



#iSPEAK

**Campus Climate Assessment:  
School of Public Health**

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## **EXECUTIVE SUMMARY**

In Spring 2019, the Center on Violence Against Women & Children (VAWC) administered a campus climate survey to students at the New Jersey Medical School (NJMS) at Rutgers Biomedical and Health Sciences (RBHS) to assess issues of sexual misconduct on campus. The survey was administered as part of a comprehensive campus climate assessment process that also included focus groups and a resource and policy scan. The climate assessment was conducted at two RBHS campuses (the New Jersey Medical School and the School of Public Health) to pilot the tools and process. The campus climate assessment implemented at RBHS contributes to the ongoing campus climate assessment work that began at Rutgers University in 2014.<sup>1</sup>

This report provides the findings of the survey for the School of Public Health (SPH). The survey contained six sections: 1) basic demographics; 2) experiences of sexual harassment; 3) experiences of unwanted sexual contact; 4) perceptions of the university and fellow students; 5) awareness of resources, knowledge of what to do in cases of sexual misconduct and sexual harassment, and participation in sexual misconduct-related education/activities; and, 6) 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<sup>2</sup> and the ARC3 Campus Climate Survey Instrument.<sup>3</sup> 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.<sup>4</sup>

All students enrolled in the graduate program at the SPH at RBHS during the spring semester of 2019 were invited to participate in the survey. In total, 177 students participated (a 47% response rate). A majority of the sample identified as women, which reflects the student body at SPH.

The following executive summary highlights key findings from the survey for SPH. A full report, which presents the results of every question asked on the survey, follows. A condensed report on the findings is also available.

### **Key finding #1: Over one-in-ten SPH students reported an experience of sexual harassment from faculty and/or students, but none reported the experience to RBHS.**

Participants indicated how often they had experienced several sexual harassment behaviors committed by faculty and students *sexist gender harassment* (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

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<sup>1</sup> For more information regarding campus climate assessments, please visit the website of the Rutgers’ Center on Violence Against Women and Children, at <http://vawc.rutgers.edu>.

<sup>2</sup> White House Task Force to Protect Students from Sexual Assault. (April 2014). *Not Alone: The first report of the White House Task Force to Protect Students from Sexual Assault*. Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>.

<sup>3</sup> ARC3 Campus Climate Survey. Available from: <https://campusclimate.gsu.edu/arc3-campus-climate-survey/>.

<sup>4</sup> National Academies of Sciences, Engineering, and Medicine (2018). *Sexual harassment of women: climate, culture, and consequences in academic sciences, engineering, and medicine*. National Academies Press. Chicago



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”).

Just over one-in-ten students reported at least one experience of sexual harassment committed by faculty and/or students; sexist gender harassment was the most common type of harassment experienced by both women and men. None of the participants who experienced sexual harassment disclosed to a formal resource on campus (e.g., Resident Advisor, Violence Prevention and Victim Assistance [VPVA], Title IX), and only 17% of participants who experienced sexual harassment from faculty, and 41% of participants who experienced sexual harassment from students, told anyone at all about the incident.

**Key finding #2: Many students who experienced sexual harassment did not disclose because they did not think it was serious enough to disclose. Some also feared it would affect their careers.**

Participants who indicated that they experienced sexual harassment from faculty 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 faculty and student harassment was that the participant did not think it was serious enough to disclose (about 90% cited this reason). Among participants who experienced sexual harassment from faculty, 30% said they did not disclose because they were afraid it would impact their career or academics and 25% feared retaliation.

**Key finding #3: Many participants who experienced sexual harassment reported that at least one other person witnessed the incident, but did nothing to intervene.**

Between one-third and one-half of participants who experienced sexual harassment from faculty and/or students reported that at least one other person witnessed the incident. However, the majority of witnesses 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.<sup>5</sup> 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% of female and 0% of male participants). However, many students reported an experience of unwanted sexual contact before coming to RBHS (27% of female participants and 13% of male participants).

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<sup>5</sup> Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from [https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU\\_Campus\\_Climate\\_Survey\\_12\\_14\\_15.pdf](https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf)

**Key finding #5: Participants perceived RBHS's response to reports of sexual misconduct positively, but were neutral about fellow students.**

Students reported relatively high confidence in the institution's ability to handle incidents of sexual misconduct (including sexual harassment and unwanted sexual contact). At the same time, students' own peers received a neutral confidence rating.

**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 35% of students indicated that they were very or extremely aware of Title IX. Fewer students (14%) were aware of the Office of Employment Equity, which is where incidents of harassment perpetrated by faculty would be reported.

[The following provides a link to the full report](#) which elaborates on the above key findings.

The report below is divided into the following sections:

- I. Introduction
- II. Methods
- III. Survey Sample
- IV. Sexual Harassment Findings
- V. Unwanted Sexual Contact Findings
- VI. Perceptions of University & Students Findings
- VII. Awareness of Campus Resources/Student Efficacy Findings
- VIII. Attitudes about Sexual Misconduct Findings
- IX. Conclusion

## **I. INTRODUCTION**

The issue of sexual violence against students at institutions of higher education (IHE) has gained growing attention as a major problem. The Association of American Universities (AAU) surveyed students at 27 IHEs and found, on average, 11.7% of students, including 23.1% of female undergraduates, experienced nonconsensual sexual contact by force or incapacitation<sup>6</sup>. Researchers have 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 the science, engineering, and medicine fields, are more likely than men to experience sexual harassment<sup>7</sup>.

The Center on Violence Against Women & Children (VAWC) at the Rutgers School of Social Work worked with the New Brunswick, Newark, and Camden campuses at Rutgers University to administer comprehensive campus climate assessments related to sexual misconduct (see [vawc.rutgers.edu](http://vawc.rutgers.edu) for reports from each campus). In Spring 2019, VAWC piloted a survey, called *iSPEAK*, at two Rutgers Biomedical and Health Sciences (RBHS) campuses including the School of Public Health (SPH). The *iSPEAK* survey was based on the *Not Alone* toolkit from The White House Task Force to Protect Students from Sexual Assault<sup>8</sup> and the ARC3 Campus Climate Survey Instrument.<sup>9</sup> 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.

