

The background of the entire page is a large, stylized tree. The trunk and branches are dark grey, and the leaves are represented by numerous small, light grey human figures in various poses, some with arms raised, some holding hands, and some in dynamic, dancing-like stances. The overall effect is one of a vibrant, community-oriented forest.

Key Findings from the

#iSPEAK

Campus Climate Survey:

**Robert Wood Johnson Medical School
at Rutgers Biomedical and
Health Sciences**

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OCTOBER 2020

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Table of Contents

Table of Contents	1
Figures	2
Executive Summary	3
Full Report	6
INTRODUCTION	6
FINDINGS	8
BASIC DEMOGRAPHICS	8
SEXUAL HARASSMENT	11
Sexual harassment committed by faculty/staff	12
Sexual harassment committed by students	16
Experiences of gender harassment	21
Other forms of discrimination	22
Witnessing sexual harassment	23
UNWANTED SEXUAL CONTACT	24
PERCEPTIONS OF UNIVERSITY AND STUDENTS	26
Perceptions of the university	26
Perceptions of fellow students' reactions to sexual misconduct	27
AWARENESS OF RESOURCES AND KNOWLEDGE OF WHAT TO DO IN CASES OF UNWANTED SEXUAL CONTACT	28
Awareness of resources	28
Knowledge of what to do in cases of unwanted sexual contact	29
Participation in sexual misconduct-related prevention education/activities	30
Acceptance of rape myths	30
OUTCOMES ON STUDENT ACADEMICS AND HEALTH	32
Attitudes about being an RBHS student	32
Academic disengagement	33
General mental health status and well-being of RBHS students	34
Overall health of students	35
LIMITATIONS	36
CONCLUSION	37
Acknowledgements	38
Glossary of Terms	39
References	41

Figures

Figure 1. Gender Identity of Sample	8
Figure 2. Race/Ethnicity of Sample	9
Figure 3. Sexual Orientation of Sample	9
Figure 4. Campus Affiliation of Sample	10
Figure 5. Year in Program for Sample	10
Figure 6. Rates of Sexual Harassment Committed by Faculty/Staff	12
Figure 7. Among Those Who Experienced Sexual Harassment Committed by Faculty/Staff, Did Anyone Witness the Most Serious Incident?	13
Figure 8. To Whom Did Participants Disclose the Most Serious Incident of Sexual Harassment Committed by Faculty/Staff?	14
Figure 9. Reasons for Non-Disclosure of Sexual Harassment Committed by Faculty/Staff	15
Figure 10. Reasons for Not Filing a Formal Complaint After Harassment Committed by Faculty/Staff.....	15
Figure 11. Rates of Sexual Harassment Committed by Students	16
Figure 12. Among Those Who Experienced Sexual Harassment Committed by Students, Did Anyone Witness the Most Serious Incident?	17
Figure 13. To Whom Did Participants Disclose the Most Serious Incident of Sexual Harassment Committed by Students?.....	18
Figure 14. Reasons for Non-Disclosure of Sexual Harassment Committed by Students.....	19
Figure 15. Reasons for Not Filing a Formal Complaint After Harassment Committed by a Student.....	20
Figure 16. Average Scores on Gender Harassment Scale	21
Figure 17. Rates of Experienced Identity-Based Discrimination	22
Figure 18. Bystander Witnessing Harassment.....	23
Figure 19. Rates of Unwanted Sexual Contact	24
Figure 20. Has Anyone You Know Experienced Unwanted Sexual Contact?.....	25
Figure 21. Disclosure from Other Students	25
Figure 22. Perceptions of How University Would Handle a Report of Sexual Misconduct	26
Figure 23. Perceptions of How Peers Might React to Someone Reporting an Incident of Sexual Misconduct.....	27
Figure 24. Awareness of Resources Related to Sexual Misconduct	28
Figure 25. Perceived Efficacy/Knowledge About What to Do in Cases of Sexual Misconduct	29
Figure 26. Participation in Sexual Misconduct-Related Prevention Education/Activities	30
Figure 27. Acceptance of Rape Myths	31
Figure 28. Academic Satisfaction	32
Figure 29. Academic Disengagement	33
Figure 30. Self-Reported Mental Well-Being of Students	34
Figure 31. Self-Reported Overall Health of Students	35

Executive Summary

In the Spring of 2019, the Center on Violence Against Women and Children (VAWC) piloted the *#iSpeak* campus climate survey at two Rutgers Biomedical and Health Sciences (RBHS) schools—New Jersey Medical School (NJMS) and the School of Public Health (SPH)—to assess the climate around sexual misconduct. After a successful pilot, in the Spring of 2020 VAWC and RBHS conducted a comprehensive assessment of the climate around sexual misconduct at five additional RBHS schools: Robert Wood Johnson Medical School, Rutgers School of Dental Medicine, the School of Health Professions, the School of Nursing, and the School of Graduate Studies. The campus climate assessment implemented at RBHS contributes to the ongoing campus climate assessment work that began at Rutgers University in 2014.¹

This report presents the findings of the survey for **Robert Wood Johnson Medical School (RWJMS)**. The campus climate survey contained seven sections: 1) basic demographics; 2) experiences of sexual harassment from faculty and students; 3) experiences of discrimination; 4) experiences of unwanted sexual contact; 5) perceptions of the university and fellow students; 6) awareness of resources, knowledge of what to do in cases of sexual misconduct, and participation in sexual misconduct-related education/activities; and 7) attitudes about sexual misconduct. The survey was based on the Not Alone toolkit from The White House Task Force to Protect Students from Sexual Assault[1] and the Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey Instrument[2]. Our measure of sexual harassment is in line with the recommendations from the National Academies of Sciences, Engineering, and Medicine 2018 report on the sexual harassment of women[3].

All students enrolled in Robert Wood Johnson Medical School at RBHS during the 2020 Spring Semester were invited to participate in the survey. Prior to administering the survey, an Advisory Board was created to assist with both the development of outreach measures to promote the survey to students and to guide subsequent action planning based on the results of the survey. The Advisory Board is comprised of several key stakeholders from multiple departments across the school.

In total, 283 students participated (a 38.8% response rate)² as a result of valuable input from the advisory board that informed an extensive outreach and recruitment plan. About 59.6% of the sample identified as women, and the sample was diverse in terms of race/ethnicity, which reflects the student body at Robert Wood Johnson Medical School (RWJMS).

¹ For more information regarding campus climate assessments, please visit the Center on Violence Against Women and Children (VAWC), at <http://vawc.rutgers.edu>.

² While 283 students participated in the survey, one participant was excluded from the analytic sample for a total sample size of 282. Although 282 participants were included in the sample, not all participants answered every question. Therefore, table numbers may not always add up to 282.

The following executive summary highlights key findings from the survey for Robert Wood Johnson Medical School (RWJMS). A full report of findings follows the summary.

- **Key finding #1: 52.1% of participants reported an experience of sexual harassment from faculty and/or students, but very few reported the experience to RBHS.**
 - Participants indicated how often they had experienced several sexual harassment behaviors committed by faculty and students: sexist gender hostility (e.g., “treated you differently because of your gender”), crude gender harassment (e.g., “repeatedly told sexual stories or jokes that were offensive to you”), unwanted sexual attention (e.g., “made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it”), and sexual coercion (e.g., “treated you badly for refusing to have sex”).
 - About half of participants (52.1%) reported at least one experience of sexual harassment committed by faculty/staff and/or students; sexist gender hostility was the most common type of harassment experienced by both women and men. Women were more likely than men to experience sexual harassment committed by faculty/staff and/or students.
 - Very few participants who experienced sexual harassment disclosed to a formal resource on campus (e.g., Resident Advisor, Office for Violence Prevention and Victim Assistance [VPVA], Title IX Compliance, etc.).

- **Key finding #2: Students who experienced sexual harassment didn’t disclose to anyone because they didn’t think it was serious enough to tell. Some also feared it would affect their careers or academics.**
 - Participants who indicated that they experienced sexual harassment from faculty/staff and/or students but did not disclose the experience to anyone were asked why they did not disclose. The most common reason for not disclosing both faculty/staff and student harassment was that the participant did not think it was serious enough to disclose (about 73.1% cited this as a reason for not telling anyone about an incident of faculty/staff harassment and 66.0% not telling anyone about an incident of student harassment).
 - Among participants who experienced sexual harassment from faculty/staff, a little less than half reported that they did not disclose to anyone because they had concerns for their privacy (41.8%) or they believed nothing would be done (23.9%).

- **Key finding #3: Many participants who experienced sexual harassment reported that at least one other person witnessed the incident, but many did nothing to intervene.**
 - Between 40.5% to 48.7% of participants who experienced sexual harassment from faculty/staff and/or students reported that at least one other person witnessed the incident, but did nothing to intervene.

- **Key finding #4: Unwanted sexual contact since coming to RBHS was relatively uncommon, but many participants reported experiencing unwanted sexual contact prior to attending RBHS.**



- In addition to sexual harassment, students were asked about their experiences with unwanted sexual contact. Students were asked six questions about whether they had experienced various types of unwanted sexual contact since coming to RBHS using a scale validated by the Bureau of Justice Campus Climate Validation Study[12]. Participants were also asked whether they had experienced unwanted sexual contact before coming to RBHS.
- Unwanted sexual contact since coming to RBHS was relatively uncommon (4.8% of women participants and 1.9% of men participants). However, some students reported an experience of unwanted sexual contact before coming to RBHS (17.3% of women participants and 6.5% of men participants).

➤ **Key finding #5: Participants perceived RBHS’s response to reports of sexual misconduct positively.**

- Students reported relatively high confidence in the institution’s ability to handle incidents of sexual misconduct (including sexual harassment and unwanted sexual contact). Despite relatively high confidence, the majority of participants who experienced sexual harassment did not disclose to a formal resource on campus.

➤ **Key finding #6: Participants were somewhat aware of resources.**

- Participants rated their awareness of several resources on campus related to sexual misconduct. A total of 39.3% of students indicated that they were very or extremely aware of Title IX and 37.3% of students indicated they were very or extremely aware of the Office for Violence Prevention and Victim Assistance (VPVA). Very few students (19.4%) were aware of the Office of Employment Equity, which is where incidents of harassment committed by faculty/staff would be reported.

Full Report

INTRODUCTION

The issues of sexual violence and harassment against students at institutions of higher education (IHE) have gained growing attention in recent years. In one of the largest national studies, the Association of American Universities (AAU) surveyed students at 27 IHEs and found, on average, 11.7% of students, including 23.1% of women undergraduates, experienced nonconsensual sexual contact by force or incapacitation[5]. Research has also shown that experiences of sexual harassment are common at IHEs. Using data from two large university systems, researchers from the National Academies of Science, Medicine, and Engineering estimate that rates of sexual harassment of students range from 20-50%. Moreover, women, and especially women in Sciences, Engineering, and Medicine, are more likely than men to experience sexual harassment at IHEs[3].

Rutgers University began administering campus climate surveys on its campuses in 2014, beginning with Rutgers University—New Brunswick. In the Spring of 2019, the Center on Violence Against Women and Children (VAWC) piloted the *#iSpeak* campus climate survey at two Rutgers Biomedical and Health Sciences (RBHS) schools —New Jersey Medical School (NJMS) and the School of Public Health (SPH)—to assess the climate around sexual misconduct. After a successful pilot, VAWC and RBHS conducted a comprehensive assessment of the climate around sexual misconduct at five additional RBHS schools: Robert Wood Johnson Medical School, Rutgers School of Dental Medicine, the School of Health Professions, the School of Nursing, and the School of Graduate Studies. The survey was based on the *Not Alone* toolkit from the White House Task Force to Protect Students from Sexual Assault [1] and the Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey Instrument[2]. This measure of sexual harassment is consistent with the recommendations from the National Academies of Sciences, Engineering, and Medicine 2018 report on the sexual harassment of women [3]. Campus climate surveys have now been conducted across all four of the Rutgers’ campuses, with more than 22,000 student responses collected.

This report presents the results for most questions from the survey for **Rutgers Robert Wood Johnson Medical School (RWJMS)**. When appropriate, comparisons are made between women, men, and by race/ethnicity. In some cases, the results are not tabled because the sample size is too small to make meaningful conclusions. In many cases, the percentages in the table do not total to 100% due to missing data from some participants.

METHOD

The survey used in this study was based on validated tools from the *Not Alone* toolkit from the White House Task Force to Protect Students from Sexual Assault[1] and the ARC3 Campus Climate Survey Instrument[2].The tool was developed using an extensive vetting process by the research team over the course of several years. This process began in 2014, when the White House Task Force and the U.S. Department of Justice’s Office on Violence Against Women (OVW) invited VAWC to pilot a campus climate survey developed by OVW regarding students’ experiences, behaviors, and attitudes related to

sexual violence. Since 2014, the survey has been modified for use on all Rutgers University campuses as well as at other institutions and includes modules on sexual violence, sexual harassment, and dating violence.

In Spring 2019, the survey was modified again for use at Rutgers Biomedical and Health Sciences (RBHS) at the New Jersey Medical School and the School of Public Health and then further adapted and administered to the five additional RBHS schools in Spring 2020. All adaptations were implemented to tailor the tool to the specific campuses (e.g., adding in questions about the awareness of school-specific offices and resources). To inform the survey modifications, data was collected through two other means, including a resource and policy scan and student focus groups. The survey development process mirrored the process of the campus climate assessments conducted at Rutgers–New Brunswick, Camden, and Newark.

For the 2019 RBHS pilot project, a resource and policy scan was conducted prior to the administration of the survey. The purpose of the resource and policy scan was to systematically document the available resources, programs, policies, and protocols related to sexual misconduct at RBHS. The resource and policy scan was also used to tailor the survey tool to RBHS-specific resources.

Before the 2019 RBHS pilot survey was administered, 12 students from the New Jersey Medical School (NJMS) and the School of Public Health (SPH) participated in two focus groups. The purpose of the groups was to collect information about students' understanding and perception of sexual violence and harassment in order to inform the campus climate survey design and educational programming by RBHS.

The third component, the RBHS campus climate pilot survey, was administered in Spring 2019 at the New Jersey Medical School and the School of Public Health, and to five additional RBHS schools in the Spring of 2020. The survey was approved by the Rutgers University Institutional Review Board and was programmed into Qualtrics by Rutgers Institutional Research (IR). All participants took the survey online and were provided with an informed consent form and the option to participate in the survey. The survey was open for a total of four weeks, from February 11, 2020 through March 10, 2020, to allow participants sufficient time to participate as best practices show that keeping the survey in the field for a reasonable length of time is a way to minimize bias [19].³ Prior to administering the survey, an Advisory Board was created to assist with both the development of outreach measures to promote the survey to students and to guide subsequent action planning based on the results of the survey. The Advisory Board is comprised of several key stakeholders from multiple departments across the school. Students were notified about the survey through a range of outreach measures that were developed in collaboration with the Advisory Board, and included direct e-mails, a social media campaign, and posters displayed on campus. All participants received a \$10 Amazon gift card for completing the survey to give potential survey respondents a reason to complete the survey beyond their intrinsic motivation to do so [19].

