

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 System Academic Institutions



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

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

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

Many thanks go to the Presidents of UT System campuses for engaging students and campus communities in the deepest understanding and strategies of these issues to ensure the safety and academic achievement of all students. Their 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 CLASE Working Group chairs and members at every UT System campus, for their commitment and tireless energy developing recruitment and promotional efforts that led to a successful fall survey launch.

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

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

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

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

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

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

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

Introduction

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

William H. McRaven
Chancellor, The University of Texas System

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



Participating Institutions

UT Arlington
UT Austin
UT Dallas
UT El Paso
UT Permian Basin
UT Rio Grande Valley
UT San Antonio
UT Tyler

were invited to participate at UT Permian Basin. At all other academic institutions, 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.

Across all academic institutions, 26,417 students participated. The response rate was 14%.

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

Race/Ethnicity —

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

Complex accountability for institutions of higher education —

In recent years, universities nationwide have been grappling with how to identify and respond to victims and hold perpetrators accountable. However, in university settings, striking the balance of justice for victims and accountability of the alleged offend-



Title IX Forms of Violence

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

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

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

ers is more complex, particularly when the offender has been identified as another student. University actors have a duty to address the needs of all their students in a system where there are both Title IX and criminal justice process reporting options. Research indicates formal reporting is incredibly complex for victims, because it is most likely that the victim and alleged offender know, have known, or are related to each other.

Nationally, university actors need more support and resources dedicated to the implementation of disciplinary processes, police investigations, an advanced understanding of Title IX legislation



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.⁴

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

and processes, and student support services.⁵ This research seeks to contribute to UT System institutions' understanding of these issues.



Clery Statistics⁶

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

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

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

Report Organization

This report is organized into five major sections.

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

Part 2: The Findings include 20 infographics illustrating the prevalence rates, related impact, and students' perceptions of institutional response;

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

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

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

Impetus for Leadership-Driven Policy Efforts

The UT System and its institutions recognize that sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact deeply affect students' abilities to learn, grow, thrive, and achieve their educational goals while attending college. The UT System, as a leader in the State of Texas and the nation, strives to understand, address, and reduce these forms of violence across its institutions with the goal to eventually eliminate them. In May 2015, at the initiative of Chancellor William H. McRaven and with the full support of the UT System Board of Regents, researchers

at the Institute on Domestic Violence & Sexual Assault (IDVSA) at the School of Social Work at The University of Texas at Austin developed and implemented the four-year CLASE research study. The CLASE project was funded by The University of Texas System Board of Regents.

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

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

Literature Review

The four issues under study are briefly outlined particularly in the context of higher education.

Sexual harassment —

Sexual harassment is defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating a hostile environment”.^{8,9} In this report, we include gender harassment (unwanted sexist behavior) within sexual harassment since Title IX protection extends to students who experience gender harassment or

sexual harassment.¹⁰ Sexual harassment of students at IHEs is well-documented in the literature and continues to be affirmed by the recent results of campus climate surveys across the United States.

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

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

Stalking —

Stalking is defined as the “persistent [use of] threatening or harassing tactics” that are unwanted

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

Dating/domestic abuse and violence —

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

The high rates of disclosure among men are surprising, although not without precedent; several studies indicate that male and female college students report experiencing dating/domestic abuse and violence at similar rates. What is also known is that the consequences or impact of this abuse and violence is often greater for women,

who are more likely to experience emotional consequences and severe injuries. For example, in the CLASE study, women reported higher rates of injuries that needed medical treatment, problems with school, and serious emotional difficulties. Women's violence also tends to be a protective behavior used in response to violence initiated by an abusive, intimate partner; a strong predictor of women's violence is men's violence against them.^{29,30} The inability to measure the intent, including self-defense and coercive control as describe above, are limitations of behaviorally-specific measures.

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

Unwanted sexual contact —

Unwanted sexual contact is defined as sexual activity that occurs without consent.³¹ Title IX legislation defines sexual violence as any “physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).”³² Prevalence rates of unwanted sexual contact in the CLASE study are comparable to rates at other IHEs

nationwide. Rates of unwanted sexual contact vary widely by gender and classification. In several recent studies, rates of unwanted sexual contact victimization among undergraduate females ranged from 21% to 31%, while rates among graduate males ranged from 1.1% to 5%.³³⁻³⁸ Unwanted sexual contact prevalence rates at UT System institutions are similar to rates at other IHEs.

Comparing national prevalence rates —

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

Methodology

The CLASE project aimed to better understand students' experiences of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact and enhance existing programs and services for students. The CLASE project is an innovative and comprehensive study about the issues protected under Title IX legislation and their impact on students' physical, mental, and financial lives. Its revolutionary aspects are marked by the diversity of institutions involved, the multidisciplinary group of stakeholders engaged, the scientific rigor of the methodology, and the use of findings to inform institutional practice and policies for immediate and innovative change.

The larger CLASE project consists of three parts: 1) a web-based survey, 2) an in-depth empirical investigation phased in with all institutions across

FOUR GENERAL TERMS TO DESCRIBE ISSUES UNDER STUDY	AREAS OF BEHAVIORS/ EXPERIENCES THAT THE INSTRUMENT ASKED PARTICIPANTS ABOUT
Faculty/Staff-Perpetrated Sexual Harassment	1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Coercion
Student-Perpetrated Sexual Harassment³⁹	1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Harassment Via Electronic Communication
Stalking⁴⁰	1. Stalking
Dating/Domestic Abuse and Violence	1. Cyber Abuse 2. Psychological Abuse 3. Physical Violence
Unwanted Sexual Contact	1. Unwanted Sexual Touching 2. Attempted Rape 3. Rape

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

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

Guiding research questions —

Three research questions guided the CLASE survey.

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

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

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

At larger institutions, 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. At UT Permian Basin, all students were invited to participate. 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.utsystem.edu/CLASE.

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

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

Victimization questions —

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

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

Institutional stakeholder group collaborations —

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

How was prevalence estimated? —

Criminal justice experts were engaged to define the victimization survey questions that met Title IX

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

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

Identifying and addressing study limitations —

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

Behaviorally-specific questions —

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

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

Snapshot vs. cumulative view —

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

A look toward the future —

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

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

External review —

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

See the External Review Report for additional information.

Key Findings

The following reflects web-based survey findings of students' experiences since their enrollment at a UT System academic institution.

Sexual harassment

- Fourteen percent of all students reported experiencing faculty/staff-perpetrated sexist gender harassment.
- Twenty-five percent of all students reported experiencing student-perpetrated sexual harassment.

Stalking

- Thirteen percent of students reported stalking victimization.

Dating/domestic abuse and violence

- Twelve percent of students who had been in a dating or marital relationship while at a UT academic institution reported experiencing cyber abuse.
- Ten percent of students who had been in a dating or marital relationship while at a UT academic institution reported experiencing physical violence.

Unwanted sexual contact

- Twelve percent of students reported experiencing unwanted sexual touching.
- Six percent of students reported experiencing rape since enrolling at a UT academic institution.

Vulnerable groups

- Forty-three percent of undergraduate students who identified as LGBTQ+ and 41% of graduate students who identified as LGBTQ+ report student-perpetrated sexual harassment.

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 UT institutions in current actions and next steps.

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

- Fifty-six percent of unwanted sexual contact victims and 77% of unwanted sexual contact perpetrators used alcohol or drugs at the time of victimization.
- Most instances of dating/domestic abuse and violence and unwanted sexual contact occurred off campus. For example, 88% of physical violence and 84% of unwanted sexual contact incidents occurred off campus.
- Thirty-seven to 44% of perpetrators of dating/domestic abuse and violence and unwanted sexual contact were students at UT academic institutions.
- Fifty-one percent of unwanted sexual contact victims had a close relationship with the perpetrator and 36% were acquaintances.

Disclosure

Twenty-eight percent of victims of sexual harassment, stalking, dating/domestic violence, or unwanted sexual contact disclosed the incident(s) to someone prior to taking the survey.

Students' perceptions of institutional response

- Many victims (76%) and non-victims (80%) alike reported feeling safe on their campus.
- Seventy-five percent of victims and 84% of non-victims reported believing their academic institution would take a report of sexual harassment, stalking, dating/domestic abuse or violence, or unwanted sexual contact seriously.
- Sixty-eight percent of victims and 82% of non-victims reported feeling safe from sexual harassment.

Additional Reports

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

www.utsystem.edu/CLASE

Current Actions and Next Steps

In the context of the new findings provided by the benchmarks, these next steps build on existing programs and initiatives conducted by the UT System. For example, the UT System's Bystander Intervention Initiative and Sexual Assault Prevention efforts provide funding and resources to improve campus safety through intervention strategies aimed at reducing harm and to support innovative, cutting-edge campus sexual assault research initiatives. The next steps are as follows.

Build champions, resonate broadly, and shift culture

- Engage institutional leaders in annual strategic goals.
- Build faculty leadership, responsibility, and involvement.
- Involve parents, alumni, and other nonresidential stakeholders.

Move forward through the lens of intersectionality

- Address issues of substance use, alcohol use, binge- and underage-drinking.
- Address the intersectionality of issues protected under Title IX and other issues of power differentials in the educational environment, such as oppression and discrimination (e.g., homophobia and racism) through intentional programming.
- Acknowledge historical barriers to reporting and building innovative reporting pathways and access to services.

Re-examine and rethink the delivery of programs, services, and policies.

- Engage faculty, residents, postdoctoral fellows and TAs/GRAs about issues protected under Title IX through more comprehensive and innovative trainings.
- Develop intervention and training programs for those receiving disclosures (such as roommates, partners, and friends).
- Explore providing services locally (e.g. appoint deputy Title IX in schools, departments, and/or programs).
- Develop specialized units to meet the needs of vulnerable students (such as new students, undergraduate programs, pre-baccalaureate experiences on

campus and LGBTQ+ students).

- Improve communication and coordination with affiliated and partnering organizations, such as hospitals, clinics, health systems, and other institutions of higher education.
- Provide support systems locally (e.g. assign care counselors in schools, departments, and/or programs).
- Develop collaborative relationships among multicultural organizations and institutional services for marginalized and underrepresented groups (victims and accused students).
- Ensure consistency of sanctions for behaviors that violate Title IX legislation and institutional codes of conduct.

Endnotes

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

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

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

⁴Busch-Armendariz, N.B., 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/tklreuzgqoup754b599rr37bbf7jefdk>

⁵Busch-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.

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

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

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

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

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

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

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

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

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

edu/assessment/SMCS/

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

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

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

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

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

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

²¹Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v637v8or2avtzpooap2265u4jiye>

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

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

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

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

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

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

²⁸Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v637v8or2avtzpooap2265u4jiye>

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

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

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

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

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

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

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

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

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

³⁸ Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v-637v8or2avtzp0oap2265u4jiye>

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

⁴⁰ Stalking did not contain subscales.