This report presents the results of every question asked on the survey. A condensed report, *Key Findings from the iSPEAK Campus Climate Assessment School of Public Health at Rutgers Biomedical and Health Sciences*, is also available which outlines key findings from the results of the campus climate survey conducted at the School of Public Health.

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<sup>6</sup> Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from [https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU\\_Campus\\_Climate\\_Survey\\_12\\_14\\_15.pdf](https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf).

<sup>7</sup> National Academies of Sciences, Engineering, and Medicine (2018).

<sup>8</sup> White House Task Force to Protect Students from Sexual Assault. (April 2014)..

<sup>9</sup> ARC3 Campus Climate Survey. Available from: <https://campusclimate.gsu.edu/arc3-campus-climate-survey/>.

## **II. METHODS**

The survey used in this report was based on validated scales from the *Not Alone* toolkit from The White House Task Force to Protect Students from Sexual Assault and the ARC3 Campus Climate Survey Instrument. The tool was created 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 the Rutgers School of Social Work's Center on Violence Against Women & Children (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. Additionally, a dating violence module was added to the 2018 administration at Rutgers University – New Brunswick.

The survey was modified again for use at Rutgers Biomedical and Health Sciences (RBHS). This survey was administered at two Rutgers Biomedical and Health Sciences schools: The New Jersey Medical School (NJMS) and the School of Public Health (SPH). The survey development process mirrored the process of the campus climate assessments conducted at Rutgers–New Brunswick, Camden, and Newark. It included three main components: (1) a resource and policy scan to determine what was available on campus, (2) focus groups with diverse students to understand their perspectives on sexual misconduct, (3) and a campus climate survey for students. Each of these stages is further explained below.

The 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 SPH-specific resources.

Before the 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 Rutgers Biomedical and Health Sciences (RBHS) educational programming.

The third component, the campus climate survey, was administered in Spring 2019. The survey was approved by the Rutgers University Institutional Review Board and was programmed into Qualtrics by Rutgers Institutional Research (IR). All participants were provided with an informed consent form and the option to participate in the survey. The survey was open from February 6, 2019 through March 7, 2019. Students were invited to participate through an email from Institutional Research, which included a link to the survey and were reminded to take the survey through a range of outreach measures, including direct e-mails, a social media campaign, and posters displayed on campus. All participants received a \$10 electronic Amazon gift card for completing the survey.



The campus climate survey contained six sections: 1) basic demographics; 2) experiences of sexual harassment from faculty and students; 3) experiences of unwanted sexual contact; 4) perceptions of the university and students; 5) awareness of resources, knowledge of what to do in cases of sexual misconduct, and participation in sexual misconduct-related education/activities; and, 6) attitudes about sexual misconduct. Validated, reliable, and published scales were used throughout the survey. Details about the specific scales are included with findings, below.

### **III. SURVEY SAMPLE**

#### **SURVEY SAMPLE**

Demographic information about the sample is presented in Table 1. In total, 177 students from the School of Public Health (SPH) participated in the survey (a 47% response rate).<sup>10</sup> Gender, race and ethnicity, sexuality, international student status, campus, and year in program was measured for the sample.

#### **REPRESENTATIVENESS OF SURVEY SAMPLE**

The majority of participants identified as female (77%; see Table 1), which largely reflects the student body of SPH (73% female). The sample is diverse in terms of race/ethnicity and is similar to the racial/ethnic background of the SPH student population (see Table 1).

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<sup>10</sup> Although 177 participants took the survey, not all participants answered every question. Therefore, it's possible that table numbers values will not always add up to 177, particularly in those that include information on students' gender identity as not all students responded to this question.



**Table 1. Participant Demographics**

	All (n=177)	
	N	%
Male	39	22.03
Female	136	76.84
Another	NR	1.12
<i>Missing</i>	<i>NR</i>	<i>NR</i>
<b>Race/Ethnicity</b>		
African American	33	18.64
Asian	43	24.29
Hispanic	24	13.56
White	47	26.55
Other	30	16.95
<i>Missing</i>	-	-
<b>International Student</b>		
Yes	23	12.99
No	154	87.01
<i>Missing</i>	-	-
Heterosexual	153	86.44
Non-heterosexual	24	13.56
<i>Missing</i>	-	-
<b>Campus</b>		
New Brunswick/Piscataway	137	77.40
Newark	39	22.03
<i>Missing</i>	-	-
<b>Year in Program</b>		
First	94	53.11
Second	52	29.38
Third	NR	NR
Fourth	NR	NR
Other	17	9.60
<i>Missing</i>	<i>NR</i>	<i>NR</i>

NR: Not reported; cell size smaller than 5.

## IV. SEXUAL HARASSMENT FINDINGS

Sexual harassment was measured using a modified version of the Sexual Experiences Questionnaire (SEQ DoD), a validated instrument. The National Academies of Sciences, Engineering, and Medicine (2018) report on sexual harassment of women recommends the SEQ DoD because rather than using the term “sexual harassment” in the survey items, which participants may interpret differently, the tool uses behaviorally specific questions, asking about a range of behaviors. This practice has been determined as superior for asking about experiences of sexual misconduct. The survey tool is also recommended because it captures various broad categories of sexual harassment (gender harassment, unwanted sexual attention, and sexual coercion). In the current survey, we used the SEQ DoD to measure harassment experiences committed by both faculty and by students.

The SEQ DoD includes 16 behaviors that capture the following types of sexual harassment: sexist gender harassment, 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 harassment), “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 experience with these behaviors committed by faculty members and students.

### SEXUAL HARASSMENT COMMITTED BY FACULTY

The rates and types of sexual harassment committed by faculty are displayed in Table 2.

