Findings from the KNOW MORE@MSU Campus Climate Survey

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Executive Summary

Michigan State University (MSU) sponsored the KNOW MORE@MSU Survey to comprehensively assess the culture, perceptions, and policies associated with sexual misconduct among the entire MSU campus community. All undergraduate students, graduate and professional students, faculty, and staff were invited to participate in a brief, web-based survey in spring 2019. Members of the campus community completed more than 15,000 surveys. RTI International, an independent, nonprofit research organization, collected and analyzed the data.

The surveys covered three broad areas: students' experiences with various types of victimization (primarily relationship violence and sexual misconduct), faculty and staff experiences with workplace incivility and work-related sexual harassment, and perceptions of campus climate and awareness of resources among students, faculty, and staff. Key highlights for each area are summarized below.

ES1.1 Students' Victimization Experiences

Key findings pertaining to students' victimization experiences included the following:

- Sexual harassment[1] was the most prevalent type of victimization students experienced (see Figure ES-1). Nearly two-thirds of undergraduate women[2] (65.5%), half of women graduate/professional students (50.4%), 42.2% of undergraduate men, and 32.4% of men graduate/professional students experienced sexual harassment in the 2018-2019 academic year.
  - The most common forms of sexual harassment were "someone making inappropriate or offensive comments about your or someone else's body, appearance, or sexual activities" and "someone referring to people of your gender in insulting or offensive terms".
- About 13% of undergraduate women, 3.5% of undergraduate men, 3.7% of women graduate/professional students, and 1.5% of men graduate/professional students experienced sexual assault[3] during the 2018-2019 academic year.

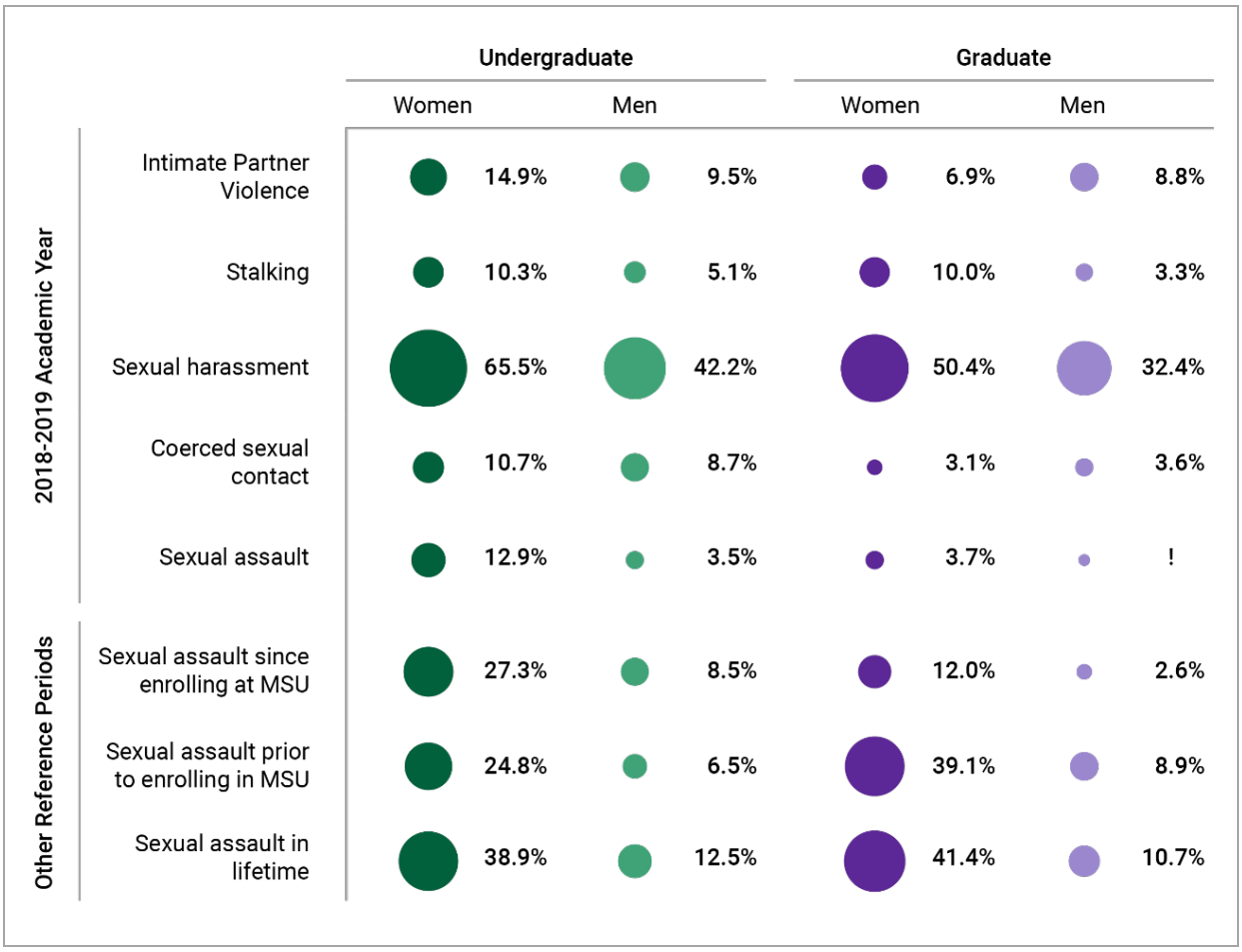
[1] Sexual harassment included a number of behaviors pertaining to sexual remarks, continued sexual advances, sharing of sexual photos or videos, using offensive, gender-based language, or someone in a position of authority promising better treatment (or threatening worse treatment) associated with sexual contact. See Table 5 for a detailed description of how sexual harassment was measured in the survey.

[2] Throughout this report, all results for students, faculty, and staff are shown according to self-reported gender identity. Those selecting "woman" or "transgender woman" are indicated as "women" and those selecting "man" or "transgender man" indicated as "men." Data for nonbinary respondents were analyzed separately, with findings summarized in text boxes on p. 23, 48, and 56. More detailed estimates for transgender individuals are found on pp. 13–20.

[3] Sexual assault was defined as sexual contact that the person did not consent to and did not want to happen. See Table 5 for a detailed description of how sexual assault was measured in the survey.

- Sexual battery, defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature, not involving penetration, was more common than rape.
- People committing an assault most commonly used the tactic of "ignoring you when you said 'no' or just [doing] it without your consent, when you did not want it to happen."
- Most perpetrators were MSU students and the most common location of rape incidents was an off-campus private residence.
- A disproportionately high number of incidents took place for first-year undergraduate women in September and October.
- Most incidents were disclosed to someone close to the survivor (e.g., a roommate, friend, or family member). In about 20% of rape incidents and 4.6% of sexual battery incidents undergraduate women experienced, the student disclosed the incident to, or sought services from, an MSU office.
- Students who experienced sexual assault were impacted in a number of ways; rape incidents were perceived as more upsetting to the student and led to more problems in various areas of their lives.

Figure ES-1. Victimization Prevalence (% of Students)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-1.

- When considering longer-term experiences, over a quarter of undergraduate women had experienced sexual assault since enrolling at MSU (27.3%). This estimate was 8.5% for

undergraduate men, 12.0% for women graduate/professional students, and 2.6% for men graduate or professional students. The lifetime sexual assault rate was 41.4% for women graduate/professional students and 38.9% for undergraduate women.

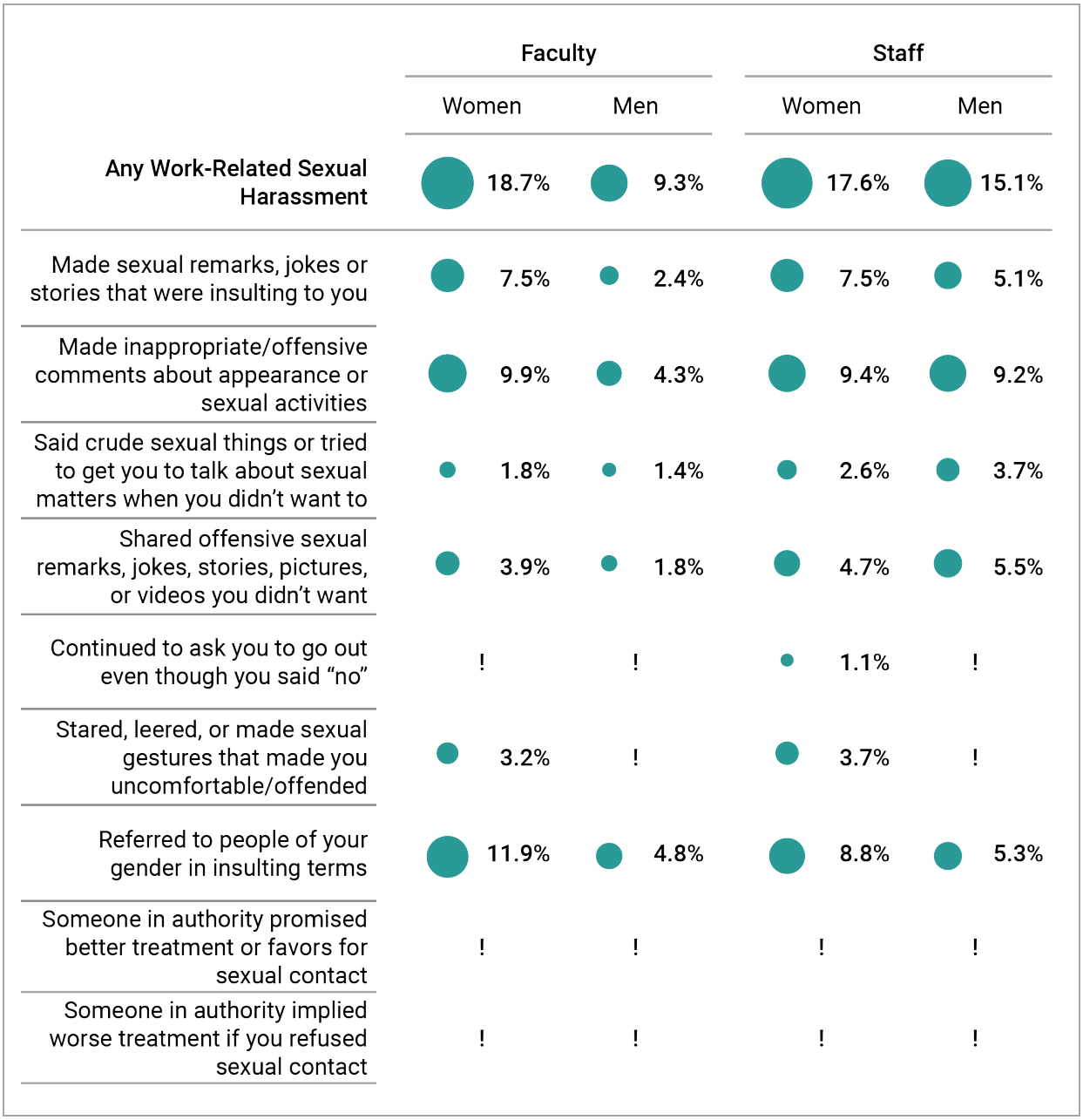
- Detailed estimates were developed for numerous subgroups of students. The most consistent finding was that students with a diagnosed or documented disability and students who were gay, lesbian, bisexual, asexual, or described themselves in some other way tended to have the highest likelihood of various forms of victimization.

ES1.2 Faculty's and Staff's Experiences with Workplace Incivility and Work-Related Sexual Harassment

Key findings pertaining to faculty and staff experiences included the following:

- The majority of faculty and staff (of all genders) experienced at least some workplace incivility. The most common types were that a supervisor or coworker paid little attention to their statements or showed little interest in their opinions, interrupted or "spoke over" them, and doubted their judgement on a matter for which they were responsible.
  - Women faculty and staff experienced more workplace incivility than men, and faculty and staff with a diagnosed or documented disability experienced more than those without a disability.
- The prevalence of work-related sexual harassment was 18.7% for women faculty, 9.3% for men faculty, 17.6% for women staff, and 15.1% for men staff (see Figure ES-2). The most common types of sexual harassment were: someone referring to people of one's gender in insulting or offensive terms (particularly for women faculty); someone making inappropriate or offensive comments about the person's or someone else's body, appearance or sexual activities; and someone making sexual remarks or telling jokes or stories that were insulting to the person. Very few faculty or staff experienced "quid pro quo" harassment, such as someone promising them better treatment or implying favors if they engaged in sexual contact (or implying/threatening worse treatment if they refused it).
  - Faculty and staff with a diagnosed or documented disability and those who were gay, lesbian, bisexual, asexual, or described themselves in some other way had the highest prevalence of work-related sexual harassment.
  - Substantial proportions of faculty and staff (particularly women faculty) indicated that the experience interfered with their ability to do their job or that it created an intimidating, uncomfortable, or offensive work environment. Other impacts, such as damaged relationships and negative impacts on emotional well-being, were common.
  - When faculty experienced sexual harassment, the perpetrator was most commonly an MSU professor, instructor, or postdoctoral scholar. For staff, the perpetrator was most commonly an MSU staff member or administrator.
  - Disclosure of work-related sexual harassment was less common for men than women.

Figure ES-2. Prevalence of Work-Related Sexual Harassment Among Faculty/Staff, 2018-2019 (% of Faculty/Staff)



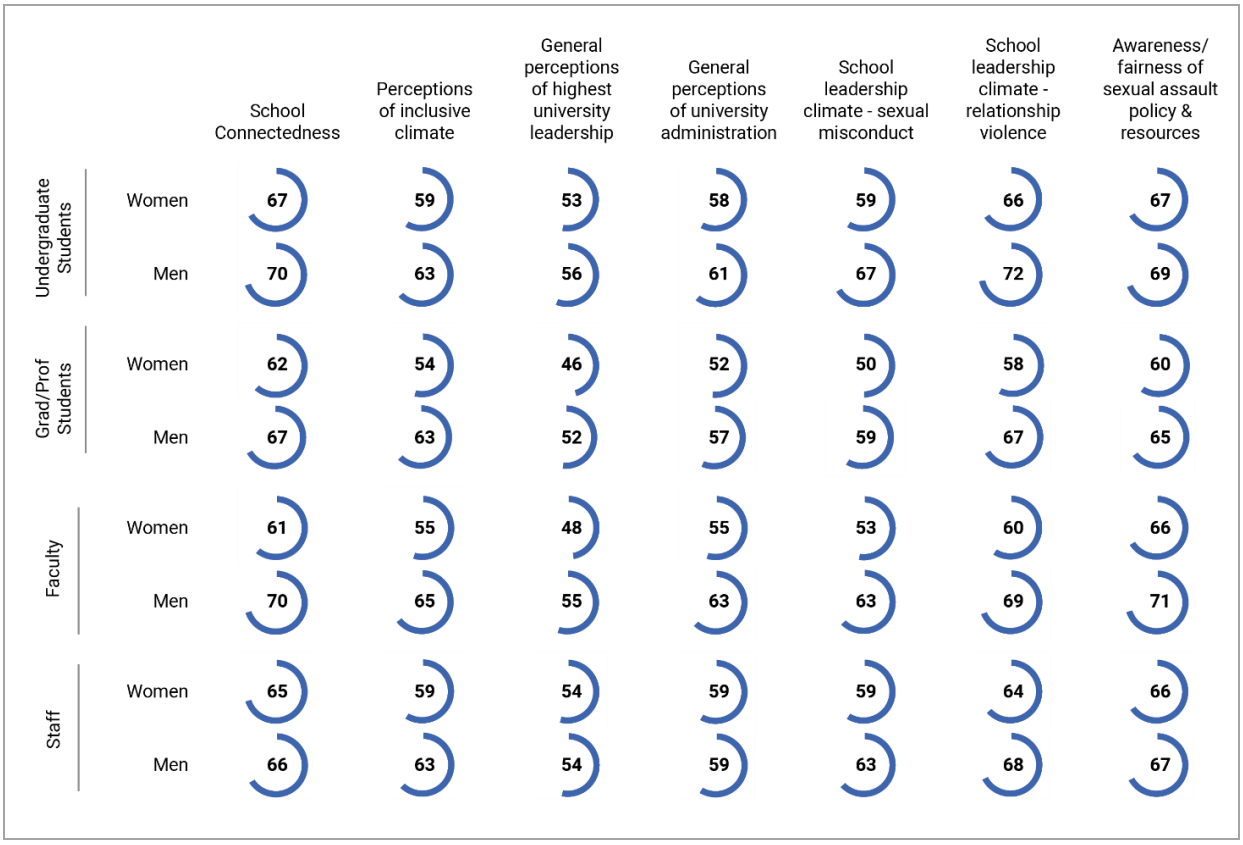
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. All unreliable percentages in this figure were <1 and thus too small to be displayed. For an accessible version of the information shown in this figure, see Appendix Table E-4.

ES1.3 Perceptions of Climate and Awareness of Resources

Key findings related to campus climate included the following:

- Across the dimensions of climate explored in the study (see Figure ES-3), undergraduate men and faculty men provided the most positive perceptions of climate, whereas women graduate/professional students and faculty women had the most negative perceptions of climate.
- Overall, the most positive dimensions of climate were survey participants' connectedness to MSU, their awareness of school sexual assault policy and resources, and perceptions of the school leadership climate for relationship violence. The most negative dimension of climate was related to general perceptions of the highest administrative leadership at the school.
- Awareness of MSU-specific resources and programs related to relationship violence and sexual misconduct was fairly high, and the majority of undergraduate students, graduate and professional students, and faculty and staff indicated that they had received training on a number of specific topics (e.g., the legal definitions of sexual assault, obtaining consent). Survey participants perceived online trainings as less helpful than the in-person trainings in which they participated.

Figure ES-3. Campus Climate (Mean Scale Scores), by Population



For an accessible version of the information shown in this figure, see Appendix Tables F-1a and F-1b.

ES1.4 Conclusions

Overall, the survey findings provided a breadth of information that the MSU community can use to enhance its Relationship Violence and Sexual Misconduct (RVSM) policies, prevention programming, and services to survivors, as well as to target specific areas of the campus climate for improvements. The study also served as an important benchmark to understand how the MSU community's experiences compares to those of other schools (see sidebar) and provides a starting point against which to assess changes going forward about perceptions of campus climate and victimization experiences.

Benchmarking the "Know More" Results Using Data from Other Schools

In 2015 RTI conducted the Campus Climate Validation Study (CCSVS) at nine diverse institutions of higher education using very similar question wording and survey methodology. The prevalence rate for sexual assault that undergraduate women experienced during the current academic year, averaged across the nine participating schools (and for over 15,000 undergraduate women) was 10.3%; this estimate ranged from 4.2% to 20.0% across the schools.[a] The comparable rate at MSU was 13%. The "since entering college" rate in the CCSVS for undergraduate women was 21% (ranging from 12% to 38% across the participating schools), compared to 27% at MSU. The lifetime prevalence estimate in the CCSVS was 34% (ranging from 26% to 46% across the participating schools), compared to 39% at MSU. This comparison suggests that, among undergraduate women, MSU students experience sexual assault at a level that is within range of the levels found among the nine institutions that participated in the CCSVS.

Among students who experienced sexual assault at MSU during the 2018-2019 academic year, disclosure or help-seeking to an MSU office or program was fairly high relative to the schools that participated in the CCSVS. For example, in the CCSVS, 12.5% of rape incidents and 4.3% of sexual battery incidents that undergraduate women experienced were disclosed to any official, which included 1) administrators, faculty, or other officials or staff at the school, 2) a crisis center or helpline, or a hospital or health care center at the school, 3) a crisis center or helpline, or a hospital or health care center not at the school, 4) campus police or security; or 5) local police not at the school, such as the county or city police department. In the 2019 Know More survey, for about 20% of rape incidents and 4.6% of sexual battery incidents that undergraduate women experienced, the student disclosed the incident to, or sought services from, an MSU office. Generally, higher reporting rates are considered positive because it means that more survivors are reaching out, learning about their options, and getting connected to other services.

[a] Krebs, C. K., Lindquist, C, H., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., et al. (2016). *Campus Climate Survey Validation Study Final Technical Report.* (NCJ 249545). Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics. Retrieved from https://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf

The remainder of this report describes and explains the survey results. Following a description of the study background and methodology, the report describes students' victimization experiences, faculty and staff experiences with workplace incivility and work-related sexual harassment, and perceptions of campus climate among students, faculty, and staff.

1. Background

As part of its efforts to understand the experiences and challenges the Michigan State University (MSU) community has faced concerning relationship violence and sexual misconduct, MSU sponsored a schoolwide climate survey in spring 2019. The effort was led by the Relationship Violence and Sexual Misconduct (RVSM) Expert Advisory Workgroup at MSU. The KNOW MORE@MSU Survey (hereafter, Know More survey) was intended to comprehensively assess the culture, perceptions, and policies associated with sexual misconduct among the entire MSU campus community, including undergraduate students, graduate and professional students, faculty, and staff. In their independent review of MSU's Title IX policies and programming, Husch-Blackwell recommended that MSU conduct a carefully designed climate survey inclusive of faculty, staff, and students to quantify climate, monitor the effectiveness of policies and programs, and to inform future Title IX-related activities.[4]

MSU has engaged in various climate survey assessments inclusive of RVSM issues in the past, most notably the 2015 AAU Climate Survey. This survey of undergraduate and graduate students (which had an overall response rate of 17.8%) found that almost 25% of women undergraduate students had been sexually assaulted during their time at MSU, and about 12% had experienced attempted or completed rape. Various workplace climate surveys have been conducted with MSU faculty and staff. For example, the Work Climate for Support Staff survey (administered in June 2017) found that eliminating sexual misconduct and incivility was an issue that needed to be addressed and improved. However, these climate assessments were administered at different times, using different survey instruments and assessing different aspects of climate, which made it difficult to draw conclusions about the broader climate issues at the university. For this reason, the RVSM Expert Advisory Workgroup recommended the creation of a campus-wide climate survey that included students, staff, and faculty and used consistent measures of climate across all three constituent groups.

To ensure the objectivity of the study and protect survey participant confidentiality, MSU contracted with an independent research organization, RTI International, to administer the survey, process the data, and report the results.[5]

The student and faculty/staff surveys were developed through an extensive design process involving the identification of items or scales (ideally, those that have been validated) from existing

[4] See https://civilrights.msu.edu/_assets/documents/Title-IX-External-Review-Phase-II-Report.pdf

[5] RTI is a nonprofit research organization with previous experience conducting student surveys on sexual assault victimization and campus climate related to sexual misconduct (see http://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf).

climate surveys,[6] making necessary adaptations to reflect the MSU campus, and developing new items where needed. RTI experts and key representatives from the MSU RVSM Expert Advisory Workgroup developed the instrument, with input sought from MSU students, faculty, and staff. The student survey primarily focused on students' perceptions of the climate related to sexual misconduct at MSU and experiences with various forms of victimization (including sexual assault, sexual harassment, coerced sexual contact, intimate partner violence, and stalking). The faculty and staff survey covered employees' perceptions of the climate related to sexual misconduct at MSU and experiences with workplace incivility and work-related sexual harassment. Because it focused on employment-related experiences, the faculty and staff survey did not measure the other forms of victimization covered in the student survey (e.g., intimate partner violence). The complete survey instruments are included in Appendix A.

Data collection took place from 3/19/2019 through 5/8/2019. Following extensive awareness-raising activities by MSU, all undergraduate students,[7] graduate and professional students, faculty, and staff were invited via e-mail to take the survey.[8] The survey was programmed for web-based administration and was mobile-device friendly. Participation was voluntary and the survey was confidential; each survey participant received a survey access code to take the survey but survey participants' identities were kept confidential (and no individual-level data were shared with MSU). Over the field period, RTI sent a number of follow-up emails.

The total number of survey participants, response rates, and average survey completion time for each population are shown in Table 1. Throughout this report, results are shown according to self-reported gender identity. Those selecting "woman" or "transgender woman" are indicated as "women" and those selecting "man" or "transgender man" indicated as "men". Data for nonbinary respondents were analyzed separately, with findings summarized in text boxes.[9]

[6] Including the Campus Climate Survey Validation Study (CCSVS), which was validated by RTI in a 2015 study sponsored by the Bureau of Justice Statistics (BJS) and the Office on Violence Against Women (OVW) of 23,000 students at nine institutions of higher education; the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct, the Administrator Researcher Campus Climate Collaborative (ARC3) instrument, and the Higher Education Data Sharing Consortium (HEDS) Faculty/Staff Survey of Campus Climate for Sexual Violence.

[7] The following categories of students were excluded: lifelong undergrads, high school guest, those currently studying abroad, those who were "online only", and English Language Center students.

[8] A random sample of undergraduate students was selected to receive a modest incentive to participate in the survey. This decision was made to ensure that statistically precise estimates could be developed for undergraduate students, who typically have lower response rates than graduate/professional students, faculty, and staff. Therefore, 5,200 undergraduate students received a $20 gift card for completing the survey.

[9] See text boxes on p. 23, 48, and 56 for summary findings for nonbinary undergraduate students (n=58), graduate or professional students (n=23), and faculty and staff (n=25).

Table 1. Number of Survey Participants, Response Rates, and Average Survey Completion Time

Population	Number of Respondents	Response Rate	Average Survey Completion Time (minutes)**
Undergraduates – Women*	5,121	27.4%	14.8
Undergraduates – Men*	2,692	15.0%	13.5
Graduate/Professional Students – Women	1,052	20.0%	15.3
Graduate/Professional Students – Men	614	14.1%	15.3
Faculty – Women	593	41.8%	17.8
Faculty – Men	522	28.4%	17.7
Staff – Women	2,976	34.7%	17.8
Staff – Men	1,503	21.7%	17.7

*Among undergraduate students, response rates were substantially higher for the incentive samples (40.5% for women and 23.4% for men) than the nonincentive samples (16.3% for women and 7.5% for men).
**For students, the average survey completion time was longer for survivors of sexual assault than nonvictims because detailed questions were asked about the incidents they had experienced. Also, the survey completion times shown in the table for faculty and staff were averaged for faculty and staff combined.

Nonresponse bias analyses (comparisons of those who participated in the survey with those who were invited to but did not participate) were conducted separately for each population using available administrative data. Among undergraduate students, those with higher GPAs and standardized test scores were generally more likely to participate. Some differences with race/ethnicity and international status were also observed, with white students more likely to participate than black or Hispanic students and international students less likely to participate. Among graduate and professional students, those with higher GPAs and who were graduate (as opposed to professional) students were more likely to participate. Among faculty, associate professors and professors were more likely to participate (with instructors less likely to participate), white faculty were more likely to participate than black, Hispanic, or Asian faculty (especially among women), and older faculty were more likely to respond than younger faculty (especially among men). Finally, among staff, those with more years of service, older staff, and union staff were generally more likely to participate. (Detailed results of the nonresponse bias analysis are included in Appendix B). The data were weighted to adjust for this nonresponse bias. The remainder of this report summarizes the findings from the study, based on the weighted data. Characteristics of the student samples are included in Tables 2 (undergraduates) and 3 (graduate/professional students). Characteristics of the faculty and staff samples are shown in Table 4, with additional details included in Appendix C.

Table 2. Distribution of Respondents, Undergraduate Students

Characteristic	Women			Men		
	Number	Percent		Number	Percent	
Year of Study						
1st year undergrad	1,247	24.5	%	653	24.4	%
2nd year undergrad	1,191	23.4		615	23.0	
3rd year undergrad	1,293	25.4		692	25.9	
4th year undergrad	1,348	26.5		712	26.6	
Involvement in Student Groups						
Greek life	977	19.2	%	454	17.0	%
Religious/faith-based student group	663	13.0		284	10.6	
Intercollegiate athletic team	197	3.9		105	3.9	
Race						
White	3,901	76.8	%	1,980	74.1	%
Black or African American	306	6.0		123	4.6	
Hispanic	246	4.8		126	4.7	
Asian	429	8.4		320	12.0	
Native Hawaiian or Pacific Islander	<10	0.1	!	<10	0.1	!
American Indian or Alaska Native	<10	0.1	!	<10	0.2	!
More than one race[a]	177	3.5		100	3.7	
International Student						
Yes	212	4.2	%	191	7.1	%
No	4,866	95.8		2,482	92.9	
Sexual Orientation						
Gay or lesbian	89	1.8	%	132	4.9	%
Straight	4,257	83.8		2,298	86.0	
Bisexual	501	9.9		110	4.1	
Asexual or described self another way	54	1.1		15	0.6	
Disability Status						
Yes	450	8.9	%	202	7.6	%
No	4,624	91.0		2,469	92.4	
Gender Identity						
Man	n/a	n/a	%	2,650	99.1	%
Woman	5,068	99.7		n/a	n/a	
Transgender man	n/a	n/a	!	17	0.6	
Transgender woman	12	0.2		n/a	n/a	!
Another gender identity[b]	<10	0.0	!	<10	0.2	!
Nonbinary	58 (0.1%)					

[a] Among students who selected more than one race, the most common pattern was Asian and white, followed by black and white and American Indian/Alaska Native and white.

[b] Includes respondents who did not provide their gender identity or who described themselves in a way that could not be classified as nonbinary or one of the listed categories. Administrative data were used to classify these respondents.

