

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 San Antonio

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 Austin 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 San Antonio (UTSA).

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 would like to extend our heartfelt thanks to Dr. Wanda Mercer, associate vice chancellor for student affairs at 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.

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ing recruitment and promotional efforts that led to a successful fall survey launch.

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

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

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

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

We have stood on the broad shoulders of a large community of sexual assault and violence researchers and colleagues that willingly shared their

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 UTSA 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 UTSA, 3,385 students participated. The response rate was 13.8%

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 larg-

er societal context.the context of our larger society.

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.⁴ 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.”³

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

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

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 students' perceptions of institutional response;

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



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.

unwanted sexual contact;

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

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



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 psy-

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

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

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

Unwanted sexual contact —

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

Comparing national prevalence rates —

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

Methodology

The CLASE project aimed to better understand students’ experiences of sexual harassment, stalking, dating/domestic abuse and violence, and unwanted sexual contact and enhance existing programs and services for students. The CLASE project is an innovative and comprehensive study about the issues protected under Title IX legislation and their impact on students’ physical, mental, and financial

lives. Its revolutionary aspects are marked by the diversity of institutions involved, the multidisciplinary group of stakeholders engaged, the scientific rigor of the methodology, and the use of findings to inform institutional practice and policies for immediate and innovative change.

The larger CLASE project consists of three parts: 1) a web-based survey, 2) an in-depth empirical investigation phased in with all institutions across four years, and 3) a four-year cohort study at UT Austin. Only the web-based survey findings of prevalence and perceptions are reported in this document. Data collection is ongoing in Parts 2 and 3 mentioned above and new reports will be produced once additional UT System institutions have participated in an in-depth empirical investigation and the cohort study.

Guiding research questions —

Three research questions guided the CLASE survey.

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

FOUR GENERAL TERMS TO DESCRIBE ISSUES UNDER STUDY	AREAS OF BEHAVIORS/ EXPERIENCES THAT THE INSTRUMENT ASKED PARTICIPANTS ABOUT
<i>Faculty/Staff-Perpetrated Sexual Harassment</i>	<ol style="list-style-type: none"> 1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Coercion
<i>Student-Perpetrated Sexual Harassment³⁷</i>	<ol style="list-style-type: none"> 1. Sexist Hostility/Sexist Gender Harassment 2. Sexual Hostility/Crude Gender Harassment 3. Unwanted Sexual Attention 4. Sexual Harassment Via Electronic Communication
<i>Stalking³⁸</i>	<ol style="list-style-type: none"> 1. Stalking
<i>Dating/Domestic Abuse and Violence</i>	<ol style="list-style-type: none"> 1. Cyber Abuse 2. Psychological Abuse 3. Physical Violence
<i>Unwanted Sexual Contact</i>	<ol style="list-style-type: none"> 1. Unwanted Sexual Touching 2. Attempted Rape 3. Rape

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

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

The web-based survey contained 20 modules that included questions about general demographics, health and well-being, alcohol consumption, perceptions of safety, and several other areas. Students were also asked behaviorally-specific questions about their experiences in the four areas protected under Title IX (sexual harassment, stalking, dat-

ing/domestic abuse and violence, and unwanted sexual contact) since their enrollment as a student at the institution.

Undergraduate and graduate students, ages 18 or older, were randomly invited to participate. Students 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 UT Austin, 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 survey findings of students' experiences since their enrollment at The University of Texas at San Antonio (UTSA).

Sexual harassment

- Eleven percent of all students reported having experienced faculty/staff-perpetrated sexist gender harassment.
- Twenty percent of students reported having experienced sexual harassment by their peers.

Stalking

- Twelve percent of all students and fifteen percent of female undergraduate students reported having experienced stalking since their enrollment.

Dating/domestic abuse and violence

- Eleven percent of students who were in a dating or marital relationship while at UTSA reported having experienced cyber abuse.
- Nine percent of students who were in a dating or marital relationship while at UTSA reported having experienced psychological abuse.
- Eleven percent of students who were in a dating or marital relationship while at UTSA reported having experienced physical violence.

Unwanted sexual contact

- Ten percent of students experienced unwanted sexual touching since their enrollment.
- Six percent of students reported having experienced rape.

Vulnerable Groups

It is well documented that LGBTQ+ students are vic-

timized 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 UTSA in current actions and next steps.

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

- The most common perpetrators of faculty/staff sexual harassment were faculty (62%) and student employees (29%).
- Forty-nine percent of unwanted sexual contact victims and 76% of unwanted sexual contact perpetrators had used alcohol or drugs at the time of victimization, according to victim reports.
- Most incidents of dating/domestic abuse and violence and unwanted sexual contact occurred off-campus. Victims reported that 93% of physical violence and 88% of unwanted sexual contact incidents occurred off-campus.
- Thirty-seven percent of unwanted sexual contact perpetrators were students at UTSA.
- Fifty-seven percent of unwanted sexual contact victims had a close relationship with the perpetrator and 33% were acquaintances.

Disclosure

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

Students' perceptions of institutional response

- Seventy-four percent of victims and 86% of non-victims reported believing that UTSA would take a report of sexual harassment, stalking, dating/domestic abuse and violence, or unwanted sexual contact seriously.
- Sixty-nine percent of victims and 82% of non-victims believed UTSA would support a person who made a report of victimization.
- Sixty-nine percent of victims and 85% of non-victims reported feeling safe from sexual harassment at UTSA.

Additional Reports

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

Current Actions and Next Steps

UTSA offers several programs and services with the goals of reducing violence and ensuring students' mental and physical safety. For example, UTSA Counseling Services provides confidential counseling to students. UTSA also offers information on other support services in the community such as the Rape Crisis Center of San Antonio and Legal Aid. The Institutional Working Group de-

veloped a comprehensive list of immediate actions and future steps. Additional details on Next Steps are found in Section 4.

Increase LGBTQ safety

- Involve the Student Center for Engagement and Inclusion and registered student organizations, such as Spectrum and Intersection, in programming efforts.
- Promote ALLY program among faculty and staff.
- Engage LGBTQ faculty and staff in programming efforts.
- Include more information to promote awareness of sexual violence in the LGBTQ community in UTSA's Title IX and Campus SaVE training courses provided to faculty and staff.

Address faculty and staff-perpetrated sexual harassment of students.

- Target communications from campus leadership (Department Chairs, Deans, Provost, President) that emphasize the importance of removing sexual harassment from instructor-student interactions. Reiterate the Chancellor's "Zero Tolerance" policy.
- Prioritize reducing harassing behavior among faculty by engaging faculty administration and Faculty Senate.
- Promote and incentivize sexual harassment training among faculty through faculty administration.
- Incorporate sexual harassment training course into new faculty orientation, and provide additional online training for faculty available in Faculty Center.
- Promote awareness of anti-retaliation statement in Nondiscrimination Policy to ensure that our

students are comfortable reporting incidents of intimate and interpersonal violence without fear of retaliation from faculty, staff, or other students.

Address issue of student employees as perpetrators of sexual harassment.

- Promote sexual harassment training (SD 309) among supervisors of student employees.
- Require classroom/in-person sexual harassment training for all student employees. This will be accomplished through a student employee orientation program.

Address domestic and dating violence.

- Increase partner violence prevention programming and awareness education.
- Increase promotion of current programs such as Sex in the Dark (Student Health Services) and Take Back the Night (Women's Studies Institute).
- Involve student groups in prevention efforts.
- Encourage student participation in programs through collaboration and incentives from Student Activities and faculty.
- Develop program evaluation surveys for on-campus prevention events to measure effectiveness of programs.

Increase help-seeking and formal resources for support.

Increase resources in Equal Opportunity Services for programming and staff.

- Promote services available at UTSA Counseling Services.
- Engage and collaborate with community resources in the city of San Antonio.
- Engage UTSA faculty and staff (who are particularly influential on our campus), to promote ex-

pectations and campus resources.

- Engage our Bexar County community partners in our campus programming events.

Address international student victimization.

- Enhance current Title IX and Campus SaVE training programs in collaboration with the Office of International Programs.
- Develop Title IX and Campus SaVE documents and materials in multiple languages.
- Develop a specific violence-prevention training program geared to the needs of our international students.

Address gender trends in victimization.

- Increase resources in Equal Opportunity Services, Counseling Services, and Student Health Services.
- Provide prosocial bystander intervention training to teach peers how to be empathic responders to victims of intimate and interpersonal violence.
- Weave repeated education on violence prevention into curricula and conduct training repeatedly throughout the college experience to change campus norms about violence.
- Create a center and professional position for a victim advocate/violence specialist.

Change perceptions of institutional response.

- Provide information through training and outreach to increase transparency on the institutional response to sexual violence reports.
- Create a dedicated website where students can easily find information on the Title IX process and available support services.

Increase campus resource allocation between campus locations.

- Investigate needs of Downtown campus and Institute of Texan Cultures.
- Assess perception of safety at Downtown campus and Institute of Texan Cultures.
- Provide accessibility to support services for Downtown students.

Address alcohol and drugs.

- Reestablish Party on the Paseo and Rowdy Wing Fling as premiere events and involve Community Partnerships and Agency tables.
- Ensure there is a least one major speaker talking about alcohol impact each semester.
- Attend the Region III BACCHUS Initiatives of NASPA Conferences to generate ideas for innovative programming.

Endnotes

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

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

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

⁴Busch-Armendariz, N.B., Sulley, C., & Hill, K. (2016). *The blueprint for campus police: Responding to sexual assault*. Austin, TX: Institute on Domestic Violence & Sexual Assault, The University of Texas at Austin.

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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.

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

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

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

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

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

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

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

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

[edu/assessment/SMCS/](https://studentaffairs.psu.edu/assessment/SMCS/)

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

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

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

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

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

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

²¹Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/ww8v637v8or2avtzpooap2265u4jiye>

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

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

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

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

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

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

²⁸Office of Assessment and Decision Support. (2016, June 16). *Report on the Georgetown University sexual assault and misconduct survey*. Retrieved from <https://georgetown.app.box.com/s/ww8v637v8or2avtzpooap2265u4jiye>

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

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

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

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

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

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

³⁵ Freyd, J., Gomez, J., Rosenthal, M., Smidt, A., & Smith, C. (2015, August 24). *Initial findings from the UO 2015 sexual violence survey*. Retrieved from http://media.oregonlive.com/education_impact/other/Final%20Freyd%20IVAT%202015%20Survey%20Initiative%20Findings%2024%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].

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

Research Team

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

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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

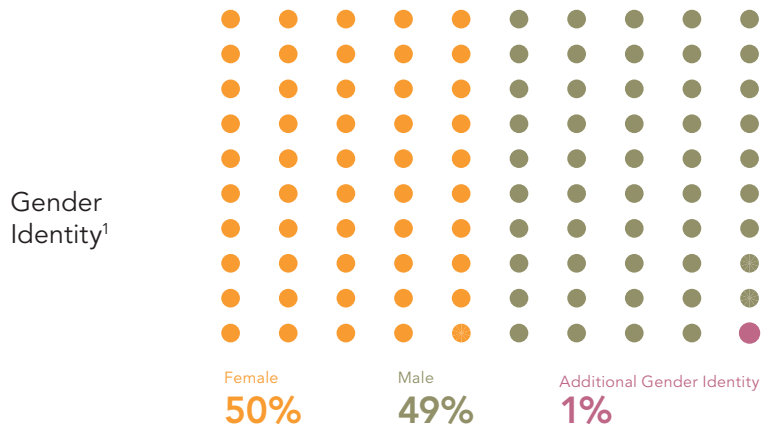
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2.

