

# University of Michigan–Ann Arbor Climate Survey Related to Sex and Gender

//Key Findings from Students

December 2024

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# Introduction

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The University of Michigan–Ann Arbor and Michigan Medicine are dedicated to fostering a caring community, and committed to preventing sexual and gender-based misconduct. Each individual in the University of Michigan and Michigan Medicine 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 prevalence of sexual harassment and misconduct along with perceptions of these issues on university campuses and awareness of campus responses and resources.



The University of Michigan contracted with Rankin Climate, LLC to conduct a university-wide assessment 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. Additional aggregated results have been made available to the University’s Equity, Civil Rights, and Title IX Office.

## 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 the University of Michigan, 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.

<b>Sexual or Gender-Based Harassment (SGH)</b>	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.
<b>Stalking</b>	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.
<b>Image-Based Exploitation</b>	The creation, threatened, or actual distribution, or any use of sexualized or sexually explicit materials without the meaningful consent of the person depicted.
<b>Intimate Partner Violence (IPV)</b>	Violence that occurs between any hook-up, boyfriend, girlfriend, intimate partner, spouse, husband, or wife, including exes that excludes horseplay or joking.
<b>Michigan Medicine/MM</b>	Throughout the survey and this report, “Michigan Medicine” and “MM” refers to the University of Michigan’s academic medical center as both an institution and as a campus, including off-site locations controlled by the University.
<b>Sexual Violence</b>	Nonconsensual sexual contact committed through verbal pressure, threats, physical force, or incapacitation.
<b>U-M</b>	Throughout the survey and this report, “U-M” and “UM-Ann Arbor” refers to the University of Michigan–Ann Arbor as both an institution and as a campus, including off-site locations controlled by the University.
<b>Unwanted Sexual Contact</b>	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

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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 § 11611–6). 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 campus sexual misconduct climate assessments using a similar survey instrument in the past, measuring the average sexual and gender-based misconduct incidence rates at research-intensive U.S. universities as seen in the following table. The rates in this table do not include the findings from The University of Michigan’s survey, which are detailed later in this report. 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.

<b>Benchmark Sexual Misconduct Incidence Rates Since 2022 (Does not include U-M)</b>						
	<b>Undergraduate Students</b>			<b>Graduate Students</b>		
	<b>Men</b>	<b>Women</b>	<b>Non-Binary/ Transgender</b>	<b>Men</b>	<b>Women</b>	<b>Non-Binary/ Transgender</b>
<b>Sexual or Gender-Based Harassment</b>	15%	23%	33%	9%	18%	25%
<b>Stalking</b>	15%	22%	26%	3%	11%	8%
<b>Intimate Partner Violence</b>	16%	25%	32%	8%	16%	13%
<b>Sexual Violence</b>	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<sup>1</sup> 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, 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.

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<sup>1</sup> 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

offensive sexual teasing

sexual insults  
e.g. "for a good time call...",  
calling someone a whore

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

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### Women, non-binary, and transgender students reported the highest rates of sexual misconduct and violence.

- 60% of women, 64% of non-binary, and 72% of transgender student participants were significantly more likely to indicate experiencing at least one form of sexual misconduct (sexual or gender-based harassment, sexual violence, intimate partner violence, or stalking) compared with men at 45%.
- 54% of UM-Ann Arbor student participants indicated experiencing at least one of the three different forms of sexual or gender-based violence (i.e., assault—which includes rape—intimate partner violence, and/or stalking) between the beginning of the academic year and the time of the survey in the early spring.
- Undergraduate women participants indicated the highest incidence of rape, significantly higher than undergraduate men and non-binary/transgender students.
- For undergraduates experiencing sexual violence, 69% indicated that the perpetrator was another university undergraduate. Graduate students, however, reported that the most likely perpetrators of sexual violence (39%) were partners, significant others, or spouses.

### Students were more likely to experience sexual harassment from their peers than from UM-Ann Arbor faculty or staff, and the majority of that harassment consisted of sexist or sexually offensive language.

- Among undergraduate student participants, 56% indicated that they had experienced some form of sexual or gender-based harassment from another student (see Figure 16). This included 70% of undergraduate women and 78% of non-binary or transgender undergraduates.
- For graduate students, 32% indicated that they had experienced some form of sexual or gender-based harassment from another student. 87% of these students said they had experienced sexist comments or behavior, and 21% had experienced unwanted sexual attention from another student.
- Regardless of the identity of the perpetrator, or undergraduate or graduate status of the victim, the majority of sexual harassment experiences (73%) indicated that the situation involved sexist or sexually offensive language.
- A significantly greater proportion of graduate and professional students (14%) indicated experiencing sexual or gender-based harassment by one of their supervisors at the university compared with undergraduate students (8%).

## An overwhelming majority of students demonstrated a strong understanding of consent.

- UM-Ann Arbor students demonstrated a strong understanding of sexual consent:
  - 94% of students agreed with the statement, "Consent must be given at each step in a sexual encounter";
  - 96% 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"; and "If someone invites you to their place, they are giving consent for sex" (96%).
  - Most student participants disagreed with the statement, "If a person doesn't physically resist sex, they have given consent" (95%) and "Consent for sex one time is consent for future sex" (98%) and "Mixed signals can sometimes mean consent" (93%).
  - When alcohol is involved, 94% of students disagreed that "If you and your sexual partner are both drunk, you don't have to worry about consent."
- The overall combined number of undergraduate and graduate students who told someone who works on campus about their experience of sexual violence is 9% (undergraduates alone, 8%). However, undergraduate students who reported sexual violence in their survey responses had a disclosed to someone who works on campus at a significantly higher rate of 21%.

## The majority of students on the Ann Arbor campus reported feeling safe from sexual and gender-based harassment on or around campus, as well as confidence to intervene in a variety of situations to prevent or address harassment or misconduct.

- Approximately 72% ( $n=2,190$ ) of student participants agreed with the statement, "On or around the UM-Ann Arbor campus, I feel safe from sexual and gender-based harassment." When looked at by gender identity, women ( $n=998$ ) and non-binary or transgender ( $n=64$ ) student participants indicated feeling less safe from sexual and gender-based harassment than men ( $n=1,128$ ).

## Overall, more than half (55%) of students agreed that they would know where to go for help on campus if they or a friend experienced sexual misconduct.

- Over half of undergraduate students reported they received information on how to prevent sexual misconduct and how to get help if someone they know has experienced sexual misconduct.
- Students who reported an experience of sexual violence were asked who they told about their experiences (and were able to select more than one of the following options: 63% told a friend or roommate, 50% reported their experiences to a staff

member at SAPAC, and 38% told a family member. Thirty-one percent of students reported to ECRT, a faculty member or teaching staff, CAPS, or UHS.

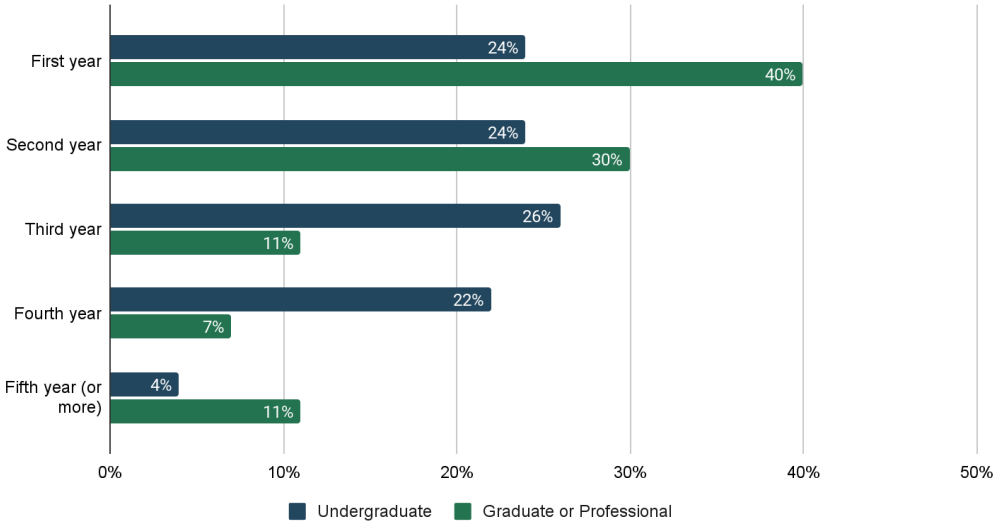
# Survey Participant Characteristics

Forty-six percent of the UM-Ann Arbor students in the sample responded to the survey ( $n=3,421$ ), including 46% ( $n=2,187$ ) of the undergraduate students recruited to participate in the survey and 47% ( $n=1,234$ ) 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-Ann Arbor campus. Approximately 24% ( $n=527$ ) of the undergraduate student sample were first-year students, 25% ( $n=552$ ) were second-year students, 25% ( $n=557$ ) were third-year students, 23% ( $n=499$ ) were fourth-year students, and 2% ( $n=51$ ) were in their fifth year or more. In the graduate student sample, 40% ( $n=498$ ) were in their first year, 30% ( $n=369$ ) were in their second year, 11% ( $n=130$ ) were in their third year, 7% ( $n=88$ ) were in their fourth year, and 12% ( $n=147$ ) were in their fifth year (or more).