The RBHS campus climate survey contained seven sections: 1) basic demographics; 2) experiences of sexual harassment from faculty and students; 3) experiences of discrimination; 4) experiences of

³ For more information regarding efforts to reduce bias, please see the [limitations](#) section of this report.

unwanted sexual contact; 5) perceptions of the university and fellow students; 6) awareness of resources, knowledge of what to do in cases of sexual misconduct, and participation in sexual misconduct-related education/activities; and 7) attitudes about sexual misconduct. Whenever possible, validated, reliable, and published scales were used.

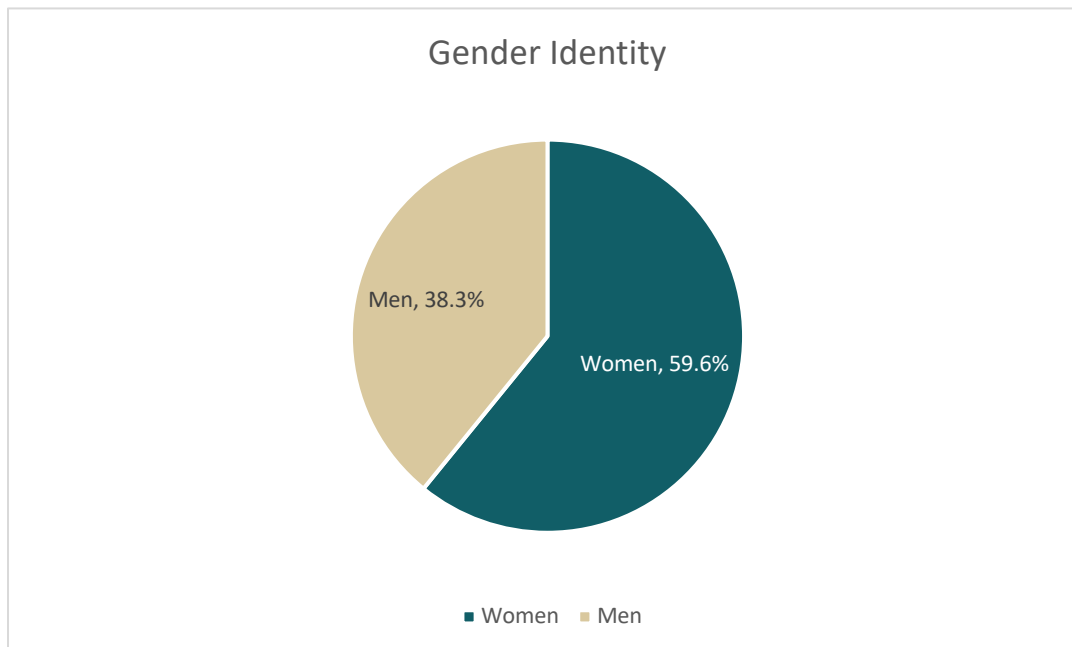
FINDINGS

BASIC DEMOGRAPHICS

In total, 283 students from RWJMS participated in the survey (a 38.8% response rate). Although chi-square analysis indicates that the final analytic sample was not entirely statistically representative of the student population, the group percentages in the sample were fairly similar to those in the population in most categories. 168 participants identified as women⁴ (59.6%; see Figure 1); there was, however, a significant difference between the gender identity of the student body and the analytic sample such that women are overrepresented. The survey sample was diverse in terms of race/ethnicity and is similar to the racial/ethnic background of the RWJMS student population (see Figure 2). Furthermore, there was no significant difference between the ethnicity of the student body and the analytic sample, meaning the sample is representative of the study population for this demographic category.

Most participants identified as heterosexual (see Figure 3). All the participants take classes in Piscataway (see Figure 4). The sample was nearly evenly distributed among first, second, third, and fourth year students (see Figure 5).

Figure 1. Gender Identity of Sample



⁴ While students could select a gender identity other than “man” or “woman” on the campus climate survey, the sample size for those identifying as another gender identity was extremely low; therefore, throughout the report results are broken out for women and men students in order to protect students’ identities.

Figure 2. Race/Ethnicity of Sample⁵

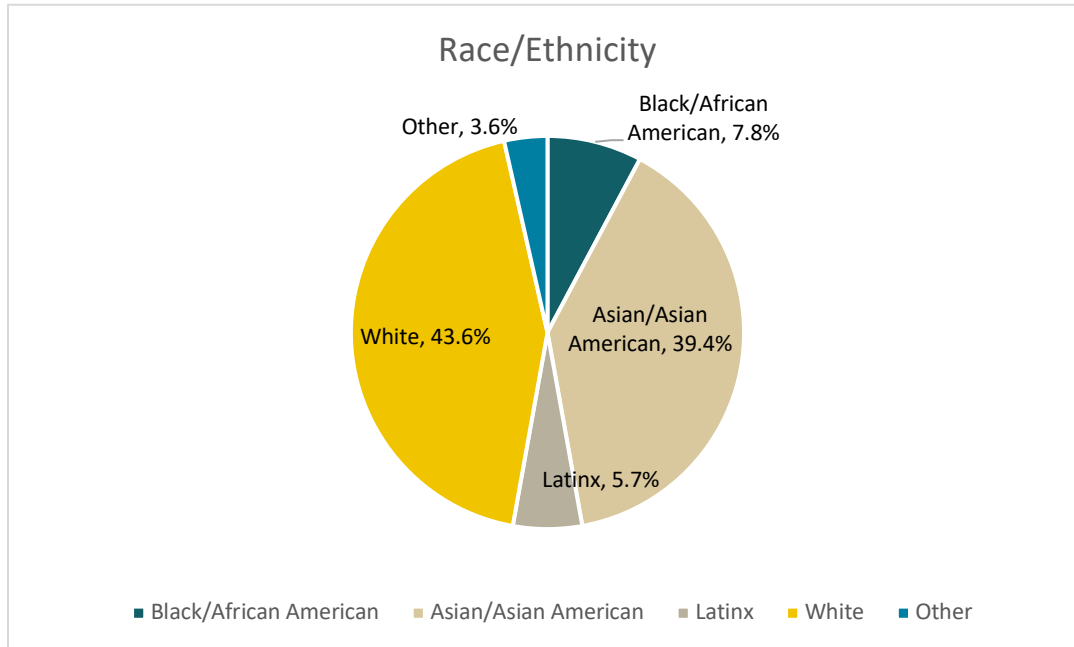
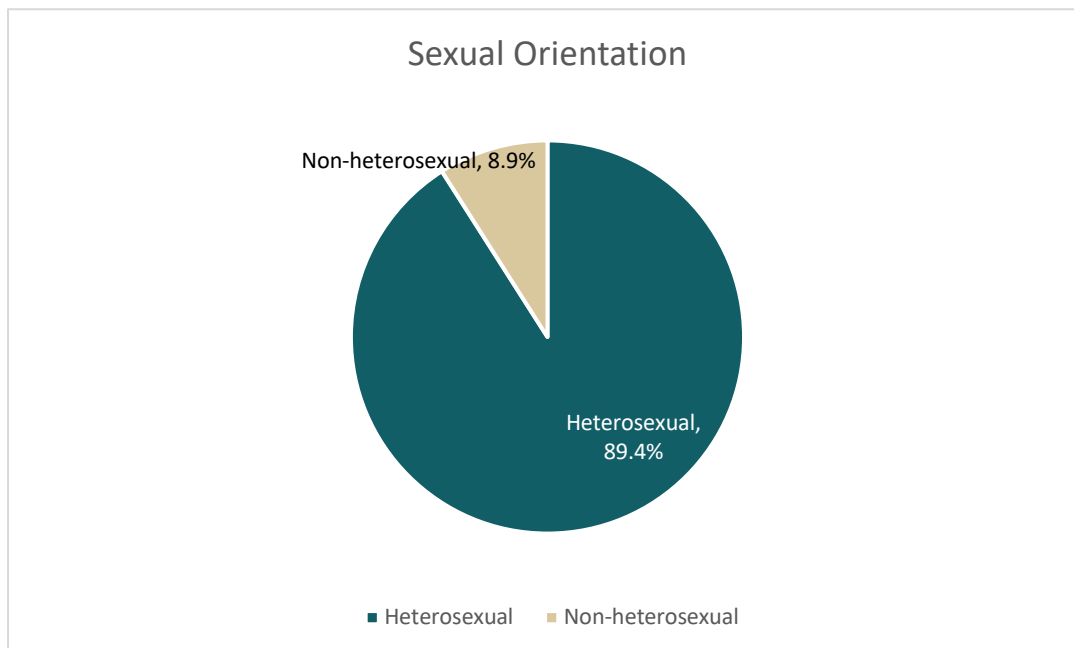


Figure 3. Sexual Orientation of Sample



⁵ The university uses the term "Hispanic," but we are using Latinx in this report.

Figure 4. Campus Affiliation of Sample

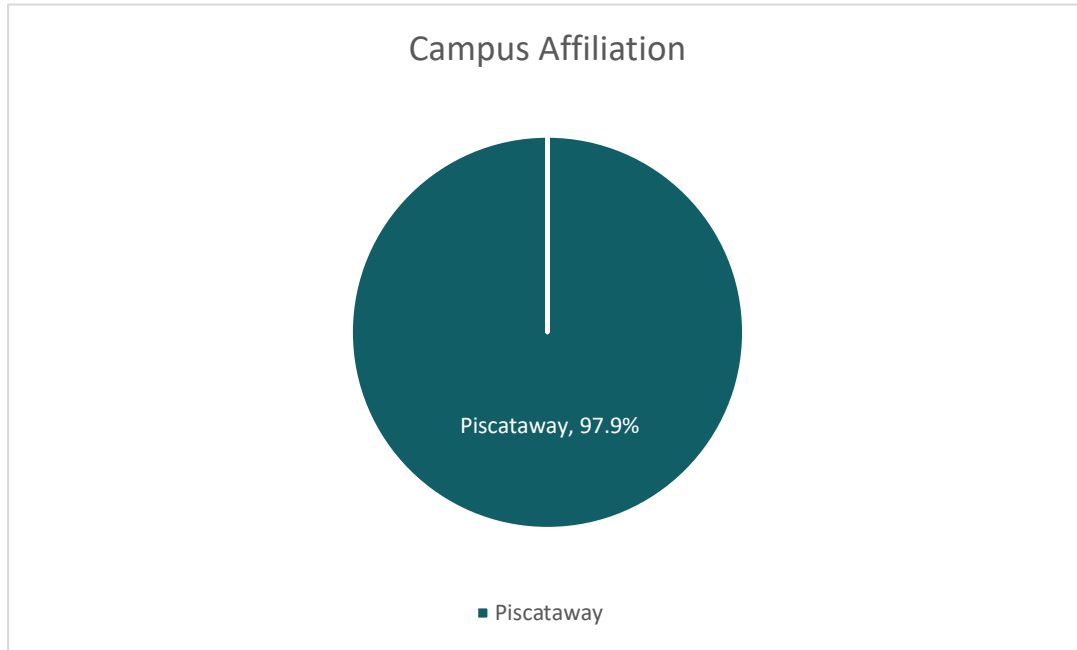
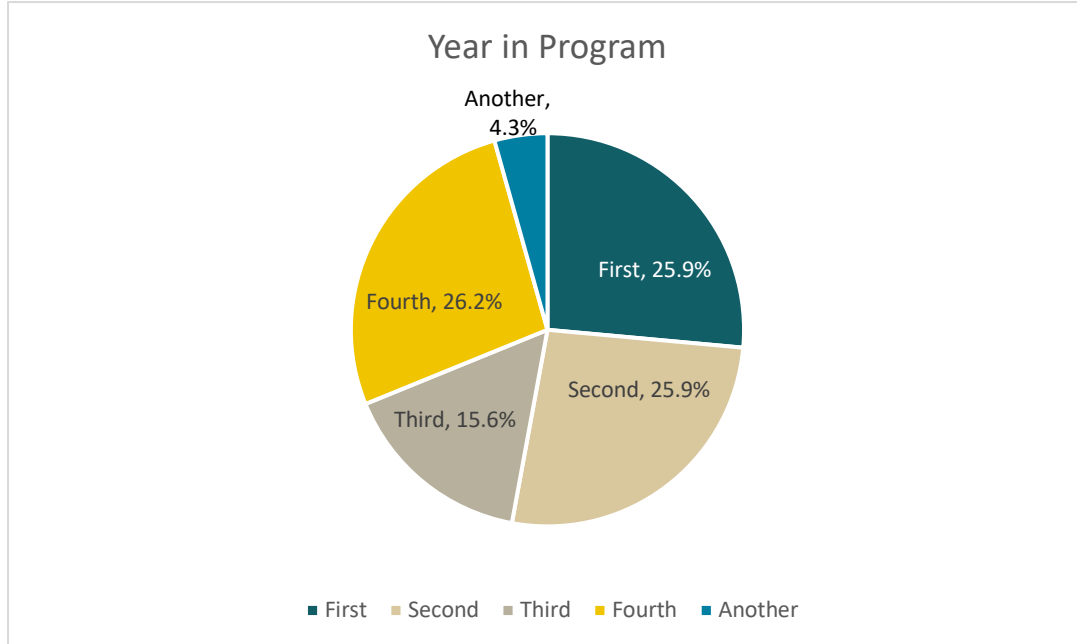


Figure 5. Year in Program for Sample



SEXUAL HARASSMENT

The report on sexual harassment of women from the National Academies of Sciences, Engineering, and Medicine[3] defines sexual harassment as a type of gender discrimination with three categories:

- 1) Gender harassment. Gender harassment refers to “a broad range of verbal and nonverbal behaviors not aimed at sexual cooperation but that convey insulting, hostile, and degrading attitudes about” members of one gender[6] (p. 430). Gender harassment can be further divided into two subcategories:
 - a. Sexist gender hostility. Sexist gender hostility includes behaviors that are demeaning to members of one gender (e.g., jokes or comments about women’s leadership abilities)
 - b. Crude gender harassment. Crude gender harassment includes using sexually crude terms or making sexually crude jokes about one gender (e.g., referring to a woman as a ‘bitch’ or a man as a ‘pussy’)
- 2) Unwanted sexual attention. Unwanted sexual attention refers to sexual advances that are unwelcome (e.g., repeatedly asking someone on a date when they have said ‘no’)
- 3) Sexual coercion. Sexual coercion refers to requirements to engage in sexual activity as a condition of employment or promotion (e.g., receiving a promotion in exchange for sex, or being denied an opportunity for refusing to have sex).

The dominant narrative about sexual harassment in the public sphere tends to focus on sexual coercion and unwanted sexual attention, yet gender harassment is the most common type of sexual harassment[3]. For this reason, it is important for any survey of sexual harassment to include all three types of sexual harassment as listed above. In the current survey, we measured sexual harassment using a modified version of the Sexual Experiences Questionnaire-Department of Defense (SEQ-DoD[7]). The SEQ-DoD is a validated instrument and is recommended in the report on sexual harassment of women from the National Academies of Sciences, Engineering, and Medicine[3] because it is behaviorally-specific, avoids using the term sexual harassment in the survey items, and captures the three types of sexual harassment. In the current survey, we used the SEQ-DoD to measure harassment experienced that was committed by faculty/staff and/or by students.