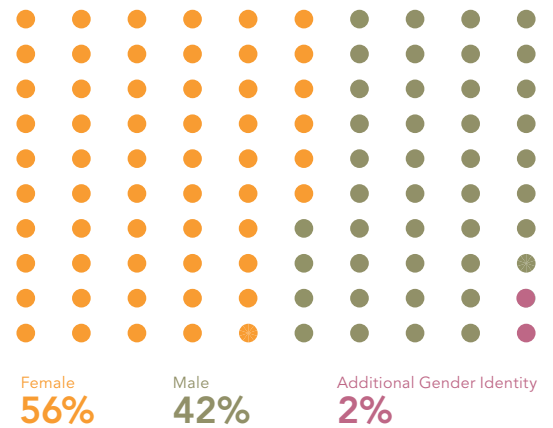
Findings

Demographics

All Students

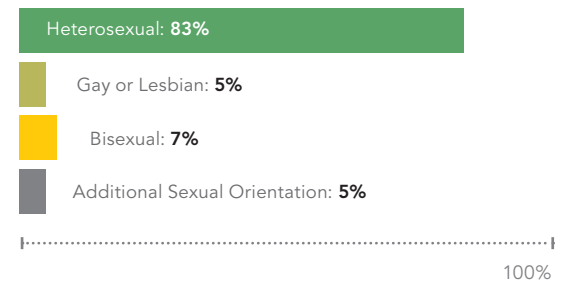
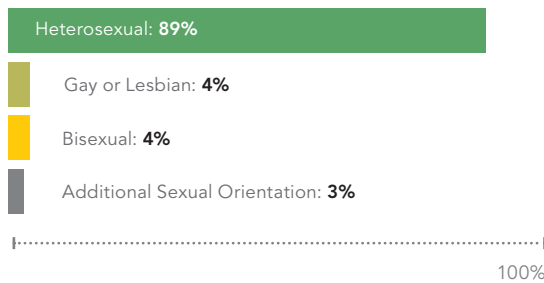


Victims

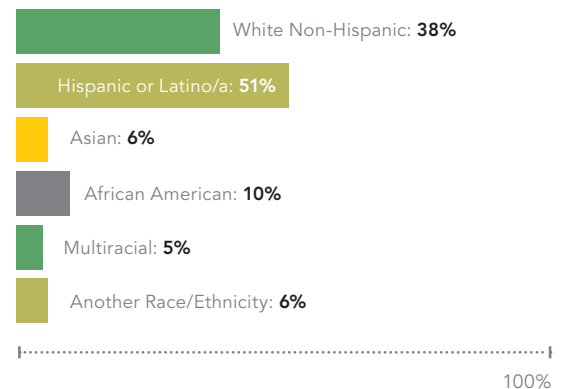
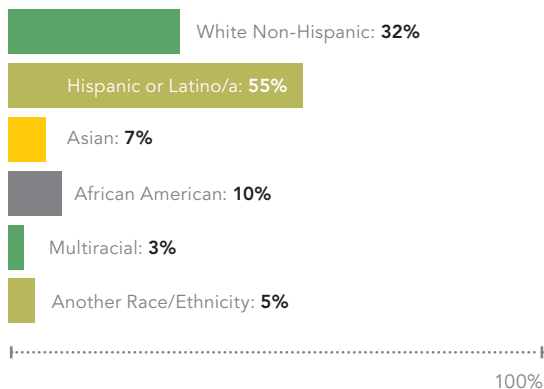


28

Sexual Orientation²



Race/Ethnicity^{3,4}



Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Victim demographics were reflective of the general student population demographics.
- Fifty percent of students at The University of Texas at San Antonio (UTSA) identified as female, 49% identified as male, and 1% identified as an additional gender identity.
- More than half of all victims identified as female (56%), 42% identified as male, and 2% identified as an additional gender identity.
- The majority of students identified their sexual orientation as heterosexual (89%). Four percent identified as bisexual, four percent identified as gay or lesbian, and three percent identified as an additional sexual orientation.
- Bisexual students made up seven percent of victims and students identifying as an additional sexual orientation made up five percent of victims.
- Fifty-five percent of students identified as Hispanic or Latino/a. Fifty-one percent of victims were Hispanic and Latino/a 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 UT San Antonio. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including the sample size and the related margin of error.

.....

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

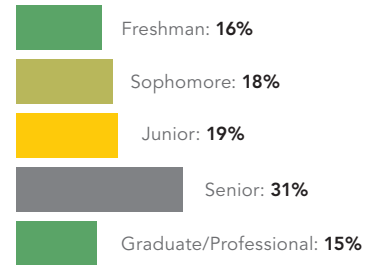
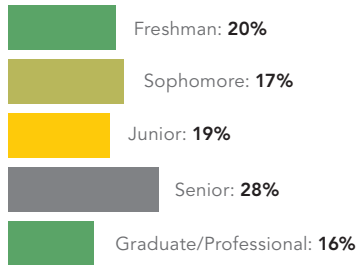
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More Demographics

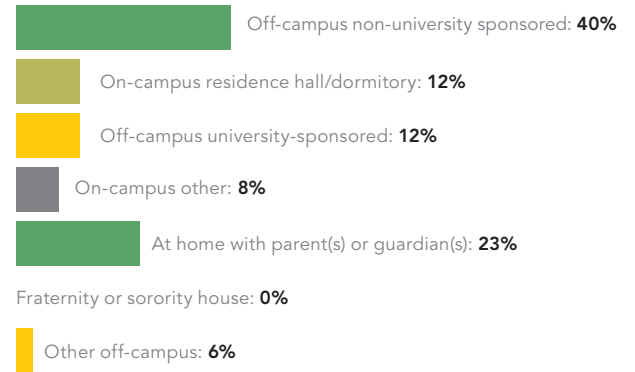
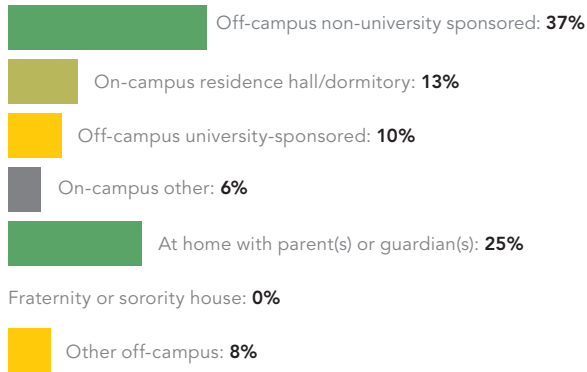
All Students

Victims

Classification in School¹



Place of Residence¹



International Student



Military Affiliation



Caretaking for Children at Home



In a Romantic Relationship



30

100%

100%

Unweighted data

24,600

Number of Students Invited to Participate

3,385

Number of Students that Participated

13.8%

Response Rate

Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Thirty-one percent of victims and 28% of all students were seniors at the time of the survey.
- Most students lived off-campus, either in off-campus non-university sponsored housing (37%) or at home with their parent(s) or guardian(s) (25%).
- Forty percent of victims lived at an off-campus, non-university sponsored residence.
- Fifty-four percent of victims reported being in a romantic relationship at the time of the survey.

Footnotes

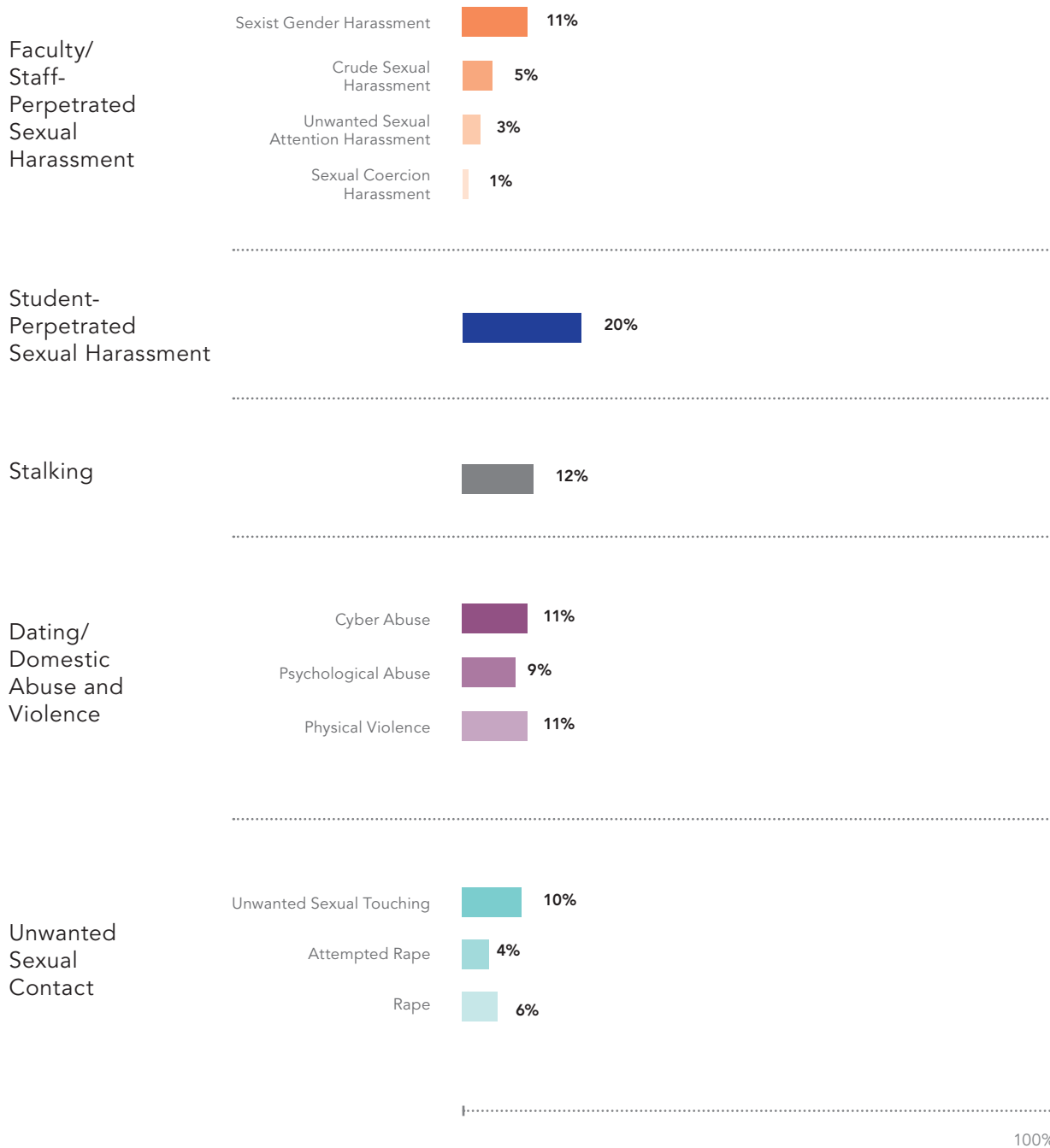
1. Percentages may not equal 100% because of rounding.

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



Margin of error \leq +/- 2% at 95% confidence.
Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Eleven percent of students experienced sexist gender harassment from faculty/staff.
- Twenty percent of students at UTSA reported having experienced sexual harassment perpetrated by another student.
- Twelve percent of students had experienced stalking since their enrollment.
- Ten percent of students at UTSA had experienced unwanted sexual touching since their enrollment.

Reporting on Vulnerable Groups

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

- Sixty-six percent of students identifying as an additional gender identity reported having experienced student-perpetrated sexual harassment.