Figure 1. Student Response Rates by Year





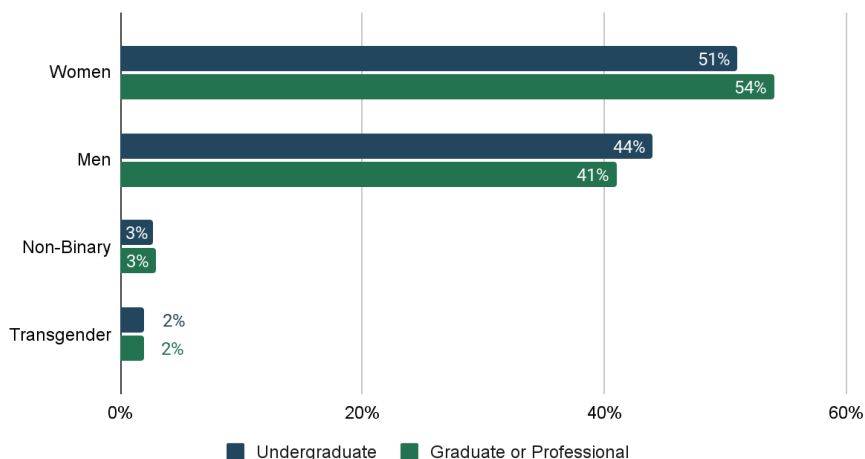
## Gender Identity

The estimates in Figure 2 represent the proportions of each gender identity as a proportion of the respective analysis samples of undergraduate and graduate students.

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. At UM-Ann Arbor, 52%

( $n=1,119$ ) of undergraduate student participants and 54% ( $n=671$ ) of graduate student participants identified as women; 44% ( $n=962$ ) of undergraduate student participants and 41% ( $n=502$ ) of graduate student participants identified as men; 3% of both undergraduate ( $n=59$ ) and graduate ( $n=36$ ) student participants identified as gender non-binary; and 2% of both undergraduate ( $n=45$ ) and graduate ( $n=23$ ) student participants identified as transgender.

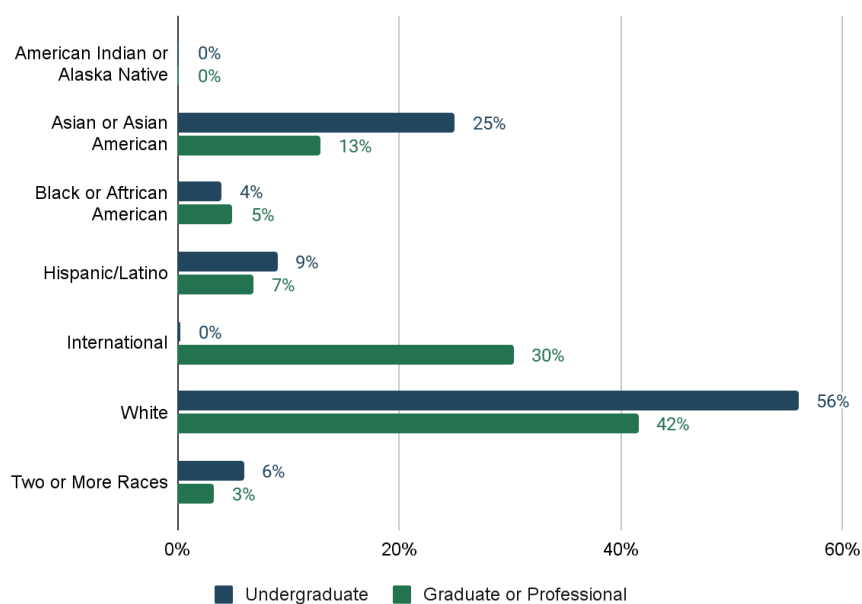
Figure 2. Gender Identity of Student Respondents



## Racial/Ethnic Identity

Survey participants were allowed to select one or more racial/ethnic identities in the

Figure 3. Racial/Ethnic Identity of Student Respondents



survey to best represent their identities. The estimates in Figure 3 represent the proportions of each gender identity as a proportion of the respective analysis samples of undergraduate and graduate student participants. Fifty-six percent of undergraduate participants ( $n=1,217$ ) identified as White compared with 42% of

graduate ( $n=525$ ) students; 25% of undergraduate ( $n=551$ ) students, and 13% of graduate ( $n=161$ ) students identified as Asian or Asian American; 4% of undergraduate ( $n=79$ ) and 5% of graduate ( $n=57$ ) students identified as Black or African American; 9% of undergraduate ( $n=205$ ) and 8% of graduate ( $n=102$ ) students identified as Hispanic/Latinx; >1% of undergraduate ( $n=6$ ) and 28% of graduate ( $n=346$ ) students identified as international; >1% of undergraduate ( $n=4$ ) and >1% of graduate ( $n=2$ ) students identified as American Indian or Alaska Native; and 6% of undergraduate ( $n=125$ ) and 3% of graduate ( $n=41$ ) students identified with two or more races.

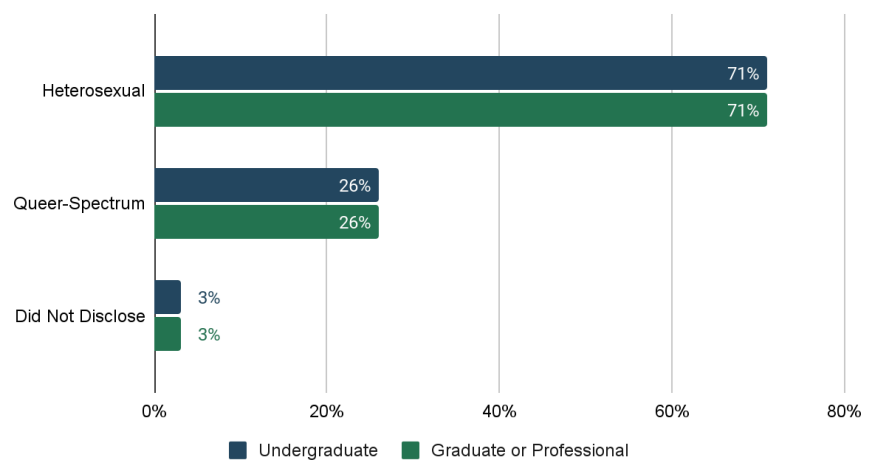
## Sexual Orientation

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 sexual orientation as a proportion of the

respective analysis samples of undergraduate and graduate student participants. A majority of participants in the undergraduate ( $n=1,549$ ) and graduate or professional ( $n=869$ ) student samples self-identified as heterosexual, 26% of undergraduate ( $n=571$ ) and graduate ( $n=321$ ) students identified on the queer-spectrum, and 55 undergraduate students and 37 graduate students chose not to report their sexual identity, which represented 3% of undergraduate and graduate student participants, respectively.

Figure 4. Sexual Orientation of Student Respondents





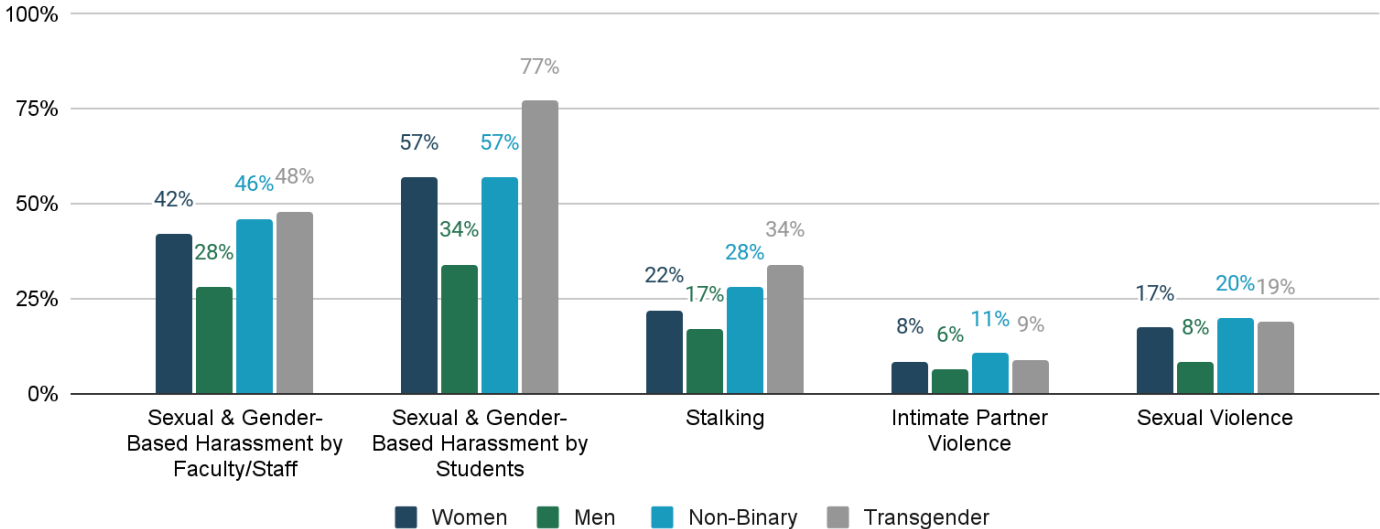
# Key Findings: Sexual Misconduct

## 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-Ann Arbor students, including undergraduate, 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 academic year, and they could occur 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, 54% (n=1,741) of UM-Ann Arbor student participants indicated experiencing at least one form of sexual or gender-based misconduct since the beginning of the academic year. Women

(60%,  $n=1,023$ ), non-binary (64%,  $n=58$ ), and transgender (72%,  $n=46$ ) student participants were significantly more likely to indicate experiencing at least one form of sexual misconduct compared with men (45%,  $n=614$ ).<sup>2</sup> 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 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 since the beginning of 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.