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

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

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Research Team

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This research study was funded by The University of Texas System Board of Regents. The opinions, findings, and conclusions expressed in this publication are those of the authors and do not necessarily reflect those of The University of Texas System.

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

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Busch-Armendariz, N. B., Wood, L., Kammer-Kerwick, M., Kellison, B., Sulley, C., Westbrook, L., Olaya-Rodriguez, D., Hill, K., Wachter, K., Wang, A., McClain, T., & Hoefler, S. (2017). *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 System Academic Institutions*. Austin, TX: Institute on Domestic Violence & Sexual Assault, The University of Texas at Austin.

Color Index

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

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

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

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

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

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



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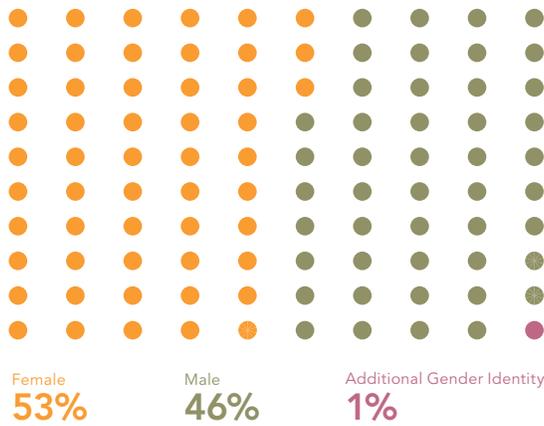
2.

Findings

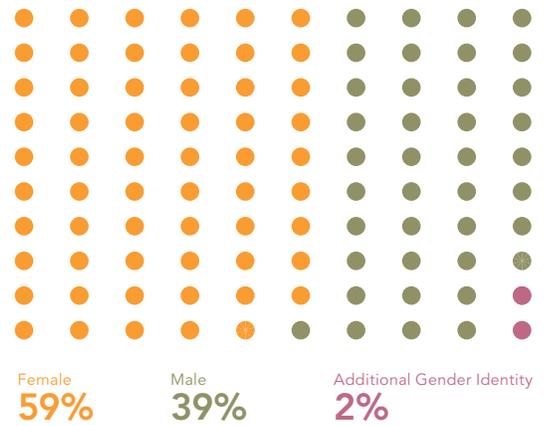
Demographics

All Students

Gender Identity¹

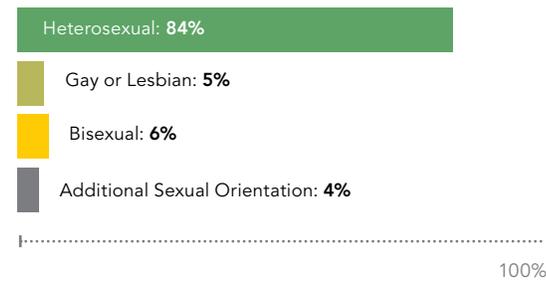
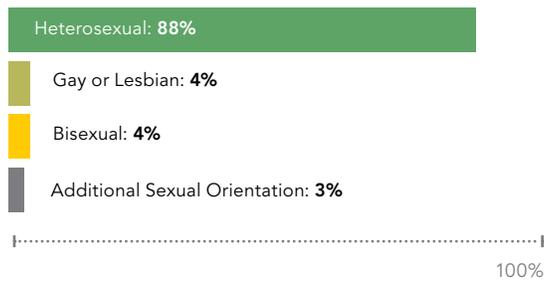


Victims

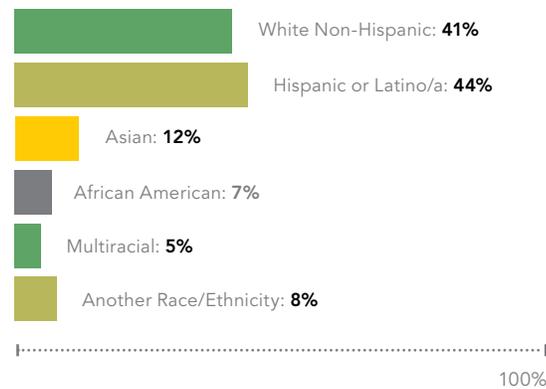
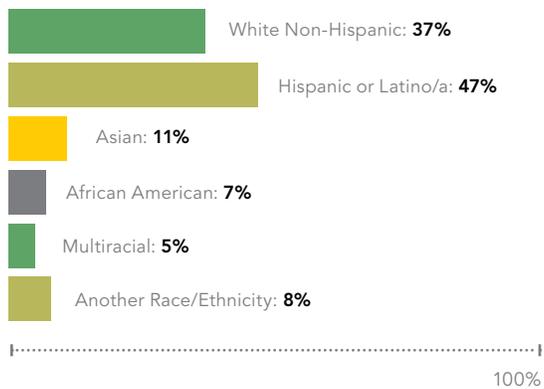


28

Sexual Orientation^{2,3}



Race/Ethnicity^{4,5}



Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- More than half (53%) of students among all University of Texas academic institutions identified as female, 46% identified as male, and 1% identified as an additional gender identity.
- Fifty-nine percent of victims were female, 39% were male, 2% were students identifying as an additional gender identity.
- The majority of students (88%) identified as heterosexual. Four percent identified as gay or lesbian, 4% as bisexual, and 3% as an additional sexual orientation.
- Students identifying as gay, lesbian, bisexual, or an additional sexual orientation represented 16% of victims and 11% of all students.
- Forty-seven percent of students across all academic institutions were Hispanic or Latino/a. Thirty-seven percent of students identified as White Non-Hispanic and 11% identified as Asian.
- Hispanic and Latino/a students represented 44% of victims and White Non-Hispanic students represented 41% of victims.

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. Percentage may not equal 100% because of rounding.
4. The survey originally included 11 race/ethnicity categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, American Indian/Alaskan Native, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, Bicultural, and Multiracial). Because of small sample sizes and to protect participants' anonymity, analyses included six categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, Multiracial, and Additional Race/Ethnicity).
5. 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 System academic institutions. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

.....

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

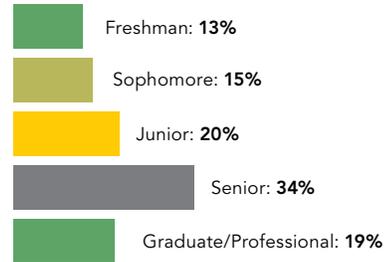
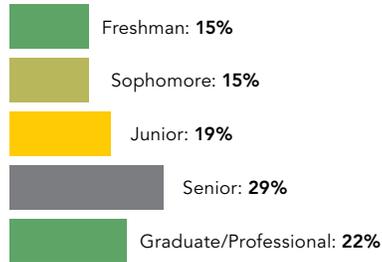
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More Demographics

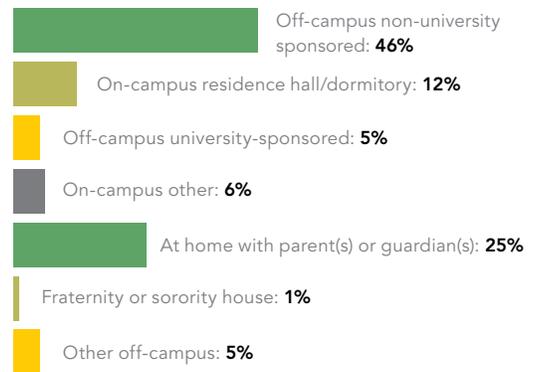
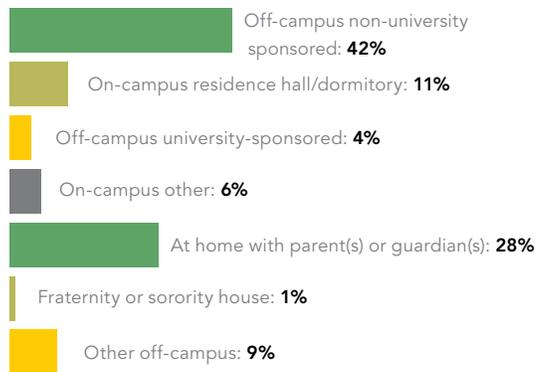
All Students

Victims

Classification in School¹



Place of Residence¹



International Student



Military Affiliation



Caretaking for Children at Home



In a Romantic Relationship



30

100%

100%

Unweighted data

186,790

Number of Students Invited to Participate

26,417

Number of Students that Participated

14.1%

Response Rate

¹ Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- Most students (78%) were undergraduates while 22% were graduate and professional students.
- Seniors made up 29% of all students and 34% of victims.
- Fourteen percent of all students and 10% of victims reported caring for children at home.
- Fifty percent of all students and 51% of victims were currently involved in an ongoing romantic relationship at the time of the survey.
- Most students live in off-campus non-university sponsored housing (42%) or at home with parent(s) or guardian(s) (28%). Victim demographics reflect these trends.

Footnotes

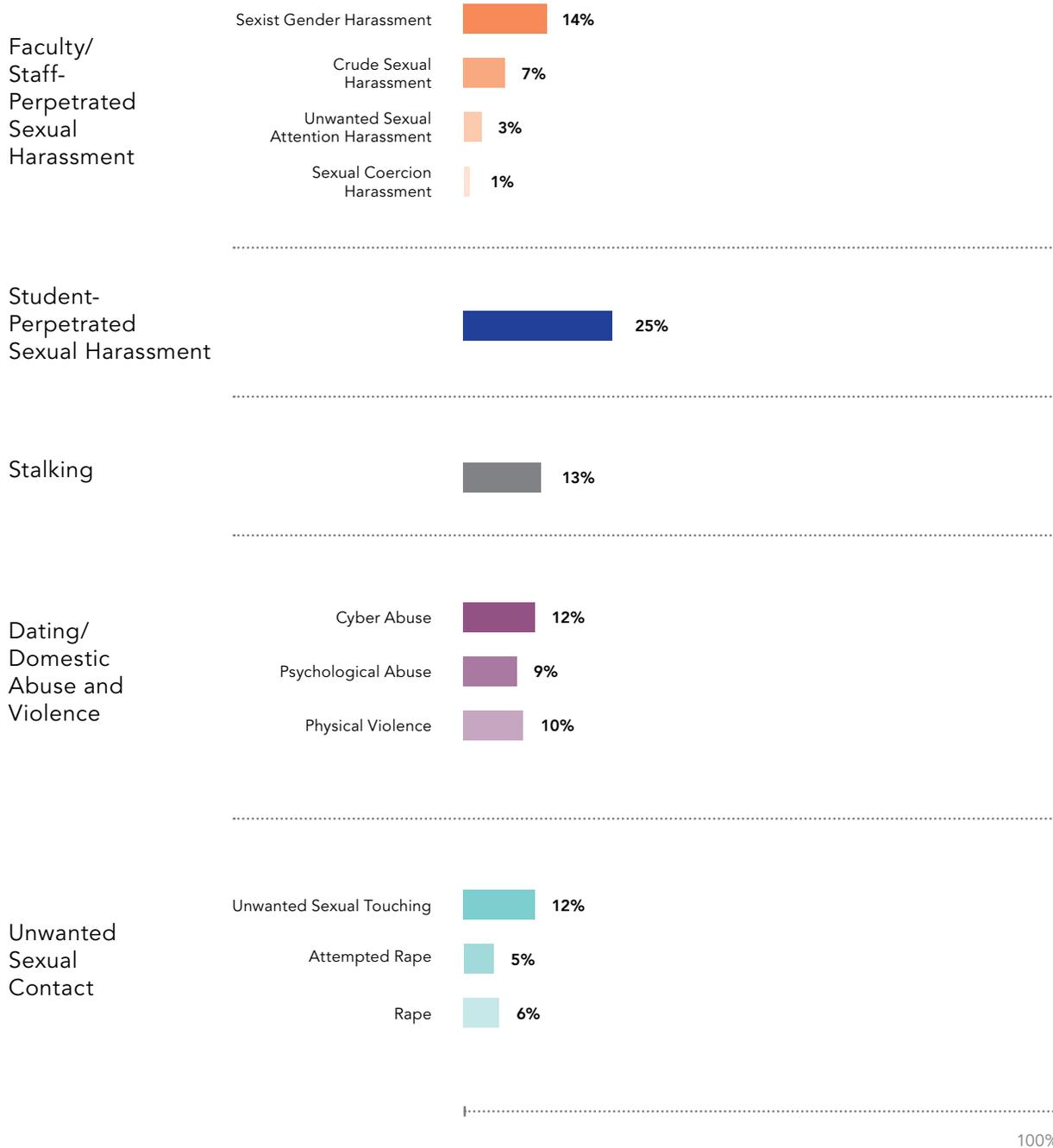
1. Percentage may not equal 100% because of rounding.

