

CULTIVATING LEARNING AND SAFE ENVIRONMENTS

An Empirical Study of Prevalence and Perceptions
of Sexual Harassment, Stalking, Dating/Domestic
Abuse and Violence, and Unwanted Sexual
Contact

The University of Texas at El Paso

Spring 2017



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1.

Introduction

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

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

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

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

We want to thank and extend our gratitude to UTEP President Diana S. Natalicio, for engaging students and the campus community in the deepest understanding and strategies of these issues to ensure the safety and academic achievement of all students. Her leadership is commendable.

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

Our gratitude and appreciation goes out to UTEP CLASE Stakeholder Group chair Assistant Vice President Ryan Holmes with fellow members Associate Vice President Catie McCorry Andalis, Public Information Officer Elizabeth Ashby, Director Corey Bailey, Assistant Director Denise

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

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

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

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

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

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

Introduction

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

William H. McRaven
Chancellor, The University of Texas System

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

were randomly selected to participate in the study.

Students anonymously and voluntarily answered questions using a web-based platform in three broad areas: health and well-being, general perceptions about the institution's response to addressing four areas protected under Title IX legislation (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact), and if they had personal experience with any of these since their enrollment at a UT System institution. At UTEP, 3,012 students participated. The response rate was 15%

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

Race/Ethnicity —

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

Complex Accountability for Institutions of Higher Education —

In recent years, universities nationwide have been grappling with how to identify and respond to victims and hold perpetrators accountable. However, in university settings, striking the balance of justice for victims and accountability of the alleged offenders is more complex, particularly when the offender has been identified as another student. University actors have a duty to uphold the liberties of all their students (victims and alleged offenders). University actors also have a duty to address the needs of all their students in a system where there are both Title IX and criminal justice process reporting options. Research indicates formal reporting is incredibly complex for victims, because it is most likely that the victim and alleged offender know, have known, or are related to each other.

Nationally, university actors need more support and resources dedicated to the implementation of disciplinary processes, police investigations, an advanced understanding of Title IX legislation and processes, and student support services.³ This research seeks to contribute to UT System institutions' understanding of these issues.



Title IX Forms of Violence

Title IX is the Education Amendment of 1972 that states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”⁴

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

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

Report Organization

This report is organized into five major sections.

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

Part 2: Findings include 18 infographics illustrating the prevalence rates, related impact, and student perceptions of institutional response.

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



Why use CLASE statistics?

There are several reasons why the findings in this report and statistics from other studies may differ. Definitions of victimization vary; the CLASE project uses behaviorally-specific definitions focused on unwanted, nonconsensual behaviors. Behaviorally specific definitions result in more accurate reports of victimization than asking a person if they were sexually harassed, stalked, abused, or sexually assaulted.

Second, the study's scope is limited to the issues protected under Title IX and queries students about their experiences since enrollment at a UT System institution.

Finally, prevalence data are not limited to formal reports to institutional services such as campus police or health centers. Research indicates that the topics under study are among the most underreported crimes in the United States. In Texas, only nine percent of adult sexual assault victims reported their victimization to law enforcement.⁵

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

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

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



Clery Statistics⁶

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

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

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

Impetus for Leadership-Driven Policy Efforts

The UT System and its institutions recognize that sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact deeply affect students' abilities to learn, grow, thrive, and achieve their educational goals while attending college. The UT System, as a leader in the State of Texas and the nation, strives to understand, address, and reduce these forms of violence across its institutions with the goal to eventually eliminate them. In May 2015, at the initiative of Chancellor William H. McRaven and with the full support of the UT System Board of Regents, researchers at the Institute on Domestic Violence & Sexual Assault (IDVSA) at the School of Social Work at The University of Texas at Austin developed and implemented the four-year CLASE research study. The CLASE project was funded by The University of Texas System Board of Regents.

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

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

Literature Review

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

Sexual harassment —

Sexual harassment is defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating a hostile environment”.^{8,9} In this report, we include gender harassment (unwanted sexist behavior) within sexual harassment since Title IX protection extends to students who experience gender harassment or sexual harassment.¹⁰ Sexual harassment of students at IHEs is well-documented in the literature and continues to be affirmed by the recent results of campus climate surveys across the United States.

Recent campus climate surveys have found rates of faculty/staff-perpetrated sexual harassment ranging from 21% to 38% with variation in victimization rates among students of different genders and classifications in school.^{11,12} Rates of student-perpetrated sexual harassment have ranged from 39% to 64.5%, with similar variation (See Appendix A, Table 1).^{13,14} While undergraduate students indicate higher rates of sexual harassment perpetrated by their peers than do graduate and professional students, graduate and professional students indicate higher rates of sexual harassment perpetrated by a faculty or staff member than do undergraduate students. The difference in perpetration details and school classification may occur due to a greater amount of interaction with

faculty and staff in graduate and professional programs, as well as the inherent nature of power differentials in student-teacher relationships.^{15,16} Gaps may also be reflected in the information available about undergraduate prevalence rates of sexual harassment perpetrated by faculty or staff.

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

Stalking —

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

Dating/domestic abuse and violence —

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

CLASE study included psychological abuse, cyber abuse, and physical violence victimization as measures of dating and dating/domestic violence. Methodological and measurement approaches across national studies make exact comparisons across prevalence rates difficult.

The high rates of disclosure among men are surprising, although not without precedent; several studies indicate that male and female college students report experiencing dating/domestic abuse and violence at similar rates. What is also known is that the consequences or impact of this abuse and violence is often greater for women, who are more likely to experience emotional consequences and severe injuries. For example, in the CLASE study, women reported higher rates of injuries that needed medical treatment, problems with school, and serious emotional difficulties. Women’s violence also tends to be a protective behavior used in response to violence initiated by an abusive, intimate partner; a strong predictor of women’s violence is men’s violence against them.^{29,30} The inability to measure the intent, including self-defense and coercive control as describe above, are limitations of behaviorally-specific measures.

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

and services that respond to all students' needs.

Unwanted sexual contact —

Unwanted sexual contact is defined as sexual activity that occurs without consent.³¹ Title IX legislation defines sexual violence as any “physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent).”³² Prevalence rates of unwanted sexual contact in the CLASE study are comparable to rates at other IHEs nationwide. Rates of unwanted sexual contact vary widely by gender and classification. In several recent studies, rates of unwanted sexual contact victimization among undergraduate females ranged from 21% to 31%, while rates among graduate males ranged from 1.1% to 5%.³³⁻³⁸ Unwanted sexual contact prevalence rates at UT System institutions are similar to rates at other IHEs.

Comparing National Prevalence Rates —

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

Methodology

On behalf of the UT System, the research team of the CLASE project strives to better understand sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact and ways to effectively respond to these acts. The CLASE project is an innovative and comprehensive study about

these acts of violence and their impact on students’ physical, mental, and financial lives. Its revolutionary aspects are marked by the diversity of institutions involved, the multidisciplinary group of stakeholders engaged, the scientific rigor of the methodology, and the use of findings to inform institutional practice and policies for immediate and innovative change.

The larger CLASE project consists of three parts: 1) a web-based survey, 2) an in-depth empirical investigation phased in with all institutions across four years, and 3) a four-year cohort study at UT Austin only. This report represents only the web-based survey findings of prevalence and perceptions. Data collection is ongoing for parts two and three; final reports will be produced once additional UT System institutions have participated.

Guiding research questions —

Three research questions guided the CLASE survey.

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

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

The web-based survey contained 20 modules that

Executive Summary

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

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

included questions about general demographics, health and well-being, alcohol consumption, perceptions of safety, and several other areas. Students were also asked behaviorally-specific questions about their experiences in the four areas protected under Title IX (sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact) since their enrollment as a student at the institution.

A random sample was selected of all currently enrolled, eligible students. The sample size was based on criteria that ensured adequate power to accurately assess the prevalence of issues protected under Title IX legislation and to accommodate three survey versions. Students ages 18 or older voluntarily and anonymously participated and the survey was structured to protect their confidentiality and privacy. All data were kept on a secure server. The IRB at UT Austin reviewed and approved this project (IRB approval No. 2015-09-0110) and served as the IRB of record.

Interpreting percentages and the number of survey participants —

Research reports that present findings as percentages often include the overall number of participants to provide more context for the reader. For example, “18% of students experience sexual assault” might be more useful if the overall number of students at the institution is also included when reporting the percentage. In the infographic reports, several factors led to the decision to be parsimonious so that they contain only percentages. The overall population of students and number of survey participants are known and reported in the report’s demographics section. Also, the number of participants for each question and all other relevant data are provided to any interested reader in the “Research Methods Report” and available on the project website: www.utsystem.edu/CLASE.

More importantly, the research team employed the most rigorous and scientific methods available in survey research, as explained in the Research Methods Report. The margins of error were calculated and reported for all percentages and reliability tests

were performed on the instruments. Both strategies add confidence to the reported findings.

The CLASE findings are relevant to all students since their enrollment at UTEP, not just those students participating in the study.

Victimization questions —

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

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

Institutional stakeholder group collaborations —

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

outcomes, and were reflective of the project's value to be inclusive and culturally grounded.

How was prevalence estimated? —

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

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

Identifying and addressing study limitations —

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

Behaviorally-specific questions —

Advances in social science have improved the ability to measure victimization over the last decade. Behaviorally-specific questions on surveys more accurately capture participants' experiences. For example, in the CLASE survey, unwanted sexual contact included unwanted touching, attempted rape, and rape. Students were asked to consider the definition of rape as "since enrollment someone put their penis, fingers, or other objects into my vagina [or butt] without my consent." Attempted rape was defined as "even though it didn't happen, someone TRIED to have oral, anal, or [vaginal] sex with me without my consent."

Snapshot vs. cumulative view —

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

A look toward the future —

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

External review —

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

See the External Review Report for additional information.

Key Findings

The following reflects web-based survey findings of students' experiences since their enrollment at UTEP. UTEP is prepared to help students affected by harassment and violence and educate the student population about these problems and their prevention.

Sexual harassment

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

Stalking

- Thirteen percent of students reported experiencing stalking since enrolling.
- Seventeen percent of female undergraduate students experienced stalking.

Dating/domestic abuse and violence

- Fourteen percent of students who had been in a dating or marital relationship while at UTEP reported experiencing cyber abuse, 10% reported experiencing psychological abuse, and 11% reported experiencing physical violence.

Unwanted sexual contact

- Eleven percent of students reported experiencing unwanted sexual touching.
- Seven percent of all students reported experiencing rape.

Vulnerable groups

It is well documented that LGBTQ+ students are victimized at a rate disproportionate to their population size. While they make up a minority of the

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

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

- Most instances of dating/domestic abuse and violence and unwanted sexual contact occurred off campus. For example, 88% of physical violence incidents occurred off campus.
- Forty-six percent of perpetrators of physical violence and 35% of perpetrators of unwanted sexual contact were identified as students at UTEP.
- Fifty-three percent of unwanted sexual contact victims had a close relationship with the perpetrator and 35% were acquaintances.
- Forty-six percent of unwanted sexual contact victims and 76% of unwanted sexual contact perpetrators used alcohol or drugs at the time of victimization, according to victim responses.

Disclosure

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

Seventy percent of victims did not disclose to someone prior to taking the survey.

Students' perceptions of institutional safety and response

- Many victims (80%) and non-victims alike (88%) reported feeling safe on campus at UTEP.
- Seventy-three percent of victims and 87% of non-victims reported believing UTEP would take a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact seriously.

Additional Reports

All UT System aggregate and individual institutional reports can be found at: www.utsystem.edu/CLASE

Current Actions and Next Steps

UTEP offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. For example, the University offers the Do One Thing (DOT) Bystander Intervention program, which is designed to mobilize students and the entire UTEP campus community to prevent sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault. In the context of the new findings provided by the benchmarking climate survey, UTEP proposed recommendations for additional initiatives that build on existing programs and services.

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

The following includes UTEP's priorities.

- Educate UTEP students about healthy relationships.
- Promote UTEP's strong stance against dating/domestic abuse and violence.
- Implement additional educational programs about sexual harassment for faculty, staff, and students.
- Increase education and awareness about itemized portions of Title IX/Violence Against Women Act (VAWA), such as cyberstalking, dating violence, domestic violence, sexual assault, and stalking, within the UTEP community
- Enhance communication on campus about the importance of reporting cases of cyberstalking, dating/domestic abuse and violence, sexual assault, and stalking.

The following includes UTEP's immediate actions.