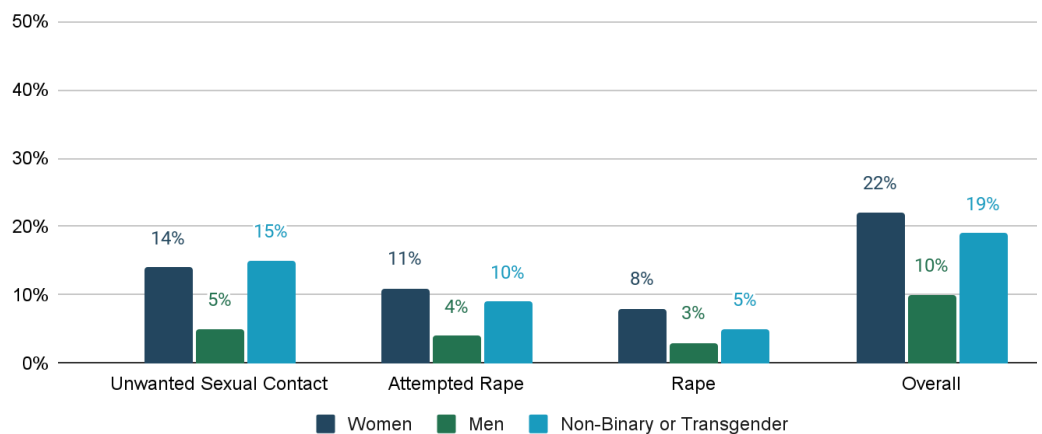
Fourteen percent ( $n=475$ ) of UM-Ann Arbor student participants indicated experiencing sexual violence,

7% ( $n=239$ ) experienced unwanted sexual contact, 5% ( $n=170$ ) experienced rape, and 6% ( $n=204$ ) experienced attempted rape.

Figures 6 and 7 disaggregate this rate across student programs and gender. Too

few non-binary or transgender undergraduate students indicated experiencing rape and too few non-binary or transgender graduate or professional students indicated experiencing unwanted sexual contact or rape to report.

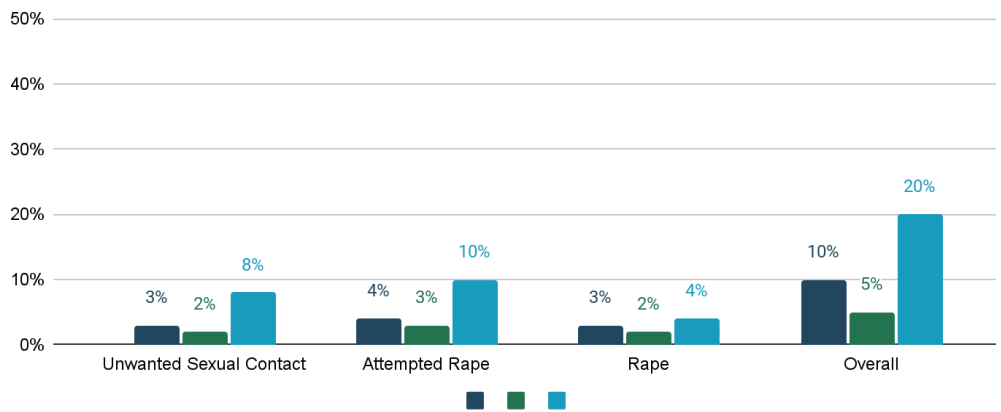
**Figure 6. Sexual Violence Incidence Rates Since the Beginning of the Academic Year**  
Undergraduate Students



<sup>2</sup>  $\chi^2(3)=79.87, p<.001$ .

Undergraduate women, nonbinary, or transgender undergraduate participants were significantly more likely to indicate experiencing sexual violence compared with undergraduate men.<sup>3</sup> Undergraduate women participants indicated the highest incidence of rape, significantly higher than undergraduate men and non-binary or transgender students.<sup>4</sup>

**Figure 7. Sexual Violence Incidence Rates Since the Beginning of the Academic Year**  
Graduate or Professional Students

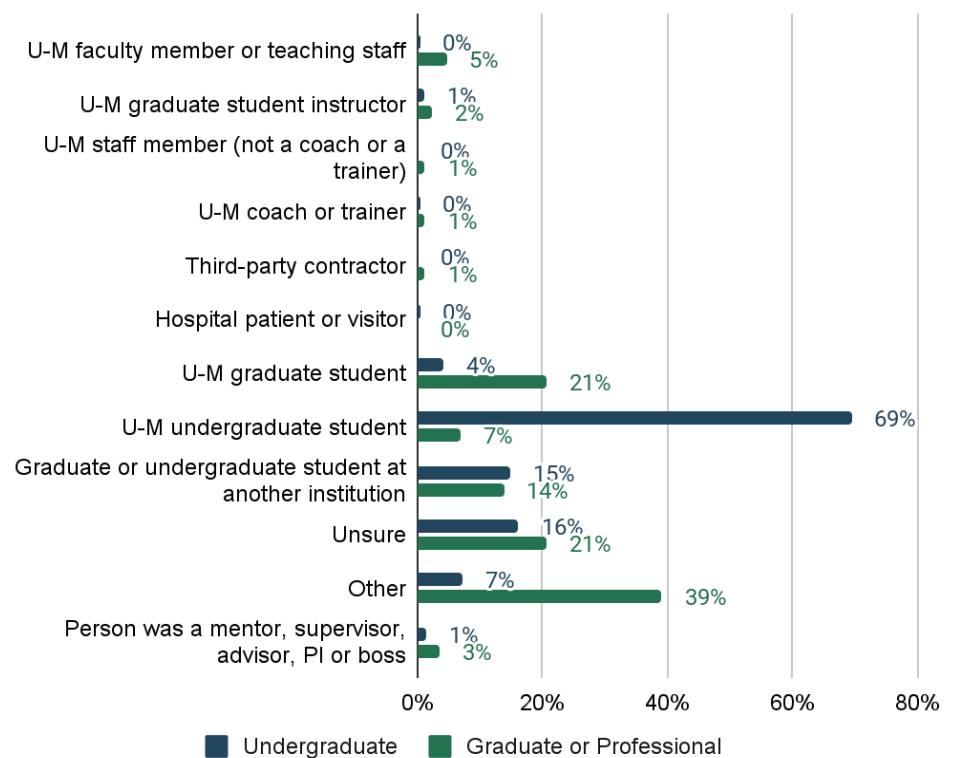


## Sexual Violence Context and Reporting

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 offices like the University's Sexual Assault Prevention and Awareness Center (SAPAC) or Office of Equity, Civil Rights, and Title IX (ECRT) (see Figure 8).

Among undergraduate student participants who indicated they had

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



<sup>3</sup>  $\chi^2(2)=15.98, p=.001$ .

<sup>4</sup>  $\chi^2(2)=24.41, p<.001$ .

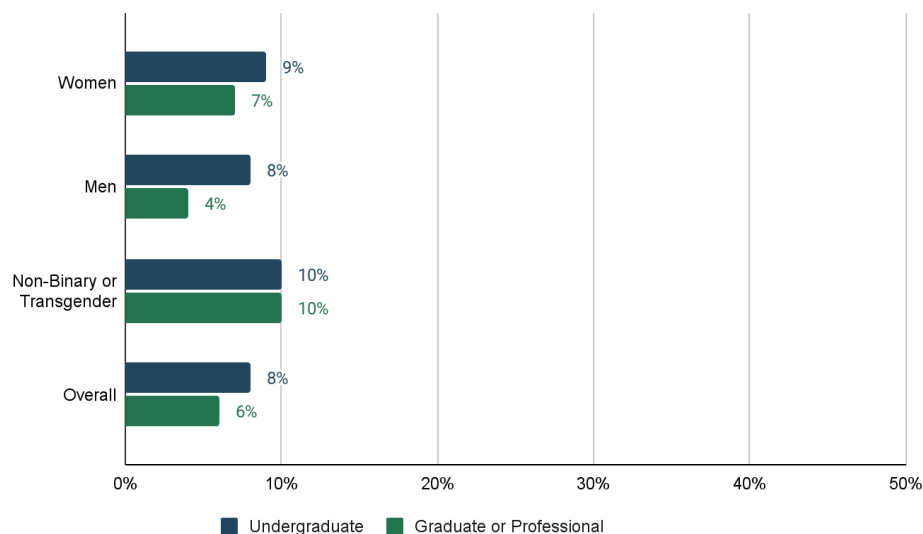
experienced sexual violence, 69% ( $n=202$ ) indicated that the perpetrator was another university undergraduate, 15% ( $n=43$ ) indicated it was a student who attended another institution, and 16% ( $n=47$ ) were unsure of the person's role. Among graduate and professional student participants 21% ( $n=18$ ) indicated that the perpetrator was another U-M graduate student, 21% ( $n=18$ ) indicated they were unsure of the person's role, and 39% ( $n=34$ ) indicated it was a person in a role not listed (typically written in as a general partner, significant other, or spouse). Relatively few student participants (2%) indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss.