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

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



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

² Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- Fourteen percent of students reported faculty/staff-perpetrated sexist gender harassment victimization.
- Twenty-five percent of students reported student-perpetrated sexual harassment victimization.
- Ten percent of students reported physical violence victimization and 9% reported psychological abuse victimization.
- Twelve percent of students reported unwanted sexual touching victimization and 6% reported rape victimization.

Reporting on Vulnerable Groups

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

- Forty-one percent of gay and lesbian students reported student harassment victimization.

Footnotes

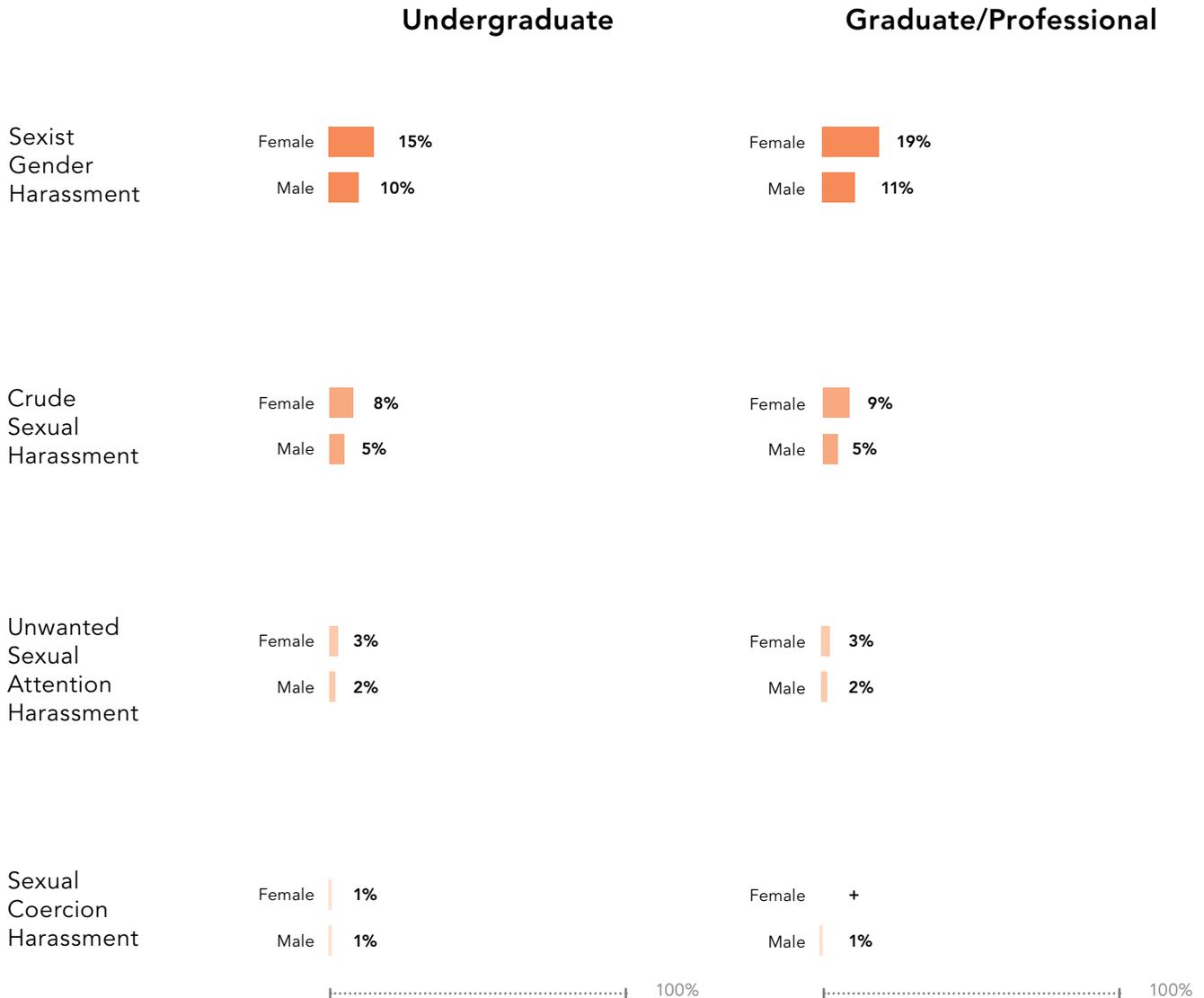
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.

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



34

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

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

Findings are relevant to all students at UT academic institutions.

+ Extremely low victimization rate.

More information about this issue available on the next page.



► Understanding the Infographic Data

- Three percent of female undergraduate and graduate students reported having experienced unwanted sexual attention harassment 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 described on the Gender and Sexual Identities page and therefore merit reporting as highlights.

- Thirteen percent of bisexual students reported having experienced faculty/staff-perpetrated crude sexual harassment.
- Five percent of students identifying as an additional sexual orientation reported having experienced faculty/staff-perpetrated unwanted sexual attention harassment.

Footnotes

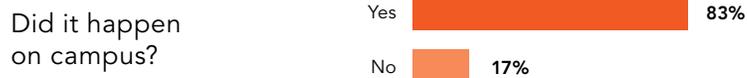
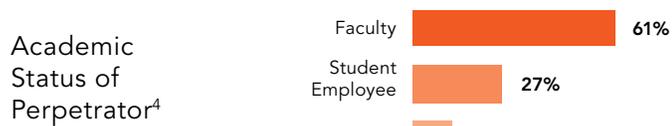
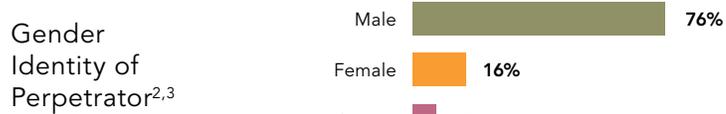
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible rates were calculated on all gender identities. Because of small sample sizes and to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

Findings are relevant to the population of students at UT System academic institutions. 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 Faculty/Staff Sexual Harassment Perpetration¹



100%



► Understanding the Infographic Data

- Seventy-six percent of faculty/staff sexual harassment perpetrators were male.
- Sixty-one percent of faculty/staff sexual harassment perpetrators were faculty, 12% were staff, and 27% were student employees (e.g. teaching assistants, research assistants, etc.).
- The majority of faculty/staff-perpetrated sexual harassment incidents (83%) 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. Percentages may not equal 100% because of rounding.
4. The survey originally provided eight options to define status of perpetrator (Faculty, Staff, Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, Resident Postdoctoral Fellow, and Other, please specify). Six responses had base sizes that were too small to permit separate analysis and were collapsed into “Student Employee” (Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, and Resident Postdoctoral Fellow).

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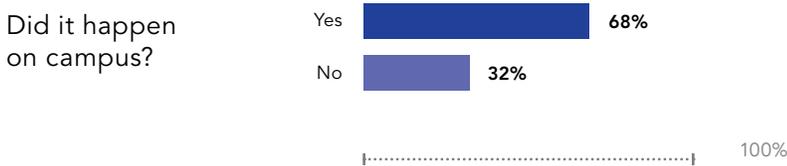
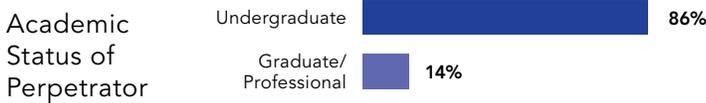
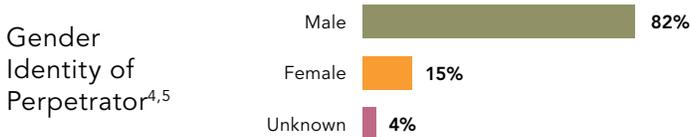
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Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information^{1,2}



Findings are relevant to all students at UT academic institutions.

Student-Perpetrated Sexual Harassment: Perpetration Information³



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

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



► Understanding the Infographic Data

- Eighty-two percent of student sexual harassment perpetrators were male.
- The majority (86%) of sexual harassment perpetrators were undergraduates.
- Sixty-eight percent of student sexual harassment incidents occurred on-campus.

Reporting on Vulnerable Groups

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

- Forty-one percent of gay and lesbian students reported experiencing student-perpetrated sexual harassment.

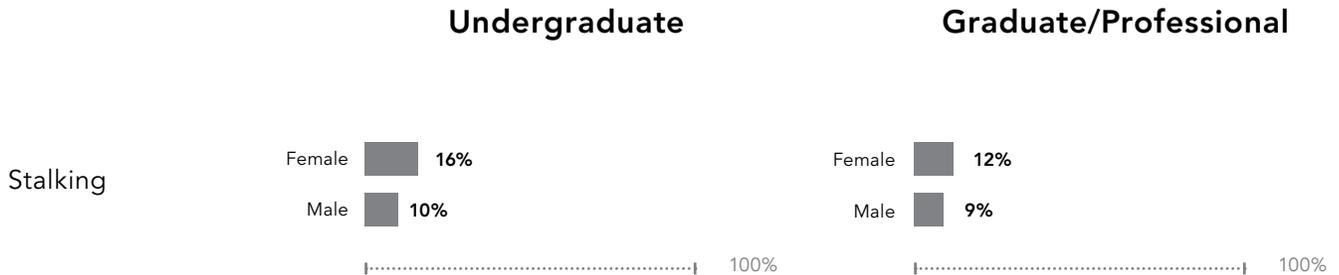
Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among those with an additional gender identity can be found on the Gender and Sexual Identities page.
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.
5. Percentages may not equal 100% because of rounding.

