

Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct

The University of Chicago

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1. Introduction

This report describes the results of the 2019 *Campus Climate Survey on Sexual Assault and Misconduct (Campus Climate Survey)* administered at the University of Chicago. Student responses to *Campus Climate Survey* items provide data that will inform efforts to prevent and respond to sexual assault and other misconduct at the University of Chicago. There were five goals of the survey that were intended to provide information to schools on their efforts to prevent and respond to sexual assault and other misconduct:

1. Estimate the prevalence of sexual assault and other misconduct.
2. Describe the circumstances, student responses and consequences associated with instances of sexual assault and other misconduct.
3. Assess student perceptions surrounding sexual assault and other misconduct.
4. Assess student knowledge of school resources and procedures when responding to instances of sexual assault and other misconduct.
5. Assess how bystanders react in different situations related to sexual assault and other misconduct.

The University of Chicago participated in the *Campus Climate Survey* as part of a consortium of 33 colleges and universities organized by the Association of American Universities (AAU). In 2015, AAU organized a similar survey that included 27 schools. The University of Chicago did not participate in 2015.

This report summarizes the survey's findings and also provides background about the survey's design.

2. Methodology

2.1 Designing the 2019 Instrument

The 2019 *Campus Climate Survey* is a revised version of the survey administered in 2015.¹ Content development for the 2015 survey and refinement for the 2019 survey were joint collaborations between Westat and the AAU Survey Design Team (SDT). (For a list of SDT members who supported refinement of the 2019 survey, see Table A1, Appendix 1.) The design process began by the release of a request for proposal (RFP) asking interested organizations to submit a bid to implement the 2019 survey. The RFP was released by AAU, which worked with a committee composed of representatives from schools interested in implementing another survey in 2019. Westat, a research organization based in Rockville, Maryland, was awarded the contract in May of 2018.

To design the 2019 survey instrument, the Westat team worked closely with the SDT and participating schools. The SDT was composed of a multi-disciplinary team of college and university professors, administrators, and student service providers from participating schools with expertise in survey design and issues related to sexual assault and other misconduct on campus. Starting in June of 2018, Westat met with the SDT weekly, sometimes twice weekly, to discuss revisions to the survey. The Westat principal investigators (Drs. David Cantor and Bonnie Fisher) and SDT co-chairs (Drs. Lily Svensen and Christina Morell) set the agenda for the meetings.

The 2019 survey design started with the 2015 survey. Revisions were based on multiple sources of information. When making changes, some priority was given to maintaining the measures of selected items on student opinions and nonconsensual sexual contact. Some of the changes made to the 2019 survey reflect revisions to definitions of key concepts since 2015. For example, the definition of stalking was updated to reflect changes in legal standards established by the U.S. Department of Justice. Other changes were made based on feedback from the SDT, the schools, and findings from the 2015 survey. For example, changes were made to the sexual harassment section to reflect recommendations made after analysis of the 2015 survey. Changes were made on the section that collected details about nonconsensual sexual contact

¹ For additional information on the 2015 *Campus Climate Survey*, including survey development processes, please see <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

to reduce respondent burden. Similarly, the section on bystander behavior was revised to reflect feedback on the utility of the 2015 items.

Input from participating schools was solicited by asking them to comment on the 2015 survey. These comments were considered as revisions were made. Once a draft of the 2019 survey was developed, it was circulated to the participating schools for comment. The SDT reviewed all comments from schools and made final decisions on changes to the questions. The survey was finalized after conducting a series of one-on-one interviews (cognitive interviews) with college students, obtaining feedback from students at selected participating schools, and conducting a pilot with college students attending a school that was not participating in the survey.

2.2 Survey Content and Mode of Administration

The survey comprises 12 sections (A-J). A core set of 54 questions was asked of every respondent, in each of the following sections: Background (A), General Perceptions of Campus (BB), Perceptions of Risk (B), Knowledge of Resources (C), Sexual Harassment (D), Stalking (E), Intimate Partner Violence (F), Sexual Assault/Other Misconduct (G), Opinions of Program Services (HH), Sexual Misconduct Prevention Training (H), Perceptions of Responses to Reporting (I), and Bystander Behavior (J).

Respondents who had been in a partnered relationship since enrolling at the school were asked questions about Intimate Partner Violence (F). Additional questions were administered if respondents reported being victimized. For Sexual Harassment, Stalking, and Intimate Partner Violence (sections D, E, and F, respectively), follow-up questions were asked across all reported incidents for each form of victimization. For example, if someone was a victim of Intimate Partner Violence by two different partners, the follow-up questions asked for information for both partners. For nonconsensual or unwanted sexual contact since enrolling at the school (section G), follow-up questions (up to four) were asked for each incident. That is, respondents who reported that they experienced at least one incident were prompted to provide more detailed information in the Detailed Incident Form (DIF; Attachment 2) about the incident(s) that impacted or affected them the most. (For the complete survey, with annotations, see Appendix 1.)

While the 2019 survey instrument was based on the 2015 survey instrument, quite a few changes were made for the 2019 instrument. Appendix 2 provides a comparison of survey items that composed the 2015 and 2019 surveys.

The *Campus Climate Survey* was administered as a web survey. Each page of the web survey included links to general and school-specific frequently asked questions (FAQs) and resources (e.g., national rape crisis hotline number). (For FAQs and resources, see Appendix 3.) Web survey pages also included the Help Desk number to assist students who needed either technical assistance or additional resources.

2.3 Sample

The University of Chicago conducted a census survey that included 15,358 enrolled students. To encourage participation, students were either entered into a sweepstakes or offered a \$20 incentive to complete the survey. A sample of 5,000 students was randomly selected to receive a \$20 Amazon gift card incentive for submitting the survey. The sample was selected using the systematic sampling method after sorting the sampling frame by Gender, Age, Race/Ethnicity, School, Student Affiliation, Year of Study, Year in Program, Full Time Status, Campus, and Online Status. All remaining students were entered into a sweepstakes for a chance to win one of three \$500 Amazon gift cards if they clicked on the survey link embedded in their invitation or reminder email. Students were not required to complete the survey in order to be entered in the sweepstakes. Students were notified of their eligibility for either the \$20 Amazon gift card or the sweepstakes in the invitation and reminder emails.

2.4 Survey Procedures

The *Campus Climate Survey* was launched at the University of Chicago on February 25, 2019. Email invitations to participate in the survey were sent to students' school email addresses through a Westat email address on the first day of data collection. An email from Daniel Diermeier, Provost was sent prior to the first e-mail notifying students about the survey. Each subsequent email included a unique link to the student's online survey and was signed by Michele Rasmussen, Dean of Students in the University; and Bridget Collier, Associate Provost and Title IX Coordinator for the University. To prompt completion of the survey before the deadline, Westat sent reminder emails. The University of Chicago's *Campus Climate Survey* closed on March 26, 2019. (For email invitations and reminders, see Appendix 4.)

2.5 Response Rates

At the close of data collection, the percentage of students at the University of Chicago who provided data for at least some of the survey items is 35.8 percent. The school had an overall response rate of 31.9 percent; this response rate is based on those students who provided enough information to conduct the analyses described in this report (Table 1).

Table 1. Response rates¹

N = 15,358	Woman			Man			Total		
	n	resp	%	n	resp	%	n	resp	%
Undergraduates	3,129	1,279	40.9%	3,224	954	29.6%	6,353	2,233	35.1%
Graduates/Professional	3,843	1,337	34.8%	5,162	1,336	25.9%	9,005	2,673	29.7%
Total	6,972	2,616	37.5%	8,386	2,290	27.3%	15,358	4,906	31.9%

¹ The response rates use total counts from administrative data as the denominator, which only has ‘man’ and ‘woman’ as gender categories. For purposes of the response rate calculation, those who identified themselves in another category were imputed into one of these two categories.

A completed survey was defined by two criteria:

- It took the student at least 5 minutes to complete the survey. This criterion was applied to students who went through the entire survey and it was possible to measure the amount of time to complete.²
- The student answered at least one question in each of the following sections: sexual harassment (D), stalking (E), and sexual assault/other misconduct (G).

The first criterion was established to exclude those students who went through the survey so quickly that they could not possibly read and answer the questions.³ The second criterion is relevant to cases in which the respondent did not click the “submit” button at the end of the survey but did provide responses to most of the survey items. The victimization sections were used to define a “complete” survey because of the importance of these items to the survey’s goals.⁴

² Timing data were not available for respondents who: 1) did not advance through the survey in its entirety and click the “submit” button, or 2) exited and re-entered the survey one or more times.

³ When pilot testing the survey, we asked testers to go through the survey as quickly as possible (e.g., skimming the questions and not reading the introduction or instructions). Based on these findings, 5 minutes was chosen as a cutoff point, below which the survey was not counted as complete.

⁴ This criterion could not be used for Intimate Partner Violence (section F) because of the skip pattern embedded in this section (i.e., student had to have been in a partnered relationship since enrolling at the school).

The response rate for the incentivized sample—that is, students offered a gift card or other incentive upon completion of the survey—was 41.4 percent.

