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**DECONSTRUCTING CAMPUS SEXUAL ASSAULT AMONG BLACK STUDENTS:
AN ASSESSMENT OF CAMPUS CLIMATE AT PREDOMINATELY WHITE
INSTITUTIONS**

By


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A Thesis Submitted to the Honors Council

For Honors in Psychology

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Abstract

Interpersonal violence is a prominent issue on university and college campuses within the United States. Women attending college are a particularly vulnerable population to experiencing sexual violence. Many of the previous research studies have focused on white women in relation to campus sexual assault (CSA). The primary goal of the present study is to measure the prevalence of sexual assault within minority based populations on campus. Previous research studies have found members of minoritized groups to be at a higher risk of experiencing campus interpersonal violence than are White Women, people without disabilities, and cisgender individuals. In addition, being apart of a minority social group, such as being non-White, is associated with a lower likelihood of reporting.

A large contributor to the issue of minority students' relationship to CSA victimization is the existence of well-known stereotypes. The Jezebel stereotype characterizes Black women as promiscuous, seductive, sexually insatiable which has caused detrimental consequences on Black women's sexual health and relationships. The present study investigates the relationship between sexual assault and campus climate, the prevalence of sexual victimization of Black students at a predominately white institution, and how racial stereotypes affect sexual assault prevalence rates.

This study used a mixed-methods approach, including a survey and interviews. Research has been conducted quantitatively through an online survey administered to a random sample of Bucknell students and contextualized through a qualitative interview project with Bucknell students of color. Results indicate that there are no differences in CSA prevalence rates between White and BIPOC populations. Additionally, the endorsement of the jezebel stereotype is higher among White people as compared with BIPOC people. Finally, there were lower positive perceptions of institutional response among people who experienced Gender Based Violence, BIPOC participants and Women.

Background Problem

Interpersonal violence is a prominent issue on university and college campuses within the United States. Interpersonal violence is defined across four measures: sexual assault, sexual harassment, intimate partner violence, and stalking (Klein et al., 2021). Historically, minoritized students who are most affected by campus sexual assault (CSA) are not prioritized within this area of research. Klein identifies the problem that emerges when White heterosexual women are centered in CSA research: “Members of minoritized groups (racial/ethnic minority women, people with disabilities, and transgender individuals) are at a higher risk of experiencing campus interpersonal violence (CIV) than are White women, people without disabilities, and cisgender individuals (Klein et al., 2021).” In addition, being a part of a minority social group, such as being non-White, is associated with a lower likelihood of reporting (Wolitzky-Taylor et al., 2011).

A large contributor to the issue of minority students' relationship to CSA victimization is the existence of well-known stereotypes. The Jezebel stereotype characterizes Black women as promiscuous, seductive, and sexually insatiable which has detrimental consequences on Black women's sexual health and relationships (Jerald, 2019). The hypersexualization of Black women may cause campus staff to be less likely to believe their stories of victimization or even blame them for it (Klein et al., 2021). This is a result of the historical impact of institutional racism, which causes Black women to be more reluctant to report physical abuse to police or social service agencies than their White counterparts (Hampton, Oliver, & Magarian, 2003).

Campus sexual assault is a prominent issue for universities and colleges within the United States. Research on CIV usually only prioritizes violence, victims, perpetrators, bystanders and intervention goals (Klein et al., 2021). By only prioritizing these groups, there is a failure to challenge underlying systems of oppression, which, in turn, invisibilizes minoritized

students who are most affected by CIV (Klein et al., 2021). Conducting research on Black students and student of color and their experiences with campus sexual violence will add to a growing body of work on campus sexual assault in a too often neglected area of research on minority populations. Investigating the intersectional factors, such as race, gender, sexuality, and sexual orientation in the occurrence of CSA against minority populations is essential for universities and colleges, such as Bucknell University, to create inclusive, welcoming, safe, and supportive environments for all students.

Significance of Study

This study adds to an extremely limited body of previous research studies on this topic, with a specific focus on Black women attending predominantly white institutions (PWI), in relation to their experience with CIV. CIV is typically portrayed within previous research occurring between two White, middle-class, straight, cisgendered individuals, on the gender binary, one a woman and one a man, and often the man is portrayed as the perpetrator (Harris et al. 2019, Klein et. al. 2021). In addition, CIV is typically only studied at institutions of higher education that are 4-year, predominantly White, bachelor degree granting institutions (Voth Schrag 2017., Klein et. al. 2021). Studying at these institutions is consistently complicated to get a good understanding of minorities experiences with interpersonal violence, due to the lack of representation in the sample, so oftentimes, results on minority populations are discarded at this type of institution.