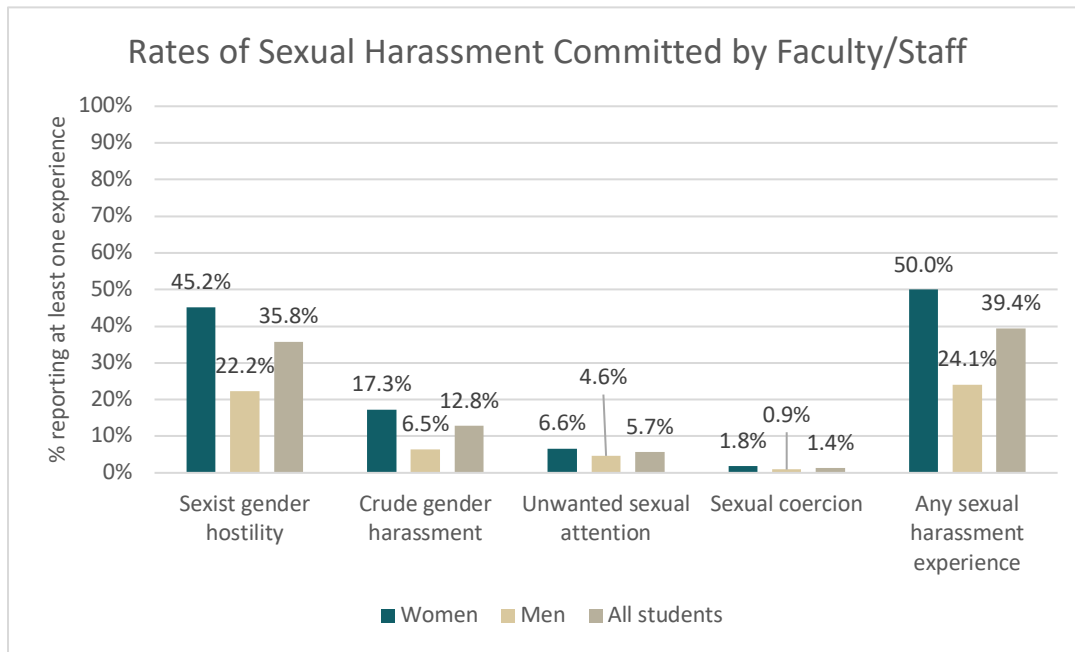
The SEQ-DoD includes 16 behaviors that capture sexist gender hostility, crude gender harassment, unwanted sexual attention, and sexual coercion. Participants indicated whether they had experienced each of the behaviors never (0 times), once (1 time), sometimes (2-5 times), or often (6+ times). Example items include “treated you differently because of your gender” (sexist gender hostility), “repeatedly told sexual stories or jokes that were offensive to you” (crude gender harassment), “made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it” (unwanted sexual attention), and “treated you badly for refusing to have sex” (sexual coercion). Participants indicated their experiences with these behaviors committed by faculty members, staff, and students. Based on the 16 behaviors, experiences of sexual harassment were then collapsed into the categories outlined above.

The SEQ-DoD was successful in measuring sexual harassment in the pilot survey administered at RBHS in the spring of 2019 and was used again in the current survey to measure harassment experiences committed by faculty, staff, and/or by students.

Sexual harassment committed by faculty/staff

Overall, 50% of women participants and 24.1% of men participants at RWJMS experienced at least one type of harassment from faculty/staff since coming to RBHS. Consistent with previous research, the most common type of harassment was sexist gender hostility (experienced by 45.2% of women participants and 22.2% of men participants). Women participants were significantly more likely to experience sexual harassment committed by faculty/staff than men participants.⁶ Specifically, women participants were significantly more likely than men participants to experience sexist gender hostility⁷ and crude gender harassment.⁸ There were no significant differences by race/ethnicity. Rates of each type of harassment committed by faculty/staff are displayed in Figure 6.

Figure 6. Rates of Sexual Harassment Committed by Faculty/Staff



Participants who indicated at least one experience of sexual harassment committed by faculty/staff were asked a series of follow-up questions about the most serious incident they had experienced.⁹ The majority of those who responded to the follow-up questions indicated that the most serious incident involved sexist gender hostility (72.1%), a sub-category of gender harassment, which occurred in the last 12 months (71.2%) and occurred on campus (55.9%). When asked about who committed the most serious incident of sexual harassment by faculty/staff, the majority (83.8%) indicated the individual was

⁶ $\chi^2(1) = 18.43, p = 0.01$

⁷ $\chi^2(1) = 15.07, p = 0.01$

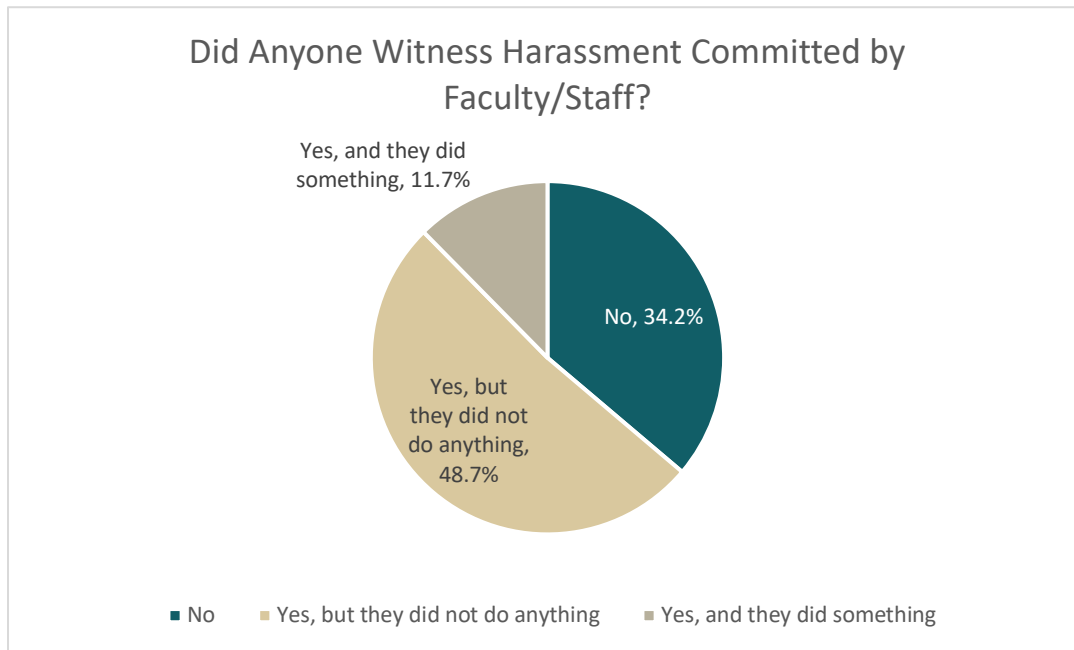
⁸ $\chi^2(1) = 6.74, p = 0.01$

⁹ We do not suggest in any way that any incident of sexual violence, including sexual harassment, is less serious than others; this method of collecting follow-up data is in the literature as a best practice for campus climate surveys, and was included in the survey tool that was created by the Office on Violence Against Women for the White House Task Force to Protect Students from Sexual Assault [1].

a man and a little more than half (55.0%) indicated the individual who committed the incident was a faculty member, while 9.9% indicated that the individual was a field/intern instructor or supervisor.

Participants who indicated that they experienced at least one incident of sexual harassment committed by faculty/staff were asked whether anyone else saw the most serious incident. About one-third of participants who experienced harassment indicated that no one witnessed the incident (34.2%). While many indicated that someone witnessed the incident, in most cases, the bystander(s) did not do anything to intervene (48.7% of the time an incident occurred; see Figure 7).

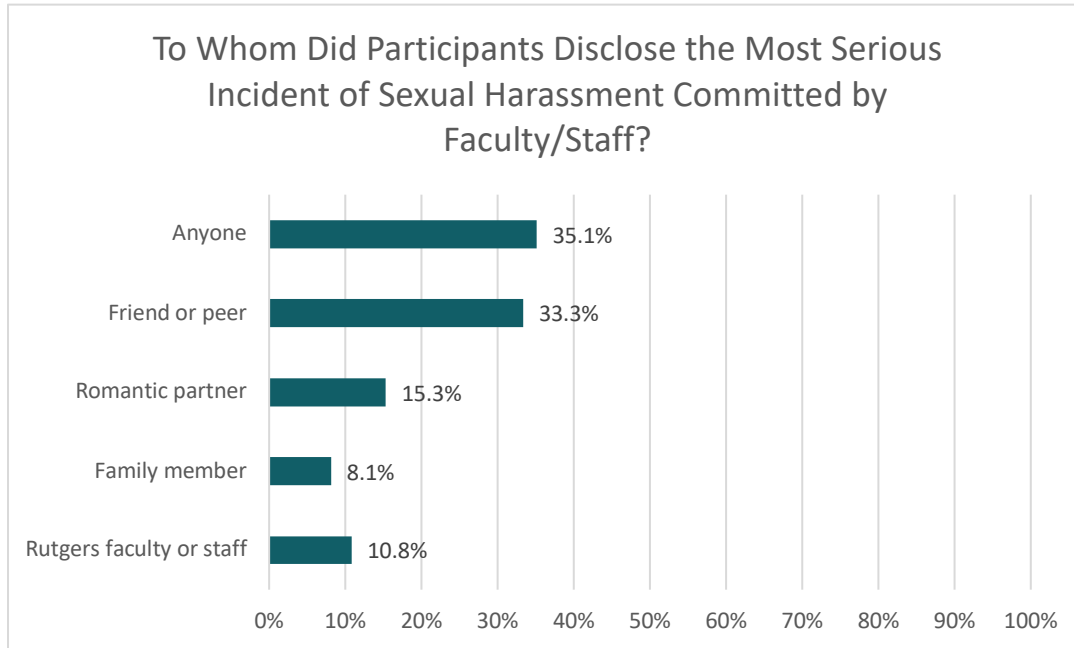
Figure 7. Among Those Who Experienced Sexual Harassment Committed by Faculty/Staff, Did Anyone Witness the Most Serious Incident?



Participants who reported at least one experience of harassment committed by faculty/staff were asked whether they disclosed the incident to anyone (see Figure 8). About one-third (35.1%) of participants who experienced sexual harassment committed by faculty/staff disclosed the incident to anyone. The most common disclosure sources were a friend/peer (33.3%) or a romantic partner (15.3%). Of those participants who did disclose an incident of sexual harassment committed by faculty/staff, a majority (66.7%) disclosed within the first 24 hours.

Very few participants who experienced sexual harassment committed by faculty/staff disclosed to a formal resource on campus. None of the participants disclosed to a clinician at University Behavioral Health or to Student Wellness, Office for Violence Prevention and Victim Assistance (VPVA), Title IX Compliance, Office of Employment Equity, or Rutgers Human Resources, while 10.8% disclosed to a Rutgers faculty or staff member.

Figure 8. To Whom Did Participants Disclose the Most Serious Incident of Sexual Harassment Committed by Faculty/Staff?



Note. Only response options that students selected in the survey are included in the table above. Response options selected by less than five students were not included in the table in order to protect students’ identities.

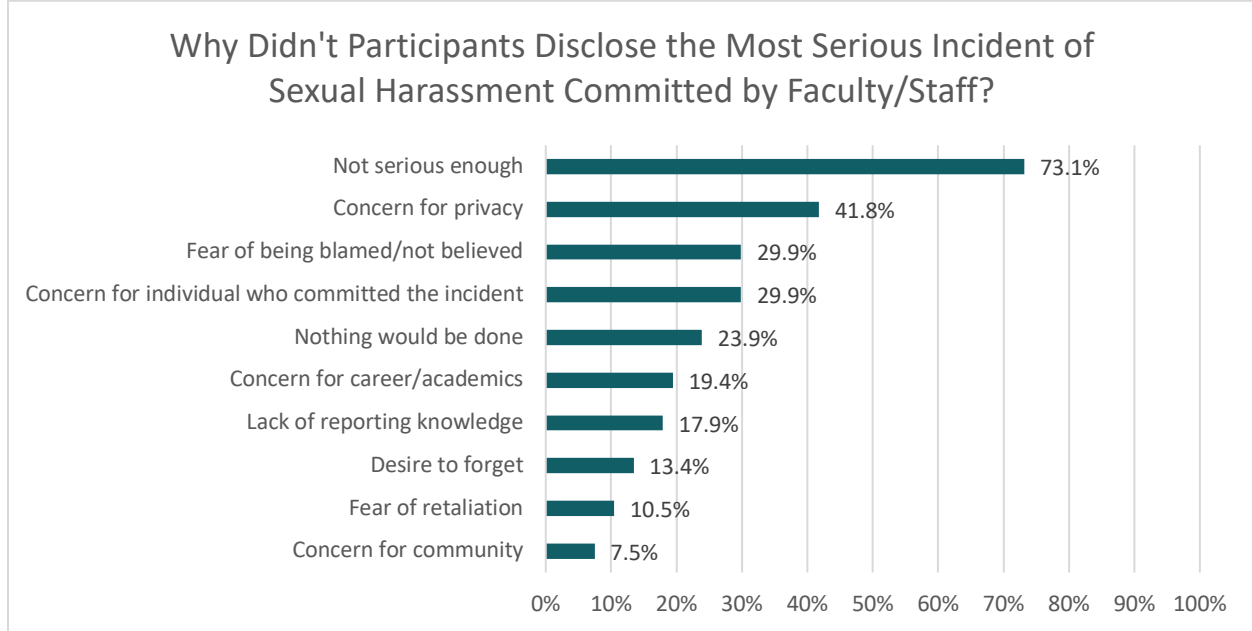
Participants who experienced sexual harassment committed by faculty/staff and did not disclose to anyone were asked why they did not disclose. Participants were presented with a list of 26 reasons for not disclosing and they indicated whether each reason was true. The 26 reasons were then grouped into 10 conceptual categories included in Figure 9.

The most common reasons for not disclosing sexual harassment from faculty/staff were because the participants did not think what happened was serious enough (73.1% cited a reason in this category), they were concerned for their privacy (41.8% cited a reason in this category), and they feared being blamed or not believed (29.9% cited a reason in this category) (see Figure 9). Women participants were significantly more likely to select a response in the conceptual category “not serious enough”¹⁰ and “concern for privacy”¹¹ compared to men participants. There were no significant differences by race/ethnicity.