Eight percent ( $n=34$ ) indicated that they told someone who works for the university about their sexual violence experience. Of those, 3% ( $n=13$ ) of students who experienced stalking reported to SAPAC and 2% ( $n=8$ ) reported to ECRT. Participants who did not disclose their experience to a University office or official were asked why they chose not to report. The most common reasons students provided for not reporting their experiences to the University were that the incident "didn't happen on campus", it "wasn't perpetrated by someone affiliated with U-M", they did not feel it was "serious enough," and/or they "could handle it" themselves.

## Intimate Partner Violence

Intimate partner 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

Figure 9. Incidence Rates of Intimate Partner Violence Since the Beginning of the Academic Year



well-accepted in the public health literature and consistent with recent U.S. federal legislation mandating campus sexual misconduct climate assessment.

## Intimate Partner Violence by Student Position

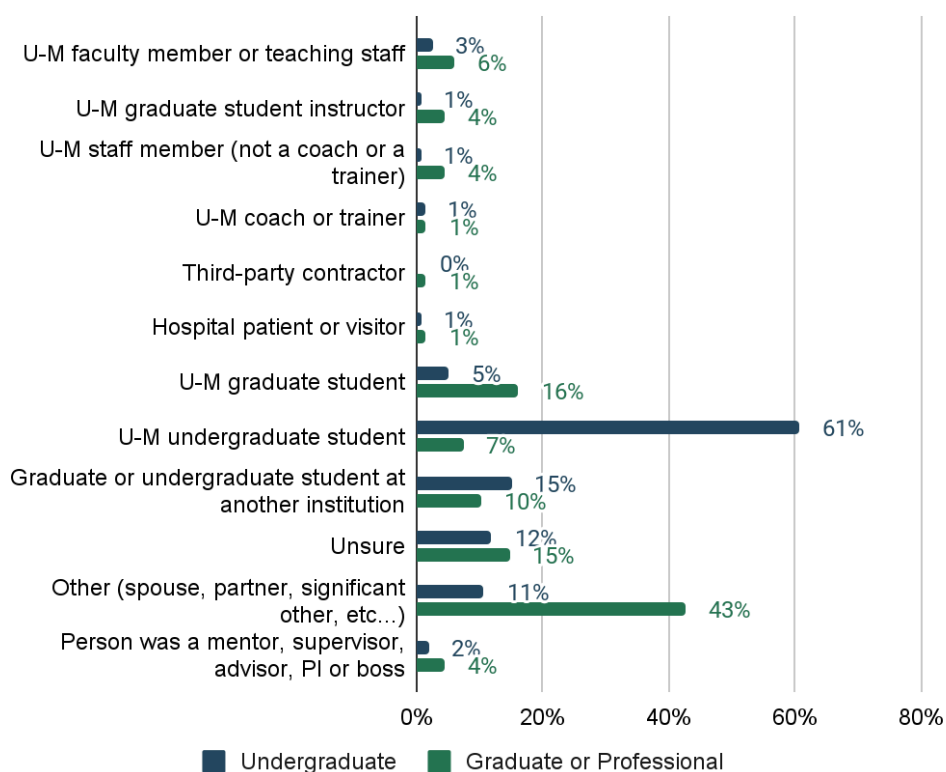
Approximately 8% ( $n=232$ ) of UM-Ann Arbor student participants indicated at least one experience of intimate partner violence, including 8% ( $n=160$ ) of undergraduate students and 6% ( $n=68$ ) of graduate or professional students. Nine percent of undergraduate women ( $n=90$ ) and 7% of graduate women ( $n=45$ ), 8% of undergraduate men ( $n=64$ ) and 4% of graduate men ( $n=20$ ), 10% of non-binary or transgender undergraduates ( $n=9$ ) and 10% of non-binary or transgender graduate students ( $n=5$ ) indicated at least one experience with intimate partner violence (see Figure 9).

## 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, SAPAC, law enforcement, and/or other university offices (see Figure 10).

Among undergraduate student participants who indicated they had experienced intimate partner violence, 62% indicated that the perpetrator was another university undergraduate ( $n=97$ ), 15% ( $n=24$ ) indicated it was a student who attended another institution, and 12% ( $n=19$ ) were unsure of the person's role. Among graduate and professional student participants 17% ( $n=11$ ) indicated that the perpetrator was another university graduate student, 45% ( $n=59$ ) indicated it was a person

**Figure 10. Position of the Person who Engaged in the Intimate Partner Violence**



in a role not listed (typically written in as a general partner, significant other, or spouse), and 15% ( $n=10$ ) indicated they were unsure of the person's role. Relatively few student participants indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss. Thirteen percent ( $n=30$ ) of those students told someone who works at the university about their experience: 3% ( $n=8$ ) reported it to SAPAC, and 2% ( $n=5$ ) reported it to ECRT.

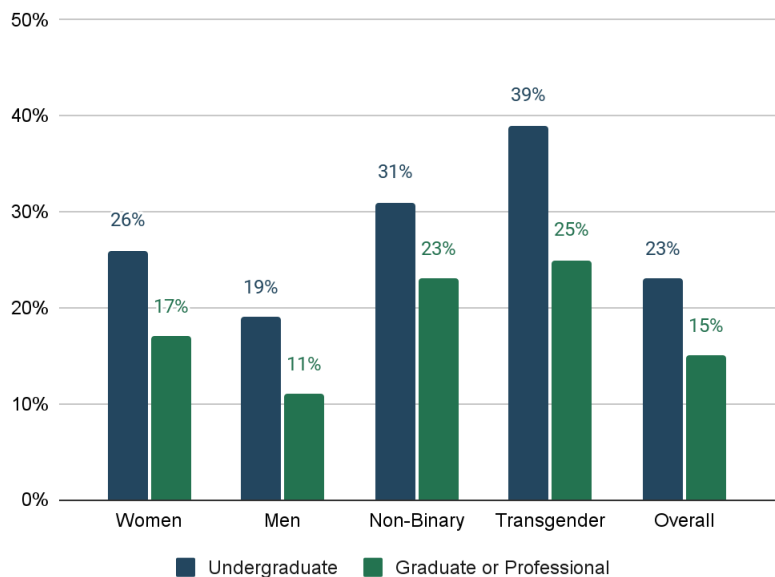
## Stalking

For this project, stalking was defined as 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. 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

Among undergraduate student participants, 23% ( $n=455$ ) indicated that they had experienced stalking since the beginning of the academic year at UM-Ann Arbor (see Figure 11). This included 26% of undergraduate women ( $n=256$ ), 19% ( $n=167$ ) of undergraduate men, 31% ( $n=17$ ) of non-binary undergraduates, and 38% ( $n=14$ ) of transgender undergraduates.<sup>5</sup> Undergraduate women, non-binary, and transgender undergraduate participants were significantly more likely to indicate experiences with stalking compared with undergraduate men.<sup>6</sup>

**Figure 11. Stalking Incidence Rates Since the Beginning of the Academic Year**



<sup>5</sup> One undergraduate student who indicated experiencing sexual or gender-based harassment by a faculty or staff member did not indicate their gender on the survey.

<sup>6</sup>  $\chi^2(3)=16.23, p=.001$ .

Among graduate student participants, 15% ( $n=169$ ) indicated that they had experienced stalking since the beginning of the academic year at UM-Ann Arbor. This included 17% ( $n=52$ ) of graduate women, 11% ( $n=52$ ) of graduate men, 23% ( $n=7$ ) of non-binary graduate students, and 25% ( $n=5$ ) of transgender graduate student participants. Graduate student women participants were significantly more likely to experience stalking compared with graduate student men.<sup>7</sup>

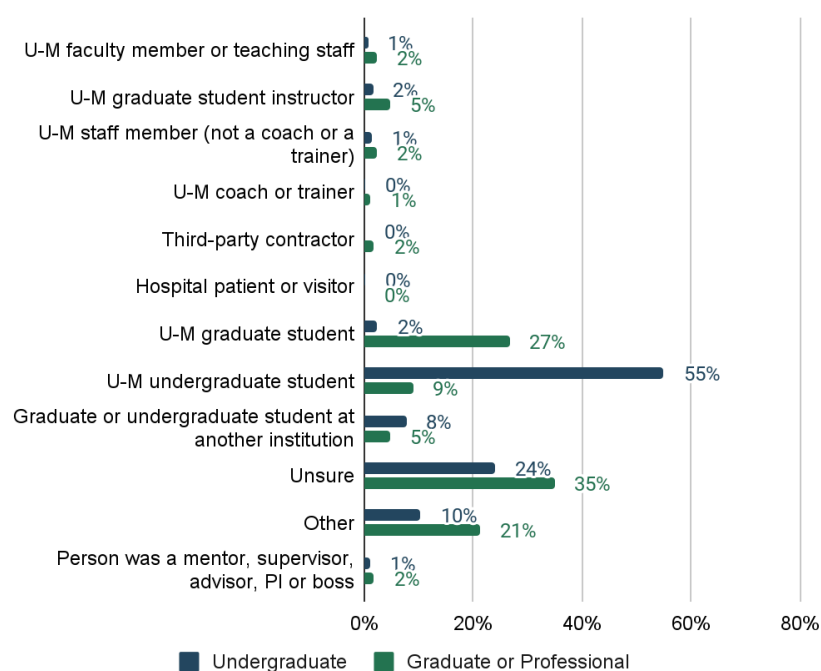
## Stalking Context

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 offices such as the university's Office of Equity, Civil Rights, and Title IX or the Sexual Assault Prevention and Awareness Center.