**Table 2. Nature of Sexual Harassment Committed by Faculty**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
<b>Sexist Hostility</b>						
Treated you differently because of your gender	6.2	11	7.4	10	NR	NR
Displayed, used, or distributed sexist or suggestive materials	NR	NR	NR	NR	5.1	2
Made offensive or sexist remarks	5.7	10	5.1	7	5.1	2
Put you down or was condescending to you because of your gender	NR	NR	NR	NR	-	-
<b>Crude Harassment</b>						
Repeatedly told sexual stories or jokes that were sexually offensive to you	NR	NR	NR	NR	NR	NR



	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
Made unwelcome attempts to draw you into a discussion of sexual matters	-	-	-	-	-	-
Made offensive remarks about your appearance, body, or sexual matters	NR	NR	NR	NR	-	-
Made gestures or used body language of a sexual nature which embarrassed or offended you	NR	NR	NR	NR	-	-
<b>Unwanted Sexual Attention</b>						
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	NR	NR	NR	NR	NR	NR
Continued to ask you for dates, drinks, dinner, etc., even though you said 'No'	NR	NR	-	-	NR	NR
Touched you in a way that made you feel uncomfortable	NR	NR	NR	NR	5.1	2
Made unwanted attempts to stroke, fondle, or kiss you	NR	NR	NR	NR	NR	NR
<b>Sexual Coercion</b>						
Made you feel like you were being bribed with a reward to engage in sexual behavior	NR	NR	-	-	NR	NR
Made you feel threatened with some sort of retaliation for not being sexually cooperative	-	-	-	-	-	-
Treated you badly for refusing sex	-	-	-	-	-	-
Implied faster promotions of better treatment if you were sexually cooperative	-	-	-	-	-	-

NR: Not reported; cell size smaller than 5.

### **TYPE OF FACULTY SEXUAL HARSSMENT**

The report on sexual harassment of women from the National Academies of Sciences, Engineering, and Medicine<sup>11</sup> 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,

<sup>11</sup> National Academies of Sciences, Engineering, and Medicine (2018).

and degrading attitudes about” members of one gender<sup>12</sup> (p. 430). Gender harassment can be further divided into two subcategories:

- a. *Sexist hostility*. Sexist hostility includes behaviors that are demeaning to members of one gender (e.g., jokes or comments about women’s leadership abilities)
  - b. *Crude harassment*. Crude 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).

Based on the 16 questions outlined in the table above, experiences of sexual harassment were collapsed into the following categories identified by the National Academies of Sciences,<sup>13</sup> Engineering, and Medicine: 1) Gender harassment; 2) Unwanted sexual attention; and 3) Sexual coercion.

Table 3 provides the percentage and number of all students, women students, and men students that reported at least one experience of sexual harassment that faculty committed.

**Table 3. Types of Sexual Harassment Committed by Faculty**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
Any sexual harassment experience from faculty	13.6	24	13.2	18	12.8	5
Sexist Gender Harassment from Faculty	11.9	21	11.8	16	10.3	4
Crude Gender Harassment from Faculty	NR	NR	NR	NR	NR	NR
Unwanted sexual attention from Faculty	NR	NR	NR	NR	5.1	2
Sexual Coercion from Faculty	NR	NR	-	-	NR	NR

NR: Not reported; cell size smaller than 5.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.



### THOSE WHO COMMIT ACTS OF SEXUAL HARASSMENT

Participants who indicated that they experienced an incident of sexual harassment were asked about the position and gender of the faculty or staff member who committed the most significant experience. The position and gender of the individual committing the behavior is displayed in Tables 4 and 5 for all student survivors.

**Table 4. Position of Individual who Committed the Most Significant Incident**

	All Survivors (n=24)	
	%	N
Faculty member	54.2	13
Staff member or other administrator	25.0	6
Graduate student instructor	8.3	2
Field/intern instructor or supervisor	-	-
Other person affiliated with a university program (ex. Internship, study abroad)	-	-
The person was not affiliated with Rutgers Biomedical and Health Sciences	-	-
I don't know their association with Rutgers Biomedical and Health Sciences	8.3	2
Other	NR	NR

NR: Not reported; cell size smaller than 5.

**Table 5. Gender Identity of Individual who Committed the Most Significant Incident**

	All Survivors (n=24)	
	%	N
Men	79.2	19
Women	16.7	4

**LOCATION OF FACULTY SEXUAL HARASSMENT**

Participants who reported at least one incident of sexual harassment by faculty/staff associated with RBHS were asked where the most significant experience of sexual harassment took place. Results are displayed in Table 6.

**Table 6. Location of Most Significant Sexual Harassment Committed by Faculty**

	All Survivors (n=24)	
	%	N
On-campus	87.5	21
Off-campus at a university-affiliated internship, field placement, or rotation	-	-
Other off-campus place	12.5	3

**SURVIVOR DISCLOSURE SOURCE AFTER HARASSMENT COMMITTED BY FACULTY**

Participants who reported at least one experience of sexual harassment that faculty/staff associated with RBHS were asked whether they disclosed the most significant incident of sexual harassment to anyone (see Table 7). Both formal and informal disclosure sources were listed.

**Table 7. To Whom Did Survivors Disclose the Most Significant Incident of Harassment Committed by Faculty**

	All Survivors (n=24)	
	%	N
<b>Off-campus or Informal Resources</b>		
Anyone	16.7	4
Friend or peer (e.g. roommate, close friend)	16.7	4
Romantic partner (other than the person who did this to you)	12.5	3
Family member (e.g., parent or guardian, other family members)	8.3	2
Resident Advisor (RA) or Residence Life staff	-	-
Health care provider	-	-
Religious leader	-	-
<b>Campus Resources</b>		
Office for Violence Prevention and Victim Assistance (VPVA) staff	-	-
Student Wellness Program	-	-
Rutgers Human Resources	-	-
Office of Employment Equity	-	-
Office of Student Conduct	-	-
Rutgers faculty or staff	NR	NR
Field instructor/intern supervisor	-	-
Rutgers Title IX Compliance Officer	-	-
Rutgers University Police Department	-	-
Other person (please specify your relationship to that person)	-	-

Note. Participants could select more than one disclosure resource.  
 NR: Not reported; cell size smaller than 5.

## REASONS STUDENTS DID NOT DISCLOSE SEXUAL HARASSMENT COMMITTED BY FACULTY

Respondents who did not disclose their most significant experience of sexual harassment were asked why they did not and were presented with a list of 27 possible reasons (see Table 8). Participants could choose multiple reasons.