¹⁰ Gender identity: not serious enough: $\chi^2(1) = 6.41, p = 0.01$

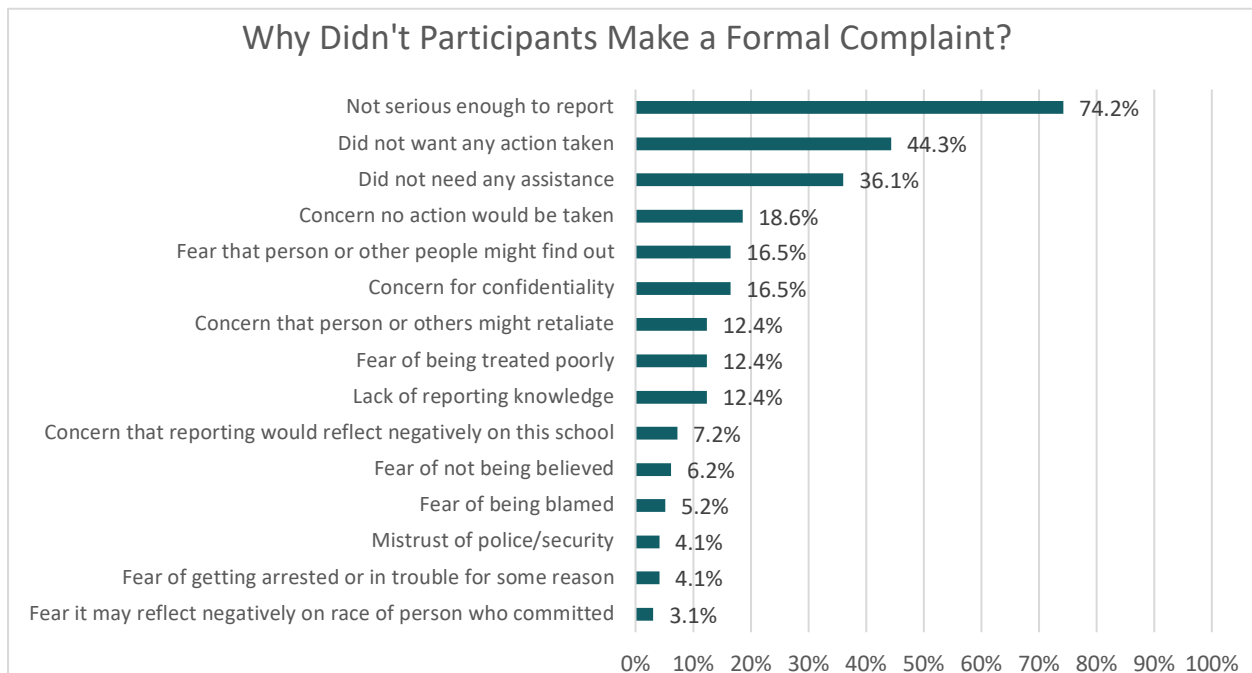
¹¹ Gender identity: concern for privacy: $\chi^2(1) = 9.86 p < 0.01$

Figure 9. Reasons for Non-Disclosure of Sexual Harassment Committed by Faculty/Staff



Additionally, participants who did not file a formal complaint about their experiences of sexual harassment that faculty/staff committed were asked why. The most common reason for not filing a formal complaint of sexual harassment committed by faculty/staff was because the participants did not think it was serious enough to report (74.2% cited this reason). Although not the most common reason, about half of students who did not make a formal complaint (44.3%) indicated that they did not do so because they did not want any action taken (see Figure 10).

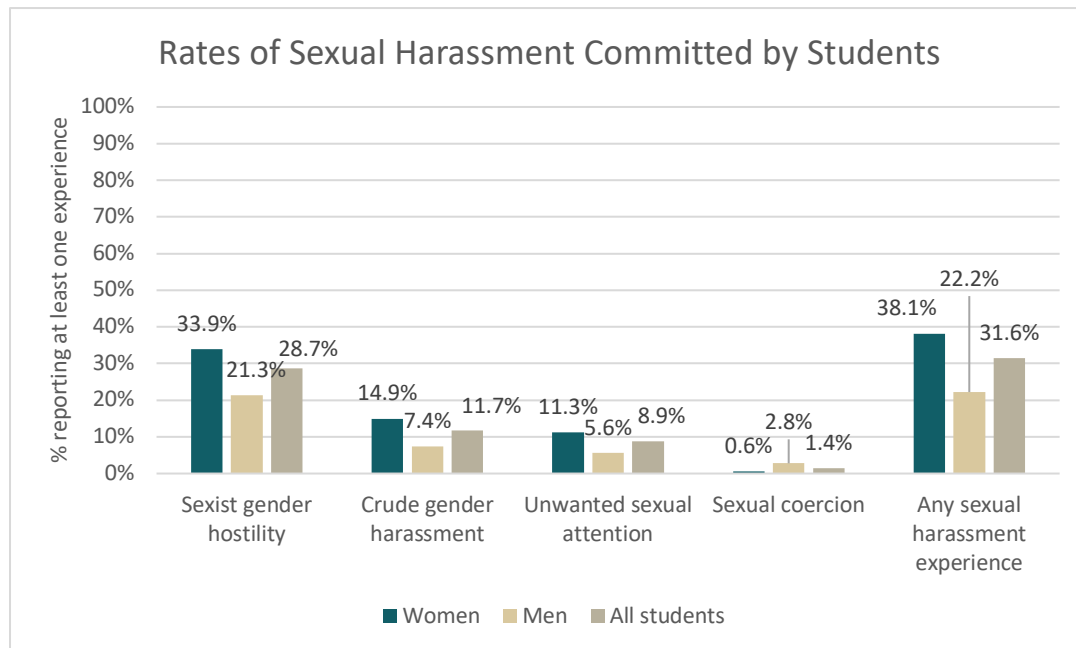
Figure 10. Reasons for Not Filing a Formal Complaint After Harassment Committed by Faculty/Staff



Sexual harassment committed by students

Overall, 38.1% of women participants and 22.2% of men participants experienced at least one type of harassment from students. Consistent with previous research, the most common type of harassment was sexist gender hostility, a sub-category of gender harassment (experienced by 33.9% of women participants and 21.3% of men participants). Women participants experienced significantly more sexual harassment committed by students than men participants.¹² More specifically, women participants experienced significantly more gender harassment, which includes sexist gender hostility¹³ and crude harassment,¹⁴ than men participants. There were no significant differences by race/ethnicity. Rates of each type of harassment are displayed in Figure 11.

Figure 11. Rates of Sexual Harassment Committed by Students



¹² Gender identity: $\chi^2(1) = 7.63, p = 0.01$

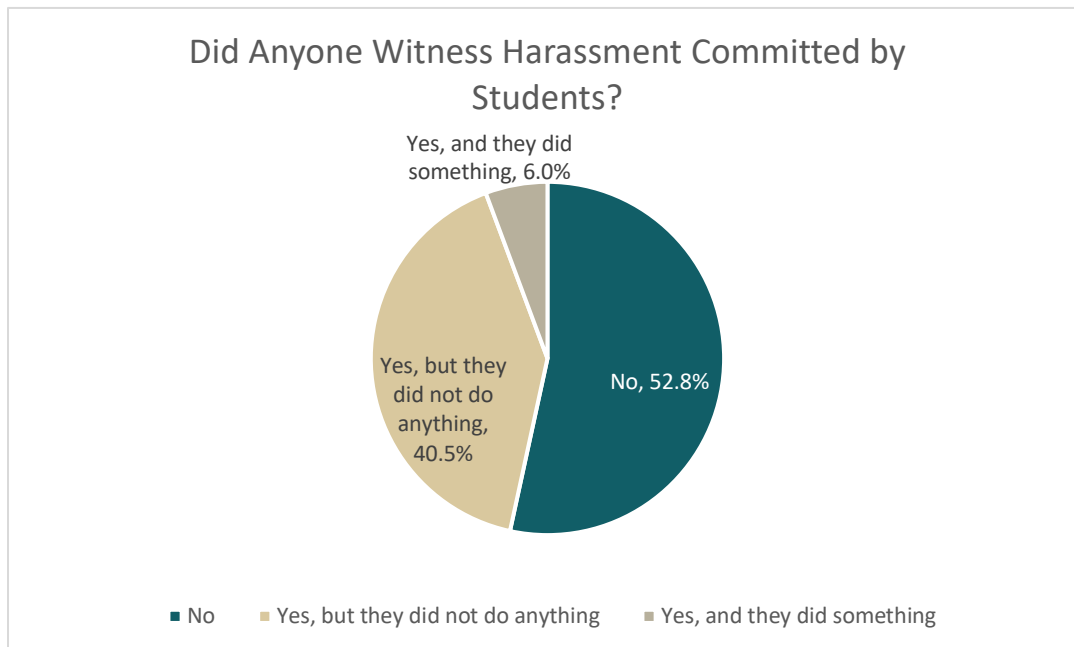
¹³ Gender identity: $\chi^2(1) = 5.10, p = 0.02$

¹⁴ Gender identity: $\chi^2(1) = 3.49, p = 0.06$

Participants who indicated at least one experience of sexual harassment committed by students were asked a series of follow-up questions about the most serious incident they had experienced. Most participants who responded to the follow-up questions were responding to an incident of sexist gender hostility (71.9%), which occurred in the last 12 months (64.0%) and occurred on campus (55.1%). When asked about the individual who committed the most serious incident of sexual harassment from students, the majority (82.0%) indicated that the individual was a man and most (89.9%) indicated the individual was a student at Rutgers.

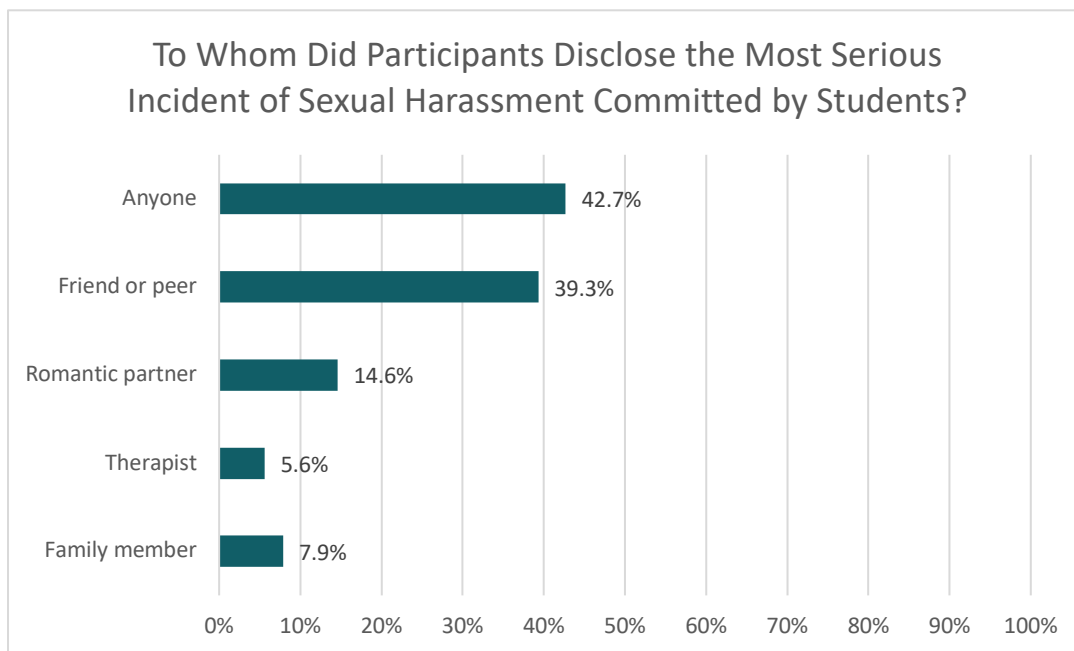
Participants who indicated that they experienced at least one incident of sexual harassment committed by students were asked whether anyone else saw the most serious incident. More than half of the participants who experienced sexual harassment by students indicated that no one witnessed the incident (52.8%). Of those who indicated that someone witnessed the incident, in most cases, the bystander(s) did not do anything to intervene (40.5% of the time an incident occurred; see Figure 12).

Figure 12. Among Those Who Experienced Sexual Harassment Committed by Students, Did Anyone Witness the Most Serious Incident?



Participants who reported at least one experience of harassment committed by students were asked whether they disclosed the incident to anyone (see Figure 13). Fewer than half of the participants (42.7%) who experienced sexual harassment committed by students disclosed the incident to anyone. The most common disclosure sources were a friend or peer (39.3%) or a romantic partner (14.6%). Very few participants who experienced sexual harassment committed by students disclosed to a formal resource on campus (Student Wellness, Title IX Compliance, or a health care provider). No participants disclosed to staff at the Office for Violence Prevention and Victim Assistance (VPVA) or the Office of Student Conduct. Additionally, none of the participants who experienced sexual harassment committed by students filed a formal complaint about the incident. Of those who did disclose an incident of sexual harassment from students, about half disclosed within the first 24 hours (55.3%).

Figure 13. To Whom Did Participants Disclose the Most Serious Incident of Sexual Harassment Committed by Students?

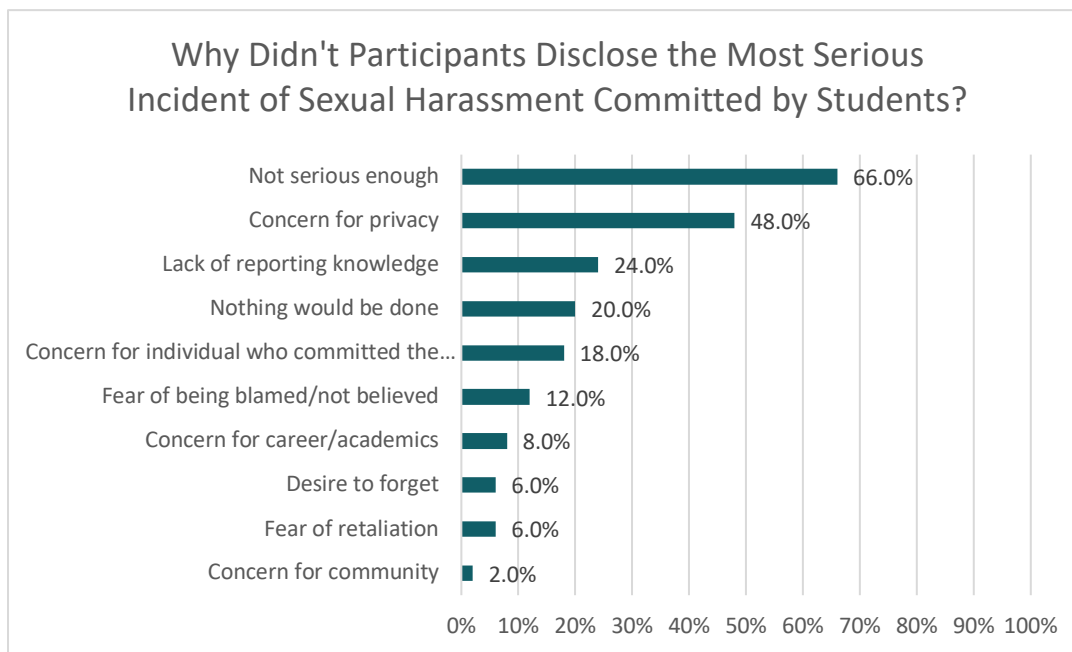


Note. Only response options that students selected in the survey are included in the table above. Response options selected by less than five students are not included in the table.

Participants who experienced sexual harassment from students and did not disclose to anyone were asked why they did not disclose. Participants were presented with a list of 26 reasons for not disclosing and they indicated whether each reason was true. The 26 reasons were then grouped into 10 conceptual categories included in Figure 14.

The most common reasons for not disclosing sexual harassment from students was because the participants felt it wasn't serious enough (66.0% cited a reason in this category), they were concerned for their privacy (48.0% cited a reason in this category), and they lacked knowledge of how to report (24.0% cited a reason in this category) (see Figure 14). Racial/ethnic minority students were more likely to select a response in the category "concern for privacy"¹⁵ as reasons for not disclosing compared to White participants. Asian/Asian-American students in particular had greater odds of stating that they were concerned for their privacy (odds ratio =2.8) as a reason for nondisclosure. There were no significant differences by gender identity.

Figure 14. Reasons for Non-Disclosure of Sexual Harassment Committed by Students



¹⁵ Race/ethnicity: Concern for privacy: $X^2(1) = 3.70$ $p = 0.06$

Additionally, participants who did not file a formal complaint about their experiences of sexual harassment by a student were asked why. The most common reasons for not filing a formal complaint of sexual harassment committed by a student was because the participant felt it wasn't serious enough to report (73.5% cited this). Although not the most common reason, about half of the students (49.4%) indicated that they did not file a formal complaint because they did not want any action taken (see Figure 15).