Table 1a. Response rates by incentive condition

Incentive condition	n	resp	%
Gift card	5,000	2,068	41.4
No gift card	10,358	2,838	27.4

2.6 Brief Description of the Weighting Procedure for The University of Chicago

The initial step in the weighting procedure was to create a base-weight for each respondent. A census was conducted at the University of Chicago, and a base weight of one was assigned to each respondent. The base weight was adjusted to reflect non-response. This adjustment consisted of a statistical raking procedure that adjusted the base weight to the demographic data available on the sample frame (Deming & Stephen, 1940; Deville, Särndal, & Sautory, 1993; Cervantes & Brick, 2008). The variables used in the statistical raking procedure are shown in Table 2:

Table 2. Variables used in the statistical raking procedure

Variable	Description	Variable Value
Gender	Two-category gender variable (woman/man). The frame data only had two categories (woman and man), whereas the survey data had eight categories. To make the frame and the survey data compatible, the survey responses to a non-woman/man category were imputed to a woman or man category. Transgender woman/man cases are coded as woman/man, respectively.	1: Woman 2: Man
Age Group	Student's age was grouped into four categories: 18-20, 21-23, 24-26, and 27+.	1: 18-20 2: 21-23 3: 24-26 4: 27+
Year in School	This is a combined variable of student affiliation (Undergraduate/Graduate/Professional) and year of study or year in program. The survey had separate questions on year of study for undergraduates (freshman, sophomore, junior, senior) and graduate/professional students (1 st , 2 nd , ...,5+).	1: First-year undergraduate 2: Second-year undergraduate 3: Third-year undergraduate 4: Fourth-year or higher undergraduate 5: Graduate/Professional years 1 & 2 6: Graduate/Professional years 3 & 4 7: Graduate/Professional years 5+

Table 2. Variables used in the statistical raking procedure—continued

Variable	Description	Variable Value
Race/ Ethnicity	This variable has five categories: Hispanic, White, Black, Other race, and Nonresident alien. The frame race/ethnicity categories are grouped this way, and the survey race/ethnicity variables were coded to conform to this categorization.	1: Hispanic 2: White 3: Black 4: Other race 5: Nonresident alien

An additional variable used in the statistical raking was the incentive status. The categories were: 1) offered a gift card for completion, and 2) not offered a gift card for completion.

Missing values in demographic variables in the survey data were imputed using a hot-deck procedure that randomly allocated responses in the same proportion as those answered within each imputation class. On average, 0.49 percent of survey respondents had to be imputed in this way.

The statistical raking procedure adjusts the base weight so that the sum of adjusted weights of the survey respondents for a subgroup is equal to the sample frame total for that subgroup. Subgroups are defined by each variable used in the statistical raking procedure. Algebraically, this can be expressed as

$$\sum_{k=1}^n I_{gk} w_k = N_g$$

where n is the respondent sample size (4,906), I_{gk} is an indicator variable having 1 if respondent k belongs to subgroup g , 0 otherwise, w_k is the adjusted weight for respondent k , and N_g is the frame count of subgroup g .

For example, the weight total for all survey respondents who are women is equal to the total count of women in the sample frame (6,972). The same is true for subgroups defined by each variable listed in the above table.

3. Survey Results

This chapter describes the results of the survey for the following five topics:

1. Student perceptions and knowledge of sexual assault and other misconduct on campus.
2. Student knowledge and opinions about resources related to sexual assault and other misconduct.
3. The prevalence and nature of nonconsensual sexual contact by physical force, and inability to consent or stop what was happening.
4. The prevalence and nature of nonconsensual sexual contact involving coercion or without active, ongoing voluntary agreement.⁵
5. The prevalence and nature of sexual harassment, intimate partner violence, and stalking.

Most of the discussion and tables contain rates by gender and student affiliation. For gender, students were asked to self-identify into one of eight categories.⁶ For rates described below, students were classified into one of three groups: 1) woman, 2) man, and 3) trans man or woman, genderqueer or nonbinary, questioning, or not listed (TGQN).⁷ Student affiliation was divided into two groups: 1) undergraduate and 2) graduate/professional.

Collapsing groups into the TGQN category helps to maintain an adequate sample to generate estimates. Prior surveys have shown that TGQN students and women have significantly higher rates of victimization than men. However, very few campus surveys have produced statistically reliable estimates for students that identify as TGQN. A very small percentage of the student population identifies as TGQN and because of this, the number of students completing the surveys is small. Approximately 2.5 percent of the students selected one of the TGQN categories (Table A). This is an inadequate number of respondents to generate reliable estimates if the data are disaggregated by student affiliation (undergraduate and

⁵ In the 2015 survey, “without active, ongoing voluntary agreement” was referred to as “absence of affirmative consent.” The measurement of this tactic did not change between surveys.

⁶ These eight categories are: man, woman, trans man, trans woman, genderqueer or nonbinary, questioning, not listed, and decline to state.

⁷ Those who declined to state their gender were randomly allocated using a hot-deck imputation procedure to the man, woman, or TGQN categories. Approximately 0.8 percent of respondents declined to state their gender.

graduate/professional categories). Separating by affiliation will result in many cells being suppressed because of small sample, especially for graduate and professional students. In the interest of including as many results as possible for this group, this report combines data across student affiliation categories for TGQN students.

When interpreting the tables, please note the following:

1. An uppercase letter 'S' indicates the cell was suppressed for confidentiality reasons (when that cell had fewer than three cases).
2. The symbol '-' indicates there was no data for that cell.

The study team compared findings for some, but not all, subgroups to determine if there are statistically significant differences between groups. The results of these significance tests are reported below. A two-tailed z-test at the 5 percent level was used.

The report also compares TGQN students to undergraduate women in order to provide the reader with some point of comparison, even though it does not account for TGQN student affiliation. Based on prior research, undergraduate TGQN students do differ from graduate and professional TGQN students. For example, undergraduate TGQN students have higher victimization rates than graduate and professional TGQN students (Cantor et al., 2017). However, for the reasons given above, the results in this report do not disaggregate TGQN students by affiliation. Undergraduate women were used as a comparison group because their rates are closest with respect to victimization and climate measures to TGQN students. For example, with respect to victimization rates, the 2019 AAU survey found that across all 33 schools participating in the survey, the rates of nonconsensual sexual contact by force or inability to consent for TGQN students were either the same or slightly lower when compared to undergraduate women.⁸ When comparing the rates for TGQN students to the other groups discussed in this report (i.e., undergraduate men, graduate/professional men and women) the rates are between 2 to 7 times higher. The reader is referred to the 2015 and 2019 AAU aggregate reports that summarize across all schools, which have much larger samples, for analyses of TGQN students by affiliation status (Cantor et al., 2017; 2019).

⁸ The estimates for nonconsensual penetration by physical force or inability to consent were virtually identical (10.9% vs. 10.7%). The rates for nonconsensual touching were higher for undergraduate women (19.6% vs. 14.8%).

3.1 General Perceptions of Campus and Bystander Behavior Around Sexual Assault and Other Misconduct

Students reported on several topics related to their perceptions and knowledge of school policies and practices, and on bystander behavior related to sexual assault and other misconduct. They were asked about their expectations regarding the response from the school if they were to report a sexual assault or misconduct; whether they had ever witnessed an incident and whether they intervened; whether they perceived sexual assault or other misconduct as a problem on campus; and the likelihood that they would be victimized.

Response to a Report of Sexual Assault or Other Misconduct

Students were asked how campus officials would respond to a report of sexual assault or other misconduct at the University of Chicago (Table 1.1). Overall, 66.1 percent perceived that it is very or extremely likely that campus officials would take the report seriously. Among undergraduates, 49.6 percent of women and 66.4 percent of men perceived that it is very or extremely likely. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 61.4 percent of women and 80.1 percent of men perceived that it is very or extremely likely. There is a statistical difference between graduate/professional women and men. Among TGQN students, 52.1 percent perceived that it is very or extremely likely. There is not a statistical difference between TGQN students and undergraduate women.

Students were asked if they believe that campus officials would conduct a fair investigation in response to a report of sexual assault or other misconduct. Overall, 49.9 percent indicated that it is very or extremely likely that the investigation would be fair. Among undergraduates, 34.3 percent of women and 47.0 percent of men perceived that it is very or extremely likely. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 46.6 percent of women and 64.8 percent of men perceived that it is very or extremely likely. There is a statistical difference between graduate/professional women and men. Among TGQN students, 26.6 percent perceived that it is very or extremely likely. There is a statistical difference between TGQN students and undergraduate women.

Bystander Behavior

The survey included questions about four different situations students may have witnessed related to sexual assault or other misconduct since they have been students at the school and how they reacted to them (Table 1.2). Student responses about the extent to which they took direct action in response to four different scenarios are described below. “Direct” was defined as either “directly intervened or interrupted the situation in the moment” or “confronted or expressed concern to the person engaging in the behavior.”⁹

Did the student notice someone acting in a way they believed was making others feel uncomfortable or offended? Overall, 23.7 percent of students indicated they noticed this type of incident. Among those who witnessed this type of incident, 69.2 percent took some type of action,¹⁰ with 37.8 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness a pattern of sexual comments or behaviors that made them concerned that a fellow student was experiencing sexual harassment? Overall, 8.0 percent of students indicated they witnessed this type of incident. Among those who witnessed this type of incident, 77.2 percent took some type of action,¹¹ with 29.6 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness someone behaving in a controlling or abusive way towards a dating or sexual partner? Overall, 11.2 percent of students indicated that they witnessed such an incident. Among those who witnessed this type of incident, 76.9 percent took some type of action,¹² with 19.9 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

Did the student witness a situation that they believed could have led to a sexual assault? Overall, 12.1 percent of students indicated that they witnessed such an incident. Among those who witnessed this type of incident, 76.8 percent took some type of action,¹³ with

⁹ Percentages in the table related to student responses after witnessing each situation may not sum to 100 as students could select multiple responses.

¹⁰The percentages in this sentence are not included in the table.

¹¹Ibid.

¹²Ibid.

¹³Ibid.