- Explore and enhance methods for students to notify UTEP personnel of sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault crimes (e.g. creation or purchase of electronic applications, etc.).
- Explore methods for students to access off-campus resources that are available for instances of sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault crimes. Possible methods include the development or purchase of software apps and tools for a variety of technology platforms.
- Ensure that the UTEP campus has pertinent information on Title IX and VAWA strategically displayed and accessible to the campus community and visitors.
- Create content-specific brochures for each of the major Title IX crimes (harassment, cyberstalking,

dating/domestic abuse and violence, and sexual assault).

- Improve and promote student programmings that addresses Title IX violations (harassment cyberstalking, dating/domestic abuse and violence, sexual assault, and stalking).
- Engage and collaborate with the UTEP Graduate School to ensure the training of Graduate School administration, faculty, and staff on Title IX and VAWA.
- Focus training efforts on faculty, staff, graduate and teaching assistants, student employees, and peer leaders to increase knowledge of policies, programs, and resources specific to Title IX.
- Implement trainings and marketing efforts to increase understanding and raise awareness of UTEP's Consensual Relationships policy.
- Ensure inclusion of student populations such as those who identify as African American/Black, White, Asian/Pacific Islander, LGBTQIA, and students with disabilities in educational activities, including training and indirect marketing that will increase knowledge about Title IX.
- Engage and collaborate with the leadership team of the UTEP grant-funded project Coordinated Community Response Initiative for Reduction of Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus grant to assess how practices identified by the project and other research efforts can positively impact our campus community specific to Title IX and VAWA legislation.

The following includes UTEP's future steps.

- Create a core team of administrators, faculty, and staff to annually review and assess the effectiveness of reporting methods, trainings, programs, and operating procedures for all Title IX areas.
- Support research efforts to promote healthy relationships and quality of life.

Endnotes

- ¹The terms employed in this study are used in the context of social science research, and not in their legal context. They are not intended to indicate that the responses of results of the survey constitute or evidence a violation of any federal, state, or local law or policy.
- ²The CLASE survey was fielded at 13 University of Texas System institutions in fall 2015 and spring 2016. Across The University of Texas System, 13 of 14 institutions participated. The University of Texas Health Science Center at Tyler enrolls too few students to participate in survey research in a statistically meaningful way and we would be unable to ensure their anonymity.
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- ⁴U.S. Department of Education. (2015). *Title IX and sex discrimination*. Retrieved from http://www2.ed.gov/about/offices/list/ocr/dos/tix_dis.html
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- ⁶The results of this study are not intended to indicate that Clery Act reportable incidents have been miscounted by the institution or that the institution has otherwise violated the Clery Act.
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- ¹⁰U. S. Department of Education, Office for Civil Rights. (2001). *Revised sexual harassment guidance: Harassment of students by school employers, other students, and third parties*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/shguide.html>
- ¹¹Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf
- ¹²PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>
- ¹³Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf
- ¹⁴PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>

edu/assessment/SMCS/

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- ¹⁸Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). *Report on the AAU campus climate survey on sexual assault and sexual misconduct*. Retrieved from https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf
- ¹⁹Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf
- ²⁰PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>
- ²¹Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v-637v8or2avtzpooap2265u4jiye>
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- ²⁵Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initial%20Findings%2024%20August%202015%5B2%5D.pdf
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- ³² U.S. Department of Education, Office for Civil Rights. (2014). *Questions and answers on Title IX and sexual violence*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>
- ³³ University of Michigan. (2015). *Results of 2015 University of Michigan campus climate survey on sexual misconduct*. Retrieved from <https://publicaffairs.pcomm.umich.edu/wpcontent/uploads/sites/19/2015/04/Complete-survey-results.pdf>
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- ³⁵ Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20UO%20Survey%20Initiative%20Findings%202015%20August%202015%5B2%5D.pdf
- ³⁶ PennState Student Affairs. (2015). *2015 Penn State sexual misconduct climate survey—University Park*. Retrieved from <https://studentaffairs.psu.edu/assessment/SMCS/>
- ³⁷ Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B. E., Peterson, K., Planty, M.,...Stroop, J. (2016, January). *Campus climate survey validation study final technical report* (NCJ 249545). Retrieve <http://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>
- ³⁸ Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/wwe8v-637v8or2avtzpooap2265u4jiye>
- ³⁹ Throughout the report student-perpetrated sexual harassment is not divided by subscales; the data were analyzed as one measure.
- ⁴⁰ Stalking did not contain subscales.
- ⁴¹ Administrator Researcher Campus Climate Collaborative. (2015). *Campus climate survey*. Retrieved from [http://campusclimate.gsu.edu/\[upon request\]](http://campusclimate.gsu.edu/[upon request]).
- ⁴² D. Follingstad & J. Chahal, University of Kentucky, personal communication, May 19, 2015.

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Research Team

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

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Color Index

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

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

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

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

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

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



Faculty/Staff-
Perpetrated Sexual
Harassment



Student
Perpetrated
Harassment



Stalking



Dating/Domestic
Abuse and Violence
(D/DV)



Unwanted
Sexual Contact
(USC)

Prevalence of Victimization



Male



Female



Unknown/Additional
Gender Identity

Gender Information



Victims



Non-Victims



Perpetrators

Victim Information

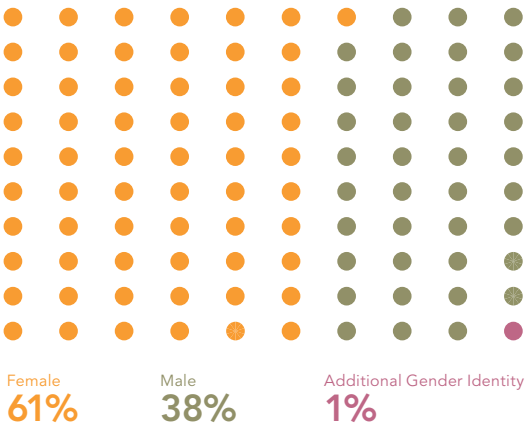
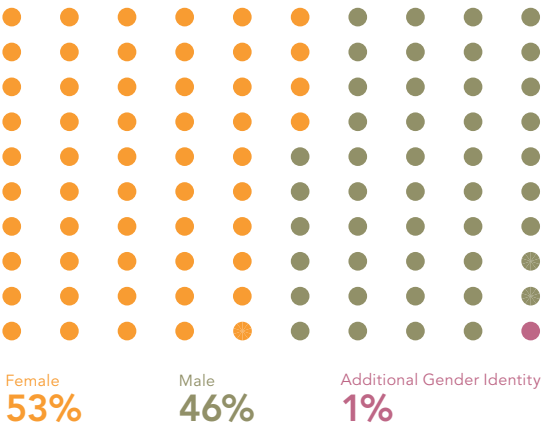
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2. Findings

All Students

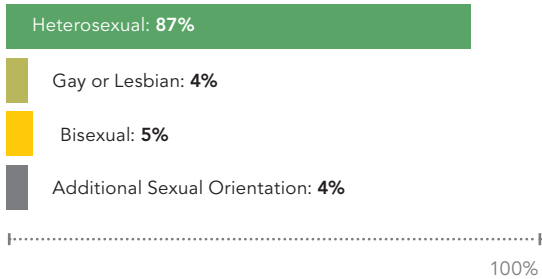
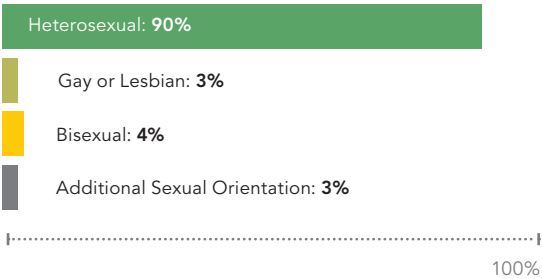
Victims

Gender
Identity¹

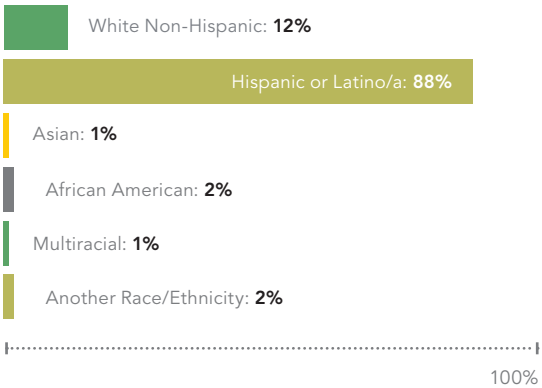
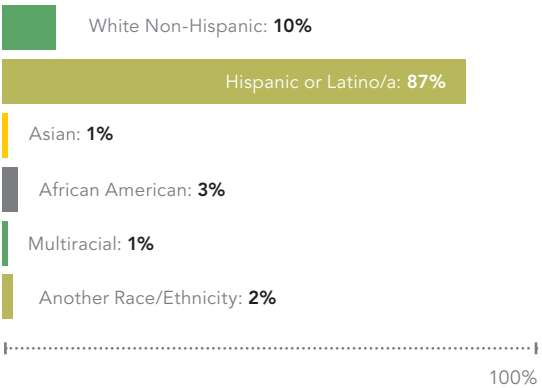


28

Sexual
Orientation²



Race/
Ethnicity^{3,4}



Findings are relevant to all students at UTEP.



► Understanding the Infographic Data

- More than half of students at the University of Texas at El Paso identified as female (53%), almost half identified as male (46%), and a small percentage identified as an additional gender identity (1%).
- Sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact were experienced by all genders. However, female students represented 61% of all victims while male students made up 38% of victims.
- The majority of students identified their sexual orientation as heterosexual (90%). A significant number identified as gay or lesbian (3%), bisexual (4%), or an additional sexual orientation (3%).
- Students identifying as gay, lesbian, bisexual, or an additional sexual orientation represented 13% of victims and 10% of all students.
- Hispanic and Latino/a students represented the majority of students (87%). White Non-Hispanic students represented 10% of students and African-American students represented 3% of students.

Footnotes

1. The survey originally included nine gender identity categories (Female, Male, Transgender Female, Transgender Male, Genderqueer, Gender Non-Conforming, Intersex, Two Spirit, and I prefer to be called, please specify) and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, categories were reported as three gender identities (Female, Male, and Additional Gender Identity).
2. The survey originally included seven sexual orientation categories (Gay, Lesbian, Bisexual, Asexual, Heterosexual, Queer, and A Sexual Orientation Not Listed). Because of small sample sizes and to protect participants' anonymity, categories were reported as four sexual orientations (Gay or Lesbian, Bisexual, Heterosexual, and Additional Sexual Orientation).
3. The survey originally included 11 race/ethnicity categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, American Indian/Alaskan Native, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, Biracial, and Multiracial). Because of small sample sizes and to protect participants' anonymity, analyses included six categories (White Non-Hispanic, Hispanic or Latino/a, African American, Asian, Multiracial, and Additional Race/Ethnicity).
4. Percentages may sum to more than 100% because participants could choose from more than one category.