Footnotes

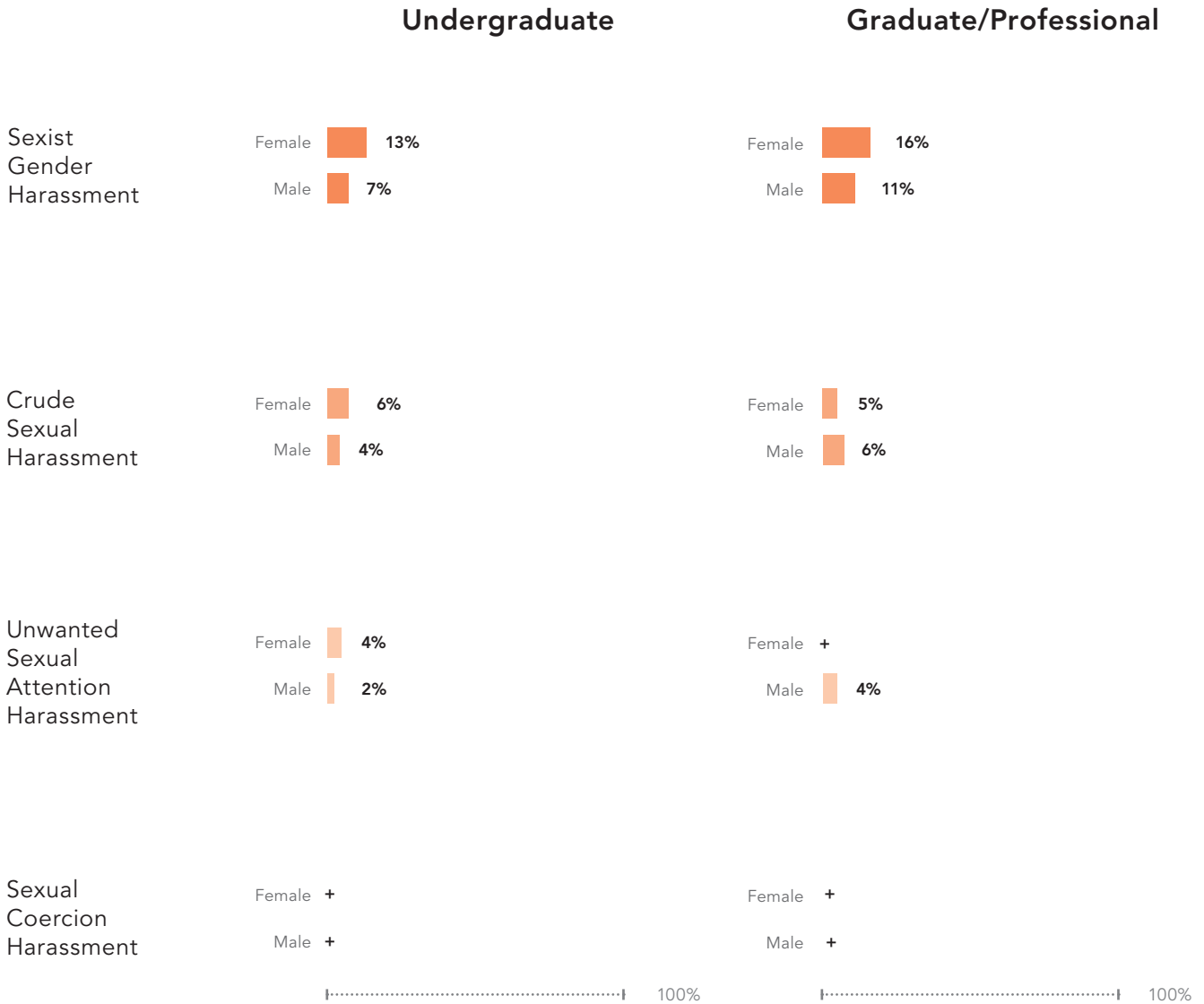
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.

Findings are relevant to the population of students at UT San Antonio. 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}



34

Undergraduate: Margin of error $\leq \pm 2\%$ at 95% confidence.

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

Findings are relevant to all students at UTSA.

+Extremely low victimization rate



► Understanding the Infographic Data

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

Additional Information

These are additional data were not presented in the infographics.

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

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.

- Fifteen percent of bisexual students and students identifying as an additional sexual orientation alike experienced faculty/staff-perpetrated crude 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 additional gender identity categories can be found in the Academic Aggregate report.

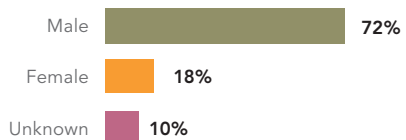
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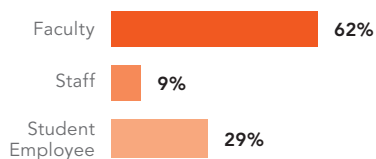
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More About Faculty/Staff Sexual Harassment Perpetration¹

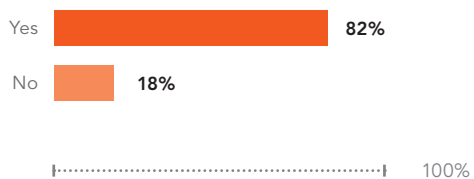
Gender Identity of Perpetrator²



Academic Status of Perpetrator³



Did it happen on campus?



► Understanding the Infographic Data

- Seventy-two percent of faculty/staff sexual harassment perpetrators were male.
- Sixty-two percent of faculty/staff sexual harassment perpetrators were faculty, nine percent were staff, and 29% were student employees.
- Eighty-two percent of faculty/staff-perpetrated sexual harassment incidents occurred on-campus.
- Ten percent of the faculty/staff sexual harassment perpetrators had a gender other than male or female or their gender was unknown to the victim.

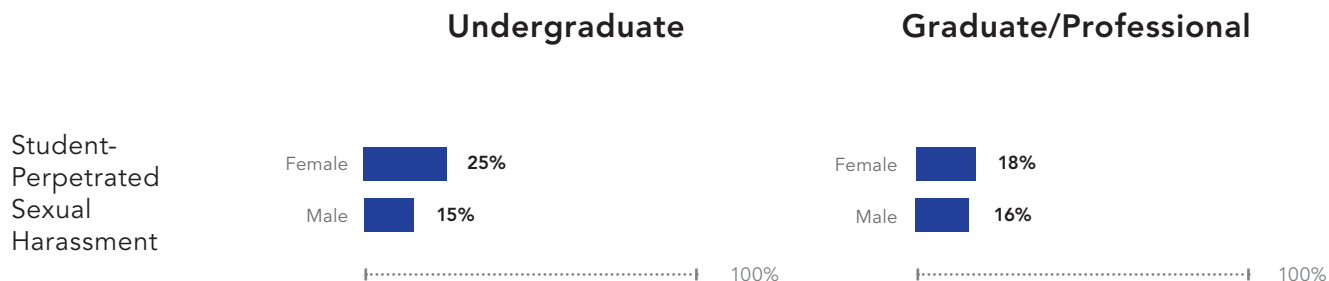
Footnotes

1. These analyses are based on questions posed to victims to “recount one victimization since they had enrolled that had the greatest impact on them.” This does not describe all the victimizations reported by students in this survey.
2. The survey originally included nine gender identity categories for perpetration (Female, Male, Transgender Female, Transgender Male, Gender-queer, Gender Non-Conforming, Intersex, Two Spirit, and Unknown) and when possible, rates were calculated on all gender identities. Because of small sample sizes and to protect participants’ anonymity, categories were reported as three gender identities (Female, Male, and Unknown). The third category is labeled as “Unknown” because the gender identity of the perpetrator was more often identified as unknown to the victim rather than an additional gender identity, even though additional gender identity is still included in the “Unknown” category.
3. 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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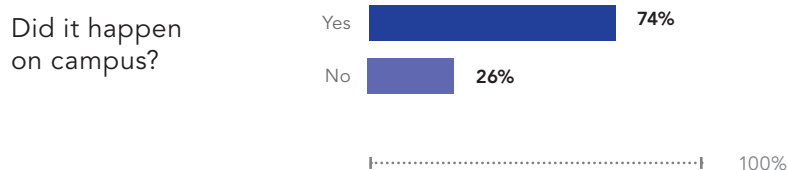
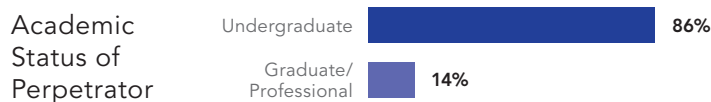
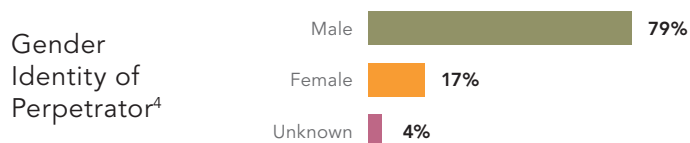
Prevalence of Victimization: Student-Perpetrated Sexual Harassment by Classification in School and Gender Identity *and* Perpetration Information^{1,2}



Findings above are relevant to all students at UTSA.

Student-Perpetrated Sexual Harassment: Perpetration Information³

38



¹ Undergraduate: Margin of error $\leq \pm 3\%$ at 95% confidence.

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



► Understanding the Infographic Data

- Twenty-five percent of female undergraduate students reported having experienced student-perpetrated harassment.
- Seventy-nine percent of student sexual harassment perpetrators were male.
- Student sexual harassment perpetrators were most often undergraduate students (86%).
- Nearly three-quarters of student-perpetrated sexual harassment incidents (74%) occurred on-campus.

Reporting on Vulnerable Groups

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

- Sixty-two percent of undergraduate students and 75% of graduate students identifying as an additional gender experienced student-perpetrated sexual harassment.
- Thirty-nine percent of students who identified as having an additional sexual orientation experienced student-perpetrated sexual harassment.

Footnotes

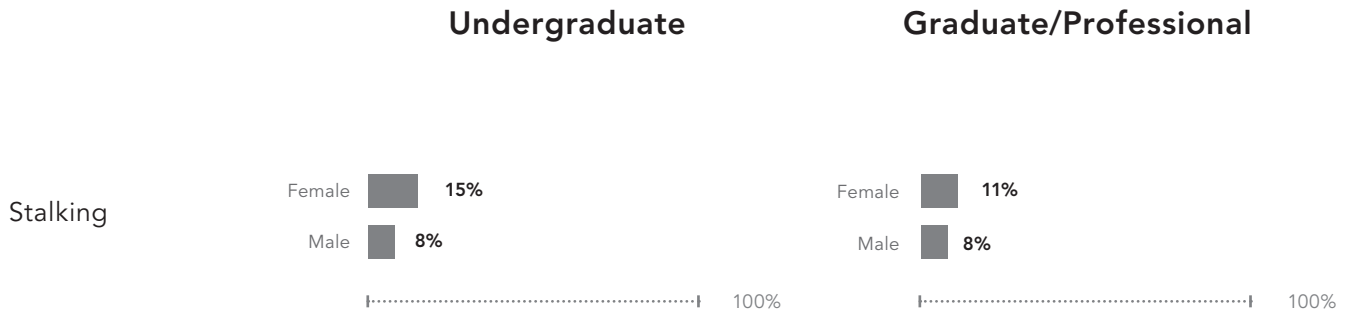
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories and when possible, rates were calculated on all gender identities. Because of small sample sizes and to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

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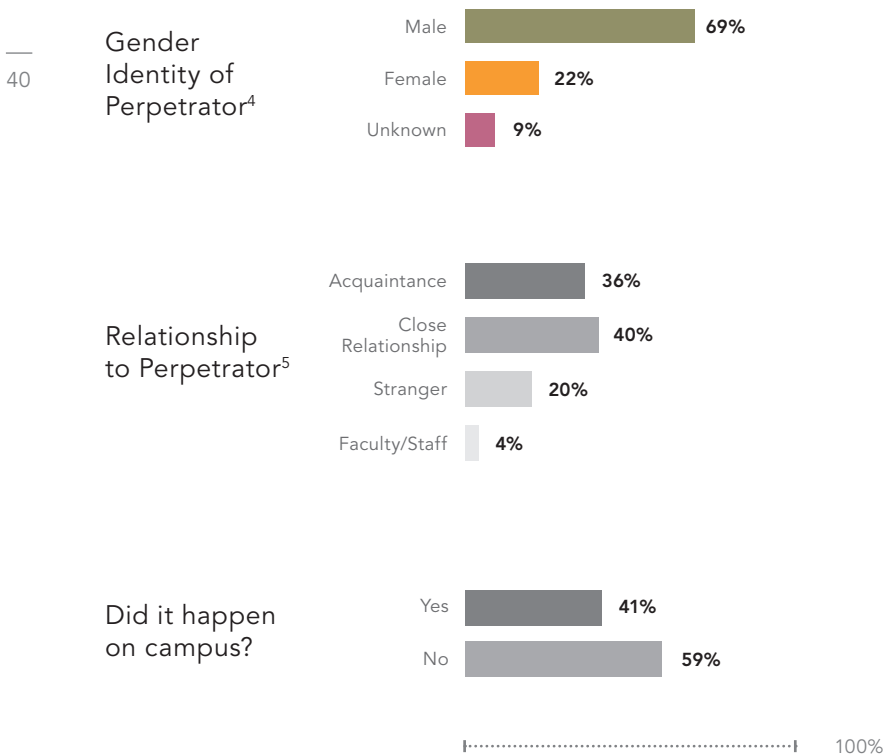
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Prevalence of Victimization: Stalking by Classification in School and Gender Identity and Perpetration Information^{1,2}



Findings above are relevant to all students at UTSA.