44.9 percent who directly intervened or interrupted the situation, or confronted or expressed concern to the person engaging in the behavior.

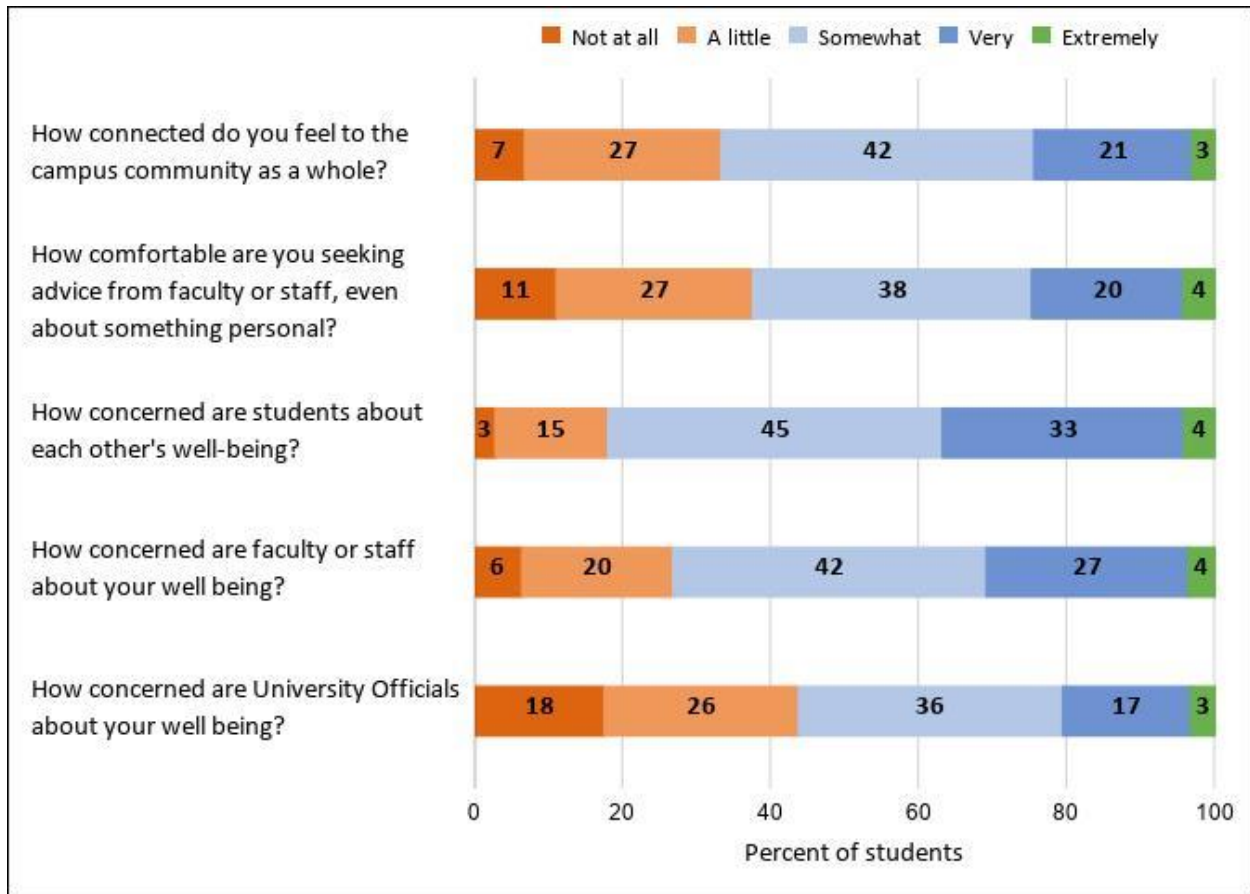
Perceptions Related to Personal Risk

When asked how problematic sexual assault or other misconduct is at the University of Chicago, 17.3 percent of students reported that it is very or extremely problematic (Table 1.3). Among undergraduates, 32.8 percent of women and 21.9 percent of men had this perception. Among graduate/professional students, 12.6 percent of women and 6.8 percent of men had this perception. Among TGQN students, 39.4 percent had this perception.

Overall, 4.5 percent of students thought it was very or extremely likely that they will experience sexual assault or other misconduct in the future while enrolled at the University of Chicago. Among undergraduates, 12.5 percent of women and 2.5 percent of men perceived this as very or extremely likely. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 4.4 percent of women and 0.5 percent of men perceived this as very or extremely likely. There is a statistical difference between graduate/professional women and men. Among TGQN students, 9.7 percent perceived this as very or extremely likely. There is not a statistical difference between TGQN students and undergraduate women.

Students were also asked to report about their overall experience with the campus community at the University of Chicago (Table 1.4; see also Figure 1). Overall, 24.4 percent feel very or extremely connected to the campus community. Among women, 42.0 percent of undergraduates and 12.9 percent of graduate/professional students reported they feel this way. There is a statistical difference between undergraduate women and graduate/professional women. Among men, 36.4 percent of undergraduates and 15.8 percent of graduate/professionals reported feeling very or extremely connected to the campus community. There is a statistical difference between undergraduates and graduate/professional students. Among TGQN students, 11.7 percent feel very or extremely connected to the campus community. There is a statistical difference between TGQN students and undergraduate women.

Figure 1. Student Feeling About the Campus Community¹⁴



The survey included several other questions on the campus community, such as how comfortable students feel seeking advice from faculty and staff, even about something personal, at the University of Chicago. Overall, 24.7 percent of students reported being very or extremely comfortable seeking advice from faculty or staff at the school. Respondents were asked whether students are concerned for each other’s well-being. Overall, 36.8 percent perceive that students are very or extremely concerned about each other’s well-being. Students were asked if they feel faculty or staff at the University of Chicago are concerned about their well-being. Overall, 30.8 percent perceive that faculty or staff at the University of Chicago are very or extremely concerned about their well-being. Finally, students were asked if officials at the University of Chicago are concerned about their well-being. Overall, 20.5 percent perceive that school officials are very or extremely concerned about their well-being.

¹⁴Numbers are rounded to the next integer. Percentages may not sum to 100 due to rounding.

3.2 Resources Related to Sexual Assault and Other Misconduct

This section presents findings on student knowledge of resources at the University of Chicago related to sexual assault and other misconduct. The students were first asked if they were aware of a specific list of services and resources the school provided. They were then asked about their knowledge of different policies and procedures related to sexual assault and other misconduct at the University of Chicago. Students were also asked whether they completed training modules or information sessions about sexual assault or other misconduct and, if so, the topics the training included.

Awareness of Services and Resources

Table 2.1 presents findings on the extent to which students are aware of specific services and resources the school and local community provide for victims of sexual assault or other misconduct. Overall, 4.7 percent were not aware of any of the services and resources presented on the survey. Among the specific services and resources available, students' awareness ranged from 2.6 percent for Other to 82.9 percent for Student Health Service.

Knowledgeable about School's Sexual Assault Policies and Procedures

Questions were included on the survey about student knowledge of school policies and resources. The percentage of students who reported they were very or extremely knowledgeable about how the University of Chicago defines sexual assault and other misconduct is 37.3 percent (Table 2.2). Among undergraduates, 34.9 percent of women and 38.0 percent of men reported that they are very or extremely knowledgeable. There is not a statistical difference between undergraduate women and men. Among graduate/professional students, 34.5 percent of women and 39.8 percent of men reported they are very or extremely knowledgeable. There is a statistical difference between graduate/professional women and men. Among TGQN students, 44.0 percent reported they are very or extremely knowledgeable. There is not a statistical difference between TGQN students and undergraduate women.

When asked how knowledgeable they were on where to get help at the school if they or a friend are victims of sexual assault or other misconduct, 35.1 percent of students reported they were very or extremely knowledgeable about where to find help. Among women, 39.2 percent of undergraduates and 30.4 percent of graduate/professional students reported they were very or extremely knowledgeable. There is a statistical difference between undergraduate women

and graduate/professional women. Among men, 39.7 percent of undergraduates and 33.1 percent of graduate/professionals reported they were very or extremely knowledgeable. There is a statistical difference between undergraduate and graduate/professional men students. Among TGQN students, 40.5 percent reported being very or extremely knowledgeable. There is not a statistical difference between TGQN students and undergraduate women.

Two other questions were asked about student knowledge of procedures at the school related to reports of sexual assault or other misconduct. One asked how knowledgeable they were about where to make a report of sexual assault or other misconduct. Among all students, 30.6 percent reported being very or extremely knowledgeable about where to make a report. The other question asked about knowledge of what happens when a student reports an incident of sexual assault or other misconduct. In response to this question, 21.2 percent of students reported being very or extremely knowledgeable about what happens after an incident has been reported.

