University of Michigan–Dearborn Climate Survey Related to Sex and Gender

//Key Findings from Students

December 2024

Rankin Climate, LLC

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Introduction

The University of Michigan–Dearborn is dedicated to fostering a caring community and committed to preventing sexual and gender-based misconduct. Each individual in the University of Michigan-Dearborn community has a right to an experience free from discrimination and harassment, and the opportunity to fully benefit from the University's programs and activities.

Research shows that thriving campus climates contribute directly to the overall wellbeing and success of students, faculty, and staff. The senior administration of the university understands that campus climate surveys are a best practice in understanding how sexual misconduct and harassment on campus impacts the climate. The 2024 *Campus Climate Survey Related to Sex and Gender* assesses the prevelance of sexual harassment and misconduct along with perceptions of these issues on University of Michigan campuses and awareness of campus responses and resources.

The University of Michigan contracted with Rankin Climate, LLC to conduct a university-wide assessment on the Ann Arbor, Dearborn, Flint and Michigan Medicine campuses via an anonymous survey of students, faculty and staff focused on sexual harassment and gender-based misconduct in the winter and spring of 2024. The assessment used the Administrator-Researcher Campus Climate Collaborative (ARC3) survey, developed by a collaborative of national leaders, researchers and higher education professionals in 2014 in response to the White House Task Force on Keeping Students Safe on Campus report.

The university utilized a stratified sample approach, surveying representative subgroups of the University population to bring equity to the data collection process and reliability to the findings. This report summarizes key findings from that survey.

Letter from President Ono Announcing the Survey

February 21, 2024

Dear University Community,

I write to inform you of an important project aimed at continuing the University of Michigan's efforts to prevent and address sexual harassment and misconduct on our campuses.

At U-M, we are steadfast in our commitment to foster a safe, inclusive, and respectful environment for everyone. We firmly believe that every individual within our community deserves to live, learn, and work free from any form of misconduct, harassment, or discrimination.

As part of this commitment, the University contracted with Rankin Climate, an external and independent campus climate assessment firm, to conduct the ARC3 *Campus Climate Survey Related to Sex and Gender.* The survey was designed and created by the Administrator Researcher Campus Climate Collaborative (ARC3).

Beginning March 4, Rankin Climate will email survey invitations to a random representative sample of students, faculty, and staff on each of our three campuses and Michigan Medicine.

Understanding the full spectrum of experiences within our community is crucial. **If you are asked to participate, please complete the survey.**

To learn more about the survey, please visit the Climate Survey page on the Sexual Misconduct Reporting & Resources website. The page will also include additional information and future updates, frequently asked questions, links to relevant research and a variety of campus resources.

This is an important project for us, as a university deeply committed to the values of safety, respect, integrity, inclusivity, and the well-being of every member of our community.

Through your engagement, we can strengthen the University of Michigan, reflect our commitment to one another, and help shape the future of our university.

Sincerely,

Santa J. Ono
President

Letter from Leadership to Announce the Survey Launch

March 4, 2024

Dear U-M Community:

Welcome back!

This is a busy time of the academic year, and there is a lot on our minds as we begin the second half of the winter term. However, I want to remind each of you about an important project that will inform U-M's ongoing efforts to create and maintain an inclusive campus climate.

Beginning today, a randomized, cross-sectional sample of the U-M community will be invited to participate in our *Campus Climate Survey Related to Sex and Gender.* A group of leaders across U-M's campuses has been working in collaboration with Rankin Climate, an external and independent campus climate and assessment firm, to administer the ARC3, a climate survey tool informed by the Administrator-Researcher Campus Climate Collaborative, federal government recommendations, the university's sexual misconduct experts, and the university's Survey Research Center.

The invitation to participate in the survey will arrive in your U-M email account:

- Sender: Rankin Climate
- Subject line: *U-M Sexual Harassment & Misconduct Survey U-M Climate Survey Related to Sex and Gender*

For more information, visit the Sexual and Gender-Based Misconduct Reporting and Resources survey website, where you can find more information about the survey, related research efforts, and relevant community updates related to this initiative over the coming months.

Please join me in supporting this important project. We are all responsible for contributing to a safe and inclusive environment at the University of Michigan.

Sincerely,

Laurie McCauley, Ph.D.
Provost and Executive Vice President for Academic Affairs, University of Michigan

Domenico Grasso, Ph.D.
Chancellor, UM-Dearborn

Donna Fry, PT, Ph.D.
Interim Chancellor, UM-Flint

Key Definitions

The following terms appear throughout this report and are defined as follows. Additional terms and definitions are included in Appendix D.

Sexual or Gender-Based Harassment (SGH)	Verbal, nonverbal, or physical conduct of a sexual nature when this conduct affects an individual's education or employment, unreasonably interferes with an individual's educational or work performance, or creates an intimidating, hostile, or offensive educational or work environment.
Stalking	A course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.
Image-Based Exploitation	The creation, threatened, or actual distribution, or any use of sexualized or sexually explicit materials without the meaningful consent of the person depicted.
Intimate Partner Violence (IPV)	Violence that occurs between any hook-up, boyfriend, girlfriend, intimate partner, spouse, husband, or wife, including exes that excludes horseplay or joking.
Sexual Violence	Nonconsensual sexual contact committed through verbal pressure, threats, physical force, or incapacitation.
U-M	Throughout the survey and this report, "U-M" and "UM-Dearborn" refers to the University of Michigan–Dearborn as both an institution and as a campus, including off-site locations controlled by the University.
Unwanted Sexual Contact	Unwelcomed touching, grabbing, slapping, fondling, kissing, or rubbing up against the private areas of someone's body (lips, breast/chest, crotch or butt) or removing someone's clothes. Sexual assault encompasses rape, attempted rape, and unwanted sexual contact.

National Context

Sexual misconduct experienced by students, faculty, and staff at U.S. institutions of higher education has been the subject of intense attention in recent years. In January 2014, responding to calls for state and federal action, former U.S. President Barack Obama established the White House Task Force to Protect Students From Sexual Assault. This Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness about, effectively respond to, and ultimately prevent campus sexual assault. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

In their report, the Task Force recommended actions that should be taken by college and university communities, specifically campus administrations, regarding campus sexual assault. These recommendations included campus climate surveys to identify prevalence and perceptions related to campus sexual assault (White House Task Force, 2014). Specifically, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2). The United States Department of Justice's Office of Violence Against Women continues to support the use of campus climate surveys in its effort to reduce sexual assault, stalking, dating and intimate partner violence, and sexual harassment on college campuses. "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (Office of Violence Against Women, 2018). The government further emphasized the importance of this kind of assessment in the 2022 reauthorization of the Violence Against Women Act. The reauthorization mandated the creation of a national sexual misconduct climate survey to measure not only the prevalence of these acts but "measure the effectiveness of prevention and awareness programs and whether students feel comfortable intervening" (20 U.S. Code § 1161l–6). While the creation of this instrument is still on the horizon, institutions of higher education have been put on notice that this kind of assessment is a critical and necessary action for their community.

The national discourse has broadened since the White House Task Force was established and released their 2014 report. Research on student experiences with sexual misconduct reveals a high prevalence of various forms of harassment and violence on college

campuses. Rankin Climate has conducted past campus sexual misconduct climate assessments using a similar survey instrument and measured the average sexual and gender-based misconduct incidence rates at research-intensive U.S. universities included in the following table. The rates in this table do not include the findings fromUM-Dearborn's survey, which are detailed later in this report. Rates for image-based exploitation are not available for comparison. Rates for image-based exploitation are not available for comparison. These rates are based on student experiences since they enrolled in their current academic program, whereas the University of Michigan rates described later in this report are based on experiences since the beginning of the academic year. Therefore, these rates are included as context and should not be directly compared with the University of Michigan rates that appear later in this report.

Benchmark Sexual Misconduct Incidence Rates (Does not include U-M)						
	Undergraduate Students			Graduate Students		
	Men	Women	Non-Binary/ Transgender	Men	Women	Non-Binary/ Transgender
Sexual or Gender-Based Harassment	15%	23%	33%	9%	18%	25%
Stalking	15%	22%	26%	3%	11%	8%
Intimate Partner Violence	16%	25%	32%	8%	16%	13%
Sexual Violence	16%	33%	42%	7%	14%	4%

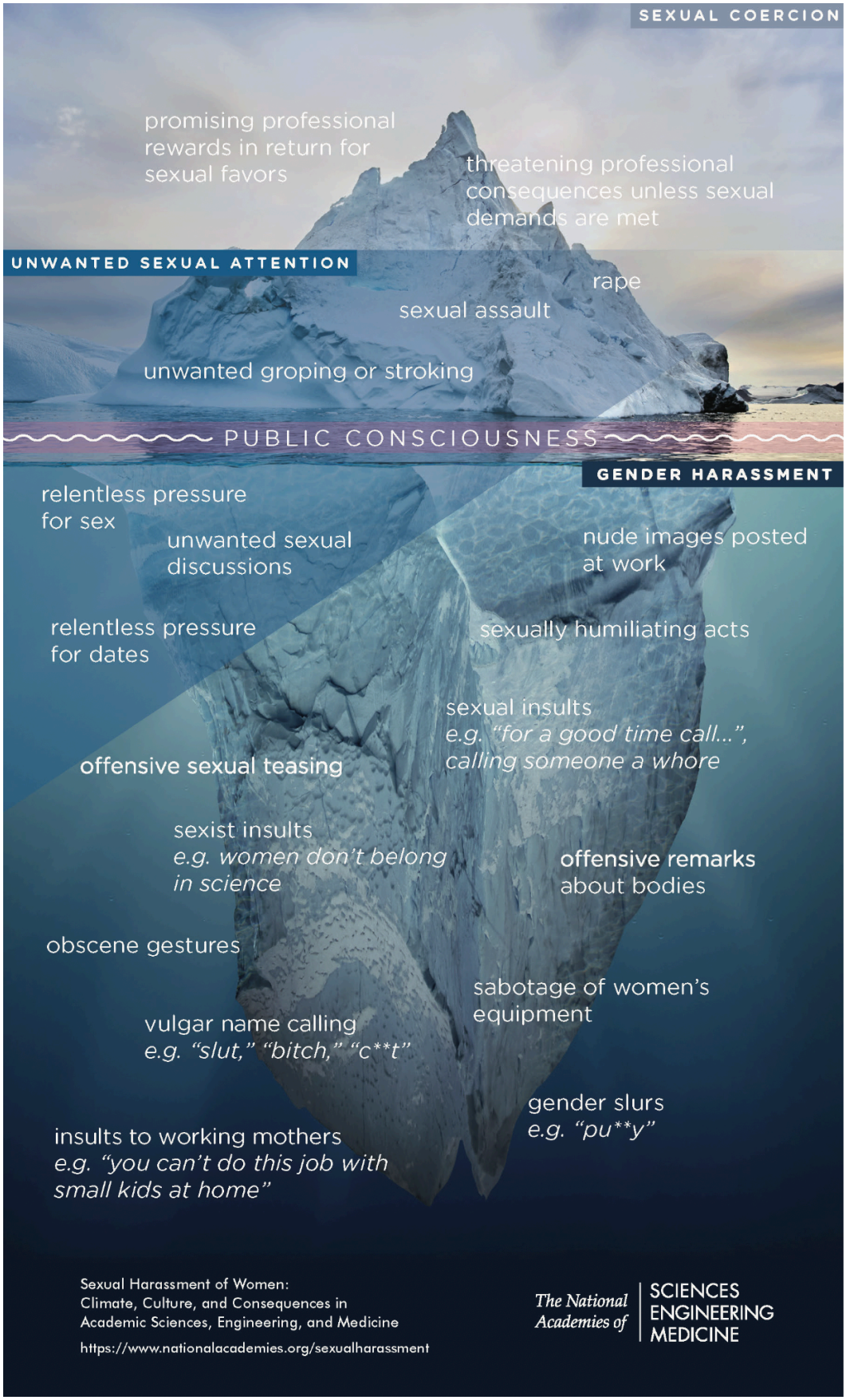
Despite the high rates reflected in many anonymous campus climate surveys across the nation, rates of reporting such incidents to institutional Title IX offices remain relatively low. Although sexual harassment and assault are generally the most underreported experiences, only 4.3% of sexual battery incidents and 12.5% of rape incidents are typically reported to the institution (Krebs et al., 2016). Students may not feel confident in their institution's ability to handle their cases effectively, often due to perceptions of inadequate support or fear of retaliation (Smith & Freyd, 2014). Research shows that institutional responses to sexual misconduct can significantly influence student perceptions and trust in their school's commitment to safety and justice. Effective prevention and response strategies, including comprehensive education, clear reporting processes, and robust support systems, are crucial for addressing and reducing the prevalence of sexual misconduct on campuses.

With the dramatic rise in campus climate surveys in the United States over the past decade, questions have naturally arisen on the accuracy of their results. One of the most common questions–especially in response to climate survey projects that employ a census or other non-probability sampling approach–is if people who have experienced

sexual misconduct are more likely to participate in climate surveys than people who have not experienced sexual misconduct. After rigorous testing, there is little support in the literature for the notion that non-probability samples lead to biased campus sexual misconduct climate estimates. Axinn and colleagues (2021) conducted a campus sexual misconduct climate survey of students at a large state university using a 2-stage sampling design. The researchers began with a census approach, then randomly sampled non-completers to construct a probability sample. They then recruited that probability sample of non-completers to complete the survey using enhanced recruitment techniques (i.e., dramatically increased outreach and incentives). Their results suggested no differences across the two samples on most forms of sexual misconduct assessed in the survey; where they did find a significant difference, they determined through post-stratification weighting that the probability sample was likely biased, not the initial census sample (Axinn, Wagner, Couper & Crawford, 2021).

When conceptualizing sexual misconduct, a helpful metaphor is the "Iceberg of Sexual Harassment" used by the National Academies of Science, Engineering, and Medicine in its 2018 *Sexual Harassment of Women* report. The figure on the following page is consistent with a public health approach[1] and demonstrates how some acts of sexual misconduct are obvious and visible in the public consciousness – egregious acts of physical violence or blatant *quid pro quo* sexual harassment – the way that an iceberg can be seen at the water's surface. But similar to how the iceberg's true depth and danger exists out of sight, so too does the majority of unacceptable and inappropriate sexual or gender-based behavior and speech exist under the surface of common public awareness. This report is structured with this iceberg metaphor in mind - extrapolated to include men's and non-gender binary individual's experiences - starting with participant findings of experiences with sexual violence (assault and rape) and then moving deeper through the other forms of interpersonal violence and finally sexual harassment.