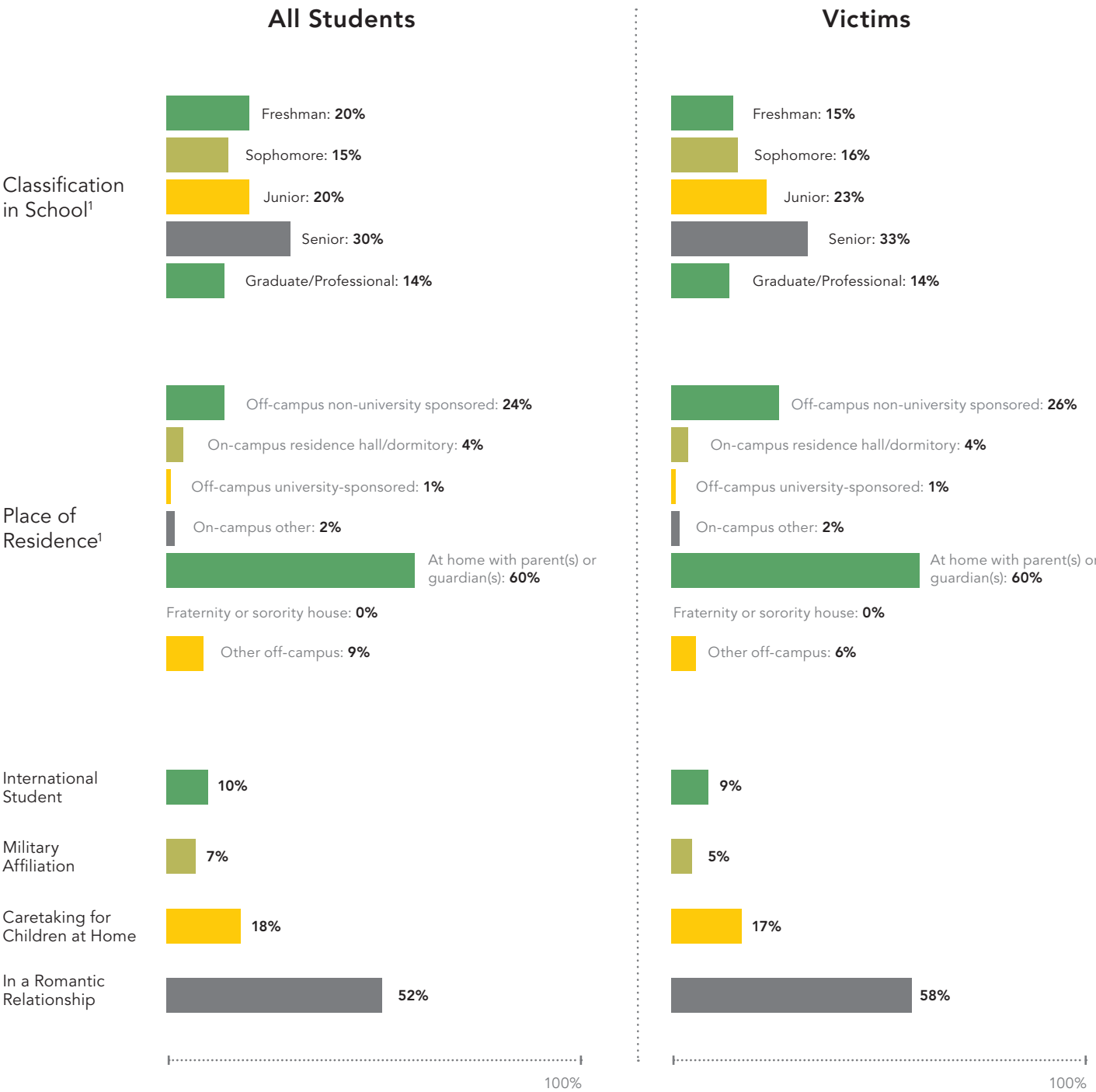
Findings are relevant to the population of students at UTEP. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample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

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More Demographics



20,100
Number of Students Invited to Participate

3,012
Number of Students that Participated

15%
Response Rate

Unweighted data

Findings are relevant to all students at UTEP.

► Understanding the Infographic Data

- Thirty-three percent of victims were seniors.
- Most students lived at home with their parent(s) or guardian(s) (60%), or in an off-campus non-university sponsored residence (24%).
- Victim classification in school and residence were representative of the student population.
- Nine percent of victims were international students.
- Fifty-eight percent of victims and 52% of all students were involved in an ongoing romantic relationship at the time of the study.

Footnotes

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

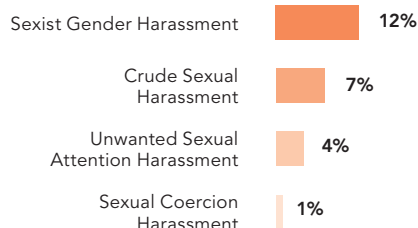
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Prevalence of Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact¹

Faculty/ Staff- Perpetrated Sexual Harassment



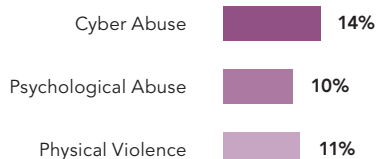
Student- Perpetrated Sexual Harassment



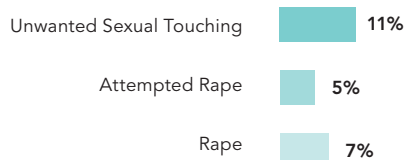
Stalking



Dating/ Domestic Abuse and Violence



Unwanted Sexual Contact



100%

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

Findings are relevant to all students at UTEP.



► Understanding the Infographic Data

- Thirteen percent of students reported having experienced stalking.
- Fourteen percent of students who had been in a dating or marital relationship while at UTEP reported having experienced cyber abuse.
- Eleven percent of students reported having experienced unwanted sexual touching.

Reporting on Vulnerable Groups

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

- Thirty-one to thirty-three percent of students identifying as gay, lesbian, bisexual, or an additional sexual orientation reported having experienced student-perpetrated harassment.

Footnotes

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

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

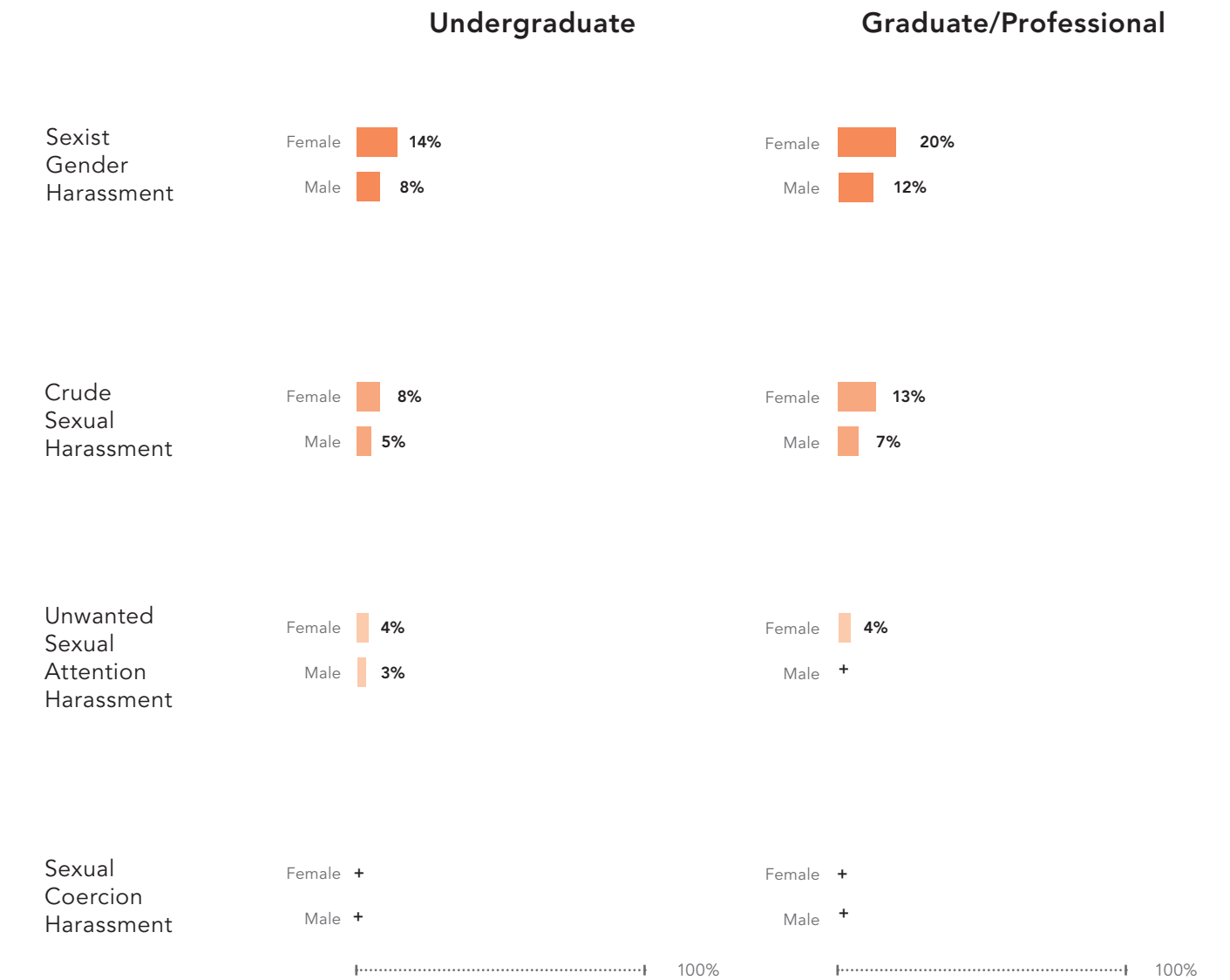
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Prevalence of Victimization: Faculty/Staff-Perpetrated Sexual Harassment by Classification in School and Gender Identity^{1,2}

2. FINDINGS
UTEP



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

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

Findings are relevant to all students at UTEP.

+Extremely low victimization rate

Male

More information about this issue available on the next page.

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► Understanding the Infographic Data

- Twenty percent of female graduate and professional students and 14% of female undergraduate students reported having experienced sexist gender harassment.
- Thirteen percent of female graduate and professional students reported having experienced crude sexual harassment.

Additional Information

These are additional data not presented in the infographic.

- Four percent of students reported having experienced unwanted sexual attention from faculty/staff.
- One percent of students reported having experienced sexual coercion by faculty/staff.

Footnotes

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

2. The survey originally included nine gender identity categories and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

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

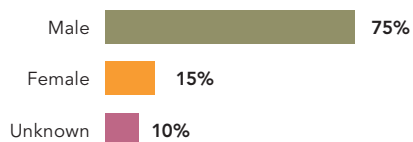
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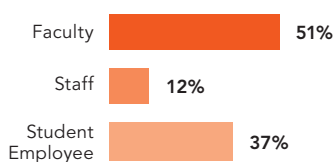
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More About Faculty/Staff Sexual Harassment Perpetration¹

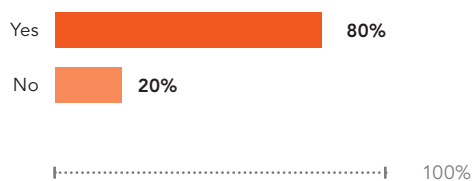
Gender
Identity of
Perpetrator²



Academic
Status of
Perpetrator³



Did it happen
on campus?



► Understanding the Infographic Data

- Males accounted for 75% of perpetrators of faculty/staff sexual harassment.
- Fifty-one percent of faculty/staff perpetrators were faculty, 12% were staff, and 37% were student employees (e.g. graduate assistants, teaching assistants).
- Eighty percent of faculty/staff-perpetrated harassment incidents occurred on-campus.

Footnotes

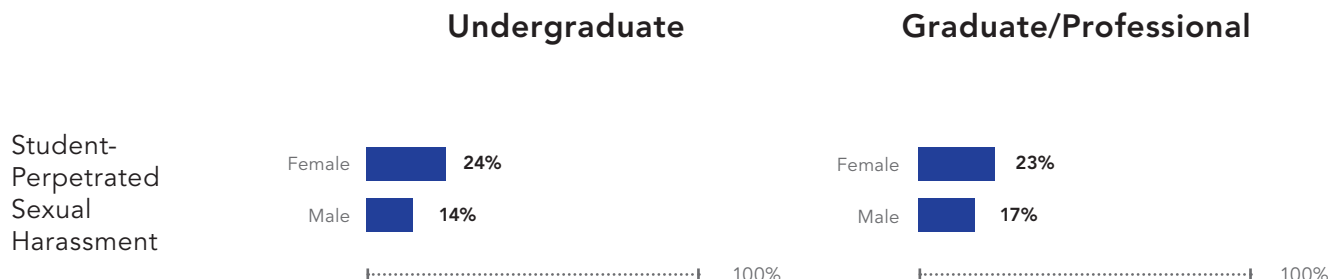
1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. The survey originally provided eight options to define status of perpetrator (Faculty, Staff, Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, Resident Postdoctoral Fellow, and Other, please specify). Six responses had base sizes that were too small to permit separate analysis and were collapsed into “Student Employee” (Graduate Student Instructor, Teaching Assistant, Graduate Assistant, Research Assistant, and Resident Postdoctoral Fellow).

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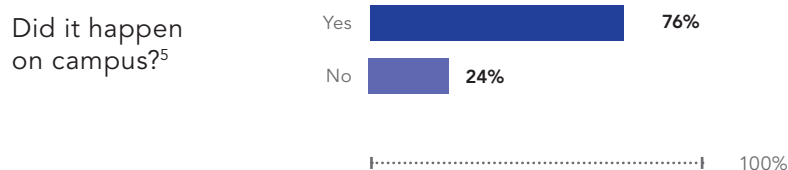
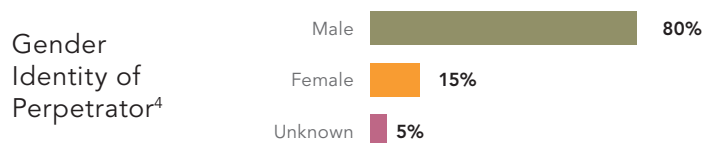
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Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information^{1,2}



Findings above are relevant to all students at UTEP.