Theoretical Framework

Undertaking research on minority groups and their experiences with CSA is of utmost importance to creating inclusive communities by understanding what may be the underlying

causation. This research will be paving the way for others within the field to start researching CSA in relation to these factors.

The intersectionality of race and class are embedded in the lives of African-American women (McNair, Neville 1996, Crenshaw, 2016). Intersectionality is an extremely useful tool as “...major axes of social divisions in a given society at a given time, for example, race, class, gender, sexuality, dis/ability, and age operate not as discrete and mutually exclusive entities, but build on each other and work together (Collins & Bilge 2016).” The intersectionality of race and class create the social experiences that African-American women face. Historically, the class-based stereotypes of African-American women were originally created and oriented around lower-income women, but due to generalization of race, it has become very common to stereotype all African-American women based on the lower-income stereotype (McNair, Neville 1996). In doing so, this creates a racist paradigm for an understanding of African-American women's behavior.

Some of the factors influencing the lack of reporting of sexual victimization of Black women are an intersection between race and class. With police brutality being higher in some neighborhoods, Black women may have a factor of mistrust in authority and are less likely to report their victimization (McNair, Neville 1996). They also are disempowered by the political and judicial processes addressing sexual violence (McNair, Neville 1996). Perceived mistrust is a major factor worth considering in the context of class- and race- specific factors influencing disclosure of sexual victimization.

An ecological framework can help to explain the different levels of analysis needed to understand this issue. The use of an ecological model has the ability to provide multiple levels of analysis for explaining sexual assault as well as how we can implement strategies for preventative measures (Neville, Heppner, 1999). Bronfenbrenner (1977) identified four systems

that create the ecological model. These include the microsystem, the mesosystem, the exosystem, and the macro system, each responsible for different environmental factors that play into the ecological model. Bronfenbrenner explains the microsystem is composed of the immediate environment of the individual, including family, work, and school and how this interacts with socio-demographic characteristics. The mesosystem is the relationship between two or more microsystems. The exosystem is the environment not directly experienced by the individual, meaning institutions or settings larger than the individual. Lastly, the mesosystem refers to the general culture in which the individual is a part of, including but not limited to laws, ideologies, attitudes, values and customs of the culture.

Neville and Heppner (1999) added to Bronfenbrenners' model to create the culturally inclusive ecological model of sexual assault recovery (CIEMSAR). The model identifies rape context, personal variables, postrape responses, environmental/institutional responses, and cultural variables as important factors to women's psychological adjustment after experiencing sexual violence (Neville, Heppner, 1999). These ecological models can help to explain and contextualize the results of this study. These models will be revisited in the discussion section.

Terms Associated with Sexual Violence

The legal system often refers to a person who has experienced sexual assault as a victim, meaning a person who has been victimized by crime (Centers for Disease Control and Prevention, 2004). On the contrary, anti-violence activists and some women who have experienced assault have a preference for the term survivor. For the purpose of this study, both terms are used interchangeably.

The term minoritized is used throughout the course of this paper to indicate that marginalization is active as well as contextual and it is not a static or inevitable process (Benitez

2010, Kagal and Latchford 2020, Klein et. al. 2021). In addition, within the context of this work, Black and African-American may be used interchangeably.

The term sexual aggression is used to indicate a continuum of manifestations of unwanted sexual acts that cover all forms of unwanted sexual contact from sexual harassment up to rape (Bevens, Loughnan, 2019).

The term campus climate is used throughout this research study. Campus climate refers to the culture of campus (Porter, 2020). Within this area of research on sexual violence, specific measures have been created to measure the campus climate in relation to the incidence and prevalence of sexual misconduct on college campuses. In addition, these measures evaluate the success of campus policies and programming while also educating students by defining sexual misconduct (Watts, Lieverman, Tilley, Wang, Kolodetsky, Yeatts, 2020).

For the purpose of this research, sexual assault is defined as an event that occurred without the victim's consent. It could involve the use of threats, force, attempted or actual penetration of the victim's vagina, mouth, or rectum (Kilpatrick, 1992).

The term rape is ambiguous as well as vague. For the purposes of this research, rape will be defined as illicit sexual intercourse without consent, and effected through force, duress, incapacitation, intimidation, deception as to the nature of the act (Burgess-Jackson, 1995).

Dehumanization refers to the denial of a victim's identity and community. Victims become a deindividuated mass that lacks the capacity to evoke compassion (Haslam, Loughnan, 2013). Sexual objectification refers to when a person's sexual parts or functions are separated out from their person, and reduced to instruments (Bartky, 1990). Some literature uses the terms interchangeably as they are closely intertwined. For the purposes of this study, they will also be used interchangeably.