! Estimate is considered not reliable because it is either based on less than 10 persons or has a relative standard error greater than 30%. < 10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

Table 3. Distribution of Respondents, Graduate and Professional Students

Characteristic	Women			Men		
	Number	Percent		Number	Percent	
Student Type						
Graduate student	789	75.9	%	480	79.5	%
Professional student	249	24.0		124	20.5	
Length of Enrollment						
Less than 24 months	456	43.9	%	259	42.9	%
24 months or more	582	56.0		343	56.8	
Involvement in Student Groups						
Involved in religious or faith-based student group	84	8.1	%	45	7.5	%
Race						
White	707	68.0	%	377	62.4	%
Black or African American	54	5.2		25	4.1	
Hispanic	55	5.3		41	6.8	
Asian	172	16.6		129	21.4	
Native Hawaiian or Pacific Islander	<10	0.0	!	<10	0.0	!
American Indian or Alaska Native	<10	0.5	!	<10	0.0	!
More than one race[a]	42	4.0		26	4.3	
International Student						
Yes	182	17.5	%	169	28.0	%
No	855	82.3		433	71.7	
Sexual Orientation						
Gay or lesbian	35	3.4	%	48	7.9	%
Straight	825	79.4		495	82.0	
Bisexual	99	9.5		18	3.0	
Asexual or described self another way	16	1.5		<10	0.7	!
Disability Status						
Yes	110	10.6	%	44	7.3	%
No	924	88.9		559	92.5	
Gender Identity						
Man	n/a	n/a	%	596	98.7	%
Woman	1,036	99.7		n/a	n/a	
Transgender man	n/a	n/a		<10	0.7	!
Transgender woman	<10	0.2	!	n/a	n/a	
Another gender identity[b]	<10	0.1	!	<10	0.7	!
Nonbinary	23 (1.4%)					

[a]Among students who selected more than one race, the most common pattern was Asian and white.
[b]Includes respondents who did not provide their gender identity or who described themselves in a way that could not be classified as nonbinary or one of the listed categories. Administrative data were used to classify these respondents.
! Estimate is considered not reliable because it is either based on less than ten persons or has a relative standard error greater than 30%. < 10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

Table 4. Distribution of Respondents, Faculty and Staff

Characteristic	Faculty - Women			Faculty - Men			Staff - Women			Staff - Men		
	Number	Percent		Number	Percent		Number	Percent		Number	Percent	
Age[a]												
18-29	24	2.3	%	<10	1.1	%!	347	13.7	%	137	11.5	%
30-39	254	24.6		123	15.2		589	23.3		298	24.9	
40-49	291	28.2		163	20.1		545	21.5		281	23.5	
50-59	251	24.3		221	27.3		727	28.7		284	23.8	
60 or older	213	20.6		295	36.4		322	12.7		195	16.3	
Race												
White	840	81.3	%	644	79.4	%	2,153	85.1	%	1,012	84.7	%
Black	58	5.6		38	4.7		129	5.1		53	4.4	
Hispanic	38	3.7		27	3.3		108	4.3		60	5.0	
Asian	77	7.5		89	11.0		80	3.2		45	3.8	
Native Hawaiian/Pacific Islander	<10	0.0	!	<10	0.2	!	<10	0.0	!	<10	0.0	!
American Indian/Alaskan native	<10	0.6	!	<10	0.5	!	10	0.4		<10	0.3	!
More than one race[b]	14	1.4		<10	0.9	!	47	1.9		21	1.8	
Years of Service[a]												
0-1 year	162	15.7	%	108	13.3	%	514	20.3	%	267	22.3	%
2-3 years	174	16.8		105	12.9		387	15.3		176	14.7	
4-7 years	191	18.5		109	13.4		435	17.2		215	18.0	
8-16 years	253	24.5		187	23.1		519	20.5		241	20.2	
17 years or more	253	24.5		302	37.2		675	26.7		296	24.8	
Faculty Rank												
Assistant professor (tenure-track)	109	10.6	%	64	7.9	%	n/a	n/a	%	n/a	n/a	%
Associate professor (tenure-track)	143	13.8		129	15.9		n/a	n/a		n/a	n/a	
Professor (tenure-track)	141	13.6		249	30.7		n/a	n/a		n/a	n/a	
Instructor (nontenure-track)	125	12.1		76	9.4		n/a	n/a		n/a	n/a	

(continued)

Table 4. Distribution of Respondents, Faculty and Staff (continued)

Characteristic	Faculty - Women			Faculty - Men			Staff - Women			Staff - Men		
	Number	Percent		Number	Percent		Number	Percent		Number	Percent	
Temporary/nontenure-track (e.g., adjunct, lecturer, etc.)	124	12.0		91	11.2		n/a	n/a		n/a	n/a	
Academic specialist	124	12.0		59	7.3		n/a	n/a		n/a	n/a	
Clinical, health programs, other specialized appointment	51	4.9		23	2.8		n/a	n/a		n/a	n/a	
Other	99	9.6		40	4.9		n/a	n/a		n/a	n/a	
Sexual Orientation												
Gay or lesbian	37	3.6	%	26	3.2	%	48	1.9	%	58	4.9	%
Straight	831	80.4		682	84.1		2,171	85.8		979	81.9	
Bisexual	41	4.0		16	2.0		77	3.0		25	2.1	
Asexual or described self another way	13	1.3		<10	0.7	!	29	1.1		16	1.3	
Disability Status												
Yes	62	6.0	%	34	4.2	%	177	7.0	%	88	7.4	%
No	927	89.7		755	93.1		2,262	89.4		1,069	89.5	
Gender Identity												
Man	<10	0.0	%!	756	93.2	%	<10	0.0	%!	1,109	92.8	%
Woman	964	93.3		<10	0.0	!	2,412	95.3		<10	0.0	!
Transgender man or woman	<10	0.1	!	<10	0.0	!	<10	0.1	!	<10	0.0	!
Another gender identity[c]	<10	0.0	!	<10	0.1	!	<10	0.0	!	<10	0.3	!
Nonbinary					25 (0.4%)							

Note: Percentages may not sum to 100% due to nonresponse in the survey item.
[a] Categorizations come from administrative records.
[b] Among faculty who selected more than one race, the most common pattern was American Indian/Alaska Native and white. Among staff, it was black and white, Asian and white, and American Indian/Alaska Native and white.
[c] Includes respondents who did not provide their gender identity or who described themselves in a way that could not be classified as nonbinary or one of the listed categories. Administrative data were used to classify these respondents.
! Estimate is considered not reliable. Estimate is either based on less than ten persons or a relative standard error greater than 30%. < 10 indicates that between 0 and 10 faculty/staff in the school are in this category. The exact number is suppressed to protect the identity of the faculty/staff.

2. Students' Victimization Experiences

One of the primary goals of the Know More survey was to understand the magnitude and nature of students' experiences with sexual assault and other forms of victimization. This section summarizes the prevalence of various types of victimization among undergraduate and graduate/professional students, as well as key characteristics of sexual harassment and sexual assault incidents, to better inform MSU's prevention resources and support services for survivors.

The types of victimization that were covered in the student survey are described in Table 5.[10] Victimization indicators were developed for 21 different outcomes reflecting different types of victimization and different reference periods.

Table 5. Sexual Victimization Definitions

Measure	Description
Intimate partner violence (experienced during 2018-2019 academic year)	Includes any of the following behaviors by an intimate partner (boyfriend, girlfriend, spouse, or anyone the student was in an intimate relationship with or hooked up with, including exes and current partners): • (*physical*) threats to hurt the student where they thought they might really get hurt; pushing, grabbing, or shaking; and hitting, kicking, slapping, or beating up the student • (*emotional/controlling*) insulting, intentionally humiliating, or making fun of the student in front of others; or attempting to control the student
Stalking (experienced during 2018-2019 academic year)	Includes several experiences that caused students emotional distress or made them afraid for their personal safety. Students were classified if they experienced one of the following **and** indicated that the same person did any of them more than once: • following you around, watching you, showing up, riding by, or waiting for you at home, work, school, or any other place when you didn't want them to; sneaking into your home, car, or any place else and doing unwanted things to let you know they had been there; giving or leaving you unwanted items, cards, letters, presents, flowers, or any other unwanted items; harassing or repeatedly asking your friends or family for information about you or your whereabouts • (contacts or behaviors using various technologies, such as your phone, the Internet, or social media apps): making unwanted phone calls to you, leaving voice messages, sending text messages, or using the phone excessively to contact you; spying on you, tracking your whereabouts, or monitoring your activities using technologies, such as a listening device, camera, GPS, computer, or cell phone monitoring software, or social media apps like Instagram, Twitter, Facebook, Snapchat, or Tinder; posting or threatening to post inappropriate, unwanted, or personal information about you on the Internet; sending unwanted emails or messages using the Internet, for example, using social media apps or websites like Instagram, Twitter, Facebook, Snapchat, or Tinder

(continued)

[10] Note that this study's operationalization of these forms of victimization may differ from definitions under MSU's Relationship Violence and Sexual Misconduct Policy.

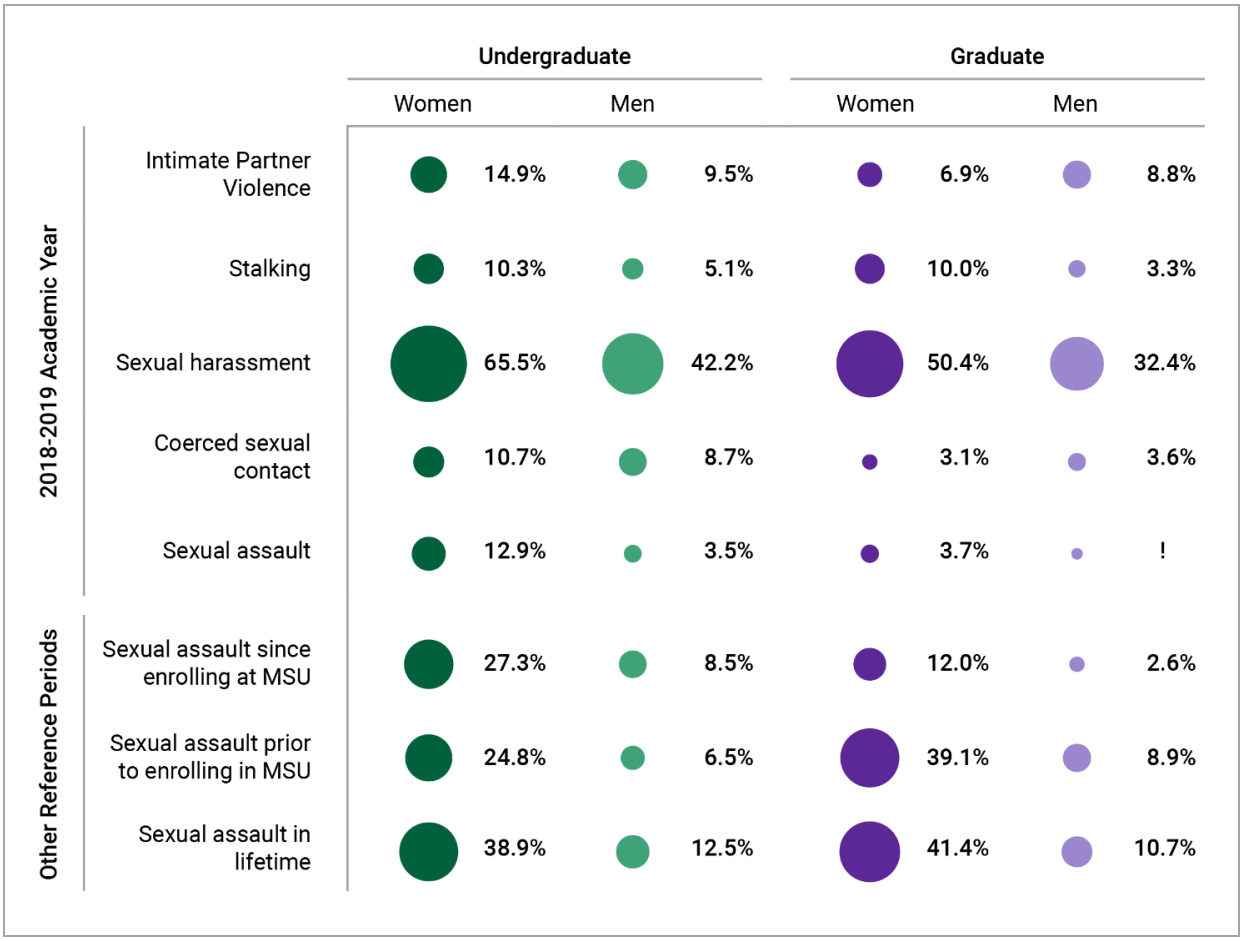
Table 5. Sexual Victimization Definitions (continued)

Measure	Description
Sexual harassment (experienced during 2018-2019 academic year)	Includes any of the following behaviors (which could have happened in person or by phone, text message, e-mail, or social media): • someone making sexual remarks or telling jokes or stories that were insulting to you; making inappropriate or offensive comments about your or someone else's body, appearance, or sexual activities; saying crude or gross sexual things to you or trying to get you to talk about sexual matters when you didn't want to; sharing offensive sexual remarks, jokes, stories, pictures, or videos with you that you didn't want; continuing to ask you to go out, get dinner, have drinks, or have sex even though you said "no"; staring, leering, or making gestures of a sexual nature that made you feel uncomfortable or offended; or referring to people of your gender in insulting or offensive terms • someone in a position of authority over you promising you better treatment or implying favors if you engaged in sexual contact or implying or threatening worse treatment if you refused sexual contact
Coerced sexual contact (experienced during 2018-2019 academic year)	Includes situations where someone had sexual contact (touching of a sexual nature, oral sex, or vaginal or anal sex) with the student by threatening to tell lies, end their relationship, or spread rumors about him/her; making promises the student knew or discovered were untrue; or continually verbally pressuring the student after he/she said he/she did not want to.
Sexual assault, rape, and sexual battery (experienced during 2018-2019 academic year, before entering college, before entering MSU, since entering MSU, and in the student's lifetime)	Includes any unwanted, nonconsensual sexual contact ("sexual contact that you did not consent to and that you did not want to happen"). It does not include sexual harassment or coerced sexual contact. For each reference period, estimates are further broken down into rape and sexual battery, which are mutually exclusive: • **Sexual battery** is defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature, not involving penetration. This could include forced kissing, touching, grabbing, or fondling of sexual body parts. • **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including oral sex, anal sex, sexual intercourse, or sexual penetration with a finger or object. Sexual battery and rape are mutually exclusive categories (e.g., a victim or a sexual victimization incident would be counted as one or the other, but not both).

2.1 Overall Prevalence of Victimization

Figure 1 shows the prevalence of various forms of victimization (i.e., the percentage of students who experienced each type) for undergraduate and graduate/professional students, by gender identity. The first set of estimates reflects various forms of victimization experienced in the 2018-2019 academic year, and the second set focuses on sexual assault experienced in broader reference periods.

Figure 1. Victimization Prevalence (% of Students)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-1.

Key findings shown in the figure include the following:

- Sexual harassment was the most prevalent type of victimization students experienced. Nearly two-thirds of undergraduate women (65.5%), half of women graduate/professional students (50.4%), 42.2% of undergraduate men, and 32.4% of men graduate/professional students experienced sexual harassment in the 2018-2019 academic year.
- About 10% of undergraduate women and women graduate/professional students experienced stalking in the 2018-2019 academic year.
- About 13% of undergraduate women, 3.5% of undergraduate men, and 3.7% of women graduate/professional students experienced sexual assault during the 2018-2019 academic year.[11]
- When considering other reference periods, over a quarter of undergraduate women experienced sexual assault prior to enrolling in MSU (24.8%), since enrolling at MSU

[11] The estimate for men graduate/professional students was not statistically precise.

(27.3%), and in their lifetimes (38.9%). Over 41% of women graduate/professional students (41.4%) experienced sexual assault in their lifetimes.

Additional key findings were that:

- When considering the components of sexual assault, sexual battery was more common than rape. Among undergraduate women, 4.3% experienced rape and 8.1% experienced sexual battery in the 2018-2019 academic year. During the same reference period, 0.8% of undergraduate men experienced rape and 2.3% experienced sexual battery; 1.3% of women graduate or professional students experienced rape and 2.3% experienced sexual battery.[12]
  - The most common types of sexual battery students experienced were someone "touching, grabbing, or fondling your sexual body parts" and "someone rubbing up against you in a sexual way."
- Some students experienced more than one incident of sexual assault during the 2018-2019 academic year. Among undergraduate women, 7.1% of students experienced one incident and 5.8% experienced two or more incidents. Among undergraduate men, 2.7% experienced one incident and 0.8% experienced two or more incidents. Among women graduate/professional students, 1.7% experienced one incident and 2.1% experienced two or more incidents.
  - When weighted to reflect the entire student population at MSU, the total number of sexual assault incidents experienced during the 2018-2019 academic year was 4,082 for undergraduate women, 758 for undergraduate men, 374 for women graduate/professional students, and 113 for men graduate/professional students (see sidebar).
- The incident rates (number of incidents per 1,000 students in a given academic year) for sexual assault were 218.9 for undergraduate women, 42.2 for undergraduate men, 71.1 for women graduate/professional students, and 25.8 for men graduate/professional students.
- Among types of intimate partner violence that students experienced, emotional abuse or coercive control by an intimate partner was more common than physical intimate partner violence. For example, 5.8% of undergraduate women experienced physical intimate partner violence and 12.2% experienced emotional abuse or coercive control by an intimate partner during the 2018-2019 academic year.

Clery Act Data Comparisons

The incident counts derived from the Know More survey cannot be directly compared to data reported by MSU (regarding the number of sexual assault incidents) under the Clery Act. The estimates included in this report are based on data that students provided about their sexual assault experiences through a confidential survey whereas data reported under the Clery Act are based on official reports and are limited to incidents that were formally reported to school officials. Given the extreme underreporting of sexual assault, Clery Act data are expected to be much lower than estimates obtained from a self-reported, confidential survey. Other factors that preclude direct comparisons are the Clery Act's focus on rape incidents (whereas the survey estimates include sexual battery and rape) and differences in the reference period (Clery Act reporting is based on a calendar year reference period whereas the survey used an academic year reference period).

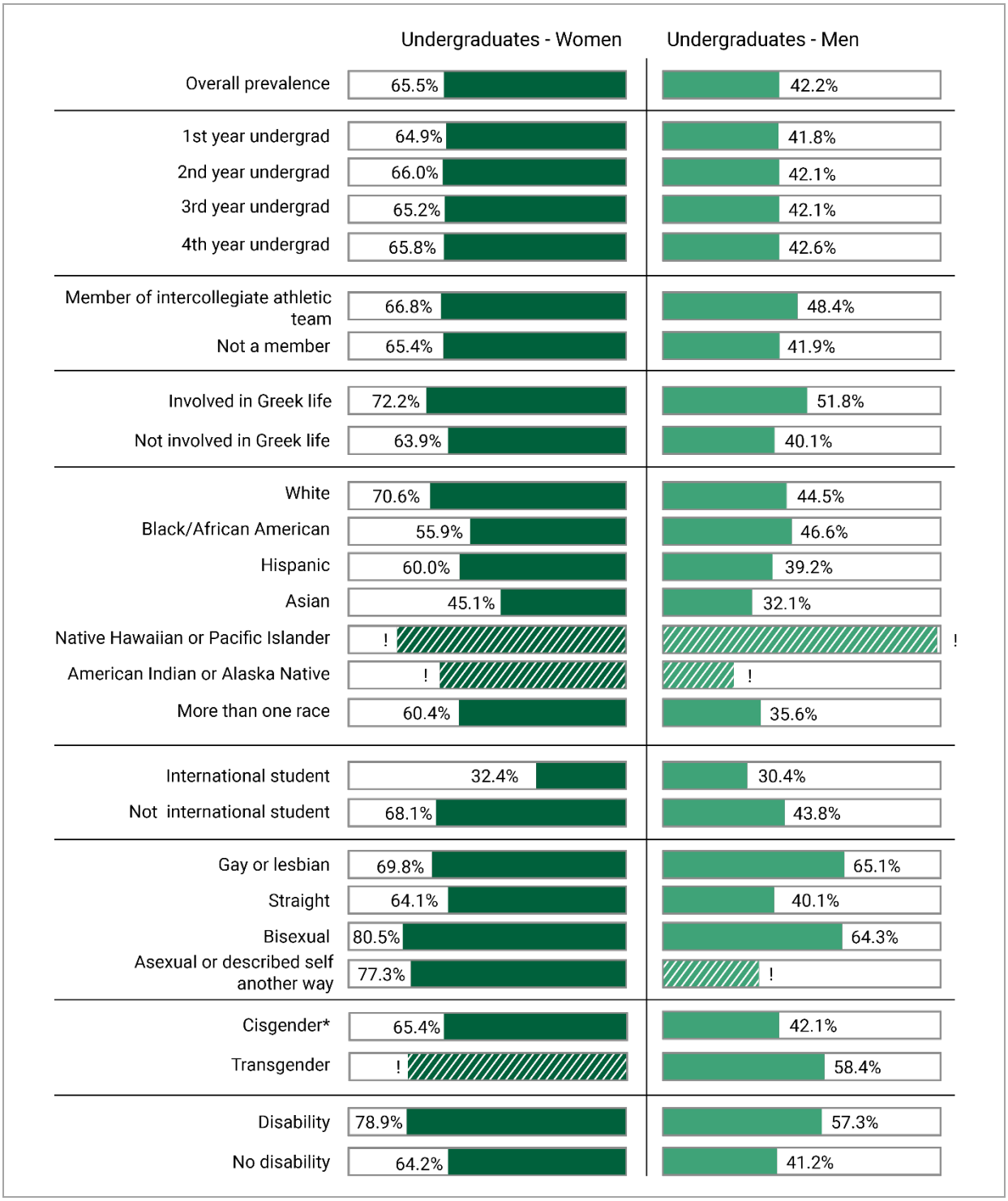
[12] The estimates for men graduate/professional students were statistically imprecise.

2.2 Differences in Prevalence Among Student Populations

One goal of this study was to determine whether—within each of the four student populations (undergraduate women, undergraduate men, women graduate/professional students, men graduate/professional students)—some student subgroups appear to be at a greater risk of experiencing different types of victimization than others. For each of the 21 victimization outcomes, separate estimates were developed for as many student subgroups as possible (e.g., year of study, length of enrollment, age, student participation in various student groups, race/ethnicity, international status, sexual orientation, gender identity, and disability status).

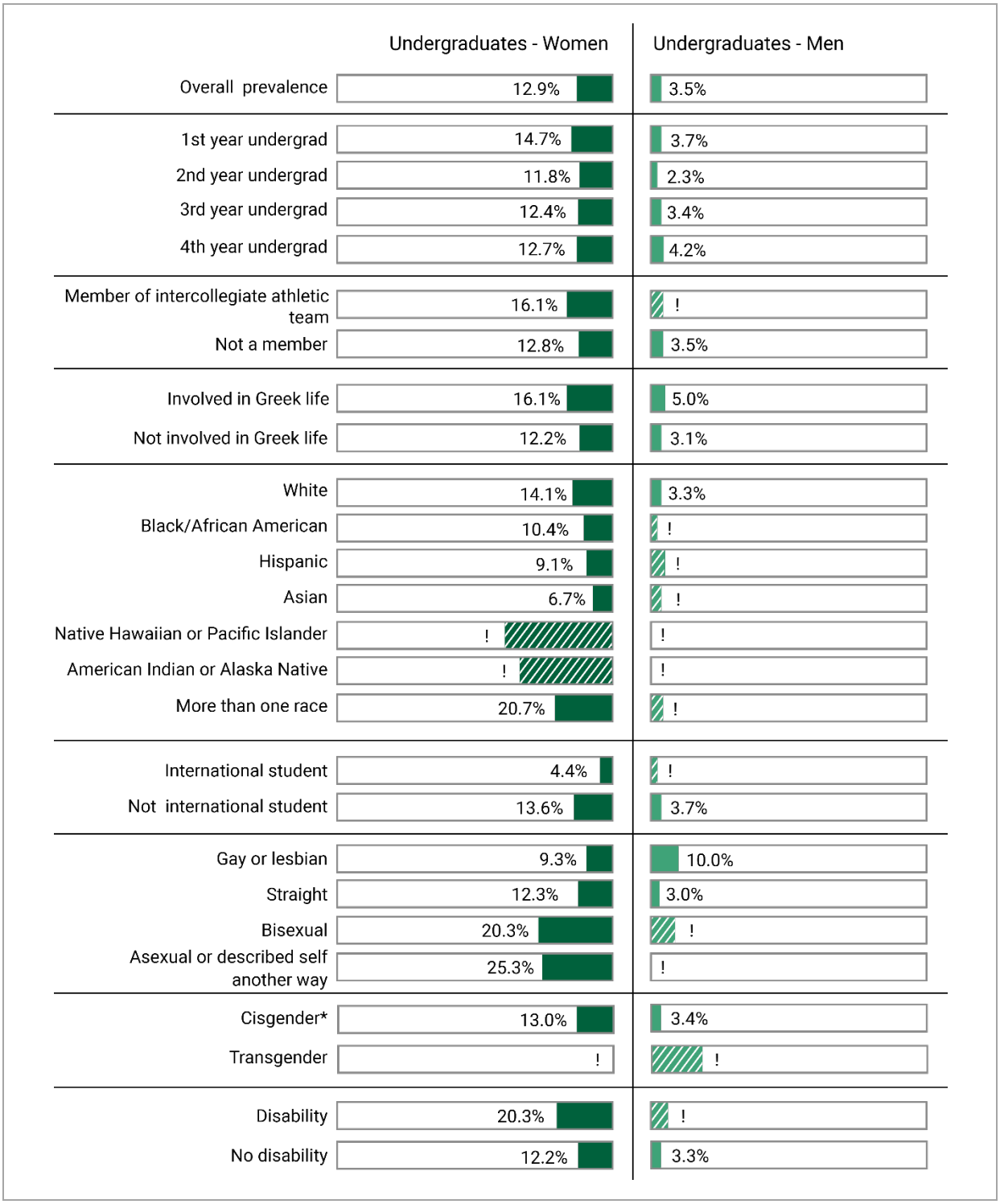
The prevalence of sexual assault (Figure 2), sexual harassment (Figure 3), intimate partner violence (Figure 4), and stalking (Figure 5) experienced in the 2018-2019 academic year is shown for specific subgroups of undergraduate men and women. Figures 6-9 show the same estimates for specific subgroups of graduate and professional students. Estimates that are considered statistically imprecise (due to small numbers of students in the particular subgroup) are flagged and should be interpreted with caution. Appendix D contains additional subgroup information and prevalence estimates for all types of victimization explored in the survey, including coerced sexual contact, sexual battery, rape and, for sexual assault, rape, and sexual battery, estimates for additional reference periods (e.g., prior to enrolling at MSU, since enrolling at MSU, and in students' lifetimes).