Student-Perpetrated Sexual Harassment: Perpetration Information³



¹ Undergraduate: The margin of error is $\leq \pm 3\%$ at 95% confidence.

² Graduate/Professional: The margin of error is $\leq \pm 7\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.



► Understanding the Infographic Data

- Eighty percent of student sexual harassment perpetrators were male.
- Undergraduate students represented 88% of student harassment perpetrators.
- Seventy-six percent of student-perpetrated harassment incidents occurred on-campus.

Additional Information

These are additional data not presented in the infographic.

- Twenty-two percent of senior undergraduate students experienced student sexual harassment.

Footnotes

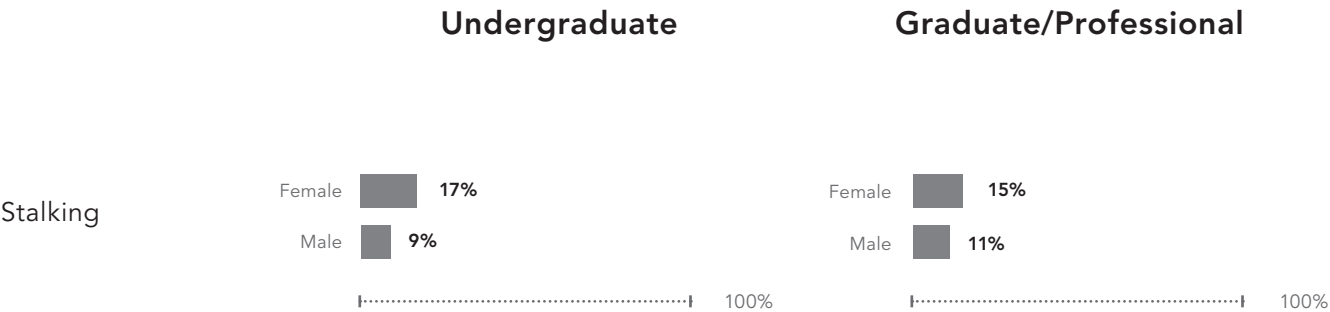
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to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

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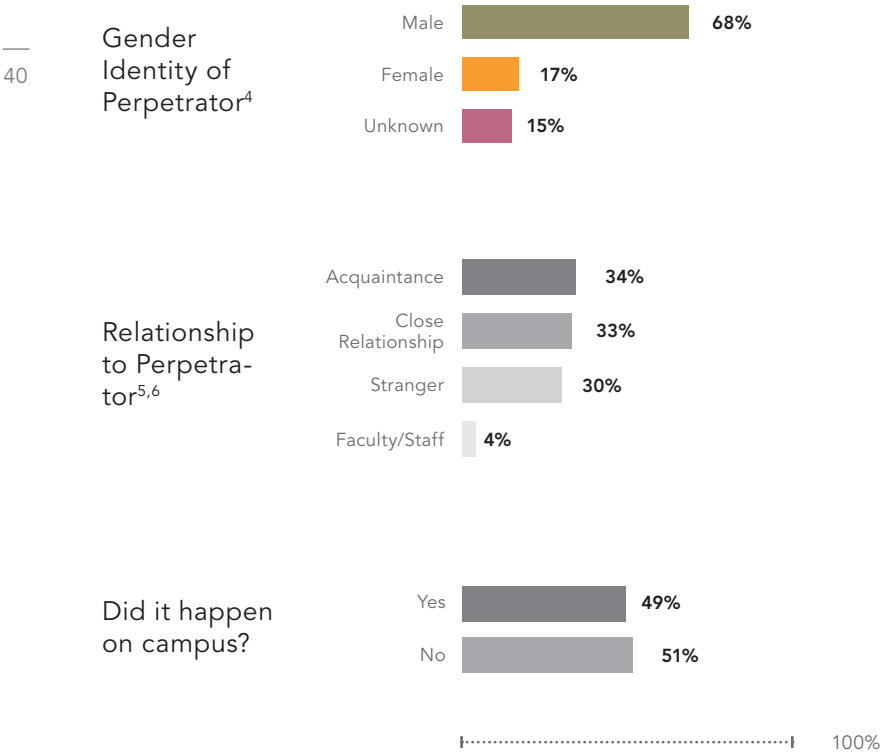
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Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information^{1,2}



Findings above are relevant to all students at UTEP.

Stalking: Perpetration Information³



¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.
² Graduate/Professional: The margin of error is $\leq \pm 6\%$ at 95% confidence.
See Appendix F in the Research Methods Report for more information.

► Understanding the Infographic Data

- The majority of stalking perpetrators were male (68%).
- Most victims had a close relationship (33%) or acquaintanceship (34%) with the perpetrator.
- Fifty-one percent of stalking incidents occurred off-campus.

Footnotes

1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among those with an additional gender identity can be found in the Academic Aggregate report.
3. These analyses are based on questions posed to victims to "recount one victimization since they had enrolled that had the greatest impact on them." This does not describe all the victimizations reported by students in this survey.
4. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as "Unknown" because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the "Unknown" category.
5. Relationship was originally defined in eight mutually exclusive categories (Stranger, Someone I met in the previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into four categories for the analysis (Stranger, Acquaintance, Close Relationship, and Faculty/Staff). Acquaintance includes a person I met in the last 24 hours and a person I know, not considered a friend.
6. Percentage may not equal 100% because of rounding.

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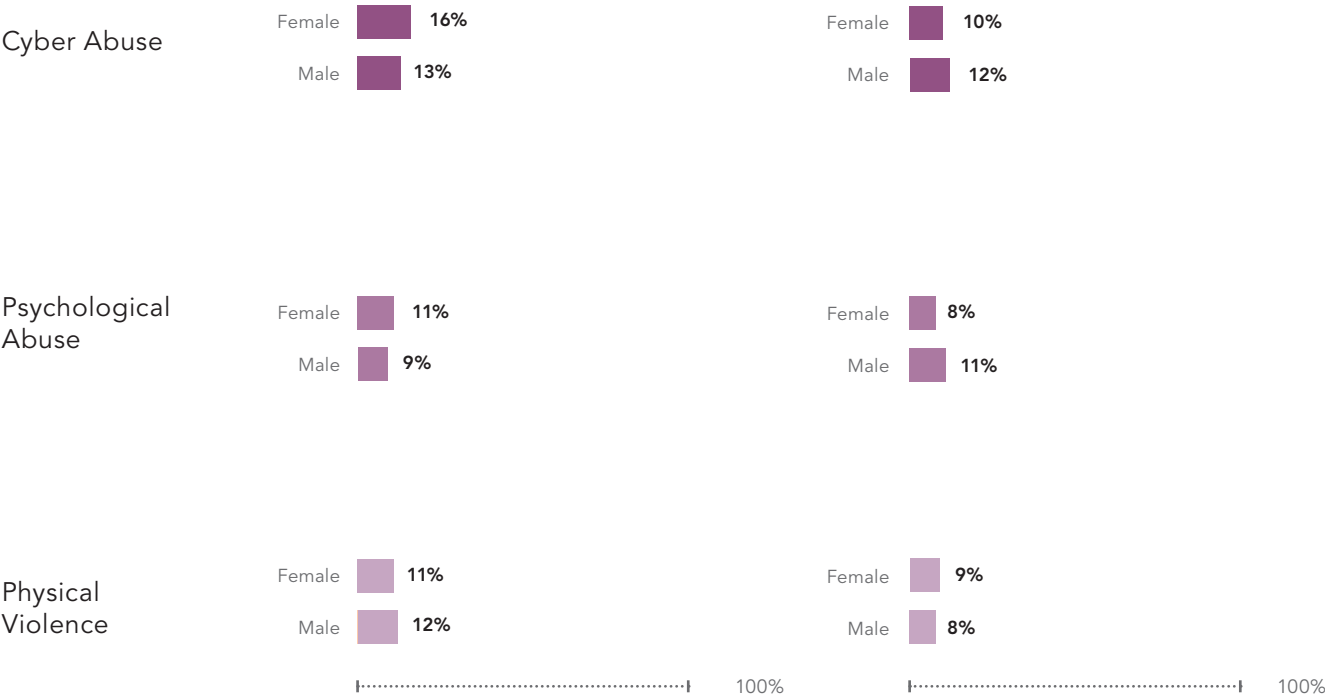
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Prevalence of Victimization: Dating/Domestic Abuse and Violence by Classification in School and Gender Identity^{1,2}

Undergraduate

Graduate/Professional



¹ Undergraduate: The margin of error is $\leq \pm 3\%$ at 95% confidence.
² Graduate/Professional: The margin of error is $\leq \pm 7\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.
³ Findings are relevant to all students at UTEP.

► Understanding the Infographic Data

- Sixteen percent of female and 13% of male undergraduate students who had been in a dating or marital relationship while at UTEP reported having experienced cyber abuse.
- Eleven percent of both undergraduate female and graduate male students who had been in a dating or marital relationship while at UTEP reported having experienced psychological abuse.
- Twelve percent of male and 11% of female undergraduate students who had been in a dating or marital relationship while at UTEP reported having experienced physical violence.

Reporting on Vulnerable Groups

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

- Sixteen percent of bisexual students who had been in a dating or marital relationship while at UTEP reported physical violence victimization.

Footnotes

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

2. The survey originally included nine gender identity categories and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

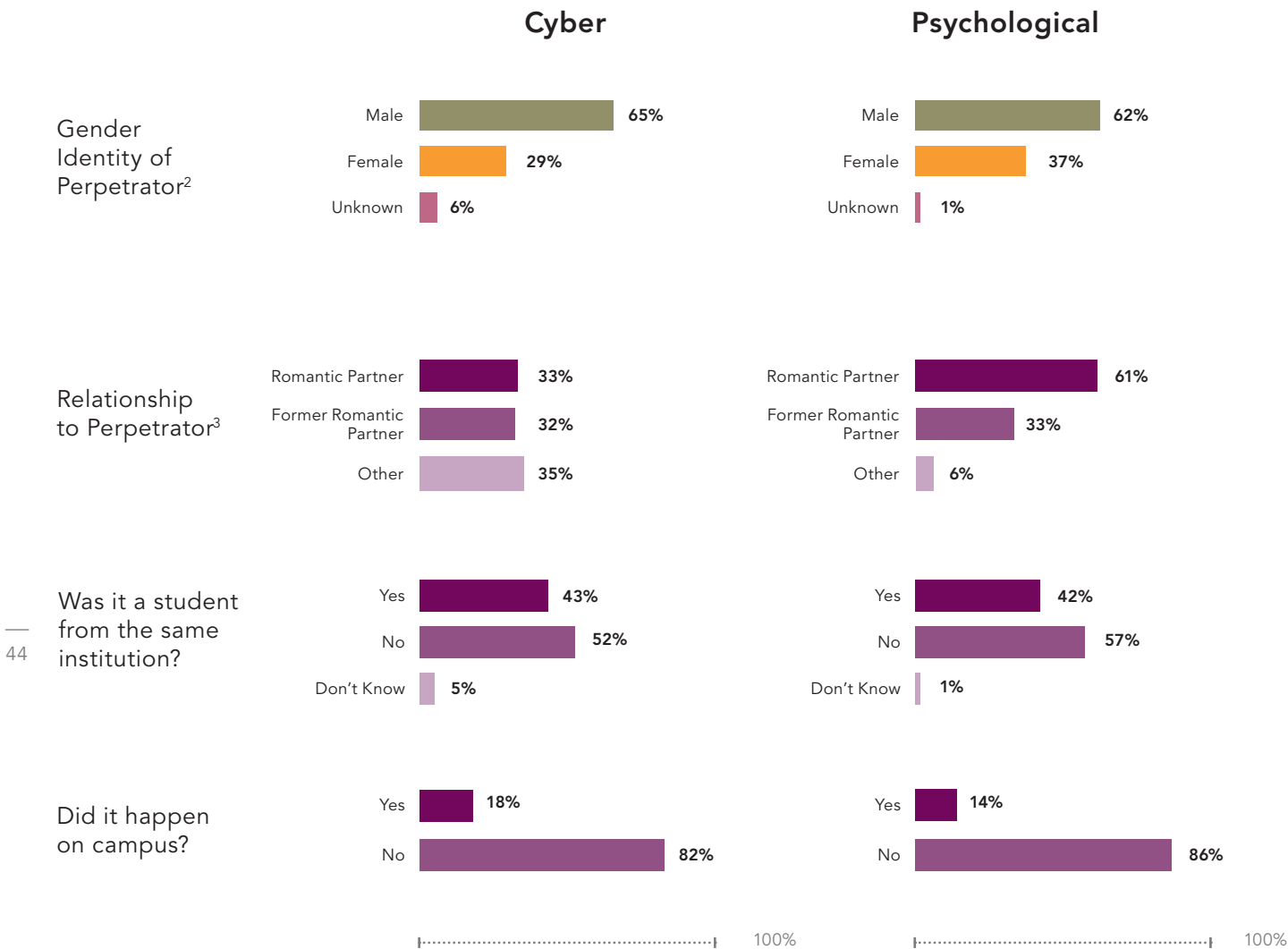
Findings are relevant to the population of students at UTEP. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample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

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



► Understanding the Infographic Data

- The majority of cyber abuse perpetrators were male (65%).
- Romantic partners (33%) and former romantic partners (32%) made up a large proportion of cyber abuse perpetrators.
- Fifty-two percent of cyber abuse perpetrators did not attend the same institution as the victim, and 82% of cyber abuse incidents occurred off-campus.
- The majority of psychological abuse perpetrators were male (62%).
- Romantic partners were 61% of psychological abuse perpetrators.
- Fifty-seven percent of psychological abuse perpetrators did not attend the same institution as the victim, and 86% of psychological abuse incidents occurred off-campus.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.