Literature Review

Prevalence of Sexual Victimization

The campus climate may be a leading cause of sexual assault instances and disclosure rates. Several researchers have developed measures, surveys, and studies to try to better understand the campus climate at colleges and universities. The Campus Sexual Assault (CSA) study, The National College Women Sexual Victimization (NCWSV) study, and the Campus Climate Survey Validation study (CCSVS) all examine the prevalence of sexual assault on college campuses (Krebs, Lindquist, Merzofsky, Shook-Sa, & Peterson, 2016; Cantor et al. 2015; Fisher et al., 2000; Krebs et al., 2007).

Overall, there is a lack of previous research in the area of Black college women's prevalence of sexual victimization. But what has been found, regardless of race or ethnicity, is anywhere from approximately one-sixth to one-quarter of women in the United States have survived rape (McNair, Neville 1996; National Center for Injury Prevention and Control, 2002). The National College Women Sexual Victimization (NCWSV) study revealed that 19-25% will have experienced an attempted or completed rape at some point within their lifetime (Rennison & Addington, 2014). A very limited body of research suggests that African-American female college students experience sexual victimization at a lower rate than their White counterparts (Krebs et al., 2011).

With consideration to the lack of research in this area, this finding could be incredibly far from reality. Gross and colleagues found in a sample of 903 women, with 10.5% African-American participants, that African-American women were more likely than White women to experience physically forced or emotionally coerced sexual intercourse (Gross, Winslett, Roberts, & Gohm, 2006). The National Intimate Partner and Sexual Violence Survey (NIPSV) reported that the experience of rape was higher in Black women (22.0%) than White

women (18.8%) (Black, Basile, Breiding, Smith, Walters, Merrick, Chen & Stevens, 2011).

Several studies in the area of research on campus sexual assault have yielded information “on differences in victimization rates by race or ethnicity, in part because of the small number of racial and/or ethnic minorities represented in these samples” (Krebs et al., 2011). The lack of attentiveness to racial and ethnic minorities in this literature is devastating and it creates a narrative that sexual victimization is only occurring to middle-class White women.

The prevalence of sexual victimization among Black undergraduate women has mostly been researched at historically Black colleges and universities (HBCU). The extent to which the prevalence rates of victimization occur within African-American women at non-HBCUs in comparison to those attending HBCUs is largely unknown (Krebs et al., 2011). In a research study conducted looking at the differences between the prevalence rates at non-HBCUs in comparison to HBCU rates, researchers found a distinct difference in sexual victimization rates. Approximately 9.7% of undergraduate women at HBCUs reported experiencing a completed sexual assault since the onset of attending college (Krebs et al., 2011). This rate is significantly lower than the rate obtained from Black women attending non-HBCUs at 13.7% (Krebs et al., 2011). This difference in prevalence rates is alarming and calls for attention to non-HBCU prevalence of sexual victimization and what the possible origins of this difference is.

Within the limited availability of previous research of Black women's experiences with sexual violence, a few studies have been able to portray the racial disparities within their research. Linda Kalof (2000) examined the ethnic differences in female sexual violence and victimization experiences. Within this study, Kalof found Black women had the highest rates of forced intercourse through verbal threats or pressure and sexual coercion (Kalof, 2000). Another group of researchers conducted a similar study and found results similar to Kalof's study.

Unwanted sexual advances and forced intercourse through verbal threats or pressure were found at significantly higher rates in African-American participants than White participants (Gross et al. 2006).

Sexual Assault on College Campuses

In the past decade, campus sexual assault has become a globally recognized public health issue in need of attention. Campus climate surveys have become the most immediate way of bringing attention to the issue and the first step in taking a public health approach to prevent campus sexual assault from occurring (Krause et al., 2019). These surveys rushing to the forefront of university settings are an effect of President Barack Obama's establishment of the White House Task Force to Protect Students from Sexual Assault. This was put in place to address the extremely prevalent rates of sexual assault on college campuses. The current literature indicates that between 1 in 3 and 1 in 4 college women have experienced sexual assault during their time at college (Cantor et al., 2015). Multiple researchers have found that between 20-25% of women are sexually assaulted while in college (Krebs, Lindquist, Warner, Fisher & Marti, 2007; Fisher, Cullen, Turner, 2000). In addition, researchers have found that 90%-95% of women who are sexually assaulted in college knew the perpetrator prior to the incident (Fisher et al., 2000, Gross et al., 2006). These alarmingly high rates of sexual violence on college campus settings are in dire need of more attention to understand why this is occurring at institutions of higher education.