[1] The public-health approach involves leveraging science to prevent sexual and gender-based misconduct and promote healthy interaction on college campuses through studies that span individual experiences and decisions through societal norms and policies (CDC, 2014).


SEXUAL COERCION
promising professional rewards in return for sexual favors
threatening professional consequences unless sexual demands are met
UNWANTED SEXUAL ATTENTION
rape
sexual assault
unwanted groping or stroking
PUBLIC CONSCIOUSNESS
GENDER HARASSMENT
relentless pressure for sex
unwanted sexual discussions
nude images posted at work
relentless pressure for dates
sexually humiliating acts
sexual insults
e.g. "for a good time call...", calling someone a whore
offensive sexual teasing
sexist insults
e.g. women don't belong in science
offensive remarks about bodies
obscene gestures
sabotage of women's equipment
vulgar name calling
e.g. "slut," "bitch," "c**t"
gender slurs
e.g. "pu**y"
insults to working mothers
e.g. "you can't do this job with small kids at home"
Sexual Harassment of Women:
Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine
https://www.nationalacademies.org/sexualharassment
The National Academies of
SCIENCES
ENGINEERING
MEDICINE

Key Takeaways

Overall

- 48% (*n*=519) of students included in the UM-Dearborn sample responded to the survey indicating their perceptions of and experience with sexual and gender-based harassment misconduct since the beginning of the academic year.
    - 49% (*n*=386) of the undergraduate students and 45% (*n*=133) of the graduate and professional students
    - Only fourteen percent of students who experienced harassment by faculty or staff told anyone who works at UM-Dearborn; 5% said that they reported the incident.

- Four forms of sexual misconduct were assessed in the survey: sexual and gender-based harassment, stalking, intimate partner violence, and sexual violence. Experiences of sexual and gender-based harassment perpetrated by university faculty and staff was assessed separately from sexual and gender-based harassment perpetrated by other students. Experiences with stalking, intimate partner violence, and sexual violence assessed were not limited to incidents where the perpetrator was affiliated with the Univeristy of Michigan.
    - Across the four types of sexual misconduct, very few students reported experiencing behavior committed by a mentor, supervisor, advisor, PI, or boss: 3% of those experiencing sexual violence and 5% experiencing harassment from faculty/staff. This is similar to findings at Flint and in contrast to the findings from the Ann Arbor populations or Michigan Medicine.

- UM-Dearborn students demonstrated a strong understanding of sexual consent:
    - 90% of students agreed with the statement, “Consent must be given at each step in a sexual encounter.” 90% also agreed with the statement, “If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue.”
    - 95% disagreed with the statement, “If a person doesn’t physically resist sex, they have given consent.”
    - 91% disagreed with the statement, “If you and your partner are both drunk, you don’t have to worry about consent.” 91% also disagreed with the statement, “Mixed signals can sometimes mean consent.”

Undergraduate Students

- 23% (*n*=86) of undergraduate student participants indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff member. This included:
    - 33% of undergraduate women (*n*=57)
    - 17% of undergraduate men (*n*=26)
    - 21% of non-binary and transgender undergraduate students (*n*=3)

Graduate and Professional Students

- 19% (*n*=23) of graduate and professional student participants indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff member. This included:
    - 23% of graduate women (*n*=14)
    - 13% of graduate men (*n*=8)
    - The number of non-binary and transgender graduate and professional students was too small to facilitate reporting of sexual misconduct incidence rates for that group.

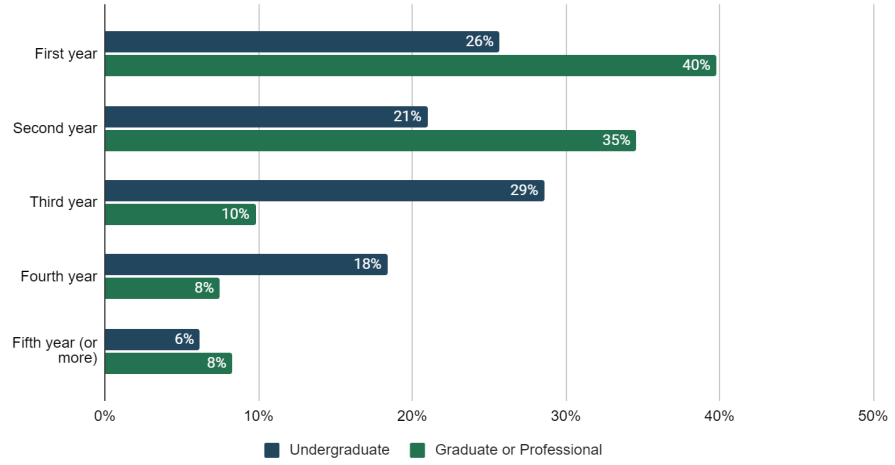
Survey Participant Characteristics

Forty-eight percent of the UM-Dearborn students in the sample responded to the survey (*n*=519), including 48% (*n*=386) of the undergraduate students recruited to participate in the survey and 45% (*n*=133) of the graduate and professional students recruited. Further details on survey participants are presented below, disaggregated by position (i.e., undergraduate versus graduate or professional students), gender, racial/ethnic identity, and sexual identity. Each item in the survey was optional, and some participants opted to skip some of the items described below, which resulted in slight differences in overall sample sizes (i.e., number of survey responses) across variables.

Student Year

Figure 1 depicts the sample proportions by student year for the UM-Dearborn campus. Approximately 26% (*n*=100) of the undergraduate student sample were first-year students, 21% (*n*=81) were second-year students, 29% (*n*=111) were third-year students, 18% (*n*=70) were fourth-year students, and 6% (*n*=24) were in their fifth year or more. In the graduate student sample, 40% (*n*=54) were in their first year, 35% (*n*=44) were in their second year, 10% (*n*=14) were in their third year, 8% (*n*=10) were in their fourth year, and 8% (*n*=11) were in their fifth year (or more).

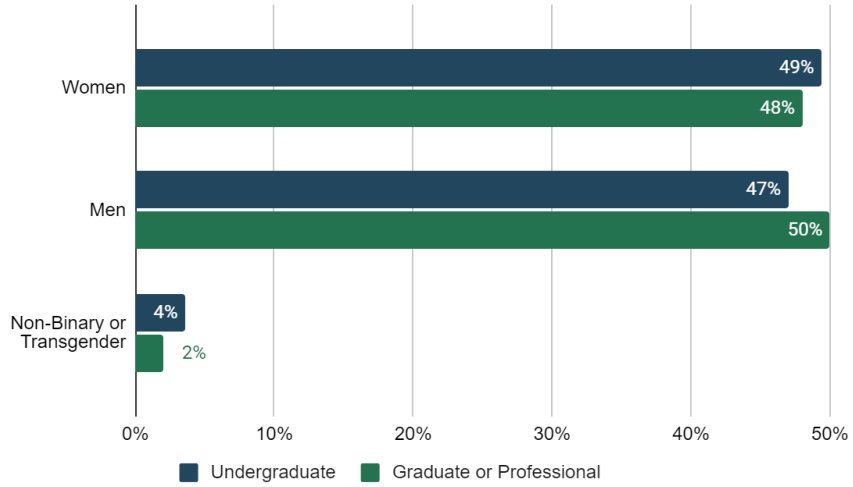
Figure 1. Student Response Rates by Year



Gender Identity

The percentages in Figure 2 represent the proportions of each gender identity as a proportion of the respective analysis samples of undergraduate and graduate students. At UM-Dearborn, 49% (*n*=192) of undergraduate student participants and 47% (*n*=64) of graduate student participants identified as women; 48% (*n*=180) of undergraduate student participants and 50% (*n*=67) of graduate student participants identified as men; 4% of undergraduate (*n*=14) and 2% of graduate (*n*=2) student participants identified as non-binary or transgender. Survey participants were allowed to select one of eleven choices of gender identities that most accurately fits their identity (including providing an identity not listed); Figure 2 combines identities in order to protect the confidentiality of respondents with identities with a small response number.

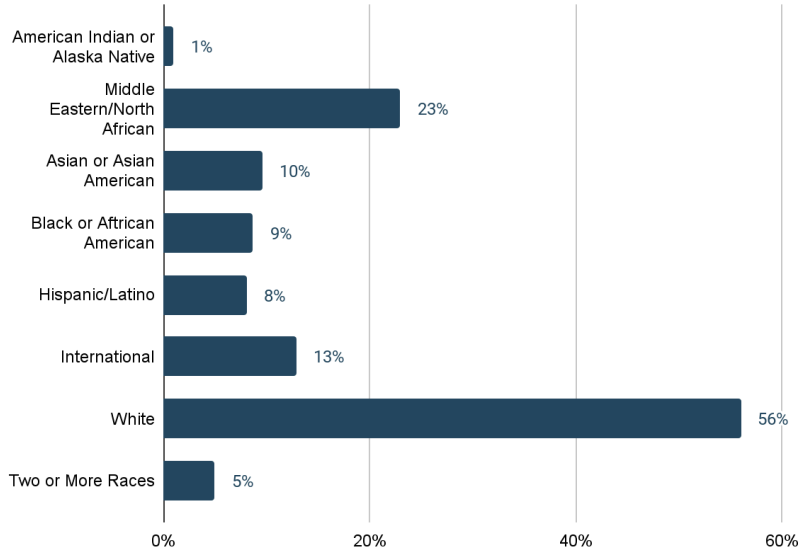
Figure 2. Gender Identity of Student Respondents



Racial/Ethnic Identity

Survey participants were allowed to select one or more racial/ethnic identities in the survey to best represent their identities. The estimates in Figure 3 represent the percentages of each gender identity as a proportion of the analysis sample of student participants. Fifty-six percent of participants (*n*=290) were White and not of Hispanic origin, 13% (*n*=67) of students were international, and 10% (*n*=50) were Asian or Asian

Figure 3. Racial/Ethnic Identity of Student Respondents

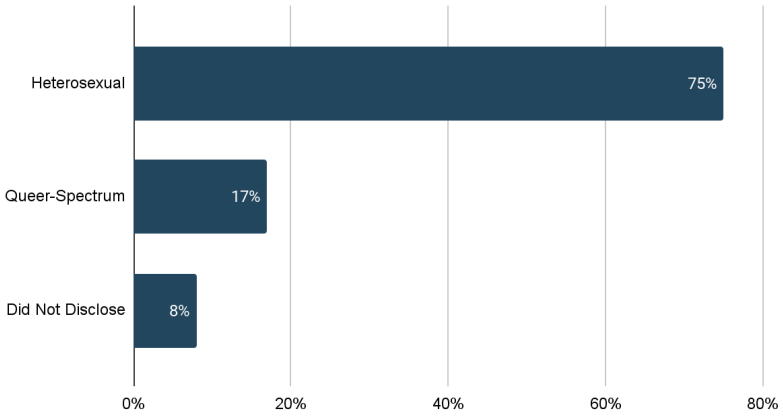


American. The rest of the sample is described in Figure 3. In addition to the racial and ethnic identities described in Figure 3, 23% (*n*=118) of the students self-identified as Middle Eastern or North African.

Sexual Orientation

Survey participants were allowed to select the sexual orientation that most accurately fits their identity, presented in Figure 4. Due to the small numbers of students who selected asexual, bisexual, gay, lesbian, pansexual, queer, or questioning identities, those groups and write-in responses were combined to form the queer-spectrum category for reporting. Although the queer-spectrum category does not reflect the important differences between the aforementioned sexual identities, it serves to protect the confidentiality of participants who hold those sexual identities. The estimates in Figure 4 represent the proportions of each gender identity as a proportion of the respective analysis samples of undergraduate and graduate student participants. A majority of student participants (*n*=380) self-identified as heterosexual, 17% (*n*=91) of students identified on the queer-spectrum, and 39 students chose not to indicate their sexual identity, which represented 8% of student participants.

Figure 4. Sexual Orientation of Student Respondents



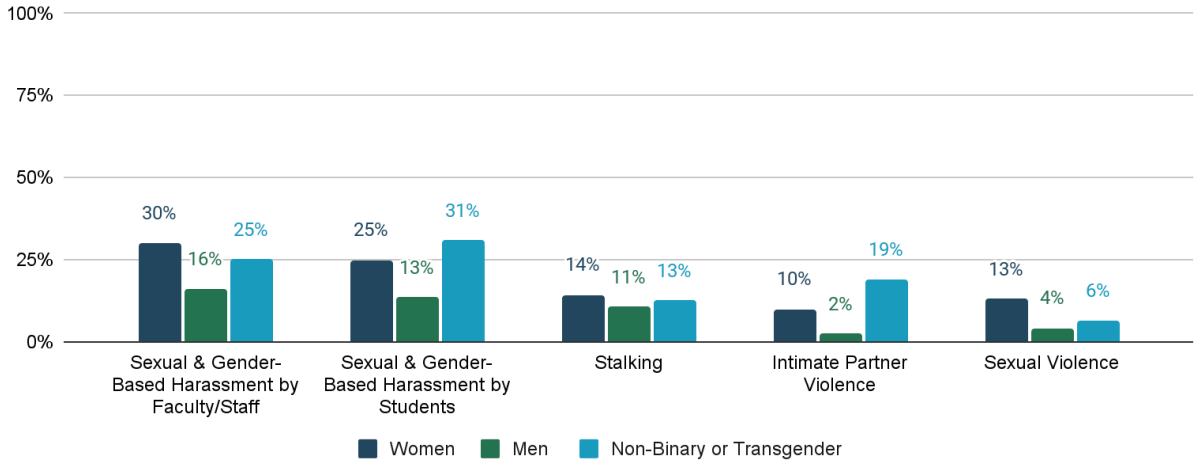
Key Findings: Sexual Misconduct

Sexual Misconduct Incidence Rates

Four forms of sexual misconduct were assessed in the survey: sexual and gender-based harassment, stalking, intimate partner violence, and sexual violence. Experiences of sexual and gender-based harassment perpetrated by university faculty and staff was assessed separately from sexual and gender-based harassment perpetrated by other students. Figure 5 presents the incidence rates of each form of sexual misconduct assessed in the survey for UM-Dearborn students, including undergraduate and graduate and professional students, disaggregated by self-reported gender identity. Sample sizes (i.e., number of survey responses) vary across the different types of sexual misconduct due to questions/sections participants chose to skip and survey break-off. Due to how the survey sections were framed, sexual and gender-based harassment estimates include experiences perpetrated by someone affiliated with the university, although stalking, intimate partner violence, and sexual violence estimates include experiences that could be perpetrated by someone either affiliated with the university or not affiliated with the university. All sexual misconduct experiences assessed in this survey occurred since the beginning of the 2023-2024 academic year, and they could have occurred either on or off university property.