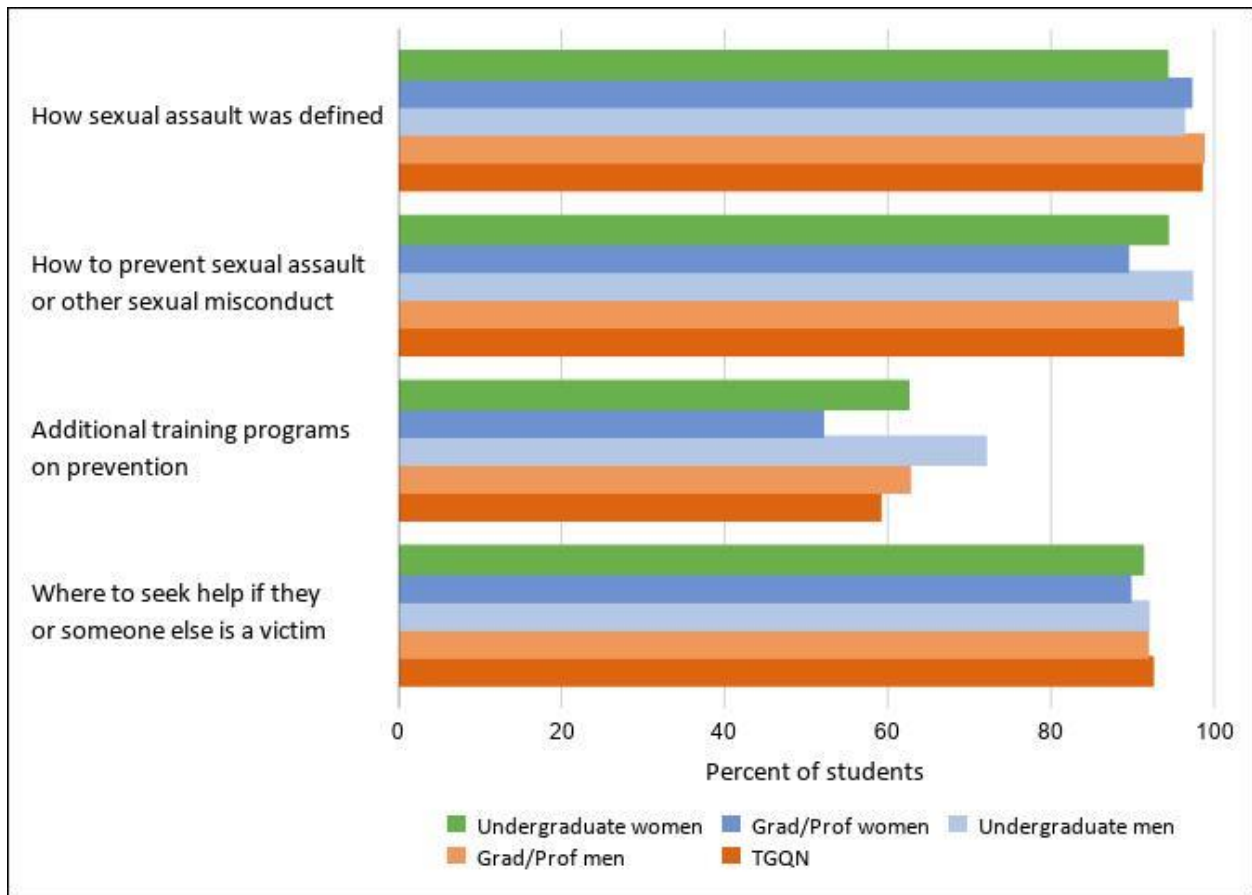
Attending Trainings on Sexual Assault and Other Misconduct

Both incoming students (initial enrollment at the school during the current academic year) and returning students (initial enrollment at the school prior to the current academic year) answered questions about attendance at a training or information session since enrolling at the University of Chicago. Overall, 92.3 percent of the incoming students indicated that they completed at least one training or session about sexual assault and other misconduct, while 93.9 percent of the returning students reported that they completed at least one since arriving at the school.

Among the incoming students who completed a session or training, topics included how sexual assault or other misconduct is defined on campus (96.4%), how to prevent sexual assault or other misconduct (89.6%), additional training programs on prevention (62.2%), and where to seek help if they or someone else experienced sexual assault or other misconduct (91.9%).

Among the returning students who completed a session or training, topics included how sexual assault or other misconduct is defined on campus (96.7%), how to prevent sexual assault or other sexual misconduct (94.3%), additional training programs on prevention (62.3%), and where to seek help if they or someone else experienced sexual assault or other misconduct (91.2%) (Figure 2).

Figure 2. Percent of Returning Students Who Completed a Session or Training on Different Issues Related To Sexual Assault and Other Misconduct, By Gender and Student Affiliation



3.3 Nonconsensual Sexual Contact by Physical Force or Inability to Consent or Stop What Was Happening

Students were asked about a number of different types of nonconsensual sexual contact. This section describes the prevalence and characteristics of incidents that occurred as a result of either physical force or the inability to consent or stop what was happening (hereafter referred to as “inability to consent”). To be counted as a victim of this type of incident, the respondent had to answer “yes” to one of five different questions that asked about two different types of sexual contact—penetration and sexual touching. The survey defined each of these as:

Penetration:

- Putting a penis, finger, or object inside someone else’s vagina or anus

- When someone’s mouth or tongue makes contact with someone else’s genitals

Sexual Touching:

- Kissing
- Touching someone’s breast, chest, crotch, groin, or buttocks
- Grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other’s clothes

The prevalence rates in this section refer to sexual contact that occurred because the perpetrator used physical force or threats of physical force (survey items G1 to G3) or the respondent was unable to consent (survey items G4 and G5).¹⁵

Physical force was defined on the survey as:

...someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.

The inability to consent or stop what was happening was defined with the following introduction:

The next questions ask about incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.

If the student reported both penetration and sexual touching in the same incident, the penetration was counted in the estimates described below. This hierarchy rule conforms to the counting rules established by the Federal Bureau of Investigation’s Uniform Crime Reporting Program (U.S. Department of Justice, 2013) and used by schools in disclosing the annual crime statistics required under the Clery Act.¹⁶

The questions used to measure these types of victimizations were not changed for the 2019 survey, with two exceptions. First, the introductory text for survey items in section G was modified to emphasize that the behaviors described could be performed on the victim or the victim could be forced to perform the behaviors on someone else. A second change was to add

¹⁵In 2015 “inability to consent” was referred to as “incapacitation.” This was measured the same way in 2015 and 2019. The label describing this tactic was changed to indicate the measure incorporated more than incapacitation.

¹⁶Clery Act Hierarchy Rule: 34 CFR 668.469(c)(9)

a sentence emphasizing the perpetrator could be anyone, whether or not the person was associated with the school. The changes to the introduction are shown in italics below.

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending [University].

The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. The person with whom you had the nonconsensual or unwanted contact could have been someone you know, such as someone you are currently or were in a relationship with, a co-worker, a professor, or a family member. Or it could be someone you do not know.

Please consider anyone who did this, whether or not the person was associated with (University).

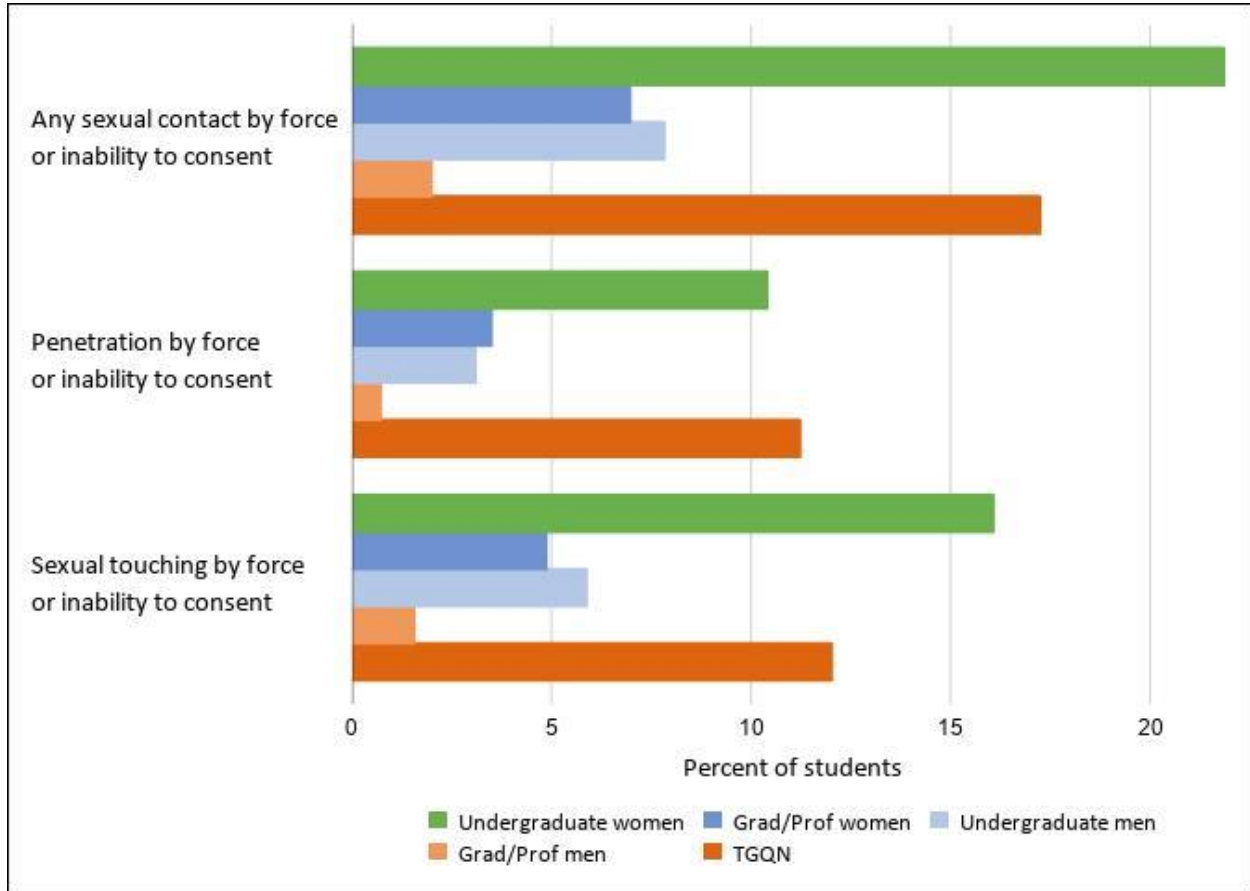
The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/or drugs, and other types of pressure.