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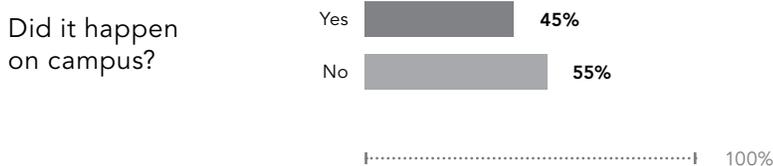
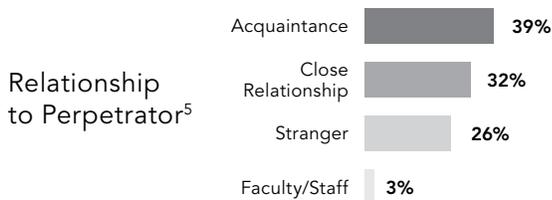
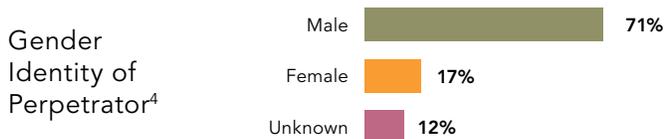
Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information^{1,2}



Findings are relevant to all students at UT academic institutions.

Stalking: Perpetration Information³

40



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

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



► Understanding the Infographic Data

- Seventy-one percent of stalking perpetrators were male.
- Most stalking victims had either a close relationship (32%) or acquaintanceship (39%) with the perpetrator.
- Less than half of stalking cases (45%) occurred on-campus.

Reporting on Vulnerable Groups

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

- Twenty-three percent of bisexual students experienced stalking victimization.

Footnotes

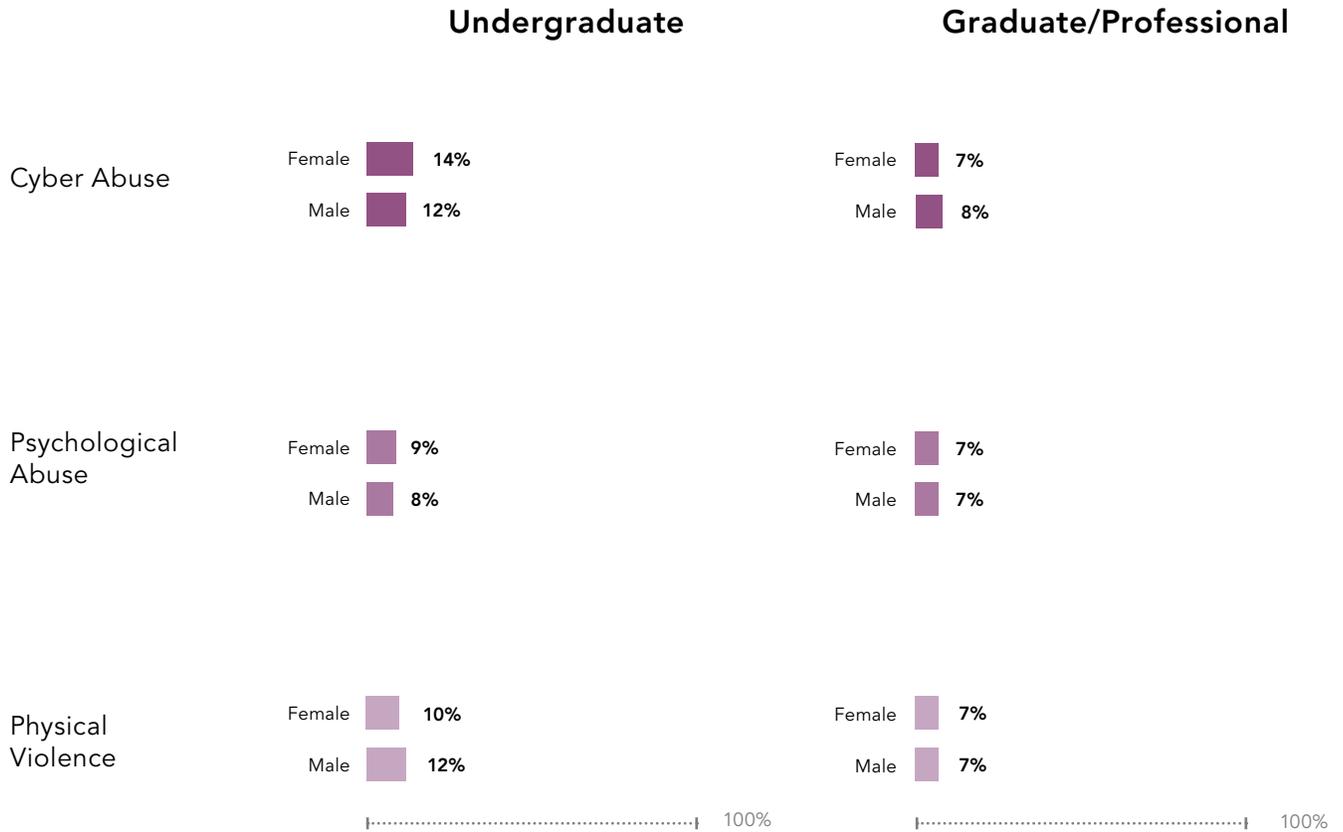
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
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3. These analyses are based on questions posed to victims to "recount one victimization since they had enrolled that 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.
5. Relationship was originally defined in eight mutually exclusive categories. Categories were collapsed into four categories for the analysis. Acquaintance includes a person I met in the last 24 hours and a person I know, not considered a friend.

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



42

— Undergraduate: The margin of error is $\leq \pm 1\%$ at 95% confidence.
 — Graduate/Professional: The margin of error is $\leq \pm 2\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.
 — Findings are relevant to all students at UT academic institutions.

► Understanding the Infographic Data

- Cyber abuse was the most frequent type of dating/domestic abuse or violence reported by students. Fourteen percent of female and 12% of male undergraduates who had been in a dating or marital relationship while at a UT academic institution reported experiencing cyber abuse.
- Ten percent of female undergraduates, 12% of male undergraduates, and 7% of both male and female graduate students who had been in a dating or marital relationship while at a UT academic institution reported experiencing physical violence.

Reporting on Vulnerable Groups

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

- Cyber abuse affected 20% of students identifying as an additional gender who had been in a dating or marital relationship while at a UT academic institution.
- Fifteen percent of bisexual students who had been in a dating or marital relationship while at a UT academic institution reported having experienced physical violence.

Footnotes

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

Findings are relevant to the population of students at UT System academic institutions. 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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Dating/Domestic Abuse and Violence Victim Characteristics^{1,2}

	Female	Male
Reported Minor Injuries Once or More Than Once	56%	35%
Reported Moderate Injuries Once or More Than Once	12%	5%
Reported Serious Injuries Once or More Than Once	4%	1%
Reported Needing Medical Treatment Once or More Than Once	5%	2%
Reported Problems with School Responsibilities Once or More Than Once	36%	19%
Reported Serious Emotional Difficulties Once or More Than Once	61%	32%

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

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



► Understanding the Infographic Data

- Among students who reported physical violence from a previous or current partner, 56% of female students and 35% of male students reported minor injuries once or more than once as a result of victimization.
- Among students who reported physical violence from a previous or current partner, 5% of female students and 2% of male students reported needing medical treatment once or more than once as a result of victimization.
- Among students who reported physical violence from a previous or current partner, 36% of female students and 19% of male students reported problems with school responsibilities once or more than once as a result of victimization.
- Among students who reported physical violence from a previous or current partner, 61% of female students and 32% of male students reported serious emotional difficulties once or more than once as a result of victimization.

Reporting on Vulnerable Groups

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

- Forty-eight percent of students identifying as an additional gender reported minor injuries once or more than once as a result of physical violence victimization from a previous or current partner.
- Fifty-nine percent of students identifying as an additional gender reported serious emotional difficulties once or more than once as a result of physical violence victimization from a previous or current partner.

Footnotes

1. Participants responded to questions based on a 5-point scale (Never, Once, Sometimes, Often, and Choose Not to Answer). Analyses are based on reporting of three collapsed categories (Once, Sometimes, and Often).
2. The survey originally included nine gender identity categories. Because of small sample sizes and to protect participants' anonymity, only Male and Female are shown here. Information about prevalence among additional gender identity categories can be found on the Gender and Sexual Identities page.

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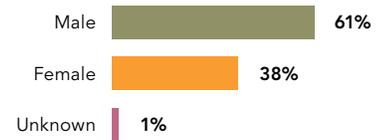
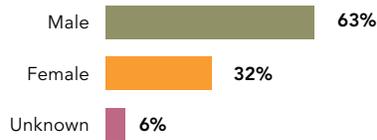
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More About Dating/Domestic Abuse and Violence Perpetration: Cyber and Psychological Abuse¹

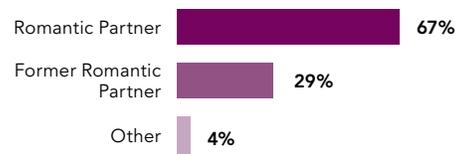
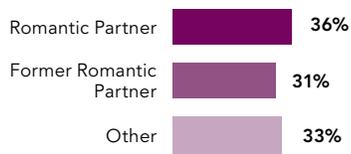
Cyber

Psychological

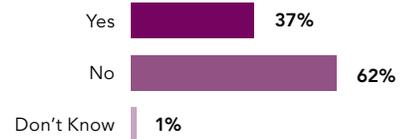
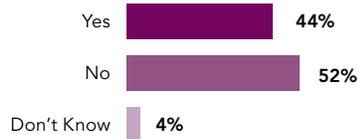
Gender Identity of Perpetrator^{2,3}



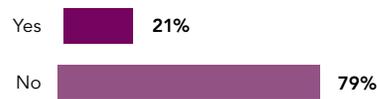
Relationship to Perpetrator⁴



46 Was it a student from the same institution?



Did it happen on campus?