2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.

3. Relationship was originally defined in eight mutually exclusive categories (Stranger, Person I Met in Previous 24 hours, Acquaintance, Friend, Romantic Partner, Former Romantic Partner, Relative/Family, and Faculty/Staff). Categories were collapsed into three relationships (Romantic Partner, Former Romantic Partner, and Other) for the analysis. For cyber abuse, “Other” primarily consists of friends and acquaintances.

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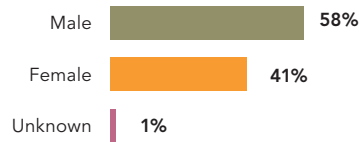
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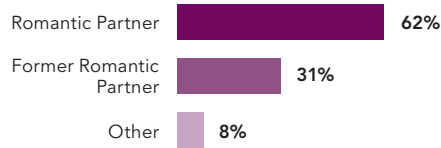
More about Dating/Domestic Abuse and Violence Perpetration: Physical Violence¹

Physical

Gender
Identity of
Perpetrator²

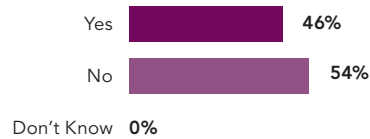


Relationship
to Perpetrator^{3,4}

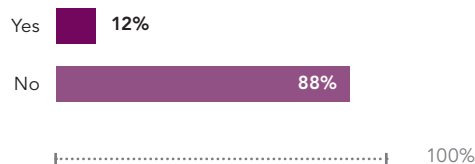


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46

Was it a student
from the same
institution?



Did it happen
on campus?



► Understanding the Infographic Data

- Fifty-eight percent of physical violence perpetrators were male.
- Sixty-two percent of physical violence perpetrators were romantic partners.
- Fifty-four percent of physical violence perpetrators did not attend the same institution as the victim, and 88% of physical violence incidents occurred off-campus.

Additional Information

These are additional data not presented in the infographic.

- Among students who experienced physical violence, 57% of female students and 37% of male students experienced minor injuries once or more as a result of victimization.
- Among students who experienced physical violence, 58% of female students and 34% of male students experienced serious emotional difficulties as a result of victimization.

Footnotes

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

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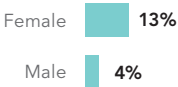
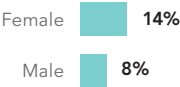
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Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity^{1,2}

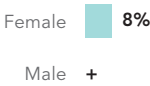
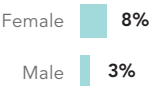
Undergraduate

Graduate/Professional

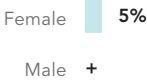
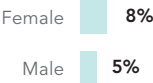
Unwanted Sexual Touching



Attempted Rape



Rape



¹ Undergraduate: The margin of error is $\leq \pm 2\%$ at 95% confidence.
² Graduate/Professional: The margin of error is $\leq \pm 6\%$ at 95% confidence. See Appendix F in the Research Methods Report for more information.
³ Findings are relevant to all students at UTEP.

+Extremely low victimization rate



► Understanding the Infographic Data

- Fourteen percent of female undergraduates, 8% of male undergraduates, and 13% of female graduate students reported having experienced unwanted sexual touching.
- Eight percent of both female undergraduates and of female graduate students reported having experienced attempted rape.
- Eight percent of female undergraduate students, and 5% of both male undergraduate students and female graduate students reported having experienced rape since their enrollment.

Footnotes

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

2. The survey originally included nine gender identity categories, and, when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants' anonymity, only male and female are displayed here. Information about prevalence among additional gender identity categories can be found in the Academic Aggregate report.

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

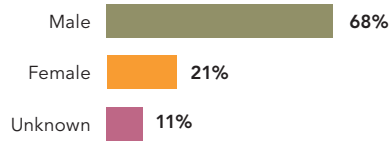
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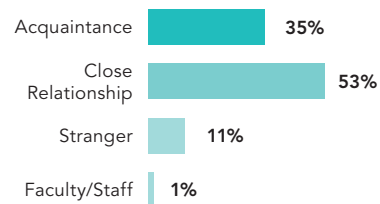
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More About Unwanted Sexual Contact Perpetration¹

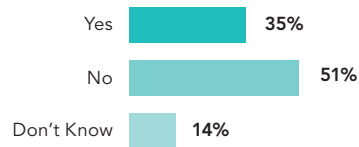
Gender
Identity of
Perpetrator²



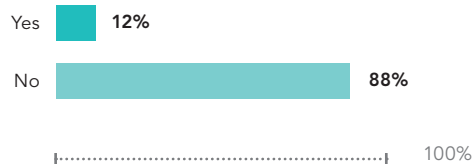
Relationship
to Perpetrator³



Was it a student
from the same
institution?



Did it happen
on campus?



► Understanding the Infographic Data

- Sixty-eight percent of unwanted sexual contact perpetrators were male.
- Most victims of unwanted sexual contact had a close relationship (53%) or acquaintanceship (35%) with the perpetrator.
- Fifty-one percent of victims of unwanted sexual contact did not attend the same institution as the perpetrator.
- Eighty-eight percent of unwanted sexual contact incidents occurred off-campus.

Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. Relationship was originally defined in eight mutually exclusive categories. Categories were collapsed into four categories for the analysis. Acquaintance includes a person met in the last 24 hours and a person I know, not considered a friend.

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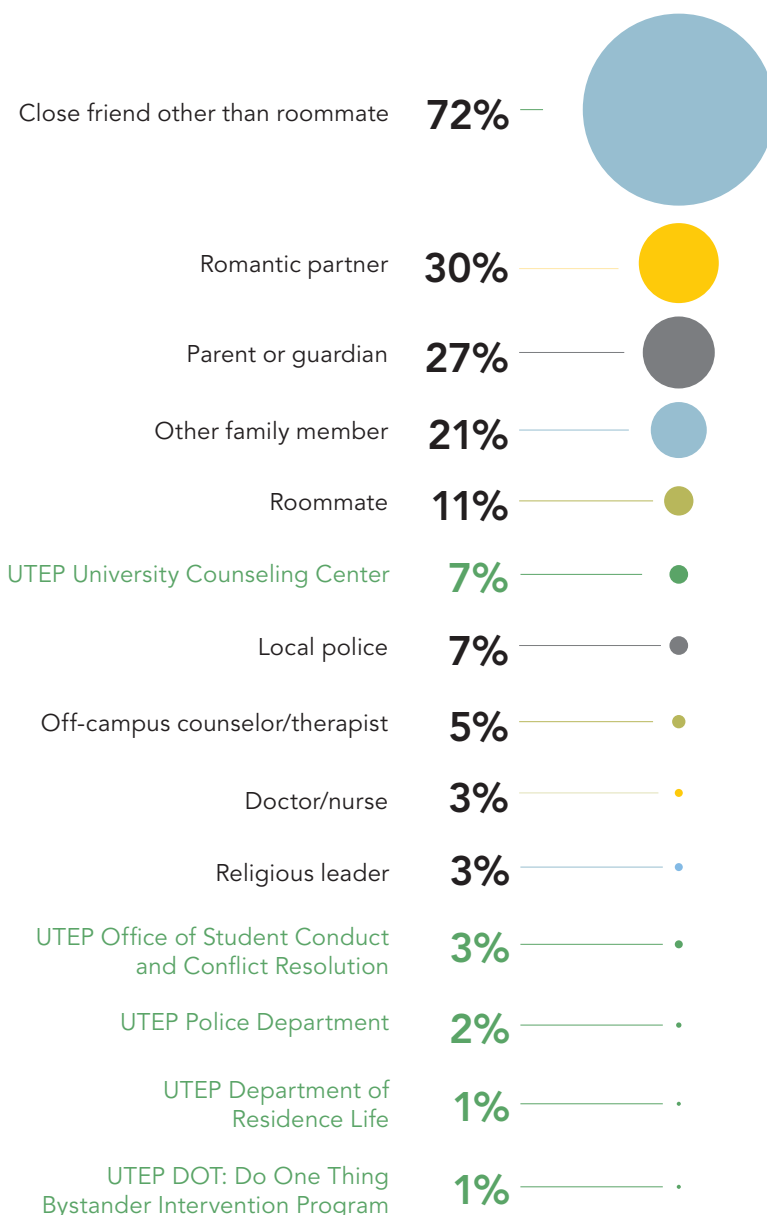
Disclosing After Victimization

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

70% No 30% Yes

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

11%
of victims who disclosed
told someone at the
institution



● Green color indicates university services



► Understanding the Infographic Data

- The majority (70%) of victims of interpersonal violence did not tell anyone about the incident(s) prior to taking the survey.
- Among victims who disclosed, 72% of victims told a close friend other than a roommate.
- Twenty-seven percent of victims who disclosed told a parent or guardian.
- Of victims who disclosed, 7% percent accessed UTEP counseling services and 2% accessed UTEP campus security/police department.
- Of victims who disclosed, 11% of victims disclosed told someone at UTEP.
- Of victims who disclosed, 7% of victims disclosed to local police.

Footnotes

1. Reports to the following campus departments were lower than 1% and were not reported in the infographic: Student Health Center, Title IX Coordinator, Equal Employment Office, referral to off-campus Center Against Sexual and Family Violence, Military Student Success Center, and ROTC Staff/Other Military Personnel.
2. Percentages may sum to more than 100% because participants could choose from more than one category.

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

2. FINDINGS
UTEP

Academic

11%

Had to take time off
from school

9%

Needed to
repeat a class

6%

Had to drop
one or more
courses

Financial

4%

Had to take time off
from work

0%

Needed emergency financial
support from the University

2%

Had to pay
for tutoring

Services

2%

Needed
medical care

2%

Needed
legal services

1%

Needed victim
advocacy services

Housing

1%

Needed
housing services

3%

Needed to relocate
to another residence

0%

Needed
emergency shelter



► Understanding the Infographic Data

- Eleven percent of victims had to take time off of school after victimization.
- Six percent of victims had to drop one or more school courses after victimization.
- Four percent of victims had to take time off from work after victimization.
- Three percent of victims needed to relocate to another residence after victimization.