Federal Legislation, Policies, and Reporting of Campus Sexual Assault

There are multiple systems and structures of oppression that impact students' likelihood of experiencing violence and help seeking behavior after victimization (Klein et al. 2021).

Structural oppression is the normalization of the interpersonal, communal, and political hierarchy that privileges members of majority groups and disadvantages members of minority groups (Pease et al. 2020., Klein et al. 2021). Systemic oppression is the institutionalized processes used to maintain this hierarchy and inequity (Pease et al. 2020., Klein et al. 2021). In recent years, there has been an increase in the demand from activists for colleges and universities to implement new policies that protect students and decrease sexual violence rates on campuses (Spencer, Mallory, Toews, Stith, & Wood, 2017). Researchers have found there to be a correlation between the prevalence of sexual assault rates on campuses and the sexual assault policies that are present and enforced on campus (DeLong et al., 2018).

Historically, colleges and universities underreporting crime has been a focus of social movements during the 1980's-1990's, which resulted in the passing of the Jeanne Clery Act (Kiss, Feeney White, 2016). The Jeanne Clery Act is a federal mandate for colleges and universities to report annual statistics on crime rates, including sexual assault. Although this act has changed the prevalence of reporting crimes at colleges and universities, CSA is still underreported. Previous research has been conducted to find that individuals report their victimization to campus authorities the least (Fisher et al., 2003). Researchers have found that only 4% of sexual assault survivors report their experiences to campus authorities (Fisher et al., 2000).

There are multiple barriers to the disclosure of a sexual assault to authorities. Researchers have found concerns about confidentiality, fear of not being believed, shame, guilt, embarrassment, and not wanting family and friends to know are some of the major reasons for not reporting (Sable, Danis, Mauzy & Gallagher, 2006). Reporting to formal support systems, such as healthcare professionals and law enforcement is rare (Lindquist, Crosby, Barrick, Krebs, & Settles-Reaves, 2016). Many survivors of sexual assault choose more informal support

systems such as confiding in a close trusted friend or family member. Because sexual assaults are under reported, colleges and universities may be significantly underestimating the amount of assaults that are occurring on campus per year.

Characteristics of the victim, characteristics of the incident, and the victim's psychological response to the incident are the most cited factors that affect the decision to report (Moore, Baker, 2018). These characteristics include, but are not limited to, the victim's age, income level, education, race, and the victim's characterization and memory of the incident (Moore, Baker, 2018). Understanding why CSA is underreported in minority groups is of utmost importance to changing campus climate statistics and reporting rates. Within the present study, measures are utilized that explore the intersectionality of four demographics (race, gender, social class, and sexual orientation) in relation to the risk of sexual assault victimization.

Dehumanization and Objectification

Sexual aggression manifests itself in various ways by the perpetrator. One of the largest driving factors is dehumanization and objectification of the victim. Dehumanization is "the process of perceiving and/or treating people as less than human...it can be achieved by denying a person certain human attributes, such as traits associated with human uniqueness or human nature" (Bevens, Loughnan, 2019). The consequences of dehumanization have been proven to heighten aggression at both the individual and group levels. Objectification involves equating a person with a thing, such as sex.

The effects of objectification have had a multitude of negative outcomes for women. The dehumanization of others has been empirically linked to higher levels of aggression overall (Bevens, Loughnan, 2019). There has also been an overall link found between objectification and increased physical aggression against women (Bevens, Loughnan, 2019). In a previous

study looking at the effects of dehumanization, men who dehumanized women in an implicit associations test reported more negative attitudes towards women who have been raped and also expressed a greater willingness to rape or sexually harass these women (Rudman and Mescher 2012). The present study evaluates the effects of dehumanization and objectification endorsement in relation to sexual violence prevalence.

Risk Factors and Sexual Violence

The most common risk factors identified in association with sexual assault among undergraduate college women is alcohol consumption, Greek life, year in school and prior victimization. Prior victimization is one of the strongest predictors of experiencing sexual assault again (Fisher et al., 2000; Barrick, Krebs, Lindquist, Moore, & Plummer, 2012; Krebs et al., 2007). First-year college students seem to be at the highest risk of victimization, nearly 19% of first-year undergraduate women experience sexual assault (Mouilso, Fischer, & Calhoun, 2012).

Alcohol consumption has also been one of the most highly indicated risk factors for increased likelihood of sexual victimization across the literature (Pedersen et al., 2022). Reporting rates are significantly impacted by alcohol consumption. Disclosure to campus authorities and formal support systems are significantly less likely when both the perpetrator and the victim either drank alcohol or used drugs (Fisher et al., 2003). Alcohol consumption is very typical in a college campus setting. Events that entail pregaming, which typically involves consuming a lot of alcohol in a limited amount of time prior to an event, are extremely dangerous. This can lead to extremely high blood alcohol levels and can increase the likelihood of non-consensual contact from the perpetrator and the impairment of the victim to give consent (Pedersen et al., 2022).