100%

100%



► Understanding the Infographic Data

- Sixty-three percent of cyber abuse perpetrators were male.
- The majority of cyber abuse perpetrators were romantic partners (36%) and former romantic partners (31%).
- The majority of cyber abuse incidents (79%) did not occur on campus.
- Sixty-one percent of psychological abuse perpetrators were male.
- Sixty-seven percent of perpetrators of psychological abuse were romantic partners.
- Sixty-two percent of psychological abuse perpetrators did not attend the same school as the victim.
- Seventy-nine percent of cyber abuse incidents and 84% of psychological abuse incidents did not occur on campus.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. Percentage may not equal 100% because of rounding.
4. 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. For cyber abuse, “Other” is primarily composed of friends and acquaintance.

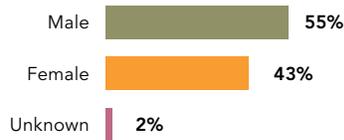
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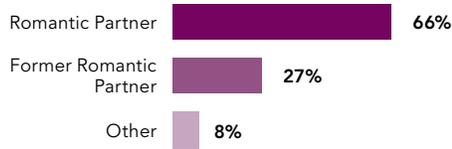
More About Dating/Domestic Abuse and Violence Perpetration: Physical Violence¹

Physical

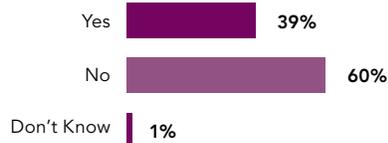
Gender Identity of Perpetrator²



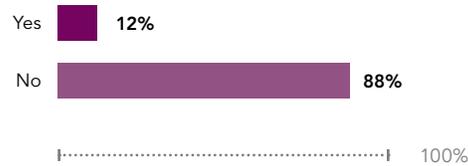
Relationship to Perpetrator^{3,4}



Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Men made up 55% of physical violence perpetrators.
- Sixty-six percent of physical violence perpetrators were romantic partners.
- Eighty-eight percent of physical violence cases did not occur on campus.

Footnotes

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

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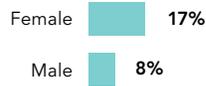
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Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity^{1,2}

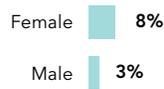
Undergraduate

Graduate/Professional

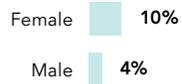
Unwanted Sexual Touching



Attempted Rape



Rape



50

..... 100%

..... 100%

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

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

³ Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- Seventeen percent of undergraduate female students reported having experienced unwanted sexual touching.
- Ten percent of female undergraduates reported having experienced rape since their enrollment.

Reporting on Vulnerable Groups

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

- Thirteen percent of bisexual students reported having experienced rape since their enrollment.

Footnotes

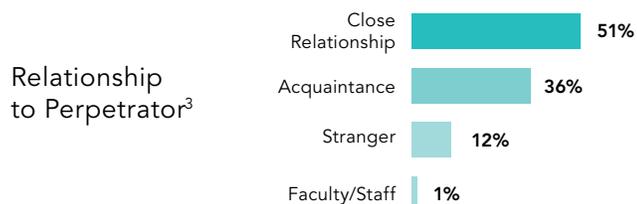
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories, and when possible rates were calculated on all gender identities. Because of small sample sizes and to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

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

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More About Unwanted Sexual Contact Perpetration¹



► Understanding the Infographic Data

- Seventy-three percent of unwanted sexual contact perpetrators were male.
- Most unwanted sexual contact victims had either a close relationship (51%) or acquaintanceship (36%) with the perpetrator.
- Eighty-four percent of unwanted sexual contact cases did not occur 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. Relationship was originally defined in eight mutually exclusive categories. Categories were collapsed into four categories for the analysis. Acquaintance includes a person met in the last 24 hours and a person I know, not considered a friend.

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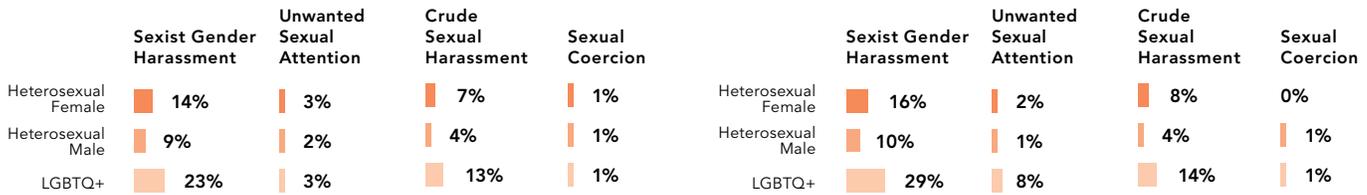
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A Look at Victimization by Gender and Sexual Identities^{1,2}

Undergraduate

Graduate/Professional

Faculty/Staff-Perpetrated Sexual Harassment



Student-Perpetrated Sexual Harassment



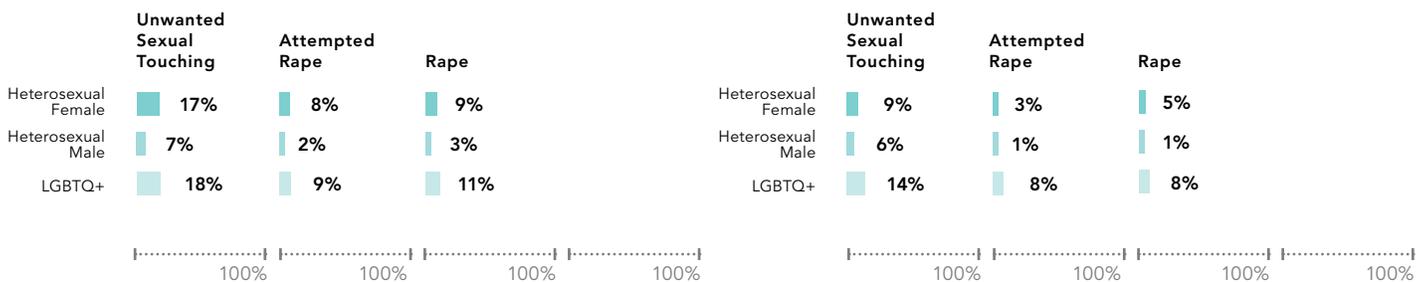
Stalking



Dating/Domestic Abuse and Violence



Unwanted Sexual Contact



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 UT academic institutions.



► Understanding the Infographic Data

- Undergraduate students identifying as LGBTQ+ reported higher rates of victimization than majority students.
- Twenty-nine percent of LGBTQ+ graduate students reported experiencing sexist gender harassment by faculty or staff.
- Forty-three percent of undergraduate and 41% of graduate LGBTQ+ students reported experiencing student-perpetrated sexual harassment.

Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and seven sexual orientation categories. Because of small sample sizes and to protect participants' anonymity, categories were reported as three identities.

Findings are relevant to the population of students at UT System academic institutions. 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.

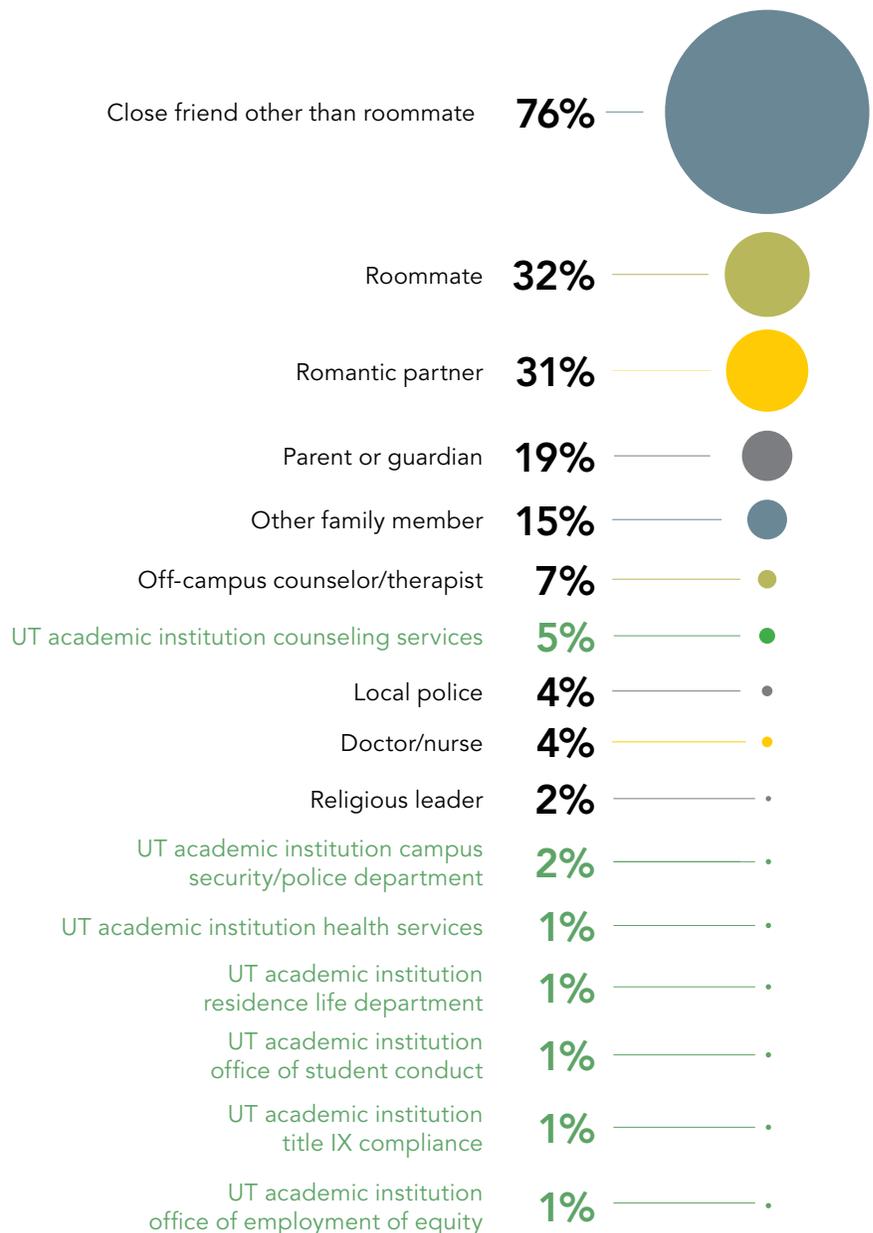
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Disclosing After Victimization

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

72% No **28%** Yes



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

8%
of victims who disclosed told someone at the institution

● Green color indicates university services



► Understanding the Infographic Data

- The majority of victims of sexual harassment, stalking, dating/ domestic abuse and violence and unwanted sexual contact (72%) did not disclose to anyone about the incident prior to taking this survey.
- Among victims who disclosed, the majority disclosed to a close friend other than a roommate (76%).
- Among victims who disclosed, 19% disclosed to their parents or guardians.
- Eight percent of victims who disclosed told someone at their UT academic institution.
- Five percent of victims who disclosed told someone at their UT academic institution's counseling services.
- Four percent of disclosing victims disclosed to local police.