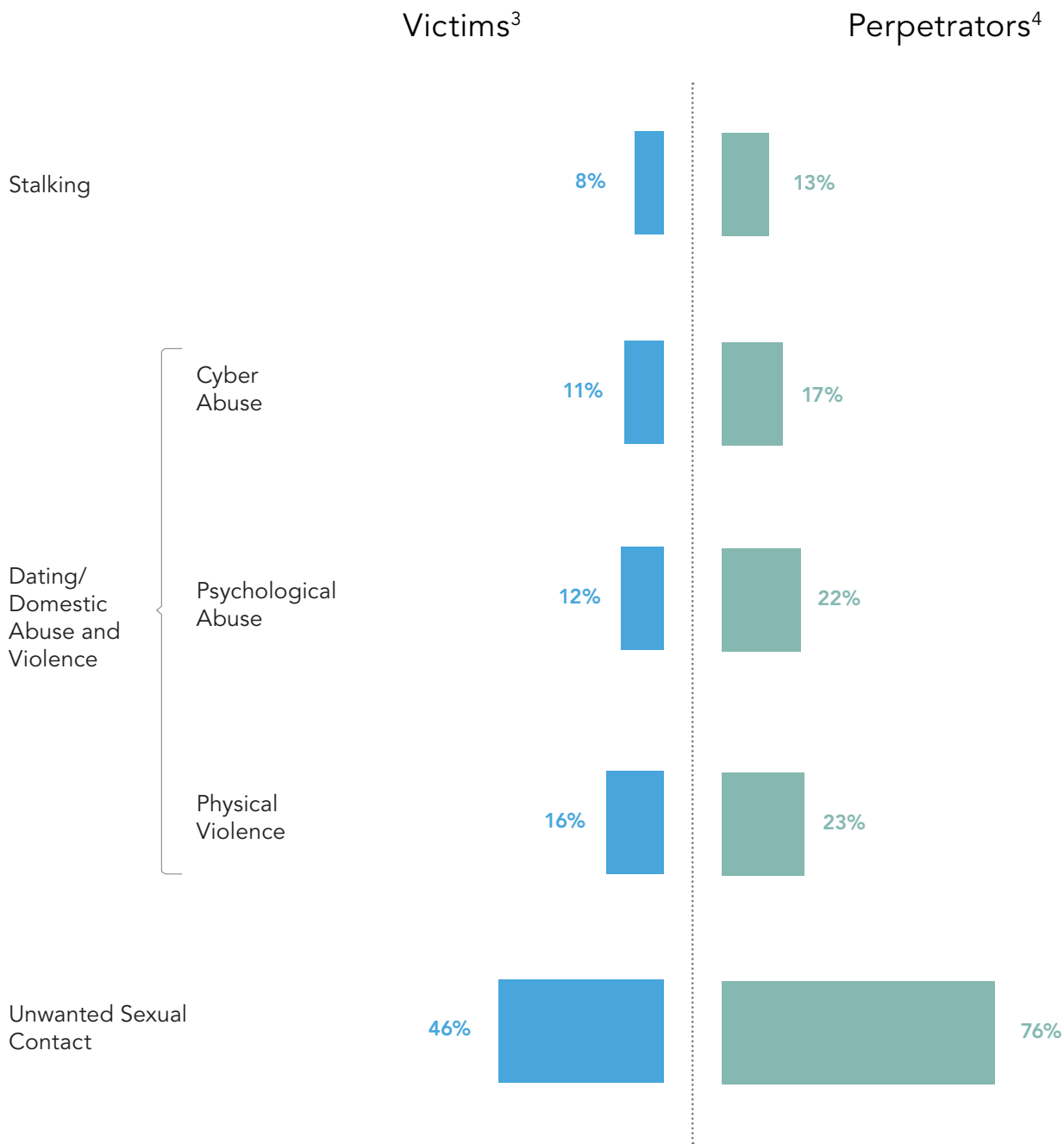
Footnotes

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

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



► Understanding the Infographic Data

- Perpetrators used alcohol/drugs more often than victims at the time of victimization across all categories of violence, according to victim responses.
- Twenty-two percent of perpetrators and 12% of victims had used alcohol/drugs in psychological abuse incidents.
- Twenty-three percent of perpetrators and 16% of victims had used alcohol/drugs in physical violence incidents.
- Seventy-six percent of perpetrators and 46% of victims had used alcohol/drugs in physical violence incidents.

Footnotes

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

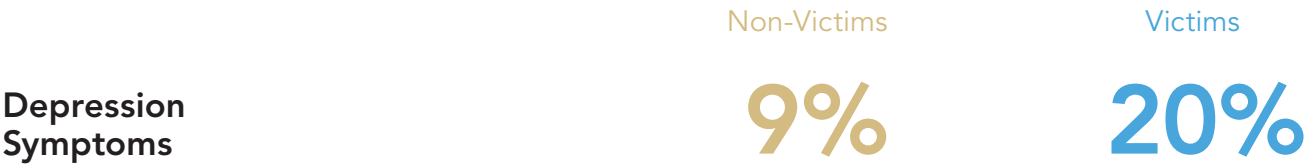
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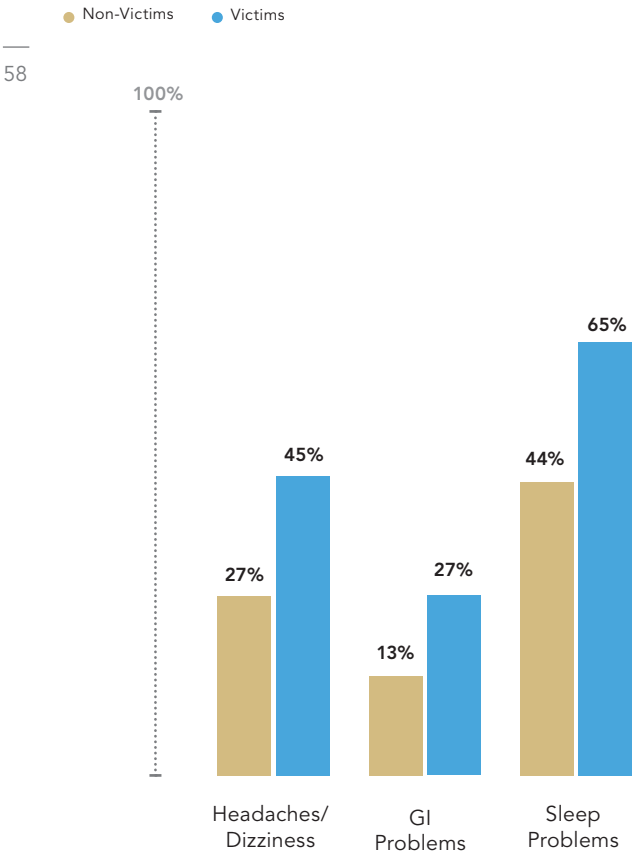
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Students' Health and Well-Being

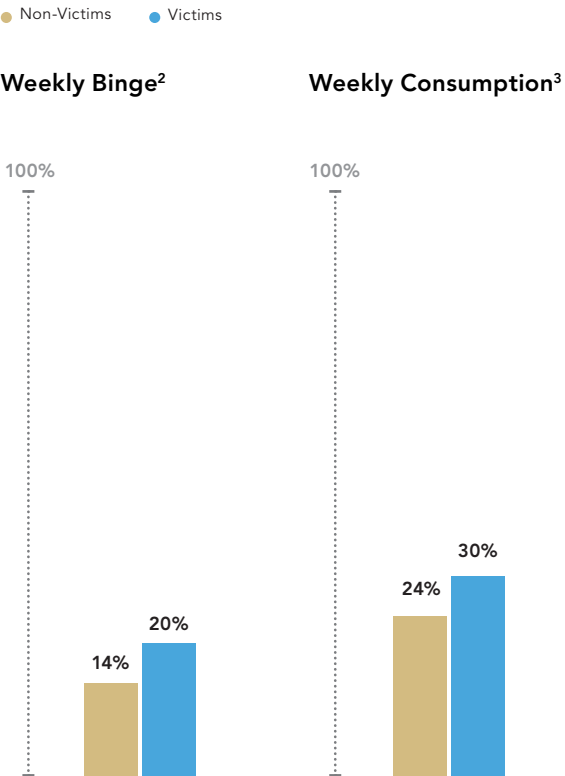
Impact on Mental Health¹



Impact on Physical Health



Impact on Alcohol Consumption



Findings are relevant to all students at UTEP.



► Understanding the Infographic Data

- Victims screened positive for depression at a higher rate (20%) than non-victims (9%).
- Victims screened positive for post-traumatic stress disorder (PTSD) at a higher rate (28%) than non-victims (12%).
- Victims reported higher rates of physical health problems than non-victims. For example, 65% of victims reported sleep problems, compared to 44% of non-victims.
- Victims reported higher rates of weekly alcohol consumption (30%) and bingeing (20%) than non-victims (24%, 14%).

Footnotes

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

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

3. Participants responded to questions based on 11 categories. Analyses are based on reporting into five collapsed categories (Never: I never drank any alcohol in my life/I did not drink since enrolling; Less than monthly: 1 or 2 times per year/3 to 11 times per year; Monthly: Once a month/2 to 3 times a month; Weekly: Once a week/ Twice a week/3 to 4 times a week/5 to 6 times a week; and Daily: Every day). Percentages are calculated on Weekly responses.

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

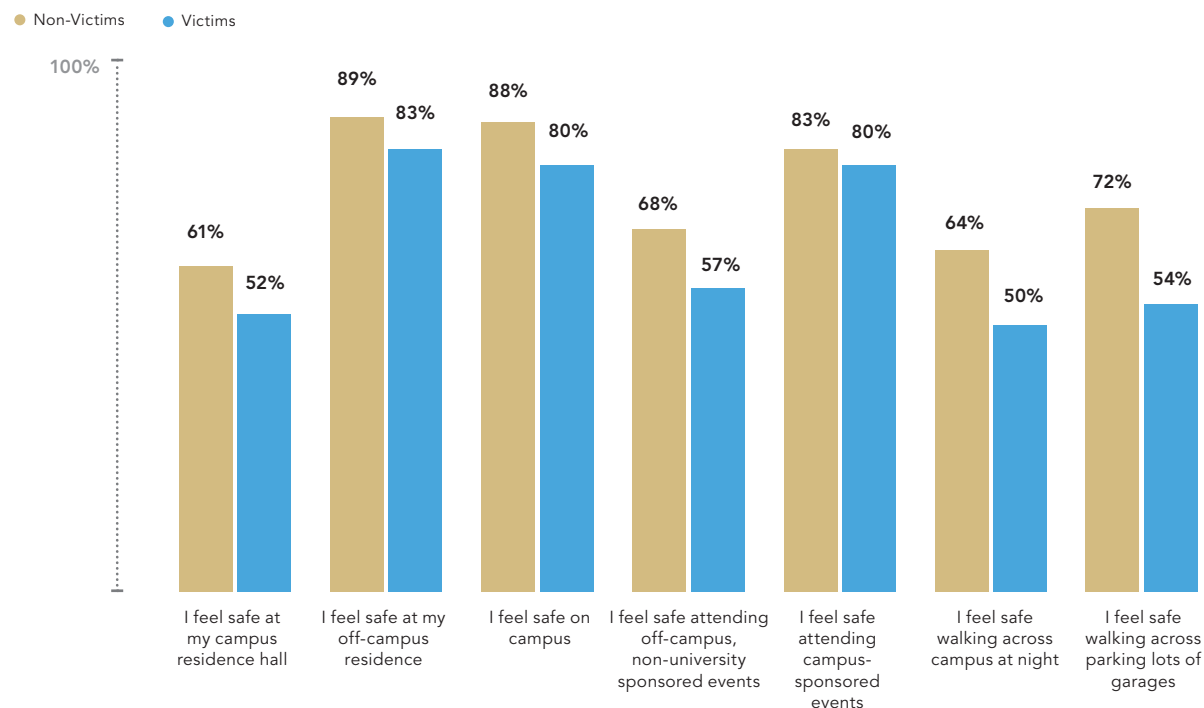
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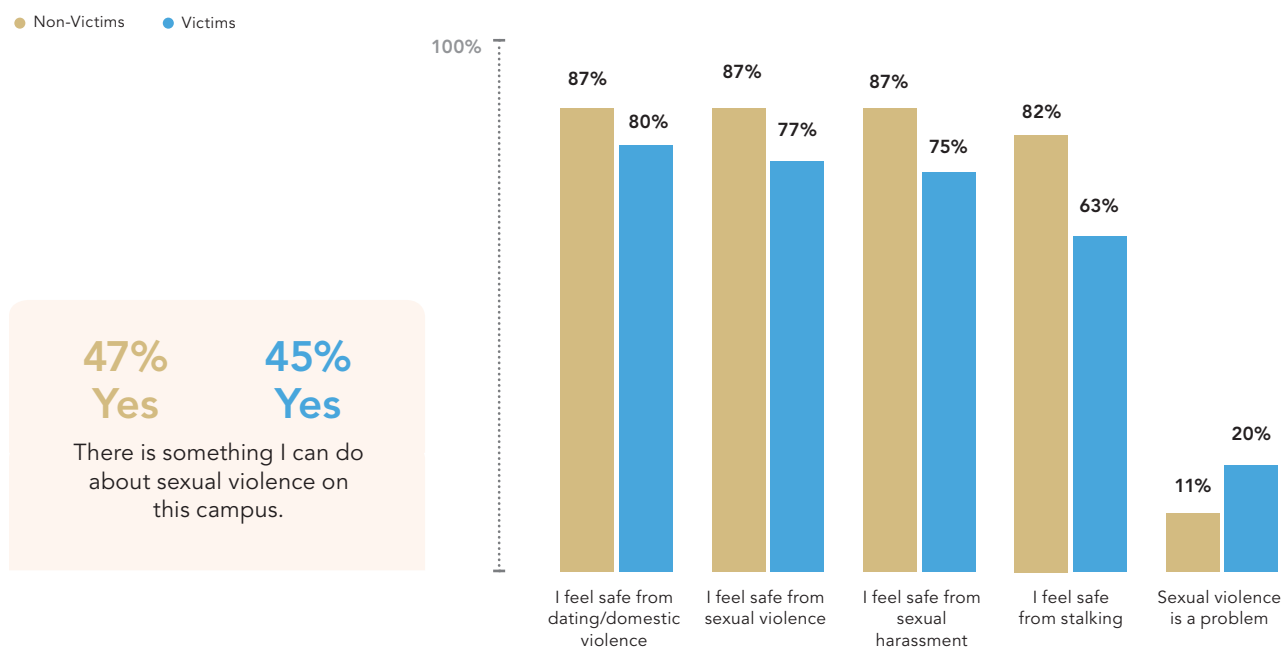
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Students' Perceptions of Safety at the Institution

On and Around Campus¹



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



Findings are relevant to all students at UTEP.