**Table 8. Reasons for Nondisclosure of Most Significant Experience of Harassment Committed by Faculty**

	All Survivors Who Did Not Tell Someone (n=24)	
	%	N
<b>Fear of being blamed or not believed</b>		
I felt ashamed/embarrassed	25.0	5
I was afraid of not being believed	15.0	3
I thought I would be blamed for what happened	15.0	3
It would feel like an admission of failure	15.0	3
I didn't think others would understand	15.0	3
I was afraid I or another would be punished for infractions or violations	15.0	3
<b>Concern for Privacy</b>		
It is a private; I wanted to deal with it on my own	50.0	10
I was concerned others would find out	20.0	4
I thought people would try to tell me what to do	5.0	1
I didn't want others to worry about me	25.0	5
<b>Not Serious Enough</b>		
I didn't think others would think it was serious	45.0	9
I didn't think what happened was serious enough to talk about	65.0	13
I had other things I needed to focus on and was concerned about (classes, work)	65.0	13
<b>Nothing Would Be Done</b>		
I didn't think anything would be done	50.0	10



	All Survivors Who Did Not Tell Someone (n=24)	
	%	N
<b>Lack of Reporting Knowledge</b>		
I didn't know reporting procedures on campus	5.0	1
I thought it wasn't a university related issue	15.0	3
<b>Fear of Retaliation</b>		
I was afraid the person who did it would try to get back at me	25.0	5
I was afraid others would harass me or react negatively toward me	25.0	5
<b>Desire to Forget</b>		
I wanted to forget it happened	30.0	6
<b>Concern for Career/Academics</b>		
I was afraid it would impact my current employment/internship/field placement	15.0	3
I was afraid it would impact my grades or other academic related outcomes	25.0	5
<b>Concern for Community</b>		
I was concerned that members of my religious group would not support me	10.0	2
I was concerned that members of my cultural/ethnic community would not support me	5.0	1
I was afraid it would reflect badly on the LGBT community*	20.0	1
<b>Concern for Individual Who Committed the Behavior</b>		
I didn't want the person to get in trouble	30.0	6
I was afraid it would impact the future (career) of the person who committed the behavior	10.0	2

Note. Multiple responses could be selected. \*This question was only asked of those who identified as gay, lesbian, bisexual, fluid/pansexual, queer, asexual, questioning or unsure, same-gender loving, or another sexual orientation.



### **BYSTANDER RESPONSE TO FACULTY SEXUAL HARASSMENT**

Participants were asked whether anyone saw what happened during the most significant experience of sexual harassment and if yes, if they intervened. Table 9 displays the rates of bystander intervention of the sample.

**Table 9. Bystander Behavior during Most Serious Incident of Faculty Sexual Harassment**

Was there anyone who saw what happened to you?	Yes, and they did nothing		Yes, and they did something		No	
	%	N	%	N	%	N
All survivors (n=24)	37.5	9	8.3	2	54.2	13

### **SEXUAL HARASSMENT COMMITTED BY STUDENTS**

Participants were also asked about experiences of sexual harassment committed by students using questions identical to the questions regarding incidents committed by faculty/staff. The SEQ DoD includes 16 behaviors that capture the following types of sexual harassment: sexist gender harassment, 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 harassment), “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) (see Table 10).



**Table 10. Nature of Sexual Harassment Committed by Students**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
<b>Sexist Hostility</b>						
Treated you differently because of your gender	14	8	7.4	10	7.7	3
Displayed, used, or distributed sexist or suggestive materials	NR	NR	NR	NR	5.1	2
Made offensive or sexist remarks	5.1	9	5.1	7	5.1	2
Put you down or was condescending to you because of your gender	5.6	10	5.9	8	NR	NR
<b>Crude Harassment</b>						
Repeatedly told sexual stories or jokes that were sexually offensive to you	NR	NR	NR	NR	NR	NR
Made unwelcome attempts to draw you into a discussion of sexual matters	NR	NR	NR	NR	NR	NR
Made offensive remarks about your appearance, body, or sexual matters	NR	NR	NR	NR	NR	NR
Made gestures or used body language of a sexual nature which embarrassed or offended you	NR	NR	NR	NR	NR	NR
<b>Unwanted Sexual Attention</b>						
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it	NR	NR	NR	NR	NR	NR
Continued to ask you for dates, drinks, dinner, etc., even though you said 'No'	NR	NR	NR	NR	5.1	2
Touched you in a way that made you feel uncomfortable	NR	NR	NR	NR	NR	NR
<b>Sexual Coercion</b>						
Made unwanted attempts to stroke, fondle, or kiss you	NR	NR	NR	NR	NR	NR
Made you feel like you were being bribed with a reward to engage in sexual behavior	NR	NR	-	-	NR	NR
Made you feel threatened with some sort of retaliation for not being sexually cooperative	NR	NR	-	-	NR	NR
Treated you badly for refusing sex	NR	NR	NR	NR	NR	NR

NR: Not reported; cell size smaller than 5.

**TYPE OF STUDENT SEXUAL HARSSMENT**

As with questions about incidents committed by faculty/staff, the student questions asked about the following 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<sup>14</sup> (p. 430). Gender harassment can be further divided into two subcategories:
  - a. *Sexist hostility.* Sexist hostility includes behaviors that are demeaning to members of one gender (e.g., jokes or comments about women’s leadership abilities).
  - b. *Crude harassment.* Crude 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).

Table 11 provides the percentage and number of all students that reported at least one experience of sexual harassment committed by students, and is also broken down by gender.

**Table 11. Types of Sexual Harassment Committed by Students**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
Any sexual harassment experience from students	12.4	22	11.8	16	12.8	5
Sexist Gender Harassment from students	10.7	19	10.3	14	10.3	4
Crude Gender Harassment from students	NR	NR	5.1	7	NR	NR
Unwanted sexual attention from students	NR	NR	NR	NR	5.1	2
Sexual Coercion from students	NR	NR	NR	NR	NR	NR

NR: Not reported; cell size smaller than 5.

<sup>14</sup> Ibid.

### THOSE WHO COMMIT ACTS OF SEXUAL HARASSMENT

Participants were asked about the student status and gender identity of the peer who committed the most significant experience of sexual harassment. Results are indicated in Table 12 and Table 13.

**Table 10. Student Status of Individual who Committed the Most Significant Incident**

	All Survivors (n=22)	
	%	N
No	9.1	2
Yes	81.8	18
I don't know	9.1	2

**Table 11. Gender Identity of Individual who Committed the Most Significant Incident**

	All Survivors (n=22)	
	%	N
Female	18.2	4
Male	72.7	16

### LOCATION OF STUDENT SEXUAL HARASSMENT

Participants indicated where the most significant experience of sexual harassment a student committed took place. Results are displayed in Table 14.