Footnotes

1. Reports to the following campus departments were too small for statistical analysis (lower than 1%) and were not reported in the infographic: office for violence prevention and victim assistance, student legal services, referral to off-campus rape crisis center and bystander intervention program.
2. Percentages may amount to more than 100% because participants could choose from more than one category.

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

Academic

11%

Had to take time off
from school

6%

Needed to
repeat a class

6%

Had to drop
one or more
courses

Financial

5%

Had to take time off
from work

1%

Needed emergency financial
support from the University

1%

Had to pay
for tutoring

58

Services

3%

Needed
medical care

2%

Needed
legal services

1%

Needed victim's
advocacy services

Housing

1%

Needed
housing services

3%

Needed to relocate
to another residence

1%

Needed
emergency shelter



► Understanding the Infographic Data

- Eleven percent of victims had to take time off of school as a result of victimization.
- Five percent of victims had to take time off work as a result of victimization.
- Six percent of victims had to drop at least one course as a result of victimization.
- Three percent of victims had to relocate to another residence as a result of victimization.

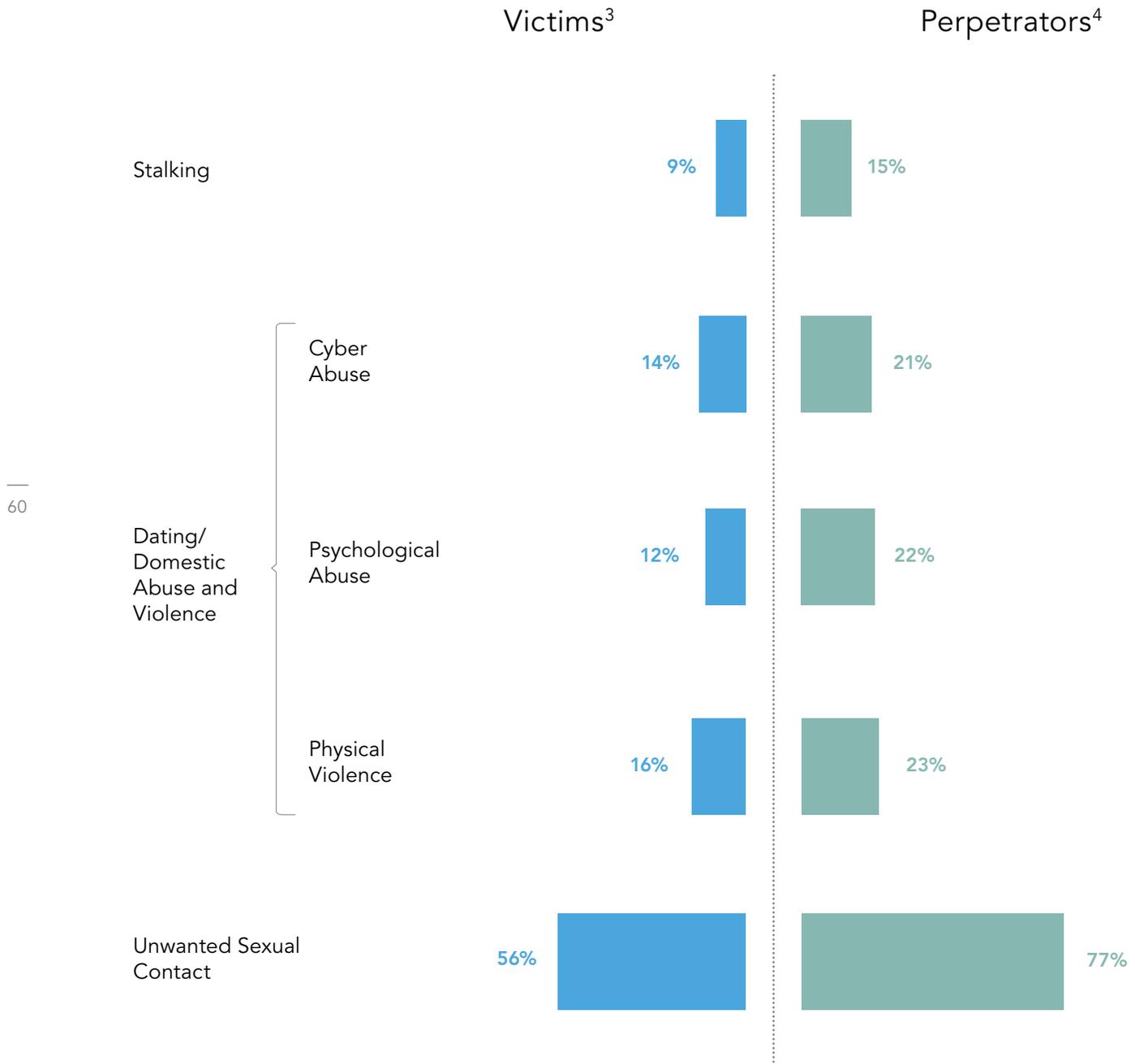
Footnotes

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

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



60



► Understanding the Infographic Data

- Perpetrators used alcohol/drugs more than victims at the time of victimization across all categories of victimization.
- Twenty-two percent of perpetrators and 12% of victims in psychological abuse incidents used alcohol/drugs at the time of victimization.
- Twenty-three percent of perpetrators and 16% of victims in physical violence incidents used alcohol/drugs at the time of victimization.
- Unwanted sexual contact involved alcohol/drug use 56% of the time for victims and 77% of the time for perpetrators.

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. 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. Data presented include only participants who reported the perpetrator using alcohol and/or drugs.

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

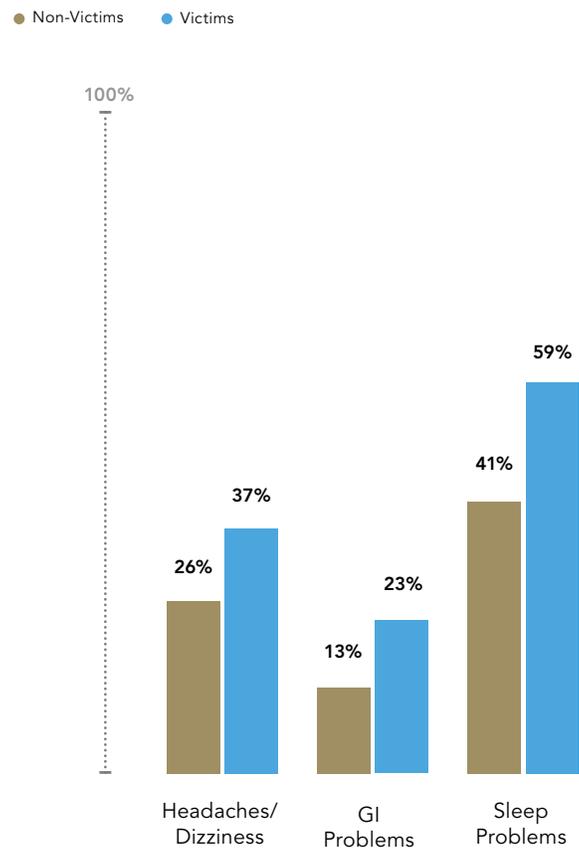
This research study was funded by The University of Texas System Board of Regents. The opinions, findings, and conclusions expressed in this publication are those of the authors and do not necessarily reflect those of The University of Texas System. For questions on this report, please email idvsa@austin.utexas.edu

Students' Health and Well-Being

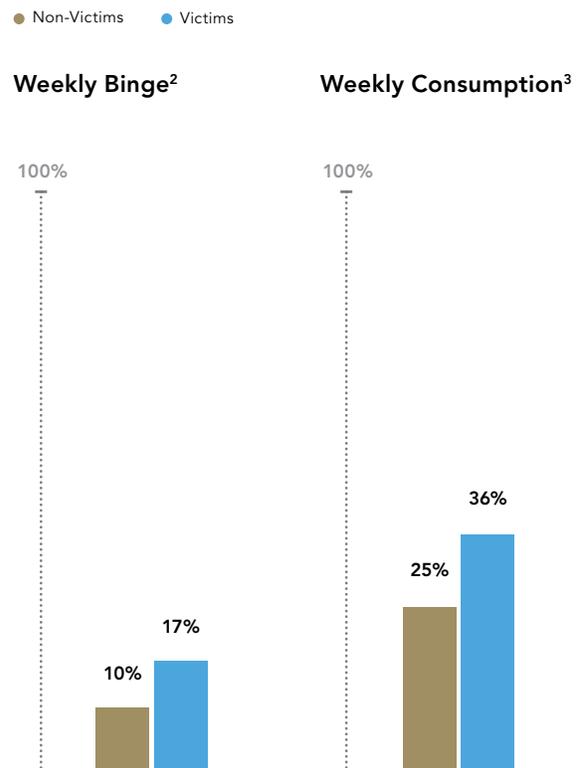
Impact on Mental Health¹



Impact on Physical Health



Impact on Alcohol Consumption



Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- Victims screened positive for depression at more than twice the rate (22%) of non-victims (10%).
- Victims screened positive for post-traumatic stress disorder (PTSD) at twice the rate (24%) of non-victims (12%).
- Victims reported higher overall rates of physical health problems than non-victims. For example, gastrointestinal issues occurred at nearly twice the rate in victims (23%) that they did in non-victims (13%).
- Victims consumed alcohol weekly (36%) and binge drank weekly (17%) at higher rates than non-victims (25% and 10%, respectively).

Footnotes

1. The CLASE survey included validated scales that assess for depression and post-traumatic stress disorder (PTSD) symptoms. Participants who screened positive for PTSD and depression symptoms 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 two 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 2 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: everyday). Percentages are calculated on weekly responses.

Findings are relevant to the population of students at UT System academic institutions. 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.