Among undergraduate student participants who indicated they had experienced stalking, 55% ( $n=250$ ) indicated that the perpetrator was another university undergraduate, 24% ( $n=109$ ) were unsure of the person's role, and 10% ( $n=47$ ) indicated it was a person in a role not listed, but typically unaffiliated with the university (see Figure 12). Among graduate and professional student participants 27% ( $n=45$ ) indicated that the perpetrator was another university graduate student, 35% ( $n=59$ ) were unsure of the role of the perpetrator and 21% ( $n=36$ ) indicated it was a person in a role not listed, but typically unaffiliated with the university. Relatively few student participants (1%) indicated that the perpetrator was a mentor, supervisor, advisor, PI, or boss.

Ten percent ( $n=63$ ) of students who experienced staking told someone who works at the university about their experience: 1% ( $n=9$ ) reported it to SAPAC, and another 1% ( $n=9$ ) reported it to ECRT. Participants who did not disclose their experience to a University office or official was asked why they chose not to report. The most common reasons

**Figure 12. Position of the Person who Engaged in the Stalking**



<sup>7</sup>  $\chi^2(3)=9.62, p=.02$ .

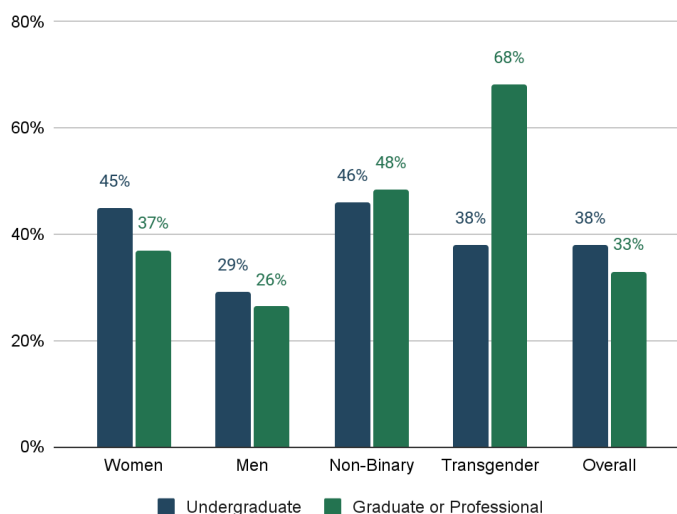
students provided for not reporting their experiences to the University were that the situation “didn’t have anything to do with school,” “was something that resolved itself on its own,” “was something [they] believed [they] could handle on [their] own,” “it wasn’t serious enough to report,” and they had a “lack of confidence in the University to handle the situation appropriately.”

## 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 (CDC, 2014) scope 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.

Similar to how “sexual violence” is an umbrella term encompassing multiple forms of misconduct (i.e., assault and rape), “sexual and gender-based harassment” consists of four different types of measured behaviors experienced by survey participants: sexist or sexually offensive language, gestures, or pictures; unwanted sexual attention; unwanted touching; and subtle or explicit bribes or threats (labeled in policy as *quid pro quo* harassment). The section below begins with a general review of the overall findings of harassment and then examines the specific rates of the four measured types of behavior.

Figure 13. Sexual and Gender-Based Harassment by Faculty or Staff Since the Beginning of the Academic Year



## Sexual and Gender-Based Harassment by Position

### By Faculty and Staff

Among undergraduate student participants, 38% ( $n=781$ ) indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff



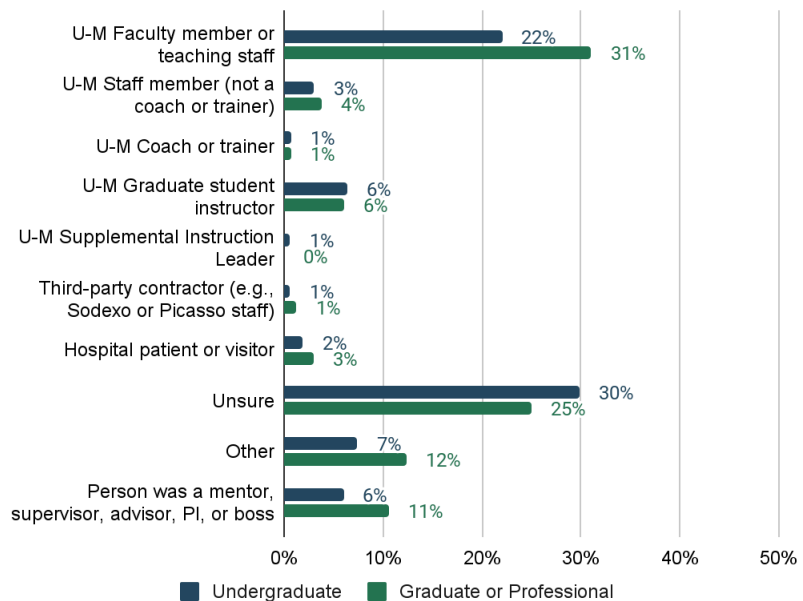
member (see Figure 13). This included 45% of undergraduate women ( $n=476$ ), 29% of undergraduate men ( $n=261$ ), 46% of non-binary undergraduates ( $n=26$ ), and 38% of transgender undergraduates ( $n=17$ ).<sup>8</sup> Undergraduate women and non-binary participants were significantly more likely to indicate experiences with sexual or gender-based harassment by faculty or staff compared with undergraduate men.<sup>9</sup>

Among graduate student participants, 34% ( $n=396$ ) indicated that they had experienced some form of sexual or gender-based harassment by a faculty or staff member. This included 37% of graduate women ( $n=242$ ), 26% of graduate men ( $n=124$ ), 48% of non-binary graduate students ( $n=16$ ), and 68% of transgender graduate student participants ( $n=15$ ). Graduate student women and non-binary and transgender participants were significantly more likely to indicate experiences with sexual or gender-based harassment by faculty or staff compared with graduate student women or men, respectively.<sup>10</sup>

Survey participants who indicated experiencing at least one form of sexual or gender-based harassment by a university faculty or staff member 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 the undergraduate students who indicated experiencing sexual or gender-based harassment by a faculty or staff member, 28% indicated the perpetrator was a member of the university faculty or teaching staff, a total of 5% indicated it was a university staff member, 37% were unsure of the perpetrator's role at the university, and 9% indicated it was someone in a role not listed in the question (see Figure 14). Among graduate and

**Figure 14. Position of the Person who Engaged in the Sexual or Gender-Based Harassment**



<sup>8</sup> One undergraduate student who indicated experiencing sexual or gender-based harassment by a faculty or staff member did not indicate their gender on the survey.

<sup>9</sup>  $\chi^2(3)=52.26, p<.001$ .

<sup>10</sup>  $\chi^2(3)=30.49, p<.001$ .

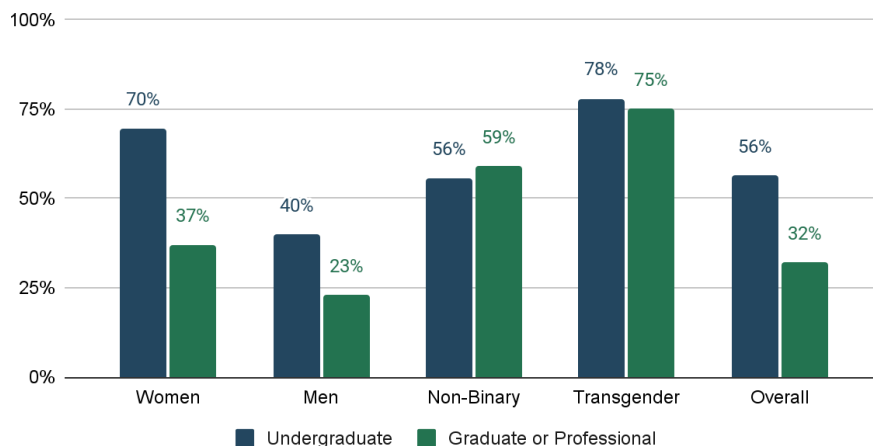
professional students who indicated experiencing sexual or gender-based harassment by a faculty or staff member, 41% indicated the perpetrator was a member of the university faculty or teaching staff, a total of 6% indicated it was a university staff member, 33% were unsure of the perpetrator's role at the university, and 16% indicated it was someone in a role not listed in the question. A significantly greater proportion of graduate and professional students (14%) indicated experiencing sexual or gender-based harassment by one of their supervisors at the university compared with undergraduate students (8%).<sup>11</sup> Across undergraduate and graduate and professional students who indicated experiencing sexual or gender-based harassment by a faculty or staff member, 6% (< 2% of the sample) specified that the only perpetrator(s) was a graduate student instructor.