**Table 12. Location of Most Significant Incident of Sexual Harassment Committed by Student**

	All Survivors (n=22)	
	%	N
On-campus	72.7	16
Off-campus at a university affiliated internship, field placement, or rotation	NR	NR
Off-campus at university-affiliated housing	-	-
Other off-campus place	22.7	5

NR: Not reported; cell size smaller than 5.

### BYSTANDER RESPONSE TO STUDENT SEXUAL HARASSMENT

Participants were asked whether anyone saw what happened during the most significant experience of sexual harassment by a fellow student and if yes, if they did anything. Table 15 displays the rates of bystander intervention of all of the sample and by gender.

**Table 13. Bystander Behavior During Most Significant Incident of Student Sexual Harassment**

	Yes, and they did nothing		Yes, and they did something		No	
	%	N	%	N	%	N
All survivors (n=22)	31.8	7	-	-	68.2	15

### SURVIVOR DISCLOSURE SOURCE AFTER HARASSMENT COMMITTED BY STUDENTS

Participants who reported at least one experience of harassment committed by students were asked whether they disclosed the most significant experience of sexual harassment to anyone (see Table 16). Both formal and informal disclosure sources were listed.

**Table 14. To Whom Did Survivors Disclose Most Significant Incident of Harassment Committed by Students?**

	All Survivors (n=22)	
	%	N
<b>Off campus or Informal Resources</b>		
Anyone	40.0	9
Friend or peer (e.g. roommate, close friend)	36.4	8
Romantic partner (other than the person who did this to you)	22.7	5
Family member (e.g., parent or guardian, other family members)	9.1	2
Resident Advisor (RA) or Residence Life Staff	-	-
Health Care Provider	-	-
Religious Leader	-	-
<b>Campus Resources</b>		
Office for Violence Prevention and Victim Assistance (VPVA) staff	-	-
Student Wellness Program	-	-





	All Survivors (n=22)	
	%	N
Rutgers Human Resources	-	-
Office of Employment Equity	-	-
Office of Student Conduct	-	-
Rutgers faculty or staff	-	-
Field Instructor/intern Supervisor	-	-
Rutgers Title IX Compliance Officer	-	-
Rutgers University Police Department	-	-
Therapist	-	-
Other person (please specify your relationship to that person)	-	-

Note. Participants could select more than one disclosure resource. \*Numbers in this table regarding disclosure sources were calculated differently than was done for the 2014 Campus Climate report.

### **REASONS STUDENTS DID NOT DISCLOSE INCIDENTS COMMITTED BY STUDENTS**

Respondents who did not tell anyone about what happened to them were asked why they did not disclose and were presented with a list of 27 possible reasons (See Table 17). Participants could choose multiple reasons.

**Table 15. Reasons for Nondisclosure of Sexual Harassment Committed by Students**

	All Survivors Who Did Not Tell Someone (n=24)	
	%	N
<b>Fear of being blamed or not believed</b>		
I felt ashamed/embarrassed	15.4	2
I was afraid of not being believed	7.7	1
I thought I would be blamed for what happened	7.7	1
It would feel like an admission of failure	7.7	1
I didn't think others would understand	15.4	2
I was afraid I or another would be punished for infractions or violations	7.7	1



	All Survivors Who Did Not Tell Someone (n=24)	
	%	N
<b>Concern for Privacy</b>		
It is a private; I wanted to deal with it on my own	76.9	10
I was concerned others would find out	15.4	22
I thought people would try to tell me what to do	15.4	2
I didn't want others to worry about me	23.1	3
<b>Not Serious Enough</b>		
I didn't think others would think it was serious	46.2	6
I didn't think what happened was serious enough to talk about	69.2	9
I had other things I needed to focus on and was concerned about (classes, work)	46.2	6
<b>Nothing Would Be Done</b>		
I didn't think anything would be done	23.1	3
<b>Lack of Reporting Knowledge</b>		
I didn't know reporting procedures on campus	-	-
I thought it wasn't a university related issue	5	2
<b>Fear of Retaliation</b>		
I was afraid the person who did it would try to get back at me	15.4	2
I was afraid others would harass me or react negatively toward me	23.1	3
<b>Desire to Forget</b>		
I wanted to forget it happened	30.8	4
<b>Concern for Career/Academics</b>		
I was afraid it would impact my current employment/internship/field placement	7.7	1
I was afraid it would impact my grades or other academic related outcomes	25.0	5
<b>Concern for Community</b>		
I was concerned that members of my religious group would not support me	-	-

	All Survivors Who Did Not Tell Someone (n=24)	
	%	N
I was concerned that members of my cultural/ethnic community would not support me	-	-
I was afraid it would reflect badly on the LGBT community*	-	-
<b>Concern for Individual Who Committed the Behavior</b>		
I didn't want the person to get in trouble	15.4	2
I was afraid it would impact the future (career) of the person who committed the behavior	7.7	1

Note. Multiple responses could be selected. \*This question was only asked of those who identified as gay, lesbian, bisexual, fluid/pansexual, queer, asexual, questioning or unsure, same-gender loving, or another sexual orientation.

### GENDER HARASSMENT AT RBHS

Because gender harassment was the most common type of sexual harassment experienced by participants, we included three additional questions to capture experiences of sexist gender harassment while at SPH. Respondents rated their agreement with three statements to measure sexist gender harassment at RBHS. Participants were given a scale with five options including strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). A mean score across the three items was calculated such that higher scores indicate more experiences with gender harassment at RBHS (see Table 18).