Stalking: Perpetration Information³



¹ Undergraduate: Margin of error \leq +/- 2% at 95% confidence.

² Graduate/Professional: Margin of error \leq +/- 4% at 95% confidence. See Appendix F in the Research Methods Report for more information.



► Understanding the Infographic Data

- Fifteen percent of female undergraduate students experienced stalking victimization.
- Sixty-nine percent of stalking perpetrators were male.
- Most victims of stalking had a close relationship (40%) or acquaintanceship (36%) with the perpetrator. Four percent of stalking perpetrators were faculty/staff at UTSA.
- Less than half (41%) of all stalking incidents occurred on-campus.

Additional Information

These are additional data were not presented in the infographics.

- Fifty-five percent of stalking perpetrators attended the same institution as the victim.

Reporting on Vulnerable Groups

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

- Twenty-five percent of students identifying as bisexual experienced stalking since they enrolled at UTSA.

Footnotes

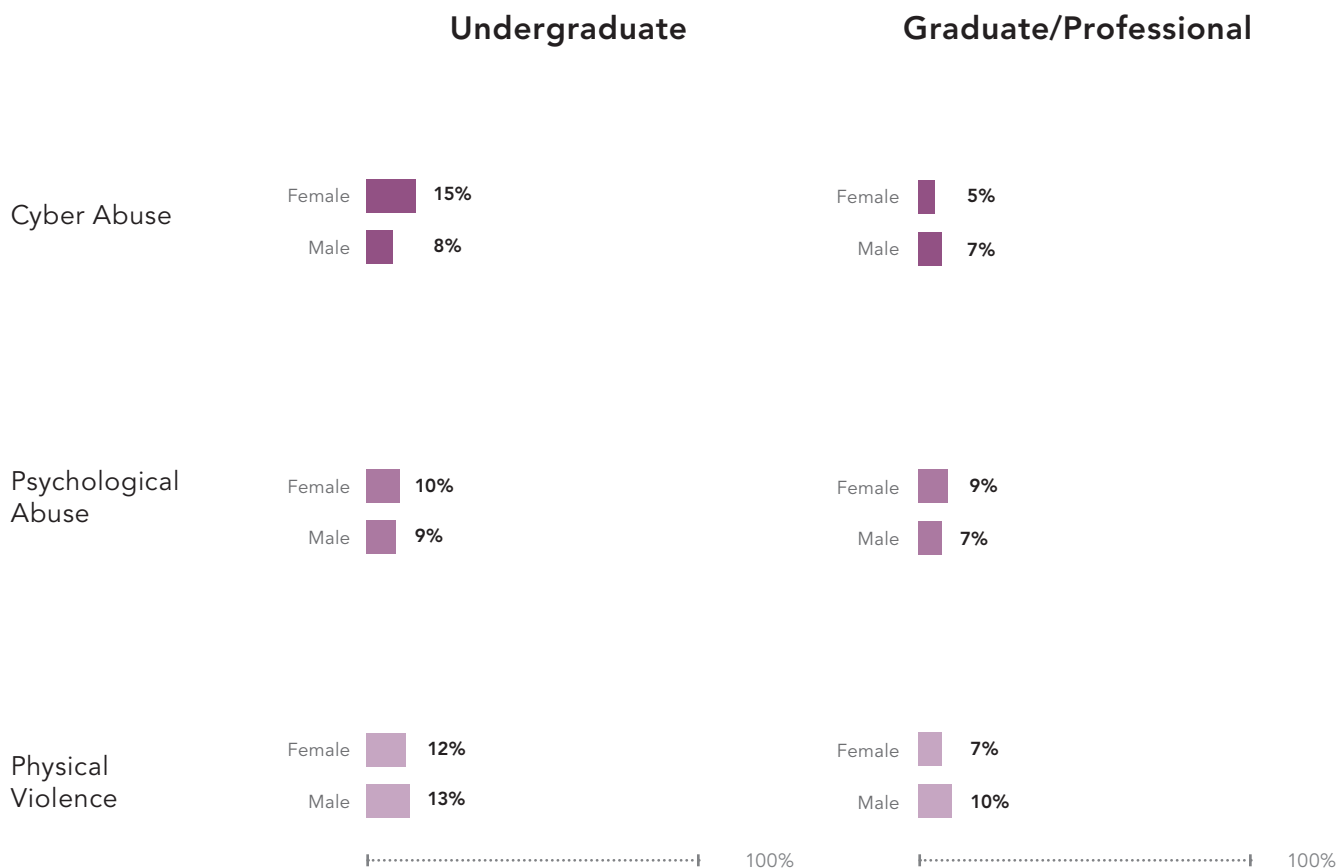
1. The survey used self-report data and asked only about experiences of victimization since participant enrolled at the university.
2. The survey originally included nine gender identity categories. Because of small sample sizes and to protect participants' anonymity, only Male and Female are displayed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

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



42

— Undergraduate: Margin of error \leq +/- 3% at 95% confidence.
 — Graduate/Professional: Margin of error \leq +/- 6% at 95% confidence.
 See Appendix F in the Research Methods Report for more information.
 — Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Thirteen percent of undergraduate males who were in a dating or marital relationship while at UTSA reported having experienced physical violence.

Additional Information

These are additional data were not presented in the infographics.

- Eleven percent of students who were in a dating or marital relationship while at UTSA experienced cyber violence.
- Nine percent of students who were in a dating or marital relationship while at UTSA experienced psychological violence.

Footnotes

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

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

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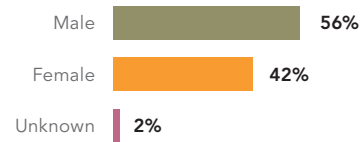
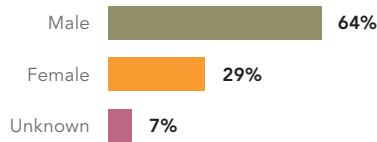
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More about Dating/Domestic Abuse and Violence Perpetration: Cyber and Psychological Abuse¹

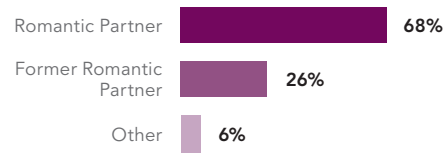
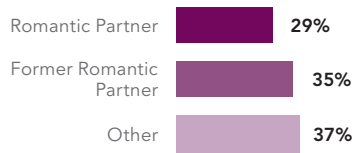
Cyber

Psychological

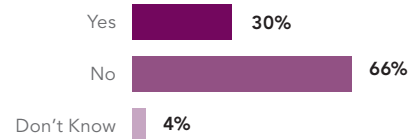
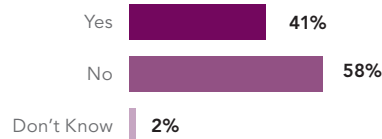
Gender Identity of Perpetrator²



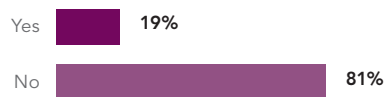
Relationship to Perpetrator^{3,4}



Was it a student from the same institution?⁴



Did it happen on campus?



100%

100%



► Understanding the Infographic Data

- Sixty-four percent of cyber abuse perpetrators were male.
- Most psychological perpetrators were former romantic partners (68%) or romantic partners (26%).
- The majority of cyber abuse incidents did not occur on-campus (81%).
- Fifty-six percent of psychological abuse perpetrators were male and 42% were female.
- Thirty percent of psychological abuse perpetrators attended the same institution as the victim.

Footnotes

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

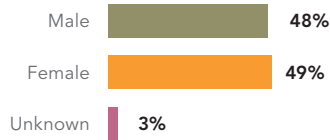
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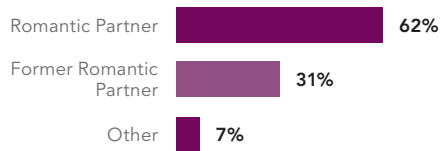
More about Dating/Domestic Abuse and Violence Perpetration: Physical Violence¹

Physical

Gender Identity of Perpetrator²

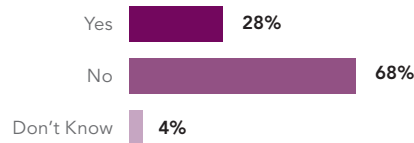


Relationship to Perpetrator³

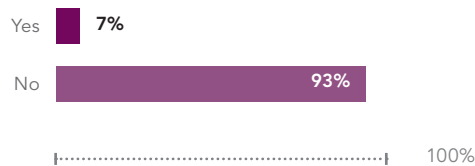


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46

Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Physical violence perpetrators were equally likely to be male (48%) or female (49%).
- Romantic partners made up 62% of physical violence perpetrators.
- The majority of physical violence incidents did not occur on-campus (93%).

Additional Information

These are additional data were not presented in the infographics.

- Among students who experienced physical violence, 60% of female students and 26% of male students experienced minor injuries once or more as a result of victimization.
- Among students who experienced physical violence, 63% of female students and 38% of male students experienced serious emotional difficulties as a result of victimization.

Footnotes

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

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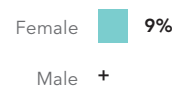
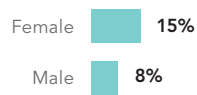
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Prevalence of Victimization: Unwanted Sexual Contact by Classification in School and Gender Identity^{1,2}

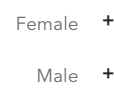
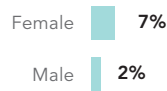
Undergraduate

Graduate/Professional

Unwanted Sexual Touching



Attempted Rape



Rape



Undergraduate: Margin of error \leq +/- 3% at 95% confidence.

Graduate/Professional: Margin of error \leq +/- 4% at 95% confidence. See Appendix F in the Research Methods Report for more information.

Findings are relevant to all students at UTSA.

+Extremely low victimization rate



► Understanding the Infographic Data

- Fifteen percent of female undergraduates reported experiencing unwanted sexual touching.

Additional Information

These are additional data were not presented in the infographics.

- Ten percent of students reported having experienced unwanted sexual touching.
- The overall rate for attempted rape victimization was 4%. Female undergraduate students reported victimization at nearly twice that rate (7%).
- Six percent of students reported having experienced rape. Nine percent of female undergraduates reported having experienced rape.

Reporting on Vulnerable Groups

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

- Twenty percent of bisexual students reported having experienced unwanted sexual touching since enrollment.
- Sixteen percent of bisexual students reported that they had experienced rape since enrollment at UTSA.

Footnotes

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

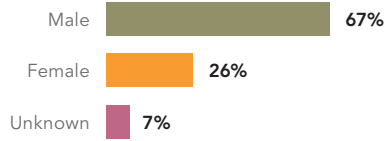
Findings are relevant to the population of students at UT San Antonio. The methodology ensures that the estimates provide for statistical confidence and adequate anonymity of study participants. The research methodology report provides details about research design and sampling methodology including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

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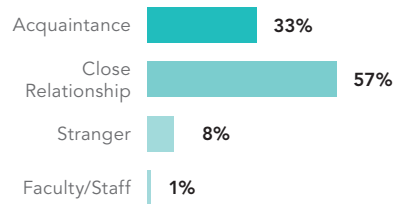
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More About Unwanted Sexual Contact Perpetration¹

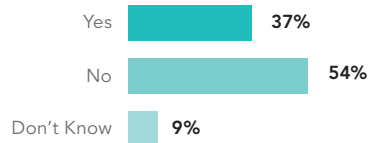
Gender Identity of Perpetrator²



Relationship to Perpetrator^{3,4}



50 Was it a student from the same institution?



Did it happen on campus?



► Understanding the Infographic Data

- Sixty-seven percent of unwanted sexual contact perpetrators were male and 26% of perpetrators were female.
- Most victims of unwanted sexual contact had either a close relationship (57%) or an acquaintanceship (33%) with the perpetrator.
- More than one-third unwanted sexual contact perpetrators (37%) attended the same institution as the victim.
- Most unwanted sexual contact incidents did not occur on-campus (88%).