Prevalence of Nonconsensual Sexual Contact Involving Physical Force or Inability to Consent

Nonconsensual sexual contact by physical force or inability to consent since entering the school.¹⁷ Prevalence is estimated by counting the number of individuals that have been a victim at least once over the time period of interest. Figure 3 provides the rates of nonconsensual sexual contact by physical force or inability to consent since entering the University of Chicago for the five different gender and affiliation groups (see Tables 3.1 to 3.5). Among undergraduates, 21.8 percent of women and 7.8 percent of men reported this type of victimization. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 7.0 percent of women and 2.0 percent of men reported they were this type of victim. There is a statistical difference between graduate/professional women and men. Among TGQN students, 17.2 percent reported they were a victim. There is not a statistical difference between TGQN students and undergraduate women.

¹⁷Unless otherwise indicated, percentages related to penetration include completed and attempted incidents.

Figure 3. Percent of Students Who Experienced Penetration or Sexual Touching Involving Physical Force and/or Inability to Consent or Stop What Was Happening Since Entering the University of Chicago, By Gender, Student Affiliation, and Behavior



Penetration by physical force or inability to consent. Focusing on incidents of penetration since entering the University of Chicago, among undergraduates, 10.4 percent of women and 3.1 percent of men reported this type of victimization. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 3.5 percent of women and 0.7 percent of men reported they experienced this type of victimization. There is a statistical difference between graduate/professional women and men. Among TGQN students, 11.2 percent reported they were a victim. There is not a statistical difference between TGQN students and undergraduate women.

Focusing on penetration for the two different types of tactics (physical force, inability to consent), among undergraduate women, 4.8 percent reported penetration by physical force, 6.3 percent reported penetration because of an inability to consent, and 1.6 percent reported both tactics occurring during the same incident. Among undergraduate men, 1.2 percent

reported penetration by physical force, 2.4 percent reported the incident occurred because of an inability to consent, and 0.3 percent reported both tactics occurring during the same incident. Among graduate/professional women, 0.8 percent reported penetration by physical force, 2.3 percent reported by inability to consent, and 0.5 percent reported both tactics occurring during the same incident. Among graduate/professional men, 0.3 percent reported penetration by physical force, and 0.4 percent reported by inability to consent. Among TGQN students, 4.1 percent reported they were a victim of penetration by physical force.

Sexual touching by physical force or inability to consent. Among undergraduates, 16.1 percent of women and 5.9 percent of men reported nonconsensual sexual touching by physical force or inability to consent. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 4.9 percent of women and 1.5 percent of men reported they experienced this type of victimization. There is a statistical difference between graduate/professional women and men. Among TGQN students, 12.0 percent reported they were a victim. There is not a statistical difference between TGQN students and undergraduate women.

Focusing on rates for specific tactics (physical force or inability to consent), among undergraduate women, 10.4 percent reported sexual touching by physical force, 6.1 percent reported sexual touching occurred because they were unable to consent, and 1.5 percent reported both tactics occurred during the same incident. Among undergraduate men, 3.4 percent reported sexual touching by physical force and 2.8 percent reported sexual touching occurred because they were unable to consent. Among graduate/professional women, 3.4 percent reported sexual touching by physical force, 1.5 percent reported they were unable to consent, and 0.3 percent reported both tactics occurred during the same incident. Among graduate/professional men, 1.1 percent reported sexual touching by physical force, and 0.5 percent reported they were unable to consent. Among TGQN students, 8.7 percent reported sexual touching by physical force and 3.3 percent reported they were unable to consent.

Prevalence Rates of Nonconsensual Sexual Contact Involving Physical Force or Inability to Consent by Student Characteristics

The rates of nonconsensual sexual contact vary across students with different backgrounds. Non-heterosexual students (gay or lesbian, other or multiple categories) had a

prevalence rate of 16.4 percent¹⁸ and heterosexual students had a rate of 6.5 percent. These rates are statistically different. Among Hispanic or Latino students, 10.4 percent reported experiencing nonconsensual sexual contact involving physical force or inability to consent, compared to 8.4 percent of non-Hispanic or Latino students. This is statistically different. With respect to race, the rates are 9.7 percent for White students, 10.7 percent for Black students, 5.3 percent for Asian students, and 11.3 percent for students in Other and Multi Race groups. Students who indicated they have a disability had a prevalence rate of 16.3 percent, while 6.3 percent of respondents who did not identify as a student with a disability reported being victimized. These rates are statistically different. Overall, 1.8 percent of married students and 9.9 percent of students who are not married reported experiencing penetration or sexual assault involving physical force or inability to consent.

Prevalence rates: current year vs. since entering school. The rates by year in school are disaggregated by time frame (current year vs. since entering the University of Chicago, Table 3.6). The current year rates are for incidents that occurred since the start of the Fall 2018 school year and provide a profile of how risk varies by school year. Prior research has found that for undergraduates, the first year enrolled poses the highest risk of victimization (e.g., Cantor et al., 2017). Looking at prevalence in the current school year for undergraduate women, for example, first-year students have a rate of 11.7 percent, second-year students a rate of 9.6 percent, third-year students a rate of 6.0 percent, and students in their fourth year (or higher) a rate of 3.4 percent. There is a statistical difference between undergraduate women in their first and fourth or higher year of school.

The measure “since entering” school provides a cumulative picture of the victimization experience of the student. With each year in school, the student has a longer time period when an incident could occur. Among undergraduate women, the percentage that reported at least one victimization was 11.9 percent of first-year students, 22.8 percent of second-year students, 24.8 percent of third year students, and 29.7 percent of students in their fourth year or higher. Estimates for the group of students in their fourth year or higher represent the cumulative risk of victimization students experience over the entire span of their college career. There is a statistical difference between undergraduate women in their first and fourth or higher year of school.

¹⁸The percentage is not included in the table.

Number of Times Assaulted

As noted in the introduction to this section, the *Campus Climate Survey* includes questions that count the number of times each type of victimization incident occurred, including instances involving more than one type of behavior or tactic (Table 3.7). This provides a picture of how many people have been victimized more than one time. Since entering college, 4.0 percent of women reported experiencing penetration by physical force or inability to consent one time and 2.6 percent reported two or more times. For sexual touching by physical force or inability to consent, 5.4 percent of women reported experiencing this type of victimization one time and 4.5 percent reported two or more times.

Contacting an Organization and Reasons for Not Contacting

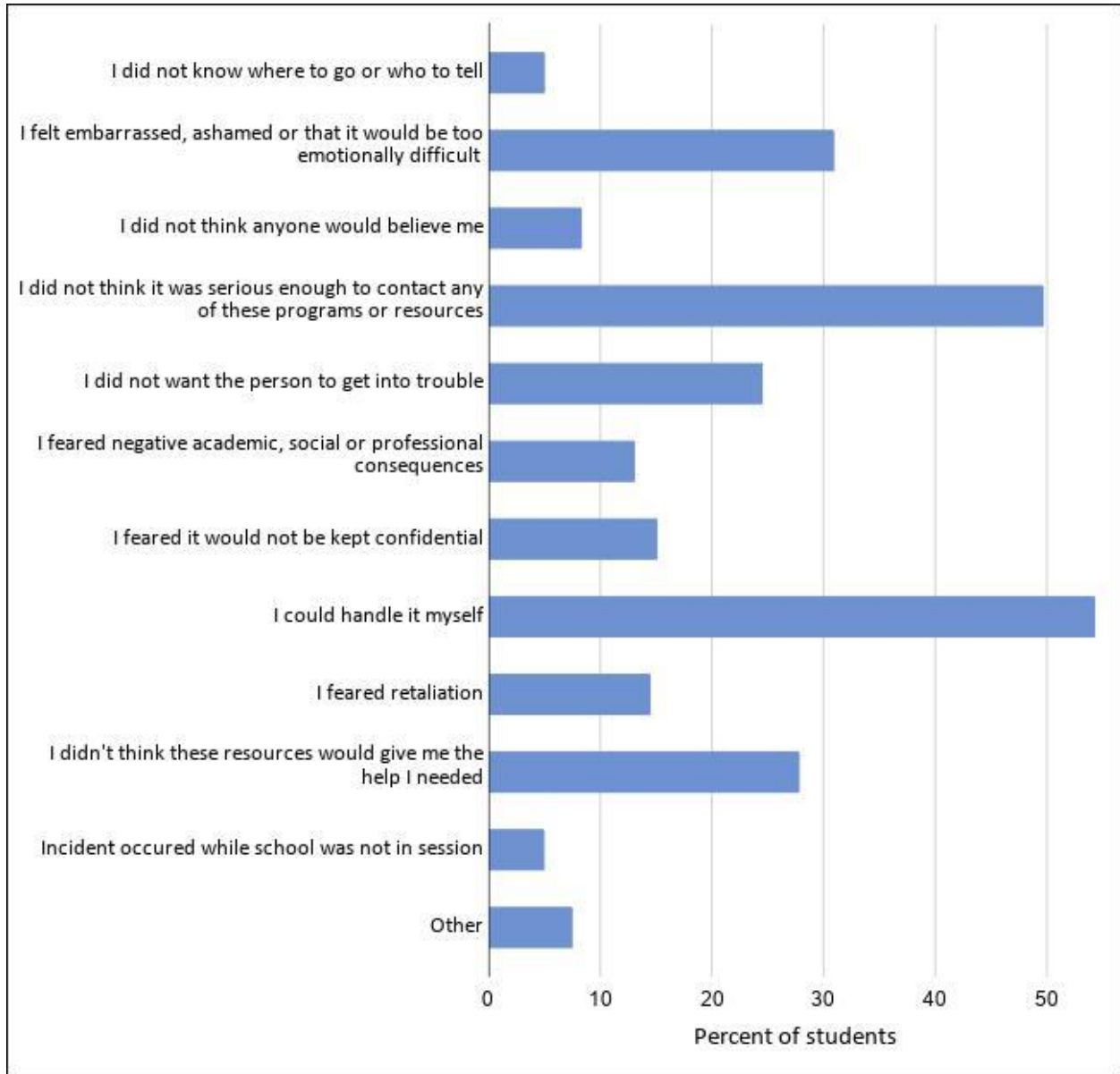
Students who reported an incident of nonconsensual sexual contact involving physical force or inability to consent were asked for details about the incident. Students that reported more than one incident were asked to first report on the incident that “...impacted or affected them the most.” Students were asked to report on up to four incidents using this criterion. In this portion of the survey, students were presented with a list of programs and resources available at the University of Chicago. The student could mark one or more programs or resources that were contacted. If they did not contact a program or resource, students were asked why they did not make contact.