Figure 5. Sexual Misconduct Experiences Since the Beginning of the Academic Year

Undergraduate, Graduate, and Professional Students



Not including sexual and gender-based harassment perpetrated by students, 38% (*n*=180) of UM-Dearborn student participants indicated experiencing at least one form of sexual or gender-based misconduct since the beginning of the academic year. Women (48%, *n*=113) were significantly more likely to indicate experiencing at least one form of

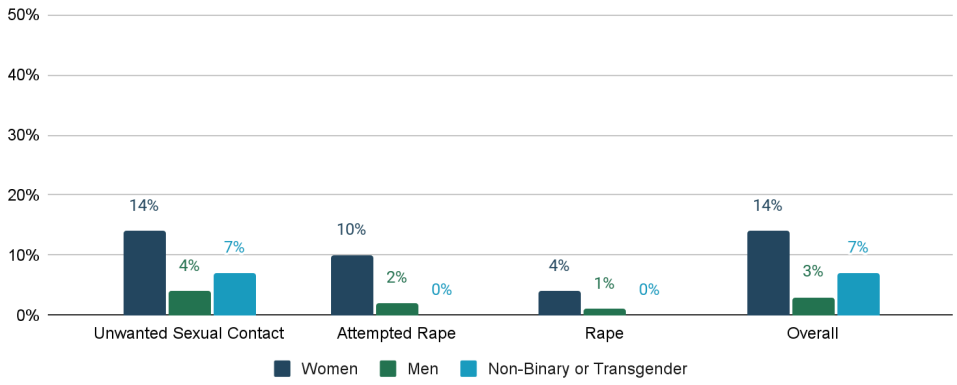
sexual misconduct compared with men (27%, *n*=61).[2] This gendered pattern of findings is consistent with the extant literature and previous findings on sexual misconduct experiences of college students (see National Context section).

Sexual Violence

The sexual violence items included in the survey assessed any sexual interactions that included sexual contact or attempted sexual contact without permission perpetrated by anyone who may or may not be affiliated with the university. Permission is defined here as the survey participant's consent given without coercion and when they were conscious and sober enough to stop what was happening if they wanted. It is important to assess students' overall experiences with sexual violence during the academic year to better understand the full scope of the issue and provision of adequate resources; therefore, some sexual violence experiences described in this report were perpetrated by people unaffiliated with the university or at a non-university location.

Figure 6. Sexual Violence Incidence Rates

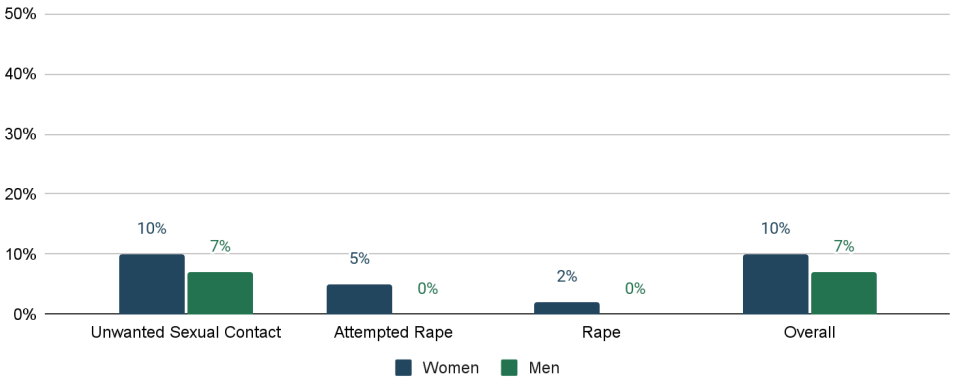
Undergraduate Students



Nine percent (*n*=29) of UM-Dearborn undergraduate student participants indicated experiencing sexual violence, 9% experienced unwanted

Figure 7. Sexual Violence Incidence Rates

Graduate or Professional Students



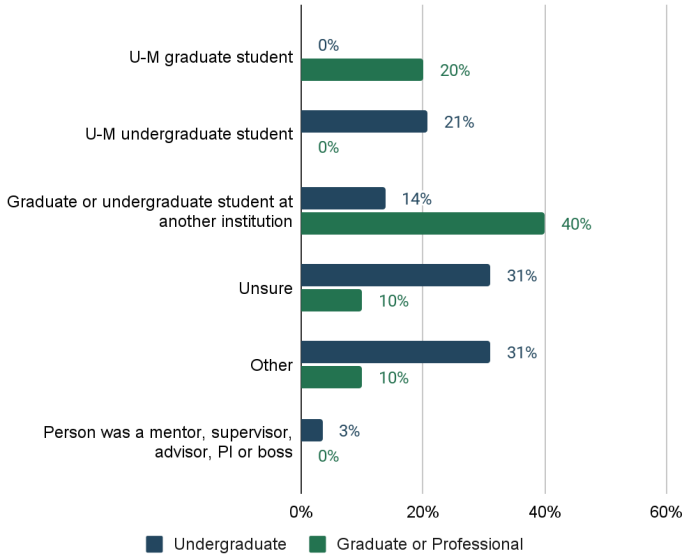
[2] $x^2(2)=21.55$, $p<.001$.

sexual contact (*n*=29), 2% (*n*=7) experienced rape, and 6% (*n*=20) experienced attempted rape (see Figure 6). Among graduate and professional students, 10% of women (*n*=6) and 7% of men (*n*=4) indicated experiencing sexual violence (see Figure 7). Too few non-binary or transgender graduate students indicated sexual violence to report.

Sexual Violence Context and Reporting

Survey participants who indicated experiencing at least one form of sexual violence were asked a series of follow-up questions to assess the characteristics of the perpetrator and situation, as well as if they reported the incident to the Equity, Civil Rights, and Title IX Office (ECRT), Counseling and Psychological Services (CAPS), a Violence Prevention and Response Initiatives staff member, and/or other University offices.

Figure 8. Position of the Person who Engaged in the Sexual Violence



Among undergraduate student participants who indicated they had experienced sexual violence, the most common perpetrators were other undergraduate students at UM-Dearborn or a student at another institution (see Figure 8). Among graduate and professional students, the most common perpetrators were students at other institutions and other UM-Dearborn graduate students. No graduate or professional students and 3% (*n*=1) or undergraduate students indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss.

Eight percent (*n*=2) of undergraduate and no graduate or professional students who indicated they had experienced sexual violence told someone who works at the University about their experience.

Intimate Partner Violence

Intimate partner or dating violence (IPV) included any experience of physical and psychological abuse experiences within an intimate relationship, perpetrated by someone who may or may not be affiliated with the university and occurring either on or off university property. This section asked questions focused on physical actions like

pushing, shoving, and hitting, as well as property damage, threats of violence, and fear of harm. This is a slightly broader definition of intimate partner violence than in the university's policies, but it is well-accepted in the public health literature (CDC, 2014) and consistent with recent U.S. federal legislation mandating campus sexual misconduct climate assessment.

Intimate Partner Violence by Student Position

Approximately 7% (*n*=30) of UM-Dearborn student participants indicated at least one experience with intimate partner violence, including 7% (*n*=24) of undergraduate students and 5% (*n*=6) of graduate or professional students. Eleven percent of undergraduate women (*n*=18) and 7% of graduate women (*n*=4), 3% of undergraduate men (*n*=4) and 2% of graduate men (*n*=1), 14% of non-binary or transgender undergraduates (*n*=2) indicated at least one experience with intimate partner violence. There were not enough non-binary or transgender graduate or professional students to report intimate partner violence incidence rates.

Intimate Partner Violence Context and Reporting

Survey participants who indicated experiencing intimate partner violence since the beginning of the academic year were asked a series of follow-up questions to assess the characteristics of the perpetrator and situation as well as if they reported the incident to ECRT, CAPS, a Violence Prevention and Response Initiatives staff member, and/or other University offices.

Among undergraduate student participants who indicated they had experienced intimate partner violence, 20% (*n*=6) were unsure of the person's role, 10% (*n*=3) indicated that the perpetrator was another university undergraduate student, 10% (*n*=2) indicated it was a student at another institution, and 27% (*n*=8) indicated it was a person in a role not listed (typically written in as a general partner, significant other, or spouse). Among graduate and professional student participants who indicated they had experienced intimate partner violence, 50% (*n*=3) indicated it was a student who attended another institution. No students indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss.

Ten percent (*n*=3) of the undergraduate students, but no graduate or professional students, who indicated they had experienced intimate partner violence told someone who works at the university about their experience.

Stalking

Stalking was defined for this project as a course of sexual misconduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. These experiences could include unwanted surveillance, unwanted communications (including electronic communications, like texts or social media), unwanted presents or gifts, or threatening gestures. This definition is similar to university policies. The survey assessed stalking perpetrated by people affiliated or unaffiliated with the university and that occurred on or off university property.

Stalking Experiences by Student Position

Twelve percent of UM-Dearborn students indicated that they had experienced stalking since the beginning of the academic year. This included 13% (*n*=46) of undergraduate student participants: 16% of undergraduate women (*n*=27), 11% (*n*=18) of undergraduate men, and 7% (*n*=1) of non-binary and transgender undergraduates. Additionally, 10% (*n*=12) of graduate and professional student participants indicated experiencing stalking: 10% (*n*=6) of graduate women and 8% (*n*=5) of graduate men. There were not enough non-binary or transgender graduate or professional students to report stalking incidence rates.

Stalking Context

Survey participants who indicated experiencing stalking since the beginning of the academic year were asked a series of follow-up questions to assess the characteristics of the perpetrator and situation as well as if they reported the incident to ECRT, CAPS, a Violence Prevention and Response Initiatives staff member, and/or other University offices.

Among undergraduate student participants who indicated they had experienced stalking, 39% (*n*=18) indicated that the perpetrator was another University of Michigan undergraduate student, 9% (*n*=4) indicated it was a student at another institution, 30% (*n*=14) were unsure of the person's role, and 15% (*n*=7) indicated it was a person in a role not listed, but typically unaffiliated with the university. Among graduate and professional student participants 33% (*n*=4) indicated that the perpetrator was another University of Michigan graduate student, 17% (*n*=2) indicated it was a student at a different institution, and 17% (*n*=2) were unsure of the person's role. No student participants indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss.

Nine percent (*n*=6) of students who experienced staking told someone who works at the university about their experience.

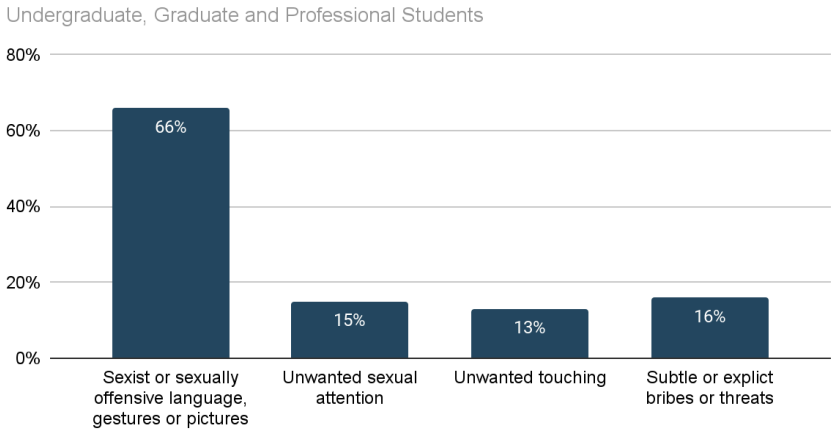
Sexual and Gender-Based Harassment

Students were asked about their experiences with sexual and gender-based harassment perpetrated by others affiliated with the university. These questions measured a range of experiences, from sexist or crude remarks to sexual touch or coercion. The public health definition (CDC, 2014) of sexual and gender-based harassment may use different terms than what is found in the University of Michigan Policy on Sexual and Gender-Based misconduct. Although the scope was limited to sexual and gender-based harassment perpetrated by people affiliated with the university, both on and off-campus experiences were assessed.

Sexual and Gender-Based Harassment Context and Reporting

As shown in Figure 9, of those students who indicated that they had experienced sexual and/or gender-based harassment by a faculty or staff member and responded to a series of follow-up questions, 66% (*n*=38) indicated that the situation involved sexist or sexually offensive language, gestures, or pictures; 15% (*n*=9) indicated that it involved unwanted sexual attention; 13% (*n*=8) indicated it involved unwanted touching; and 9% (*n*=16) indicated that it involved subtle or explicit bribes or threats.Four percent of student participants (*n*=4) indicated that the perpetrator was either a mentor, supervisor, advisor, PI, or boss.

Figure 9. Type of Harassment by Faculty/Staff Since the Beginning of the Academic Year



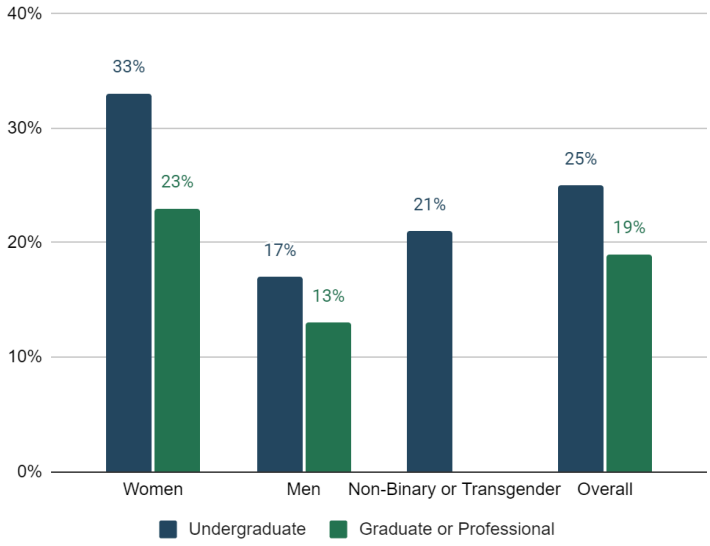
Approximately 10% (*n*=11) of the students who experienced sexual or gender-based harassment by a faculty or staff member told someone who works at the university about their experience.