Footnotes

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

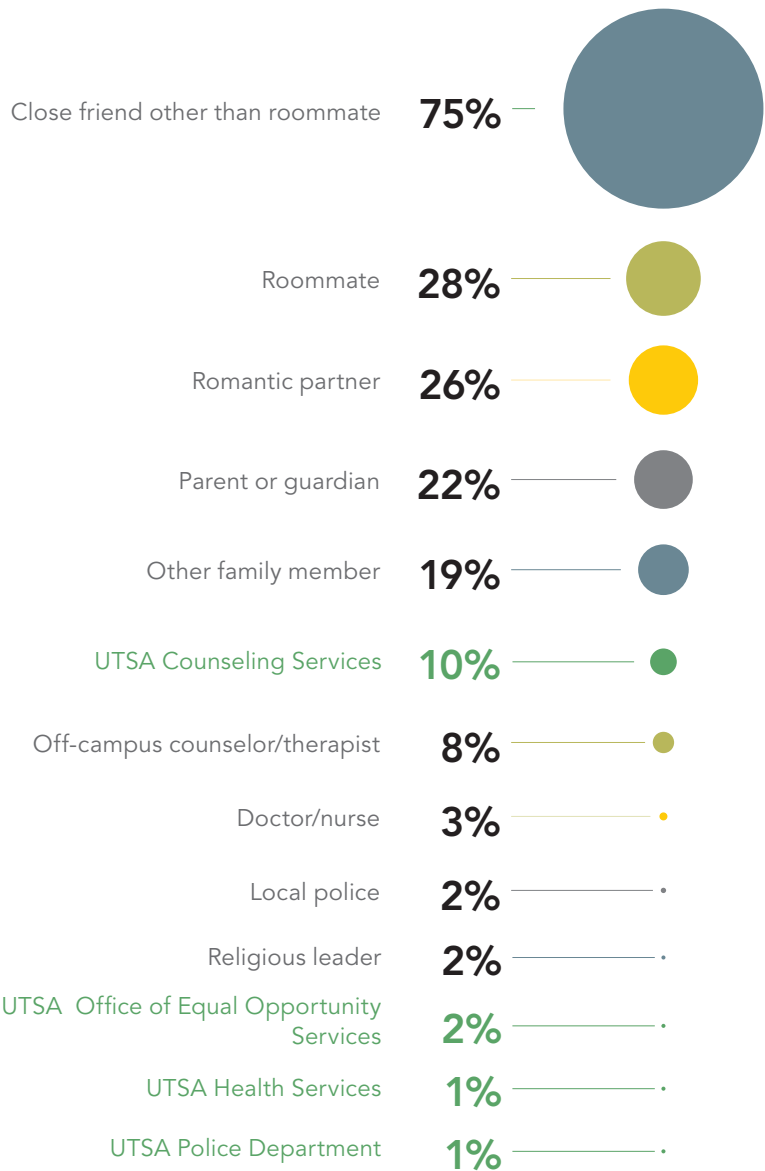
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Disclosing After Victimization

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

75% No **25%** Yes



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

10%
of victims who disclosed told someone at the institution

● Green color indicates university services

► Understanding the Infographic Data

- The majority (75%) of victims of intimate and interpersonal violence did not disclose to anyone about the incident prior to taking this survey.
- Among victims who disclosed (25%), most told a close friend other than a roommate (75%).
- Among victims who disclosed, twenty-two percent told their parent or guardian.
- Among victims who disclosed, ten percent accessed UTSA Counseling Services.
- Among victims who disclosed, two percent told the local police.

Footnotes

1. Reports to the following campus departments were too small for statistical analysis (lower than 1%) and were not reported in the infographic: UTSA Office of Student Conduct and Community, UTSA Title IX Office, UTSA Residence Life Department, UTSA Beaks Up Speak Up, off-campus: Rape Crisis Center).
2. Percentages may amount to more than 100% because participants could choose from more than one category.

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

Academic

9%

Had to take time off
from school

5%

Needed to
repeat a class

4%

Had to drop
one or more
courses

Financial

5%

Had to take time off
from work

0%

Needed emergency financial
support from the University

1%

Had to pay
for tutoring

54

Services

2%

Needed
medical care

3%

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

- Nine percent of victims had to take time off from school as a result of victimization.
- Five percent of victims had to repeat a class as a result of victimization.
- Five percent of victims had to take time off from work as a result of victimization.
- Three percent of victims had to relocate to another residence as a result of victimization.

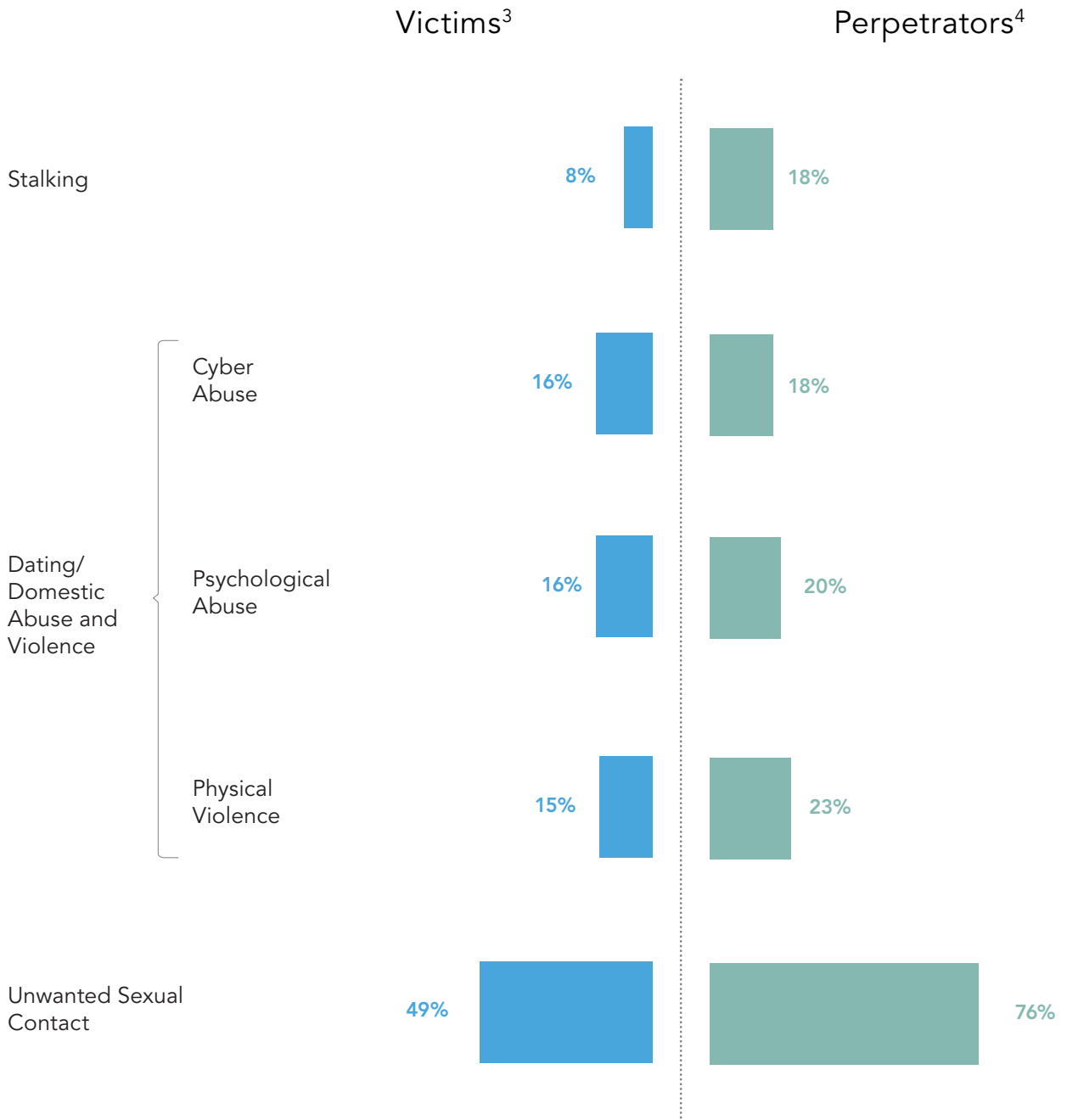
Footnotes

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

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



► Understanding the Infographic Data

- Perpetrators had used alcohol/drugs more often than victims at the time of victimization across all categories of violence.
- In psychological abuse incidents, 20% of perpetrators and 16% of victims had used alcohol/drugs at the time of victimization.
- In physical violence incidents, 23% of perpetrators and 15% of victims had used alcohol/drugs at the time of victimization.
- In unwanted sexual contact incidents, 76% of perpetrators and 49% of victims had used alcohol/drugs at the time of victimization.

Footnotes

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

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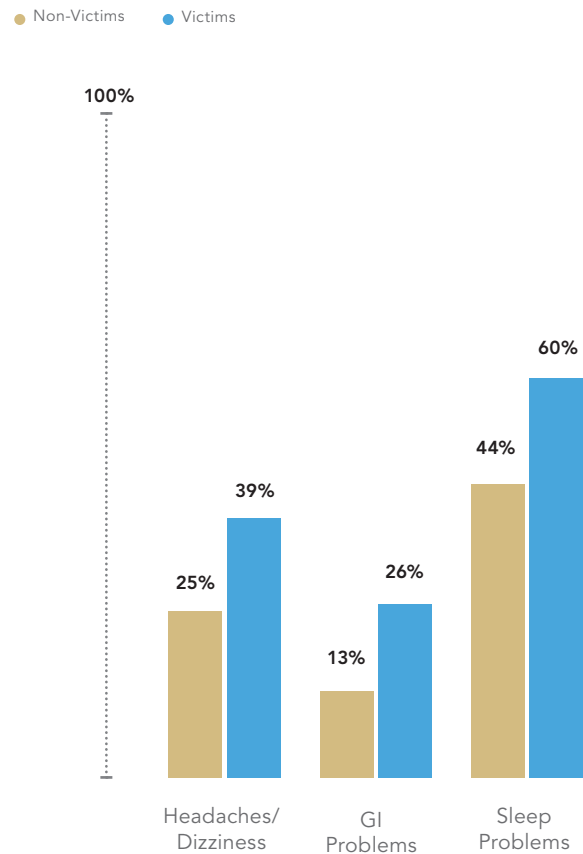
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Students' Health and Well-Being

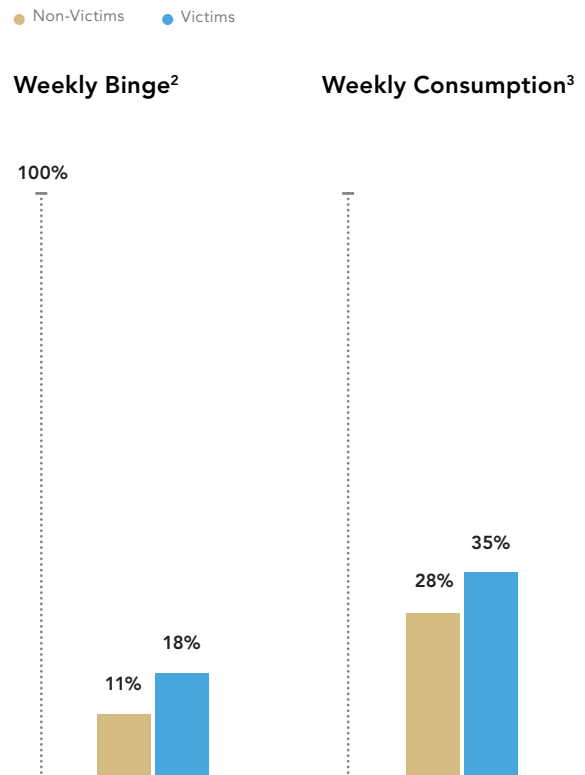
Impact on Mental Health¹



Impact on Physical Health



Impact on Alcohol Consumption



Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Victims (23%) screened positive for depression at more than twice the rate of non-victims (11%).
- Victims (28%) screened positive for PTSD at twice the rate of non-victims (14%).
- Victims reported higher overall rates of physical health problems than non-victims. For example, gastrointestinal issues occurred at twice the rate in victims (26%) that they did in non-victims (13%).
- The rate at which victims consumed alcohol weekly (35%) was higher than non-victims (28%). In addition, victims engaged in weekly binge drinking (18%) at almost twice the rate of non-victims (11%).