Figure 15. Reasons for Not Filing a Formal Complaint After Harassment Committed by a Student



Experiences of gender harassment

Because gender harassment is the most common type of sexual harassment, we included three additional questions to capture experiences of gender harassment related to academic opportunities. Specifically, participants were asked to rate their agreement with three statements regarding gender harassment at RBHS. These statements were created by the research team based on the experiences documented in the focus groups. An example statement is, “Since enrolling in RBHS, I have been denied academic opportunities because of my gender.” A mean score across the three items was calculated such that a higher score indicates greater experiences with gender harassment.

Overall, participants generally disagreed that they have experienced gender harassment, as evidenced by low overall scores (see Figure 16). Women participants scored significantly higher than men participants, which indicates greater experiences with gender harassment.¹⁶ There were no significant differences by race/ethnicity.

Figure 16. Average Scores on Gender Harassment Scale



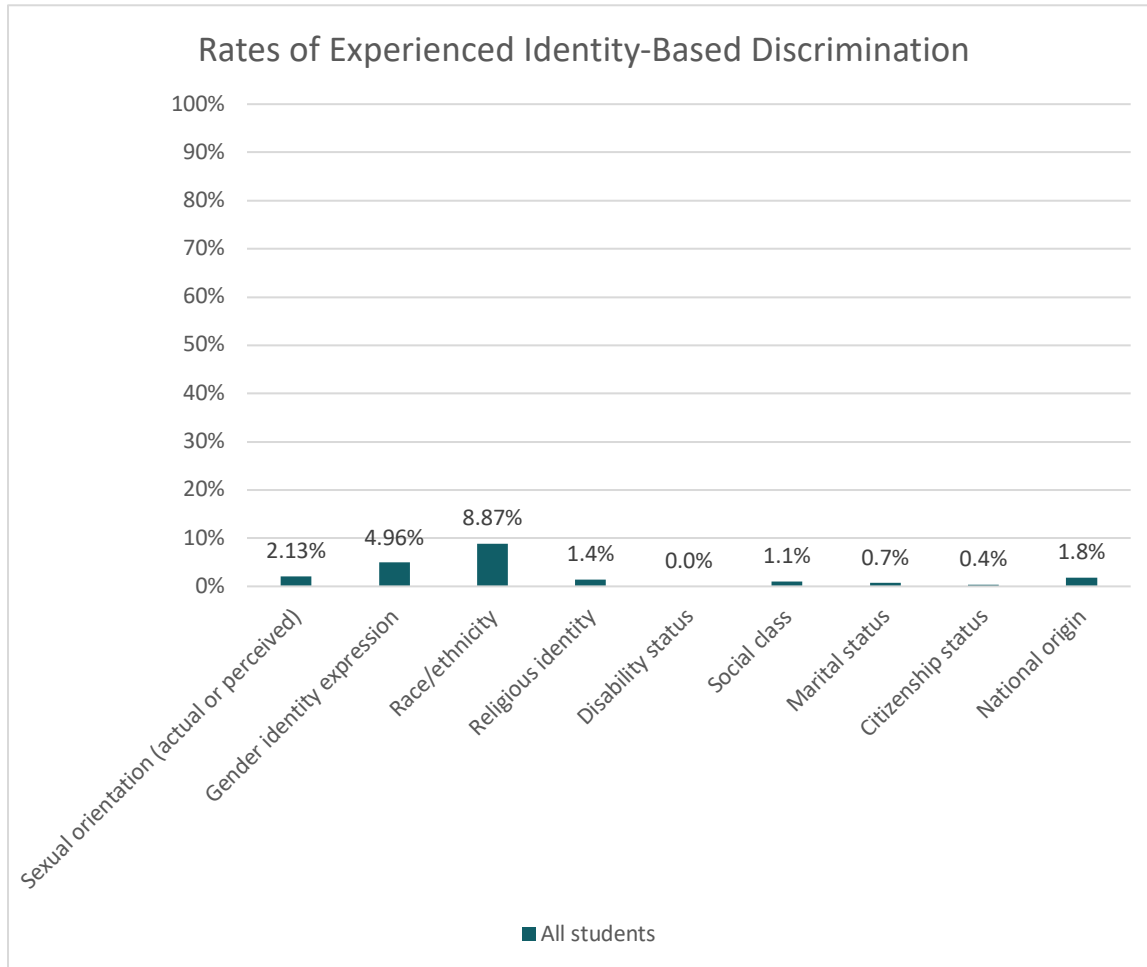
Note. Higher scores indicate more experience with gender harassment.

¹⁶ Gender identity: $t(253) = -2.20, p = 0.03$

Other forms of discrimination

RWJMS was also interested in measuring students' experiences with other forms of identity-based discrimination. Specifically, we asked if students experienced discrimination based on their sexual orientation, gender identity expression, race/ethnicity, national origin, religious identity, disability status, social class, marital status, and citizenship status (see Figure 17). Black/African American participants reported significantly higher rates of experienced discrimination since coming to RBHS compared to White participants.¹⁷

Figure 17. Rates of Experienced Identity-Based Discrimination



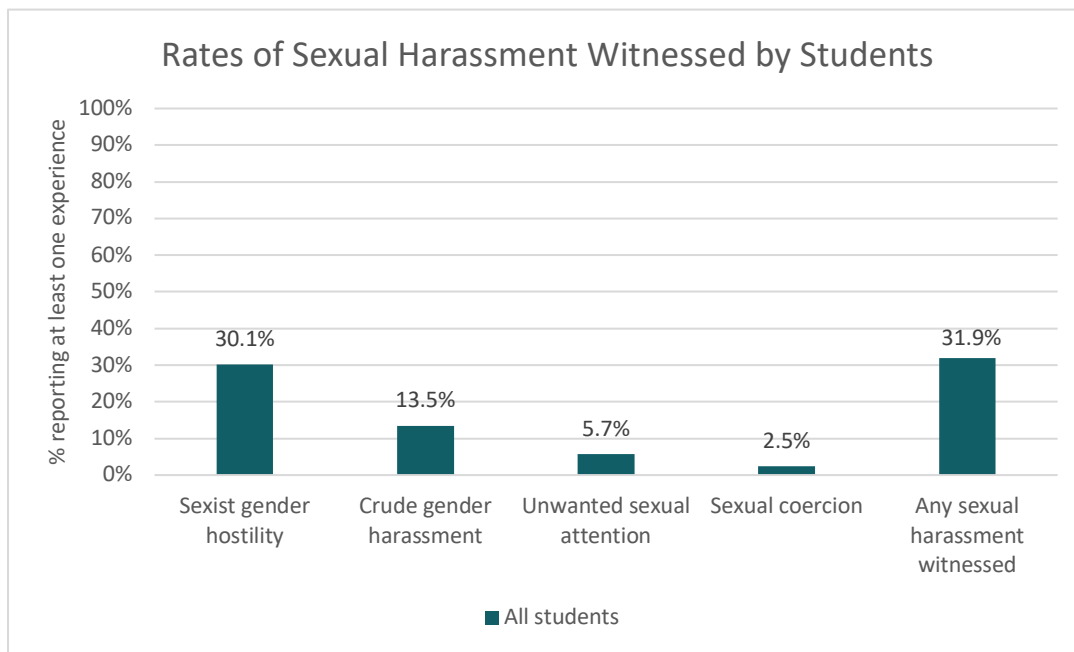
¹⁷ Race/ethnicity: $X^2(1) = 11.11, p < 0.01$

Witnessing sexual harassment

The research team asked respondents if they witnessed any incidents of sexual harassment since enrolling in RBHS. The research team adapted the list of types of sexual harassment from the SEQ-DoD, which includes 16 behaviors to capture the following types of sexual harassment: sexist gender hostility, crude gender harassment, unwanted sexual attention, and sexual coercion. Participants indicated whether or not they had witnessed each of the situations occur to another student(s) since they enrolled at RBHS. Example items include having witnessed someone treated “differently because of their gender” (sexist gender hostility), “repeatedly told sexual stories or jokes that were offensive to someone” (crude gender harassment), “made unwanted attempts to establish a romantic sexual relationship with someone despite their efforts to discourage it” (unwanted sexual attention), and “treated someone badly for refusing to have sex” (sexual coercion) (see Figure 18).

If participants indicated they had witnessed any of the situations, they were asked if they did anything. A majority of students did not witness an incident of sexual harassment (68%) and of those that did, only a little over 7% did something about it.

Figure 18. Bystander Witnessing Harassment



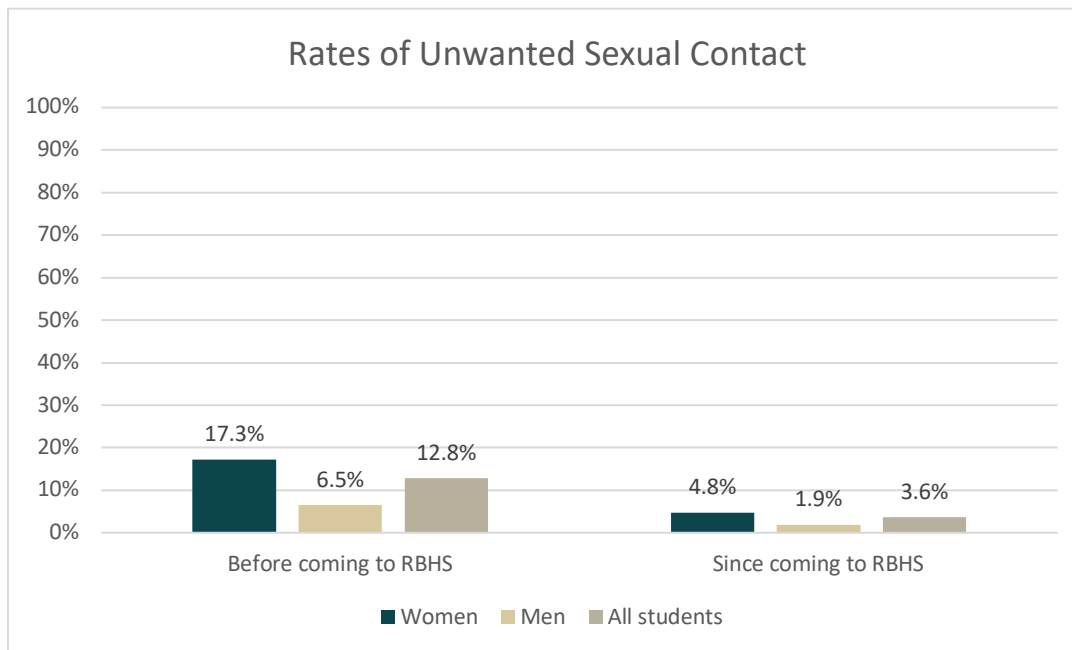
UNWANTED SEXUAL CONTACT¹⁸

Participants were provided with the definition of unwanted sexual contact as stated in the Rutgers University Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct[8]. Following the definition, students were asked six questions about whether they had experienced various types of unwanted sexual contact since coming to RBHS using a scale validated by the Bureau of Justice Campus Climate Validation Study[12]. This included:

- Four questions about unwanted sexual contact that involved force or threats of force, explained as: “This could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you.”
- Two questions about unwanted sexual contact while being unable to provide consent or to stop what was happening because “you were passed out, drugged, incapacitated or asleep.” One question asks about experiences of this type that participants are certain occurred, and the second question asks about experiences of this type that participants are uncertain occurred.

Rates of unwanted sexual contact are displayed in Figure 19. Women reported significantly higher rates of unwanted sexual contact before coming to RBHS than men (17.3% v. 6.5%).¹⁹ There were no significant differences by race/ethnicity nor were there significant differences in experiences of unwanted sexual contact *since* coming to RBHS.

Figure 19. Rates of Unwanted Sexual Contact



¹⁸ Throughout this section of the report, the term “sexual violence” is used to refer to a range of any sexual act or attempt to obtain a sexual act against a person using force, threat of force, coercion, and/or incapacitation, by any person regardless of their relationship to the survivor, in any setting, including but not limited to home and work.

¹⁹ Gender identity: $\chi^2(1) = 50.21$ $p < 0.001$

Participants who indicated at least one experience of unwanted sexual contact since coming to RBHS were asked several follow-up questions about the most serious incident. However, because only 10 participants indicated an experience of unwanted sexual contact since coming to RBHS, responses to these follow-up questions are not included in the report.

All survey participants were asked whether they know anyone who has ever been forced or coerced by another person to do something sexually that they did not want to do; 32.6% indicated yes (see Figure 20). Participants were also asked whether any other students have ever disclosed an experience of unwanted sexual contact to them since coming to RBHS (see Figure 21). About one in 10 participants indicated that they had received a disclosure since coming to RBHS (9.9%).

Figure 20. Has Anyone You Know Experienced Unwanted Sexual Contact?

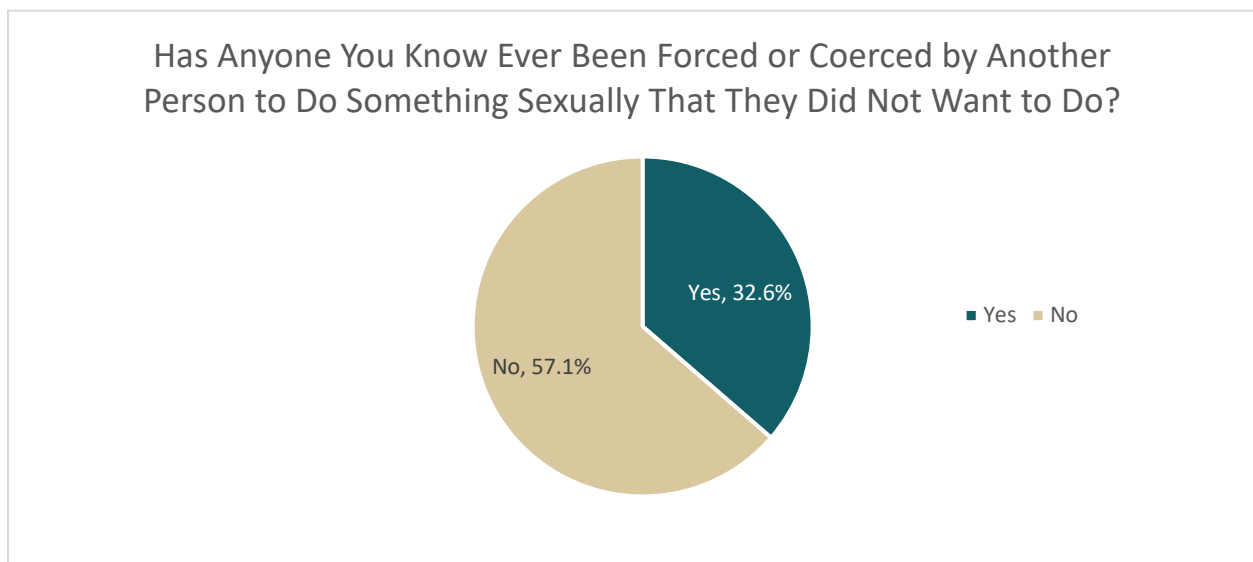
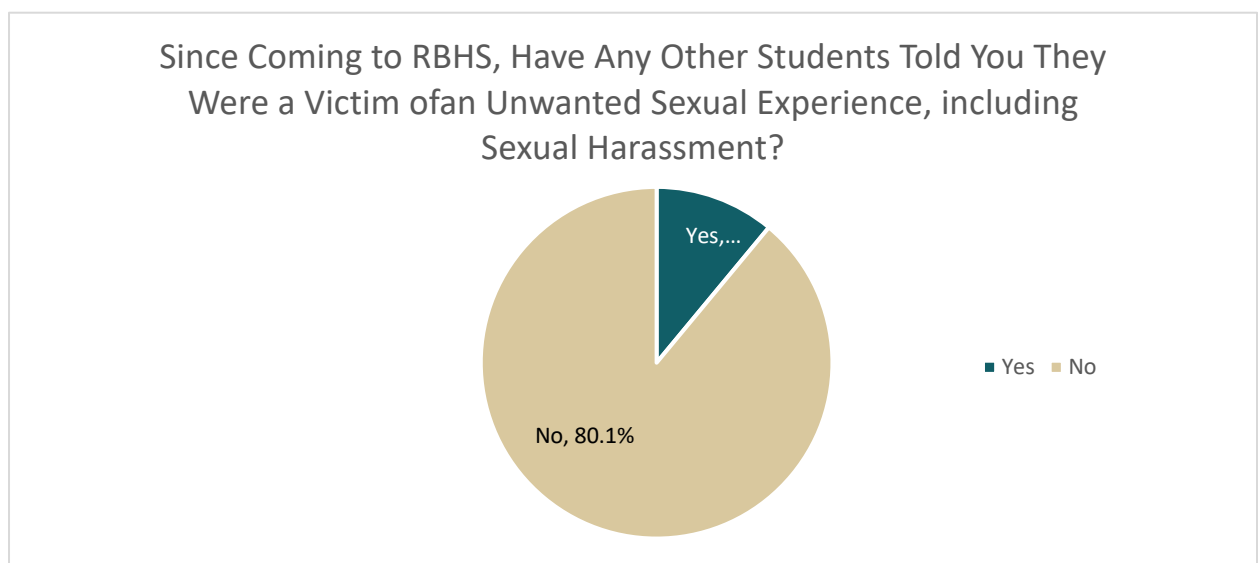