► Understanding the Infographic Data

- Fifty percent of victims and 64% of non-victims reported feeling safe walking across campus at night.
- Eighty-eight percent of non-victims and 80% of victims reported feeling safe on campus.
- Twenty percent of victims and 11% of non-victims reported believing that sexual violence is a problem on campus.
- Sixty-three percent of victims and 82% of non-victims reported feeling safe from stalking on campus.

Footnotes

1. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Analyses are based on analysis of participants who Strongly Agree or Agree.
2. Participants responded to questions based on a 5-point scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Four analyses are based on reporting into one collapsed category (Strongly Agree/Agree) and two analyses are based on reporting into one collapsed category (Strongly Disagree/Disagree).
3. Participants responded to questions about perception of safety surrounding victimization on or around campus.
4. Participants were asked to state if "On or around this campus, I feel safe from sexual violence." Sexual violence is used instead of unwanted sexual contact to honor participant endorsement of a perception related specifically to the term sexual violence.

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

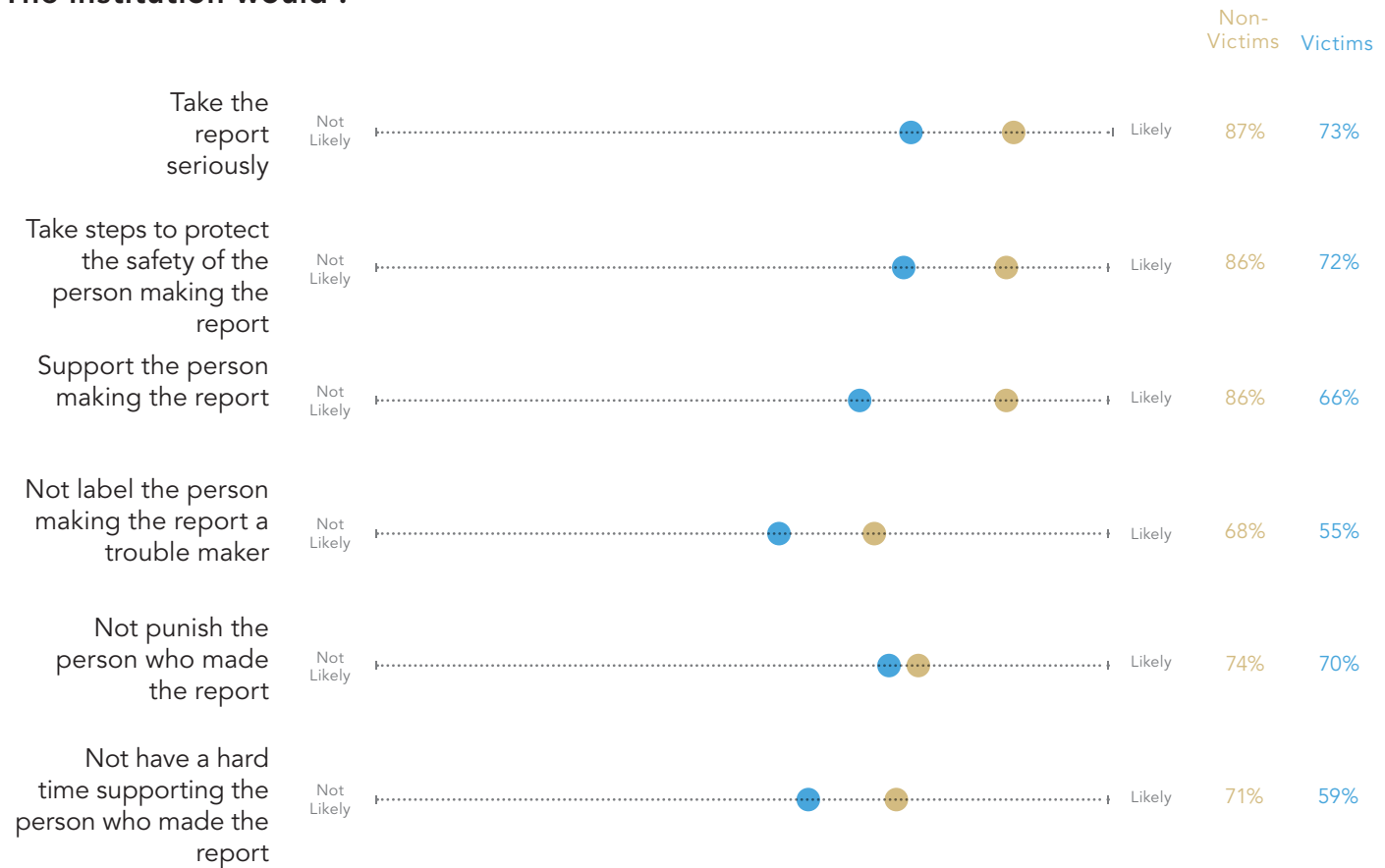
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

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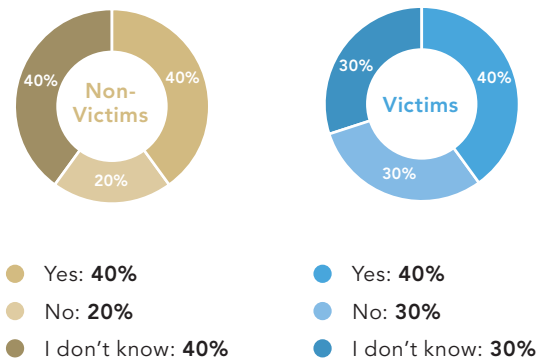
Students' Perceptions of Institutional Response

The institution would¹:

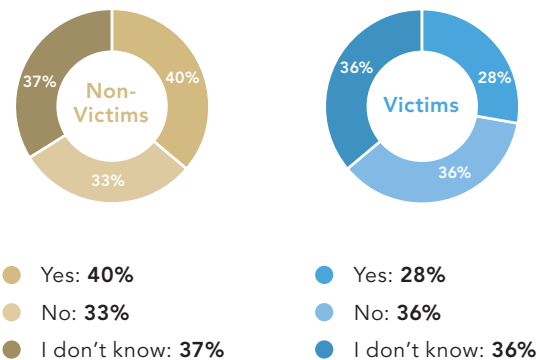


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Do you know where students get help?²



Do you know what happens after getting help?²



Findings are relevant to all students at UTEP.



► Understanding the Infographic Data

- Seventy-three percent of victims and 87% of non-victims reported believing UTEP would take a report seriously.
- Sixty-six percent of victims and 86% of non-victims reported believing UTEP would support the person making the report.
- Forty percent of victims and non-victims reported knowing where students get help.
- Twenty-eight percent of victims and 40% of non-victims reported knowing what happens after getting help.

Footnotes

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

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

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

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3.

Current Programs

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Current Programs

UTEP Campus Response, Prevention Efforts, and Resources to Address Sexual Harassment, Stalking, Dating/Domestic Abuse and Violence, and Unwanted Sexual Contact

The University of Texas at El Paso (UTEP) takes seriously its responsibility to address sexual assault, harassment, stalking, and dating/domestic abuse and violence on campus. A top priority is to educate members of the campus community on the policies, procedures, and resources that pertain to victim support and/or the reporting of offenses. The University facilitates numerous educational programs and services, and has departments dedicated to preventing and responding to sexual harassment, assault, and violence. The programs and resources listed below are communicated to the campus community on a regular basis through electronic, print, and social media platforms and through peer-to-peer education.

Supportive Services

Confidential Resources and Reporting — University Counseling Services

Provides individual and group counseling, and crisis intervention. Services are available at Union

Building West, Room 202, or call (915) 747-5302. In addition, the After Hours Crisis Line may be reached at (915) 747-5302.

UTEP Employee Assistance Program-Deer Oaks

The UTEP EAP can provide referrals for counseling to faculty and staff members and their families. 24 hours a day, 7 days a week. Call 1-866-327-2400.

UTEP Student Health Center

General medical care and patient education for enrolled students. Located at Union Building East, Room 100. Call (915) 747-5624 (primary) or (915) 747-6545 (secondary).

Community Resources —

Center Against Sexual and Family Violence (CASFV)

The CASFV offers comprehensive advocacy services for survivors of sexual and family violence. Located

at 580 Giles Road. Call (915) 593-7300 or for 24/7 Crisis Hope Line 1-800-727-0511.

The Hospitals at Providence

Sierra Medical Campus

(also known as Sierra Medical Center)

Hospital that provides Sexual Assault Nurse Examiner (SANE) examinations. Call the Emergency Room (915) 747-4000.

The Texas Association Against Sexual Assault (TAASA)

TAASA provides education, prevention, and advocacy to victims of sexual assault. Contact (512) 474-7190 or visit <http://taasa.org> for information.

Domestic Violence Hotline

Call 1-800-799-7233 or 1-800-787-3224 Teletypewriter (TTY) for more information.

National Sexual Assault Hotline

Call 1-800-656-4673 for information.

Fort Bliss Family Advocacy Program

Call (915) 568-9129 or (915) 568-9134; 24/7 Domestic Violence Hotline (915) 269-2013, or 24/7 Sexual Assault Hotline (915) 245-8991 for information and assistance.

Coordinated Response

UTEP Police Department

Individuals may file a report with campus police for incidents of sexual violence, sexual harassment, dating/domestic abuse and violence, or stalking that occur on campus. If the incident(s) occurred off campus, UTEP Police will assist individuals by contacting the appropriate law enforcement agency. UTEP Po-

lice are available 24 hours a day, 7 days a week.

Office of Equal Opportunity (Title IX Compliance)

The Office of Equal Opportunity/Title IX maintains a leadership role in UTEP's commitment to ensuring a safe UTEP campus where all individuals are treated with civility, dignity, and respect. Individuals may contact the office to initiate an investigation concerning sexual harassment, assault, stalking, or violence.

Title IX Coordinator

The Title IX Coordinator at the Office of Equal Opportunity can assist individuals with filing a report and beginning an investigation into an incident. Incidents involving students are investigated through the Office of Student Conduct and Conflict Resolution (OSCCR). The Office of Equal Opportunity investigates incidents involving faculty or staff. The Title IX Coordinator has primary responsibility for coordinating the University's efforts to comply with and carry out its responsibilities under Title IX. Email Sandy Vasquez svasquez@utep.edu or call (915) 747-5662.

Deputy Title IX Coordinator (Students)

The Deputy Title IX Coordinator (Students) Ryan Holmes is responsible for the investigation of incidents involving UTEP. Email Ryan Holmes at rholmes@utep.edu or call (915) 747-7448.

Deputy Title IX Coordinator (Education, Training, and Outreach)

The Deputy Title IX Coordinator (Education, Training and Outreach), Catie McCorry-Andalis, is responsible for all campus education, outreach, and

training related to Title IX and sexual violence. Email Catie McCorry-Andalis cmandalis@utep.edu or call (915) 747-5648.