### By Students

Among undergraduate student participants, 56% (n=1,104) indicated that they had experienced some form of sexual or gender-based harassment from another student (see Figure 15). This included 70% of undergraduate women (n=703), 40% (n=340) of undergraduate men, 56% (n=30) of non-binary undergraduates, and 78% (n=30) of transgender undergraduates.<sup>12</sup> Undergraduate women and transgender undergraduate participants were significantly more likely to indicate experiences with sexual or gender-based harassment from another student compared with men and non-binary undergraduates, and non-binary undergraduates were more likely to experience it compared with undergraduate men.<sup>13</sup>

Among graduate student participants, 32% (n=366) indicated that they had experienced

**Figure 15. Sexual and Gender-Based Harassment by Students Since the Beginning of the Academic Year**



some form of sexual or gender-based harassment from another student. This included 37% (n=229) of graduate student women, 23% (n=103) of graduate student men, 59% (n=19) of non-binary graduate students, and 75% (n=15) of transgender graduate student participants. Graduate student women, non-binary, and transgender survey

<sup>11</sup>  $\chi^2(1)=10.71, p=.001$ .

<sup>12</sup> One undergraduate student who indicated experiencing sexual or gender-based harassment by a student did not indicate their gender on the survey.

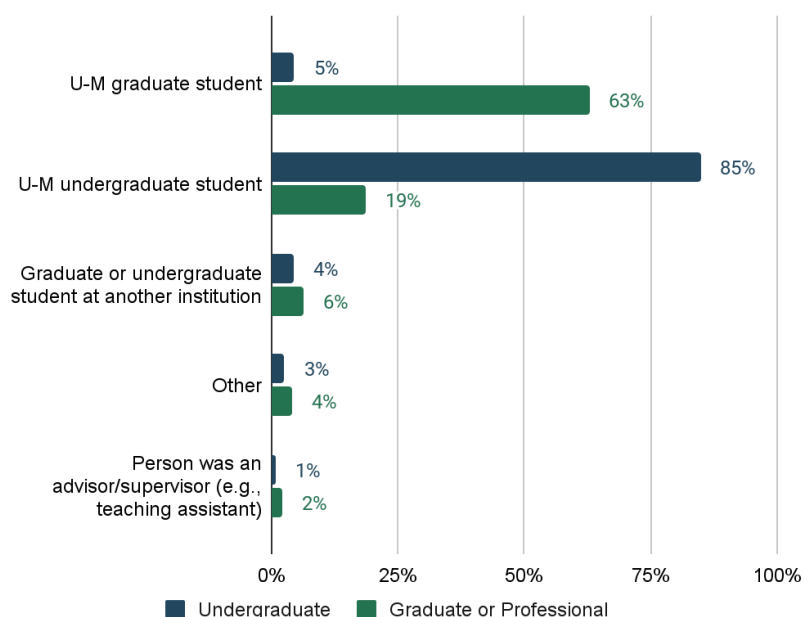
<sup>13</sup>  $\chi^2(3)=30.49, p<.001$ .

participants were significantly more likely to indicate experiences with sexual or gender-based harassment by another student compared with graduate student men. Non-binary and transgender participants were significantly more likely to indicate experiences with sexual or gender-based harassment by another student compared with women.<sup>14</sup>

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. Figure 16 depicts that almost three out of every four undergraduate students specified at least one of their experiences

was perpetrated by another university undergraduate student and 5% specified they had experienced it from a university graduate student or a student from another institution, respectively. Among graduate and professional student participants, 95% indicated that the perpetrator was another university graduate student, 22% indicated it was a university undergraduate student, and 7% indicated it was a student from another institution. Relatively few undergraduate or graduate students (9%) indicated that a perpetrator was an advisor or supervisor.

**Figure 16. Position of the Person who Engaged in the Sexual or Gender-Based Harassment**



## Sexual and Gender-Based Harassment Context and Reporting

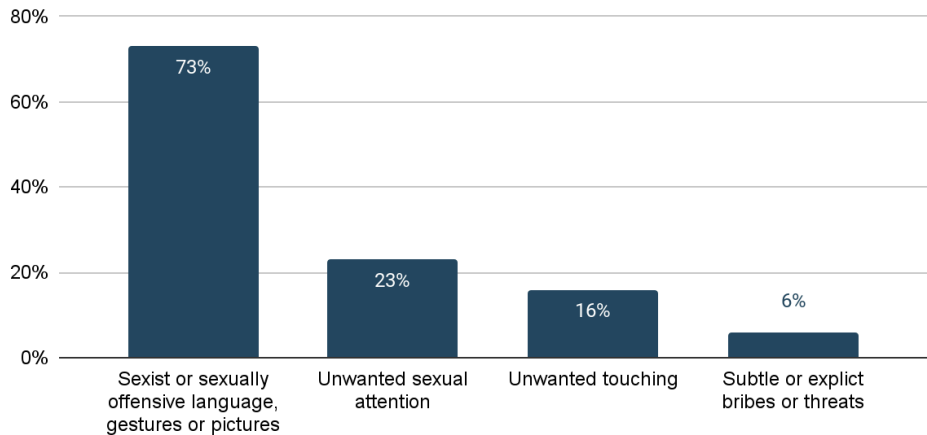
As shown in Figure 17, of those students who indicated that they had experienced sexual and/or gender-based harassment by a faculty or staff member, 73% ( $n=581$ ) indicated that the situation involved sexist or sexually offensive language, gestures, or pictures; 23% ( $n=183$ ) indicated that it involved unwanted sexual attention; 16% ( $n=123$ ) indicated it involved unwanted touching; and 6% ( $n=51$ ) indicated that it involved subtle or explicit bribes or threats.

<sup>14</sup>  $\chi^2(3)=52.84, p<.001$ .

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 incident to options like the university's ECRT or SAPAC offices,, law enforcement, and other university offices.

**Figure 17. Type of Harassment by Faculty/Staff Since the Beginning of the Academic Year**

Undergraduate, Graduate and Professional Students (Only those who indicated harassment experience)



Among student participants who indicated they had experienced at least one form of sexual or gender-based harassment by a faculty or staff member ( $n=1,177$ ), 28% indicated that the perpetrator was a university employee ( $n=335$ ). Twenty-five percent indicated that the perpetrator was a university faculty member ( $n=295$ ), 4% indicated they were a university staff member ( $n=48$ ), 6% indicated they were a university graduate student instructor ( $n=75$ ), 28% indicated that they were unsure of the perpetrator's role at the university ( $n=332$ ), and 11% indicated they were a Special Instruction Leader, third-party contractor, university coach or trainer, hospital patient or campus visitor, or other write-in response ( $n=123$ ).<sup>15,16</sup> Twenty-seven percent ( $n=316$ ) of student participants who indicated experiencing at least one form of sexual or gender-based harassment by a faculty or staff member chose not to indicate the perpetrator's role. Seven percent of undergraduate students ( $n=47$ ) and 13% of graduate or professional students ( $n=43$ ) indicated that the perpetrator was either a mentor, supervisor, advisor, PI, or boss.

Approximately 10% ( $n=120$ ) 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, including 5.3% percent ( $n=3$ ) of undergraduate students who reported it to SAPAC. Another 11% ( $n=6$ ) of undergraduates who experienced sexual or gender-based harassment by a faculty or staff member reported it to ECRT, while 5% of graduate or professional students ( $n=3$ ) reported their experience to ECRT. Participants

<sup>15</sup> Students were offered response options for graduate instructors and campus visitors to prevent perpetrators from being misclassified as university faculty or staff members.

<sup>16</sup> Participants would select all the perpetrator options that apply to account for multiple experiences or incidents involving multiple perpetrators.

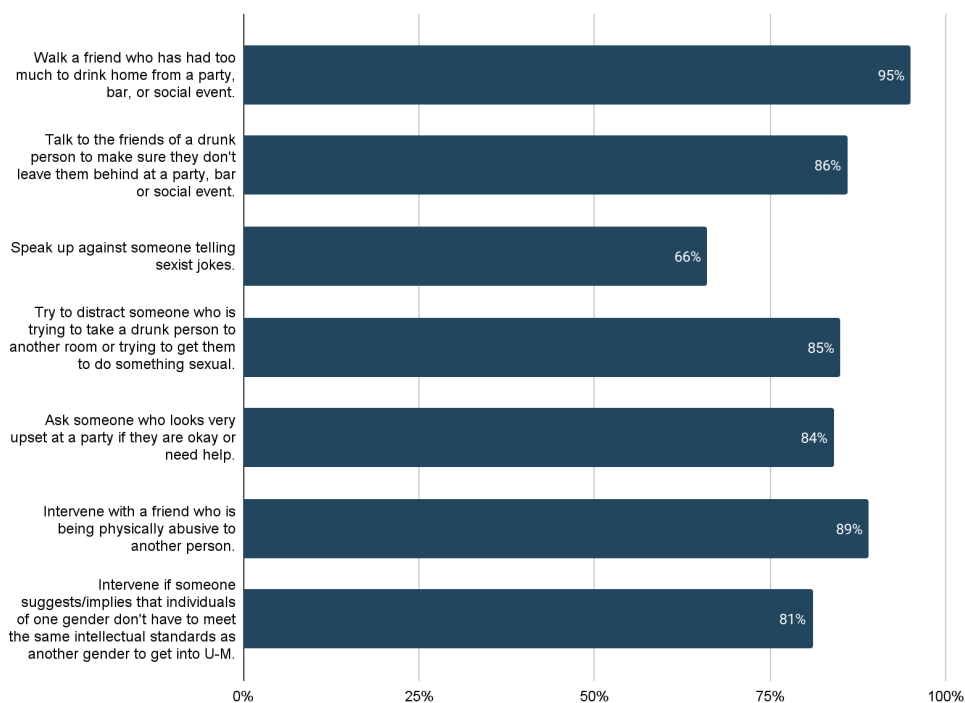
who did not disclose their experience to a University office or official were asked why they chose not to report. The most common reasons students provided for not reporting their experiences to the University were that it “was not a serious enough comment or offense to warrant me telling anyone,” “was not on campus,” there “was nothing to be gained by telling someone...,” “once [they] spoke to the person about it, they apologized and changed their behavior going forward,” and they did not “feel like an institution that would help in the situation.”