Figure 2. Sexual Harassment (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



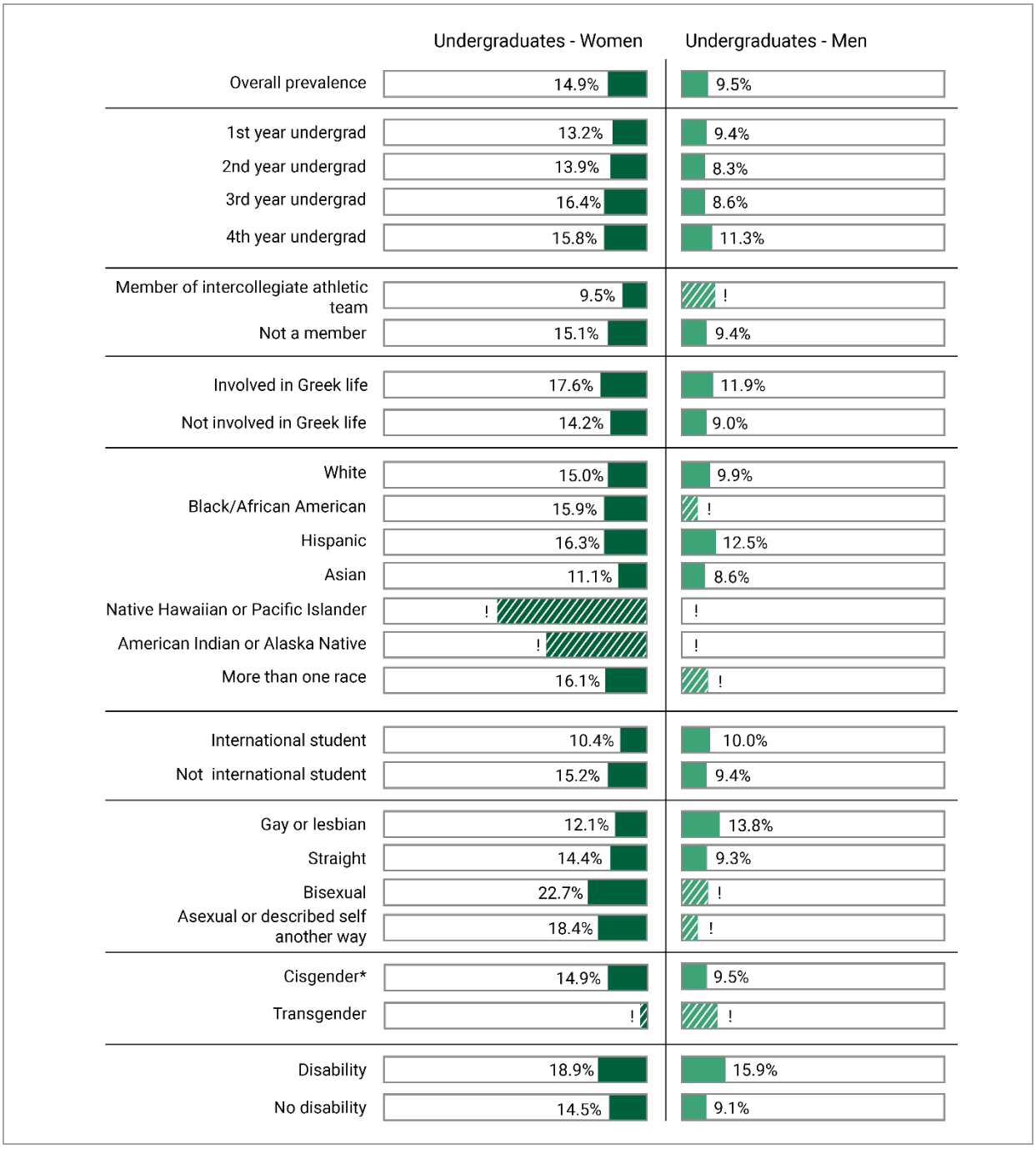
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a1 and D-3a2. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 3. Sexual Assault (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



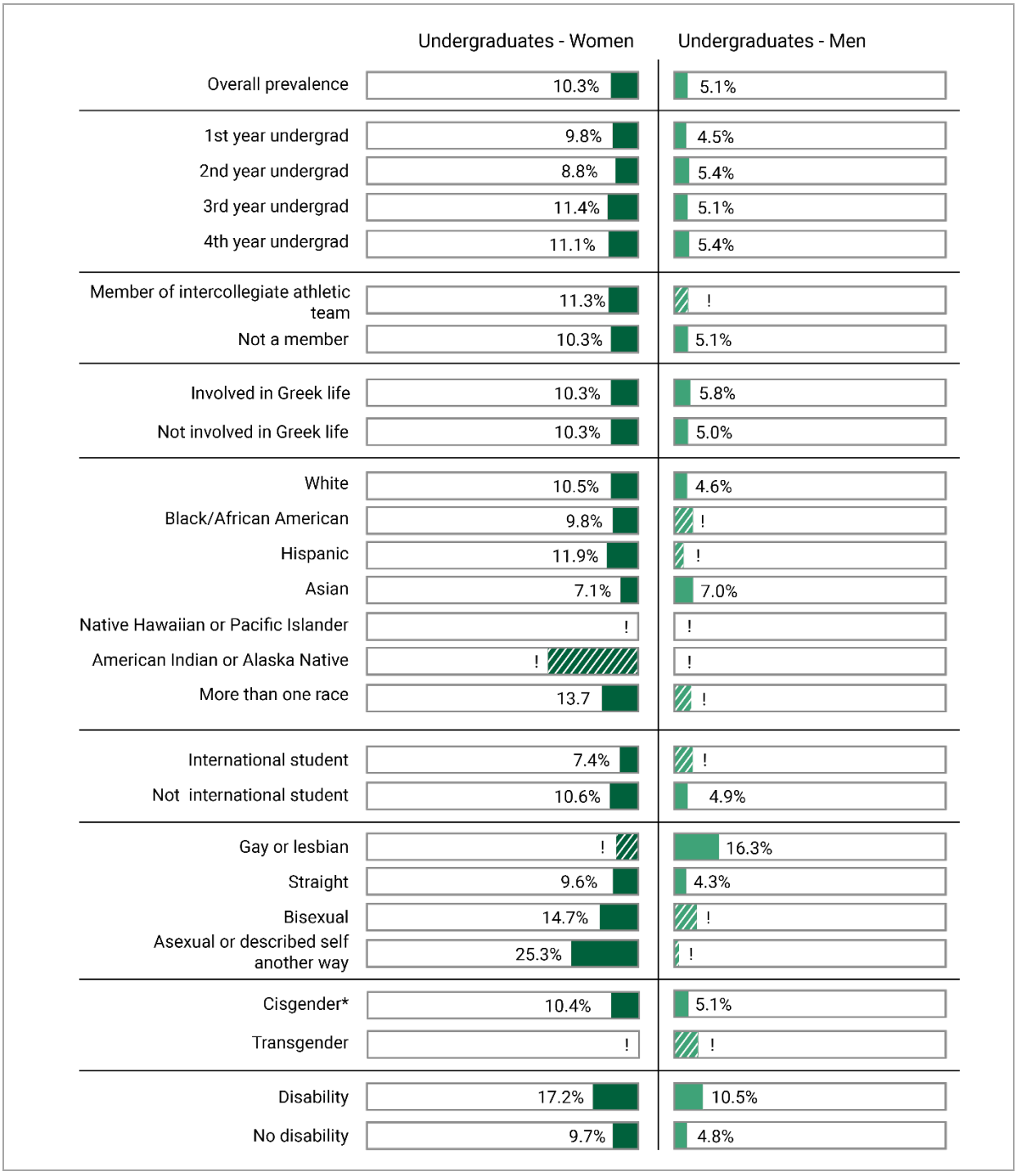
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a1 and D-3a2. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 4. Intimate Partner Violence (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



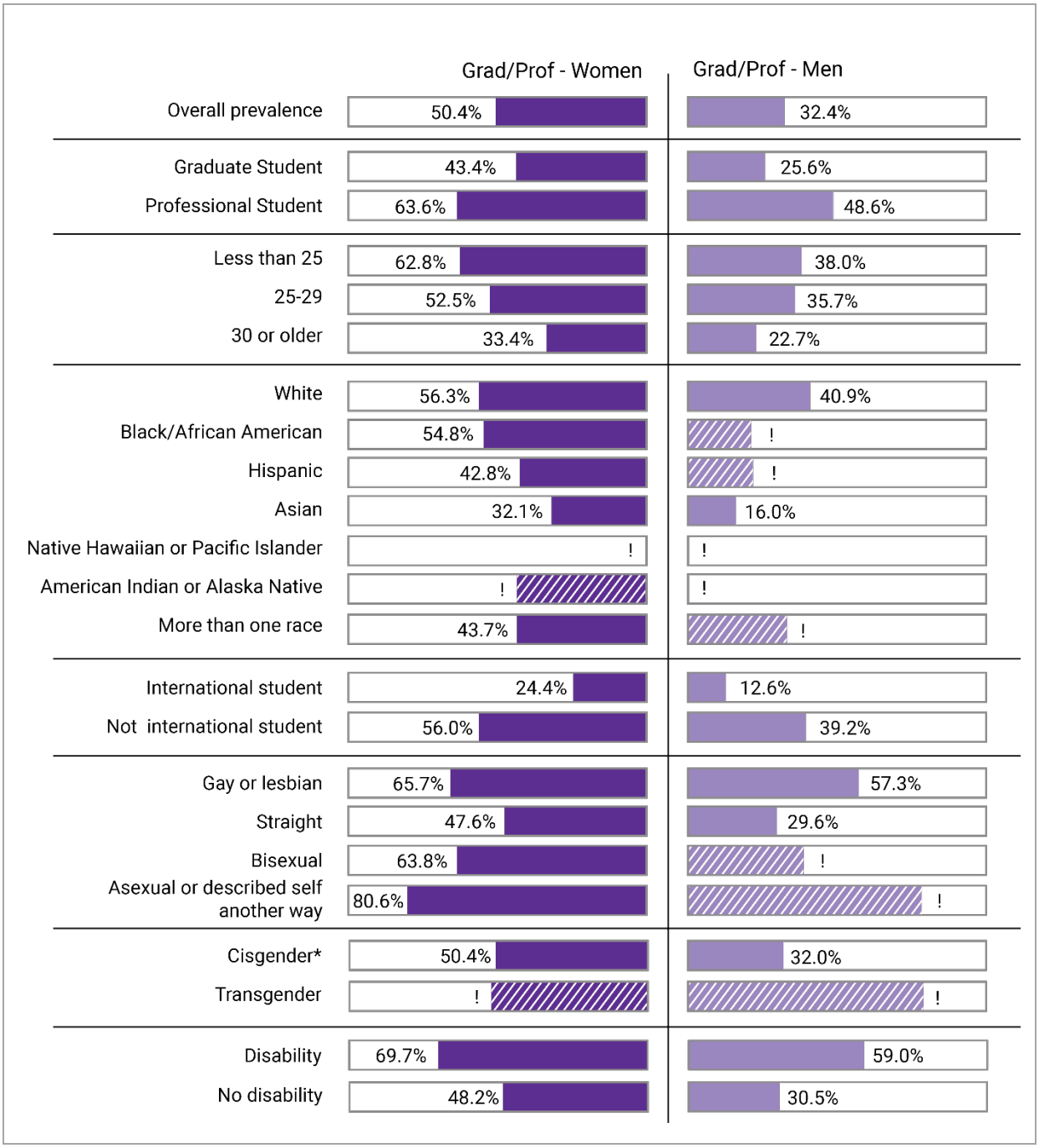
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a1 and D-3a2. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 5. Stalking (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



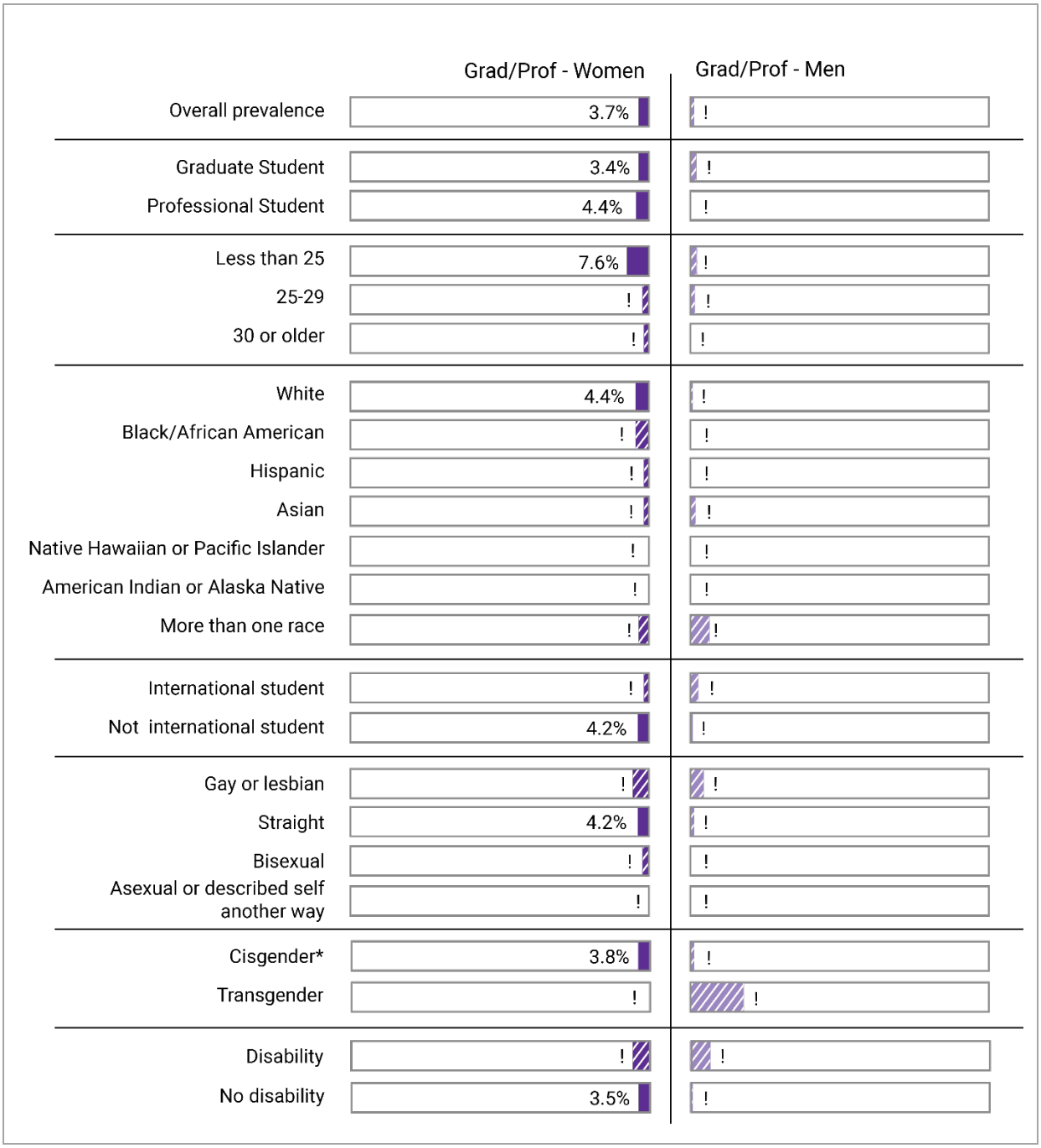
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a1 and D-3a2. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 6. Sexual Harassment (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



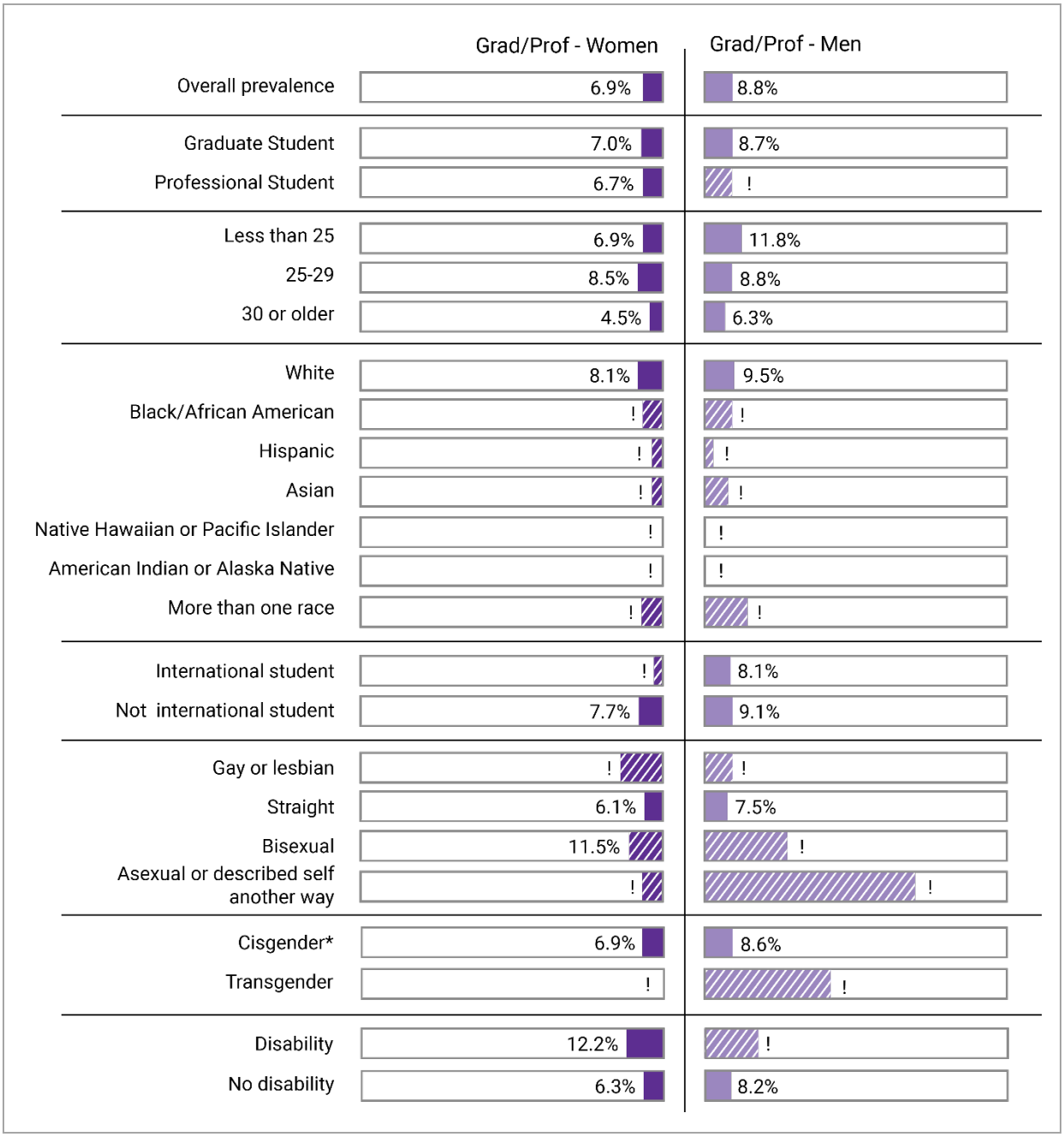
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a3 and D-3a4. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 7. Sexual Assault (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



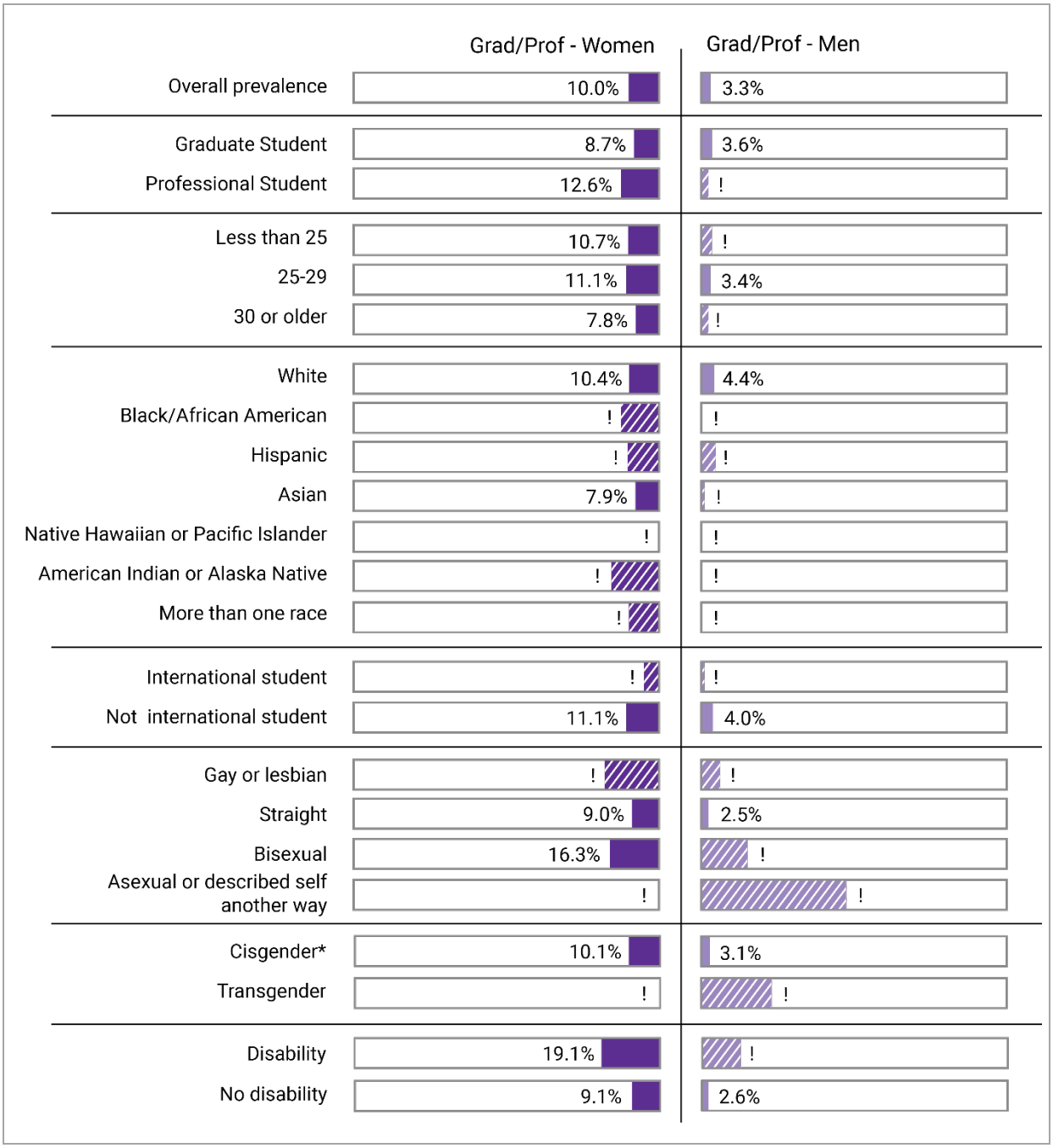
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a3 and D-3a4. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 8. Intimate Partner Violence (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a3 and D-3a4. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Figure 9. Stalking (in 2018-2019 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-3a3 and D-3a4. The survey response options for gender identity included "man, woman, transgender man, transgender woman, nonbinary or gender queer, some other way, or prefer not to answer." Those who selected "man" or "woman" are classified here as cisgender.

Overall patterns from the subgroup analyses suggest that:

- For undergraduate women, the subgroups of students that tended to have the highest victimization prevalence include women with a diagnosed or documented disability;[13] bisexual women, those who did not disclose their sexual orientation, and those who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual; multiracial women;[14] white women; women who were involved in Greek organizations; and domestic (as opposed to international) students.[15]

  - Analysis of 2018-2019 prevalence estimates showed that undergraduate women who indicated that they had a diagnosed or documented disability had the highest sexual harassment rate (78.9%) of any subgroup as well as the highest rate of rape (9.2%). Women who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual had the highest rates of sexual assault (25.3%) and stalking (25.3%) of any subgroup.[16] First-year undergraduate women students and younger students also appeared to have higher rates of sexual assault and sexual battery (but not rape) than other years of study. Women who described themselves as more than one race had higher rates of sexual assault (20.7%), rape (7.2%), and sexual battery (12.9%) than other racial/ethnic groups.
  - Analysis of sexual assaults experienced during other reference periods showed that undergraduate women who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual had the highest rates of lifetime sexual assault (65.4%) and sexual assault experienced before enrolling at MSU (45.8%). Women who indicated they had a diagnosed or documented disability had the highest rate of sexual assault since enrolling at MSU (45.2%). Not surprisingly, upperclassmen, those who had been enrolled for longer periods of time, and older students had higher lifetime rates and "since enrolling at MSU" rates. Women who described themselves as more than one race had higher rates of lifetime sexual assault (48.2%), sexual assault experienced before MSU (32.9%), and sexual assault since enrolling at MSU (35.5%) than other racial/ethnic groups. Women who were involved in Greek life had a higher rate of sexual assault since entering MSU (35.5%) than women who were not (25.4%).
- For undergraduate men, the subgroups of students that tended to have the highest prevalence estimates included men with diagnosed or documented disabilities; transgender men; gay men (and, for some estimates, bisexual men); Hispanic men; and men involved in Greek organizations.

  - Analysis of the 2018-2019 prevalence estimates revealed that undergraduate men who described themselves as gay had the highest rates of stalking (16.3%), sexual harassment (65.1%), and sexual assault (10.0%) of any subgroup. Men who indicated that they had a diagnosed or documented disability had the highest rate of intimate partner violence (15.9%) of any subgroup. Men who indicated that they were involved in Greek life had higher rates of sexual harassment (51.8%) than men who were not (40.1%).
  - Analysis of sexual assaults experienced during other reference periods showed that undergraduate men who described their sexual orientation as bisexual had the highest rates of sexual assault experienced before MSU (16.5%) and since enrolling at MSU (24.8%) of any subgroup. Although many estimates were statistically imprecise for

[13] We are unable to determine whether the documented disability is a result of an assault (e.g., PTSD) or if a students' disability existed prior to being assaulted.
[14] As noted in Table 2, multiracial women were most commonly white and Asian students, followed by black and white and American Indian/Alaska Native and white.
[15] However, coerced sexual contact appeared to be higher among undergraduate women who were international students than those who were not.
[16] With this comparison limited to all subgroups for which estimates were statistically precise.

transgender men, this group had the highest rate of lifetime sexual assault of any student subgroup (60.0%). Not surprisingly, upperclassmen, those who had been enrolled for longer periods of time, and older students had higher lifetime rates and "since enrolling at MSU" rates. Men who were involved in Greek life had a higher rate of sexual assault since entering MSU (12.7%) than men who were not (7.6%).

- For women graduate/professional students, the subgroups of students who tended to have the highest prevalence estimates include women with documented or diagnosed disabilities; those who were bisexual, lesbian, or who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual; multiracial women; white women; and professional (as opposed to graduate) students.[17]

  – Analysis of the 2018-2019 prevalence estimates revealed that women graduate/professional students who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual had the highest rate of sexual harassment (80.6%) of any subgroup. Women graduate/professional students who indicated that they had a diagnosed or documented disability had the highest rates of stalking (19.1%) and intimate partner violence (12.2%) of any subgroup. White women had a higher rate of sexual harassment (56.3%) than other racial/ethnic groups. Women who were professional students had higher rates of sexual harassment (63.6%) than graduate students (43.4%).

  – Analysis of sexual assaults experienced during other reference periods showed that women graduate/professional students who described themselves as asexual or in a way that could not be classified as gay or lesbian, straight, or bisexual had the highest rates of sexual assault before enrolling at MSU (68.5%) and in their lifetimes (68.5%) of any subgroup. Women who indicated that they had a diagnosed or documented disability had the highest rate of sexual assault since enrolling at MSU (23.7%) of any subgroup. Multiracial women had a higher rate of lifetime sexual assault (50.9%) than women in other racial/ethnic groups.

- Among men graduate/professional students, the subgroups of students that tended to have the highest prevalence estimates included men with diagnosed or documented disabilities; gay men; and men who were domestic (as opposed to international) students. Other comparisons were difficult to make because of the high number of statistically imprecise estimates for this population.

  – Although many estimates for victimization that men graduate/professional students experienced in the 2018-2019 academic year were statistically imprecise, those who indicated that they had a diagnosed or documented disability had the highest rate of sexual harassment (59.0%) of any subgroup. Men who were professional students appeared to have higher rates of sexual harassment (48.6%) than graduate students (25.6%). White men appeared to have higher rates of sexual harassment (40.9%) than other racial/ethnic groups.

  – Analysis of sexual assaults experienced during other reference periods showed that men graduate/professional students who considered themselves to be gay had the highest rate of sexual assault before entering MSU (22.1%) and men who indicated that they had a diagnosed or documented disability had the highest lifetime sexual assault rate (25.8%) of any group, followed by gay men (24.0%).

[17] Black women also had a high prevalence estimate for sexual harassment (55% of black women graduate/professional students had experienced sexual harassment during the 2018-2019 academic year).

Victimization among Nonbinary Students

The gender groupings used throughout this report are based on each survey participant's self-reported gender identity (those selecting "woman" or "transgender woman" are indicated as "women" and those selecting "man" or "transgender man" indicated as "men", with subgroup analyses conducted to examine differences between transgender and cisgender students). Data for nonbinary survey participants—those who selected "nonbinary or genderqueer" in the survey or wrote in an open-ended response (to "you describe yourself some other way") with these terms—were analyzed separately. However, the small number of survey participants in this category resulted in many statistically imprecise estimates. To ensure that the experiences of nonbinary survey participants are shared, this report uses text boxes to summarize key findings for these groups.

Key victimization rates for nonbinary students, which included 58 undergraduates and 23 graduate/professional students, were estimated separately. Among undergraduates, 78% of nonbinary students experienced sexual harassment in the 2018-2019 academic year (compared to 65.4% of cisgender women, 58.4% of transgender men, and 42.1% of cisgender men; the estimates for transgender women were statistically imprecise). The estimate for sexual assault that nonbinary undergraduates experienced in the 2018-2019 academic year was not statistically precise (it ranged from 8% to 28%). Analysis of other reference periods showed that 44% of nonbinary students reported experiencing sexual assault prior to entering MSU (compared to 24.9% of cisgender women and 6.4% of cisgender men; the estimates for transgender women and men were statistically imprecise), 38% reported experiencing sexual assault since entering MSU (compared to 27.3% of cisgender women and 8.4% of cisgender men; the estimates for transgender women and men were statistically imprecise), and over half (57%) have experienced sexual assault in their lifetimes (compared to 38.8% of cisgender women, 12.3% of cisgender men, and 60.0% of transgender men; the estimates for transgender women were statistically imprecise).