Figure 21. Disclosure from Other Students



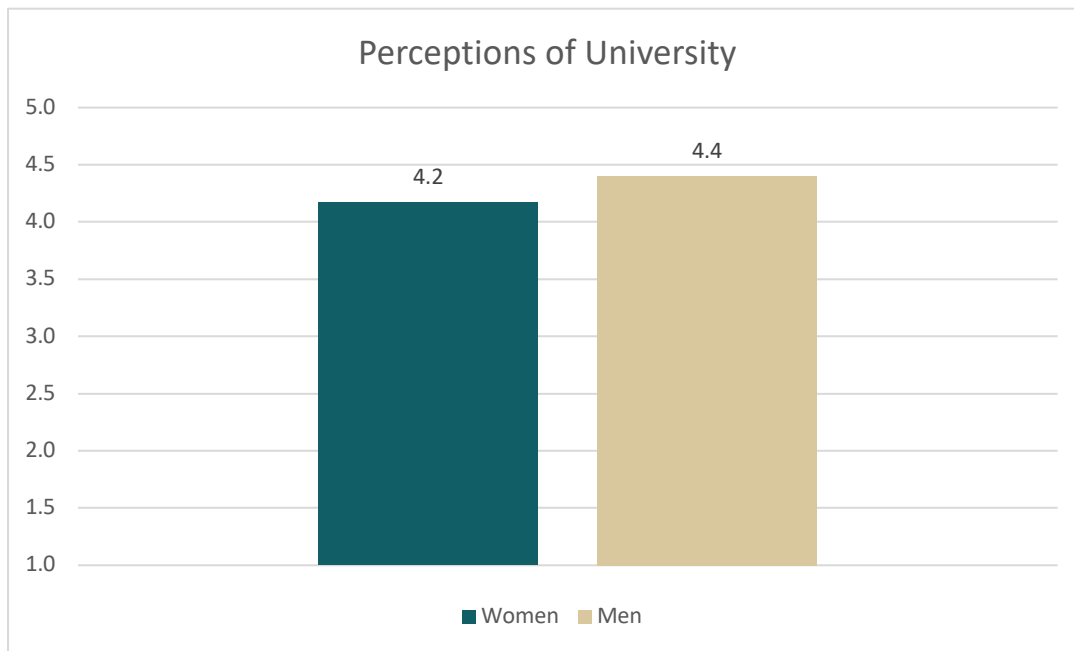
PERCEPTIONS OF UNIVERSITY AND STUDENTS²⁰

In their report on sexual harassment, the National Academies of Sciences, Engineering, and Medicine (2018) notes that perceived tolerance for sexual harassment (and other forms of sexual misconduct) contributes to incidents of sexual harassment[3]. Therefore, it is important to consider students' perceptions of the climate around sexual misconduct. We used three scales to measure perceptions of the climate. These scales were based on the *Not Alone* toolkit[1].

Perceptions of the university

First, we measured students' perceptions of how the university would handle a report of sexual misconduct. Participants rated their agreement with seven statements on a 1-to-5 scale, with higher scores indicating more positive perceptions of the university. Example statements include, "RBHS would take the report seriously" and "RBHS would support the person making the report." Average scores for women and men are displayed in Figure 22. Overall, participants rated the university positively, however Asian/Asian American participants rated the university less positively than White participants.²¹

Figure 22. Perceptions of How University Would Handle a Report of Sexual Misconduct



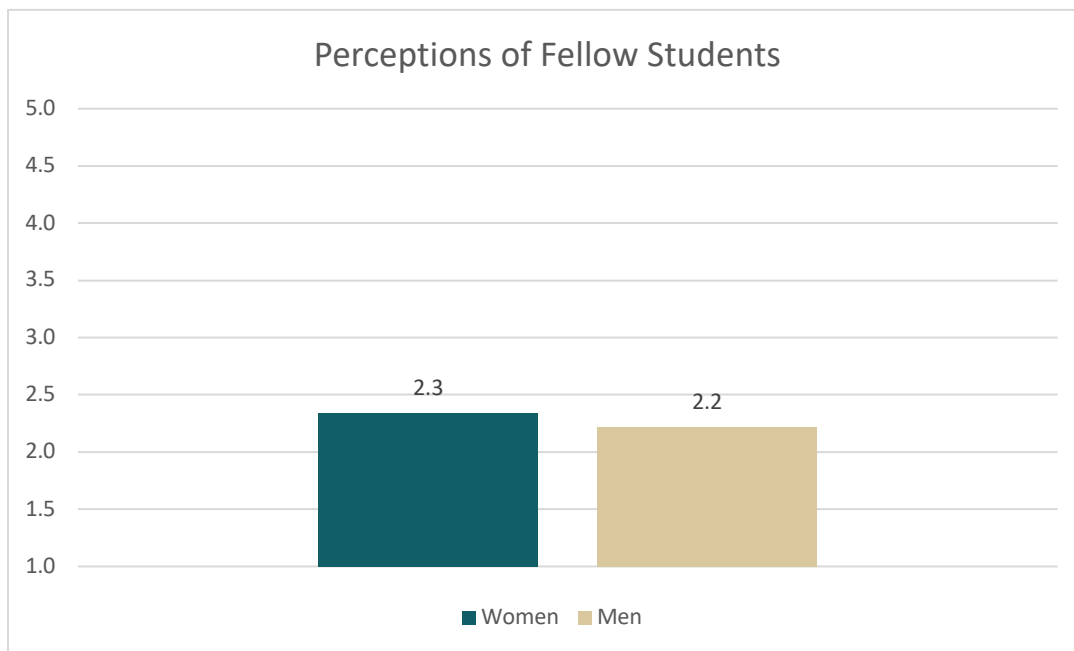
²⁰ Throughout this section of the report, the term "sexual misconduct" is used to refer to a broad range of behavior, from harassing statements to criminal sexual assault. It includes "Non-Consensual Sexual Penetration," "Non-Consensual Sexual Contact," "Sexual Exploitation," and "Sexual Harassment." This term is used here because it was the term used in the questions on the survey tool as it is the term used throughout Rutgers University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct.

²¹ Race/ethnicity: $t(213) = 2.31, p = 0.02$

Perceptions of fellow students' reactions to sexual misconduct

Second, we measured participants' perceptions of how their peers would react to a person reporting sexual misconduct. Participants rated their agreement with three statements on a 1-to-5 scale. Scores were calculated such that higher scores indicate more positive perceptions of fellow students. Example statements include, "Students would label the person making the report a troublemaker" and "the alleged offenders or their friends would try to get back at the person making the report." Average scores for women and men are displayed in Figure 23. Overall, participants rated their peers above the midpoint, indicating a fairly positive perception of their fellow students, with Asian/Asian American participants rating their peers more positively than White participants.²²

Figure 23. Perceptions of How Peers Might React to Someone Reporting an Incident of Sexual Misconduct



²² Race/ethnicity: $t(213) = -2.32, p = 0.02$

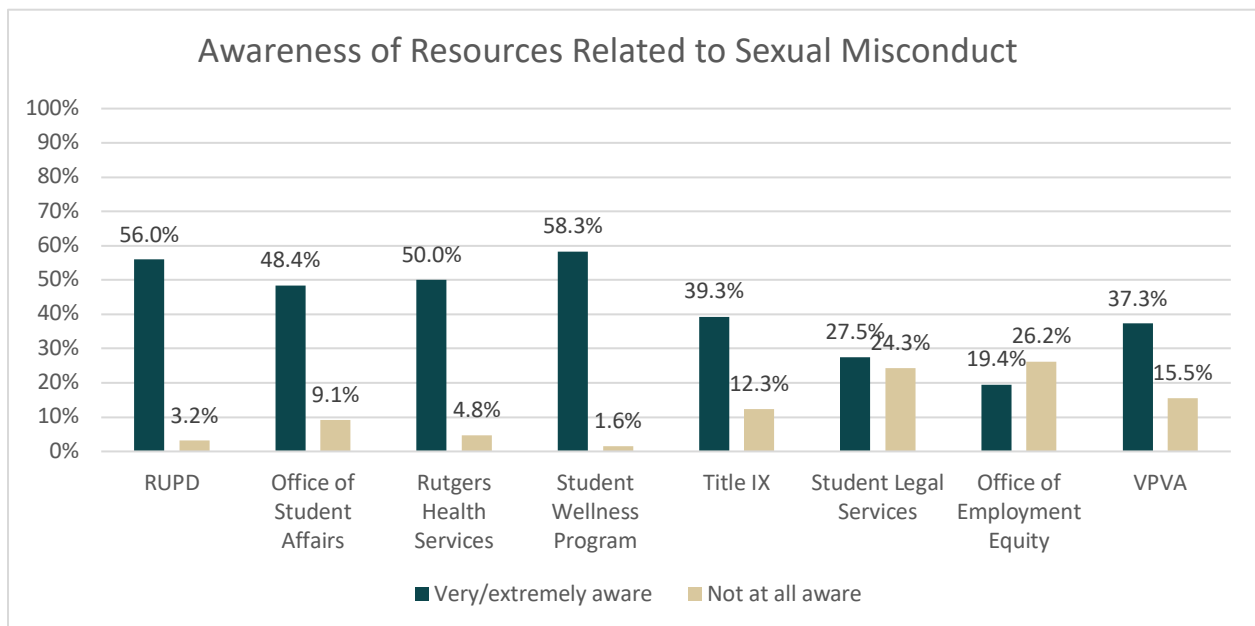
AWARENESS OF RESOURCES AND KNOWLEDGE OF WHAT TO DO IN CASES OF UNWANTED SEXUAL CONTACT²³

In order to estimate students' understanding of campus resources for sexual misconduct, we measured participants' awareness of resources, knowledge of what to do in cases of unwanted sexual contact, and participation in sexual misconduct-related education/activities.

Awareness of resources

Participants were asked to rate their awareness of several resources on campus related to sexual misconduct. For each resource, participants indicated whether they were not at all aware, slightly aware, moderately aware, very aware, or extremely aware. The percentage of participants who were very or extremely aware of each resource, as well as the percentage of participants who were not at all aware of each resource, is presented in Figure 24. There were noted differences in awareness by gender identity for Office of Student Affairs, Title IX Compliance, and RUPD such that women participants had lower overall awareness of these resources.²⁴ There were no significant differences by race/ethnicity. Participants were most aware of the Student Wellness Program (more than half were very or extremely aware) and least aware of the Office of Employment Equity (about one quarter were not at all aware).

Figure 24. Awareness of Resources Related to Sexual Misconduct



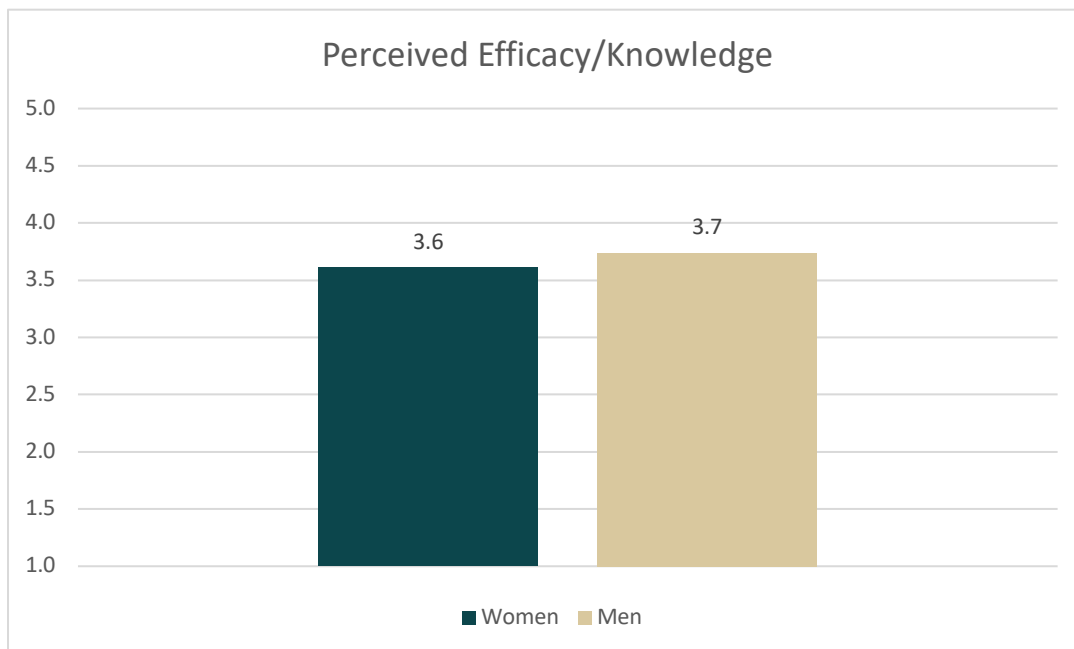
²³ Throughout this section of the report, the term "sexual misconduct" is used to refer to a broad range of behavior, from harassing statements to criminal sexual assault. It includes "Non-Consensual Sexual Penetration," "Non-Consensual Sexual Contact," "Sexual Exploitation," and "Sexual Harassment." This term is used because it was the term used in the questions on the survey as it is the term used throughout Rutgers University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct.