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 post-traumatic stress disorder (PTSD) are displayed according to the scoring criteria associated with the original scales are displayed.

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

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

Findings are relevant to the population of students at UT San Antonio. 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.

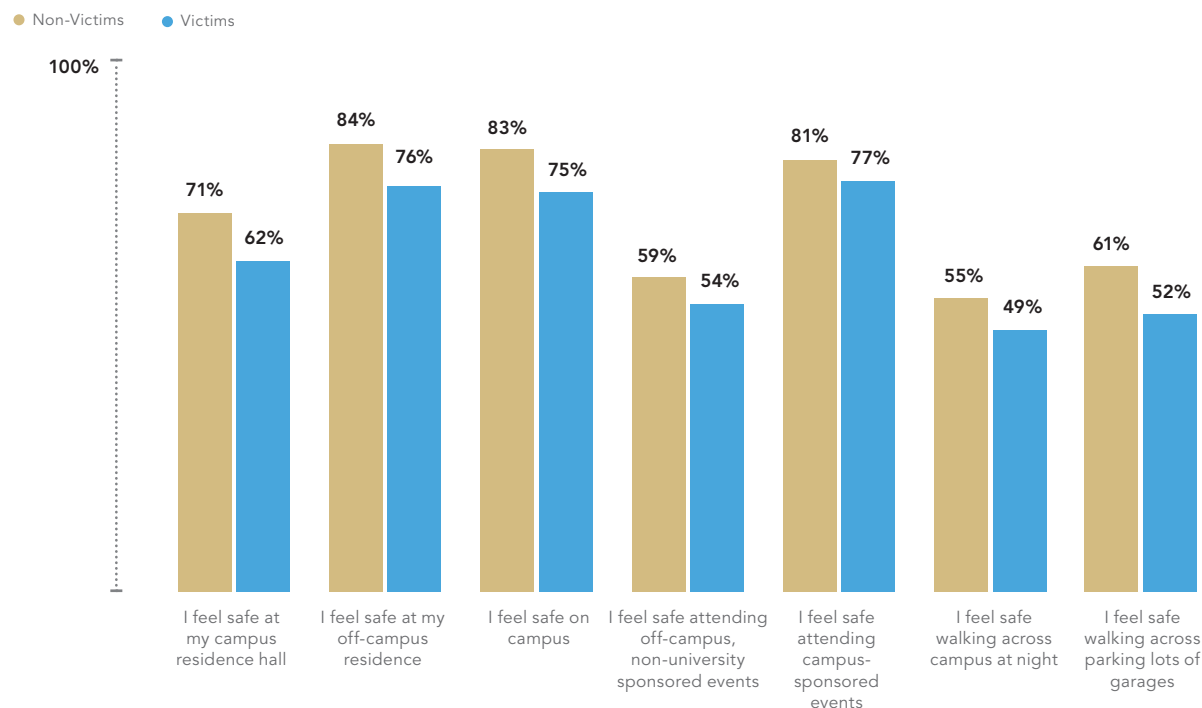
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This research was conducted by the CLASE research team at the Institute on Domestic Violence & Sexual Assault and the Bureau for Business Research. Dr. Noël Busch-Armendariz is the IDVSA director and CLASE Principal Investigator.

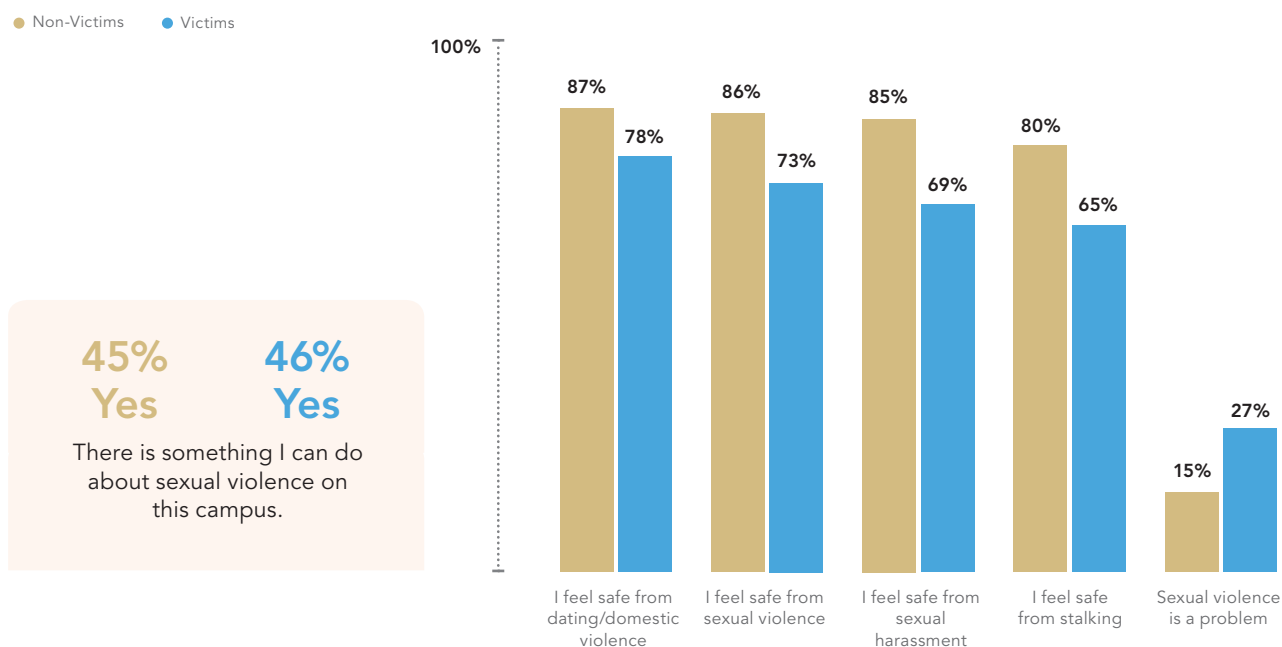
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Students' Perceptions of Safety at the Institution

On and Around Campus¹



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



45% Yes **46% Yes**

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

Findings are relevant to all students at UTSA.



► Understanding the Infographic Data

- Overall, victimization may impact student perceptions of safety across multiple locations.
- Most students feel safe on campus. Seventy-five percent of victims and 83% of non-victims reported feeling safe on campus.
- Sixty-two percent of victims and 71% of non-victims reported feeling safe in their campus residence hall.
- Forty-nine percent of victims and 55% of non-victims reported feeling safe walking across campus at night.
- Sixty-nine percent of victims and 85% of non-victims reported feeling safe from sexual harassment on campus.
- Twenty-seven percent of victims and 15% of non-victims reported believing that sexual violence is a problem.
- Forty-six percent of victims and 45% of non-victims reported feeling that they can do something about sexual violence on this campus.

Footnotes

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

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

3. Participants responded to questions about perception of safety surrounding victimization on or around campus.

4. Participants were asked to state if “On or around this campus, I feel safe from sexual violence.” Sexual violence is used instead of unwanted sexual contact to honor participant endorsement of a perception related specifically to the term sexual violence.

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

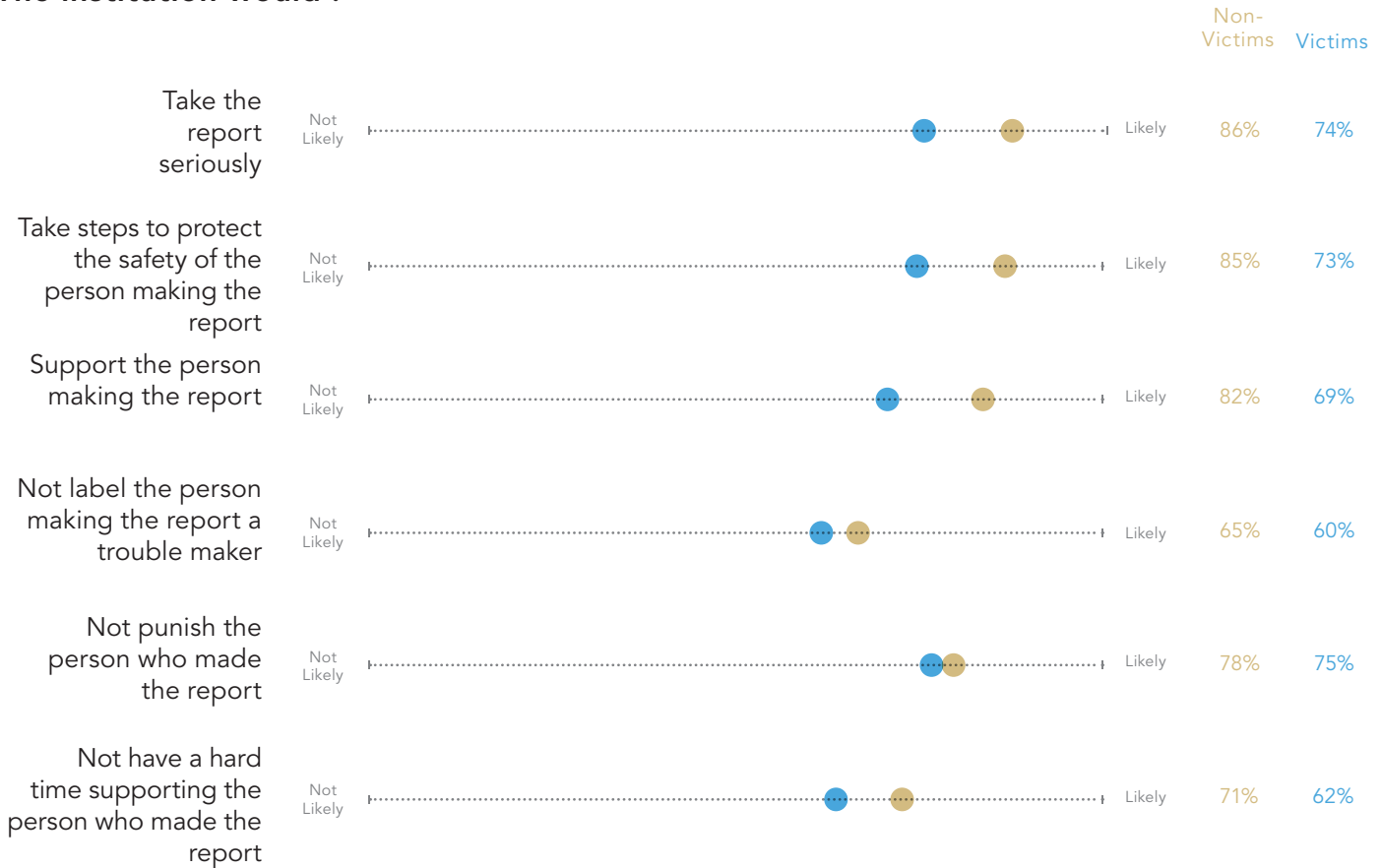
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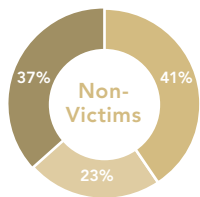
Students' Perceptions of Institutional Response

The institution would¹:

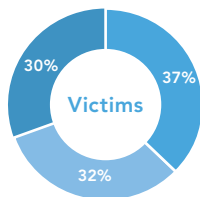


62

Do you know where students get help?²

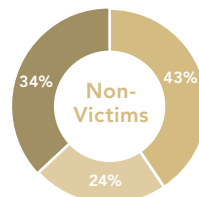


● Yes: **41%**
● No: **23%**
● I don't know: **37%**

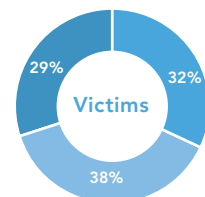


● Yes: **37%**
● No: **32%**
● I don't know: **30%**

Do you know what happens after getting help?²



● Yes: **43%**
● No: **24%**
● I don't know: **34%**



● Yes: **32%**
● No: **38%**
● I don't know: **29%**

Findings are relevant to all students at UTSA



► Understanding the Infographic Data

- Seventy-four percent of victims compared to 86% of non-victims reported believing that it's likely their institution would take their report seriously.
- Seventy-three percent of victims and 85% of non-victims reported believing that it is likely that their institution would take steps to protect the safety of the person making a report.
- Sixty-nine percent of victims and 82% of non-victims reported thinking it's likely that their institution would support the person making the report.
- Thirty-seven percent of victims compared to 41% of non-victims reported being certain that they know where students get help for interpersonal violence.
- Thirty-two percent of victims compared to 43% of non-victims reported believing they know what happens after getting help for interpersonal violence.