Overall, for 25.9 percent of incidents involving women and 22.3 percent involving men, victims made contact with a program or resource as a result of penetration involving physical force or inability to consent (Table 3.14). As one might expect, the percentage reported is different for sexual touching by physical force or inability to consent. For these incidents, 15.5 percent of women contacted a program or resource.

Several follow-up questions were asked on why the respondent did not contact a program or resource (Table 3.14). For women who experienced nonconsensual penetration, among the reasons for not contacting an agency or resource (Figure 4), 54.2 percent of respondents reported they could handle it themselves, 49.6 percent reported the incident was not serious enough, and 30.8 percent reported being embarrassed, ashamed, or that it would be too emotionally difficult. Other reasons women who were victims of nonconsensual penetration gave for not making contact included: they did not think the resources could help them (27.7%), they did not want to get the perpetrator in trouble (24.4%), and they feared retaliation (14.4%). After incidents involving sexual touching, 52.7 percent of women did not

contact a program or resource because they could handle it themselves, and 62.9 percent reported it was not serious enough. Among the other reasons, 16.0 percent reported they were embarrassed, ashamed, or that it would be too emotionally difficult and 13.2 percent reported they did not want to get the perpetrator in trouble.

Figure 4. Reasons for Not Contacting a Program or Resource for Women Who Experienced Penetration by Physical Force or Inability to Consent or Stop What Was Happening

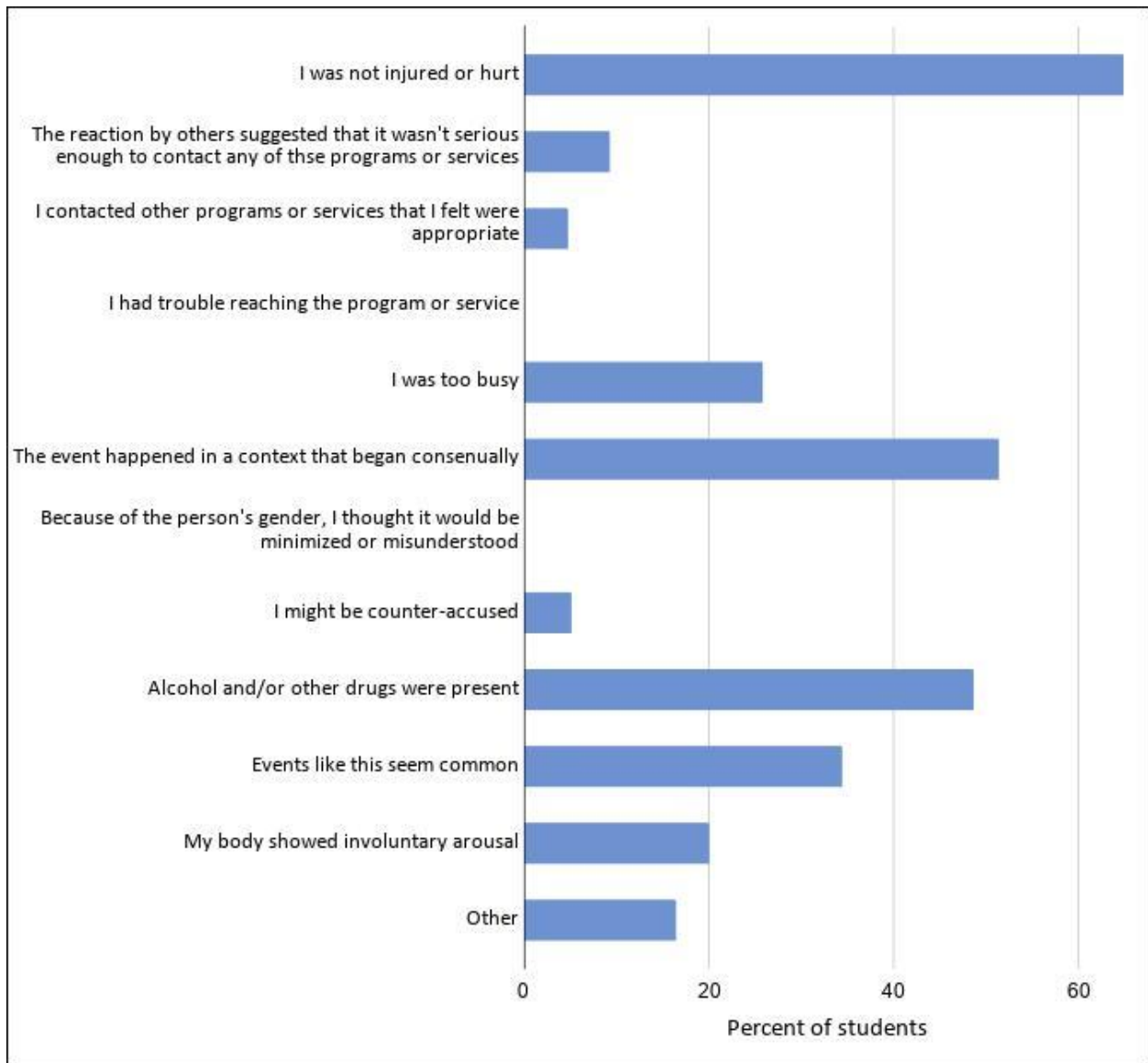


A common reason students gave for not contacting a program or resource was that the incident was “not serious enough.” This has also been true on other surveys that ask about

sexual assault and misconduct, including the 2015 *Campus Climate Survey*. However, the meaning of this response is somewhat ambiguous. It may be that the student did not feel the incident was serious enough to be considered a violation of the school's code of conduct. But it may also be a judgment that the perceived consequences of contacting a program are greater than the consequences of the incident itself. For example, many sexual assault victims do not report incidents to law enforcement because they do not want to get the perpetrator in trouble or go through an investigation.

To examine this line of reasoning more carefully, students who reported that they did not contact a program or resource because the incident was "not serious enough" or for an "other reason" were asked if there were better descriptors of why they did not contact a resource or program (Figure 5, Table 3.14). Among the women who reported nonconsensual penetration and were asked this follow-up item, 64.7 percent reported they did not make contact because they were not injured or hurt, 51.2 percent reported the incident began consensually, 4.9 percent reported they might be counter-accused, 48.5 percent reported alcohol or drugs were involved, and 25.7 percent reported they were too busy.

Figure 5. Reasons for Not Contacting a Program or Resource When Initial Response Was “Not Serious Enough” or “Other” For Women Who Experienced Penetration by Physical Force or Inability to Consent or Stop What Was Happening



In comparison to contacting a program or service, it is much more common for victims of nonconsensual sexual contact to tell another person about the incident (Table 3.15). Among women who experienced nonconsensual penetration by physical force or inability to consent, 85.6 percent told at least one other person including a friend (82.0%), a family member (23.5%), and a faculty member or instructor (4.1%). Among men who experienced penetration by physical force or inability to consent, 82.1 percent told at least one other person including a friend (78.5%) or a family member (11.0%).

3.4 Nonconsensual Sexual Contact by Coercion and Without Active, Ongoing Voluntary Agreement

This section summarizes the prevalence of nonconsensual sexual contact that was the result of coercion and that occurred without active, ongoing voluntary agreement at the University of Chicago.

Coercion

For purposes of the survey, coercion was defined as:

... threatening serious non-physical harm or promising rewards such that you felt you must comply(.) Examples include:

- Threatening to give you bad grades or cause trouble for you at work
- Promising good grades or a promotion at work
- Threatening to share damaging information about you with your family, friends or authority figures
- Threatening to post damaging information about you online.

The questions that were used to measure these events are survey items G6 and G7.¹⁹ If a respondent reported that the incident was part of a previously reported incident involving physical force or inability to consent, the event was not counted as coercion.

Overall, the rates for coercion were the lowest among the other forms of nonconsensual sexual contact. Because they are low, the data are combined across the two forms of sexual contact (penetration and sexual touching) (Table 4.1). Since entering the University of Chicago, 0.3 percent of students reported they had been victims of penetration or sexual touching involving coercion. For example, among undergraduate students, 0.7 percent of women reported this type of victimization.

¹⁹With the exception of the change in the introduction to this section of the survey (see discussion at the beginning of section 3.3), the questions and methods used to measure these incidents are the same as used in the 2015 AAU Survey.