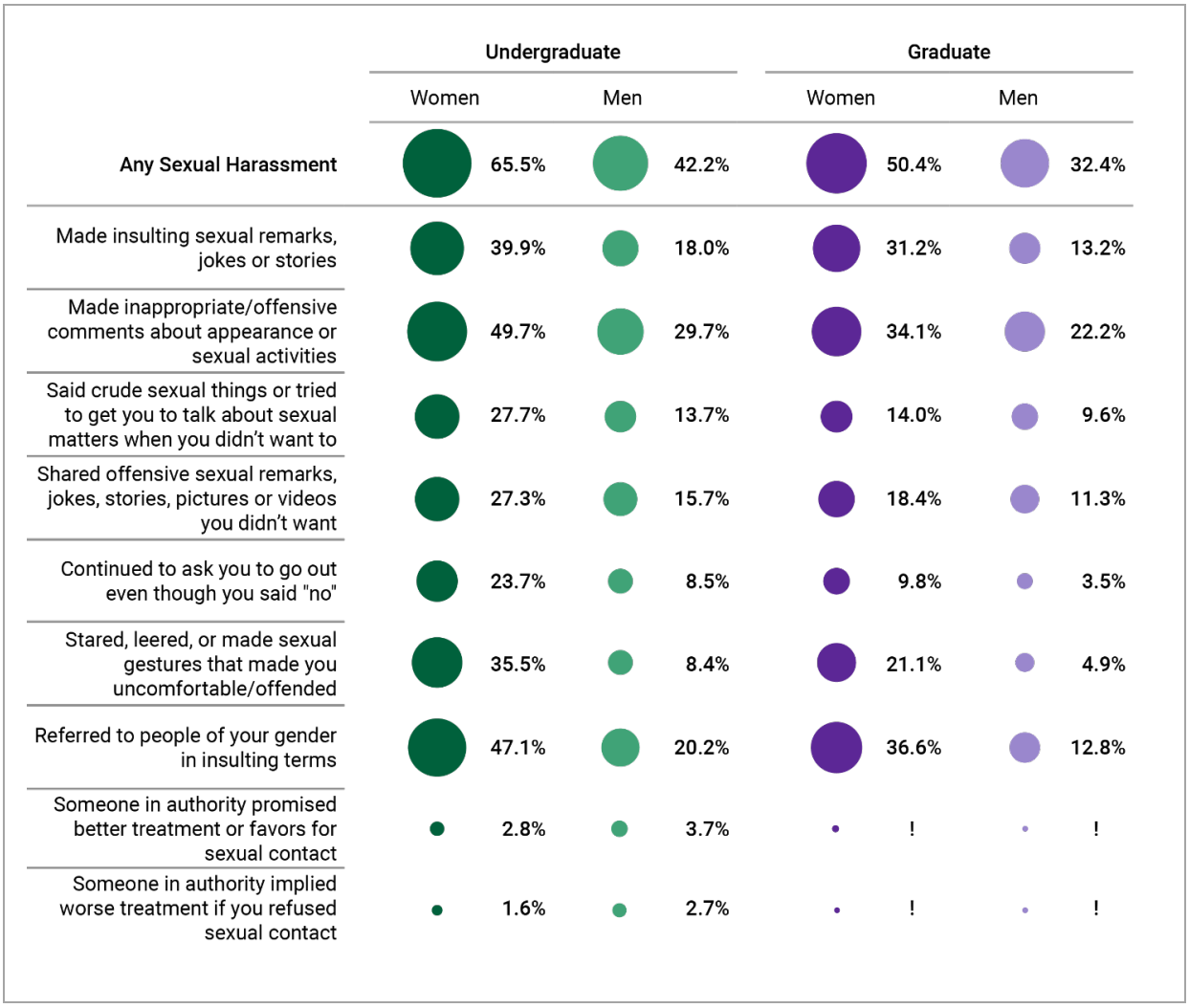
Among graduate and professional students, 79% of nonbinary students experienced sexual harassment in the 2018-2019 year (compared to 50.4% of cisgender women and 32.4% of cisgender men; the estimates for transgender women and men were statistically imprecise). Many other estimates were too statistically imprecise to report, but 39% experienced sexual assault prior to entering MSU and in their lifetimes (similar to the rates for cisgender graduate/professional women).

The fact that nonbinary students appear to experience high rates of sexual harassment and sexual assault suggests the need for targeted efforts to understand their experiences and resource needs.

2.3 Additional Details: Sexual Harassment

To better understand the sexual harassment students experienced, Figure 10 shows the percentage of students who reported experiencing specific types of sexual harassment in the 2018-2019 academic year. As evident, the two most common types of sexual harassment were "someone making inappropriate or offensive comments about your or someone else's body, appearance, or sexual activities" and someone "referring to people of your gender in insulting or offensive terms." Both behaviors were common experiences: nearly half of undergraduate women experienced each behavior. Very few students indicated that someone in a position of authority over them had promised them better treatment or implied favors if they engaged in sexual contact or implied or threatened worse treatment if they refused sexual contact.

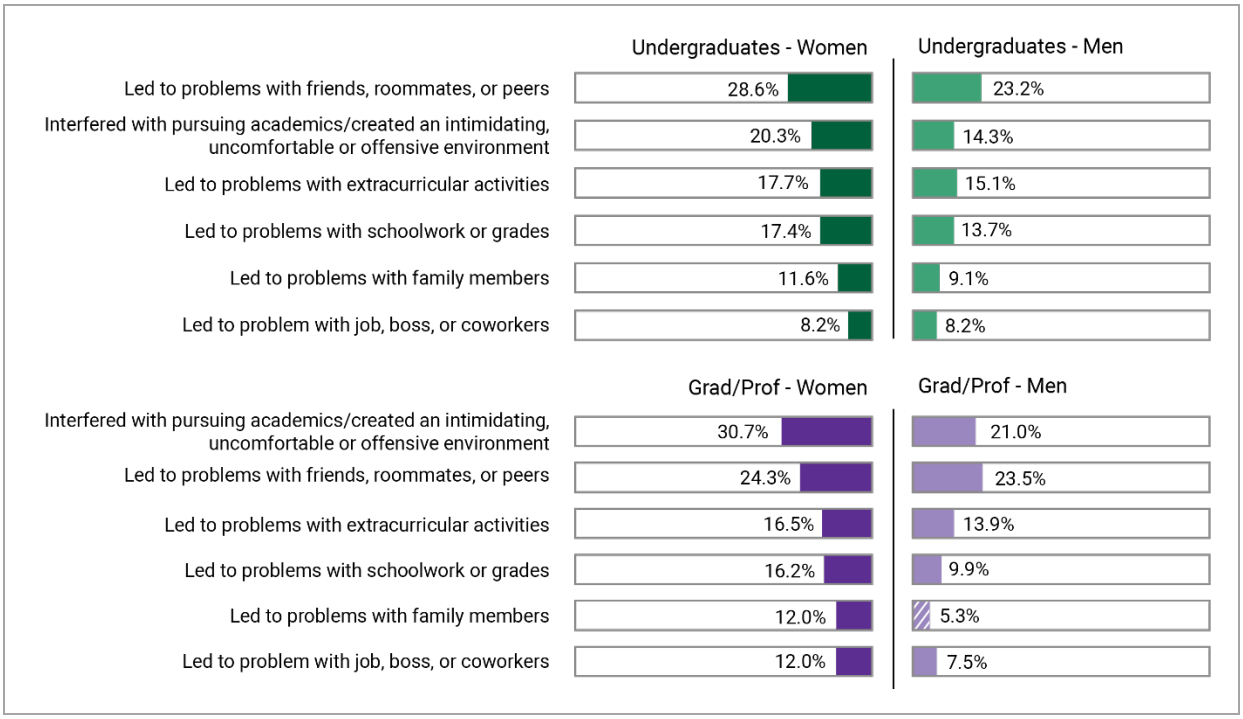
Figure 10. Sexual Harassment (in 2018-2019 Academic Year) Prevalence (% of Students)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%.For an accessible version of the information shown in this figure, see Appendix Table D-4.

Details about the impact of the sexual harassment students experienced are shown in Figure 11. Most commonly, the sexual harassment led to problems with friends, roommates, or peers. Just over 20% of undergraduate women and 31% of women graduate/professional students indicated that the sexual harassment they experienced interfered with their ability to pursue their academics, affected their participation in a school-related opportunity, or created an intimidating, uncomfortable, or offensive academic environment. Lower percentages of men were impacted in this manner.

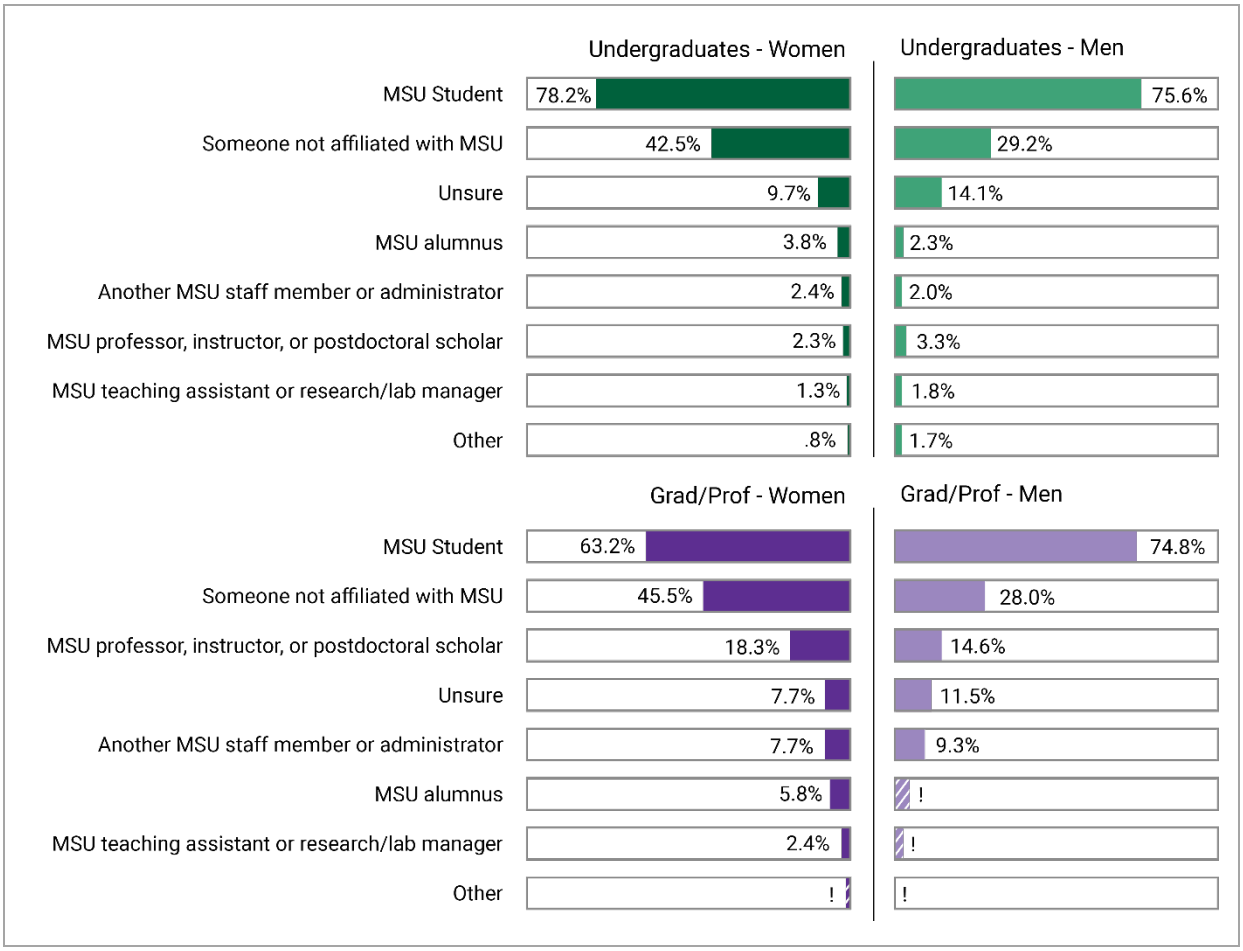
Figure 11. Impact of Sexual Harassment (% of Sexual Harassment Victims)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-5.

MSU students were the most common perpetrators of sexual harassment (see Figure 12). This was the case for over three-quarters of undergraduate women, undergraduate men, and men graduate/professional students who experienced sexual harassment. Individuals not affiliated with MSU were also responsible for a substantial proportion of sexual harassment incidents. In addition, over 18% of women graduate or professional students and 15% of men graduate or professional students indicated that an MSU professor, instructor, or postdoctoral scholar engaged in sexual harassment.

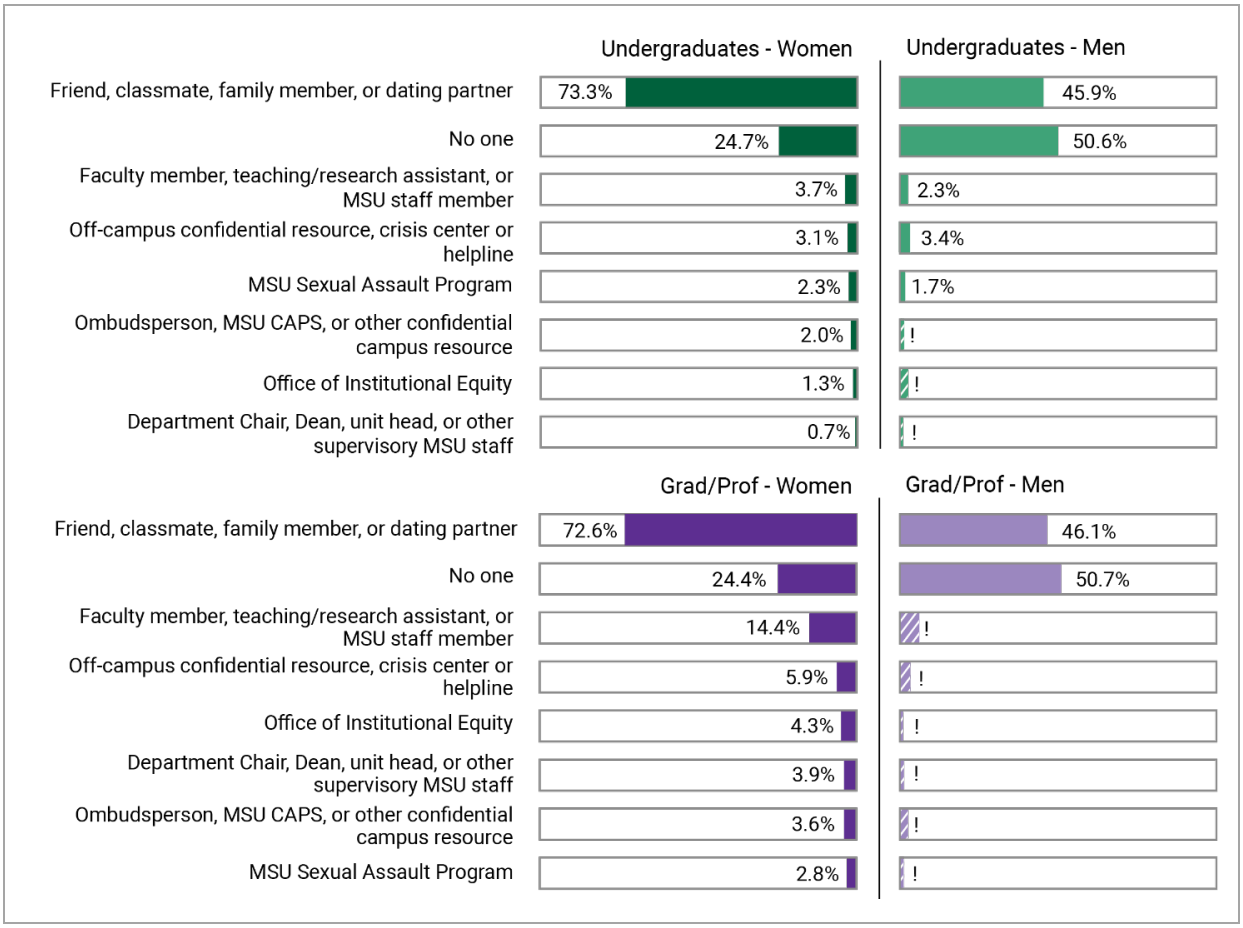
Figure 12. Sexual Harassment Perpetrator (% of Sexual Harassment Victims)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-5.

About three-quarters of women (both undergraduate and graduate/professional students) and half of men (both undergraduate and graduate/professional students) told someone close to them about the experience, including a friend, classmate, family member, or dating partner (see Figure 13). Very small proportions of students notified an office or resource at MSU, although 14.4% of women graduate/professional students told a faculty member, teaching/research assistant, or MSU staff member about their experiences and 6% used an off-campus confidential resource, crisis center, or helpline.

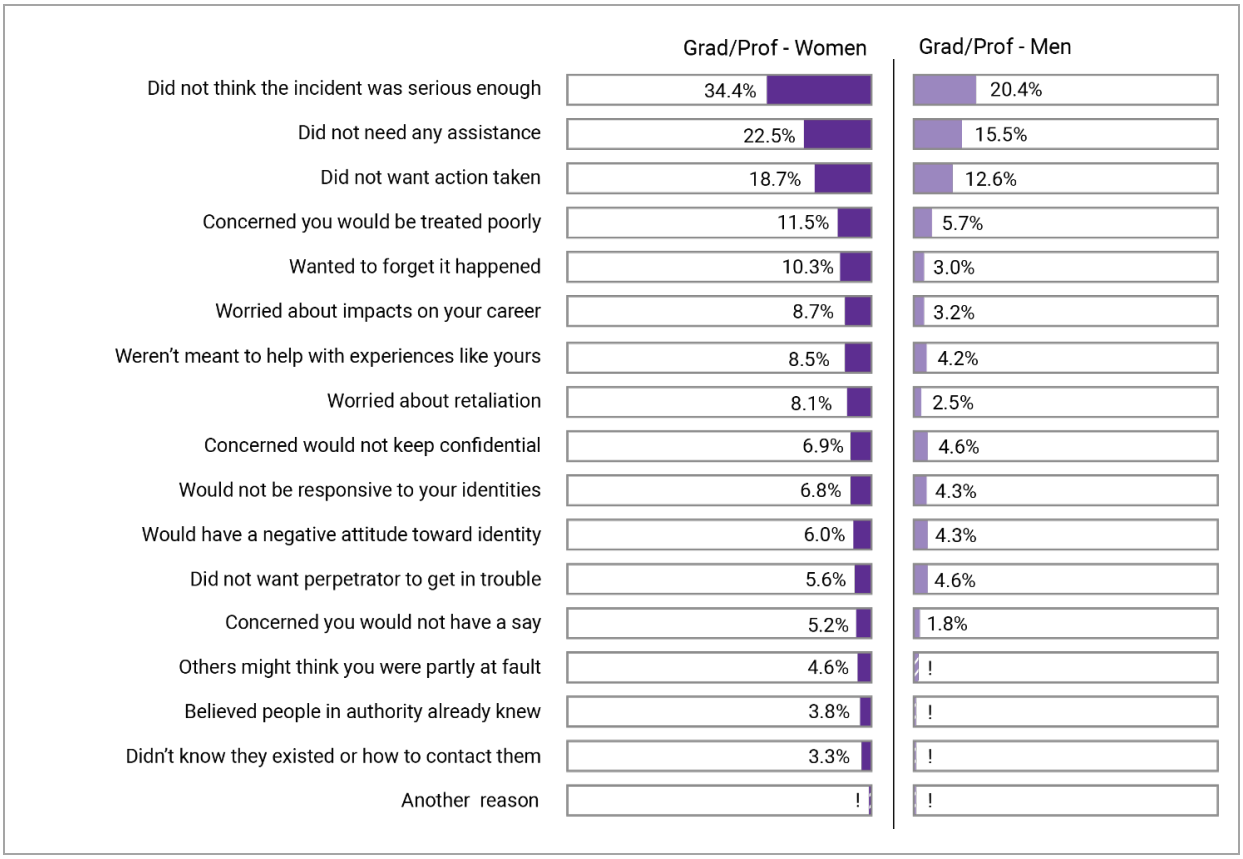
Figure 13. Sexual Harassment Disclosure (% of Sexual Harassment Victims)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-6.

Graduate and professional students who experienced sexual harassment and did not disclose their experience to a formal source of support were asked a follow-up question about their reasons for not reporting. The results are shown in Figure 14. For both women and men, the most common reason cited for not contacting any people or organizations was that they did not think their experiences were serious enough to report. The next most common reasons were that students did not need any assistance or did not want any action taken. However, 11.5% of women graduate/professional students who did not report a sexual harassment incident indicated they were concerned that if they did report, they would be treated poorly or that no action would be taken. Women graduate/professional students also expressed concerns about retaliation or possible impacts on their career or job.

Figure 14. Reasons for Not Reporting Sexual Harassment (% of Sexual Harassment Victims Who Did Not Disclose)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table D-7.

2.4 Additional Details: Sexual Assault

Recent sexual assault victims (i.e., students who indicated that they had experienced one or more incidents of sexual assault during the 2018-2019 academic year) were asked a detailed set of questions about each incident (up to three incidents) in the survey. These questions were asked to better understand the context in which sexual assault incidents are occurring, as well as students' experiences with disclosure and reporting, and the impact of the incidents.

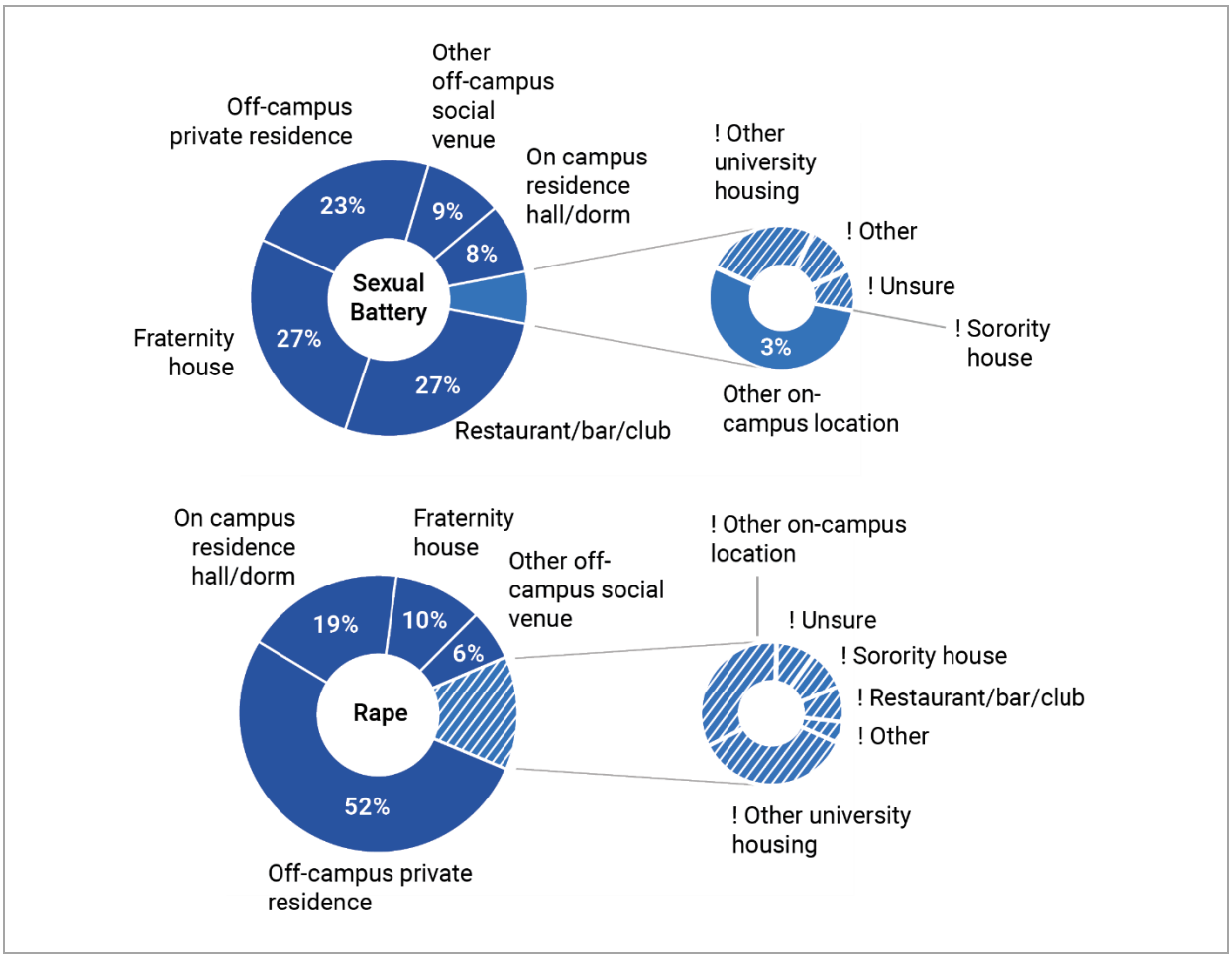
Incident Characteristics

The survey gathered detailed information about the tactic used during the incident (e.g., force, incapacitation), the location of incidents, number and gender of perpetrators, perpetrator affiliation with MSU, the victim's relationship to the perpetrator, and drug and alcohol use by the perpetrator and victim. All details were analyzed separately for rape and sexual battery incidents (as well for all sexual assault incidents) experienced in 2018-2019, for each student population (undergraduate women, undergraduate

men, women graduate/professional students, men graduate/professional students) to understand the differences in the rape and sexual battery incidents.

Figure 15 shows the location of rape and sexual battery incidents that undergraduate women experienced (the student population with the highest number of incidents). As evident, the majority of rape incidents took place in off-campus private residences. This type of location was also common for sexual battery incidents, along with fraternity houses and restaurants, bars, and clubs. For undergraduate men, the most common location for both sexual battery (30.2%) and rape (52.4%) incidents was an off-campus private residence. For women graduate/professional students, the most common location for sexual battery incidents was a restaurant, bar, or club (62.2%) and the most common location for rape incidents (83.3%) was an off-campus private residence.[18]

Figure 15. Location of Rape and Sexual Battery Incidents (% of Incidents), Undergraduate Women



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-8b and D-8c.

[18] All location estimates for incidents that men graduate/professional students experienced were statistically imprecise.

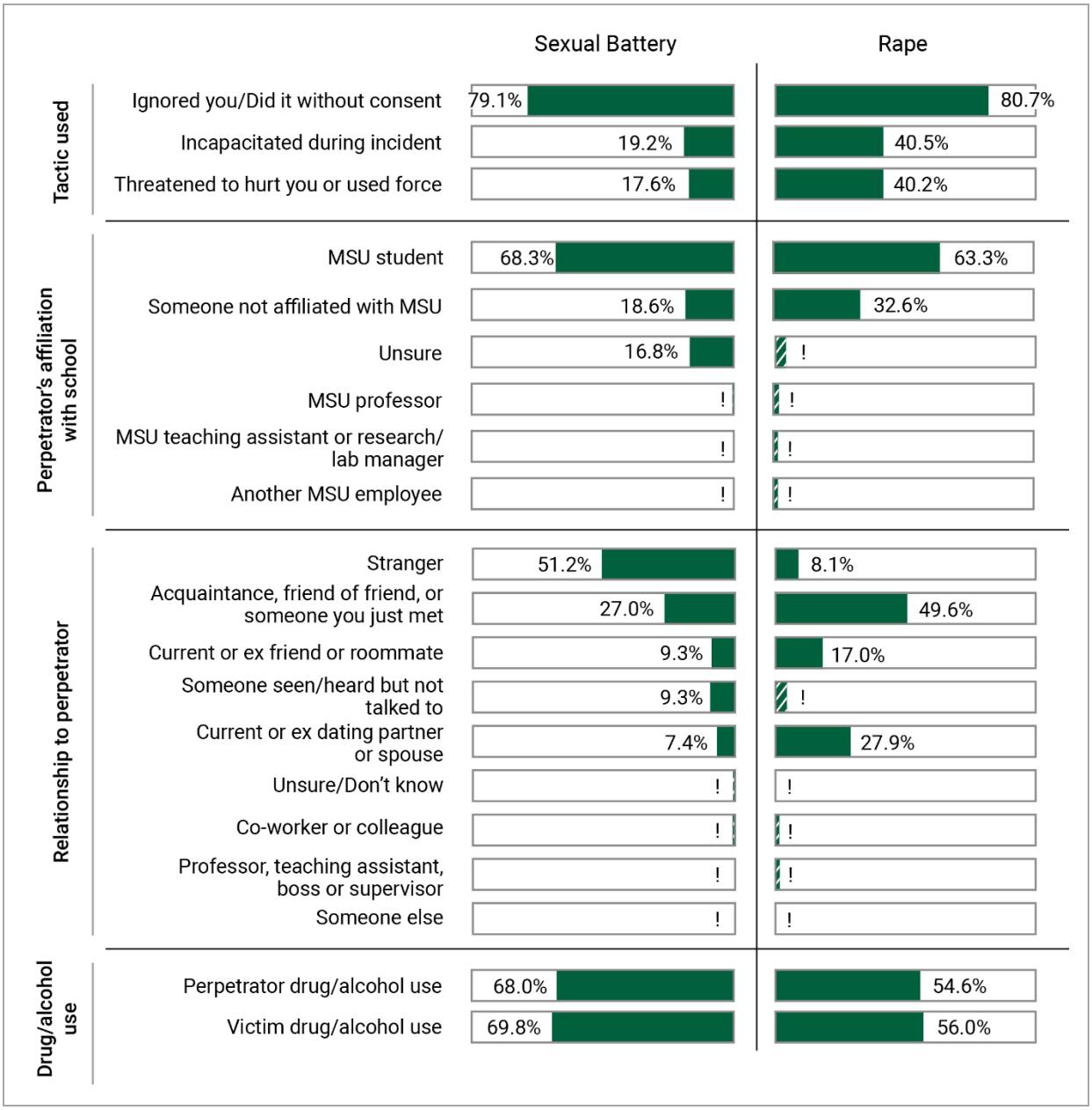
Other contextual characteristics of rape and sexual battery incidents experienced in the 2018-2019 academic year are shown in Figure 16 (undergraduate women). Several differences in rape and sexual battery incidents are evident. For example, although the most common tactic used to achieve both rape and sexual battery incidents was the person "ignoring you when you said 'no' or just [doing] it without your consent, when you did not want it to happen," it is clear that threats and physical force were fairly common among rape incidents, along with the victim being "unable to provide consent or stop what was happening because [you] were incapacitated, passed out, unconscious, blacked out, or asleep." Other differences were that sexual battery incidents were more likely to be perpetrated by a stranger, and rape incidents by an "acquaintance, friend of a friend, or someone you just met" and that sexual battery incidents were more likely than rape incidents to involve alcohol or drug use on the part of the perpetrator and/or the victim. The most common category of perpetrator was an MSU student (which was the case for both rape and sexual battery incidents).