Sexual and Gender-Based Harassment by Position

By Faculty and Staff

Among undergraduate student participants, 25% (*n*=86) indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff member (see Figure 10). This included 45% of undergraduate women (*n*=57), 29% of undergraduate men (*n*=26), 46% of non-binary and transgender undergraduates (*n*=3).

Figure 10. Sexual and Gender-Based Harassment by Faculty or Staff Since the Beginning of the Academic Year



Among graduate student participants, 19% (*n*=23) indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff member. This included 23% of graduate women (*n*=14) and 13% of graduate men (*n*=8). There were not enough non-binary or transgender graduate or professional students to report sexual and gender-based violence incidence rates.

Survey participants who indicated experiencing at least one form of sexual or gender-based harassment by a faculty or staff member were also asked a series of follow-up questions to assess the characteristics of the perpetrator and situation as well as if they reported the experience to the ECRT, CAPS, a Violence Prevention and Response Initiatives staff member, and/or other University offices. Among student participants who indicated they had experienced at least one form of sexual or gender-based harassment by a faculty or staff member (*n*=109), 30% indicated that the perpetrator was a university employee (*n*=33). Twenty-eight percent indicated that the perpetrator was a university faculty member (*n*=31), 2% indicated they were a university staff member (*n*=3), 2% indicated they were a university graduate student instructor (*n*=3), 30% indicated that they were unsure of the perpetrator's role at university (*n*=33), and 11% provided a write-in response (*n*=12).[3,4]

[3]Students were offered response options for graduate instructors and campus visitors to prevent perpetrators from being misclassified as university faculty or staff members.
[4] Participants would select all the perpetrator options that apply to account for multiple experiences or incidents involving multiple perpetrators.

By Students

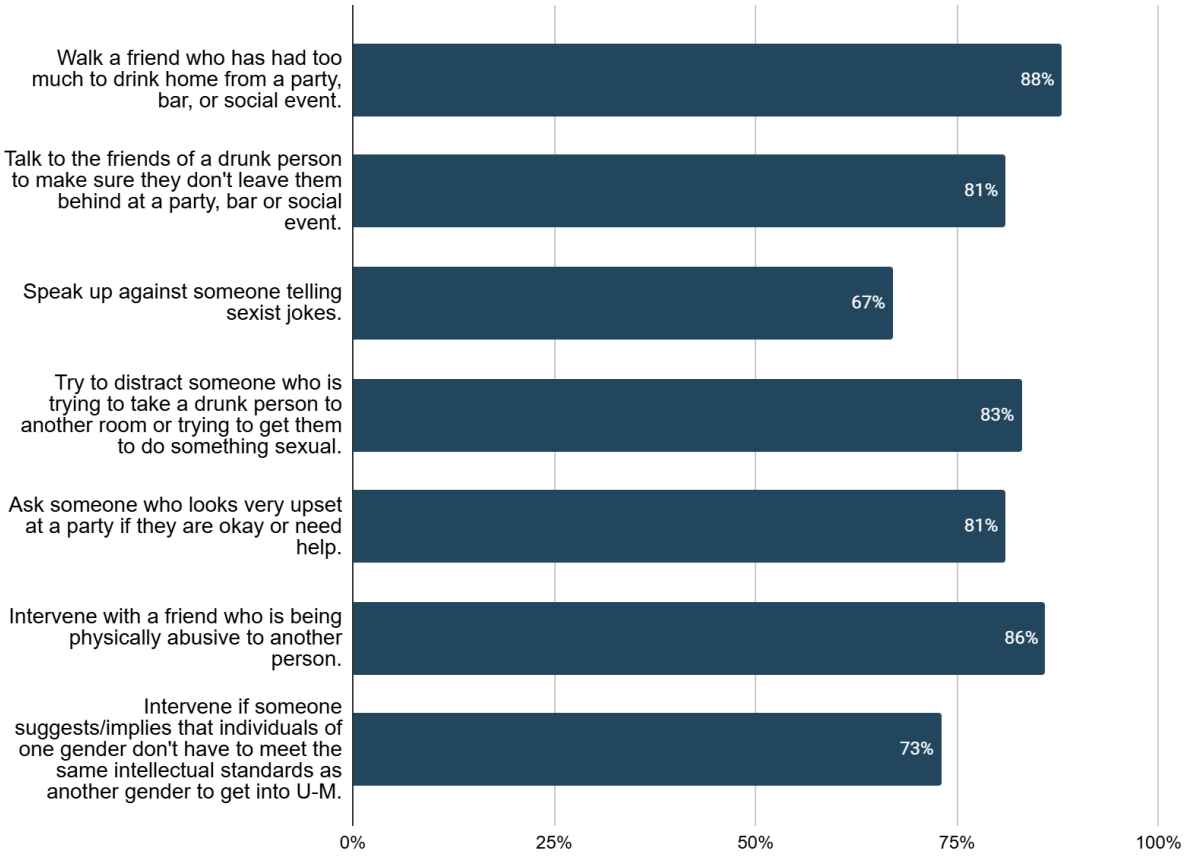
Among undergraduate student participants, 21% (*n*=71) indicated that they had experienced some form of sexual or gender-based harassment from another student. This included 27% of undergraduate women (*n*=45), 15% (*n*=23) of undergraduate men, and 23% (*n*=3) of non-binary and transgender undergraduates. Among graduate student participants, 15% (*n*=18) indicated that they had experienced some form of sexual or gender-based harassment from another student. This included 19% (*n*=11) of graduate women and 10% (*n*=6) of graduate men. There were not enough non-binary or transgender graduate or professional students to report sexual and gender-based violence incidence rates.

Survey participants who indicated experiencing at least one form of sexual or gender-based harassment by another student were asked a series of follow-up questions to assess more details about the incident(s), including the characteristics of the perpetrator and situation and if they reported the incident to a university representative. Among undergraduate students who experienced sexual or gender-based harassment by another student, 66% (*n*=47) indicated it was another UM-Dearborn undergraduate. Among graduate and professional student participants who experienced sexual or gender-based harassment by another student, 44% (*n*=8) indicated that the perpetrator was another University of Michigan graduate student. No graduate or professional students and only one undergraduate student (1%) indicated that the perpetrator served in an advisory or supervisory role relative to themselves. Five students (7%) who experienced sexual or gender-based harassment by another student reported their experience to a UM-Dearborn office or official.

Additional Climate Indicators

Bystander Confidence

Figure 11. Student Bystander Intervention Confidence



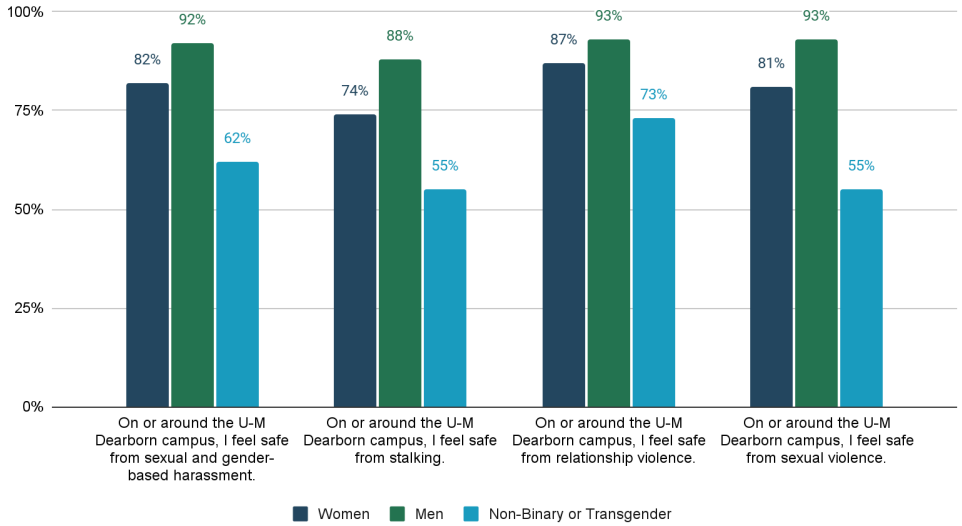
All survey participants were asked to rate their agreement with the statements presented in Figure 11, which indicates their confidence levels related to bystander intervention across a variety of situations that could involve sexual or gender-based misconduct.

Sense of Safety

Student participants were asked to rate their sense of safety on the University Michigan Dearborn campus related to sexual and gender-based harassment (see Figure 12). Approximately 86% of student participants agreed with the statement, “On or around the UM-Dearborn campus, I feel safe from sexual and gender-based harassment” (82% for women, 92% for men, and 62% for non-binary or transgender students). In similarly-posed questions, 80% felt safe from stalking (74% for women, 88% for men, and 55% for non-binary or transgender students), 89% felt safe from intimate partner

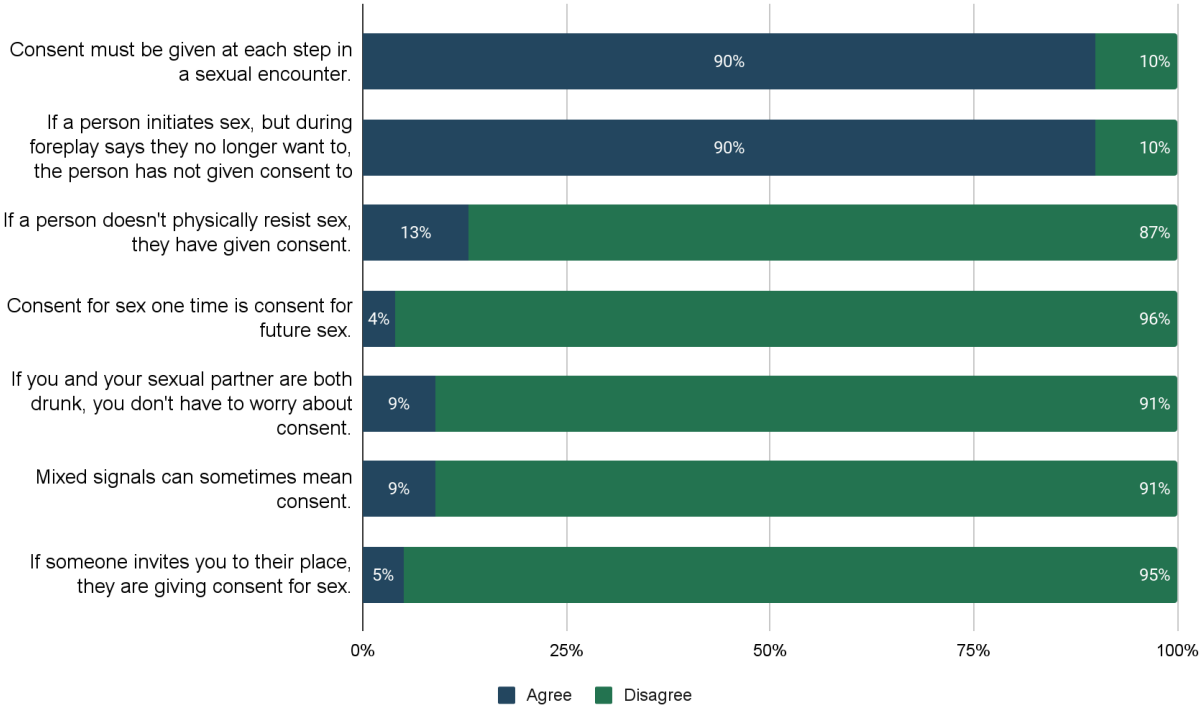
violence (87% for women, 93% for men, and 73% for non-binary or transgender students), and 86% felt safe from sexual violence (81% for women, 93% for men, and 55% for non-binary or transgender students).

Figure 12. Sense of Safety On or Around the U-M Dearborn Campus



Understanding Consent

Figure 13. Understanding of Sexual Consent



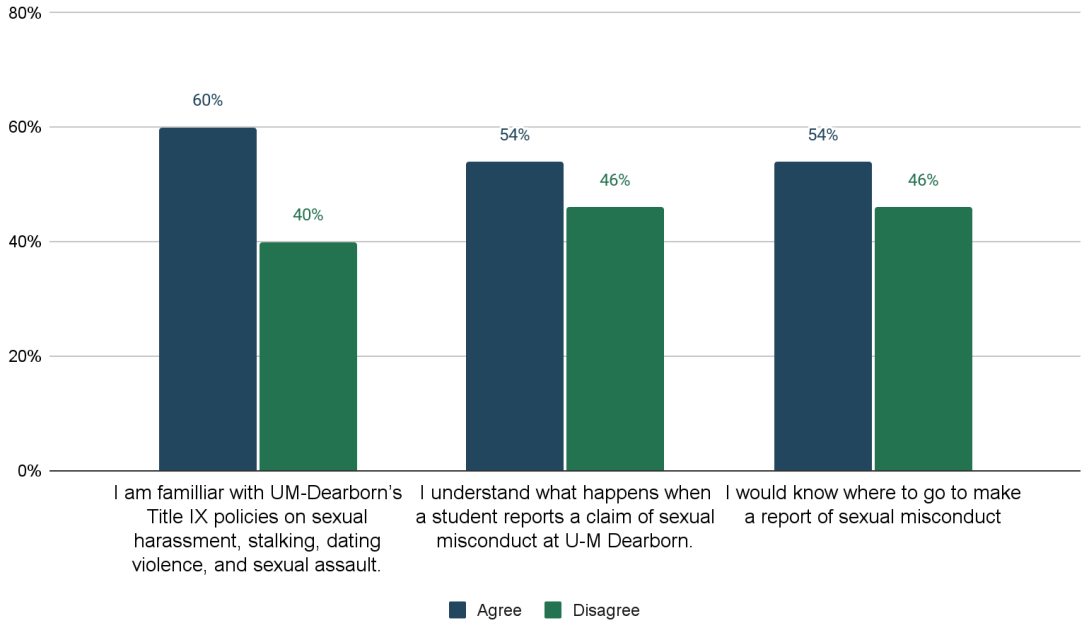
All participants were asked to rate their agreement with a number of statements related to consent for sexual activity, and a majority of students agreed with each statement (see Figure 13). As examples, 90% agreed with the statement, “Consent must be given at each

step in a sexual encounter"; 90% agreed "If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue." Most student participants disagreed with the statement "If a person doesn't physically resist sex, they have given consent" (87%); "If you and your partner are both drunk, you don't have to worry about consent (91%); and "Mixed signals can sometimes mean consent" (91%).