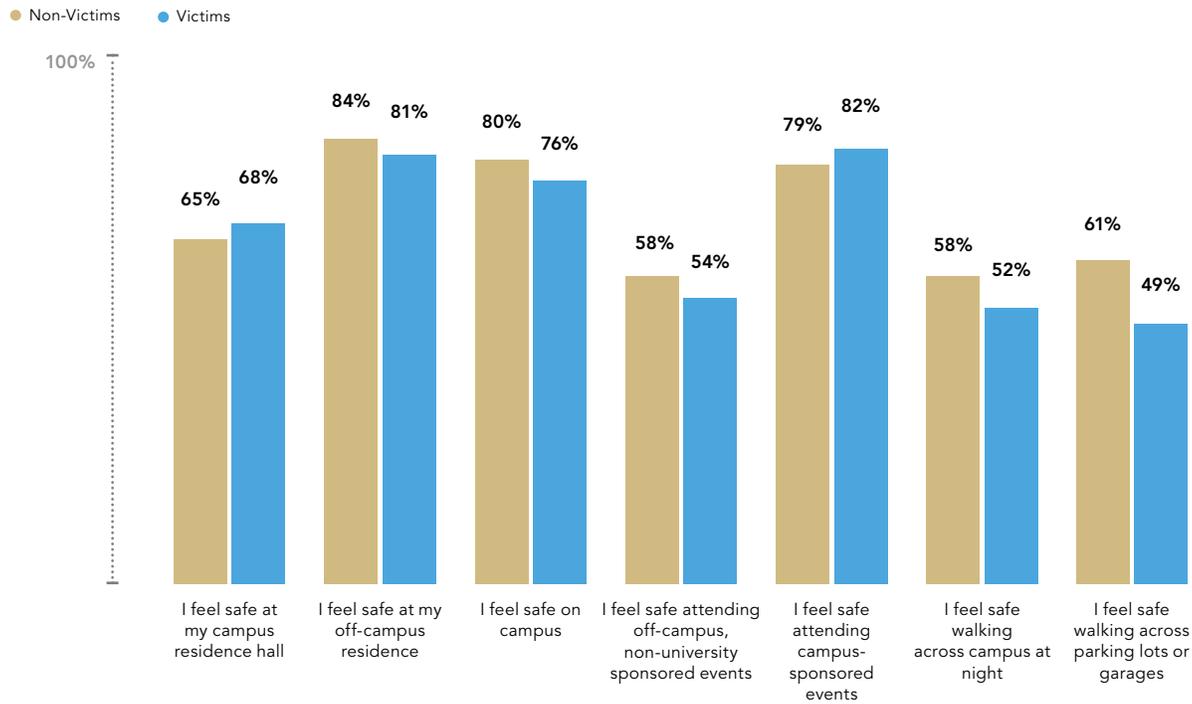
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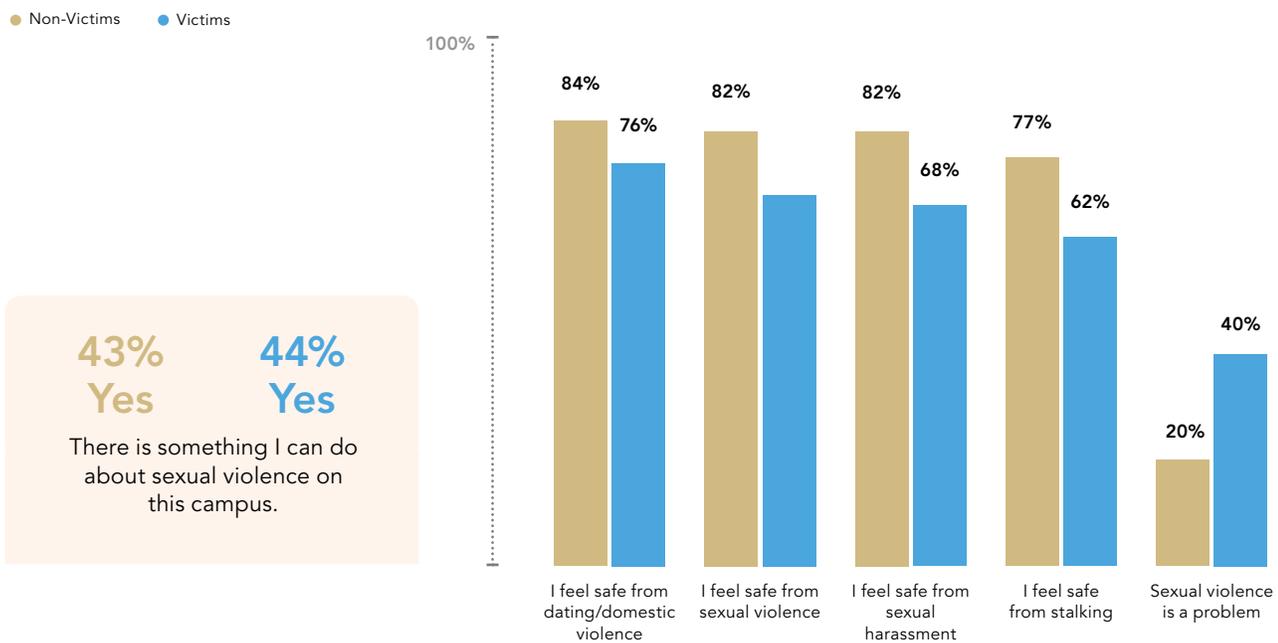
Students' Perceptions of Safety at the Institution

On and Around Campus¹



64

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



¹ Findings are relevant to all students at UT academic institutions.



► Understanding the Infographic Data

- Victimization may impact student perceptions of safety across multiple locations.
- Seventy-six percent of victims and 80% of non-victims reported feeling safe on campus.
- Fifty-two percent of victims and 58% of non-victims reported feeling safe walking across campus at night.
- Sixty-eight percent of victims and 82% of non-victims reported feeling safe from sexual harassment on campus.
- Twice as many victims (40%) as non-victims (20%) believe that sexual violence is a problem at their institution.

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. Sexual violence is used instead of unwanted sexual contact to honor participant endorsement of a perception related specifically to the term sexual violence.

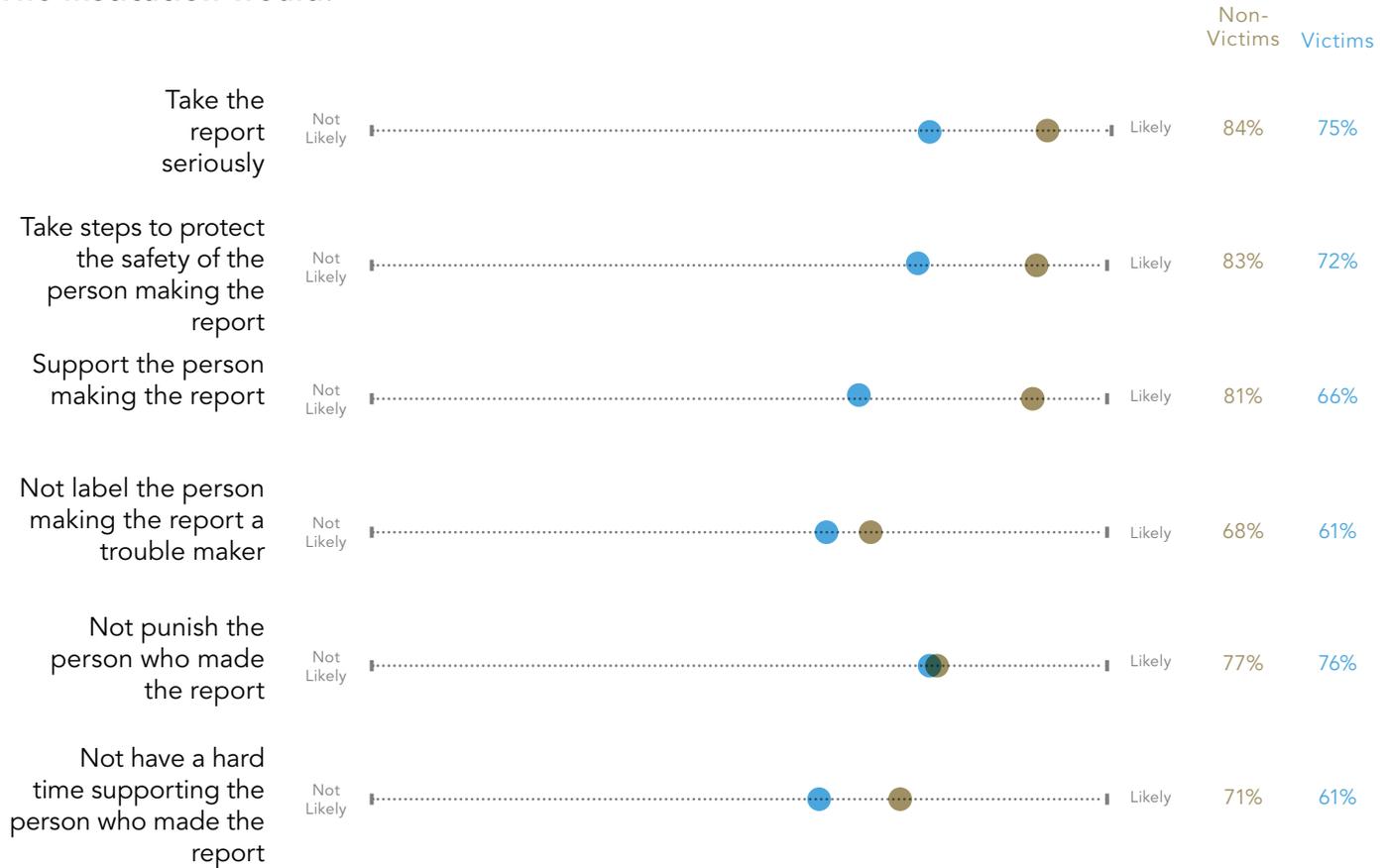
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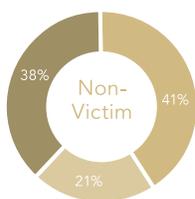
Students' Perceptions of Institutional Response

The institution would:¹



66

Do you know where students get help?²

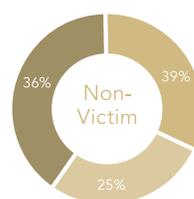


● Yes: **41%**
● No: **21%**
● I don't know: **38%**



● Yes: **40%**
● No: **29%**
● I don't know: **31%**

Do you know what happens after getting help?²



● Yes: **39%**
● No: **25%**
● I don't know: **36%**



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

Findings are relevant to all students at UT academic institutions.
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Institute on Domestic Violence & Sexual Assault

More information about this issue available on the next page.



► Understanding the Infographic Data

- Seventy-five percent of victims and 84% of non-victims reported believing that it is likely that their institution would take their report seriously.
- Seventy-two percent of victims and 83% of non-victims reported believing that it is likely that their institution would take steps to protect the safety of the person making a report.
- Sixty-six percent of victims and 81% of non-victims reported thinking it's likely that their institution would support the person making the report.
- Forty percent of victims and 41% of non-victims reported knowing where students get help for interpersonal violence.
- Thirty-nine percent of non-victims and 30% of victims reported believing they know what happens after getting help for interpersonal violence.

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 System academic institutions. 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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Current Programs

The University of Texas System's Response, Prevention Efforts, and Resources to Address Sexual Harassment, Stalking, Dating/Domestic Violence, and Unwanted Sexual Contact

Coordinated Response

UT System Office of the Director of Police (ODOP)

ODOP is charged with the responsibility of protecting the life and property of individuals who comprise the student body, faculty, and staff of the University of Texas System community. ODOP's mission is to train and mentor the finest university law enforcement officers in the United States who follow evidence-based best practices in the delivery of police services while always respecting the principle purpose of a university: to educate our young people in a safe and secure environment.