Office of the Assistant Vice President for Student Support (AVPSS)

AVPSS is tasked with oversight and coordination of student support offices including the Center for Accommodations and Support Services, Military Student Success Center, Office of Student Conduct and Conflict Resolution, and the University Counseling Center. Email Ryan Holmes at rholmes@utep.edu or call (915) 747-7448.

Dean of Students (DOS) Office

The Dean of Students Office assists students in filing a report and beginning an investigation into an incident. Additionally, the Dean of Students Office can provide students with on-campus resources and support such as changes in on-campus living arrangements, parking, and academic schedules, and utilization of the safety escort program and campus counseling services. Email Catie McCorry-Andalis DOS@utep.edu or call (915) 747-5648.

Office of Student Conduct and Conflict Resolution (OSCCR)

Individuals can contact OSCCR to begin an investigation into an incident. If the respondent is a student, OSCCR will investigate and determine possible violations of the Code of Conduct, which could result in disciplinary sanctions up to and including expelling a student from the University. Visit <http://sa.utep.edu/osccr/> or email studentconduct@utep.edu for information.

Professional Training

Student Behavior Response Guide for Faculty and Staff

File folder issued to every faculty and staff member that outlines critical information and resources available to students, including steps to take if a report or allegation is made related to sexual harassment, dating/domestic abuse and violence, stalking, or sexual assault.

Awareness, Prevention, and Educational Efforts

UTEP produces, distributes, and/or makes available informational print materials regarding sexual assault, sexual harassment, dating violence, domestic violence, and stalking.

Trainings for Faculty, Staff, and Students

- Title IX Training
- Jeanne Clery Act Training
- Green Zone Training (working with military-affiliated students)
- Sexual Assault Risk Reduction and Prevention Training
- Do One Thing (DOT) Bystander Intervention Training

Miner Guide

Annual publication issued to every incoming new student to UTEP (freshman, transfer, and graduate) that provides a synopsis of student services, policies, procedures, and resources including safety awareness information. It outlines the process to report incidents of sexual harassment, dating violence, domestic violence, stalking, and sexual assault.

Community of Care Poster Campaign

A monthly poster and UTEP Today Safety Awareness campaign that addresses a myriad of topics including cyberbullying, theft, and sexual harassment.

Title IX Outreach Campaign

Posters, brochures, wallet-size cards, flyers, campus bulletins, and messages via social media regarding Title IX requirements and educational resources.

Student Athlete Handbook

Provided to all intercollegiate athletes, the handbook explains policies, rules, and regulations of both the NCAA and UTEP. Special emphasis is provided regarding bystander intervention, sexual violence, dating and domestic violence, sexual harassment, stalking, and victim assistance.

Crime Victim and Victim Support Brochures

Victims of violent crime (includes sexual assault, stalking, dating violence, and domestic violence) have access to informational brochures from the Texas Attorney, District Attorney's Office, El Paso County Attorney's Office, UTEP Police Department, Mexican Consulate, Texas Association Against Sexual Assault, and Center Against Sexual and Family Violence. These brochures are provided in English and Spanish versions.

Miner Connection Calendar

Calendar created and distributed by the UTEP Police Department that includes a welcome page from the UTEP Chief of Police, a campus map delineating buildings and locations, on/off-campus safety programs and resources, the Jeanne Clery Act

Disclosure, a series of monthly safety tips, and the University's academic calendar.

Borders Textbook

Textbook utilized in all University 1301 courses. A section in the book specifically covers sexual harassment including how to identify it, what can be done to prevent its reoccurrence, and situational activities to help students think through scenarios.

Do One Thing (DOT) Bystander Intervention

DOT is a prevention and intervention strategy that seeks to mobilize students and the entire UTEP campus community to prevent sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault. Visit <http://greendot.at.utep.edu> for information.

Behavioral Assessment Team (BAT)

The BAT at UTEP identifies students in distress, involves critical stakeholders, and creates an effective plan of action to assist the students so that they may reach their academic goals. Visit <http://sa.utep.edu/osccr/behavioral-assessment> for information.

Advocacy —

M.I.N.E.R.S. Advocacy Initiative

Promotes increased awareness among the campus community about sexual assault, sexual harassment, dating/domestic abuse and violence, and stalking.

Rainbow Miners Initiative

Promotes advocacy, community building, and education to ensure an inclusive culture on the UTEP campus for all, regardless of sexual orientation, gender identity, or gender expression.

Primary Prevention and Awareness Programs for Incoming Students, Faculty, and Staff

- Human Resources New Employee Orientation
- New Student Orientation
- Transfer Student Orientation
- Freshman Student Athlete Orientation
- New Graduate Student Title IX Presentation
- Online Sexual Violence Prevention Module

Ongoing Prevention and Awareness Programs for Students, Faculty, and Staff

- Title IX Training
- National Stalking Awareness Month Campaign
- Dating Violence Awareness Month “What is Love?” Campaign
- Relationships 101: How to Have a Better Relationship
- Fire and Ice: Structural Violence Against Women
- Clothesline Project
- Denim Day Advocacy Fair
- Take Back the Night
- Unpacking Masculinity Workshop
- Jeanne Clery Act/Hazing Presentation
- Workplace Violence Presentation
- Student Athlete Handbook Review and Distribution
- PHAT Tuesday
- “On Fire” Sexual Assault – Risk Reduction and Prevention
- Fire and Ice: Human Trafficking: Modern Day Slavery in the Americas
- Brown Bag Lunch: Domestic Violence Awareness
- Walk a Mile in Her Shoes
- Temper Without the Tantrum: Anger Management Series
- Relationships 101
- Gender Identity in the Native American Culture:

“Two Spirits” Film

- The Invisible War
- Home for the Holidays
- Got Consent?
- Rape Aggression Defense (R.A.D.) Training
- Sexual Assault and Family Violence Investigators Course for Telecommunications Professionals (SAFVIC)
- Do One Thing Carnival
- Texting, Sharing, and Posting
- “It’s a Girl” Film and Panel Discussion
- “The Hunting Ground” Film and Panel Discussion
- “You Are Here” Cyberstalking Event and Campaign
- Light the Night Purple Walk
- “Escalation” Film and Panel Discussion

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4.

Next Steps

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Next Steps

The University of Texas at El Paso (UTEP) is committed to maintaining a learning and working environment free from sexual harassment and assault, stalking, dating/domestic abuse and violence, and any affiliated intimidation or exploitation that may arise from such misconduct. The University continually strives to eliminate, prevent, and address these issues on campus by actively prioritizing and developing a variety of prevention efforts and educational initiatives to engage and provide awareness to members of the campus community. These efforts are evaluated and modified on an ongoing basis.

Priorities

- Educate UTEP students about healthy relationships.
- Communicate UTEP's strong stance against dating/domestic abuse and violence.
- Implement additional educational programs about sexual harassment for faculty, staff, and students.
- Increase education and awareness within the UTEP community about itemized portions of Title IX/Violence Against Women Act (VAWA) such as cyberstalking, dating violence, domestic violence, sexual assault, and stalking.
- Enhance communication on campus about the importance of reporting cases of dating/domestic abuse and violence, sexual assault, and stalking/cyberstalking.

Immediate actions

- Explore and enhance methods for students to notify UTEP personnel of sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault crimes (e.g. creation or purchase of electronic applications, etc. to enhance student reporting options).
- Explore methods for students to access off-campus resources that are available for instances of sexual harassment, stalking, dating/domestic abuse and violence, and sexual assault crimes.
- Ensure that the UTEP campus has pertinent information on Title IX and VAWA strategically displayed and accessible to the campus community and visitors.
- Create content-specific brochures for each of the major Title IX crimes (harassment,

stalking/cyberstalking, dating/domestic abuse and violence, and sexual assault).

- Improve and promote existing programs specific to Title IX (harassment, stalking/cyberstalking, dating/domestic abuse and violence, and sexual assault).
- Engage and collaborate with the UTEP Graduate School to ensure the training of Graduate School administration, faculty, and staff on Title IX and VAWA.
- Focus training efforts on faculty, staff, graduate and teaching assistants, student employees, and peer leaders to increase knowledge of policies, programs, and resources specific to Title IX.
- Implement trainings and marketing efforts to increase understanding and raise awareness of UTEP's Consensual Relationships policy.
- Ensure inclusion of student populations such as those who identify as African American/Black, Hispanic/Latino(a), Non-Hispanic White, Asian/Pacific Islander, LGBTQIA, and students with disabilities in educational activities that will increase knowledge of specific Title IX programs through trainings and direct/indirect marketing.
- Engage and collaborate with the leadership team of the UTEP Coordinated Community Response Initiative for Reduction of Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus grant to assess how practices identified by the grant and other research efforts can positively impact our campus community specific to Title IX and VAWA legislation.

Future Steps (1 – 3 years)

- Create a core team of administrators, faculty, and staff to annually review and assess the effectiveness of reporting methods, trainings, programs, and operating procedures for all Title IX areas.
- Support research efforts to promote healthy relationships and quality of life.

5.

Additional Information

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

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

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

Table 1: Faculty/Staff-Perpetrated Sexual Harassment Prevalence

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

Study Title	Student Classification	Prevalence Findings	Response Rate
Faculty/Staff-Perpetrated Sexist Gender Harassment			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ¹	All	36%	9.3%
2017 Cultivating Learning and Safe Environments - UTEP	All	12%	15%
Faculty/Staff-Perpetrated Crude Gender/Sexual Harassment			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
2017 Cultivating Learning and Safe Environments - UTEP	All	7%	15%
Faculty/Staff-Perpetrated Unwanted Sexual Attention			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
2017 Cultivating Learning and Safe Environments - UTEP	All	4%	15%
Faculty/Staff-Perpetrated Sexual Coercion			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
2017 Cultivating Learning and Safe Environments - UTEP	All	1%	15%
Faculty/Staff-Perpetrated Sexual Harassment Overall Rate			
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	Undergraduate	29.9%	27%
	Graduate	32.9%	41%

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

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

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

Table 2: Student-Perpetrated Sexual Harassment Prevalence

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

Study Title		Student Classification	Prevalence Findings	Response Rate
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹		Undergraduate	64.5%	27%
		Graduate	41.4%	41%
2017 Cultivating Learning and Safe Environments - UTEP		All	20%	15%
Student-Perpetrated Sexual Harassment Subscale Rates				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ^{2,3}	Sexist Gender Harassment	All	56.9%	9.3%
	Crude Sexual Harassment	All	45.6%	
	Unwanted Sexual Attention	All	23.5%	
	Sexual Harassment via Electronic Communication	All	24.5%	

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

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

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

Table 3: Stalking Prevalence

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

Study Title		Student Classification	Prevalence Findings	Response Rate
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹		Undergraduate	20.7%	27%
		Graduate	11.7%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²		All	9.4%	9.3%
2017 Cultivating Learning and Safe Environments - UTEP		All	13%	15%

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

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

Table 4: Dating/Domestic Abuse and Violence Prevalence

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

Study Title	Student Classification	Prevalence Findings			Response Rate
		Psychological Abuse & Physical Violence ¹			
2015 Penn State Sexual Misconduct Climate Survey: University Park ²	Undergraduate	11.5%			27%
	Graduate	7.2%			41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ³	All	9.4%			9.3%
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UTEP	All	14%	10%	11%	15%

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

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

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

Additional Information

Table 5: Unwanted Sexual Contact Prevalence

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

Study Title	Student Classification	Student Gender	Prevalence Findings	Response Rate
Unwanted Sexual Touching				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	Female	32.9%*	9.3%
		Male	12.5%*	
2017 Cultivating Learning and Safe Environments - UTEP	All	All	11%	15%
Attempted Rape				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
2017 Cultivating Learning and Safe Environments - UTEP	All	All	5%	15%
Rape				
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
2017 Cultivating Learning and Safe Environments - UTEP	All	All	7%	15%
Penn State Overall Rate for Attempted Rape and Rape				
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	Undergraduate	All	18.1%	27%
	Graduate		6.7%	41%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Additional Information



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

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

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

¹ If it adversely affects employment or education.

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

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

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

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

Additional Information

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

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

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

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

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

Additional Information

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

Additional Information

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

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

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

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

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

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

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

Additional Information

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

Subscale: Attempted Rape

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

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

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

² If totality of circumstances creates a hostile environment.

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

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

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

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