Institutional Knowledge

All participants were asked to rate their knowledge of the university's policies and procedures for getting help and/or reporting sexual and gender-based misconduct. For example, 54% of students agreed that they "would know where to go for help on campus if they or a friend experienced sexual misconduct." Fifty-four percent of participants also indicated they understood "what happens when a student reports a claim of sexual misconduct at UM-Dearborn." Finally, 60% of students indicated that are "familliar with UM-Dearborn's Title IX policies on sexual harassment, stalking, dating violence, and sexual assault" (see Figure 14).

Figure 14. Knowledge of Institutional Policies and Reporting



Conclusion

This report and the following appendices describe key findings from survey data collected through a rigorous campus sexual and gender-based misconduct assessment. As with previous climate surveys, these data will be useful to the University of Michigan-Dearborn campus community moving forward. Specifically, student experiences with sexual and gender-based misconduct as well as their confidence in intervening as a prosocial bystander to stop misconduct, knowledge of sexual consent, general sense of safety on and around campus, and knowledge of how to report cases of sexual or gender-based misconduct to the University and how to obtain relevant resources available to students are areas of strength and promise for continued efforts. Furthermore, survey findings can provide the university with rich data that can be filtered at the college or school level to inform their ongoing prevention efforts and culture change initiatives. Finally, the university plans to continue to survey the community as part of a regular cadence to evaluate its efforts and inform future policies and programs for creating a safer, more inclusive campus environment.

In moving forward, the University should consider efforts in the following areas:

- Primary prevention programs aimed at reducing rates of sexual misconduct are critical; however, it will take at least two additional assessments to best measure any progress. In the meantime, though, these findings suggest additional areas of potential action for the UM-Dearborn community. The collaborative approach that the greater U-M community employed in creating this survey can serve as a blueprint for a similar inter-Dearborn community approach to creating new and strengthening existing prevention and response efforts.
- While each campus within the University of Michigan system is unique, there are some findings that are similar and encourage cross-campus collaboration. In particular, the similarities in the sexual harassment findings between the undergraduate Dearborn and Ann Arbor populations are notable. The two campuses could use each campus as a joint-pilot project in terms of prevention efforts, with shared programmatic assessment (including assessment of where there are differences in program/education differences to account for the differences in the individual communities).
- Both the bystander and knowledge of consent results are areas of strength: the University should look at how the students are obtaining this knowledge to consider replication in other areas of education, in particular awareness of campus resources as the highest response rates in terms of community resource awareness was for the Student Conduct and/or Honor Codes (69.6%) versus sub-50% responses for all other campus resources and options for help and support.

- When examining the responses that students had to incidents of sexual misconduct – in particular faculty/staff harassment, sexual violence, stalking, and intimate partner violence – there was a difference in how victims responded to the more violent incidents (sexual assault and intimate partner violence) where students most often said that they asked the perpetrator to stop. In contrast, sexual harassment and stalking yielded more common victim responses of avoidance, ignoring the incident, or otherwise minimizing the incident. Training and education to empower victims around seeking the help they need may result in a change in these results. Further, the response rates around asking for advice were lower in most areas of misconduct, and encouraging victims to talk to friends and trusted figures of authority may increase would be a potentially valuable area for investment.

Appendix A – Methodology

Conceptual Framework

Rankin Climate asserts that the "variety created in any society (and within any individual) is developed by the presence of different points of view and ways of making meaning, which generally flows from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability, and other socially constructed characteristics'' (AAC&U, 1995, p. xx). This assertion, along with a modified model of campus climate (Rankin, 2003) developed by Smith (1997), is the conceptual framework for the University of Michigan's 2024 *Campus Climate Survey Related to Sex and Gender*.

Research Design

Survey Instrument

The survey instrument was constructed based on the work of the Administrator-Researcher Campus Climate Collaborative (ARC3; Swartout et al. 2019), and with the assistance of the Climate Study Advisory Group. The advisory group reviewed the ARC3 survey questions and vetted the questions to be contextually appropriate for the university. The final student survey contained 35 core questions. All sexual misconduct items were constructed to assess experiences since the beginning of the academic year. Each module of the survey that assessed sexual misconduct contained an additional ~10 contextual items that would only be displayed to a participant who indicated experiencing that form of misconduct since the beginning of the academic year. The survey—offered online—presented participants the opportunity to provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of the University of Michigan's institutional actions, including administrative policies and academic initiatives regarding sexual and gender-based misconduct issues and concerns.

Survey Administration

The university's Institutional Review Board (IRB)—the Committee on the Use of Humans as Experimental Subjects—reviewed the project proposal, including the survey instrument, and gave it a "Not Regulated" determination, which means the IRB determined the survey was not human subjects research. Therefore, no IRB approval or oversight was required. The IRB considered the survey to be "Not Regulated" because it is a quality assurance and quality improvement activity with the intent of improving university services or programs. Prospective participants who were part of a randomized sample representative

of the university population received an invitation directly from Rankin Climate, which contained a specific URL link for each sample participant. Survey participants were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the participants of their anonymity.

A sample of faculty, staff, and students across the University of Michigan and Michigan Medicine were invited to participate in the survey. Survey responses were entered into a secure-site database, stripped of their IP addresses, and then tabulated for appropriate analysis. Participants' comments were also separated from identifying information at submission, so comments were not attributed to any individual demographic characteristics. The final analysis dataset included only surveys that were at least 50% completed.

Design Limitations

Two limitations existed to the generalizability of the data. The first limitation was that participants “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

Data Analysis

Survey data were analyzed via IBM® SPSS® Statistics software (SPSS) to compare various groups' responses (in raw numbers and percentages). Missing data analyses (for example, missing data patterns, and survey fatigue) were conducted. Descriptive statistics were calculated by salient group memberships (for example, gender identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using the percentage of valid responses. Chi-square tests provide only omnibus results, meaning, they identify if significant differences exist between groups or categories in the data table, but the chi-square tests do not identify *which specific groups* are different from each other. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment, which accounted for the number of comparisons conducted for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2019). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The

statistically significant distinctions between groups were noted whenever applicable throughout the report. Note that the percentages printed in this report are rounded.

Furthermore, Rankin Climate used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent (n = 50) of participants 'strongly agreed' or 'agreed' that...." If the responses for either "strongly agree" or "agree" resulted in n < 5, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White participants (40%, n = 10) than participants of Color (20%, n = 5) 'disagreed' that...." If more than one significant difference existed, Rankin Climate offered multiple sentences to describe the results for that survey item.

Response rates to the survey and incident rates reported in the survey can limit the degree to which the data can be analyzed and results reported. Because overall incidence rates of sexual and gender-based harassment were higher relative to the other forms of sexual misconduct assessed in the survey, additional analyses were conducted and included in this report that further disaggregated experiences of sexual and gender-based harassment. Reporting at similar levels of disaggregation was not possible for stalking, intimate partner violence, and sexual violence while maintaining participant confidentiality due to the low incidence rates of those experiences. Results are only reported for groups of 5 or more individuals, to eliminate the potential for any individual to be identified based on their demographic information.

Means Testing Methodology

The means for participants were analyzed after creating the factor scores for participants based on the factor analyses and where ns were of sufficient size. The aim was to determine whether the factor scores differed based on personal experience with the different forms of sexual misconduct since the beginning of the academic year.

When only two categories existed for the specified demographic variable, a t-test was used to test differences between means. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, a one-way Analysis of Variance (ANOVA) was run to determine whether any differences existed. Similar to chi-square tests, the ANOVA is an omnibus test that indicates if there is a difference big enough between groups to be statistically significant - it does not identify *which groups* are different from each other. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. When multiple factors could influence a potential outcome (for example, sexual harassment and stalking

experience), an Analysis of Covariance (ANCOVA) was run to account for shared variance between predictors and reduce the likelihood of a false-positive result (Type I error).

Appendix B – References

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Appendix C – Student Survey Instrument

[TEXT IN BRACKETS DID NOT APPEAR TO PARTICIPANTS]

UNIVERSITY OF MICHIGAN

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

[Campus ECRT email address linked here]

Questions regarding the survey process may be directed to:

[Survey email address linked here]

This survey is being conducted by Rankin Climate, LLC

RANKIN CLIMATE

Survey Information

Purpose

Climate surveys give students, faculty, and staff an opportunity to provide feedback regarding their varied experiences at the university including where there are areas of climate strength, as well as challenges.

The University of Michigan has contracted Rankin Climate, an external and independent firm, to conduct the system-wide assessment of campus climate on all three University of Michigan campuses and Michigan Medicine. The results of this survey will be used to assess the prevalence of sexual harassment and misconduct, along with perceptions of these issues on our campuses, and awareness of campus responses and resources, shaping future university policies and programs for safer and more inclusive campus communities.

Procedures

You have been asked to consider voluntary participation in an online survey. Participants who complete the survey will receive a $15 Visa gift card. Completion of the survey is estimated to take between 10 and 20 minutes and must be done in one sitting. Your participation is confidential. Please answer the questions as honestly as possible. You may skip questions. If you use the “back” button to change previous answers, you may have to answer questions again. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit the survey. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin Climate, LLC). Any computer identification that might identify participants will be deleted from the submissions. Any comments that participants provide will also be separated at submission, so comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used in the final report to give “voice” to the quantitative data.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. Individuals will not be identified and only group data will be reported. Please note that you can choose to withdraw your responses at any time before you submit your survey. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Discomforts and Risks

Some of the questions in this survey use explicit language, including anatomical names of body parts and specific behaviors, to ask about sexual situations. This survey also asks about sexual misconduct, including sexual harassment, sexual assault, stalking, and intimate partner violence, which may be upsetting. You may skip questions or stop responding to the survey at any time. If you would like to talk to someone confidentially about questions or concerns relating to sexual misconduct, including sexual assault, please follow the link below to see a list of confidential campus resources:

[LINK TO STUDENT RESOURCES]

[LINK TO EMPLOYEE RESOURCES]

Benefits

The results of this survey will provide important information about our campus climate and will help in efforts to ensure that the environment at ${e://Field/Campus4} is conducive to working and learning together.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses, and longitudinal/latitudinal data are never recorded by RC systems). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (RC) will not report any group data for groups of fewer than five individuals, since doing so may compromise individual confidentiality. Instead, RC will combine the groups to eliminate the potential for any individual to be identified based on their demographic information. Please also remember that you do not have to answer any question about which you are uncomfortable.

Statement of Anonymity for Comments

This is primarily a quantitative study. To give “voice” to the quantitative data, some qualitative data, in the form of anonymous comments may be quoted in publications related to this survey. In these cases, upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, RC will make every effort to de-identify

those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis.

Please note that all survey responses are confidential and anonymous. Therefore, participation in this survey will not be considered a report of sexual misconduct to the university. If you want to make a report, you can do so at:

[LINK TO SEXUAL AND GENDER-BASED REPORTING RESOURCES]

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Kevin Swartout, PhD
Rankin Climate, LLC
kevin@rankinclimate.com

Questions regarding the survey process may also be directed to:

ARC3survey@umich.edu

Please print a copy of this consent document for your records or, if you do not have print capabilities, you may contact the researcher to obtain a copy.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please check the box below indicating that you “agree” and then click on the "Next" button. below. (Required question)

- ☐ I agree and give my consent to participate in this project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- ☐ I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Throughout the survey, the definitions offered here have hover-over boxes each time they appear. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

[SECTION 1. SCREENER/POSITION QUESTIONS]

1.1 What is your **primary** position at the University of Michigan? **(Required question)**

- ☐ Undergraduate Student **(Required question)**
  - ☐ Bachelors
    - ☐ B.A.
    - ☐ B.F.A. **[UM-Ann Arbor]**
    - ☐ B.S.
    - ☐ B.S.E. **[UM-Dearborn]**
    - ☐ Certificate **[UM-Dearborn]**

- ☐ Graduate/Professional Student **(Required question)**
  - ☐ Certificate
  - ☐ Master's Degree **(Required question) [UM-Ann Arbor]**
    - ☐ M.A.
    - ☐ M.Arch.
    - ☐ M.B.A.
    - ☐ M.Des.
    - ☐ M.Eng.
    - ☐ M.F.A.
    - ☐ M.H.I.
    - ☐ M.H.S.A.
    - ☐ M.L.A.
    - ☐ M.M.
    - ☐ M.P.H.
    - ☐ M.S.
    - ☐ M.S.I.
    - ☐ M.S.W.
    - ☐ M.U.D.
    - ☐ L.L.M.
    - ☐ S.M.
  - ☐ Master's Degree **(Required question) [UM-Dearborn]**
    - ☐ M.A.

- ☐ M.A.T.
- ☐ M.B.A.
- ☐ M.P.A.p.
- ☐ M.P.P.
- ☐ M.S.
- ☐ M.S.Eng.
- ☐ M.S.F.
- ☐ M.B.A./M.H.S.A. (dual degree program)
- ☐ M.B.A./M.S. (dual degree program)
- ☐ M.B.A./MS-Supply Chain Management (dual degree program)
- ☐ M.B.A./M.S.E in Industrial Systems Engineering (dual degree program)
- ☐ M.B.A./M.S.-Information Systems (dual degree program)
- ☐ M.S. in Accounting/M.S. in Finance (dual degree program)

☐ Master's Degree **(Required question) [UM-Flint]**

- ☐ M.A.
- ☐ M.A.C.
- ☐ M.B.A.
- ☐ M.A.L.S.
- ☐ M.P.A.
- ☐ M.P.H.
- ☐ M.S.Eng.
- ☐ M.S.
- ☐ M.S.A.
- ☐ M.S.E.
- ☐ M.S.N.