UT System Task Force on Student Mental Health and Safety

The Task Force on Student Mental Health and Safety released a report in June 2014 that reviewed current campus practices and appropriate institutional responses to worrisome student behavior. The Task Force developed recommendations in the structure of Behavioral Intervention Teams (BITs) and

identified entry points to mental health support that address the unique needs of students. The task force recommendation to create a BIT at UT institutions was adopted by the UT System Board of Regents.

UT System Task Force on Hazing and Alcohol

The Task Force on Hazing and Alcohol released a report in 2014 with an array of evidence-based practices that target campus organizations and constituencies in an effort to change campus culture concerning hazing and high-risk drinking behavior.

Policy

UTS184 Consensual Relationships

The University of Texas System's Consensual Relationships policy requires UT System institutions and the UT System Administration to adopt policies addressing consensual relationships. The policy also requires that one or more offices be designated as offices where students, faculty, and employees can obtain advice about sexual harassment, sexual

assault, and consensual relationships and that UT System Administration and each institution develop robust information and training programs for all faculty, staff, and students.

INT134 Sexual Harassment and Misconduct

The Sexual Harassment and Misconduct policy was established to create an environment free from sexual misconduct. The policy applies to all employees, visitors, and applicants for employment at the UT System. It also prohibits retaliation and ensures confidentiality, to the extent permitted by law, while also providing a complaint procedure.

ODOP Policy #421 - Sexual Assault Response and Investigation

The first sexual assault response and investigation policy researched and published by the UT System ODOP, *ODOP Policy #421 - Sexual Assault Response and Investigation*, reaffirms the commitment of UT System Police to appropriately respond to and investigate reports of sexual assault.

Professional Training

Bi-Annual Compliance Training Module

The training module is a mandatory sexual harassment and equal employment opportunity training for all UT System Administration employees with core material provided by the Texas Workforce Commission, Civil Rights Division, and the Texas Administrative Code 202.

The Blueprint for Campus Police: Responding to Sexual Assault

The *Blueprint* is a 170-page evidence-based law

enforcement guide about responding to campus sexual assault. The *Blueprint* is a collaboration of the Office of the Director of Police and the Institute on Domestic Violence & Sexual Assault.

Training for Law Enforcement

In 2015 the Sexual Assault and Family Violence Investigation Course was hosted and instructed for the first time at the University of Texas System Police Academy.

Awareness, Prevention, and Education Efforts

Bystander Intervention and Protocol Initiative

In 2015 the UT System launched a three-year initiative to teach students intervention strategies to help prevent suicides, sexual assaults, high-risk drinking, hazing, hate speech, and academic dishonesty. The Board of Regents allocated \$1.4 million to fund the System-wide initiative with the goal of teaching students how to keep their peers healthy and safe. Regents approved \$1.1 million to fund crisis hotlines for each of the UT System's academic and health institutions for the next five years.

Alcohol Prevention, Education, and Recovery Program

The University of Texas System sets the national standard for student wellness and safety programs and has extended that commitment through its continuous funding and expansion of alcohol prevention, education, and recovery programs across all UT academic campuses.

Research

CLASE Study

In 2015 The University of Texas System funded the \$1.7 million multiyear Cultivating Learning and Safe Environments (CLASE) study on unwanted sexual contact, dating/domestic abuse and violence, stalking, and sexual harassment at 13 of its academic and health institutions. The study is currently being conducted by researchers at The Institute on Domestic Violence and Sexual Assault at UT Austin's School of Social Work for The University of Texas System. The study will range from online questionnaires for students, surveys and focus groups of faculty, staff, and campus law enforcement; and a four-year cohort study of entering freshman at The University of Texas at Austin to identify the psychological and economic impact of sexual violence. This report is the result of the first initiative of the CLASE study in which a representative sample of students anonymously answered questions about the campus climate around unwanted sexual contact, sexual harassment, stalking, dating/domestic abuse and violence, and their on-campus victimization experiences.

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Next Steps

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Next Steps

The University of Texas System is invested in eliminating any obstacles that may interfere with students' success or well-being. This list of recommendations is in response to the findings of the CLASE study.

Background

The University of Texas System academic institutions approach sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact with a road map of bold yet achievable short- and long-term solutions. These innovative strategies communicate the highest standards of conduct throughout the UT System academic institutions and emphasize a commitment to reject behaviors of intimate and interpersonal violence and any cultural nuances that encourage their existence. Student safety and well-being and students' educational achievements are the ultimate goals.

The Cultivating Learning and Safe Environments (CLASE) findings revealed that students' victimization (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact) during college or graduate school impacts their physical and mental health. The findings do not suggest UT System institutions are ignoring these violences. UT System institutions are inter-

ested and committed to understanding the prevalence of these issues among their students with the aim to further enhance programs and services. The institutions are committed to ensuring that every student has the right to receive their education free of discrimination, harassment, and violence. UT System administrators and faculty have committed both short- and long-term strategies to eliminating the barriers to student success, particularly those that are preventable.

Part 3 of this report detailed existing programs and services currently available at UT System academic institutions. This section—Part 4—focuses on three strategies designed to further mitigate sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact. These three strategies were developed as a result of both knowledge gained from the survey findings and the collaborative process with institutional stakeholder groups.

Strategy #1: Build Champions, Resonate Broadly, and Shift Culture

The UT System institutions and their community members have become champions for transformation in their communities by understanding that silence and stigmatization have too often forced victims, accused students, and the professionals who serve them to address these issues in isolation. By broadening conversations and strengthening prevention and response efforts, institutions can change overall campus climate.

These issues and their impacts are social problems that belong to our communities (in this case, the institutions of learning) and are best solved through collaborative-driven solutions.

Implementation steps include:

1. Engaging institutional leaders in annual strategic goals,
2. Building faculty leadership, responsibility and involvement,
3. Involving parents, alumni, and other non-residential stakeholders,
4. Involving student leaders and student organizations as active participants.

Strategy #2: Move Forward Through the Lens of Intersectionality

Conversations about student safety and well-being should go beyond physical safety. Responding to sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact can be challenging. These intimate and interpersonal violence acts do not happen in a vacuum; their intersectionality with other social issues is well documented. Because of this, ending intimate and interpersonal violence is one of the toughest societal issues for us to solve and must be approached through an intersectional lens. These issues intersect with other complex facets of students' lives, such as underage and binge drinking and ongoing relationships between offenders and victims. These are next steps related to CLASE.

Implementation steps include:

1. Addressing issues of substance use, alcohol use, and binge and underage drinking,
2. Addressing the intersectionality of intimate and interpersonal violence with other issues of oppression and discrimination (such as homophobia and racism) through intentional programming,
3. Acknowledging historical barriers to reporting and building innovative reporting pathways and access to services.

Strategy #3: Reexamine and Rethink the Delivery of Programs, Services, and Policies

Proposed value-based solutions include a responsibility to self and to others; the provisions of trauma-informed, victim-centered services; and a duty to implement a thoughtful, balanced system that protects student victims and the liberties of students who are accused. Programs, services, and policies are best implemented when they are informed by institutional values and receive deliberate re-evaluation. Programs and services must be relevant, evidence-informed, and have time to take shape and be evaluated. Of equal priority is to evaluate our own educational programs to discover how to improve content and delivery. Knowledge, skill, and attitude development around intimate and interpersonal violence help to improve institutional climate and daily interactions for the entire college community including administrators, faculty, staff, students, and other stakeholders.

Implementation steps include:

1. Conducting a program inventory and needs assessment,
2. Engage faculty, residents, postdoctoral fellows and TAs/GRAs about issues protected under Title IX through more comprehensive and innovative trainings,
3. Developing intervention and training programs for those receiving disclosures (such as roommates, partners, and friends),
4. Providing services locally (e.g. appoint deputy Title IX in schools, departments, and/or programs),
5. Developing specialized units to meet the needs of vulnerable students (such as freshman and LG-BTQ+ students);
6. Developing specialized programs for parent involvement,
7. Providing support systems locally (e.g. assign care counselors in schools, departments, and/or programs),
8. Developing collaborative relationships between multicultural organizations and institutional services for marginalized and underrepresented groups (victims and accused students),
9. Enforcing sanctions on egregious behaviors that violate Title IX legislation and institutional codes of student conduct.

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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
Faculty/Staff-Perpetrated Sexist Gender Harassment			
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	14%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ¹	All	36%	9.3%
Faculty/Staff-Perpetrated Crude Sexual Harassment			
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	7%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
Faculty/Staff-Perpetrated Unwanted Sexual Attention			
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	3%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
Faculty/Staff-Perpetrated Sexual Coercion			
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	1%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
Faculty/Staff-Perpetrated Sexual Harassment Overall Rate			
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	Undergraduate	29.9%	27%
	Graduate	32.9%	41%

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

²Penn State Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from [https://studentaffairs.psu.edu/assessment SMCS/](https://studentaffairs.psu.edu/assessment%20SMCS/)

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

Table 2: Student-Perpetrated Sexual Harassment

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	25%	14.1%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	64.5%	27%
	Graduate	41.4%	41%
Student-Perpetrated Sexual Harassment Subscale Rates			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ^{2,3}	Sexist Gender Harassment	All	56.9%
	Crude Gender Harassment	All	45.6%
	Unwanted Sexual Attention	All	23.5%
	Sexual Harassment via Electronic Communication	All	24.5%

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

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

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

Table 3: Stalking

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	13%	14.1%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	20.7%	27%
	Graduate	11.7%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	9.4%	9.3%

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

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

Table 4: Dating/Domestic Abuse and Violence

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

Study Title	Student Classification	Prevalence Findings			Response Rate
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	12%	9%	10%	14.1%
		Psychological Abuse & Physical Violence ¹			
2015 Penn State Sexual Misconduct Climate Survey: University Park ²	Undergraduate		11.5%		27%
	Graduate		7.2%		41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ³	All		9.4%		9.3%

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

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

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

Additional Information

Table 5: Unwanted Sexual Contact

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

Study Title	Student Classification	Student Gender	Prevalence Findings	Response Rate
Unwanted Sexual Touching				
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	All	12%	14.1%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	All	20.5%	27%
	Graduate		7.5%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	Female	32.9%*	9.3%
		Male	12.5%*	
Attempted Rape				
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	All	5%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
Rape				
2017 Cultivating Learning and Safe Environments - UT Academic Institutions	All	All	6%	14.1%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
Penn State Overall Rate for Attempted Rape and Rape				
2015 Penn State Sexual Misconduct Climate Survey: University Park ³	Undergraduate	All	18.1%	27%
	Graduate		6.7%	41%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Information

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

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

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

¹ If it adversely affects employment or education.

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

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

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

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

Additional Information

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

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

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

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

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

Additional Information

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

Additional Information

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

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

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

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

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

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

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

Additional Information

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

Subscale: Attempted Rape

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

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

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

² If totality of circumstances creates a hostile environment.

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

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

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School of Social Work
Institute on Domestic Violence & Sexual Assault

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