Incident characteristics for sexual battery incidents that undergraduate men (Figure 17) and women graduate or professional students (Figure 18) experienced in 2018-2019 show several similarities.[19] For example, the most common perpetrator was an MSU student who was either a stranger or an acquaintance, friend of a friend, etc.

The largest number of incidents took place in September and October for both undergraduate women and men; for women graduate or professional students, the largest number took place in November.[20] Of the 4,082 sexual assault incidents undergraduate women experienced during 2018-2019,[21] the breakdown of incidents by month and year of study is shown in Figure 19. Although September and October are at risk months for women in all years of study, the disproportionately high number of incidents for first-year students during these months shows evidence of a "red zone" for first-year undergraduate women[22] during September and October.

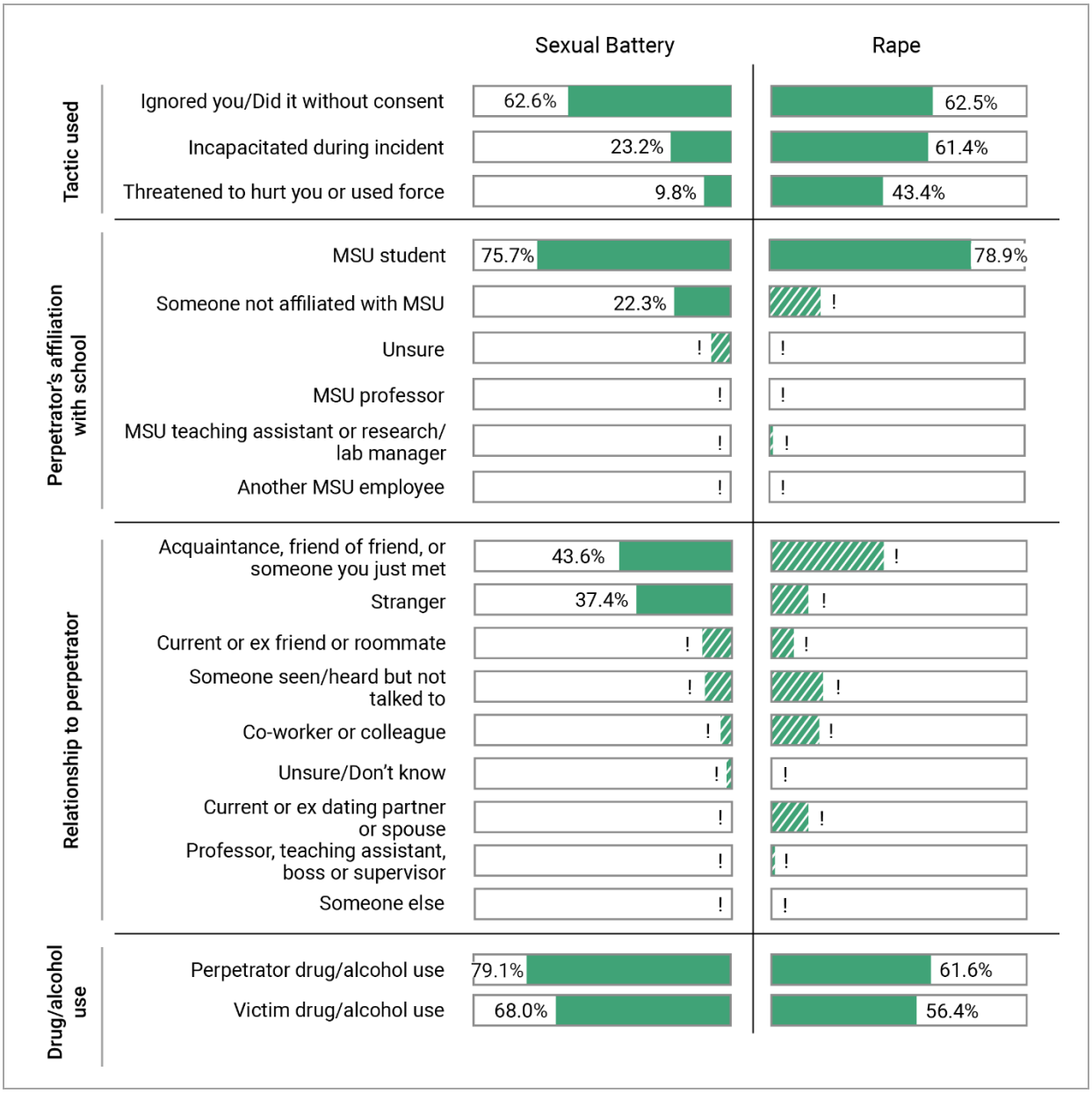
[19] Most estimates for rape incidents were statistically imprecise, as were all estimates for men graduate/professional students.
[20] For men graduate students, the estimates for each month were statistically imprecise.
[21] As noted earlier, this is a weighted number, which reflects the entire population of undergraduate women at MSU.
[22] This analysis could not be conducted for undergraduate men because the majority of estimates by month were statistically imprecise.

Figure 16. Sexual Battery and Rape Incident Characteristics (% of Incidents), Undergraduate Women



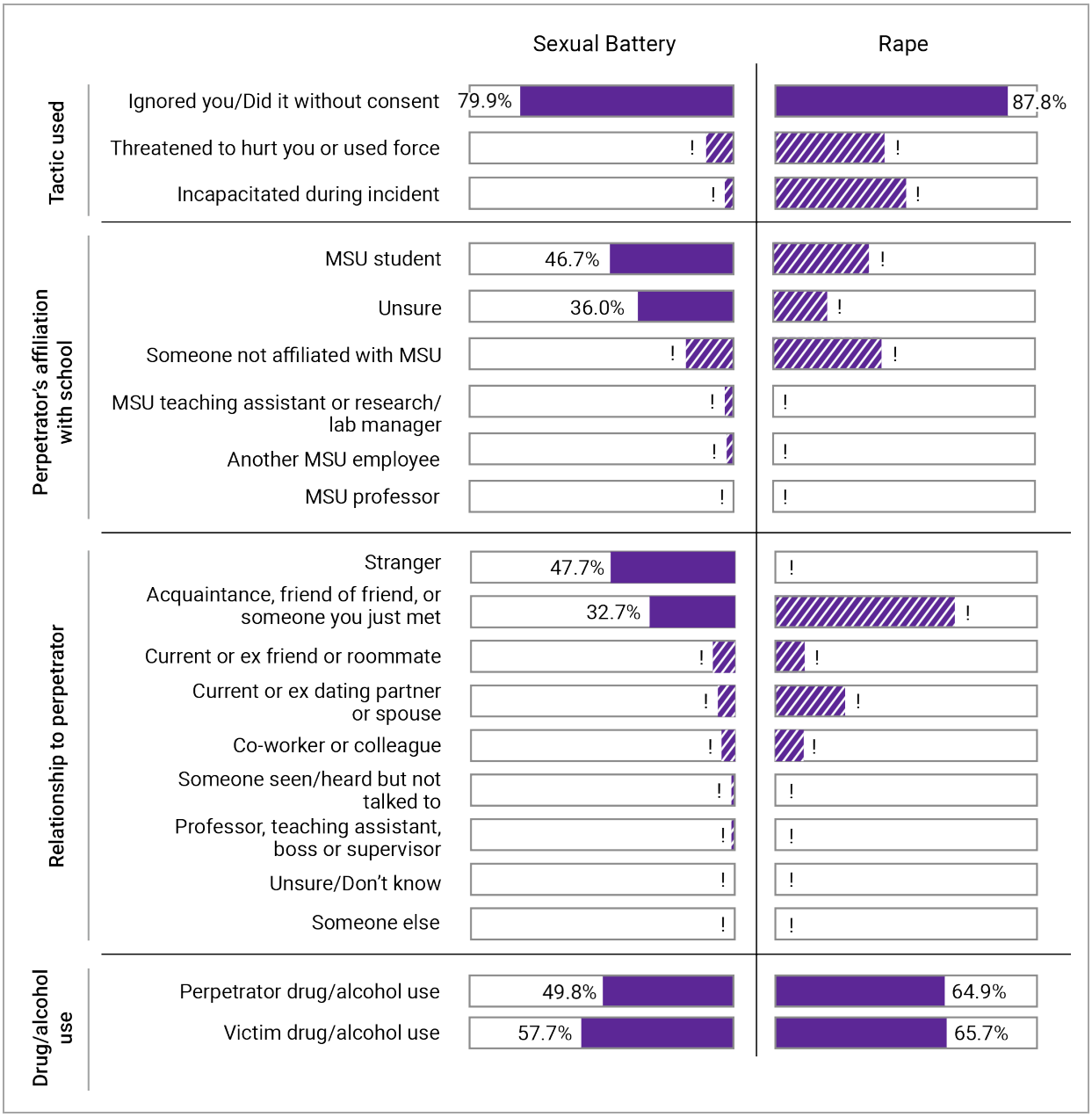
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-8b and D-8c.

Figure 17. Sexual Battery and Rape Incident Characteristics (% of Incidents), Undergraduate Men



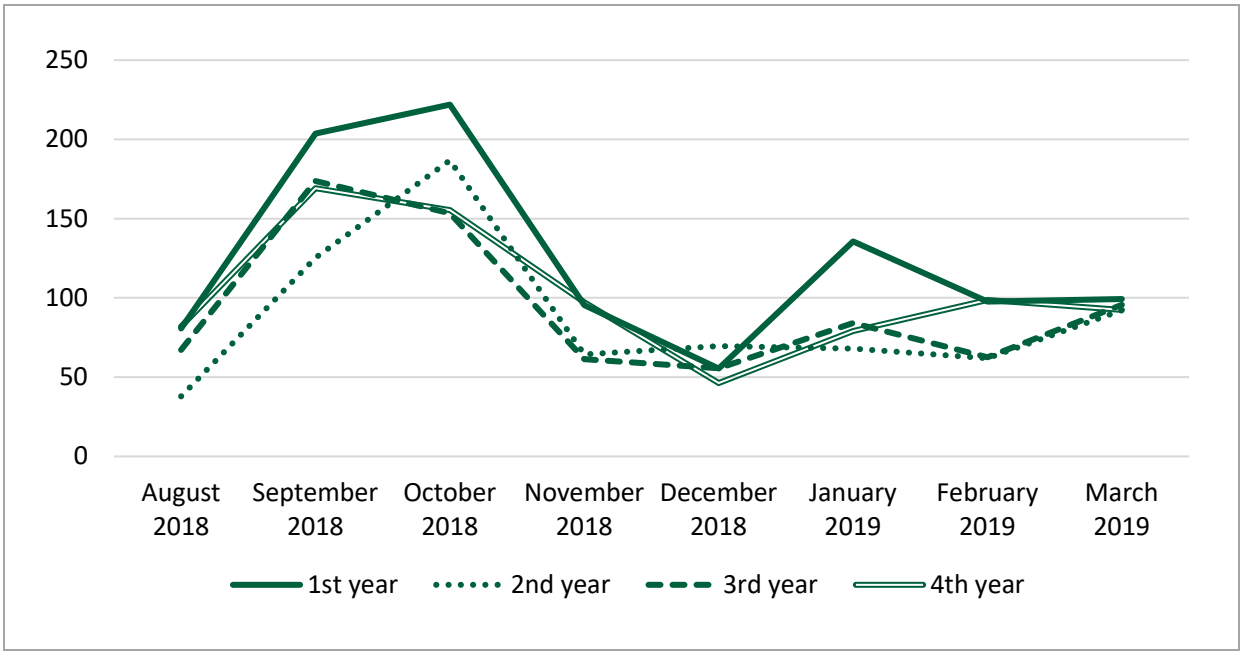
Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-8b and D-8c.

Figure 18. Sexual Battery and Rape Incident Characteristics (% of Incidents), Women Graduate/Professional Students



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-8b and D-8c.

Figure 19. Number of Incidents by Month and Year of Study, Undergraduate Women

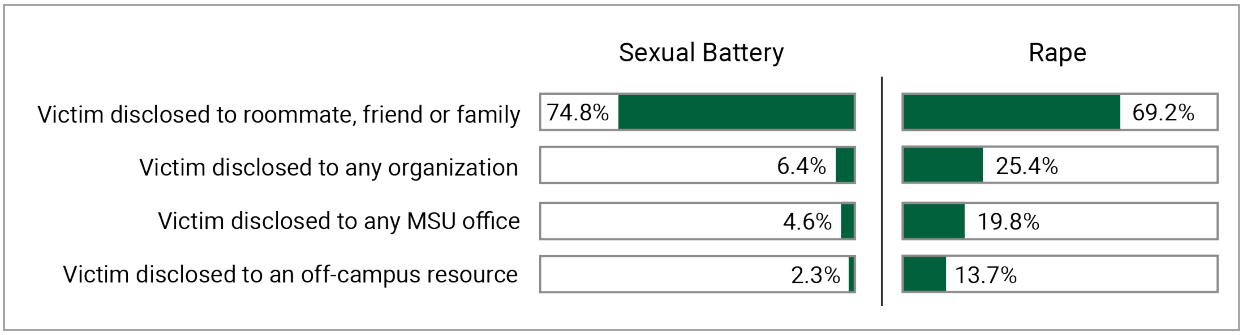


Note: For an accessible version of the information shown in this figure, see Appendix Table D-9.

Disclosure and Reporting

Survivors' disclosure of sexual assault incidents to various sources was covered in detail in the survey. Figure 20 shows the proportion of rape and sexual battery incidents undergraduate women experienced in 2018-2019 that were disclosed to various sources.

Figure 20. Disclosure of Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Women



Note: For an accessible version of the information shown in this figure, see Appendix Tables D-11b and D-11c.

A few patterns are evident:

- In about three-fourths of sexual battery incidents (74.8%) and 69.2% of rape incidents that undergraduate women experienced, the victims disclosed the assault to a roommate, friend, or family member.

  - Similar levels of disclosure were found for undergraduate men (72.5% of sexual battery incidents and 67.4% of rape incidents) and women graduate/professional students (80.4% of sexual battery incidents).[23]

- Formal disclosure, including disclosure to any MSU office/resource[24] or off-campus office/resources[25] by the victim (or someone else), was lower. About a quarter (25.4%) of rape incidents and 6.4% of sexual battery incidents experienced by undergraduate women were disclosed to any formal source. In about 20% of rape incidents and 4.6% of sexual battery incidents undergraduate women experienced, the student disclosed the incident to, or sought services from, an MSU office. In about 14% of rape incidents and 2.3% of sexual battery incidents, the student disclosed the incident to, or sought services from, off-campus resources.

  - Estimates for all other student populations were statistically imprecise.

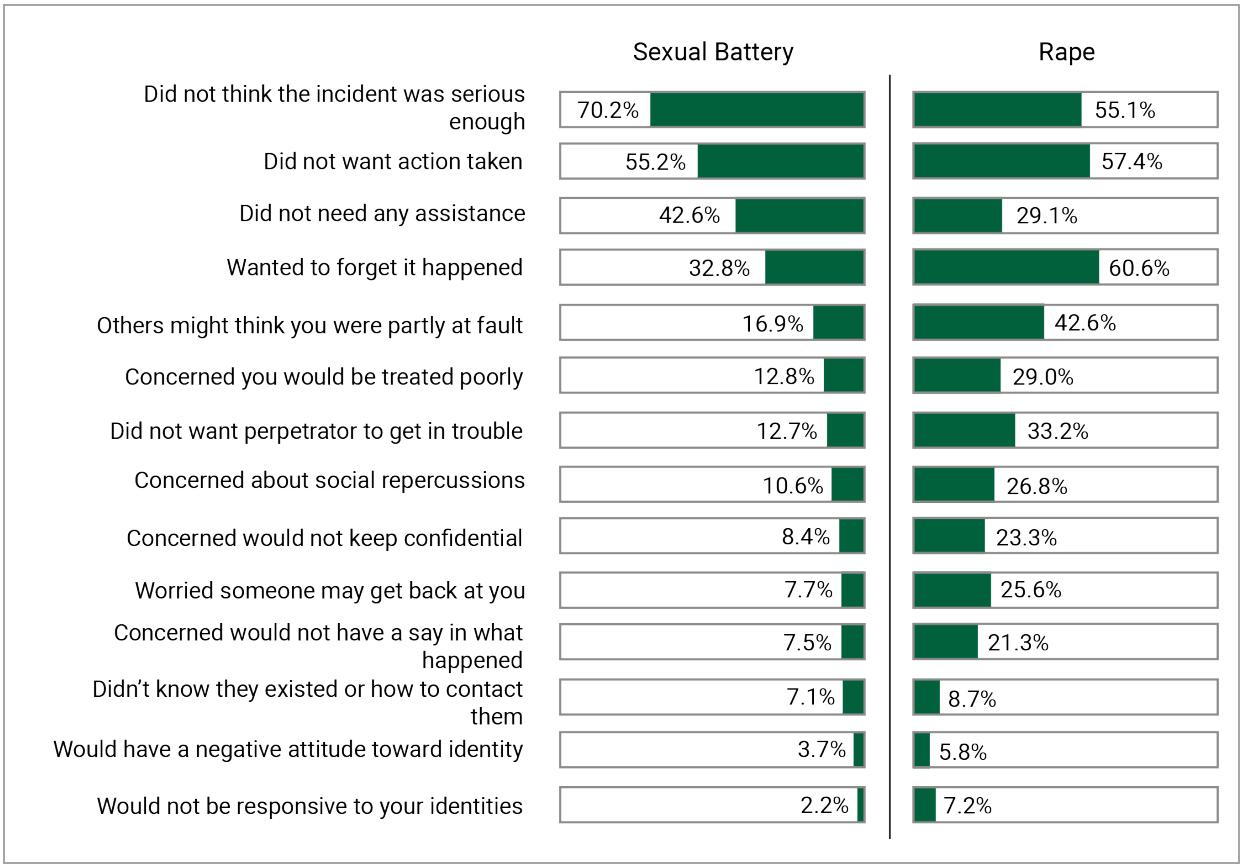
- Among the incidents for which the student disclosed or sought services from an MSU office, the vast majority of survivors perceived that the organization was helpful. In 83% of rape incidents and 87% of sexual battery incidents undergraduate women experienced that were disclosed to an MSU office, the survivor indicated that the office was helpful. In 90% of rape incidents and 97% of sexual battery incidents undergraduate women experienced that were disclosed to an off-campus resource, the survivor indicated that the office was helpful.[26]

  - Estimates for all other student populations were statistically imprecise.

Undergraduate women cited a number of reasons they did not report rape and sexual battery incidents (see Figure 21). Among the survivors who did not disclose the incident or seek services from any resource (either on or off campus), the reasons differed based on the type of incident. For sexual battery incidents, the student most commonly did not disclose the incident or seek services because she did not think the incident was serious enough to report, did not want any action taken, or did not need any assistance. For rape incidents, the student most commonly did not disclose the incident or seek services because she wanted to try to forget it had happened or try to move on. For rape incidents, in addition to not thinking the incident was serious enough to report or not wanting action taken, students were concerned that others would think that what happened was at least partly their fault or that they might get in trouble for some reason, did not want the perpetrator to get in trouble, had concerns about poor treatment or no action being taken, had concerns about retaliation, had concerns about social repercussions, and had concerns about confidentiality.

[23] The other estimates were statistically imprecise.
[24] Resources included the Office of Institutional Equity, the MSU Sexual Assault Program (now called the MSU Center for Survivors), MSU Counseling and Psychological Services (CAPS), Olin Health Center or another health care provider on campus, MSU police department, or another faculty, staff, administrator at MSU.
[25] These resources included a crisis center or helpline not at MSU, a hospital or health care center not at MSU, or local police not at MSU, such as the county or city police department.
[26] Some survivors who filled in the open-ended question in the survey noted that specific MSU resources (e.g., CAPS) were helpful and supportive.

Figure 21. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Women

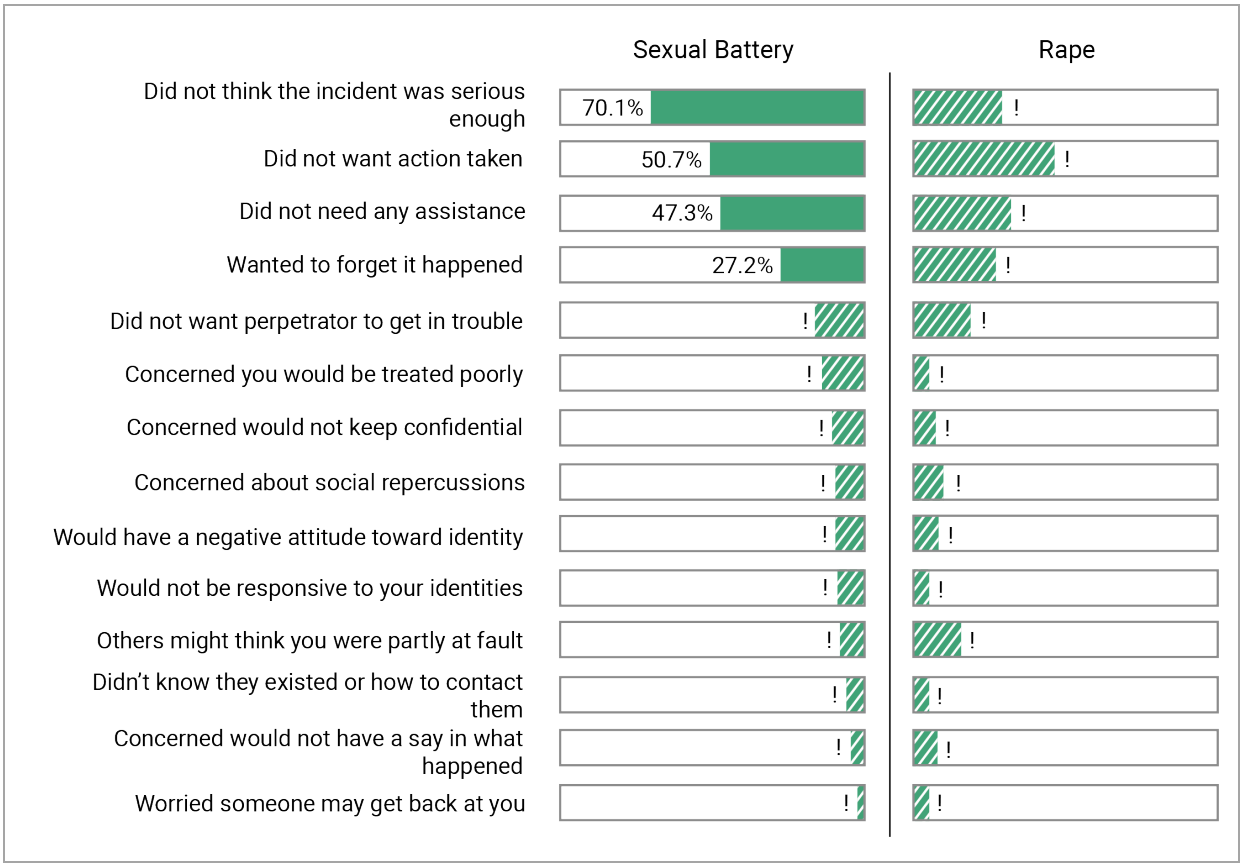


Note: For an accessible version of the information shown in this figure, see Appendix Tables D-12b and D-12c.

Undergraduate men also cited a number of reasons they did not report sexual battery incidents (see Figure 22). Reasons cited by women graduate/professional students are shown in Figure 23.[27] For both student populations, the student most commonly did not disclose the incident or seek services because he/she did not think the incident was serious enough to report, did not want any action taken, or did not need any assistance.

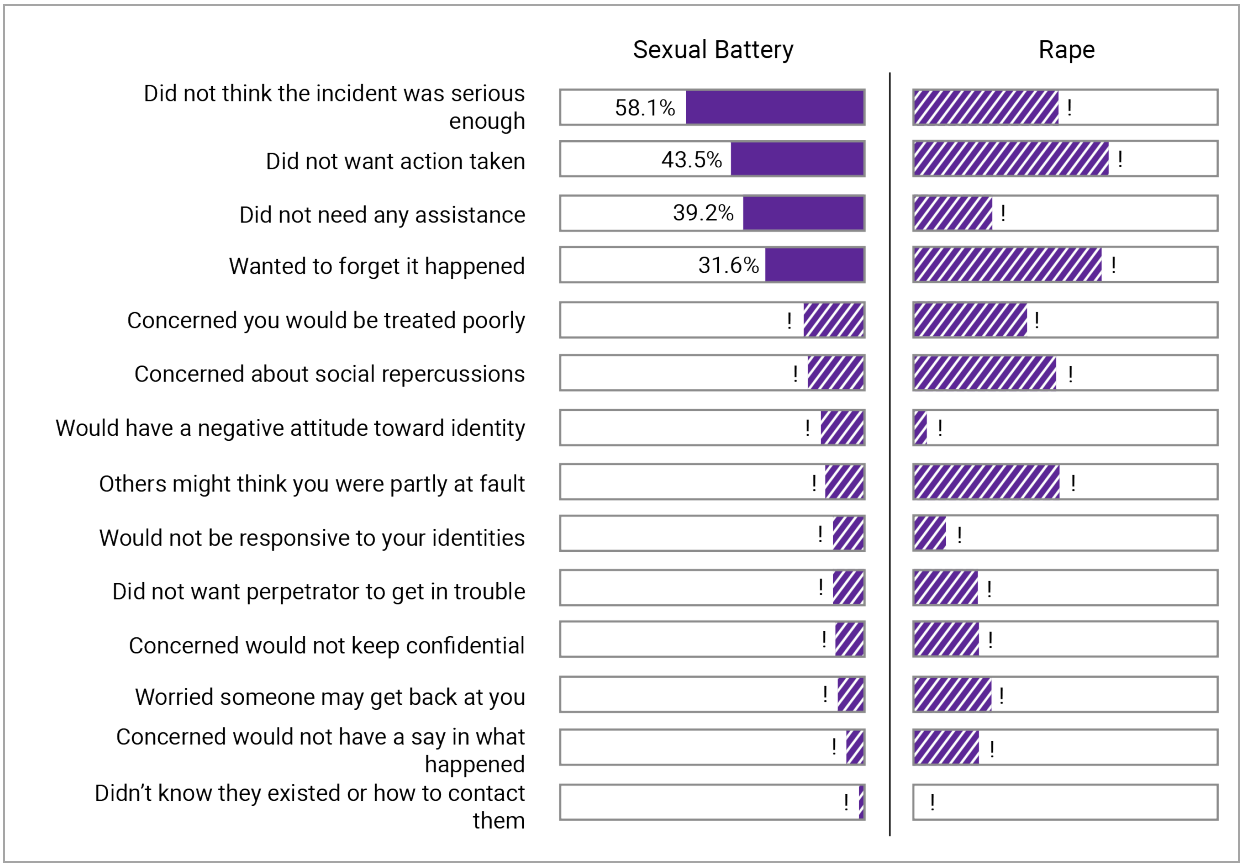
[27] Estimates for men graduate/professional students were statistically imprecise.

Figure 22. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Men



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-12b and D-12c.

Figure 23. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Women Graduate/Professional Students

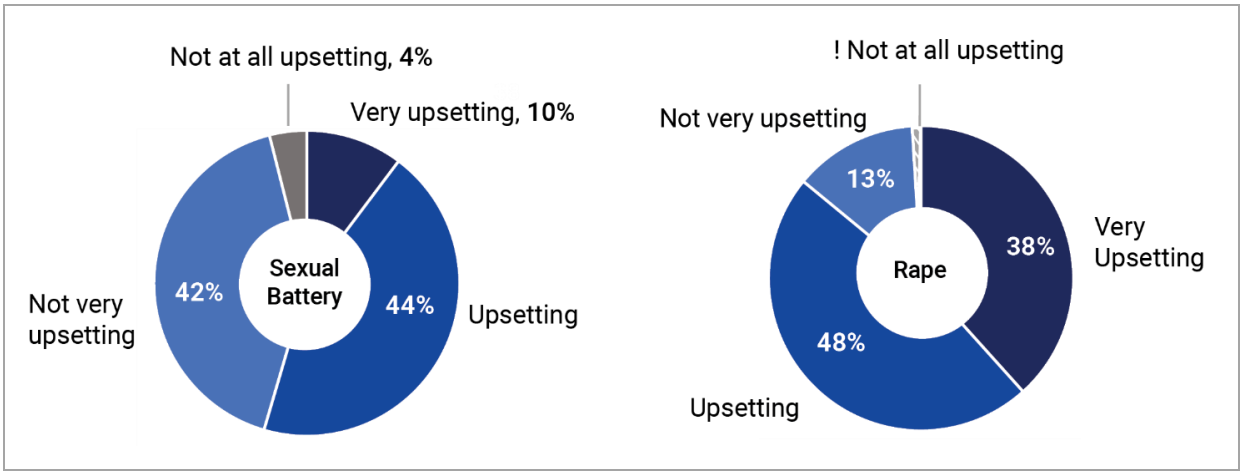


Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-12b and D-12c.