Footnotes

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

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

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3.

Current Programs

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Current Programs

The University of Texas at San Antonio Campus Response, Prevention Efforts and Resources to Address Sexual Harassment, Stalking, Dating/ Domestic Abuse and Violence, and Unwanted Sexual Contact.

Supportive Services

On-Campus Resources—

Equal Opportunity Services (EOS)

EOS is committed to developing and sustaining a learning and working environment that is diverse, inclusive, and free of illegal discrimination and harassment in any form. EOS will also assist individuals in reporting sexual misconduct and investigate claims of retaliation related to our Title IX process. For information visit <http://www.utsa.edu/eos/> or call (210) 458-4120.

Student Ombudsperson

The student ombudsperson offers supportive services to all students in a welcoming and safe environment. The ombudsperson responds and helps with students' encountering challenges within the campus community. Contact Student Ombudsperson at (210) 458-4136.

Academic Affairs Ombudsperson

The ombudsperson is a neutral individual who serves the university academic community in providing confidential and informal assistance for resolving conflicts, concerns, and complaints. Contact Academic Affairs Ombudsperson at (210) 458-5605.

Silent Witness Program

Students can make a confidential report of a crime (NOT intended to report crimes in progress) to UTSA Police Department as a silent witness. Visit <http://www.utsa.edu/utsapd/forms/witness.cfm> for information.

Student Conduct and Community Standards (SCCS)

SCCS upholds the high behavioral and academic standards of the student code of conduct. They seek to promote student success through personal journeys. For information on behavioral standards visit <http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/> or call (210) 458-4720.

Confidential Resources and Reporting —

UTSA Counseling Services

Offers currently enrolled students and the campus community a variety of professional counseling services including group counseling, individual counseling, psychiatry services, and learning disability testing. Counselors are specially trained in treating post-traumatic stress disorder (PTSD). A number of counselors are identified as having special interest and experience in working with LGBTQ students. All services are confidential and available in Spanish. Information and crisis services are available 24/7, contact the Crisis Hotline at (210) 458-4140.

Student Health Services

Provides confidential healthcare services and wellness programs for currently enrolled students. Services include: general medical care, women's wellness, health education, immunizations, laboratory work, dental screening, and STI testing. For more information, contact (210) 458-4142.

Off-Campus Resources—

Rape, Abuse, & Incest National Network (RAINN)

This 24-hour rape crisis hotline is available 24/7. For information visit <https://hotline.rainn.org/online/terms-of-service.jsp> or call (800) 656-4673.

The Rape Crisis Center

This community partner works to support all survivors of sexual assault and ensure victims have a responsive medical, law enforcement, and criminal justice system. Offers free and confidential counseling, 24-hour crisis intervention services. For infor-

mation chat live <http://rapecrisis.com/> or contact (210) 349-7273.

Coordinated Response

Title IX Coordinator and Equal Opportunity Services Director

Oversight and responsibility with regard to Title IX matters. Email Leonard Flaum leonard.flaum@utsa.edu or call at (210) 458-4120.

UTSA Police Department (UTSAPD)

The UTSA Police Department's mission is to protect and serve all persons within the UTSA community, while protecting the resources of the university. For emergencies call (210) 458-4911 or 911 from any UTSA phone. For non-emergencies call (210) 458-4242. Visit <http://www.utsa.edu/utsapd/> for more information.

Equal Opportunity Services

Information and support for victims of sexual assault and other Title IX forms of violence are available from the EOS and Office of Student Life at (210) 458-4720.

Safety Escort Program

UTSAPD uniformed staff will provide an escort from anywhere on campus to any location on campus 24/7. For information contact UTSA Police at (210) 458-4242.

Policy

UTSA EOS Title IX Policy

Visit <https://www.utsa.edu/eos/titleix.html> for the policy.

Professional Training

Compliance for Students —

UTSA Standards of Conduct

Visit <http://www.utsa.edu/Compliance> for Standards of Conduct training information.

HAVEN

Haven: Understanding Sexual Assault is an online program that educates students about the elements of healthy relationships, the importance of sexual consent, and the role of bystanders in creating safe, healthy communities. Haven is mandatory for all freshman. Failure to complete the program will result in a hold preventing students from viewing grades or requesting a transcript. Managed by Student Health Services. For more information, contact (210) 458-4142

Haven Plus

Haven Plus is an online program that educates students about the same elements as Haven: Understanding Sexual Assault. The primary difference is that the content is presented in a way that recognizes the unique perspective and experiences of students who fall outside of our traditional-aged residential undergraduate population (grad students and adult learners). Haven Plus is mandatory for incoming graduate students seeking a master's degree. Failure to complete the program will result in a hold preventing students from viewing grades or requesting a transcript. Managed by Student Health Services. For more information, contact (210) 458-4142

Alcohol EDU

AlcoholEdu for College is an online course that educates students about Alcohol and empowers stu-

dents to make well-informed decisions and provides simple strategies to help stay safe. AlcoholEdu is mandatory for all new incoming freshmen under 21. Failure to complete the program will result in a hold preventing students from viewing grades or requesting a transcript. Managed by Student Health Services. For more information, contact (210) 458-4142

House Bill 699 Acknowledgment

Under the requirements of H.B. 699 passed in June 2015, UTSA is required to train each entering freshman or undergraduate student on our campus sexual assault policy before or during the first semester or term in which the student is enrolled at UTSA. Managed by EOS.

Training for Students —

Rowdy Wing Fling

Annual alcohol awareness programming for students, faculty and staff; focus is on the connection between alcohol and sexual violence. Students are offered the opportunity to engage with campus departments and community agencies to learn about available resources. Offered in the fall and hosted by UTSA Student Activities.

Party of the Paseo

Annual alcohol awareness programming; connection made between alcohol and sexual violence offered in the spring. Annual alcohol awareness programming; connection made between alcohol and sexual assault violence offered in the spring. Students are offered the opportunity to engage with campus departments and community agencies to learn about available resources. Hosted by UTSA Student Activities. Hosted by UTSA Student Activities.

Orientation Training

EOS conducts Title IX and Campus SaVE training for all graduate students, freshman, and transfer students during their specialized orientation sessions. Includes skits, panels, discussions, and Q & A session.

State-mandated Risk Management Training

Required training for student organization leaders and advisors that covers seven risk management topics including information on sexual assault prevention and Title IX. Annual multiple trainings provided by UTSA Student Activities. Contact Student Activities at (210) 458-4160.

Compliance for University Employees —

Title IX & Campus SaVE Act [SD-360]

Comprehensive Title IX and Campus SaVE classroom training on issues related to stalking, dating/domestic violence, and sexual assault for all faculty and staff. Offered each quarter through UTSA Training and Development. UTSA responsible student employees receive Title IX and Campus SaVE training each fall semester, coordinated through departmental managers. For more information, contact EOS.

UTSA Institutional Compliance and Risk Services

Provides compliance training for all faculty and staff on sexual harassment, Title IX, and Campus SaVE. Visit <http://www.utsa.edu/Compliance> for information on compliance. Anonymous reporting is available via the UTSA Hotline at 1-877-270-5051.

Training for Law Enforcement —

UTSAPD Police Training on Sexual Assault

Selected UTSAPD police officers attend the Sexual Assault Family Violence Investigators Course (SAFVIC). This course is specifically designed to provide law enforcement officers with the tools they need to effectively investigate and prevent sexual assault and family violence.

Law Enforcement Training

UTSAPD officers are offered the opportunity to attend TCOLE (Texas Commission on Law Enforcement) training on various topics such as, sexual assault victim interviewing, crime scene investigation, court room testimony, cultural diversity, add more here.

Classroom Training —

SD 309 Sexual Harassment Training

Optional classroom training that uses case law and case examples to facilitate discussion on sexual harassment to improve the identification and intervention in sexual harassment in the workplace.

SU 330 Discrimination:

Applied Learning Scenarios

Classroom training that provides participants increased knowledge and skills on sexual harassment and discrimination prevention.

SD 310 Becoming an ALLY

Classroom training for members of UTSA community to support and provide resources to UTSA LGBTQ students and to provide visible support and a welcoming environment on campus.

SD 308 Diversity Awareness: Meet on Common Ground

Classroom training to explore diversity awareness at UTSA using the four step M.E.E.T. process. The course promotes communication and understanding across similarities and differences.

SU 317 Discrimination and Sexual Harassment: Your Role as a Supervisor

Classroom training that provides definitions, exercises, and case law to UTSA supervisors to prevent all components of unlawful discrimination and sexual harassment (this is required).

Awareness, Prevention, and Education Efforts

Bringing in the Bystander

This peer-led sexual violence prevention program helps students identify the continuum of inappropriate sexual behavior; develop empathy for sexual violence survivors; understand their role in bystander intervention; understand barrier to intervention and how to overcome them; and develop skills to intervene as an active bystander. Required for all student employees in Student Affairs. Also available to student group by request as workshops. Visit <http://www.utsa.edu/beaksup/index.html> for information.

Students Against Sexual Assault (SASA)

Registered student organization advocating for sexual violence awareness and prevention on campus.

Whistle Defense Program

The Whistle Defense Program is a campus safety program based on the use of whistles to alert patrol officers, students, faculty, and staff that an im-

mediate threat or a crime is in progress, with the hope of diffusion. For information contact UTSA Police Community Affairs at (210) 458-6250.

Sex Signals

This educational sexual assault prevention program aims to reduce interpersonal violence through creative, dynamic presentations and messaging. Designed for college audiences and open to students, faculty, and staff. Hosted by UTSA EOS & Title IX Office and Vice President of Student Affairs Office (VPSA). Visit <https://www.utsa.edu/eos/> for information.

Girls Night Out/Guys Night In

Educational student program with interactive panel and information fair about sexual violence, interpersonal violence, and healthy relationships. Hosted by UTSA Student Health Services. Visit <https://www.utsa.edu/health> for information.

The Hunting Ground Film Screening and Panel Discussion

Documentary film looking at campus sexual assault and violence. Offered during the spring semester and hosted by UTSA EOS & Title IX, Women's Studies, and Panhellenic Council.

Beaks Up. Speak Up.

UTSA bystander initiative which coordinates and provides bystander education opportunities to staff, faculty, and students through conference training, educational programs, and social marketing.

Crime Prevention Presentations

UTSAPD Crime Prevention Unit provides presentations on personal safety, sexual assault prevention,

acquaintance rape, women's self-defense, and alcohol. For information contact UTSA Police Community Affairs at (210) 458-6250.

Counseling Services Presentations

Counselors provide presentations on sexual assault prevention, rape culture, helping survivors, and healthy relationships on request. To request a presentation, visit <http://www.utsa.edu/counsel/outreach.html>

Student Health Services Presentations

Health educators provide presentations and events on human sexuality, safer sex, and healthy relationships on request. For information visit <http://www.utsa.edu/health/edu/presentations.html>

Equal Opportunity Services Presentations

EOS staff provide presentations on sexual harassment, sexual assault, intimate partner violence, stalking, and discrimination upon request.

Sexual Assault Awareness Month (SAAM)

A number of departments including UTSA Police, Equal Opportunity Services, Counseling Services, Student Health Services, and Student Activities collaborate to participate in this nationwide event to promote sexual assault awareness during the month of April. Events include tabling events in high traffic areas, workshops, film screenings, discussion groups, social norming campaigns, social media outreach, photo booths, and collaboration with registered student organizations. For information contact UTSA Police Community Affairs (210) 458-6974.