**Table 16. Gender Harassment Scale**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
Since Enrolling at Rutgers Biomedical and Health Sciences (RBHS), I have been denied academic opportunities because of my gender.	1.32	.64	1.32	.63	1.23	.58
At Rutgers Biomedical and Health Sciences (RBHS), I have not received the same support from my professors because of my gender.	1.37	.75	1.35	.69	1.38	.91
At Rutgers Biomedical and Health Sciences (RBHS), I have witnessed people of genders other than my own receive preferential treatment in the classroom.	1.51	.87	1.51	.88	1.38	.71

## **V. UNWANTED SEXUAL CONTACT FINDINGS**

In addition to sexual harassment, the survey asked a series of questions about whether students experienced various types of unwanted sexual contact at RBHS. Students who reported a completed sexual assault were asked a series of follow-up questions on the nature of the sexual violence they had experienced and what happened afterward, including any disclosure of the incident to others and use and perceived helpfulness of campus resources. In addition, students were asked how many of their peers had disclosed an experience of sexual violence to them and how they perceived their ability to help such peers. *As a reminder, the information presented in this section may be especially sensitive and difficult for some readers.*

To better understand the relationship between the campus climate and sexual violence, it is necessary to gather information about the scope and nature of unwanted sexual experiences among students. For this section of the *iSPEAK* survey, the research team drew many of the items and scales from the 2014 Not Alone toolkit.<sup>15</sup> The team modified the items after consulting the available literature, with additional input from several RBHS stakeholders. Before asking participants about their experiences with victimization, the *iSPEAK* survey provided students 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.<sup>16</sup> The definition provided was broken down into two types of unwanted sexual contact: (1) unwanted penetrative contact and (2) unwanted touching of a sexual nature.

Following the definitions of unwanted sexual contact as stated in the Rutgers University Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct - students were asked six questions about whether they had experienced various types of unwanted sexual contact since coming to RBHS using a validated scale included in the *Not Alone* toolkit from The White House Task Force to Protect Students from Sexual Assault.<sup>17</sup> This included:

- Four questions about unwanted sexual contact that involved force or threat of violence, 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

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<sup>15</sup> The White House Task Force to Protect Students From Sexual Assault (2014). Not Alone Report. Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>

<sup>16</sup> Definition adapted from Rutgers University. (2015). Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct.

<sup>17</sup> The White House Task Force to Protect Students From Sexual Assault (2014). Not Alone Report. Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>

occurred, and the second question asks about experiences of this type that participants are uncertain occurred.

If a student endorsed any of the six items referring to a completed or attempted sexual assault since coming to RBHS, the student was asked a follow-up question to indicate whether the incident involved unwanted sexual touching of a sexual nature, unwanted penetrative contact, or other.

It is important to note that because rates of unwanted sexual contact on campus were low, all six types of unwanted sexual contact were combined into one overall experience variable.

Participants were also asked whether they had experienced unwanted sexual contact before and since coming to RBHS (see Table 19).

**Table 17. Rates of Unwanted Sexual Contact Before and Since Coming to RBHS**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
Did you ever experience unwanted sexual contact before coming to RBHS	23.2	41	26.5	36	12.8	5
At least one incident of completed sexual violence since coming to RBHS	NR	NR	NR	NR	-	-
At least one incident of attempted sexual violence since coming to RBHS	NR	NR	NR	NR	-	-
At least one incident of incapacitated sexual violence since coming to RBHS	NR	NR	NR	NR	-	-
Any experience of sexual violence since coming to RBHS	NR	NR	NR	NR	-	-

NR: Not reported; cell size smaller than 5.



## **KNOWING SOMEONE WHO EXPERIENCED UNWANTED SEXUAL CONTACT**

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 (see Table 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 Table 21).

**Table 18. Students Who Know Anyone Who Experienced Unwanted Sexual Contact**

	All Students (n=177)	
	%	N
Yes	50.6	86
No	49.4	84

**Table 19. Disclosure of Unwanted Sexual Experiences from a Student Since Coming to RBHS**

	All Students (n=177)	
	%	N
Yes	5.9	10
No	94.1	159

## **VI. PERCEPTIONS OF UNIVERSITY & STUDENTS FINDINGS**

### **PERCEPTION OF THE UNIVERSITY**

The survey contained a scale to assess university responsiveness, which was included in the *Not Alone* toolkit from The White House Task Force to Protect Students from Sexual Assault.<sup>18</sup> Students were asked how they believe 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’s response. Example statements include, “RBHS would take the report seriously” and “RBHS would support the person making the report.” Results are displayed in Table 22.

**Table 20. Perception of How the University Would Handle a Report of Sexual Misconduct**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
Rutgers Biomedical and Health Sciences (RBHS) would take the report seriously	4.28	.77	4.23	.75	4.44	.85
Rutgers Biomedical and Health Sciences (RBHS) would maintain the privacy of the person making the report	4.30	.76	4.29	.72	4.33	.9
Rutgers Biomedical and Health Sciences (RBHS) would protect the safety of the person making the report	4.28	.76	4.24	.74	4.38	.85
If requested by the victim, Rutgers Biomedical and Health Sciences (RBHS) would forward the report to criminal investigators (for example, the police)	4.28	.82	4.25	.81	4.36	.87
Rutgers Biomedical and Health Sciences (RBHS) would support the person making the report	4.16	.83	4.13	.8	4.26	.91
Rutgers Biomedical and Health Sciences (RBHS) would take action to address factors that may have led to the unwanted sexual contact	4.07	.93	4.01	.92	4.31	.89
Rutgers Biomedical and Health Sciences (RBHS) would handle the report fairly	4.15	.83	4.12	.79	4.28	.92

<sup>18</sup> The White House Task Force to Protect Students From Sexual Assault (2014). *Not Alone Report*. Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>

**PERCEPTION OF STUDENTS’ RESPONSE**

The survey contained a scale to assess peer responsiveness, which was included in the *Not Alone* toolkit from The White House Task Force to Protect Students from Sexual Assault.<sup>19</sup> Table 23 shows participants’ perception of their peer’s response if someone was to report sexual misconduct. Participants rated their agreement with three statements on a 1 to 5 scale (Strongly Agree – Strongly Disagree). 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 trouble maker” and “the alleged offenders or their friends would try to get back at the person making the report.” Average scores for all participants, as well as women students and men students are displayed in Table 23.