Incident Impact

Students who experienced sexual assault were impacted in a number of ways; rape incidents were more upsetting to the student and led to more problems in various areas of their lives than sexual battery incidents. Figure 24 shows the impact of rape and sexual battery incidents that undergraduate women experienced during the 2018-2019 academic year. As evident, over a third of rape incidents (and only 10.3% of sexual battery incidents) were perceived as "very upsetting" to the student and nearly half were perceived to be "upsetting."

Figure 24. Perception of Rape and Sexual Battery Incidents (How Upsetting; % of Incidents), Undergraduate Women



Note: For an accessible version of the information shown in this figure, see Appendix Tables D-13b and D-13c.

For undergraduate men (Figure 25) and women graduate/professional students (Figure 26), the impact of sexual battery (but not rape) incidents could be estimated with precision. Sexual battery incidents experienced by women graduate/professional students were perceived as quite upsetting.

Figure 25. Perception of Sexual Battery Incidents (How Upsetting; % of Incidents), Undergraduate Men

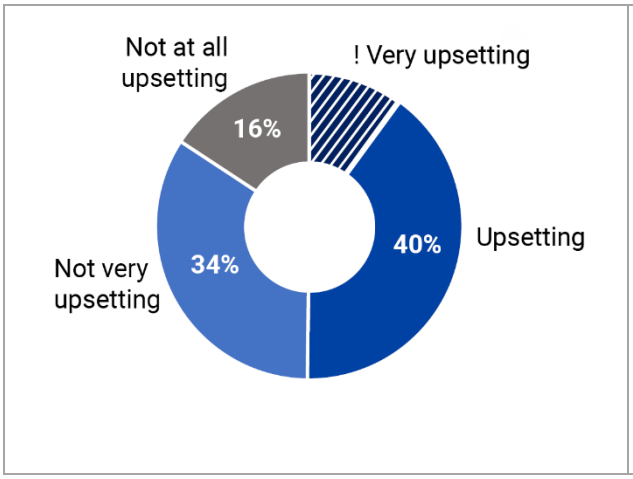
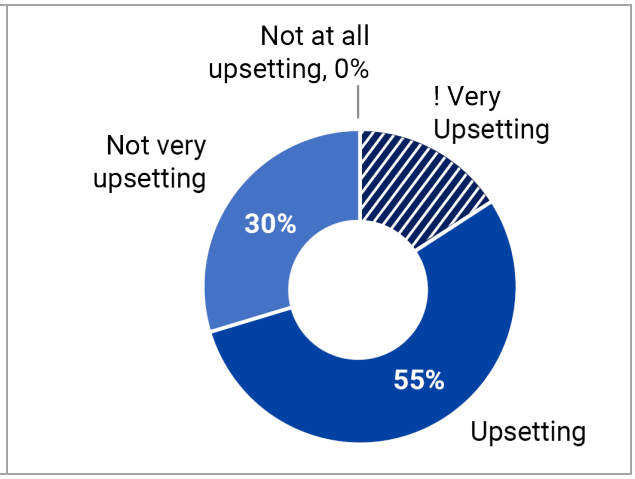


Figure 26. Perception of Sexual Battery Incidents (How Upsetting; % of Incidents), Women Graduate/ Professional Students

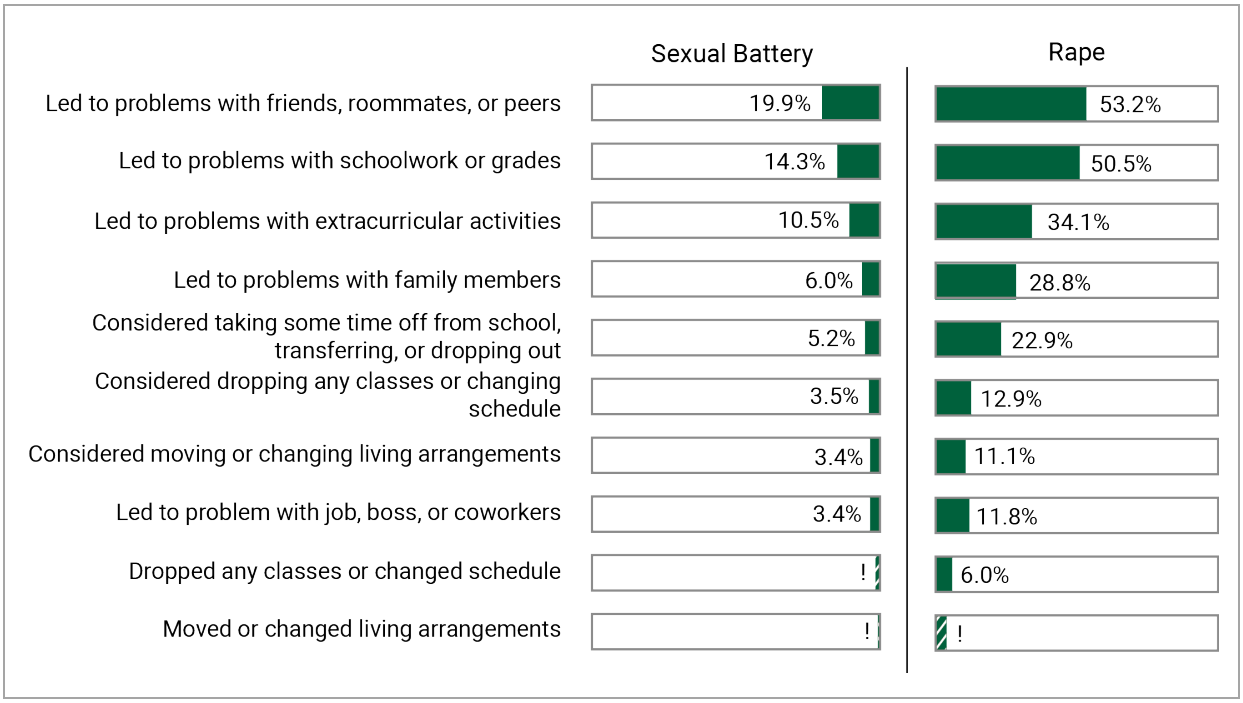


Note: For an accessible version of the information shown in this figure, see Appendix Tables D-13b and D-13c.

Responses to questions in the survey revealed that the most common effects of the incident were problems with friends, roommates, or peers (e.g., “getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before”) and problems with schoolwork or grades (e.g., “missing or being late to class, having trouble concentrating, or

not completing assignments"). Undergraduate women victims reported these problems in over half of rape incidents and in 14-20% of sexual battery incidents (see Figure 27). A sizeable number of rape incidents led the survivor to *consider* making various changes, such as taking time off from school, transferring, or dropping out (22.9%); dropping classes or changing schedules (12.9%); or moving or changing their living situation (11.1%). Fewer actually made these changes. (Note that the survey was unable to capture the experiences of those who actually dropped out or were away from school as a result of the assault.)

Figure 27. Impact of Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Women



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables D-13b and D-13c.

The estimates for the impact of incidents that undergraduate men and graduate/professional students experienced were statistically imprecise.

3. Faculty's/Staff's Experiences with Workplace Incivility and Work-Related Sexual Misconduct

3.1 Workplace Incivility

The faculty and staff survey asked about employees' experiences with workplace incivility and work-related sexual harassment. First, the survey asked survey participants how often they had experienced behaviors that reflect incivility in the workplace (e.g., insulting or disrespectful remarks, interrupting, paying little attention to their statements or showing little interest in their opinions, making jokes at their expense).[28] The majority of all faculty/staff groups (ranging from 70% of men faculty to 81% of women faculty) had experienced at least one type of workplace incivility. Specific behaviors that survey participants experienced from any of their supervisors or coworkers are shown in Figure 28, with additional details shown in Appendix E. The figure shows the percentage of faculty and staff (by gender identity) who experienced each behavior "often" or "very often" during the 2018-2019 academic year.[29]

In all four faculty and staff groups, most common types of workplace incivility were a supervisor or coworker who paid little attention to their statements or showed little interest in their opinions, who interrupted or "spoke over" them, and who doubted their judgement on a matter for which they were responsible. As evident from the figure, there is some variation in the frequency of workplace incivility: women faculty and staff experienced more frequent direct workplace incivility than men faculty and staff.

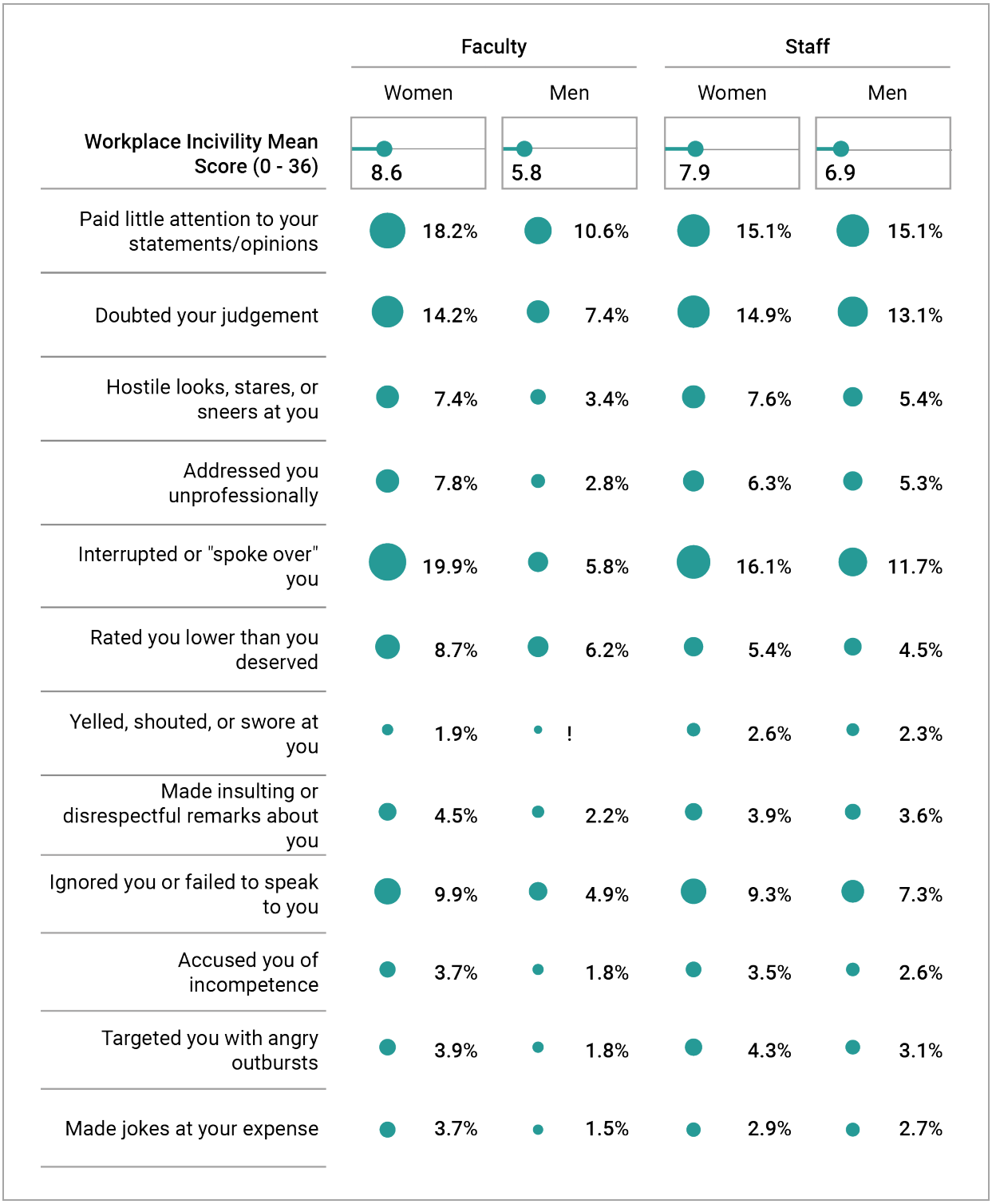
Survey participants who experienced any type of workplace incivility were asked whether they thought they experienced the mistreatment because of their age, gender identity, race or ethnicity, religious/spiritual views, sexual orientation, socioeconomic status, and/or disability status (Figure 29). Women faculty were far more likely to perceive that the incivility was gender-related (47% felt that their experiences were because of their gender identity) than the other groups; only 6% of men faculty and

[28] The Workplace Incivility Scale was used. See Cortina, L. M., Kabat-Farr, D., Leskinen, E. A., Huerta, M., & Magley, V. J. (2013). Selective incivility as modern discrimination in organizations evidence and impact. Journal of Management, 39, 1579–1605.

[29] Responses were limited to the 2018-2019 academic year as opposed to an extended reference period to allow for a benchmark estimate against which improvements (or deteriorations) over time could be assessed in a subsequent climate survey.

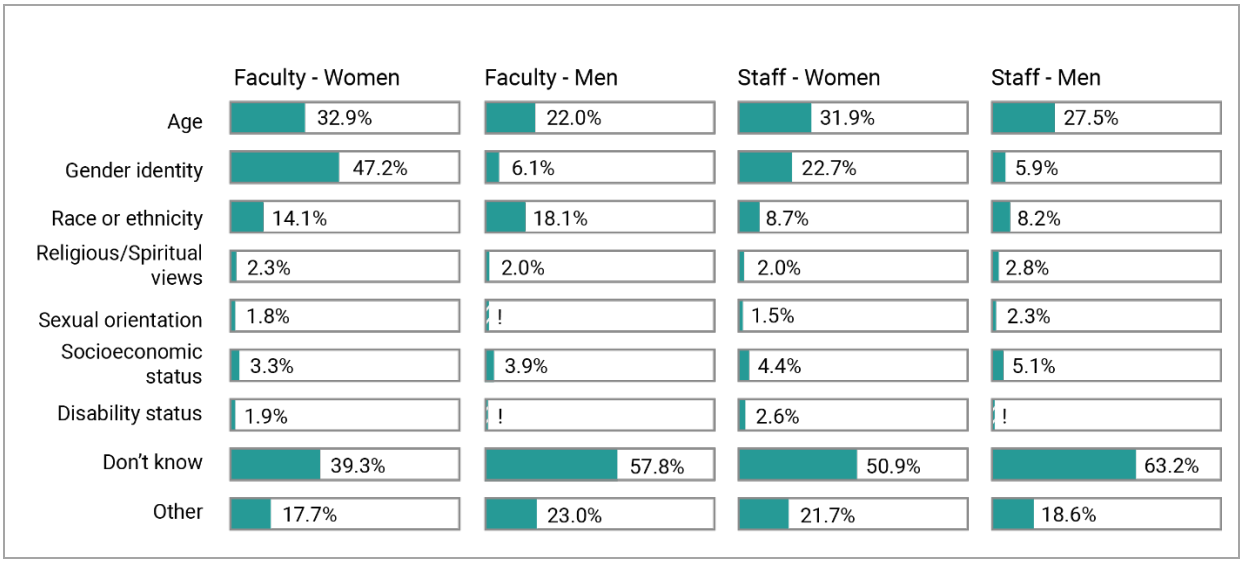
staff felt that the incivility they experienced was gender-related and 23% of women staff felt this way. Respondents in all four groups felt that age was also a reason for the incivility. Race/ethnicity was perceived to be a bigger factor in incivility for men (18%) and women (14%) faculty than for staff (8-9%). Not surprisingly, among nonwhite faculty and staff, workplace incivility based on race or ethnicity was more prevalent than for white faculty and staff. For example, among faculty who had experienced workplace incivility, nearly half of nonwhite faculty (47.7% of women and 48% of men) perceived that the incivility was based on race or ethnicity, compared to only 2.9% of white women faculty and 6.5% of white men faculty.

Figure 28. Prevalence of Workplace Incivility Among Faculty and Staff, 2018-2019 Academic Year (% Experiencing Behaviors "Often" or "Very Often")



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Tables E-1a, E-1b, E-1c, and E-1d.

Figure 29. Identity-Based Workplace Incivility (% of Faculty/Staff Attributing Incivility They Experienced to Various Characteristics)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-2.

The survey also explored additional variation in direct experiences of workplace incivility for the four faculty/staff groups, to better understand differences by age, race/ethnicity, educational attainment, years of service, campus location, sexual orientation, gender identity, disability status, and, for faculty, faculty rank. Key highlights from these analyses are shown in Figure 30. The figure shows the mean workplace incivility score for key subgroups; the scores, which range from 0-36, reflect the frequency with which employees experienced the various types of workplace incivility (higher values reflect a greater frequency of workplace incivility). The most consistent finding is that among all groups, faculty/staff with a diagnosed or documented disability experienced higher levels of workplace incivility. Other patterns depend on the faculty/staff subgroup.

- Among women faculty, those who appeared to experience more workplace incivility included women who were lesbian, bisexual, asexual, or described themselves another way; multiracial[30] or Hispanic women; women in their fifties; women with more years of service at MSU; and women in associate and full professor positions.

- Among men faculty, those who appeared to experience more workplace incivility included men in their fifties; men with more years of service; black men; and men in associate and full professor positions (and those whose faculty rank was classified as "other").

- Among women staff, those who appeared to experience more workplace incivility included bisexual women; women in their thirties and forties; black women; and women with more years of service.

[30] As noted in Table 4, among faculty who selected more than one race, the most common pattern was American Indian/Alaska Native and white. Among staff, it was black and white, Asian and white, and American Indian/Alaska Native and white.

- Among men staff, those who appeared to experience more workplace incivility included gay and bisexual men; men in their fifties (and thirties); men with more years of service; and white men.

Figure 30. Workplace Incivility (Mean Scores), by Faculty/Staff Characteristics

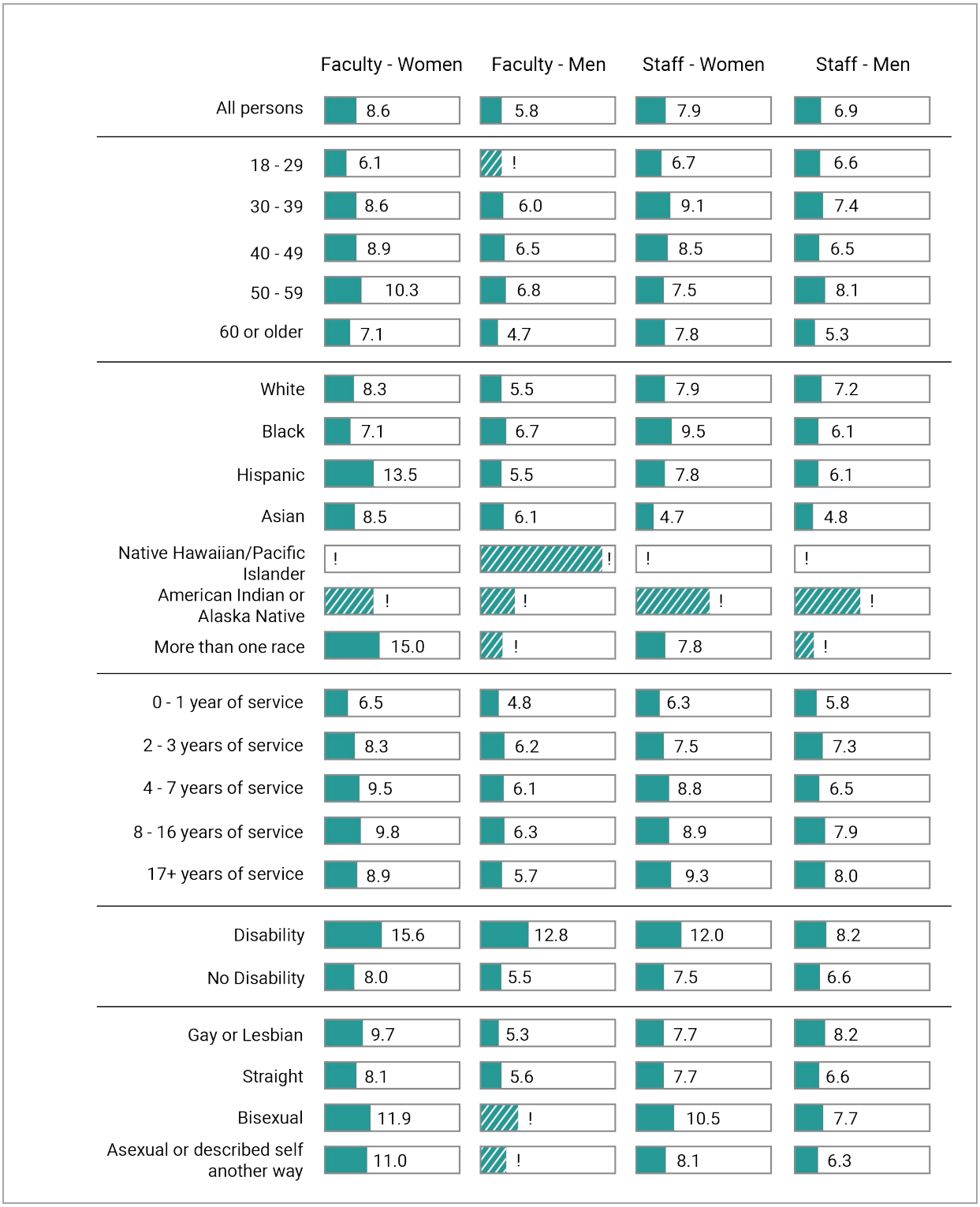
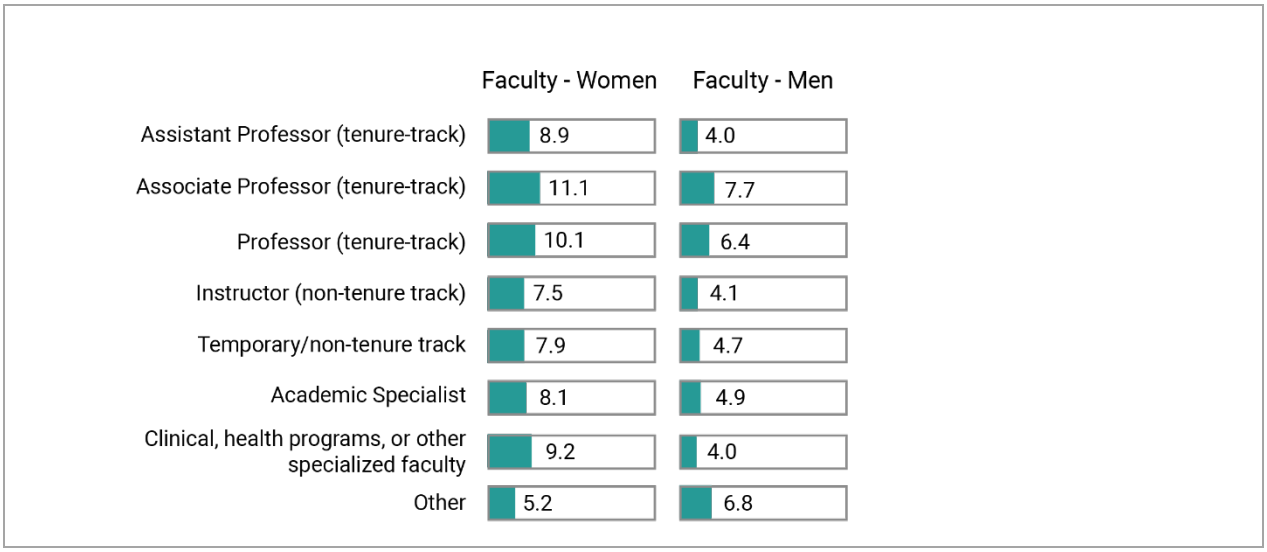


Figure 30. Workplace Incivility (Mean Scores), by Faculty/Staff Characteristics (continued)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-3b.

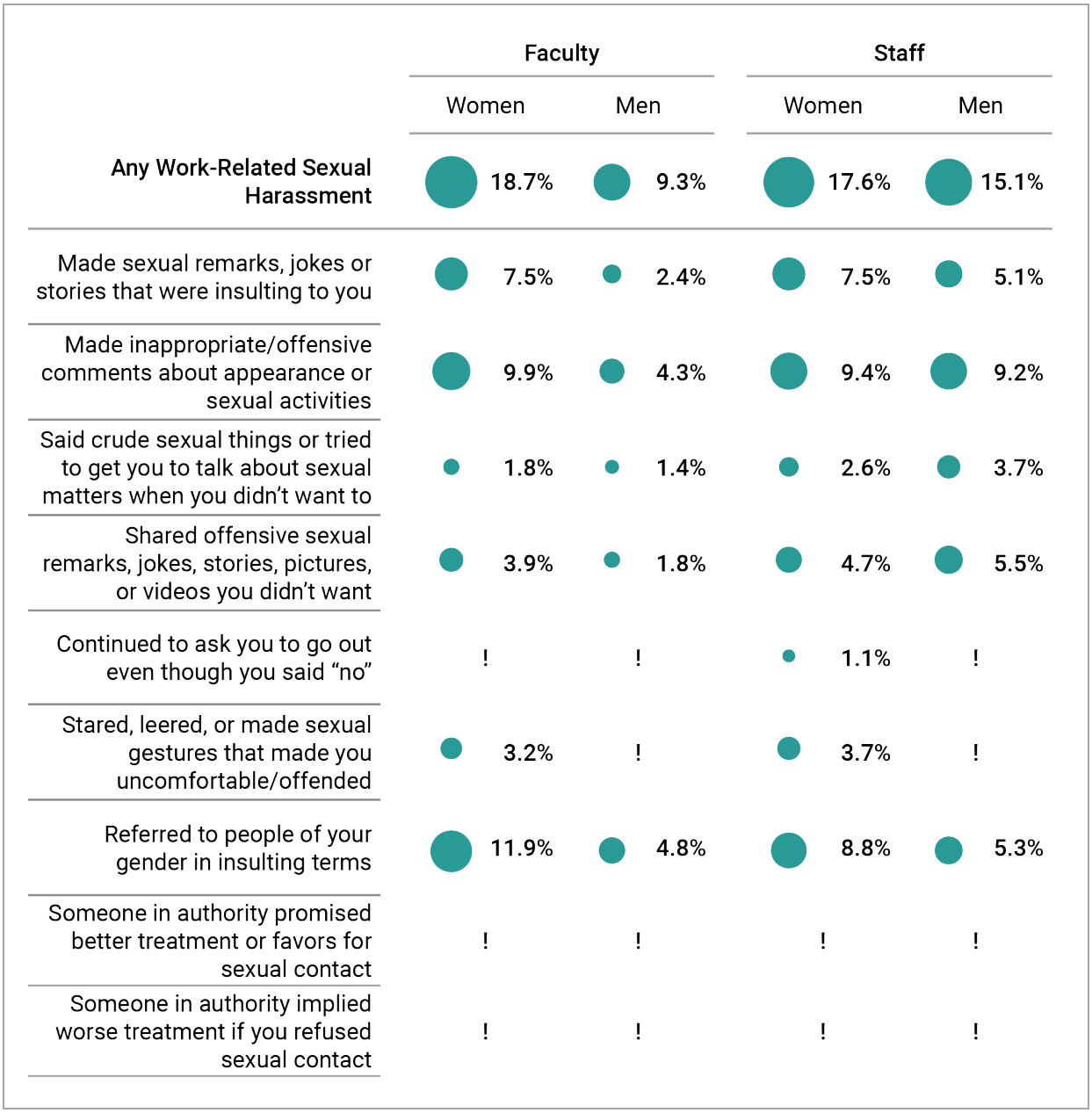
The survey also asked about participants' *indirect* experiences with the same types of workplace incivility. These are situations in which they observed their supervisors or coworkers mistreating their coworkers.[31] Indirect experiences were reported with slightly less frequency than direct experiences, but the same types of behaviors were most commonly observed (i.e., a supervisor or coworker paid little attention to their statements or showed little interest in their opinions, interrupted or "spoke over" them, and doubted their judgement on a matter for which they were responsible). Women faculty and staff observed uncivil behaviors happening to their coworkers more frequently than men faculty and staff.

3.2 Work-Related Sexual Harassment

Faculty and staff members' experiences with work-related sexual harassment are shown in Figure 31. Survey participants were asked to indicate whether they had experienced the behaviors shown in Figure 31 while they were working or while they were doing any activity associated with their work at MSU or had an MSU coworker, supervisor, student, or anyone else they had contact with as part of their role as an MSU employee behave this way to them.

[31] This series of questions used the same Workplace Incivility Scale as for direct experiences (Cortina et al. 2013), but was modified to ask about things that happened to their coworkers.

Figure 31. Prevalence of Work-Related Sexual Harassment Among Faculty/Staff, 2018-2019 (% of Faculty/Staff)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. All unreliable percentages in this figure were <1 and thus too small to be displayed. For an accessible version of the information shown in this figure, see Appendix Table E-4.