Without Active, Ongoing Voluntary Agreement

A fourth form of nonconsensual sexual contact measured on the survey were incidents that occurred without active, ongoing voluntary agreement.²⁰ These items were developed to capture school regulations that make it a violation if both partners in a sexual encounter do not explicitly consent. To develop the questions, the study team for the 2015 *Campus Climate Survey* reviewed policies on voluntary agreement from schools affiliated with AAU and the Consortium on Financing Higher Education. For the purposes of both surveys (2015 and 2019), these were defined as incidents that occur:

...without your active, ongoing voluntary agreement(.) Examples include someone:

- initiating sexual activity despite your refusal
- ignoring your cues to stop or slow down
- went ahead without checking in or while you were still deciding
- otherwise failed to obtain your consent.

The questions used to collect these data are survey items G8 and G9. If this type of incident occurred as part of a previously reported incident involving physical force, inability to consent, or coercion, the event was not counted in the prevalence rate.

The rates of penetration and sexual touching without active, ongoing voluntary agreement are much higher than for coercion (Table 4.1). Overall, 6.0 percent of students reported that incidents occurred without active, ongoing voluntary agreement since entering the University of Chicago, with 2.7 percent indicating the incidents involved penetration and 4.1 percent indicating they involved sexual touching. Among undergraduates, 13.6 percent of women and 4.9 percent of men reported this type of victimization. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 5.1 percent of women and 1.8 percent of men reported they experienced this type of victimization. There is a statistical difference between graduate/professional women and men. Among TGQN students, 22.0 percent reported they experienced this type of victimization. There is a statistical difference between TGQN students and undergraduate women.

²⁰In 2015 this tactic was referred to “absence of affirmative consent.” As noted below, the methods used to measure this tactic are the same for the 2015 and 2019 surveys.

Number of Times without Active, Ongoing Voluntary Agreement

Table 4.2 contains estimates for the number of times students were victimized without active, ongoing voluntary agreement. Many of the victims experienced this more than one time. Overall, 2.6 percent of students experienced penetration or sexual touching involving this tactic two or more times since entering the school. Among undergraduates, 6.1 percent of women and 1.6 percent of men were victimized two or more times since entering the school. Among graduate/professional students, the percent victimized two or more times was 2.4 percent among women and 0.8 percent among men.

Prevalence of Incidents without Active, Ongoing Voluntary Agreement, by Student Characteristics²¹

The rates of nonconsensual sexual contact without active, ongoing voluntary agreement varied across students with different backgrounds (Table 4.3). Overall, heterosexual students had a victimization rate of 4.2 percent and non-heterosexual students (gay or lesbian, other or multiple categories) had a rate of 12.4 percent.²² The difference between heterosexual and non-heterosexual students is statistically significant. Among Hispanic or Latino students, 6.4 percent reported experiencing penetration or sexual touching without voluntary agreement, compared to 6.0 percent of non-Hispanic or Latino students. This is not statistically different. With respect to race, the rates are 6.7 percent for White students, 7.6 percent for Black students, 3.5 percent for Asian students, and 8.1 percent for students in Other and Multi Race groups. Students who indicated they have a disability had a prevalence rate of 12.4 percent, while 4.0 percent of students without a disability reported being victimized. There is a statistical difference between these two groups of students.

The prevalence rates of victimization without voluntary agreement for these same characteristics for women are presented in Table 4.4 for the two types of behaviors (penetration, sexual touching). For all women, heterosexual students had a victimization rate of 7.2 percent and non-heterosexual students 14.4 percent.²³ The difference between heterosexual and non-heterosexual students is statistically significant. Among Hispanic or Latino women, 9.9 percent reported experiencing penetration or sexual touching without

²¹Estimates for coercion by victim characteristics were not estimated because of the low prevalence of this type of nonconsensual sexual contact.

²²The percentage for non-heterosexual students combines across categories that are listed in the table.

²³Ibid

voluntary agreement, compared to 8.8 percent of non-Hispanic or Latino women. The difference is not statistically significant. With respect to race, the rates are 10.2 percent for White women, 10.4 percent for Black women, 5.1 percent for Asian women, and 11.7 percent for those in Other and Multi Race groups. There is a statistical difference between rates for White and Asian students. Women who indicated they have a disability had a prevalence rate of 13.8 percent, while 6.9 percent of women without a disability reported being victimized. There is a statistical difference between these two groups of students.

3.5 Total Experience with Nonconsensual Sexual Contact

To assess the overall risk of nonconsensual sexual contact, prevalence rates were calculated that combine the two behaviors that constitute sexual contact (penetration and sexual touching) and the four tactics discussed above (physical force or threat of physical force; inability to consent or stop what was happening; coercion; and without active, ongoing voluntary agreement) in several different ways. These rates were calculated for the period since enrolling in school.

The first two sets of estimates include two of the four tactics (i.e., physical force and inability to consent or stop what was happening) for the two behaviors (i.e., penetration and sexual touching). The remaining estimates add in the other types of tactics discussed above.

Overall, 8.5 percent of students reported nonconsensual sexual contact (penetration or sexual touching) since enrolling in the school because of physical force or inability to consent or stop what was happening (Table 4.6). This estimate excludes attempted, but not completed, penetration. With attempts included, the estimate goes up slightly to 8.7 percent. When the other two tactics measured on the survey (i.e., coercion and without active, ongoing voluntary agreement) are included, 12.7 percent of students reported at least one incident occurring since enrolling at the University of Chicago. These rates vary considerably by both gender and affiliation (Tables 4.7 and 4.8). Among undergraduates, 30.0 percent of women and 11.3 percent of men reported some type of nonconsensual sexual contact. There is a statistical difference between undergraduate women and men. Among graduate/professional students, 10.7 percent of women and 3.5 percent of men reported nonconsensual sexual contact. There is a statistical difference between graduate/professional women and men. Among TGQN students, 29.8 percent reported nonconsensual sexual contact. There is not a statistical difference between TGQN students and undergraduate women.

Most of the estimates discussed in prior sections were for the time period since entering the University of Chicago. This mixes students who have been at the school for different periods of time. To standardize for the time period and get an overall picture of the risk for a student's entire time at the school on campus, estimates are provided for undergraduate students in their fourth year or higher (Table 4.9). This provides the prevalence rate for the period while attending the University of Chicago, which for many is a four-year period.²⁴ The rates of completed nonconsensual contact (penetration or sexual touching) by force or inability to consent are 29.7 percent for women and 8.4 percent for men.²⁵ When also including coercion and without active, ongoing voluntary agreement (and attempted penetration), the rates are 39.7 percent and 14.4 percent for women and men, respectively.

3.6 Frequency and Nature of Sexual Harassment, Intimate Partner Violence, and Stalking

The survey included measures of three other forms of misconduct: sexual harassment, stalking, and intimate partner violence (IPV). This section reviews the prevalence and characteristics associated with each of these types of behaviors.

Prevalence of Sexual Harassment

Harassment is defined as a series of behaviors that:

- interfered with the victim's academic or professional performance,
- limited the victim's ability to participate in an academic program, or
- created an intimidating, hostile, or offensive social, academic, or work environment.

This definition is consistent with the U.S. Equal Employment Opportunity Commission and the U.S. Department of Education's definitions of "hostile environment."²⁶

²⁴The exception is those that transferred to the college or university after their first year.

²⁵The TGQN group did not have adequate sample sizes to estimate a reliable rate.

²⁶For the EEOC definition, see http://www.eeoc.gov/laws/types/sexual_harassment.cfm. For the U.S. Department of Education definition, see http://www2.ed.gov/about/offices/list/ocr/docs/ocrshpam.html#_t1a.

The specific behaviors referenced on the survey were taken from several different scales measuring harassment. The respondent was asked if:

... a student, or someone employed by or otherwise associated with [University] did the following:

- made sexual remarks or told jokes or sexual stories that were insulting or offensive to you?
- made inappropriate or offensive comments about your or someone else's body, appearance, or sexual activities?
- said crude or gross sexual things to you or tried to get you to talk about sexual matters when you did not want to?
- used social or online media to send offensive sexual remarks, jokes, stories, pictures, or videos to you or about you that you did not want?
- continued to ask you to go out, get dinner, have drinks, or have sex even though you said "no?"

Respondents who answered "yes" to one or more of these items were then asked whether these behaviors led to any of the following consequences:

- Interfered with your academic or professional performance,
- Limited your ability to participate in an academic program, or
- Created an intimidating, hostile or offensive social, academic, or work environment.

This approach is different from the one taken in the 2015 *Campus Climate Survey*. In 2015, students were asked, in the same question, about harassing behaviors that had an impact on their academic or professional environment. As noted above, in 2019, students were first asked about experiencing harassing behavior. They were then asked a follow-up question that determined if the experience impacted their academic or professional environment. The change was made in 2019 based on evaluation of the 2015 data (Cantor, Townsend, & Sun, 2016).

Overall, 39.8 percent of students indicated that they had experienced at least one type of harassing behavior since entering school (Table 5.1). With respect to specific behaviors, 25.7 percent heard insulting or offensive sexual remarks or jokes; 31.8 percent heard inappropriate comments about their or someone else's body, appearance, or sexual activities; 14.0 percent heard sexual things or someone wanted them to talk about sexual matters when

they didn't want to; 4.4 percent were subjected to offensive sexual remarks to or about them through social or on-line media; and 8.2 percent had someone continually ask them out or to have sex even after saying "no."