**Table 21. Perception of How Peers Might React to Someone Reporting an Incident of Sexual Misconduct**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
Students would label the person making the report a trouble maker	2.40	1.11	2.37	1.06	2.36	1.2
Students would have a hard time supporting the person who made the report	2.30	1.11	2.3	1.06	2.21	1.22
The alleged offender(s) or their friends would try to get back at the person making the report	2.93	1.14	2.94	1.11	2.82	1.19

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<sup>19</sup> The White House Task Force to Protect Students From Sexual Assault (2014). *Not Alone Report*. Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>

## VII. AWARENESS OF CAMPUS RESOURCES/STUDENT EFFICACY FINDINGS

### AWARENESS OF CAMPUS RESOURCES

Participants were asked to rate their awareness of several resources on campus related to sexual misconduct. For each resource, participants were asked to indicate whether they were not at all aware (1), slightly aware (2), moderately aware (3), very aware (4), or extremely aware (5). Higher scores indicate greater average awareness of resources. Table 24 presents the mean (average) scores for participants across all resources. The table contains results for all participants, as well as women students and men students.

**Table 24. Awareness of Campus Resources**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
Office of Student Affairs	2.82	1.26	2.78	1.26	2.95	1.26
Office of RBHS Title IX	2.82	1.38	2.8	1.36	2.87	1.44
Student Wellness Program	2.73	1.25	2.68	1.29	2.87	1.12
The Office of Employment Equity	2.19	1.16	2.13	1.11	2.38	1.31
Rutgers Health Services	3.13	1.23	3.16	1.2	3.08	1.33
Rutgers University Police Department (RUPD)	3.49	1.23	3.55	1.17	3.28	1.43
Student Legal Services	2.15	1.20	2.04	1.18	2.05	1.28

### KNOWLEDGE OF WHAT TO DO IN CASES OF SEXUAL MISCONDUCT

Participants were asked to rate their agreement with four statements regarding knowledge of what to do if they or a friend experienced sexual misconduct on a 1 to 5 scale. Sample statements include, “If a friend or I experienced unwanted sexual misconduct, including sexual harassment, I know where to get help on Rutgers' campus.” Table 25 presents the mean (average) scores for participants. The table contains results for all participants, as well as women students and men students. Higher scores indicate greater efficacy/knowledge of what to do if they or a friend experienced sexual misconduct.



**Table 25. Perceived Efficacy/Knowledge about what to do in Cases of Sexual Misconduct**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
If a friend or I experienced unwanted sexual misconduct, including sexual harassment, I know where to get help on Rutgers' campus	3.23	1.28	3.1	1.23	3.67	1.32
If a friend or I experienced sexual misconduct, including sexual harassment, I know where to get help off Rutgers' campus	3.43	1.28	3.38	1.23	3.62	1.35
I am aware of and understand Rutgers' procedures for dealing with reported incidents of sexual misconduct, including sexual harassment	3.27	1.22	3.17	1.17	3.62	1.31
At Rutgers, I know what services are available for people who experience sexual misconduct, including sexual harassment	3.30	1.21	3.19	1.16	3.67	1.28
At Rutgers, students who are accused of perpetrating sexual misconduct, including sexual harassment, are treated fairly	3.30	1.21	3.26	.93	3.67	1.06
At Rutgers, when it is determined that sexual misconduct has happened, the perpetrator gets punished appropriately	3.36	.98	3.28	.94	3.64	1.04

**PARTICIPATION IN ACTIVITIES RELATED TO SEXUAL MISCONDUCT**

Students were asked whether they participated in three activities related to sexual misconduct on campus. The percentages of students who had participated in the events is displayed in Table 26. The table contains results for all participants, as well as women students and men students.

**Table 26. Participation in Sexual Misconduct Related Prevention Education/Activities**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	%	N	%	N	%	N
Attended a VPVA sponsored event (e.g., Clothesline Project, Take Back the Night, Vagina Monologues)	9.6	17	10.3	14	5.1	2
Took an online course/module (e.g., Not Anymore) regarding sexual or dating violence	28.7	49	27.5	36	31.6	12
Attended an orientation program where the definition of sexual harassment, sexual assault, gender bias, and/or dating violence was discussed.	48.8	84	47.0	62	52.6	20

## VIII. ATTITUDES ABOUT SEXUAL MISCONDUCT FINDINGS

### PERSONAL ENDORSEMENT OF BELIEFS THAT ACCEPT SEXUAL VIOLENCE

Students rated their agreement with seven statements in order to gauge their personal endorsement of beliefs that accept sexual violence on a 1-5 scale utilizing a scale adapted from the Personal Acceptance of Sexual Violence scale from Krebs et al. (2016).<sup>20</sup> Mean scores across all seven statements are presented in Table 27. Higher scores indicate greater rape myth acceptance.

**Table 27. Acceptance of Sexual Violence**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
People get too offended by sexual comments, jokes, or gestures	2.34	1.16	2.29	1.12	2.56	1.27
It doesn't really hurt anyone to post sexual comments or photos of people without their consent through e-mail, text, or social media	1.29	.72	1.28	.7	1.36	.81
A person who is sexually assaulted while they are drunk is at least somewhat responsible for putting themselves in that position	1.49	.92	1.45	.85	1.67	1.13
If one of my friends told me that someone had unwanted sexual contact with them, I would encourage them to report the incident to campus or local police	4.23	1.12	4.32	1.05	3.97	1.25
It is not necessary to get consent before sexual activity if you are in a relationship with that person	1.40	.86	1.39	.82	1.44	.99
Accusations of sexual assault are often used by one person as a way to get back at the other person	2.05	1.04	1.95	.98	2.33	1.15
A lot of times, what people say is rape is actually consensual sex that they regretted afterwards	1.64	.87	1.56	.82	1.92	1.01

<sup>20</sup> Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2007). The campus sexual assault (CSA) study. Washington, DC: National Institute of Justice, US Department of Justice.

## READINESS TO HELP

The Readiness to Help scale<sup>21</sup> evaluated the extent to which students think that sexual violence is a problem at RBHS and their level of intention to do something about it on a 1-5 scale. Mean scores across all statements are presented in Table 28.