As evident in the figure, men faculty were the least likely to experience work-related sexual harassment. The most common types of sexual harassment included someone referring to people of one's gender in insulting or offensive terms (particularly for women faculty); someone making inappropriate or offensive comments about the person's or someone else's body, appearance or sexual activities; and someone making sexual remarks or telling jokes or stories that were insulting to the person. Very few faculty or staff experienced "quid pro quo" harassment, such as someone promising them better treatment or implying favors if they engaged in sexual contact (or implying/threatening worse treatment if they refused it).[32]

Experiences of Nonbinary Faculty and Staff

The mean Workplace Incivility score for the 25 nonbinary faculty and staff who completed the survey (7.9) was the same as the mean score for women staff, which was higher than that of men faculty (5.8) and staff (6.9) and lower than that of women faculty (8.6). However, a much higher percentage of nonbinary staff (54.6%) indicated that they had experienced work-related sexual harassment than any other group, including women faculty (18.7%), women staff (17.6%), men staff (15.1%), and men faculty (9.3%). (Estimates for transgender faculty and staff are statistically imprecise.) As with the student data, these results suggest the importance of understanding more about the experiences of nonbinary faculty/staff and ensuring that services are in place to adequately support them.

The likelihood of experiencing sexual harassment by additional background characteristics is shown in Figure 32. The most consistent patterns evident in the figure are that faculty and staff with a diagnosed or documented disability and those who are gay, lesbian, bisexual, asexual, or described themselves in some other way had the highest prevalence of work-related sexual harassment. Other differences are difficult to discern due to the large number of statistically imprecise estimates.

[32] The survey also asked about work-related sexual assault and found that very few MSU faculty or staff had experienced work-related rape or sexual battery during the 2018-2019 academic year. The estimates (which are statistically imprecise) are not discussed further in the report.

Figure 32. Prevalence of Work-Related Sexual Harassment (2018-2019) by Faculty/Staff Characteristics (% of Faculty/Staff)

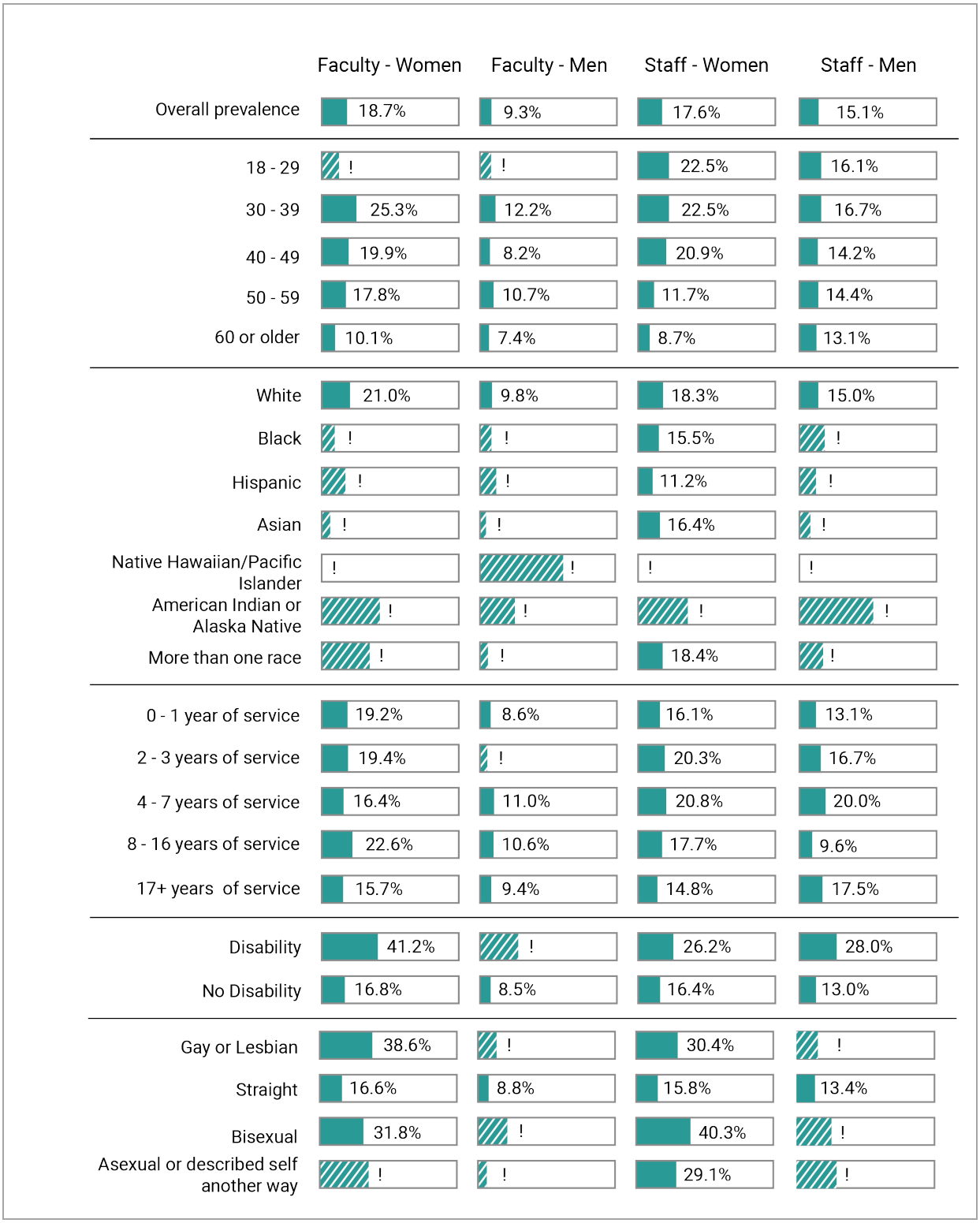
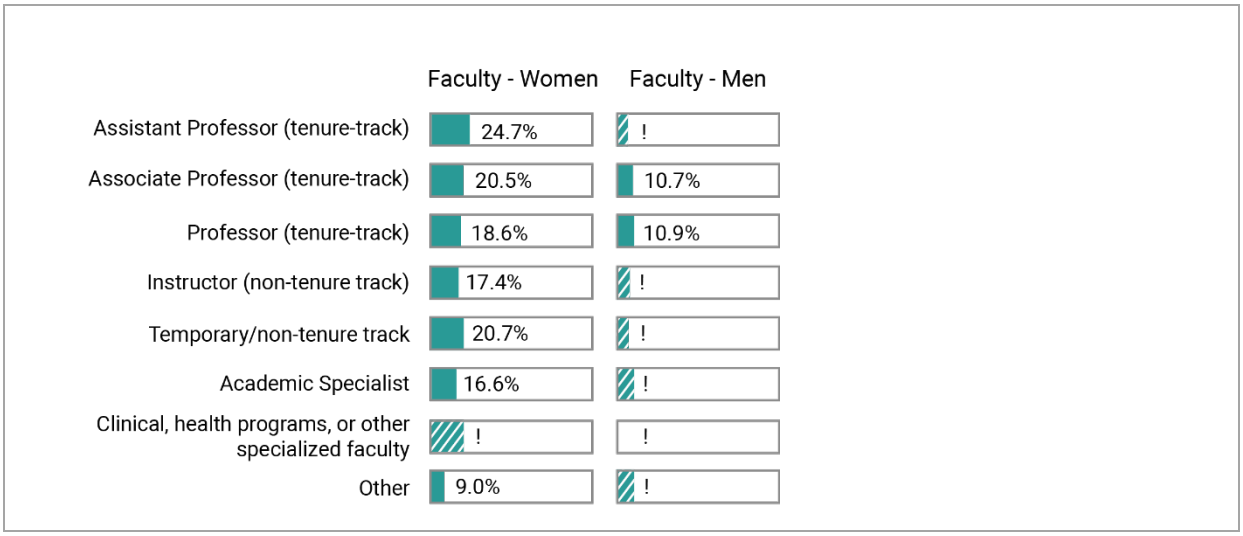


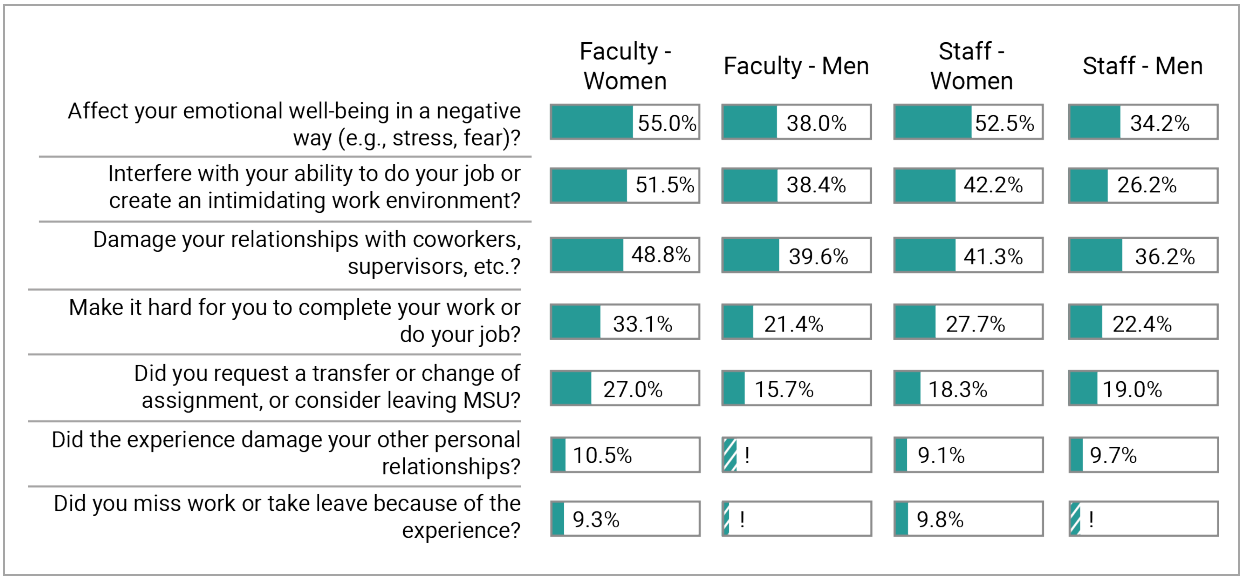
Figure 32. Prevalence of Work-Related Sexual Harassment (2018-2019) by Faculty/Staff Characteristics (% of Faculty/Staff) (continued)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-5.

Details about the impact of the sexual harassment experienced by faculty and staff in the 2018-2019 academic year are shown in Figure 33. Substantial proportions of faculty and staff (particularly women faculty) indicated that the experience interfered with their ability to do their job or created an intimidating, uncomfortable, or offensive work environment. The impacts were fairly pervasive: many survey participants noted that the experience damaged their relationships with coworkers, supervisors, students, or others they were in contact with for their job at MSU; affected their emotional well-being in a negative way (e.g., increased stress, fear, anxiety, or depression); and hindered their ability to complete their work or do their jobs. A sizeable minority also indicated that they requested a transfer or change of assignment or considered leaving MSU as a result of the experience.

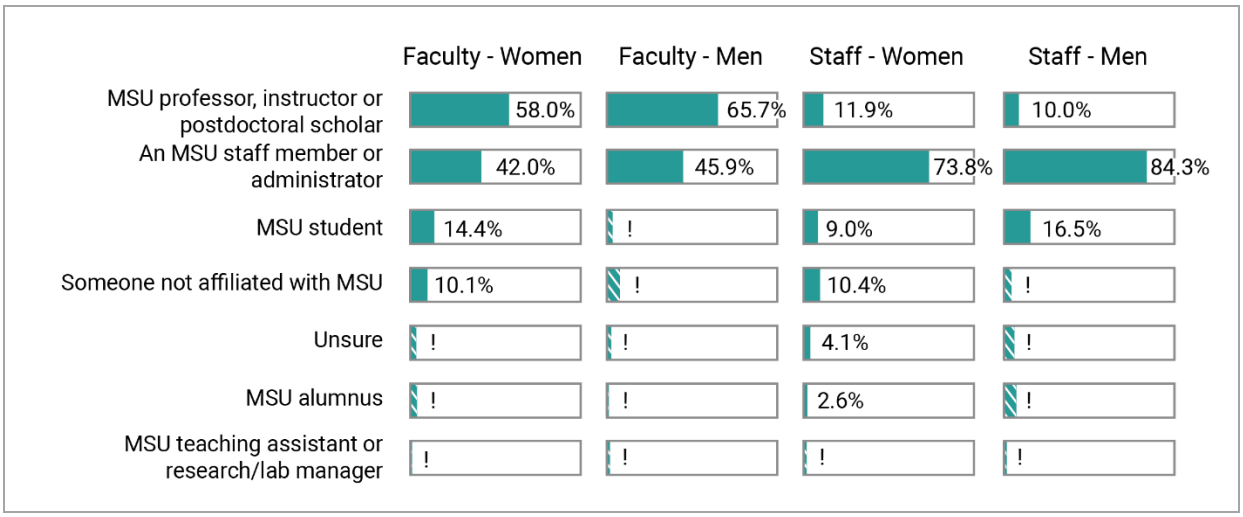
Figure 33. Impact of Work-Related Sexual Harassment (% of Sexual Harassment Victims)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-6.

Among faculty and staff, the role of the perpetrator varied (see Figure 34). Faculty were most likely to report that the person was an MSU professor, instructor, or postdoctoral scholar, but a sizeable percentage indicated that the person was an MSU staff member or administrator. The vast majority of staff indicated that the person was an MSU staff member or administrator. MSU students appeared to be involved in sexual harassment as well, particularly for men staff and women faculty.[33]

Figure 34. Perpetrators of Work-Related Sexual Harassment (% of Sexual Harassment Victims)

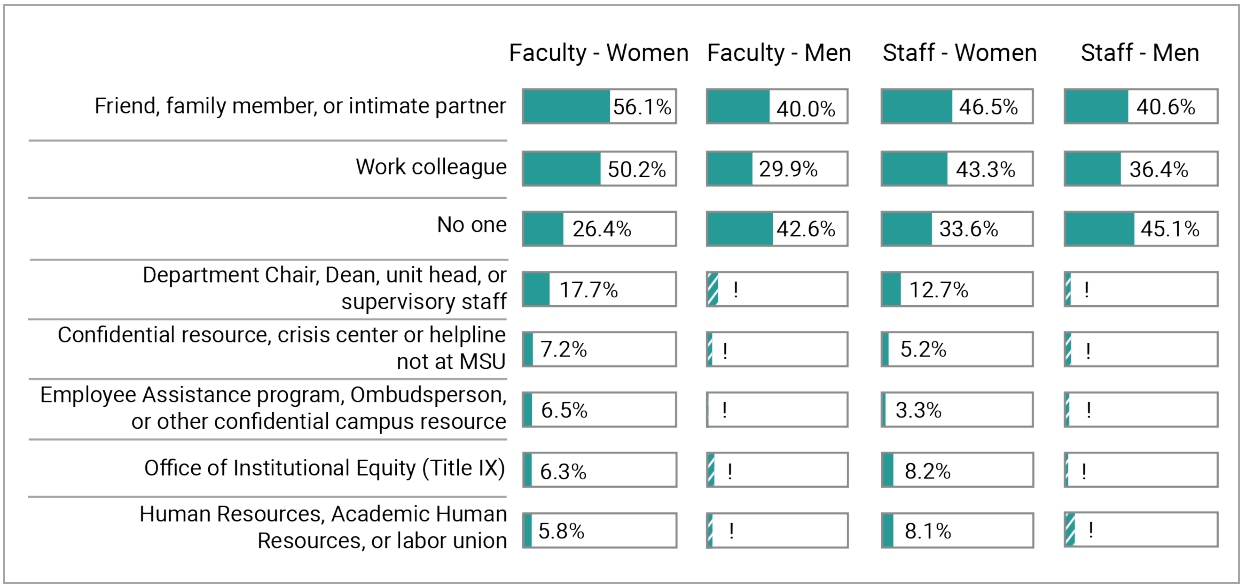


Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-6.

[33] The estimate for men faculty was statistically imprecise.

Analysis of faculty and staff members' disclosure of sexual harassment experiences (Figure 35) showed that many told a friend, family member, or intimate partner about their experiences. Women faculty in particular often told work colleagues about the experience. Disclosure to any source was less common for men than women.

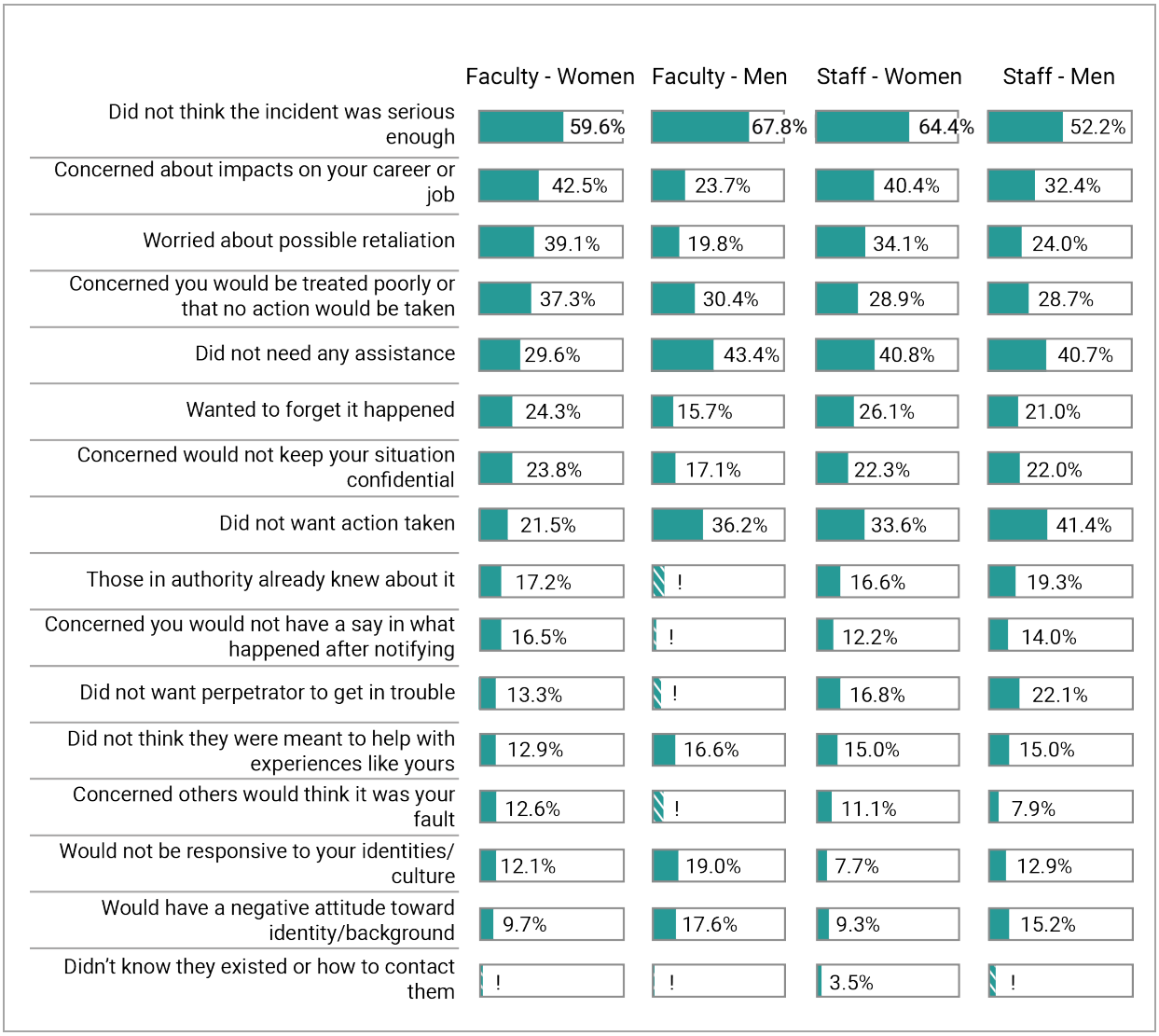
Figure 35. Disclosure of Work-Related Sexual Harassment (% of Sexual Harassment Victims)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-7.

Faculty and staff who experienced work-related sexual harassment and did not disclose their experience to a formal source of support were asked a follow-up question about their reasons for not reporting. The results are shown in Figure 36. For all four groups, victims did not contact any people or organizations because they did not think their experiences were serious enough to report (most common reason reported). Faculty (of all genders) were also concerned that they would be treated poorly or that no action would be taken. Women (both faculty and staff) were also concerned about impacts on their career/job.

Figure 36. Reasons for Not Reporting Work-Related Sexual Harassment (% of Sexual Harassment Victims Who Did Not Report)



Notes: ! Estimate is considered not reliable. Estimate is either based on less than 10 people or a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix Table E-7.

4. Perceptions of Climate and Awareness of Resources

4.1 Summary of Climate Perceptions Among the MSU Community

Perceptions of the climate at MSU were assessed among all survey populations. Seven scales reflecting different dimensions of climate were created. The scales are composite scores derived from sets of related, individual survey items (typically worded as statements to which survey participants indicated their level of agreement), with higher scores reflecting more positive perceptions of climate. The dimensions of climate that were measured are shown in Table 6; some scales are specific to climate related to sexual misconduct and others measure other dimensions of campus climate.

Table 6. Climate Scale Description

Scale	Example Item
General Climate	
General School Connectedness (10 items)	I feel like I am a part of this school.
Perceptions of Inclusive Climate (7 items)	At this school, it is common for members of the campus community to treat one another in rude or disrespectful ways.
General Perceptions of Highest University Leadership (4 items)	Overall, the highest administrative leadership at this school, including the President and Board of Trustees, are open and transparent about challenges facing the university.
General Perceptions of Other University Administration (4 items)	Overall, the other administration at this school, which includes Deans, Vice Presidents, and other leadership staff, are open and transparent about challenges facing the university.
Climate Related to Sexual Misconduct	
Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response (11 items)	This school takes training in sexual misconduct seriously.
Perceptions of School Leadership Climate for Relationship Violence Prevention and Response (3 items)	This school is doing a good job of holding people accountable for committing relationship violence and stalking.
Awareness and Perceived Fairness of School Sexual Assault Policy and Resources (5 items)	I am aware of and understand this school's procedures for dealing with reported incidents of sexual misconduct.

Notes: All scales have acceptable reliability (i.e., internal consistency) based on the Cronbach's alpha metric, which is a commonly used measure of scale reliability (with 0.70 often used as the lower threshold). The alphas ranged from 0.77 to 0.86.

The average climate scores (standardized on a 0-100 scale so values reflect the percentage of the highest possible score on that scale[34]) for the various populations (including undergraduate men and women, men and women graduate/professional students, men and women faculty, and men and women staff) are shown in Figure 37. Several patterns are evident:

- The aspects of climate for which there was the most variation in perceptions were "School Leadership Climate for Sexual Misconduct" (with mean scores ranging from 50 among women graduate/professional students to 67 among undergraduate men) and "School Leadership Climate for Relationship Violence" (with mean scores ranging from 58 among women graduate/professional students to 72 among undergraduate men).

- Across all climate scales, undergraduate men and faculty men had the most positive perceptions of climate, whereas women graduate/professional students and women faculty provided the most negative perceptions of climate.

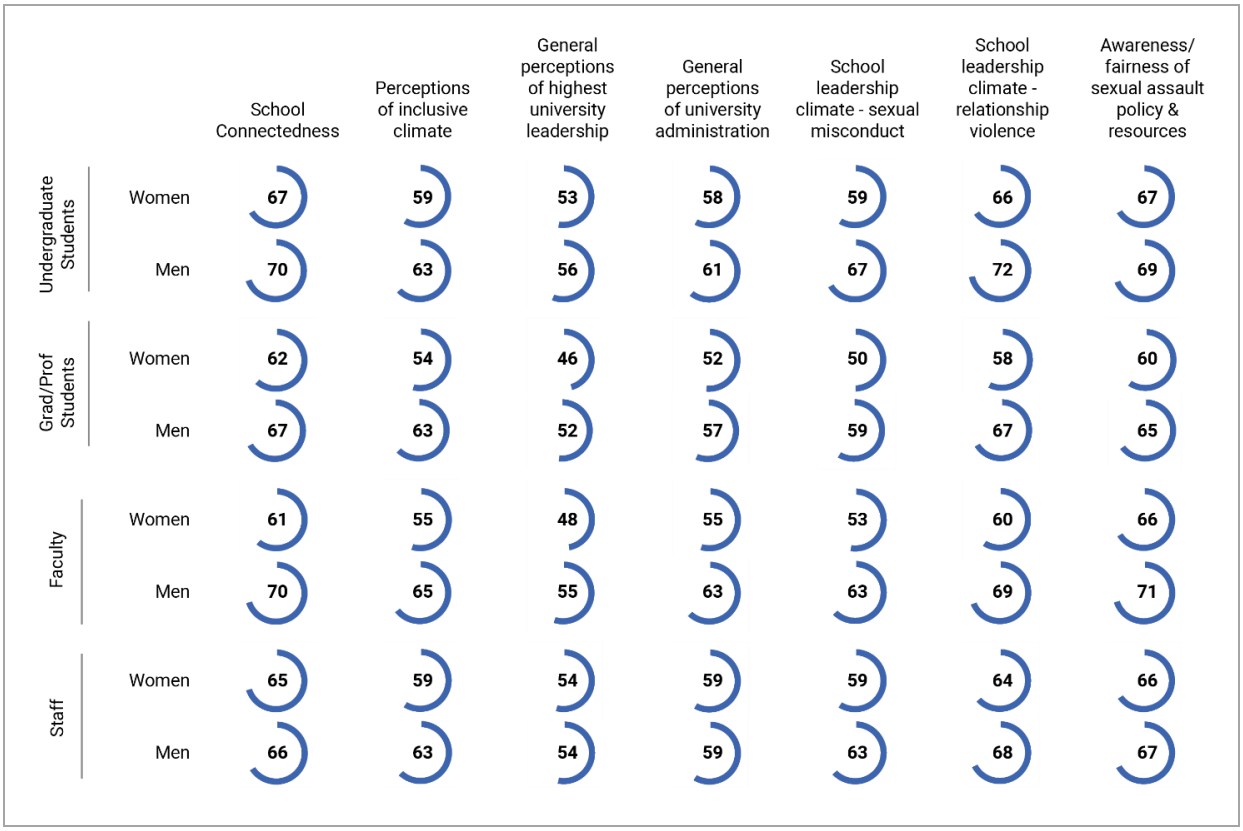
- The climate scale that appeared to have the lowest scores (relative to the scale's upper limit) was "General Perceptions of the Highest Administrative Leadership at the School", which included the President and Board of Trustees.[35]

- The climate scales that appeared to have the highest scores (relative to the scales' upper limit) were "General School Connectedness", "Awareness and Perceived Fairness of School Sexual Assault Policy and Resources", and "Perceptions of School Leadership Climate for Relationship Violence".

[34] The standardized scores were created simply by dividing the mean score by the maximum score and multiplying by 100. For example, if the mean (unstandardized) score on a scale ranging from 0-10 was 6, the mean standardized score would be 60. This approach was taken to facilitate comparisons across scales (which have different ranges due to variability in the number of items).

[35] However, many faculty and staff indicated in an open-ended survey response that these questions were problematic because a) their perceptions of the stakeholders within a particular category (e.g., Deans, Vice Presidents, and other leadership staff) differed and b) they were uncertain about whether to focus on the Acting President and Board of Trustees (as of the time of the survey) or the previous President and Board. It should be noted that the survey was initiated and designed under Interim President Engler and launched under Acting President Udpa, with the results released under the new (permanent) President Stanley.

Figure 37. Campus Climate (Mean Scale Scores), by Population



Note: For an accessible version of the information shown in this figure, see Appendix Tables F-1a and F-1b.

Climate Ratings among Nonbinary Students, Faculty, and Staff

For campus climate perceptions, we estimated scores on three scales for nonbinary undergraduate students (n=58), graduate students (n=23), and faculty/staff (n=25). The scores are shown below.

Climate Scale	Average Score for Nonbinary…		
	Undergrad. Students	Graduate Students	Faculty and Staff
General School Connectedness	51	49	56
Perceptions of Inclusive Climate	44	34	36
Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response	41	29	39

The average climate scale scores were lower for nonbinary survey participants than those of their binary gender counterparts. For example, nonbinary graduate students had an average score of 34 on the "Perceptions of Inclusive Climate scale," compared to 54 for women graduate/professional students and 63 for men graduate students.

Figure 38 shows the percentage of each survey population that agreed or strongly agreed with a representative climate item from each of the seven scales that were developed. The full set of frequencies for each of the 44 climate items is included in Appendix F.