☐ Doctoral Degree **(Required question) [UM- Ann Arbor]**

- ☐ D.D.S.
- ☐ Dr.P.H.
- ☐ J.D.
- ☐ M.D.
- ☐ Pharm.D.
- ☐ Ph.D.

☐ Doctoral Degree **(Required question) [UM-Dearborn]**

- ☐ D.Eng.
- ☐ Ed.D.
- ☐ Ed.S.
- ☐ Ph.D.

☐ Doctoral Degree **(Required question) [UM-Flint]**

- ☐ D.B.A.
- ☐ D.N.A.B.
- ☐ D.N.P.
- ☐ D.P.T.
- ☐ Ed.D.
- ☐ Ed.S.

- ☐ O.T.D.
- ☐ Ph.D.

1.1.2 With which area are you **primarily** affiliated? **[UM-Ann Arbor]**

- ☐ Taubman College of Architecture & Urban Planning
- ☐ Stamps School of Art & Design
- ☐ Ross School of Business
- ☐ School of Dentistry
- ☐ Marsal Family School of Education
- ☐ Michigan Engineering
- ☐ School for Environment and Sustainability
- ☐ School of Information
- ☐ School of Kinesiology
- ☐ Michigan Law
- ☐ College of Literature, Science, and the Arts
- ☐ Michigan Medicine
- ☐ School of Music, Theatre & Dance
- ☐ School of Nursing
- ☐ College of Pharmacy
- ☐ School of Public Health
- ☐ Gerald R. Ford School of Public Policy
- ☐ Rackham Graduate School
- ☐ School of Social Work
- ☐ Undeclared or Undecided
- ☐ Other Area (please specify: _____)

1.1.2 With which area are you **primarily** affiliated? **[UM-Dearborn]**

- ☐ College of Arts, Sciences, & Letters
- ☐ College of Business
- ☐ College of Education, Health, & Human Services
- ☐ College of Engineering & Computer Science
- ☐ Undeclared or Undecided
- ☐ Other Area (please specify: _____)

1.1.2 With which area are you **primarily** affiliated? **[UM-Flint]**

- ☐ College of Arts, Sciences & Education
- ☐ School of Management
- ☐ College of Health Sciences
- ☐ School of Nursing
- ☐ College of Innovation & Technology

- ☐ Undeclared or Undecided
- ☐ Other Area (please specify: _____)

1.3 Are you a full-time or part-time student at the University of Michigan?

- ☐ Full-time
- ☐ Part-time

[SECTION 2. DEMOGRAPHICS]

Data will **not** be reported for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Rankin Climate will combine the groups to eliminate any potential identifiable demographic information. **Please also remember that you do not have to answer any question about which you are uncomfortable.**

2.1 Please select your gender. **(Mark all that apply.)**

- ☐ Agender
- ☐ Genderqueer
- ☐ Gender fluid
- ☐ Gender Non-binary
- ☐ Gender Non-conforming
- ☐ Man
- ☐ Woman
- ☐ Unsure/Questioning
- ☐ A gender not listed here (please specify: _____)
- ☐ I prefer not to answer
- ☐ I prefer not to disclose

2.2 Are you Transgender?

- ☐ Yes
- ☐ No
- ☐ Unsure/Questioning

2.4 What is your citizenship status?

- ☐ U.S. citizen
- ☐ Permanent resident
- ☐ Non-U.S. citizen

2.5 Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- ☐ Alaska Native
- ☐ American Indian/Native American/Indigenous
- ☐ Asian/Asian American
- ☐ Black/African American
- ☐ Hispanic/Latino/a
- ☐ Middle Eastern or North African

- ☐ Native Hawaiian
- ☐ Pacific Islander
- ☐ South Asian
- ☐ White/European American
- ☐ A racial/ethnic identity not listed here (please specify: _____)

2.6 What is your age?
[Drop-down of all ages: "18" through "99"]

2.7 Although the categories listed below may not represent your full identity or employ the language you use, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.

- ☐ Asexual
- ☐ Bisexual
- ☐ Demisexual
- ☐ Gay
- ☐ Heterosexual/Straight
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Unsure/Questioning
- ☐ A sexual identity not listed here (please specify: _____)
- ☐ I prefer not to answer
- ☐ I prefer not to disclose

2.8 Do you consider yourself to have a disability? For the purposes of this survey, we understand disability broadly and inclusively, regardless of whether or not you have any official diagnosis or documentation. Examples may include, but are not limited to, physical disabilities, sensory disabilities, chronic illnesses, neurodivergence, mental health conditions, learning disabilities, and more that could at times make job-relevant tasks difficult.

- ☐ No [Skip to Question #2.10]
- ☐ Yes

2.9 Would you benefit from accommodations at the university?

- ☐ Yes
- ☐ No

☐ At home, what language(s) are spoken?
- ☐ Entirely English
- ☐ A mix of English and other languages
- ☐ Mostly/entirely language(s) other than English

☐ Are you a veteran or current member of the U.S. Armed Forces, Military Reserves, or National Guard?
- ☐ Yes
- ☐ No

☐ What is the highest level of education achieved by any of your primary parent(s)/guardian(s)?
- ☐ No high school diploma
- ☐ High school diploma or equivalent
- ☐ Post-secondary school other than college
- ☐ Some college or associate's degree
- ☐ Bachelor's degree
- ☐ Graduate or professional degree
- ☐ Unsure/Don't know

☐ What academic year are you in your current degree program at the University of Michigan?
- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year
- ☐ Fifth year or more

[UM-Ann Arbor & UM-Flint]

2.13 Where do you live?
- ☐ Campus housing
- ☐ Non-Campus housing [Skip to Question 2.15]
- ☐ Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory) [Skip to Question 2.16]

[UM-Dearborn]

2.13 Where do you live? [Skip to Question 2.16]
- ☐ The Union
- ☐ Independently in an apartment/house
- ☐ Living with family member/guardian

- ☐ Housing insecure (e.g., couch surfing, sleeping in car)

[UM-Ann Arbor]

2.14 Campus housing [Skip to Question 2.16]

- ☐ Alice Lloyd Hall
- ☐ Baits II
- ☐ Betsy Barbour
- ☐ Bursley Hall
- ☐ Couzens Hall
- ☐ East Quadrangle
- ☐ Fletcher Hall
- ☐ Helen Newberry
- ☐ Henderson House
- ☐ Martha Cook Building
- ☐ Mary Markley Hall
- ☐ Mosher-Jordan Hall
- ☐ North Quadrangle
- ☐ Oxford Houses
- ☐ South Quadrangle
- ☐ Stockwell Hall
- ☐ West Quadrangle/Cambridge House
- ☐ Munger Graduate Residences
- ☐ Northwood I
- ☐ Northwood II
- ☐ Northwood IV
- ☐ Northwood V
- ☐ Lawyers Clubs

[UM-Flint]

2.14 Campus housing [Skip to Question 2.16]

- ☐ First Street
- ☐ Riverfront

2.15 Non-campus housing

- ☐ College-owned housing
- ☐ Independently in an apartment/house
- ☐ Living with family member/guardian

2.16 What is your current relationship status?

- ☐ Single, not dating
- ☐ Single, dating
- ☐ Single, divorced
- ☐ Single, widowed (partner/spouse deceased)
- ☐ In a committed relationship
- ☐ Partnered, in civil union
- ☐ Married or remarried
- ☐ Married but separated

2.17 As a University of Michigan student, have you been a member of or participated in any of the following? **(Mark all that apply.)**

- ☐ I do not participate in any clubs or organizations at the University of Michigan.
- ☐ Campus Recreation/Intramurals/Club Sports
- ☐ Community Service/Service-Learning Projects/Groups
- ☐ Cultural Organizations
- ☐ Governance Organizations
- ☐ Greek Life (i.e., Social Fraternities and Sororities)
- ☐ Heath and Wellness Organization
- ☐ Honor Societies
- ☐ Intercollegiate Athletics
- ☐ Other _____
- ☐ Performing Arts (theater, music, dance)
- ☐ Political/Social Activism Organizations
- ☐ Pre-professional/Academic Organizations
- ☐ Residence Life/Housing Organizations
- ☐ Spiritual/Religious Organizations
- ☐ Student Media/Publications (yearbook, newspaper, radio, etc.)
- ☐ Sustainability/Environmental Groups/Organizations

[SECTION 3: PERCEPTIONS OF INSTITUTIONAL RESPONSE]

<u>Sexual and Gender-Based Misconduct</u> refers to physical contact or other non-physical conduct of a sexual or gendered nature in the absence of clear, knowing consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence.

3.1 The following statements describe how the University of Michigan might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement.

	Very unlikely	Unlikely	Neutral	Likely	Very likely
The institution would take the report seriously.					
The institution would maintain the privacy of the person making the report.					
The institution would do its best to honor the request of the person about how to go forward with the case.					
The institution would take steps to protect the safety of the person making the report.					
The institution would support the person making the report.					
The institution would provide accommodations to support the person (e.g., academic, housing, safety).					
The institution would take action to address factors that may have led to the sexual misconduct.					
The institution would handle the report fairly.					
The institution would label the person making the report a troublemaker.					

The institution would have a hard time supporting the person who made the report.					
The institution would punish the person who made the report.					

3.2 Using the scale provided, please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
If a friend or I experienced sexual misconduct, I know where to go to get help on campus.					
I understand what happens when a student reports a claim of sexual misconduct at the University of Michigan.					
I would know where to go to make a report of sexual misconduct.					

3.3 Before coming to the University of Michigan, had you received any information or education (that did not come from the University of Michigan) about sexual misconduct, for example in discussions with a family member or at a community or school-related educational event?

- ☐ Yes
- ☐ No

3.4 Since you came to the University of Michigan, which of the following have you done? **(Mark all that apply.)**

- ☐ Attended an event or program about what you can do as a bystander to stop sexual misconduct
- ☐ Attended a rally or other campus event about sexual misconduct or sexual assault
- ☐ Discussed sexual or gender-based misconduct in class
- ☐ Discussed the topic of sexual misconduct with friends

- ☐ Discussed sexual misconduct with a family member
- ☐ Read a report about sexual violence rates at the University of Michigan
- ☐ Seen crime alerts about sexual misconduct
- ☐ Seen or heard campus administrators or staff address sexual misconduct
- ☐ Seen or heard about sexual misconduct in a student publication or media outlet
- ☐ Seen posters about sexual misconduct (e.g., raising awareness, preventing rape, defining sexual and gender-based misconduct)
- ☐ Taken a class to learn more about sexual misconduct
- ☐ Visited a University of Michigan website with information on sexual misconduct
- ☐ Volunteered or interned at an organization that addresses sexual misconduct

3.5 Since coming to the University of Michigan, have you received written (e.g., brochures, emails) or verbal information (e.g., presentations, training) from anyone at the University of Michigan about the following? **(Mark all that apply.)**

- ☐ The definitions of types of sexual and gender-based misconduct
- ☐ How to report an incident of sexual and gender-based misconduct
- ☐ Where to go to get help if someone you know experiences sexual and gender-based misconduct
- ☐ Title IX protections against sexual and gender-based misconduct
- ☐ How to help prevent sexual and gender-based misconduct
- ☐ Student code of conduct or honor code

3.6 Please use the following scale to indicate your level of awareness of campus and community resources specifically related to sexual misconduct response at the University of Michigan listed below.

	Not at all aware	Slightly aware	Somewhat aware	Very aware	Extremely aware
University of Michigan Ombuds Office (including Student, Faculty, & Staff Ombuds)					
University of Michigan Student Counseling and Psychological Services (CAPS)					
University Health Service (UHS) **[UM-Ann Arbor & UM-Flint]**					

University of Michigan Equity, Civil Rights & Title IX Office (ECRT)					
Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**					
Violence Prevention and Response Initiatives and Department of Public Safety (DPS) **[UM-Dearborn]**					
Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**					
University of Michigan Police Department (UMPD) **[UM-Dearborn]**					

[SECTION 4: BYSTANDER CONFIDENCE]

4.1 I feel confident that I would:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Walk a **friend** who has had too much to drink home from a party, bar, or other social event.					
Talk to the friends of a drunk person to make sure they don't leave them behind at a party, bar, or other social event.					
Speak up against someone telling sexist jokes.					
Try to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual.					
Ask someone who looks very upset at a party if they are okay or need help.					
Intervene with a friend who was being physically abusive to another person.					
Intervene if someone suggests or implies that individuals of one gender don't have to meet the same intellectual standards as another gender does in order to get into the University of Michigan.					

[SECTION 5: SEXUAL HARASSMENT]

5.0 **Since the beginning of this academic year at the University of Michigan**, have you been in a situation in which a University of Michigan faculty member, instructor, or staff member:

	Never	Once or Twice	Sometimes	Often	Many Times
1. Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)?					
2. Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?					
3. Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)?					
4. Put you down or was condescending to you because of your gender?					
5. Repeatedly told sexual stories or jokes that were offensive to you?					
6. Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?					
7. Made offensive remarks about your appearance, body, or sexual activities?					
8. Made gestures or used body language of a sexual nature which embarrassed or offended you?					
9. Made unwanted attempts to establish a romantic/sexual relationship with you despite your efforts to discourage it?					
10. Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?					
11. Touched you in a way that made you feel uncomfortable?					
12. Made unwanted attempts to stroke, fondle, or kiss you?					

13. Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?					
14. Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)?					
15. Treated you badly for refusing to have sex?					
16. Implied better treatment if you were sexually cooperative?					