**Table 28. Readiness to Help**

	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
I don't think sexual misconduct, including sexual harassment, is a problem at RBHS (reverse coded) <sup>22</sup>	2.87	1.04	2.88	.96	2.9	1.27
I don't think there is much I can do about sexual misconduct, including sexual harassment at RBHS (reverse coded)	2.14	.91	2.13	.83	2.13	1.08
There isn't much need for me to think about sexual misconduct, including sexual harassment at RBHS (reverse coded)	2.36	1.10	2.32	1.03	2.44	1.31
Doing something about sexual violence, including sexual misconduct, is solely the job of university officials (reverse coded)	1.71	.76	1.77	.76	1.54	.76
Sometimes I think I should learn more about sexual misconduct, including sexual harassment	3.33	1.06	3.43	.99	3.03	1.22
I have not yet done anything to learn more about sexual misconduct, including sexual harassment (reverse coded)	2.54	1.20	2.62	1.15	2.33	1.34
I think I can do something about sexual misconduct, including sexual harassment	3.66	.94	3.64	.88	3.74	1.12
I am planning to learn more about the problem of sexual misconduct, including sexual harassment on campus	3.31	.98	3.36	.97	3.13	1.03

<sup>21</sup> Adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence*, 4(1), 101-115.

<sup>22</sup> "Reverse coded" refers to when the numerical scoring scale for a particular survey item runs in the opposite direction so the item is reverse coded in order to match the scoring scale of the other items.





	All Students (n=177)		Women Students (n=136)		Men Students (n=39)	
	M	SD	M	SD	M	SD
I have recently attended a program about sexual misconduct, including sexual harassment	2.41	1.21	2.34	1.22	2.56	1.19
I am actively involved in projects to deal with sexual misconduct, including sexual harassment, at Rutgers Biomedical and Health Sciences (RBHS)	1.91	.92	1.86	.88	2.03	1.01
I have recently taken part in activities or volunteered my time on projects focused on ending sexual misconduct, including sexual harassment, on campus	2.01	.98	1.98	.98	2.05	.94
I have been or am currently involved in ongoing efforts to end sexual misconduct, including sexual harassment, on campus	2.13	1.09	2.09	1.09	2.23	1.11

## **IX. CONCLUSION**

Research presented in National Academies of Sciences, Engineering, and Medicine report on sexual harassment suggests that 20 to 50% of students experience sexual harassment.<sup>23</sup> Rates of sexual harassment at SPH were much lower; just over 10% of students at SPH report harassment. Consistent with previous research, gender harassment (i.e., demeaning or derogatory remarks about members of one gender) was the most common type of harassment experienced. In the National Academies of Sciences, Engineering, and Medicine report, the researchers note that sexual harassment is more likely to occur in male dominated environments.<sup>24</sup> The SPH student body is predominantly female, which may help to explain relatively low rates of harassment.

Although rates of sexual harassment are low, participants who experienced sexual harassment did not report the experience to any formal resource. In fact, most participants who experienced sexual harassment did not tell anyone at all about the incident. There are several reasons why students who experience harassment do not report. The most common reason for not reporting was that participants 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.<sup>25</sup>

Another reason for not reporting was that participants were not familiar with the resources available to them on campus. At RBHS, incidents of sexual harassment perpetrated by faculty can be reported to the Office of Employment Equity, yet only 14% of participants were aware of this office. Additionally, 50% of students who experienced harassment from faculty said they did not report 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 respond to a report and their willingness to actually report.

Rates of unwanted sexual contact (including sexual assault) were also quite low at SPH; less than 4% of women, and no men, reported an experience of unwanted sexual contact since coming to RBHS. The relatively low rates of unwanted sexual contact may be because SPH serves mostly graduate students who are less likely than undergraduates to experience sexual violence.<sup>26</sup> The rates of unwanted sexual contact before coming to RBHS (e.g., as an undergraduate) are consistent with national averages: over 25% of women and 10% of men report an experience of unwanted sexual contact before coming to RBHS.

Participants felt relatively positively about how RBHS would respond to a report of sexual misconduct. In general, they thought RBHS would handle the report fairly for both the accuser and the accused. This finding is important because perceived tolerance for sexual misconduct

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<sup>23</sup> National Academies of Sciences, Engineering, and Medicine. (2018).

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Cantor et al., (2015); McMahon, S., O'Connor, J., & Seabrook, R. (2018). Not just an undergraduate issue: Campus climate and sexual violence among graduate students. *Journal of Interpersonal Violence*, 0886260518787205. doi:10.1177/0886260518787205.

predicts the occurrence of sexual misconduct in an organization.<sup>27</sup> Additionally, survivors' who distrust their institutions are more likely to experience anxiety and other trauma-related symptoms in the wake of sexual misconduct.<sup>28</sup>

Students were less confident about how their fellow 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.<sup>29</sup> 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.<sup>30</sup>

Finally, while many participants reported that another individual witnessed the incident of harassment occur, very few witnesses 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.

For a report complete with data based on the results of the *iSPEAK* campus climate survey conducted at SPH, please see the following report: *Key Findings from the iSPEAK Campus Climate Assessment School of Public Health at Rutgers Biomedical and Health Sciences*.

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<sup>27</sup> National Academies of Sciences, Engineering, and Medicine. (2018). *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine*. Washington, DC: The National Academies Press.

<sup>28</sup> Smith, C. P., & Freyd, J. J. (2013). dangerous safe havens: Institutional betrayal exacerbates sexual trauma. *Journal of Traumatic Stress, 26*(1), 119-124. doi:10.1002/jts.21778.

<sup>29</sup> Orchowski, L. M., & Gidycz, C. A. (2012). To whom do college women confide following sexual assault? A prospective study of predictors of sexual assault disclosure and social reactions. *Violence Against Women, 18*(3), 264-288.

<sup>30</sup> Hakimi, D., Bryant-Davis, T., Ullman, S. E., & Gobin, R. L. (2018). Relationship between negative social reactions to sexual assault disclosure and mental health outcomes of Black and White female survivors. *Psychological Trauma: Theory, Research, Practice, and Policy, 10*(3), 270-275. doi:10.1037/tra0000245; Orchowski, L. M., & Gidycz, C. A. (2015). Psychological consequences associated with positive and negative responses to disclosure of sexual assault among college women: A prospective study. *Violence Against Women, 21*(7), 803-823. doi:10.1177/1077801215584068; Ullman, S. E., & Peter-Hagene, L. (2014). Social reactions to sexual assault disclosure, coping, perceived control, and PTSD symptoms in sexual assault victims. *Journal of Community Psychology, 42*(4), 495-508. doi:10.1002/jcop.21624.

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## **RUTGERS UNIVERSITY COMMUNITY MEMBERS AND ORGANIZATIONS**

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