## Additional Climate Indicators

### Bystander Confidence

All survey participants were asked to indicate their level of agreement with the statement “I feel confident that I would:” followed by each of the statements presented in Figure 18 on Likert-type scales ranging from “strongly disagree” to “strongly agree,” thus indicating their confidence levels related to bystander intervention across a variety of situations that could involve sexual or gender-based misconduct. Approximately half of UM-Ann Arbor student participants (50%,  $n=1,971$ ) indicated that they felt confident that they would intervene in all of the seven scenarios posed.

Figure 18. Student Bystander Intervention Confidence

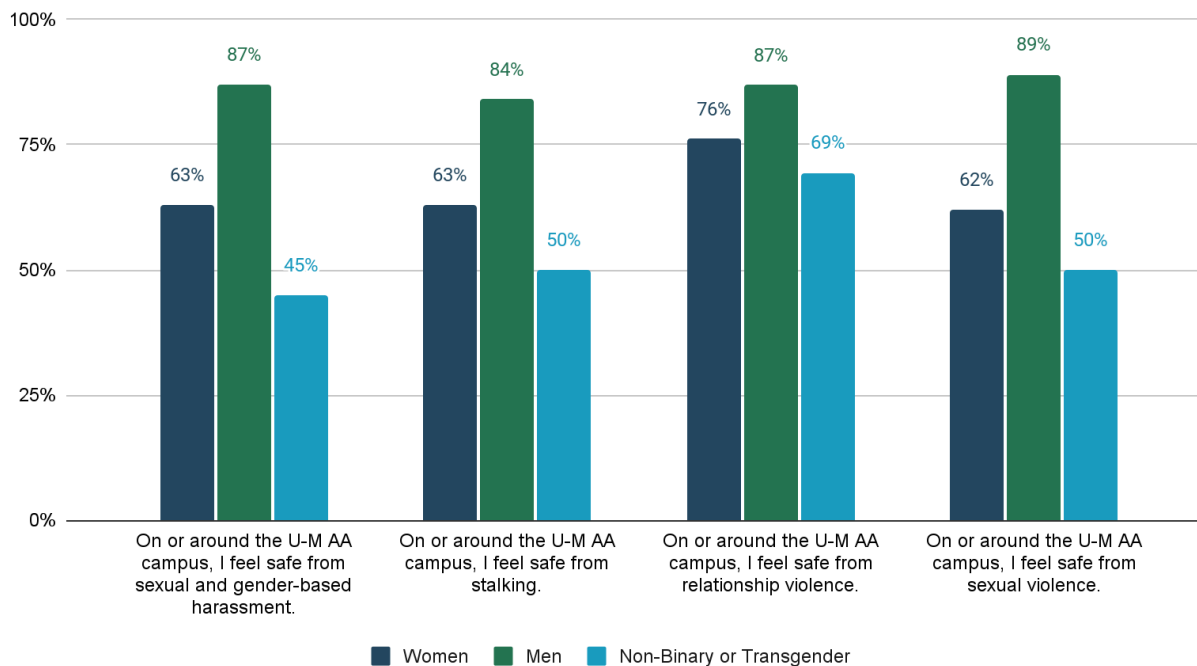


### Sense of Safety

All student participants were asked to rate their sense of safety on the University Michigan Ann Arbor campus related to sexual and gender-based harassment (see Figure 19. Approximately 72% ( $n=2,190$ ) of student participants agreed with the statement, “On or around the UM-Ann Arbor campus, I feel safe from sexual and gender-based

harassment." When looked at by gender identity, women ( $n=998$ ) and non-binary or transgender ( $n=64$ ) student participants indicated feeling less safe from sexual and gender-based harassment than men ( $n=1,128$ ). Women ( $n=991$ ) and non-binary or transgender ( $n=70$ ) students indicated feeling less safe with regard to stalking, and women ( $n=986$ ) and non-binary or transgender ( $n=70$ ) students indicated feeling less safe with regard to sexual violence than men ( $n=1,096$  and  $n=1,155$ , respectively). In general, men were more likely to indicate that they 'agree' or 'strongly agree' with statements about feeling safe from sexual or gender-based misconduct compared with both women and non-binary/transgender students.<sup>17</sup>

**Figure 19. Sense of Safety On or Around UM-Ann Arbor**



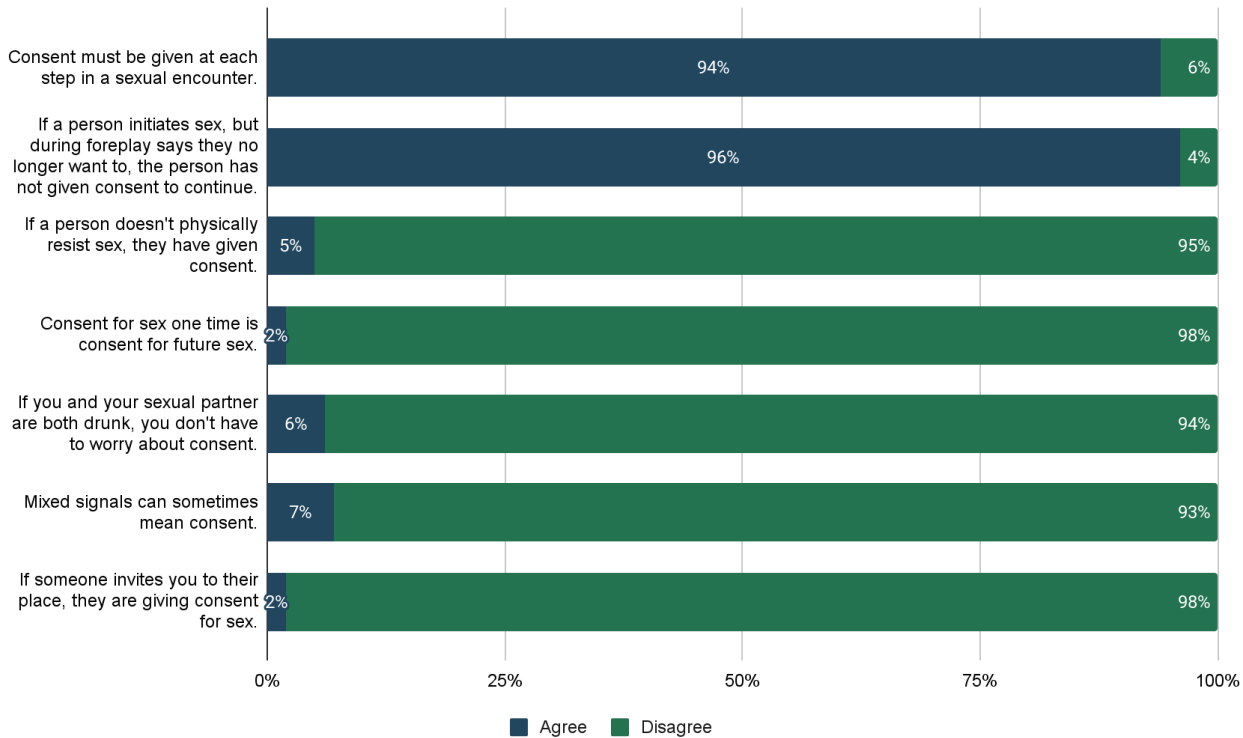
## Understanding Consent

All participants were asked to rate their level of agreement with a number of statements related to consent, and a majority of students understood most statements (see Figure 20): 94% ( $n=2,846$ ) agreed with the statement, "Consent must be given at each step in a sexual encounter"; 96% ( $n=2,904$ ) 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". Most student participants disagreed with the statements, "If a person doesn't physically resist sex, they have given consent" (95%,  $n=2,874$ ); "Consent for sex one time is consent for future sex" (98%,  $n=2,959$ ); "Mixed signals can sometimes mean consent" (93%,  $n=2,822$ ); and "If someone invites you to their place, they are giving consent for

<sup>17</sup> All  $\chi^2(4) < 100$ , all  $p = .001$ .

sex" (96%,  $n=2,955$ ). When alcohol is involved, 94% ( $n=2,850$ ) of students disagreed that "If you and your sexual partner are both drunk, you don't have to worry about consent."