[ONLY DISPLAY ITEMS 5.0.1 - 5.0.8 IF AT LEAST ONE INCIDENT OF SEXUAL HARASSMENT WAS INDICATED]

You indicated being in one of the situations described on the last page of the survey. Please respond to the next few items based **on all the experiences** that happened **since the beginning of this academic year at the University of Michigan.**

5.0.1 The situation(s) involved... (Mark all that apply)

- ☐ Sexist or sexually offensive language, gestures or pictures
- ☐ Unwanted sexual attention
- ☐ Unwanted touching
- ☐ Subtle or explicit bribes or threats

5.0.2 The person/people who did those things was a... **(Mark all that apply)**:

- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan graduate student instructor
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Supplemental Instruction Leader (SI)
- ☐ Third-party contractor
- ☐ Hospital patient or visitor **[UM-Ann Arbor]**
- ☐ Unsure
- ☐ Other: _____

5.0.3 Was the person(s) who committed the behavior your mentor, supervisor, advisor, PI or boss? **(Mark all that apply)**

- ☐ Yes
- ☐ No

5.0.4 Please describe the person(s) who engaged in the conduct. **(Mark all that apply)**

RANDOMIZE RESPONSE CHOICES

- ☐ Genderqueer
- ☐ Gender Non-binary
- ☐ Man
- ☐ Woman
- ☐ I don't know
- ☐ A gender not listed here (please specify: _____)

Please respond to the rest of the items on this page based on **the one experience** you reported on the last page that happened since the beginning of this academic year at the University of Michigan **that impacted or affected you the most**.

5.0.5 What was your response to the experience(s)? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ I ignored the person and did nothing.
- ☐ I avoided the person as much as possible.
- ☐ I treated it like a joke.
- ☐ I told the person to stop
- ☐ I reported the person
- ☐ I asked someone for advice and/or support
- ☐ I did not respond in any of these ways

5.0.6 Did you tell anyone who works at the University of Michigan about the experience(s)?

- ☐ No [Skip to 5.1.8]
- ☐ Yes

5.0.7 Whom did you tell? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ Friend or roommate
- ☐ Romantic partner
- ☐ Family member
- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan staff member or administrator
- ☐ University of Michigan academic advisor
- ☐ University of Michigan Residence Life staff member **[UM-Ann Arbor & UM-Flint]**
- ☐ Michigan Medicine staff **[UM-Ann Arbor]**
- ☐ University of Michigan staff member (not a coach or a trainer)

- ☐ University of Michigan coach or trainer
- ☐ Ombuds Office
- ☐ University of Michigan Student Counseling and Psychological Services (CAPS)
- ☐ University Health Service (UHS) **[UM-Dearborn]**
- ☐ University of Michigan Equity, Civil Rights & Title IX Office (ECRT)
- ☐ Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**
- ☐ Violence Prevention and Response Initiatives staff member **[UM-Dearborn]**
- ☐ Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**
- ☐ University of Michigan Police Department (UMPD) or Department of Public Safety (DPS)
- ☐ Non-University of Michigan law enforcement
- ☐ Another University of Michigan resource or person (please specify: _____)

5.0.8 **[Display if response to 5.0.6 is No -or- <u>none</u> of the UM options in 5.0.7 are selected]** You indicated that you **DID NOT** tell a University of Michigan official, faculty, or staff member about the experiences you just noted in the survey. Please describe why you chose not to tell someone in one of those roles.

5.1 **Since the beginning of this academic year at the University of Michigan**, have you been in a situation in which a **STUDENT...**

	Never	Once or Twice	Sometimes	Often	Many Times
1. Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)?					
2. Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?					
3. Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)?					
4. Put you down or was condescending to you because of your gender?					
5. Repeatedly told sexual stories or jokes that were offensive to you?					
6. Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?					
7. Made offensive remarks about your appearance, body, or sexual activities?					
8. Made gestures or used body language of a sexual nature which embarrassed or offended you?					
9. Made unwanted attempts to establish a romantic/sexual relationship with you despite your efforts to discourage it?					
10. Continued to ask you for dates, drinks, dinner, etc., even though you said “No”?					
11. Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook or other electronic means?					
12. Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?					
13. Called you gay or lesbian in a negative way by text, email, Facebook or other electronic means?					

[ONLY DISPLAY ITEMS 5.1.1 - 5.1.8 IF AT LEAST ONE INCIDENT OF SEXUAL HARASSMENT WAS INDICATED]

You indicated being in one of the situations described on the last page of the survey. Please respond to the next few items based **on all the experiences** that happened **since the beginning of this academic year at the University of Michigan.**

5.1.1 The situation(s) involved... (Mark all that apply)

- ☐ Sexist or sexually offensive language, gestures or pictures
- ☐ Unwanted sexual attention
- ☐ Unwanted touching
- ☐ Subtle or explicit bribes or threats

5.1.2 The person/people who did those things was a... **(Mark all that apply)**:

- ☐ University of Michigan graduate student
- ☐ University of Michigan undergraduate student
- ☐ Graduate or undergraduate student at another institution
- ☐ Other: _____

5.1.3 Was at least one of the people your advisor/supervisor (for example: a teaching assistant)?

- ☐ Yes
- ☐ No

5.1.4 Please describe the person(s) who engaged in the conduct. **(Mark all that apply)**
RANDOMIZE RESPONSE CHOICES

- ☐ Genderqueer
- ☐ Gender Non-binary
- ☐ Man
- ☐ Woman
- ☐ I don't know
- ☐ A gender not listed here (please specify: _____)

Please respond to the rest of the items on this page based on **the one experience** you reported on the last page that happened since the beginning of this academic year at the University of Michigan **that impacted or affected you the most**.

5.1.5 What was your response to the experience(s)? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ I ignored the person and did nothing.
- ☐ I avoided the person as much as possible.
- ☐ I treated it like a joke.
- ☐ I told the person to stop
- ☐ I reported the person
- ☐ I asked someone for advice and/or support
- ☐ I did not respond in any of these ways

5.1.6 Did you tell anyone who works at the University of Michigan about the experience(s)?

- ☐ No [Skip to 5.1.8]
- ☐ Yes

5.1.7 Whom did you tell? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ Friend or roommate
- ☐ Romantic partner
- ☐ Family member
- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan staff member or administrator
- ☐ University of Michigan academic advisor
- ☐ University of Michigan Residence Life staff member **[UM-Ann Arbor & UM-Flint]**
- ☐ Michigan Medicine staff **[UM-Ann Arbor]**
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Ombuds Office
- ☐ University of Michigan Student Counseling and Psychological Services (CAPS)
- ☐ University Health Service (UHS) **[UM-Dearborn]**
- ☐ University of Michigan Equity, Civil Rights & Title IX Office (ECRT)
- ☐ Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**
- ☐ Violence Prevention and Response Initiatives staff member **[UM-Dearborn]**
- ☐ Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**
- ☐ University of Michigan Police Department (UMPD) or Department of Public Safety (DPS)
- ☐ Non-University of Michigan law enforcement
- ☐ Another University of Michigan resource or person (please specify: _____)

5.1.8 **[Display if response to 5.1.6 is No -or- none of the UM options in 5.1.7 are selected]** You indicated that you **DID NOT** tell a University of Michigan official, faculty, or staff member about the experiences you just noted in the survey. Please describe why you chose not to tell someone in one of those roles.

[SECTION 6. STALKING]

6.0 **Since the beginning of this academic year at the University of Michigan**, how many times has someone...

	Never	Once or Twice	Sometimes	Often	Many Times
Watched or followed you from a distance, or spied on you with an air listening device, camera, airtag, or mobile phone tracking app?					
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?					
Left strange or potentially threatening items for you to find?					
Sneaked into your home or car and did things to scare you by letting you know they had been there?					
Left you unwanted messages (including text or voice messages)?					
Made unwanted phone calls to you (including hang up calls)?					
Sent you unwanted emails, instant messages, or sent messages through social media apps?					
Person(s) left you cards, letters, flowers, or presents when they knew you didn't want them to?					
Person(s) made rude or mean comments to you online?					
Person(s) spread rumors about you online, whether they were true or not?					

[ONLY DISPLAY ITEMS 6.1 - 6.9 (IF AT LEAST ONE INCIDENT OF STALKING WAS INDICATED]

You indicated being in one of the situations described on the last page of the survey. Please respond to the next few items based on all the experiences that happened **since the beginning of this academic year at the University of Michigan**.

6.1 The person/people who did those things was a... **(Mark all that apply)**:

- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan graduate student instructor
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Third-party contractor
- ☐ Hospital patient or visitor
- ☐ University of Michigan graduate student
- ☐ University of Michigan undergraduate student
- ☐ Graduate or undergraduate student at another institution
- ☐ Unsure
- ☐ Other: _____

6.2 Was the person(s) who committed the behavior your mentor, supervisor, advisor, PI or boss?

- ☐ Yes
- ☐ No

6.3 Please describe the person(s) who engaged in the conduct. **(Mark all that apply)** **RANDOMIZE RESPONSE CHOICES**

- ☐ Genderqueer
- ☐ Gender Non-binary
- ☐ Man
- ☐ Woman
- ☐ I don't know
- ☐ A gender not listed here (please specify: _____)

Please respond to the rest of the items on this page based on **the one experience** you reported on the last page that happened since the beginning of this academic year at the University of Michigan **that impacted or affected you the most**.

6.4 What was your response to the experience(s)? **(Mark all that apply)** **RANDOMIZE RESPONSE CHOICES EXCEPT LAST**

- ☐ I ignored the person and did nothing.
- ☐ I avoided the person as much as possible.
- ☐ I treated it like a joke.
- ☐ I told the person to stop
- ☐ I reported the person
- ☐ I asked someone for advice and/or support
- ☐ I did not respond in any of these ways

6.5 Did you tell anyone who works at the University of Michigan about the experience(s)?

- ☐ No [Skip to 6.7]
- ☐ Yes

6.6 Whom did you tell? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ Friend or roommate
- ☐ Romantic partner
- ☐ Family member
- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan staff member or administrator
- ☐ University of Michigan academic advisor
- ☐ University of Michigan Residence Life staff member **[UM-Ann Arbor & UM-Flint]**
- ☐ Michigan Medicine staff **[UM-Ann Arbor]**
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Ombuds Office
- ☐ University of Michigan Student Counseling and Psychological Services (CAPS)
- ☐ University Health Service (UHS) **[UM-Dearborn]**
- ☐ University of Michigan Equity, Civil Rights & Title IX Office (ECRT)
- ☐ Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**
- ☐ Violence Prevention and Response Initiatives staff member **[UM-Dearborn]**
- ☐ Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**
- ☐ University of Michigan Police Department (UMPD) or Department of Public Safety (DPS)
- ☐ Non-University of Michigan law enforcement
- ☐ Another University of Michigan resource or person (please specify: _____)

6.7 **[Display if response to 6.5 is No -or- <u>none</u> of the UM options in 6.6 are selected]**
You indicated that you **DID NOT** tell a University of Michigan official, faculty, or staff member about the experiences you just noted in the survey. Please describe why you chose not to tell someone in one of those roles.

[SECTION 7. INTIMATE PARTNER VIOLENCE]

7.0 Answer the next questions about any date or boyfriend, girlfriend, husband, wife, or spouse you have had, including exes, regardless of the length of the relationship, **since the beginning of this academic year at the University of Michigan**.

	Never	Once or Twice	Sometimes	Often	Many Times
Not including horseplay or joking around, the person threatened to hurt me and I thought I might really get hurt.					
Not including horseplay or joking around, the person pushed, grabbed, or shook me.					
Not including horseplay or joking around, the person hit me.					
Not including horseplay or joking around, the person beat me up.					
Not including horseplay or joking around, the person stole or destroyed my property					
Not including horseplay or joking around, the person can scare me without laying a hand on me.					
Not including horseplay or joking around, the person insulted, humiliated, or made fun of you in front of others.					

[ONLY DISPLAY ITEMS 7.1 - 7.9 IF AT LEAST ONE INCIDENT OF RELATIONAL VIOLENCE WAS INDICATED]

You indicated being in one of the situations described on the last page of the survey. Please respond to the next few items based on all the experiences that happened **since the beginning of this academic year at the University of Michigan**.

7.1 The person/people who did those things was a... **(Mark all that apply)**:

- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan graduate student instructor
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Third-party contractor
- ☐ Hospital patient or visitor
- ☐ University of Michigan graduate student
- ☐ University of Michigan undergraduate student
- ☐ Graduate or undergraduate student at another institution
- ☐ Unsure
- ☐ Other: _____

7.2 Was the person(s) who committed the behavior your mentor, supervisor, advisor, PI or boss?

- ☐ Yes
- ☐ No

7.3 Please describe the person(s) who engaged in the conduct. **(Mark all that apply)**
RANDOMIZE RESPONSE CHOICES EXCEPT LAST

- ☐ Genderqueer
- ☐ Gender Non-binary
- ☐ Man
- ☐ Woman
- ☐ I don't know
- ☐ A gender not listed here (please specify: _____)

Please respond to the rest of the items on this page based on **the one experience** you reported on the last page that happened since the beginning of this academic year at the University of Michigan **that impacted or affected you the most**.

7.4 What was your response to the experience(s)? **(Mark all that apply)**
RANDOMIZE RESPONSE CHOICES EXCEPT LAST

- ☐ I ignored the person and did nothing.
- ☐ I avoided the person as much as possible.
- ☐ I treated it like a joke.
- ☐ I told the person to stop
- ☐ I reported the person
- ☐ I asked someone for advice and/or support

☐ I did not respond in any of these ways

7.5 Did you tell anyone who works at the University of Michigan about the experience(s)?

☐ No [Skip to 7.7]
☐ Yes

7.6 Whom did you tell? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

☐ Friend or roommate
☐ Romantic partner
☐ Family member
☐ University of Michigan faculty member or teaching staff
☐ University of Michigan staff member or administrator
☐ University of Michigan academic advisor
☐ University of Michigan Residence Life staff member **[UM-Ann Arbor & UM-Flint]**
☐ Michigan Medicine staff **[UM-Ann Arbor]**
☐ University of Michigan staff member (not a coach or a trainer)
☐ University of Michigan coach or trainer
☐ Ombuds Office
☐ University of Michigan Student Counseling and Psychological Services (CAPS)
☐ University Health Service (UHS) **[UM-Dearborn]**
☐ University of Michigan Equity, Civil Rights & Title IX Office (ECRT)
☐ Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**
☐ Violence Prevention and Response Initiatives staff member **[UM-Dearborn]**
☐ Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**
☐ University of Michigan Police Department (UMPD) or Department of Public Safety (DPS)
☐ Non-University of Michigan law enforcement
☐ Another University of Michigan resource or person (please specify: _____)

7.7 **[Display if response to 7.5 is No -or- <u>none</u> of the UM options in 7.6 are selected]** You indicated that you **DID NOT** tell a University of Michigan official, faculty, or staff member about the experiences you just noted in the survey. Please describe why you chose not to tell someone in one of those roles.