²⁴ Gender identity: Student Affairs: $t(249) = 2.16, p = 0.03$; Title IX: $t(249) = 1.92, p = 0.06$; RUPD: $t(249) = 2.28, p = 0.02$

Knowledge of what to do in cases of unwanted sexual contact

Participants also rated their perceived efficacy or knowledge of what to do if they or a friend experienced sexual misconduct. Participants rated their agreement with four statements on a 1-to-5 scale; higher scores indicate greater efficacy/knowledge[1]. Sample statements include, “If a friend or I experienced unwanted sexual misconduct, including sexual harassment, I know where to get help on Rutgers' campus.” Average efficacy/knowledge for women and men is displayed in Figure 25. Overall, participants were moderately efficacious/knowledgeable about what to do if they or a friend experienced sexual misconduct, however Black/African American participants reported significantly lower knowledge of what to do if they or a friend experienced sexual misconduct than White participants.²⁵ There were no significant differences by gender identity. Average scores hovered around three on the 1-to-5 scale.

Figure 25. Perceived Efficacy/Knowledge About What to Do in Cases of Sexual Misconduct

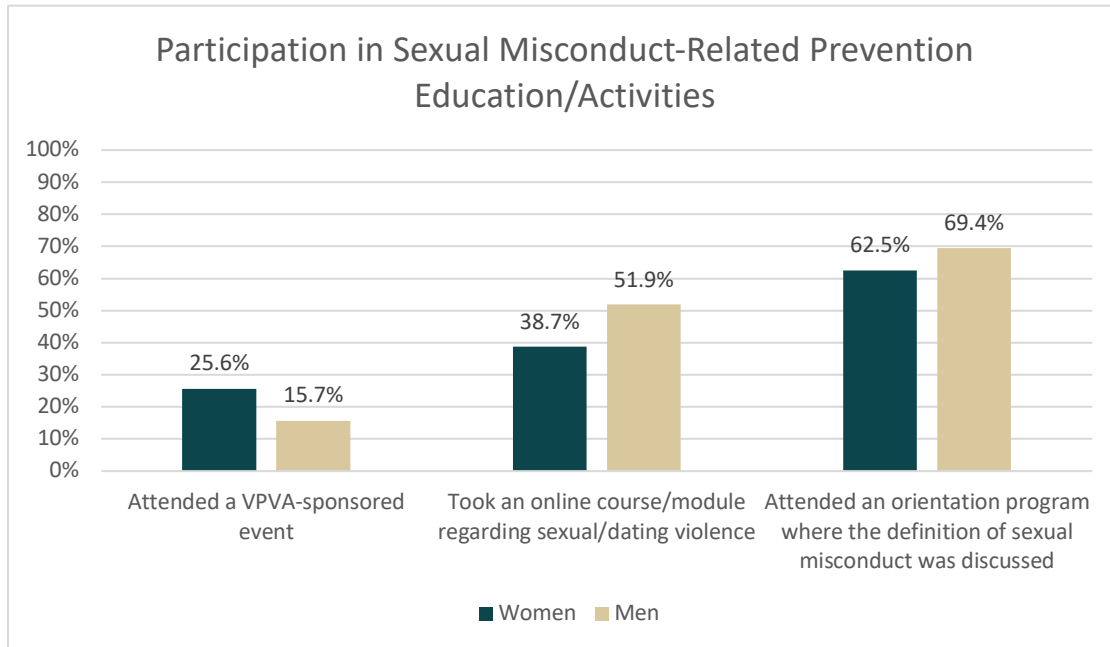


²⁵ Race/ethnicity: $t(133) = 2.93, p < 0.01$

Participation in sexual misconduct-related prevention education/activities

Participants indicated whether they had participated in three prevention activities related to sexual misconduct education (see Figure 26). Very few participants indicated that they had participated in a VPVA activity (25.6% of women participants and 15.7% of men participants). Significantly more men participants than women participants reported taking an online course or module regarding dating and sexual violence.²⁶ There were no significant differences by race/ethnicity.

Figure 26. Participation in Sexual Misconduct-Related Prevention Education/Activities



Acceptance of rape myths

Participants responded to a scale intended to assess acceptance of rape myths, or the extent to which participants feel that sexual violence is sometimes acceptable or excusable (e.g., a person who is sexually assaulted while they are drunk is at least somewhat responsible for putting themselves in that position) using the updated Illinois Rape Myth Scale [4]. Although acceptance of rape myths does not perfectly predict perpetration of sexual violence, those who are more accepting of sexual violence may be more likely to engage in sexually violent behaviors[9] and/or may be less supportive of peers who disclose an experience of sexual violence[10].

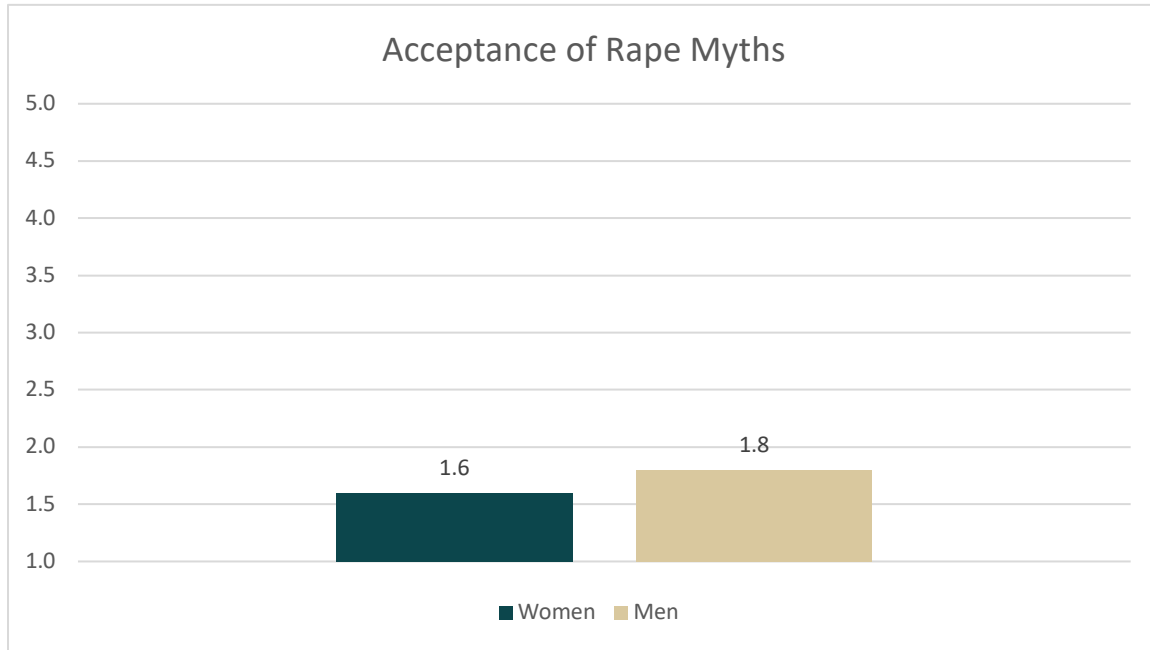
Participants rated their agreement on a 1-to-5 scale with nine statements designed to measure acceptance of rape myths. Higher scores indicate more acceptance of rape myths. Sample statements include, “Guys don’t usually intend to force sex on a girl, but sometimes they get too carried away sexually.”

Overall, participants scored relatively low on the measure of acceptance of rape myths (see Figure 27). Scores hovered between one and two, which indicates a general disagreement that sexual violence is

²⁶ Gender identity: $t(274) = -2.04, p = 0.04$

sometimes acceptable or excusable. Men scored significantly higher than women on acceptance of rape myths.²⁷ This finding is consistent with previous research that finds men tend to be more accepting of sexual violence than women[11]. There were no significant differences by race/ethnicity.

Figure 27. Acceptance of Rape Myths



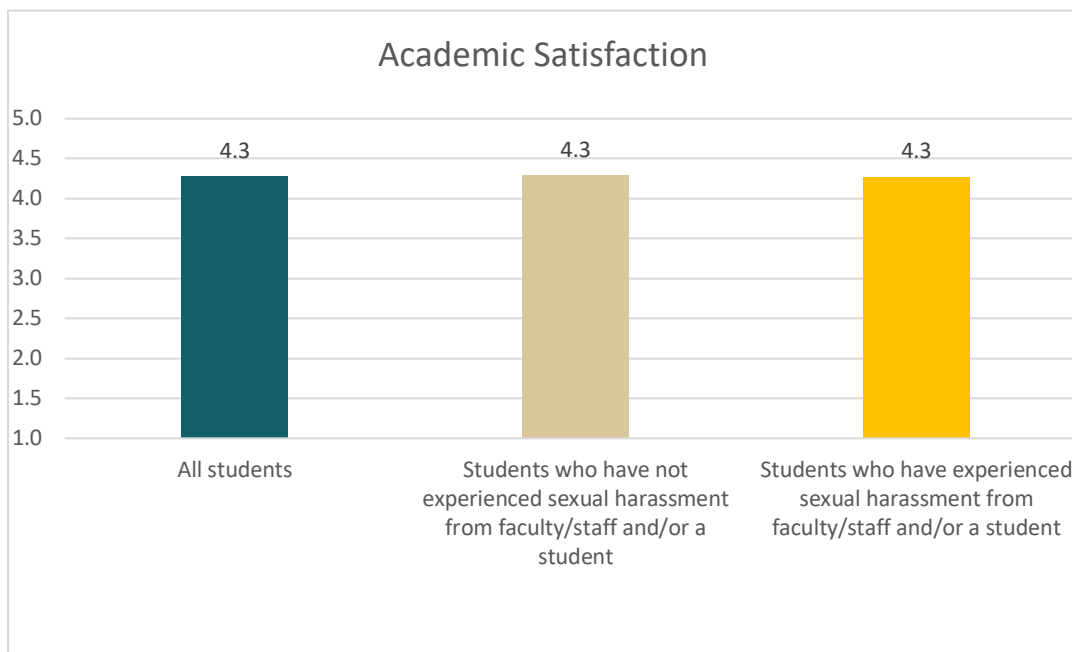
²⁷ Gender identity: $t(251) = 2.19, p = 0.03$

OUTCOMES ON STUDENT ACADEMICS AND HEALTH²⁸

Attitudes about being an RBHS student

Respondents' academic satisfaction was assessed by asking them to indicate whether they would recommend their attending institution, or if they would choose said institution if they had the chance to choose again. Respondents rated their satisfaction on a 1-5 scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. Higher scores indicate greater satisfaction with the institution. Figure 28 includes the average satisfaction for all respondents and for respondents who have or have not experienced sexual harassment from faculty/staff and/or a student since coming to RBHS. There was no significant difference between those who have or have not experienced sexual harassment from faculty/staff and/or a student since coming to RBHS.

Figure 28. Academic Satisfaction

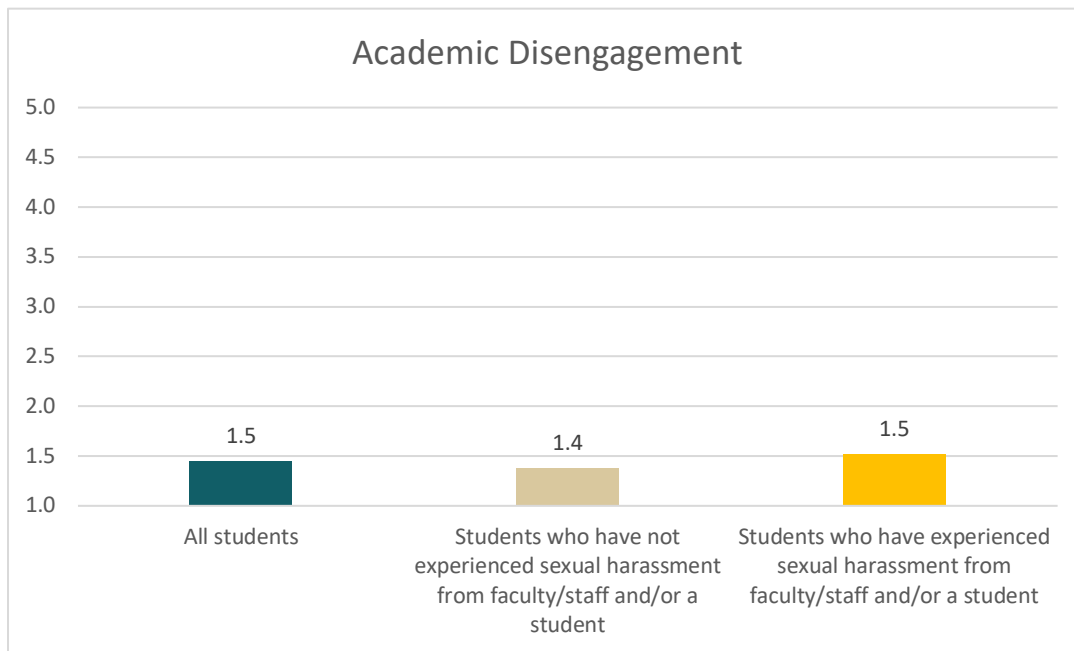


²⁸ We elected not to include those who reported an experience of sexual violence prior to or since coming to RBHS in the number of students who experienced sexual harassment since coming to RBHS as the numbers were so small, therefore numbers presented in the tables may not add up to the number presented for all students.