Call to Action Day

Program to raise awareness of sexual violence prevention through education. Attendees can ask questions and obtain information about sexual violence awareness, along with showing support and making a pledge to be an active bystander. Managed by UTSA Police Department, Community Affairs and UTSA Inter Fraternity Council. For information email communityaffairs@utsa.edu or call (210) 458-6974. Access online with UTSA on Twitter, Facebook, YouTube, and Instagram.

Take Back the Night

A gender-inclusive awareness initiative to help college students take back the night and stop violence on campus. Focus includes addressing sexual assault and dating/domestic violence, and promoting available local support resources. Offered in the fall and spring semesters and hosted by UTSA Women's Studies Institute, Rape Crisis Center, and UTSA Police. Visit <http://education.utsa.edu/womens-studies/> for information or call (210) 458-6277.

National Night Out

This annual campaign to decrease crime and increase safety awareness in the UTSA community is held in the fall and hosted by UTSA Police Department, Community Affairs.

4.

Next Steps

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Next Steps

As a result of the CLASE survey findings, The University of Texas at San Antonio has identified priority action items and longer-term action items. These action items will complement existing initiatives on campus, building a comprehensive compendium of resources with the goal of improving campus safety and enhancing our students' college learning experience.

LGBTQ+ Safety

The lesbian, gay, bisexual, transgender, and queer student survey respondents reported feeling they are at higher risk of potential sexual violence than non-LGBTQ student survey respondents. It is noted that the LGBTQ student body is a small minority of students on our campus, and hence, were only a small number of respondents to the survey. However, the survey data we analyzed suggested a disproportionately high victimization rate among members of this community. As a campus, there are a number of steps we should take to address the safety of our LGBTQ UTSA Roadrunners:

Immediate initiatives to focus on outreach efforts toward LGBTQ students:

- Involve the Student Center for Engagement and Inclusion and registered student organization, such as Spectrum and Intersection, in programming efforts.
- Promote ALLY program among faculty and staff.

- Engage LGBTQ faculty and staff in programming efforts.
- Include more information to promote awareness of sexual violence in the LGBTQ community in UTSA's Title IX and Campus SaVE training courses provided to faculty and staff.

Faculty, Staff and Student Employee Sexual Harassment of Students

The survey indicated that approximately 13% of UTSA students (95% confidence interval, 11-14%) experienced harassment by a faculty or staff member. One-fourth of the respondents who reported experiencing such behavior identified student employees as the perpetrator. This issue is particularly concerning to our entire community as it could threaten a student's ability to succeed in college at the point of instruction.

Immediate strategies:

A. To reduce faculty- and staff-perpetrated sexual harassment:

- Target communications from campus leadership (Dept. Chairs, Deans, Provost, President) that emphasize the importance of removing sexual harassment from instructor-student interactions and reiterate the Chancellor's "Zero Tolerance" policy.
- Educate faculty administration and Faculty Senate on behaviors that constitute sexual harassment and the absolute prohibition of such behaviors.
- Incorporate sexual harassment training course into New Faculty orientation and provide additional online training for faculty available in Faculty Center.
- Promote awareness of anti-retaliation statement in Nondiscrimination Policy to ensure that our students are comfortable reporting incidents of sexual harassment without fear of retaliation from faculty, staff, or other students.

B. To address student-employee perpetrated sexual harassment:

- Promote Sexual Harassment training (SD 309) among supervisors of student employees.
- Develop classroom/in-person sexual harassment training for all student employees. This will be accomplished through a student employee orientation program.
- Increase awareness of supportive resources for supervisors of student employee.
- Assess the resource/training needs of student employee supervisors.
- Promote participation in Student Employee

Sexual Harassment training.

- Advocate for a sexual harassment training requirement among student employees.

Dating and Domestic Violence

The survey results suggest that a disproportionately high number of students indicated dating and domestic violence victimization, regardless of whether they live at home or in the resident halls, or whether the perpetrators are their fellow students, family members, or people not connected to the UTSA community.

Immediate strategies to reduce domestic and dating violence:

- Increase partner violence prevention programming and awareness education.
- Increase promotion of current programs such as Sex in the Dark (Student Health Services) and Take Back the Night (Women's Studies' Institute).
- Involve student organizations in prevention efforts.
- Encourage student participation in programs through collaboration and incentives from Student Activities and faculty.
- Develop program evaluation surveys for on campus prevention events to measure effectiveness of programs.

Help-Seeking and Formal Resources for Support

The survey results suggest that many of the students who experience various forms of sexual assault do not seek help, do not report (even to

friends), and therefore do not receive the support they need to recover from their trauma and continue their college careers.

Immediate strategies:

- Increase resources in Equal Opportunity Services for additional staff to conduct educational programming for students and staff.
- Promote services available at UTSA Counseling Services, Student Health Services, UTSA Police Department.
- UTSA Counseling Services will develop programs to decrease help-seeking stigma.
- Engage and collaborate with community resources in the city of San Antonio.
- Engage UTSA faculty and staff to promote reporting options and support resources on campus—they are particularly influential on our campus.
- Assess the need for a Victim Advocate.
- Create a partnership with UTSA faculty and administrators to seek external funding to pay for prevention programming and partner on research (this effort should be in partnership with faculty and administrators already working on these issues, e.g. EOS, Counseling, Social Work).

International Student Victimization

UTSA has a significant international student population with unique needs and risks for victimization, from the data in the report.

Immediate strategies:

- Enhance current Title IX and Campus SaVE training programs in collaboration with Of-

fice of International Programs and the Graduate School.

- Develop Title IX and Campus SaVE documents and materials in multiple languages.

Future Steps:

- Develop a specific violence-prevention training program geared to the needs of our international students.

Gender Trends in Victimization

Female student respondents (both graduate and undergraduate) reported higher victimization rates than our male student respondents. Our campus needs more targeted outreach to women and additional resources to augment our current programs for their health and safety.

Immediate strategies:

- Advocate for increased resources in Equal Opportunity Services, Counseling Services, and Student Health Services for funding more staff positions and providing more financial resources for programming to increase outreach to female students.
- Encourage participation in bystander intervention training to teach peers how to be empathic responders to victims of intimate and interpersonal violence.
- Weave repeated education on violence prevention into existing programs and conduct education/training repeatedly throughout the college experience to change campus norms about violence.

Future Steps:

- Create a center and position for a victim advocate/violence specialist.

Perceptions of Institutional Response

The way students perceive the manner in which UTSA, as an institution, will receive and respond to reports of sexual assault influences whether or not victims come forward to receive help. The climate survey revealed areas in which UTSA could improve the way students perceive how the school might respond to reports of sexual assault.

Immediate strategies:

- Provide training and outreach to increase transparency on the institutional response to sexual violence reports.
- Create a dedicated website where students can easily find information on the institution's Title IX process and available support services.

Campus Resource Allocation Between Campus Locations

Our three different UTSA campus locations each have distinct issues related to sexual assault recovery and prevention. A better understanding of the needs for each location can inform our decisions on resource allocations.

Future Steps:

- Investigate needs of Downtown campus and Institute of Texan Cultures.
- Assess perception of safety at Downtown

campus and Institute of Texan Cultures.

- Provide accessibility to support services for Downtown students.

Alcohol and Drugs

Future steps to address alcohol and drug related sexual harassment, dating/domestic violence, and unwanted sexual contact:

- Reestablish Party on the Paseo and Rowdy Wing Fling as premiere events and ensure students are aware and connect to campus and community resources.
- Ensure there is a least one major speaker talking about alcohol and its potential impact and connection to other crimes, each semester.
- Identify individuals to attend the Region III BACCHUS Initiatives of NASPA Conference who will be tasked with developing innovative programs.

5.

Additional Information

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

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

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

Table 1: Faculty/Staff-Perpetrated Sexual Harassment

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

Study Title	Student Classification	Prevalence Findings	Response Rate
Faculty/Staff-Perpetrated Sexist Gender Harassment			
2017 Cultivating Learning and Safe Environments - UTSA	All	11%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ¹	All	36%	9.3%
Faculty/Staff-Perpetrated Crude Sexual Harassment			
2017 Cultivating Learning and Safe Environments - UTSA	All	5%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	13.4%	9.3%
Faculty/Staff-Perpetrated Unwanted Sexual Attention			
2017 Cultivating Learning and Safe Environments - UTSA	All	3%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	4.2%	9.3%
Faculty/Staff-Perpetrated Sexual Coercion			
2017 Cultivating Learning and Safe Environments - UTSA	All	1%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	1.5%	9.3%
Faculty/Staff-Perpetrated Sexual Harassment Overall Rate			
2015 Penn State Sexual Misconduct Climate Survey: University Park ^{2,3}	Undergraduate	29.9%	27%
	Graduate	32.9%	41%

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

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

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

Table 2: Student-Perpetrated Sexual Harassment

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UTSA	All	20%	13.8%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	64.5%	27%
	Graduate	41.4%	41%
Student-Perpetrated Sexual Harassment Subscale Rates			
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ^{2,3}	Sexist Gender Harassment	All	56.9%
	Crude Gender Harassment	All	45.6%
	Unwanted Sexual Attention	All	23.5%
	Sexual Harassment via Electronic Communication	All	24.5%
			9.3%

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

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>

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

Table 3: Stalking

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

Study Title	Student Classification	Prevalence Findings	Response Rate
2017 Cultivating Learning and Safe Environments - UTSA	All	12%	13.8%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	20.7%	27%
	Graduate	11.7%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	9.4%	9.3%

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

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>

Table 4: Dating/Domestic Abuse and Violence

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

Study Title	Student Classification	Prevalence Findings			Response Rate
		Cyber Abuse	Psychological Abuse	Physical Violence	
2017 Cultivating Learning and Safe Environments - UTSA	All	11%	9%	11%	13.8%
		Psychological Abuse & Physical Violence ¹			
2015 Penn State Sexual Misconduct Climate Survey: University Park ²	Undergraduate		11.5%		27%
	Graduate		7.2%		41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ³	All		9.4%		9.3%

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

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

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

Table 5: Unwanted Sexual Contact

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

Study Title	Student Classification	Student Gender	Prevalence Findings	Response Rate
Unwanted Sexual Touching				
2017 Cultivating Learning and Safe Environments - UTSA	All	All	10%	13.8%
2015 Penn State Sexual Misconduct Climate Survey: University Park ¹	Undergraduate	All	20.5%	27%
	Graduate		7.5%	41%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan ²	All	Female	32.9%*	9.3%
		Male	12.5%*	
Attempted Rape				
2017 Cultivating Learning and Safe Environments - UTSA	All	All	4%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	18.4%*	9.3%
		Male	6.8%*	
Rape				
2017 Cultivating Learning and Safe Environments - UTSA	All	All	6%	13.8%
2016 Speak Out Iowa Survey Full Report and Anti-Violence Plan	All	Female	19.1%*	9.3%
		Male	3.9%*	
Penn State Overall Rate for Attempted Rape and Rape				
2015 Penn State Sexual Misconduct Climate Survey: University Park ³	Undergraduate	All	18.1%	27%
	Graduate		6.7%	41%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

¹ If it adversely affects employment or education.

² If totality of circumstances creates a hostile environment.

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

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

Additional Information

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

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

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

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

Additional Information

Dating/Domestic Abuse and Violence	TX Penal Code	Student Judicial Services	Title IX ²
Subscale: Cyber Abuse			
They posted embarrassing photos or other images of you online	No ¹	Yes	Yes
They sent threatening text messages to you	No ³	Yes	Yes
They wrote nasty things about you on their profile page/timeline (on Facebook, Instagram, etc.)	No ³	Yes ⁴	Yes
They sent you so many messages (like texts, emails, chats) that it made you feel unsafe	Yes	Yes ⁴	Yes
They sent you text messages, emails, chats, etc., to have sex or engage in sexual acts with them when they knew you did not want to	Yes	Yes ⁴	Yes
They spread rumors about you using a cell phone, web chat, or social networking site (Facebook, Instagram, etc.)	No ¹	Yes ⁴	Yes
They used information from your social networking site to harass you or put you down	No ¹	Yes ⁴	Yes
Subscale: Psychological Abuse			
Checked up on you by following you, 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

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Additional Information

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