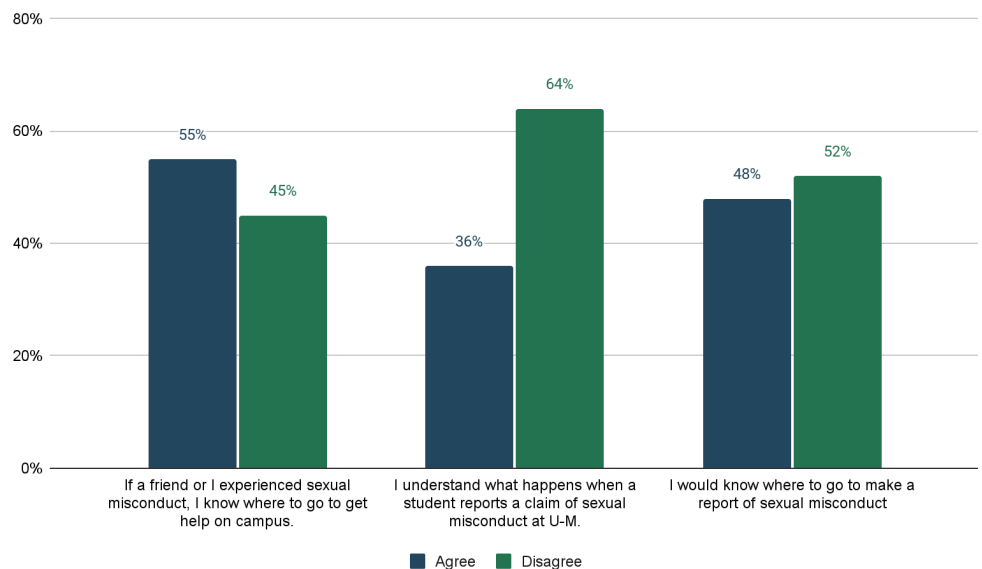
Figure 20. Understanding of Sexual Consent



## 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 (see Figure 22). For example, 55% ( $n=1,884$ ) of students agreed that they would know where to go for help on campus if they or a friend experienced sexual misconduct, while 45% ( $n=1,528$ ) responded with less than "agree." When

Figure 21. Knowledge of Institutional Policies and Reporting





asked if they understood what happens when a student reports a claim of sexual misconduct," 36% (n=1,212) agreed compared to 64% (n=2,200) that responded with less than "agree." A slightly higher percentage of students agreed that they would know where to report sexual misconduct (48%, n=1,602).

## Conclusion

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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 Ann Arbor 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. These cross-sectional<sup>18</sup> survey data serve to update these metrics within the context of similar student assessments focused on sexual and gender-based misconduct that were conducted at UM-Ann Arbor in 2015 and 2019.<sup>19</sup> Findings from this study will help inform U-M's continued efforts to prevent and respond to campus sexual and gender-based harassment, including efforts of the Title IX coordinators who will collaborate to develop a comprehensive response plan informed by the findings. The aggregate data from the survey will also be used to assess current prevention, education and response programs by the Sexual Assault Awareness and Prevention Center (SAPAC), Prevention Education, Assistance and Resources (PEAR) and inform the recommendations of the Coordinated Community Response Team (CCRT) to inform a series of recommendations that each working group is preparing for university leadership expected by the end of the academic year. 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.

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<sup>18</sup> Cross-sectional surveys measure all variables at the same time. This is the predominant design in campus climate assessment, as they develop 'snapshots' of sexual and gender-based misconduct incidence and related perceptions and attitudes.

<sup>19</sup> Direct comparisons between these 2024 survey findings and those from the 2015 and 2019 surveys should be made with caution: U-M chose to use the ARC3 sexual misconduct climate survey in 2024 (and anticipate its use for future assessment) whereas it had previously used a survey developed by the AAU in 2015 and 2019. Additionally, the 2024 survey design utilized a stratified random sample of the U-M campus community whereas the 2015 and 2019 designs used a census approach. These methodological differences must be taken into account when comparing results across these three surveys.



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 U-M Ann Arbor which will be led by ECRT, SAPAC, PEAR, and other campus partners.
- Engage in additional assessment (focus groups, interviews, other qualitative methods) to learn more about the “why” questions that the survey cannot answer. In particular, more information can help understand more about the sexual harassment experiences that students are experiencing from their peers in order to create more effective prevention programs. Further, the promising and positive responses around knowledge of consent would be another area of inquiry, to understand the successful methods of learning and see if they can be applied to other educational programs or campaigns.
- There is a great deal of potential for growth in terms of students understanding how to report or get support. Given that a majority of students reported knowing what to do or where to go, social norms campaigns may be a promising route to increase this number.
- Across the data, there are promising findings indicating that students are learning from each other and look to each other for support (in particular, that the highest disclosure rate was by a victim to a friend or roommate). Programs, training, and other educational materials should consider how students can be best prepared to support their friends and others if they experience sexual misconduct – and perhaps may be part of a broader education campaign bolstering knowledge and skills in helping friends and others in any difficult or crisis situations. Further, preparing students to have difficult conversations on topics like sexual misconduct, including challenging sexist and offensive remarks, can not only have a positive impact on support-seeking, but could have a positive impact on peer sexual harassment rates as well.

# Appendix A – Methodology

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## 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 at the university. 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 at the university.

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

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[TEXT IN BRACKETS DID NOT APPEAR TO PARTICIPANTS]



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





## 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)
- Health 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]**

**Sexual and Gender-Based Misconduct** 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 how aware you are of the function of the 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) <b>[UM-Ann Arbor]</b>					
Violence Prevention and Response Initiatives and Department of Public Safety (DPS) <b>[UM-Dearborn]</b>					
Center for Gender and Sexuality staff member (CGS) <b>[UM-Flint]</b>					
University of Michigan Police Department (UMPD) <b>[UM-Dearborn]</b>					



**[SECTION 4: BYSTANDER CONFIDENCE]**

4.1 I feel confident that I would:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Walk a <b>friend</b> 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 one gender doesn't have to meet the same intellectual standards as another gender 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- none 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- none 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- none 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
<ul style="list-style-type: none"> <li>• Telling lies...</li> <li>• Threatening to end the relationship...</li> <li>• Threatening to spread rumors about me...</li> <li>• Making promises I knew were untrue...</li> <li style="padding-left: 20px;">-or-</li> <li>• Continually verbally pressuring me...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Showing displeasure...</li> <li>• Criticizing my sexuality or attractiveness...</li> <li style="padding-left: 20px;">-or-</li> <li>• Getting angry but not using physical force...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Taking advantage of me when I was too drunk or out of it to stop what was happening.</li> </ul>				
<ul style="list-style-type: none"> <li>• Threatening to physically harm me or someone close to me.</li> </ul>				
<ul style="list-style-type: none"> <li>• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.</li> </ul>				



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
<ul style="list-style-type: none"> <li>• Telling lies...</li> <li>• Threatening to end the relationship...</li> <li>• Threatening to spread rumors about me...</li> <li>• Making promises I knew were untrue...</li> <li>• Continually verbally pressuring me...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Showing displeasure...</li> <li>• Criticizing my sexuality or attractiveness...</li> <li>• Getting angry but not using physical force...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Taking advantage of me when I was too drunk or out of it to stop what was happening.</li> </ul>				
<ul style="list-style-type: none"> <li>• Threatening to physically harm me or someone close to me.</li> </ul>				
<ul style="list-style-type: none"> <li>• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.</li> </ul>				

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
<ul style="list-style-type: none"> <li>• Telling lies...</li> <li>• Threatening to end the relationship...</li> <li>• Threatening to spread rumors about me...</li> <li>• Making promises I knew were untrue...</li> <li>• Continually verbally pressuring me...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Showing displeasure...</li> <li>• Criticizing my sexuality or attractiveness...</li> <li>• Getting angry but not using physical force...</li> </ul> <p>...after I said I didn't want to.</p>				

<ul style="list-style-type: none"> <li>• Taking advantage of me when I was too drunk or out of it to stop what was happening.</li> </ul>				
<ul style="list-style-type: none"> <li>• Threatening to physically harm me or someone close to me.</li> </ul>				
<ul style="list-style-type: none"> <li>• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.</li> </ul>				

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
<ul style="list-style-type: none"> <li>• Telling lies...</li> <li>• Threatening to end the relationship...</li> <li>• Threatening to spread rumors about me...</li> <li>• Making promises I knew were untrue...</li> <li>• Continually verbally pressuring me...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Showing displeasure...</li> <li>• Criticizing my sexuality or attractiveness...</li> <li>• Getting angry but not using physical force...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Taking advantage of me when I was too drunk or out of it to stop what was happening.</li> </ul>				
<ul style="list-style-type: none"> <li>• Threatening to physically harm me or someone close to me.</li> </ul>				
<ul style="list-style-type: none"> <li>• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.</li> </ul>				

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
<ul style="list-style-type: none"> <li>• Telling lies...</li> <li>• Threatening to end the relationship...</li> <li>• Threatening to spread rumors about me...</li> <li>• Making promises I knew were untrue...</li> <li>• Continually verbally pressuring me...</li> </ul> <p>...after I said I didn't want to.</p>				

<ul style="list-style-type: none"> <li>• Showing displeasure...</li> <li>• Criticizing my sexuality or attractiveness...</li> <li>• Getting angry but not using physical force...</li> </ul> <p>...after I said I didn't want to.</p>				
<ul style="list-style-type: none"> <li>• Taking advantage of me when I was too drunk or out of it to stop what was happening.</li> </ul>				
<ul style="list-style-type: none"> <li>• Threatening to physically harm me or someone close to me.</li> </ul>				
<ul style="list-style-type: none"> <li>• Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.</li> </ul>				

**[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- none 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

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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 themselves 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.