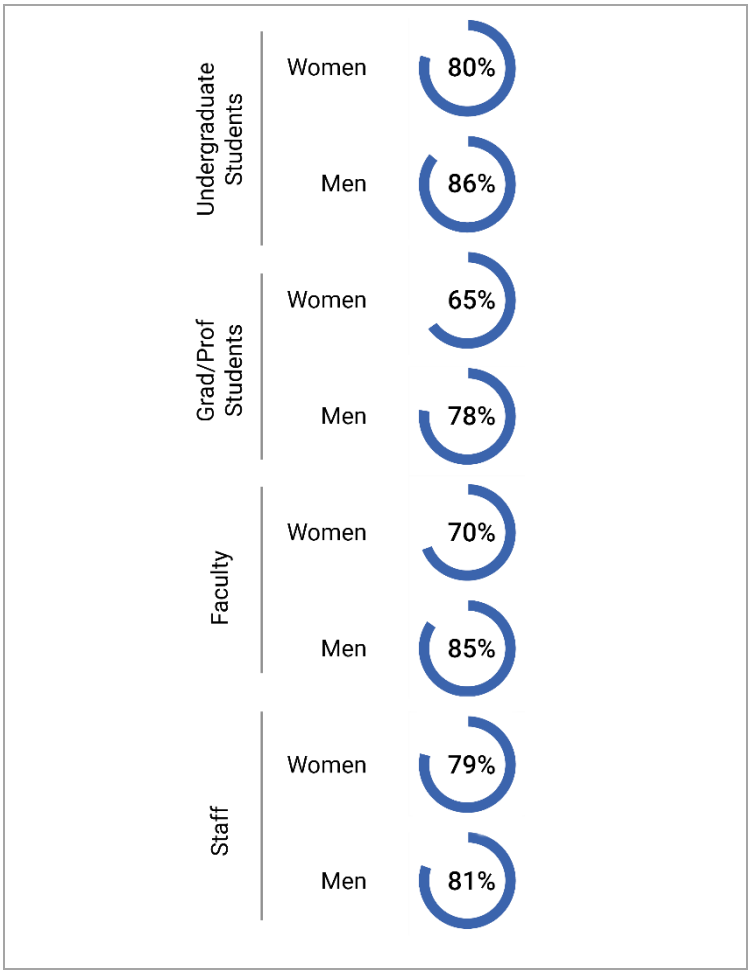
Figure 38. Campus Climate (Sample Items), by Population (% Agreeing with Statement)

Note: For an accessible version of the information shown in this figure, see Appendix Tables F-2a1, F-2a2, F-2a3, F-2a4, F-2b1, F-2b2, F-2b3, F-2b4, F-3a1, F-3a2, F-3a3, F-3a4, F-3b1, F-3b2, F-3b3, and F-3b4.

4.2 Perceptions of Hypothetical Treatment by MSU in the Event of Sexual Assault

Another dimension of climate measured in both the student and faculty/staff surveys was the survey participants' perceptions about how they would be treated by MSU (e.g., whether the school would take their case seriously, protect their privacy, treat them with dignity and respect) if they were to experience sexual misconduct or sexual assault (students were asked about "sexual assault" and faculty/staff were asked about "sexual misconduct"). Reflecting the pattern evident for the other dimensions of climate discussed above, undergraduate men and faculty men reported the most positive perceptions whereas women graduate/professional students and women faculty reported the most negative perceptions. For example, as shown in Figure 39, only 65% of women graduate/professional students agreed or strongly agreed that if they were to experience sexual misconduct, MSU would treat them with dignity and respect, whereas 86% of undergraduate men felt this way.

Figure 39. "If I were to experience sexual misconduct, MSU would treat me with dignity and respect" (% agreeing)



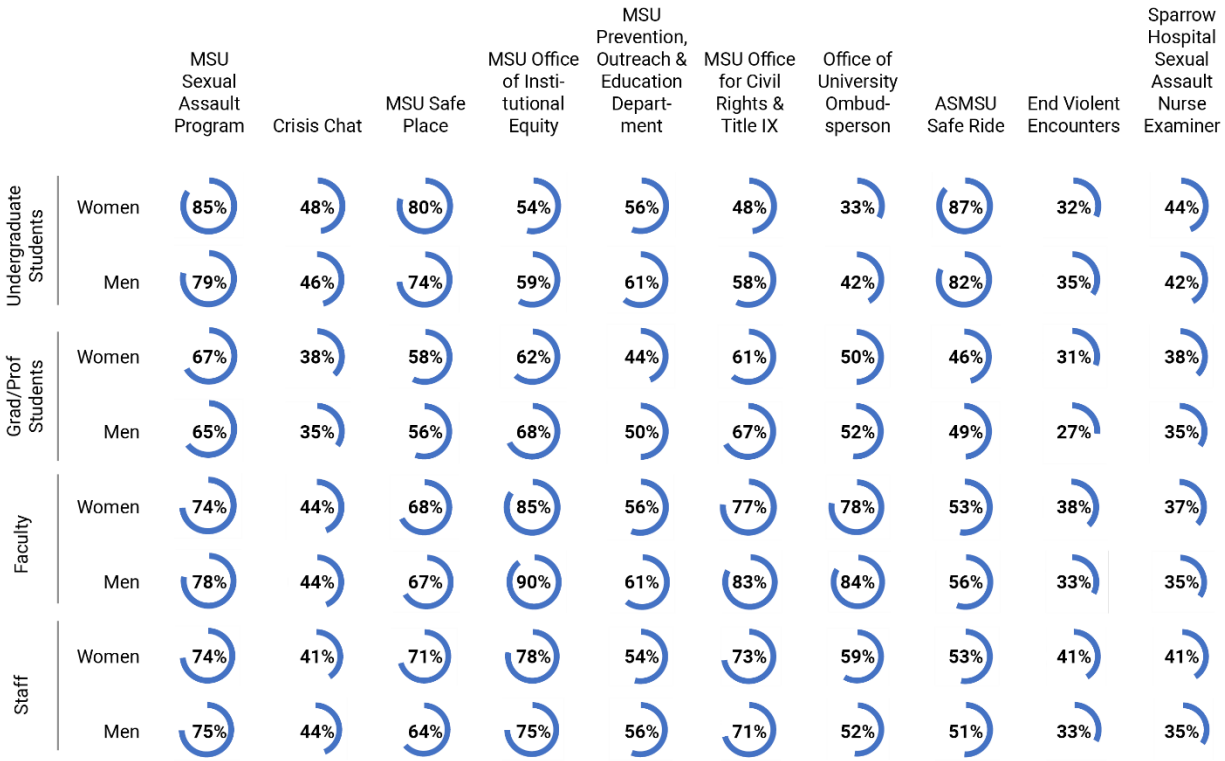
Note: For an accessible version of the information shown in this figure, see Appendix Tables F-4a1, F-4a2, F-4a3, F-4a4, F-4b1, F-4b2, F-4b3, and F-4b4.

4.3 Awareness of MSU Services and Resources

A critical dimension of climate is the extent to which members of the campus community were aware of the various services and resources on campus related to sexual misconduct. Survey participants were asked about 10 specific programs or services, and, as evident from Figure 40, awareness was mixed. Awareness tended to be highest for the MSU Sexual Assault Program (now called the MSU Center for Survivors), MSU Safe Place, and, for faculty and staff, the MSU Office of Institutional Equity

(OIE) and the Office for Civil Rights & Title IX. Faculty also had high awareness of the Office of University Ombudsperson. Among undergraduates, awareness of ASMSU Safe Ride was also high. Some gender differences were evident: men were more likely to report awareness of some resources (e.g., OIE; Office for Civil Rights & Title IX).

Figure 40. Awareness of MSU Resources (% Who Were 'Very' or 'Somewhat' Aware)



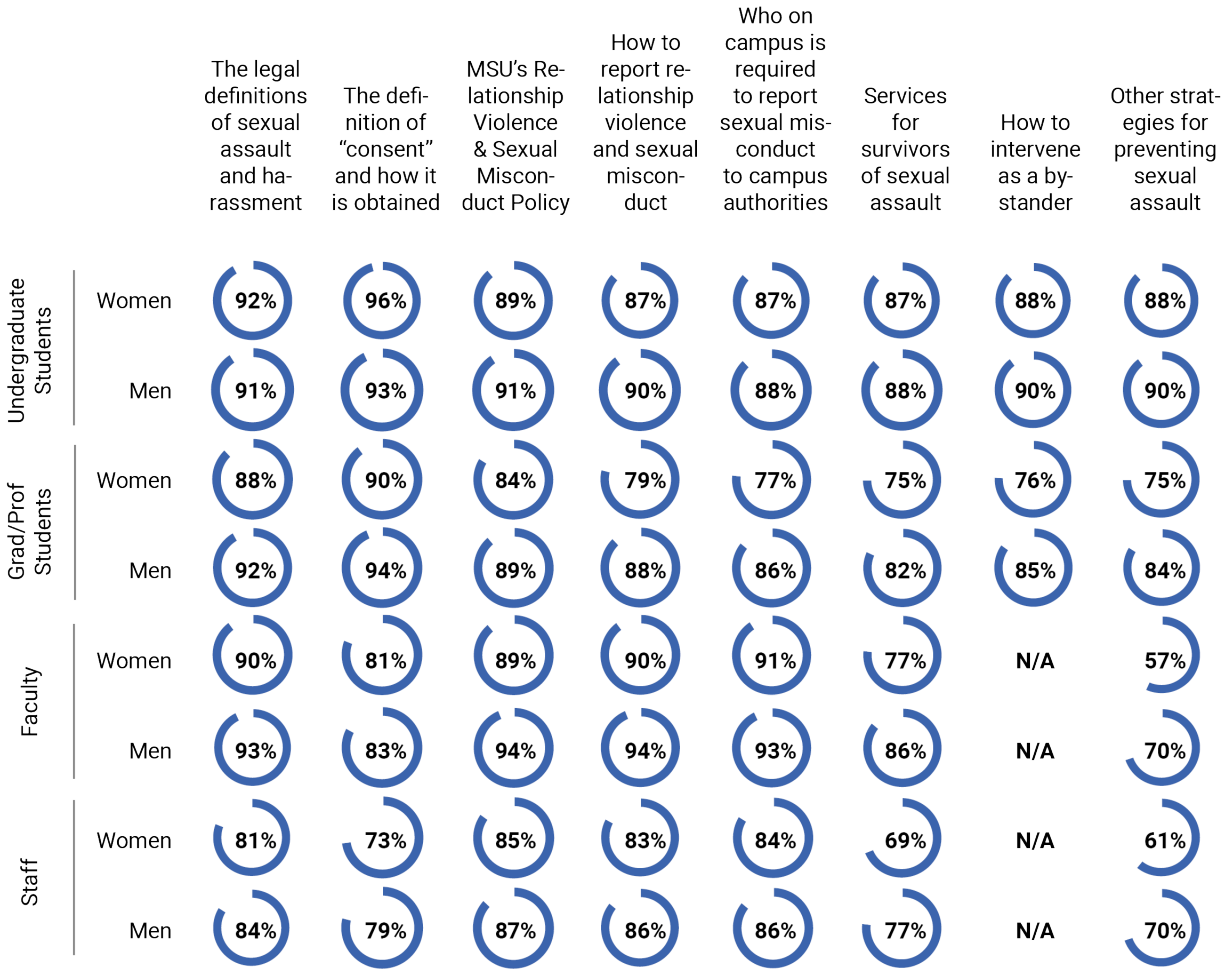
Note: For an accessible version of the information shown in this figure, see Appendix Tables F-5a1, F-5a2, F-5a3, F-5a4, F-5b1, F-5b2, F-5b3, and F-5b4.

4.4 Participation in Trainings

The surveys asked participants about the training or education they recall having received about sexual misconduct. Among students, over 70% of undergraduates and 75% of graduate or professional students reported that they had received information or education about sexual misconduct prior to enrolling at MSU.

While at MSU, the majority of all survey populations reporting having received trainings or having attended any classes that cover a number of specific topics (see Figure 41).

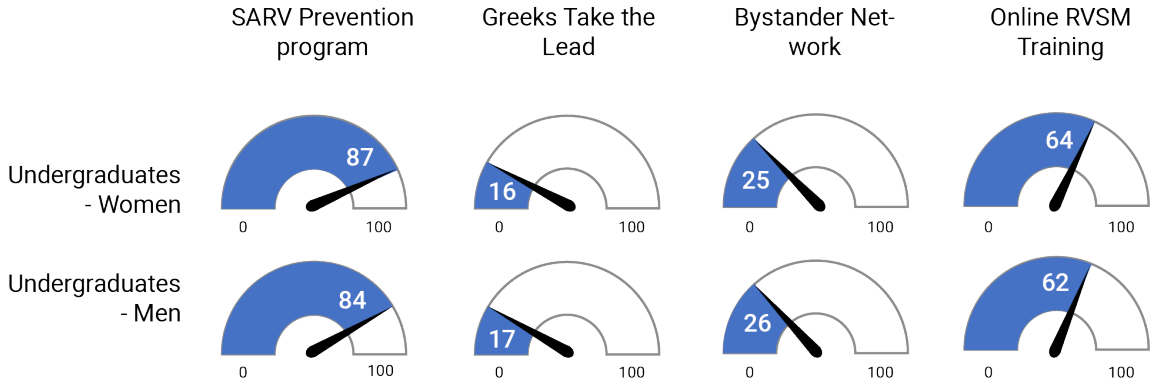
Figure 41. Training on Specific Topics (% Who Indicated Receiving Training)



Note: For an accessible version of the information shown in this figure, see Appendix Tables F-6a and F-6b.

The surveys also asked about specific programs and trainings that MSU offered. The percentage of undergraduate students receiving specific trainings is shown in Figure 42.

Figure 42. Undergraduate Student Participation in Specific Trainings (% Receiving Training)



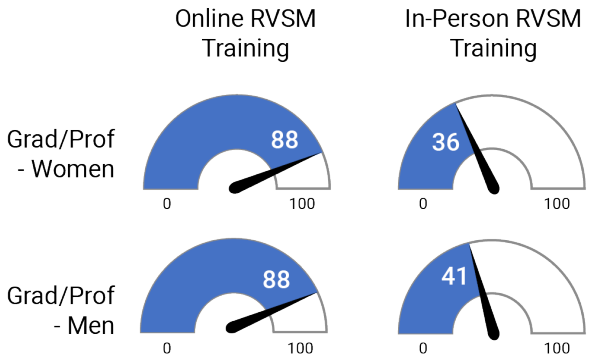
Note: For an accessible version of the information shown in this figure, see Appendix Table F-7a.

Graduate students were asked about the online relationship violence and sexual misconduct training as well (see Figure 43): the vast majority indicated they had participated. Only about a third indicated that they had taken some other in-person training on MSU's relationship violence and sexual misconduct policy.

Of the students who participated in a particular training, most perceived the trainings as helpful or very helpful, although the online training was perceived as slightly less helpful than the other trainings. Among undergraduates, 79% of women and 78% of men who indicated that they had participated in the SARV Prevention program felt the training was helpful/very helpful, and 74% of women and 72% of men who participated in the online training felt it was helpful/very helpful. Among graduate and professional students, 78% of those who had participated in an in-person training and 71% who had participated in an online training found it to be helpful/very helpful.

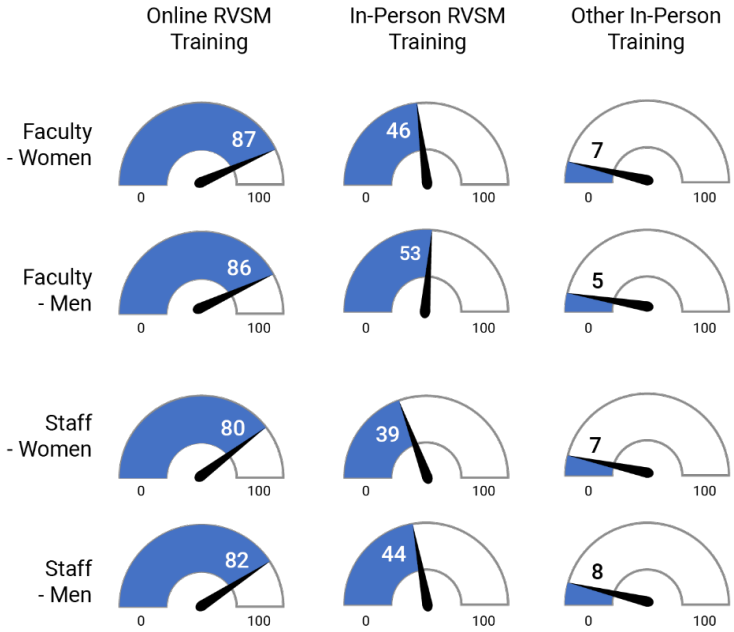
Faculty and staff were asked about their participation in three trainings; Figure 44 shows those results. The vast majority (over 80%) of all groups recalled having received the online relationship violence and sexual misconduct training, and half or fewer reported receiving an in-person training on MSU's Relationship Violence and Sexual Misconduct policy.

Figure 43. Graduate/Professional Student Participation in Specific Trainings (% Who Indicated Receiving Training)



Note: For an accessible version of the information shown in this figure, see Appendix Table F-7a.

Figure 44. Faculty/Staff Participation in Specific Trainings (% Who Indicated Receiving Training)



Note: For an accessible version of the information shown in this figure, see Appendix Table F-7b.

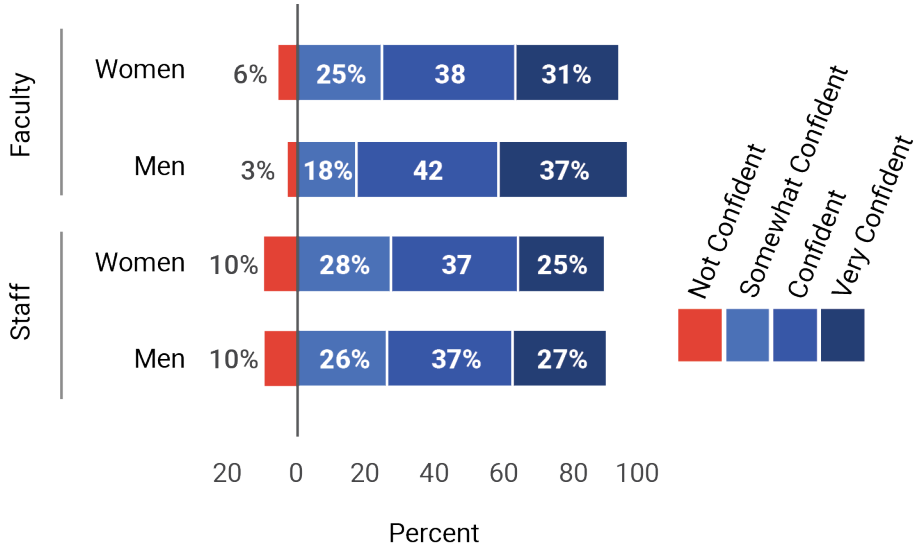
Like students, faculty and staff felt the in-person training was more helpful than the online training. Although 82-90% of faculty and staff found the in-person training to be helpful/very helpful, only 78-83% felt the online training was helpful/very helpful.

4.5 Faculty's and Staff's Confidence in Responding to Student and Staff Disclosure

Faculty and staff were also asked how much they remembered about the information or education from MSU about relationship violence and sexual misconduct they received. Most commonly, faculty and staff indicated that they remembered "most of" the information they were given (43% of women staff, 46% for women faculty, 47% for men staff, and 53% for men faculty), with fewer than 20% indicating they remembered "almost all of it."

Figure 45 illustrates faculty's and staff's confidence in their ability to respond to student disclosure about RVSM according to MSU's official procedures. While more than half felt confident (or very confident) in their ability to respond according to MSU's official procedures, men faculty expressed the highest confidence. The same pattern was evident for faculty's and staff's confidence in their ability to respond to disclosure from a staff member, administrator, or faculty member; for this type of disclosure, 59% of women staff, 63% of women faculty, 64% of men staff, and 76% of men faculty felt confident/very confident that they could respond in accordance with MSU's official procedures.

Figure 45. Faculty/Staff Confidence in Their Ability to Respond to Student Disclosure of RVSM According to MSU's Official Procedures (% of Faculty/Staff)



Note: For an accessible version of the information shown in this figure, see Appendix Table F-7b.

4.6 Additional Insights from Faculty and Staff

The faculty and staff survey included an open-ended question that survey participants could use to provide insights to better inform MSU's relationship violence and sexual misconduct prevention or response efforts. More than one-fifth (21%) of survey participants took the time to provide a response to this question. RTI reviewed all responses and identified five broad themes.

General Perceptions of Climate and University Leadership

A number of comments written in by faculty and staff pertained to the high-level leadership at MSU and how a culture of lack of accountability, lack of transparency, unethical behavior, and intimidation had decreased morale among faculty and staff and resulted in low levels of trust in university leadership. However, the comments about Acting President Udpa (as of the time the survey was done) were nearly universally positive, and many survey participants expressed cautious optimism regarding where the school was headed, despite noting that the damage would take years of sustained effort to overcome.

Further, many faculty and staff felt that sexual misconduct was only one part of a broader climate. These survey participants felt that improvements were needed in many other areas, including gender and racial discrimination and forms of hostility that are not sexual (but are more pervasive).[36]

Strategies to Improve Training and Prevention Efforts

Faculty and staff had suggestions for how to improve MSU's training and prevention efforts. They provided some criticisms of the online training: many participants noted that a more interactive, in-person approach was needed. They suggested requiring the training more frequently, providing written materials (as a supplement), making the training less liability-focused, and ensuring that all faculty and staff receive the training.

In discussing prevention efforts, several survey participants commented that they had seen more information available on campus over the past year. However, some felt that education efforts needed to be expanded and that information about the extent of violence occurring on campus (and what steps the school was taking in response) should be communicated more broadly. Some participants noted that the majority of prevention efforts were directed to students and that similar efforts to ensure the safety of staff were needed. Specific populations in need of better prevention programming were also identified, such as men as victims, LGBTQ students, students of color, international students, and students with disabilities. Training on some specific topics was recommended, including civility and respect, power dynamics, implicit bias, healthy relationships, and bystander intervention.

[36] Reflecting this sentiment, some participants felt that the survey was too narrowly focused on sexual misconduct and that additional topics, particularly the broader climate related to diversity and inclusion, should have been included.

Reporting Procedures

Many faculty and staff expressed concerns about MSU's mandatory reporting policies (and unease with their role as mandatory reporters), noting that the policy discourages students from disclosing their experiences (due to fear of unagreed-upon action), creates a barrier to trusting relationships between faculty and students, and takes away survivors' autonomy. These individuals also perceived that the information they provide goes into a "black hole" (as they never learn the outcome of their report). Some felt that they needed additional training or clarification on their role as mandatory reporters. Many faculty and staff also recommended a simpler process for reporting and tools that make it easy for them to figure out what to do (e.g., an online checklist or app that provides step-by-step instructions, short reference guides). However, some felt that the mandatory reporting policy should be reconsidered altogether. Department-level practices (e.g., designated individuals as reporters) were also suggested.

Investigation and Adjudication

Many open-ended responses pertained to the investigation and adjudication process; some participants expressed concerns about the timeliness of investigations and the lack of transparency/information sharing during this process (for the individuals directly involved as well as the MSU community more broadly). Participants felt that the length of time in which both the claimant and the accused are left unaware of the outcome of the investigation was extremely devastating for both. Other concerns about the treatment of claimants were the large number of incidents that go uninvestigated, the fact that many incidents do not result in any repercussions for the accused, and the lack of considerate, trauma-informed treatment for claimants. However, concerns about the treatment of the accused were also expressed: many felt that the "pendulum had swung too far" and that the accused were presumed to have violated the policy (without proper due process).

A number of survey participants also mentioned inconsistency and unfairness in the application of policies and procedures. They felt that those in high-powered positions (e.g., tenured faculty, faculty who bring in large grants, athletes, those allied with important donors) got away with few consequences. They brought up specific concerns about the OIE: some participants expressed the strong belief that this office was primarily concerned with protecting MSU's reputation and that OIE resources needed to be better managed so that all incidents could be investigated more quickly and thoroughly, with the outcomes conveyed more transparently.

Survivor Support Services

With regard to survivor support services, many survey participants noted that MSU, including the Sexual Assault Program (now called the MSU Center for Survivors) and counseling services, does a good job helping survivors but that more resources were needed. Several felt that the number of counselors (and mental health services generally) was insufficient (given MSU's size). Other recommendations for

better serving survivors included updates to the counseling offered by MSU to reflect evidence-based practices related to trauma, ensuring multicultural programming and staffing, providing more support for men as victims, providing “reentry” services to students whose education was disrupted, and doing a better job connecting staff in off-campus locations to resources local to them.

5. Conclusions

Data from the 2019 Know More survey provide a breadth of information that the MSU community can use to enhance its RVSM policies, prevention programming, and services to survivors, as well as to target specific areas of the campus climate for improvements. The survey identified the following strengths: a strong sense of connectedness to MSU that many students, faculty, and staff felt; and high awareness of MSU-specific resources and programs related to RVSM. However, certain aspects of climate, particularly trust in the upper administration at MSU, will likely need concerted, sustained effort to improve. Additional research focused on women graduate and professional students and women faculty may be necessary to understand the perceptions and experiences of these members of the MSU community, who provided the lowest climate ratings, and to identify needed areas for improvement.

A positive note is that the survey demonstrated fairly good reach of MSU's RVSM training efforts, showing that students, faculty, and staff indicated that they had been trained in many key topics and recalled participating in MSU-specific programs. However, survey results also suggest that some improvements in the school's training efforts are warranted, particularly more interactive approaches (or other improvements to increase the utility of the online training) and efforts to ensure that all members of the MSU community receive the required trainings.

The survey was also useful in documenting the extent and nature of numerous forms of RVSM that MSU undergraduate, graduate, and professional students experienced. Sexual harassment was quite prevalent among all student populations; the high rates suggest the need for prevention programming targeting the specific behaviors that students experienced with some frequency. However, rates of sexual assault did not appear to be substantially higher than those reported for other schools using comparable measures (see sidebar on next page). In addition, student disclosure and/or help-seeking from an MSU source in the aftermath of a sexual assault incident was fairly high, particularly for rape incidents, compared to such rates from other schools. Generally, higher reporting rates are considered a good sign because they indicate that more survivors are reaching out, learning about their options, and getting connected to other services. MSU, therefore, has the opportunity to directly support many of the MSU students who experience sexual assault in a given year (in contrast to schools with very low rates of student disclosure to a school office, where the vast majority of incidents never come to the school's attention). Rape incidents clearly impacted survivors in many ways, which suggests an important role for MSU offices and programs in supporting students to mitigate some of the negative impacts of these incidents. On the other hand, with fairly high disclosure rates, the resources and response protocols must be in place to ensure that MSU's responses to survivors are appropriate and beneficial. The majority of survivors perceived that the support they received from MSU was helpful, but faculty and staff identified a number of needed improvements, including more timeliness and transparency/information sharing during investigations, more consistency in the application of policies, and more counseling resources for students.

Among faculty and staff, workplace incivility was common (the majority of all faculty and staff had experienced at least some workplace incivility; women faculty and staff reported more incivility than men), although no benchmarks from other schools are available against which to compare the survey findings. Work-related sexual harassment was fairly common as well. The high rates of workplace incivility and work-related sexual harassment are consistent with a theme that came up in the faculty and staff open-ended responses: the need for a holistic effort to address gender (and racial) discrimination and create a more inclusive, respectful environment at MSU.

Finally, the disproportionate victimization of students, faculty, and staff with a documented or diagnosed disability and/or who are gay, lesbian, bisexual, asexual, or describe themselves in some other way suggests the need for targeted prevention programming for these subgroups and efforts to ensure that MSU's support services and victim responses are appropriate. Similarly, the experiences of nonbinary students, faculty, and staff merit further attention to ensure that responses provided by MSU offices and programs are appropriate.

Benchmarking the Know More Results Using Data from Other Schools

In 2015 RTI conducted the Campus Climate Validation Study (CCSVS) at nine diverse institutions of higher education using very similar question wording and survey methodology. The prevalence rate for sexual assault that undergraduate women experienced during the current academic year, averaged across the nine participating schools (and for over 15,000 undergraduate women) was 10.3%; this estimate ranged from 4.2% to 20.0% across the schools.[a] The comparable rate at MSU was 13%. The "since entering college" rate in the CCSVS for undergraduate women was 21% (ranging from 12% to 38% across the participating schools), compared to 27% at MSU. The lifetime prevalence estimate in the CCSVS was 34% (ranging from 26% to 46% across the participating schools), compared to 39% at MSU. This comparison suggests that, among undergraduate women, MSU students experience sexual assault at a level that is within range of the levels found among the nine institutions that participated in the CCSVS.

Among students who experienced sexual assault at MSU during the 2018-2019 academic year, disclosure or help-seeking to an MSU office or program was fairly high relative to the schools that participated in the CCSVS. For example, in the CCSVS, 12.5% of rape incidents and 4.3% of sexual battery incidents that undergraduate women experienced were disclosed to any official, which included 1) administrators, faculty, or other officials or staff at the school, 2) a crisis center or helpline, or a hospital or health care center at the school, 3) a crisis center or helpline, or a hospital or health care center not at the school, 4) campus police or security; or 5) local police not at the school, such as the county or city police department. In the 2019 Know More survey, for about 20% of rape incidents and 4.6% of sexual battery incidents experienced by undergraduate women, the student disclosed the incident to, or sought services from, an MSU office.

[a] Krebs, C. K., Lindquist, C, H., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., et al. (2016). *Campus Climate Survey Validation Study Final Technical Report.* (NCJ 249545). Washington, DC: U.S. Department of Justice, Bureau of Justice Statistics. Retrieved from https://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf