, or continually verbally pressuring you after you said you didn't want to.

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

No<sup>1</sup>

Yes

Yes<sup>2</sup>

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

Yes

Yes

Yes<sup>2</sup>

Threatening to physically harm you or someone close to you.

Yes

Yes

Yes<sup>2</sup>

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# Additional Information

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

## 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 <sup>1</sup>	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 <sup>1</sup>	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes <sup>3</sup>	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 <sup>1</sup>	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 <sup>1</sup>	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes <sup>3</sup>	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 <sup>1</sup>	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 <sup>1</sup>	Yes	Yes
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes <sup>3</sup>	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 <sup>4</sup>	Yes <sup>2</sup>
Showing displeasure, criticizing your sexuality or attractiveness, getting angry but not using physical force, after you said you didn't want to	No	Yes <sup>3</sup>	Yes <sup>2</sup>
Taking advantage of you when you were too drunk or out of it to stop what was happening.	Yes <sup>3</sup>	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

<sup>1</sup> 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.

<sup>2</sup> If totality of circumstances creates a hostile environment.

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

<sup>4</sup> 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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