To be considered harassment, respondents must have experienced at least one of the aforementioned behaviors and reported that the behavior interfered with their academic or professional performance, limited their ability to participate in an academic program, or created an intimidating, hostile, or offensive environment. Among all students, 17.4 percent experienced harassment. Among women, 35.3 percent of undergraduates and 21.1 percent of graduate/professional students reported harassment; this difference is statistically different. Among men, 11.9 percent of undergraduates and 5.7 percent of graduate/professional students reported harassment. This difference is statistically different. Among TGQN students, 40.6 percent reported harassment. This estimate is not statistically different from the estimate for undergraduate women.

Perpetrators Engaging in Sexually Harassing Behavior

Students who reported any type of harassing behavior since the beginning of the Fall 2018 term were asked how the individual(s) that engaged in the behavior were associated with the University of Chicago. The highest percentage of students reported 'Student' (89.7%) (Table 5.4). Among women, 5.5 percent of undergraduates said faculty or an instructor was the offender, while 24.5 percent of those in graduate/professional school reported this association. The estimates are statistically different.

Students were asked about their relationship to the perpetrator across all of their experiences with harassing behavior. Among all students who experienced harassing behavior, 38.3 percent said that the person was a friend, 39.0 percent said it was a classmate, 38.2 percent said it was someone they recognized (but not a friend), and 11.5 percent said it was someone they did not know or recognize. Among women, 7.8 percent of undergraduates reported the person was a teacher, advisor, boss, supervisor, or co-worker compared to 28.4 percent of graduate/professional students.²⁷ There is a statistical difference between these two groups. Among men, 21.6 percent of graduate/professional students said it was a

²⁷Respondents could select multiple offender types. The percentage in the report is based on number of respondents who selected at least one offender type (unduplicated counts of respondents). Therefore, the sum of percentages for the offender types in the table may differ from the percentage in the report.

teacher, advisor, boss, supervisor, or co-worker compared to 4.6 percent of undergraduates.²⁸ There is a statistical difference between these two groups.

Intimate Partner Violence

Intimate partner violence (IPV) refers to non-sexual violence among intimate partners. The section of the survey used to measure IPV was administered to students who said they had been in a partnered relationship since entering the University of Chicago. “Partnered relationship” was defined as including (survey item A13):

- marriage or civil union
- domestic partnership or cohabitation
- steady or serious relationship
- other ongoing relationship involving physical or sexual contact

The section of the survey on IPV (section F) included a series of items asking about different forms of non-sexual violence. To be classified as a victim, respondents had to say that a partner had done one of the following:

- controlled or tried to control you. Examples could be when someone:
 - kept you from going to classes or pursuing your educational goals
 - did not allow you to see or talk with friends or family
 - made decisions for you, such as where you go or what you wear or eat
 - threatened to “out” you to others
- threatened to physically harm you, someone you love, or him- or herself
- used any kind of physical force against you or otherwise physically hurt or injured you. Examples could be when someone:
 - bent your fingers or bit you
 - choked, slapped, punched, or kicked you
 - hit you with something other than a fist

²⁸Ibid.

- attacked you with a weapon

Overall, 68.9 percent of students reported they had been in a partnered relationship since entering the University of Chicago (Table A). Among those in a partnered relationship, 7.4 percent of students indicated that they had experienced at least one type of intimate partner violence (Table 5.5). With respect to specific behaviors, 4.9 percent had partners that exerted controlling behavior; 3.5 percent reported their partner threatened to physically harm them, someone they loved, or him/herself; and 1.7 percent reported their partner used physical force or otherwise physically hurt or injured them.

Among women, 13.5 percent of undergraduates and 5.6 percent of graduate/professional students reported experiencing at least one type of intimate partner violence. There is a statistically significant difference between these groups. Among men, 7.7 percent of undergraduates and 4.8 percent of graduate/professional students reported this experience. There is a statistically significant difference between these groups. Among TGQN students, 19.6 percent reported this type of experience. There is not a statistically significant difference between undergraduate women and TGQN students.

Stalking

Relative to the 2015 survey, the 2019 survey changed the definition and questions used to measure stalking. Since 2015, the criterion of “causing substantial emotional distress” (one factor that constitutes stalking) has been added to a number of stalking laws around the country and was added to the 2019 survey. This change also led to modifying the way the questions were asked.

Survey items on stalking were based on definitions and behaviors used in the National Intimate Partner and Sexual Violence Survey (Black et al., 2011), the National Crime Victimization Survey (Bureau of Justice Statistics, 2017), and the National Violence Against Women Survey (Tjaden & Thoennes, 1998). To be considered stalking, the behavior had to occur more than once and be committed by the same person or persons. In addition, these behaviors had to make the victim either afraid for their personal safety or cause substantial emotional distress.

To measure stalking behavior, respondents were first asked whether someone:

- made unwanted phone calls; sent emails, voice, text, or instant messages to you; or posted unwanted messages, pictures, or videos on social media to or about you or elsewhere online
- showed up somewhere uninvited or waited for you when you did not want that person to be there
- spied on, watched, or followed you in person, or monitored your activities or tracked your location using devices or software on your phone or computer.

Respondents who reported that one or more of these behaviors occurred were then asked if one person had done any of these things on more than one occasion. Those who said “yes” were then asked if these behaviors made them afraid for their personal safety or caused them substantial emotional distress.

Overall, 11.1 percent of students indicated that they had experienced at least one type of stalking behavior since enrolling in school (Table 5.9). With respect to specific behaviors, 6.6 percent were victims of unwanted phone calls, emails, or texts, or someone posted unwanted messages, pictures, or videos of them; 5.9 percent had someone show up uninvited or waited for them; 2.0 percent reported someone spied on them, watched or followed them, monitored their activities, or tracked them.

Among all students, 4.4 percent experienced at least one of these behaviors, someone committed them more than once, and the experiences made them afraid for their safety and/or caused substantial emotional distress. Among undergraduates, 9.9 percent of women and 3.1 percent of men reported this experience. There is a statistically significant difference between these groups. Among students in graduate/professional school, 5.0 percent of women and 1.2 percent of men reported this experience. There is a statistically significant difference between these groups. Among TGQN students, 9.3 percent reported this type of experience. There is not a statistically significant difference between undergraduate women and TGQN students.

Students who reported being stalked were asked how the individual(s) that engaged in the behavior were associated with the University of Chicago. The most common association with the school for those engaging in this behavior was ‘Student.’ For example, among undergraduates, 80.4 percent and 75.2 percent were “Student” for women and men,

respectively (Table 5.12). Among graduate/professional women, 2.5 percent reported a faculty member or instructor engaged in this behavior.

Students were asked what their relationship was to the perpetrator. Among undergraduate women, 30.1 percent said that the person was a friend, 14.6 percent said it was a classmate, 34.7 percent said it was someone they recognized (but not a friend), and 8.2 percent said it was someone they did not know or recognize. Among graduate/professionals, 10.3 percent of women reported the person was a teacher, advisor, boss, supervisor, or co-worker.²⁹

Prevalence Rates by Student Characteristics for Sexual Harassment, IPV, and Stalking

The rates of sexually harassing behavior, IPV, and stalking vary by student characteristics (Table 5.13). For harassing behavior, heterosexual students had a prevalence rate of 34.9 percent and non-heterosexual students (gay or lesbian, other or multiple categories) a rate of 57.4 percent.³⁰ The difference between heterosexual students and non-heterosexual students is statistically different. Among Hispanic or Latino students, 43.2 percent reported experiencing harassing behavior, compared to 39.4 percent of non-Hispanic or Latino students. This difference is statistically different. With respect to race, the rates are 42.7 percent for White students, 50.5 percent for Black students, 29.8 percent for Asian students, and 44.3 percent for those in Other and Multi Race groups. Students who indicated they have a disability had a prevalence rate of 57.7 percent, while 34.4 percent of students without a disability reported being victimized. There is a statistical difference between these two groups of students.

For intimate partner violence, heterosexual students had a victimization rate of 5.9 percent and non-heterosexual students a rate of 12.3 percent.³¹ The difference between heterosexual and non-heterosexual students is statistically different. Among Hispanic or Latino students, 7.1 percent reported experiencing harassing behavior, compared to 7.4 percent of non-Hispanic or Latino students. This difference is not statistically different. With respect to

²⁹Respondents could select multiple offender types. The percentage in the report is based on number of respondents who selected at least one offender type (unduplicated counts of respondents). Therefore, the sum of percentages for the offender types in the table may differ from the percentage in the report.

³⁰The percentage for non-heterosexual students combines across categories that are listed in the table.

³¹Ibid.

race, the rates are 7.4 percent for White students, 5.8 percent for Black students, 5.5 percent for Asian students, and 10.7 percent for those in Other and Multi Race groups. Students who indicated they have a disability had a prevalence rate of 12.8 percent, while 5.7 percent of students without a disability reported being victimized. There is a statistical difference between these two groups of students.

For stalking, heterosexual students had a prevalence rate of 2.9 percent and non-heterosexual students a rate of 9.3 percent.³² The difference between heterosexual and non-heterosexual students is statistically different. Among Hispanic or Latino students, 5.1 percent reported experiencing harassing behavior, compared to 4.3 percent of non-Hispanic or Latino students. This difference is not statistically different. With respect to race, the rates are 4.8 percent for White students, 5.0 percent for Black students, 2.5 percent for Asian students, and 6.4 percent for those in Other and Multi Race groups. Students who indicated they have a disability had a prevalence rate of 9.7 percent, while 2.7 percent of students without a disability reported being victimized. There is a statistical difference between these two groups of students.

³²Ibid.

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