Academic disengagement

Respondents' academic disengagement was assessed by asking them whether they have done behaviors such as missing class, doing poor classwork, and sleeping in class. Respondents indicated the frequency of 8 behaviors using a 1-5 scale: (1) never, (2) sometimes, (3) a few times, (4) most of the time, (5) always. Figure 29 includes the average frequency of each behavior for all respondents and for respondents who have or have not experienced sexual harassment from faculty and/or a student since coming to RBHS. Higher scores represent higher levels of academic disengagement. Students who have experienced sexual harassment since coming to RBHS reported significantly higher levels of academic disengagement, on average, than students who have not experienced sexual harassment since coming to RBHS.²⁹

Figure 29. Academic Disengagement

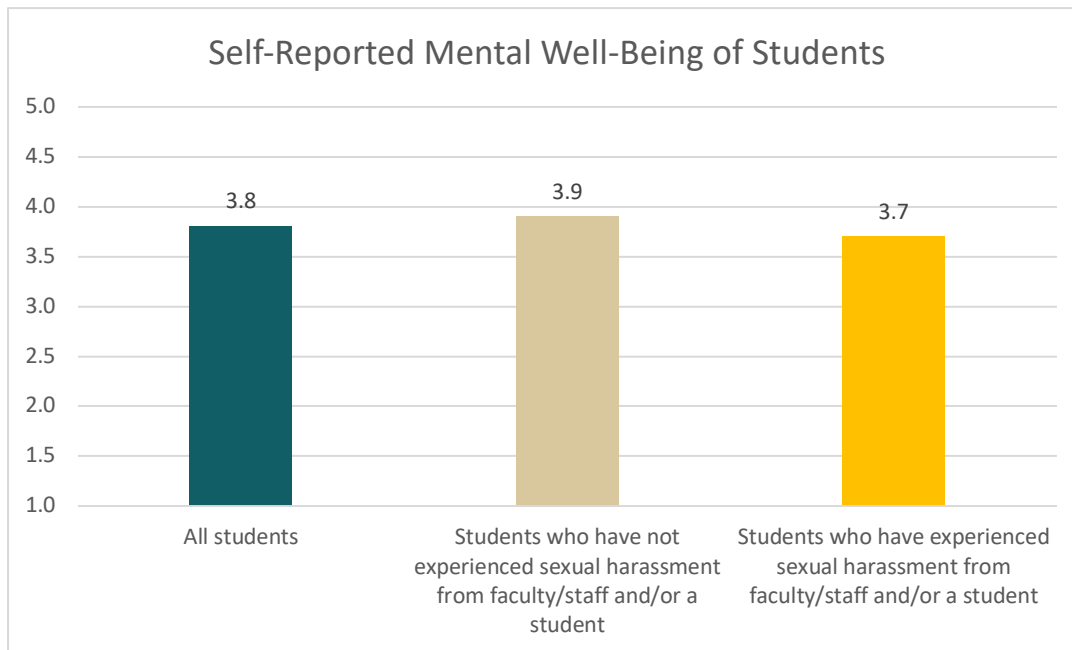


²⁹ Students who have and have not experienced: $t(250) = -2.33, p = 0.02$

General mental health status and well-being of RBHS students

General mental health status was measured using five items assessing emotion (e.g., how much of the time during the past 4 weeks have you felt calm and peaceful?)[18]. Respondents indicated the frequency of feeling each of these emotions using a 1-5 scale: (1) never, (2) sometimes, (3) a few times, (4) most of the time, (5) always.³⁰ Figure 30 includes the average frequency of feeling each of the statements for all respondents and for respondents who have or have not experienced sexual harassment from faculty and/or a student since coming to RBHS. Higher scores indicate better mental health. Students who have experienced sexual harassment reported significantly worse mental health than students who have not experienced sexual harassment since coming to RBHS.³¹

Figure 30. Self-Reported Mental Well-Being of Students



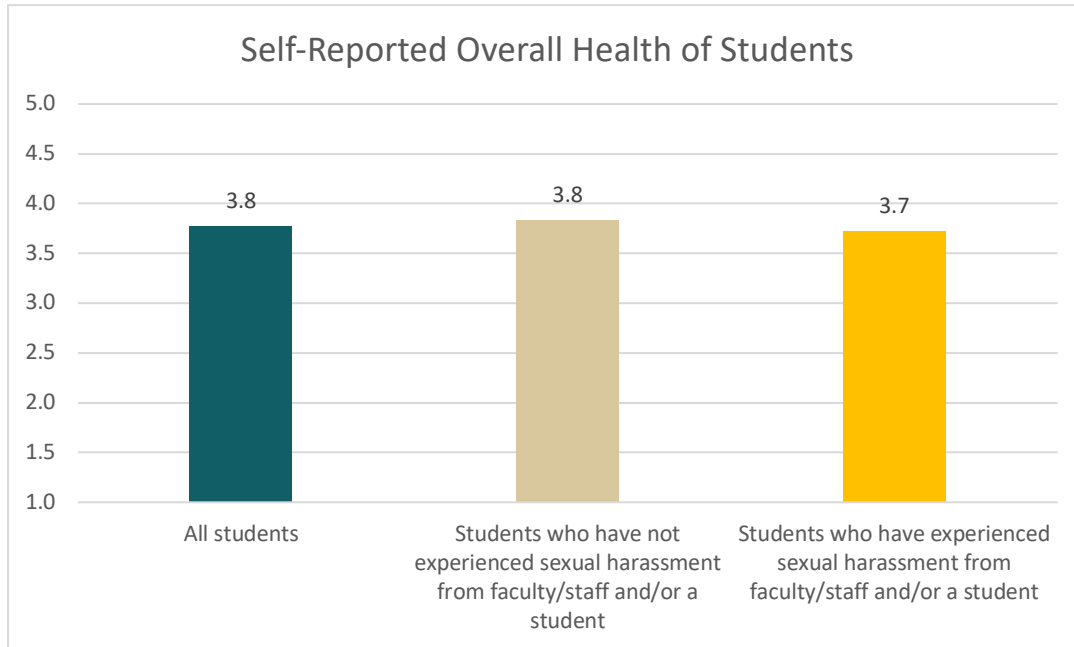
³⁰ Three items were reverse coded in the scale so higher scores indicate better mental health.

³¹ Students who have and have not experienced: $t(250) = 2.41, p = 0.02$

Overall health of students

Overall health was assessed by asking students one item to rate their health overall using a 5-point scale: (1) poor, (2) fair, (3) average, (4) above average, (5) excellent. Higher scores indicate better overall health. Figure 31 includes the health rating for all respondents and for respondents who have or have not experienced sexual harassment from faculty and/or a student since coming to RBHS. There were no significant differences between students who have and have not experienced sexual harassment since coming to RBHS, with both groups of students rating their health a little above the mid-point.

Figure 31. Self-Reported Overall Health of Students



LIMITATIONS

The results of this study need to be interpreted within the context of several limitations. First, although a large number of students participated in the survey and the response rate is consistent with other online census surveys, many students did not participate, which may introduce bias into the results.³²

Additionally, surveys that focus on sensitive issues, such as sexual harassment, risk “topic salience bias” [19]. Topic salience bias occurs when those individuals for whom the survey topic is most relevant are more likely to participate in the survey [20,21]. Researchers have consulted the literature and colleagues around the country who face similar challenges and implemented best practices [12] to minimize this bias, such as using robust incentives to encourage potential survey respondents to complete the survey beyond their intrinsic motivation to do so (RBHS paid each respondent who participated in the survey a \$10 e-gift card). Additionally, keeping the survey in the field for a reasonable length of time minimizes topic salience bias, and the RBHS campus climate survey was open for four weeks with multiple reminders sent out to participants.

Researchers also asked participants on the RBHS campus climate survey, “What was the most important reason you took this survey today?” Respondents at the Robert Wood Johnson Medical School most frequently reported (57.5%) that the gift card prize was the most important reason they took the survey. 23.0% reported that the issues covered in this survey are important, 8.2% reported that they wanted their opinions to be heard by faculty, and 1.7% selected “other” as the most important reason for taking the survey.

In addition, chi-square analyses indicated that there were no significant differences between the race/ethnicity of the student body and the analytic sample at the Robert Wood Johnson Medical School, meaning the sample is representative of the study population for this demographic category. However, women were overrepresented in the sample. While these implemented measures helped minimize topic salience bias, this still remains a limitation to interpreting the results of the campus climate survey at the Robert Wood Johnson Medical School.

Another limitation of the study is that participants were only able to answer follow-up questions concerning sexual harassment (e.g., the resources used by a student who has experienced victimization; who committed the incident; if the student disclosed the sexual harassment to anyone; who the disclosure was made to) based on the “most serious” incident. While this method of asking follow-up questions was recommended by the White House Task Force to Protect Students from Sexual Assault [1], it does restrict survivors to providing incident-specific information on only one experience.

³² The Robert Wood Johnson Medical School survey response rate is common for campus climate surveys with the American Association of Universities reporting a range of response rates from 7% to 53%, with a 19% average response rate across the 27 institutions that participated in their sexual violence campus climate study (see Cantor et al., 2015).

CONCLUSION

Research presented in the National Academies of Sciences, Engineering, and Medicine report on sexual harassment suggests that 20 to 50% of students experience sexual harassment[3]. Rates of sexual harassment at RWJMS fall above this range; just over 52% of students at RWJMS report harassment. Consistent with previous research, sexist gender hostility, one of the two subcategories of gender harassment (i.e., demeaning or derogatory remarks about members of one gender), was the most common type of harassment experienced.

Very few participants who experienced sexual harassment reported the experience to a formal resource; if participants did disclose, they were most likely to tell a friend or peer. There are several reasons why students who experienced harassment did not report. The most common reason reported by participants was that they did not feel the experience was serious enough to report. This finding is consistent with other research that demonstrates that minimizing or normalizing sexual harassment experiences is a common coping mechanism for dealing with sexual harassment[3].

Another reason for not reporting is that participants are not familiar with the resources available to them on campus. At RBHS, incidents of sexual harassment committed by faculty are reported to the Office of Employment Equity, yet 26.2% of participants were unaware of this office. Additionally, about one-fourth of participants who experienced harassment from faculty said they did not disclose because they did not think anything would be done. If students are unaware of resources for reporting sexual harassment, they may be more likely to assume that the school will not do anything in response to a report. Therefore, increasing students' awareness of resources may increase their perception that the university would do something in response to a report and their willingness to actually report.

Rates of unwanted sexual contact (including sexual assault) were quite low at RWJMS. The low rates may be because the population of RWJMS is graduate students, who are less likely than undergraduates to experience sexual violence[5, 13]. The rates of unwanted sexual contact before coming to RBHS (e.g., as an undergraduate) are relatively consistent with national averages: 17.3% of women and 6.5% of men report an experience of unwanted sexual contact before coming to RBHS.

Participants felt relatively positive about how RBHS would respond to a report of sexual misconduct; in general, they thought RBHS would handle the report fairly and would be fair to both the accuser and the accused. This finding is important because perceived tolerance for sexual misconduct predicts the occurrence of sexual misconduct in an organization[3]. Additionally, survivors who distrust their institutions are more likely to experience anxiety and other trauma-related symptoms in the wake of sexual misconduct[14].

Participants felt relatively positive about how their peers would respond to a report of sexual misconduct. Peer support of survivors is important because survivors are more likely to disclose experiences of sexual misconduct to their peers than to any other resource[10]. Receiving a negative reaction from one's peers after disclosing an experience of sexual violence is associated with negative mental health outcomes such as depression, PTSD, paranoia, hostility, and substance abuse[15-17].

Finally, while many participants reported that another individual witnessed the incident of harassment occur, very few individuals intervened. Based on these findings, bystander intervention programs may

be important to increase prosocial helping behaviors on campus, as well as improve students' perceptions of peer norms.

Acknowledgements

The research team thanks the many members of the Rutgers Biomedical and Health Sciences community who contributed to the campus climate assessment project. This report and the project as a whole are the result of the enthusiastic support and participation of administrators, faculty, staff, and students across Rutgers. This report is dedicated to all those who are survivors of sexual and dating violence. We hope our efforts can help contribute to creating campus communities that are free of all forms of violence.

We would especially like to thank the following members of the Rutgers community who provided support to the project:

Robert L. Johnson, MD, FAAP, Interim Dean, Robert Wood Johnson Medical School

Sonia Garcia Laumbach, MD, Assistant Dean for Student Affairs at Rutgers Robert Wood Johnson Medical School

Daniel J. Mehan, PhD, Assistant Dean for Student Affairs at Rutgers Robert Wood Johnson Medical School

Kavita Jain, BS, medical student at Rutgers Robert Wood Johnson Medical

Lianna Schwartz-Orbach, student, Rutgers Robert Wood Johnson Medical School

Sneha Swaminathan, medical student, Rutgers Robert Wood Johnson Medical School

Susan Hamilton, MA Ed, Assistant Vice Chancellor for Academic & Student Affairs and Title IX Coordinator, Rutgers Biomedical and Health Sciences

Kerry Camerer, MSW, LSW, Director of Rutgers Biomedical and Health Sciences Office for Violence Prevention & Victim Assistance (VPVA)

La Reina Bates, PhD, Office of Institutional Research and Academic Planning

Cathryn Potter, PhD, Dean, School of Social Work, Rutgers University

RUTGERS UNIVERSITY COMMUNITY MEMBERS AND ORGANIZATIONS

The Arts and Sciences Institutional Review Board – New Brunswick

The Center on Violence Against Women and Children, School of Social Work, Rutgers University

RESEARCH SUPPORT

MaryGrace DeCotiis, Abigail DeSilva, Rebecca Glinn, Esther Goeke, Nicole Rodriguez, and all of the students and staff who provided assistance

Glossary of Terms

Crude Gender Harassment

Crude gender harassment is a type of gender harassment that includes using sexually crude terms or making sexually crude jokes about one gender (e.g., referring to a woman as a ‘bitch’ or a man as a ‘pussy’)[3].

Gender Harassment

Gender harassment refers to “a broad range of verbal and nonverbal behaviors not aimed at sexual cooperation but that convey insulting, hostile, and degrading attitudes about” members of one gender[6]. Gender harassment is the most common type of sexual harassment.

Sexual Coercion

Sexual coercion refers to requirements to engage in sexual activity as a condition of employment or promotion (e.g., receiving a promotion in exchange for sex, or being denied an opportunity for refusing to have sex)[3].

Sexist Gender Hostility

Sexist gender hostility is a type of gender harassment that includes behaviors that are demeaning to members of one gender (e.g., jokes or comments about women’s leadership abilities)[3].

Sexual Harassment

Rutgers University [8] defines sexual harassment as any unwelcome sexual advances, request for sexual favors, other verbal or physical conduct, or communication of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education, educational or campus life activities; or
- Submission to or rejection of such conduct by an individual is used as the basis for academic or student life decisions affecting that individual; or
- Such conduct has the effect of unreasonably interfering with an individual’s education or academic performance or creating an intimidating, hostile, demeaning, or offensive campus, work or living environment.
- Sexual harassment may be committed by anyone regardless of gender identity and may occur between members of the same or different sex.

For the purpose of this campus climate survey, we used the definition of sexual harassment presented in the report on sexual harassment of women from the National Academies of Sciences, Engineering, and Medicine (2018), in which sexual harassment is defined as a type of gender discrimination that can include gender harassment, unwanted sexual attention, and/or sexual coercion.

Sexual Misconduct

Rutgers University defines sexual misconduct as a broad range of behaviors focused on sex and/or gender that may or may not be sexual in nature. Sexual harassment, sexual violence, sexual exploitation, gender based harassment, stalking, and relationship violence (including dating and domestic violence) are all forms of misconduct that are prohibited by this policy[8].

Unwanted Sexual Attention

Unwanted sexual attention refers to sexual advances that are unwelcome (e.g., repeatedly asking someone on a date when they have said 'no'). Unwanted sexual attention can include sexual assault[3].

Unwanted Sexual Contact

We use the term unwanted sexual contact to refer to a broad range of nonconsensual sexual behaviors, including sexual assault. Rutgers University defines sexual assault or nonconsensual sexual contact as any one or more of the following acts[8]:

- Touching of an unwilling or non-consenting person's intimate parts (such as genitalia, groin, breast, buttocks, or mouth under or over a person's clothes).
- Touching an unwilling person or non-consenting person with one's own intimate parts.
- Forcing an unwilling person to touch another's intimate parts.
- Penetrating an unwilling person orally, anally, or vaginally with any object or body part. This includes, but is not limited to, penetration of a bodily opening without consent through the use of coercion or through exploitation of another's inability to give consent.
- Penetrating an unwilling person orally, anally, or vaginally with any object or body part by use of force, threat, and/or intimidation.

For the purpose of the campus climate survey, participants were asked six questions about whether they had experienced various types of unwanted sexual contact since coming to RBHS. The six questions were adapted from the Bureau of Justice Statistics Campus Climate Validation Study[12].

The questions included:

- Four questions about unwanted sexual contact that involved force or threats of force, explained as: "This could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you."
- Two questions about unwanted sexual contact while being unable to provide consent or to stop what was happening because "you were passed out, drugged, incapacitated or asleep." One question asks about experiences of this type that participants are certain occurred, and the second question asks about experiences of this type that participants are uncertain occurred.

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