[SECTION 8. SEXUAL VIOLENCE/SEXUAL ASSAULT]

The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information. Your information is completely confidential. We hope that this helps you to feel comfortable answering each question honestly. Fill the bubble showing the number of times each experience has happened to you. If several experiences occurred on the same occasion—for example, if one night someone threatened you and had sex with you when you were drunk, you should indicate both.

We want to know about your experiences **since the beginning of this academic year at The University of Michigan**. These experiences could occur on or off campus, when school is in session or when you are on a break.

8.1. Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:

	0 times	1 time	2 times	3+ times
• Telling lies... • Threatening to end the relationship... • Threatening to spread rumors about me... • Making promises I knew were untrue... -or- • Continually verbally pressuring me... ...after I said I didn't want to.				
• Showing displeasure... • Criticizing my sexuality or attractiveness... -or- • Getting angry but not using physical force... ...after I said I didn't want to.				
• Taking advantage of me when I was too drunk or out of it to stop what was happening.				
• Threatening to physically harm me or someone close to me.				
• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

8.2. Someone had oral sex with me or made me have oral sex with them without my consent by:

	0 times	1 time	2 times	3+ times
• Telling lies... • Threatening to end the relationship... • Threatening to spread rumors about me... • Making promises I knew were untrue... • Continually verbally pressuring me... ...after I said I didn't want to.				
• Showing displeasure... • Criticizing my sexuality or attractiveness... • Getting angry but not using physical force... ...after I said I didn't want to.				
• Taking advantage of me when I was too drunk or out of it to stop what was happening.				
• Threatening to physically harm me or someone close to me.				
• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

8.3. Someone put their penis, fingers, or other objects into my vagina without my consent by:

	0 times	1 time	2 times	3+ times
• Telling lies... • Threatening to end the relationship... • Threatening to spread rumors about me... • Making promises I knew were untrue... • Continually verbally pressuring me... ...after I said I didn't want to.				
• Showing displeasure... • Criticizing my sexuality or attractiveness... • Getting angry but not using physical force... ...after I said I didn't want to.				

• Taking advantage of me when I was too drunk or out of it to stop what was happening.				
• Threatening to physically harm me or someone close to me.				
• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

8.4. Someone put their penis, fingers, or other objects into my butt without my consent by:

	0 times	1 time	2 times	3+ times
• Telling lies... • Threatening to end the relationship... • Threatening to spread rumors about me... • Making promises I knew were untrue... • Continually verbally pressuring me... ...after I said I didn't want to.				
• Showing displeasure... • Criticizing my sexuality or attractiveness... • Getting angry but not using physical force... ...after I said I didn't want to.				
• Taking advantage of me when I was too drunk or out of it to stop what was happening.				
• Threatening to physically harm me or someone close to me.				
• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

8.5. Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent by:

	0 times	1 time	2 times	3+ times
• Telling lies... • Threatening to end the relationship... • Threatening to spread rumors about me... • Making promises I knew were untrue... • Continually verbally pressuring me... ...after I said I didn't want to.				

• Showing displeasure... • Criticizing my sexuality or attractiveness... • Getting angry but not using physical force... ...after I said I didn't want to.				
• Taking advantage of me when I was too drunk or out of it to stop what was happening.				
• Threatening to physically harm me or someone close to me.				
• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.				

[ONLY DISPLAY ITEMS 8.1 - 8.10 IF AT LEAST ONE INCIDENT OF SEXUAL VIOLENCE WAS INDICATED]

You indicated being in one of the situations described on the last page of the survey. Please respond to the next few items based on all the experiences that happened **since the beginning of this academic year at the University of Michigan**.

8.1 The person/people who did those things was a... **(Mark all that apply)**:

- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan graduate student instructor
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Third-party contractor
- ☐ Hospital patient or visitor
- ☐ University of Michigan graduate student
- ☐ University of Michigan undergraduate student
- ☐ Graduate or undergraduate student at another institution
- ☐ Unsure
- ☐ Other: _____

8.2 Was at least one of the person(s) who committed the behavior your mentor, supervisor, advisor, PI or boss?

- ☐ Yes
- ☐ No

8.3 Please describe the person(s) who engaged in the conduct. **(Mark all that apply)**
RANDOMIZE RESPONSE CHOICES EXCEPT LAST

- ☐ Genderqueer

- ☐ Gender non-binary
- ☐ Man
- ☐ Woman
- ☐ I don't know
- ☐ A gender not listed here (please specify: _____)

Please respond to the rest of the items on this page based on the one experience you reported on the last page that happened since the beginning of this academic year at the University of Michigan **that impacted or affected you the most**.

It is never a person's fault if they experience the incidents described on the previous pages of this survey. It is always the fault of the person who engages in those behaviors. It is important for University of Michigan prevention efforts to understand how alcohol and drugs are related to these incidents, which is why we are asking these next two questions.

8.4 Had the other person been using alcohol or drugs just prior to the experience?

- ☐ They had been using alcohol
- ☐ They had been using drugs
- ☐ They had been using both alcohol and drugs
- ☐ They had not been using either alcohol or drugs
- ☐ I don't know

8.5 Had you been using alcohol or drugs just prior to the experience?

- ☐ I had been using alcohol
- ☐ I had been using drugs
- ☐ I had been using both alcohol and drugs
- ☐ I had not been using either alcohol or drugs

8.6 Were any other of the following people present when this happened?
RANDOMIZE RESPONSE CHOICES EXCEPT LAST

- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan staff member
- ☐ University of Michigan graduate student
- ☐ University of Michigan undergraduate student
- ☐ None of the people listed above were present

8.7 What was your response to the experience(s)? **(Mark all that apply)**
RANDOMIZE RESPONSE CHOICES EXCEPT LAST

- ☐ I ignored the person and did nothing.

- ☐ I avoided the person as much as possible.
- ☐ I treated it like a joke.
- ☐ I told the person to stop
- ☐ I reported the person
- ☐ I asked someone for advice and/or support
- ☐ I did not respond in any of these ways

8.8 Did you tell anyone who works at the University of Michigan about the experience(s)?

- ☐ No [Skip to 8.10]
- ☐ Yes

8.9 Whom did you tell? **(Mark all that apply)**
RANDOMIZE ALL RESPONSE CHOICES EXCEPT LAST

- ☐ Friend or roommate
- ☐ Romantic partner
- ☐ Family member
- ☐ University of Michigan faculty member or teaching staff
- ☐ University of Michigan staff member or administrator
- ☐ University of Michigan academic advisor
- ☐ University of Michigan Residence Life staff member **[UM-Ann Arbor & UM-Flint]**
- ☐ Michigan Medicine staff **[UM-Ann Arbor]**
- ☐ University of Michigan staff member (not a coach or a trainer)
- ☐ University of Michigan coach or trainer
- ☐ Ombuds Office
- ☐ University of Michigan Student Counseling and Psychological Services (CAPS)
- ☐ University Health Service (UHS) **[UM-Dearborn]**
- ☐ University of Michigan Equity, Civil Rights & Title IX Office (ECRT)
- ☐ Sexual Assault Prevention and Awareness Center staff member (SAPAC) **[UM-Ann Arbor]**
- ☐ Violence Prevention and Response Initiatives staff member **[UM-Dearborn]**
- ☐ Center for Gender and Sexuality staff member (CGS) **[UM-Flint]**
- ☐ University of Michigan Police Department (UMPD) or Department of Public Safety (DPS)
- ☐ Non-University of Michigan law enforcement
- ☐ Another University of Michigan resource or person (please specify: _____)

8.10 **[Display if response to 8.8 is No -or- <u>none</u> of the UM options in 8.9 are selected]**
You indicated that you **DID NOT** tell a University of Michigan official, faculty, or

staff member about the experiences you just noted in the survey. Please describe why you chose not to tell someone in one of those roles.

[SECTION 9. CONSENT]

Using the scale provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Consent must be given at each step in a sexual encounter.					
If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue.					
If a person doesn't physically resist sex, they have given consent.					
Consent for sex one time is consent for future sex.					
If you and your sexual partner are both drunk, you don't have to worry about consent.					
Mixed signals can sometimes mean consent.					
If someone invites you to their place, they are giving consent for sex.					
I understand what happens when a student reports a claim of sexual misconduct at the University of Michigan.					
I would know where to go to make a report of sexual misconduct.					
I am familiar with the University of Michigan's Title IX policies on sexual harassment, stalking, domestic/dating violence, and sexual assault.					

[SECTION 10. CAMPUS SAFETY]

Using the scales provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
On or around this campus, I feel safe from sexual and gender-based harassment.					
On or around this campus, I feel safe from relationship violence.					
On or around this campus, I feel safe from sexual violence.					
On or around this campus, I feel safe from stalking.					

Using the scales provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I don't think sexual or gender-based misconduct is a problem at the University of Michigan.					
I don't think there is much I can do about sexual or gender-based misconduct on this campus.					
There isn't much need for me to think about sexual or gender-based misconduct while on campus.					

Thank you for participating in the
2024 ARC3 Campus Climate Survey Related to Sex and Gender.

Responses to this questionnaire are submitted directly to Rankin Climate, the independent firm facilitating the survey, who will anonymize and de-identify the responses. The information gathered in this survey will help the University of Michigan better understand how members of our university communities experience the university climate, including the ways it is impacted by sexual harassment and misconduct, and how healthier campus community climates can be supported with prevention and response efforts.

Your voice is important, your experiences matter, and your time is valuable. As a small gesture of our appreciation for participating in this survey, Rankin Climate is distributing $15 Visa gift cards to all participants who submit a completed survey. To receive your gift card, please follow the link below to share your contact information. Your contact information will not be linked with the responses you just provided on this survey. Gift cards will be sent to the U-M email account you provide within 30 days of when you complete the survey.

Appendix D – Terms and Contextual Notes

The terminology presented below is intended to provide a common vocabulary and context for our community as we discuss issues of sexual misconduct. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Often terms used in the survey instrument and in this report are broader in definition than criminal law.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: Appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: Lack of sexual attraction to others. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) to an individual baby at birth.

Bisexual: Attraction, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Bystander intervention: Positively intervening during an emergency (e.g., sexual misconduct) to either help improve the situation or to otherwise counter or correct the environment.

Cisheterosexism: The system of oppression that values and centers cisgender and heterosexual people by upholding heterosexuality and the gender binary as normal and neutral, while marginalizing, oppressing, and making invisible LGBTQIA2S+ people.

Climate: The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.

Consent: Conscious, and voluntary agreement to engage in sexual activity.

Dating violence: Any physical violence (e.g., grabbing, pushing, hitting, or kicking), psychological violence (e.g., threatening physical harm or exerting emotional control over a person), or destruction of property within the context of an intimate relationship. These experiences might be with another person considered as a hook-up, boyfriend, girlfriend, husband, or wife, including exes, regardless of the length of time the two people have known one another.

Disability: A physical or mental impairment that limits one or more major life activities.

Ethnicity*:* A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Gender identity: Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth.

Gender expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Gender Fluid: Gender expression that does not adhere to one fixed gender expression; individuals expression of themselves as man, woman, or non-binary at different times or under different circumstances.

Gender nonconforming: Relating to an identity that does not conform to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category. While many also identify as transgender, not all gender-nonconforming people do.

Genderqueer: Relating to an identity that may be both man or woman, neither man or woman, or completely outside of these categories, or to a person who is gender nonconforming through expression, behavior, social roles, and/or identity.

Heterosexism: A system of oppression that values and centers heterosexual people, upholds heterosexuality as normative and natural, and marginalizes queer people and communities. Heterosexism enacts violence through erasure, pathologization, and invalidation.

Homophobic: A fear, hatred, and/or hostility toward lesbian, gay, bisexual, or queer people and individuals who identify as or are perceived as LGBTQIA2S+.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

LGBTQIA2S+ : An acronym that stands for lesbian, gay, bisexual, transgender, queer (or sometimes questioning), intersexual, asexual and two-spirit.

Nonbinary: A gender identity term for a person who identifies outside of the gender binary. Nonbinary is also conceptualized as an array of genders at some distance from the gender binary. Nonbinary is sometimes written as "non-binary." A common abbreviation for nonbinary is "enby."

Physical characteristics: Term that refers to one's appearance.

Pansexual: Characterized by fluidity in sexual identity and attraction to others regardless of their sexual identity or gender.

Position: The status individuals hold by virtue of their role/status in the institution (e.g., undergraduate student, staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Rape: Any act of vaginal or anal penetration, however slight, with any body part or object, or oral-genital contact of another person, without consent. Sexual assault encompasses rape, attempted rape, and unwanted sexual contact.

Sexual exploitation or abuse by image sharing: Actual or threatened sharing of sexual images of a person without that person's permission.

Sexual harassment: Verbal, nonverbal, or physical conduct of a sexual nature when this conduct affects an individual's education or employment, unreasonably interferes with an individual's educational or work performance, or creates an intimidating, hostile, or offensive educational or work environment.

Sexual misconduct: Physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing, and voluntary consent as well as gender-based and/or sexual orientation-based violence, even if not sexual in nature. Examples include sexual or gender-based harassment, stalking, dating violence, sexual violence, gender-based violence, sexual-orientation-based violence, and violence based on gender identity or expression.

Sexual identity: The language a person uses to describe themself as a sexual being based on the gender of people to whom one is emotionally, physically, and sexually attracted. This is the more current term for sexual orientation. A few common sexual identity terms include bisexual, pansexual, lesbian, gay, and straight.

Socioeconomic status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Stalking: Conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Unwanted sexual attention: Unwelcomed sexual advances (including sexual advances or propositions or threats, requests for sexual favors), other verbal communication of a sexual nature (including suggestive or insulting comments or sounds, including whistling; sexual jokes, stories, or teasing of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies), and/or physical conduct or communications of a sexual nature.

Unwanted sexual contact: Unwelcomed touching, grabbing, slapping, fondling, kissing, or rubbing up against the private areas of someone's body (lips, breast/chest, crotch or butt) or removing someone's clothes. Sexual assault encompasses rape, attempted rape, and unwanted sexual contact.