A study comparing the rates between non-HBCU and HBCU sexual victimization found that there is a link between alcohol consumption and prevalence rates. Alcohol consumption at non-HBCUs is significantly higher than at HBCUs (Krebs et al., 2011). This draws immediate attention to studying the effects of alcohol consumption as a risk factor at a PWI for minoritized populations.

African-American Women and Sexuality

Members of minoritized groups are at a higher risk for experiencing CIV than are White women, people without disabilities, and cisgendered individuals (Klein et al. 2021). Multiple forms of minoritization on college campuses include gender and sexual minorities, students of color, people with disabilities, transgender individuals, and students in online or commuter programs (Klein et al. 2021).

The historical context of African-American women within the context of the history of slavery reveals the origin of sexual power and control over Black women's bodies in the United States. Sexual exploitation as well as rape both served as ways to socially control and oppress African female slaves (McNair, Neville 1996). This routine treatment of sexual violence against female slaves became legitimized by stigmatizing African-American women as lascivious and sexually unrestrained (McNair, Neville 1996). White colonial men creating a negative stereotype of Black women's sexuality allowed for promotion of sexual violence because the stereotype narrated that Black women could not be sexually exploited because they enjoyed sex so much they would never refuse it (McNair, Neville 1996).

Some stereotypes may influence Black women's sexual decision making, perceptions of themselves, and how they believe others are perceiving them (Leath et al. 2021, West 2012). The perception of African-American women as "strong, domineering and matriarchal" is very

problematic in the context of sexual victimization and may prevent the likelihood of help-seeking (McNair, Neville 1996). The portrayal and media representation of the Black woman, particularly those of poor and working-class backgrounds, as promiscuous is also extremely problematic in the context of sexual victimization and may also be a contributing factor to preventing the likelihood of help-seeking and reporting (McNair, Neville 1996).

The strong Black woman schema blatantly harms Black women. The dominant culture stereotypes Black women compared to White women. This schema is rooted in the Sapphire stereotypical image of a strong and domineering Black woman (Donovan, 2011). This is in contrast to the stereotypical image of White women that has been created as being affective and communal (Donovan, 2011). The Sapphire and Jezebel stereotypes were created to uphold constructions of white femininity, as the contrast to what white femininity is not.

The history of slavery reveals that Black women were excluded from dominant ideas of femininity. This is due to them being viewed as mule-like animals and they worked alongside the strong Black men in the fields (Donovan, 2011). The ideas of femininity and womanhood exclude Black women because their ideologies were created by upper -and middle- class White society. The cult of domesticity included the ideas of piety, purity, submission, and domesticity as being traits of a true woman were not possible or desirable traits for Black women (Donovan, 2011). Typically the upholders of these ideas are encouraging a Victorian ideal of purity and are discouraging any expression of sexuality (Rahimi, Liston, 2009).

In a research study investigating these stereotypes within a college population, the results indicated that the perception of Black women was consistent with the Sapphire stereotype image (Donovan, 2011). The internalization of this stereotype can possibly help to cope with the negative effects of racism, sexism, and classism but ultimately being viewed as innately strong and domineering could increase the blame for survivors of sexual assault and

other forms of domestic violence (Donovan, 2011).

A previous research study found that the Jezebel stereotype contributes to restricting Black women's freedom and openness in sexual exploration, contributes to sexual violence against Black women, portrays a hypersexual media representation of Black women's sexuality, and explains how it can be a negative sexual stereotype within family contexts (Leath et al. 2021). Findings of this study indicate that endorsement of the Jezebel stereotype is associated with poorer sexual outcomes for young Black women (Leath et al. 2021).

Research also suggests that the endorsement of the hypersexuality of Black women compared to other races places them at a higher risk for sexual harassment and sexual assault. (Leath et al 2021). An example of this can be found in a previous research study in which the race of the victim of a sexual assault varied for participants. In this study, they found that when the victim was Black, participants rated the rape as more acceptable than when the victim was White (Willis 1992). Having a multiple minority status also acts as a cause of more sexual exploitation (Leath et al 2021).

Overall, the effects of the Jezebel stereotype compel Black women to limit their sexual expression, enact respectability politics, and negotiate the sexual double standards (Leath et al. 2021). These racialized and gendered social norms implement forms of power and control over Black women's bodies.

Research Questions

The focus of this study was to document the prevalence of sexual assault among Black college students attending a PWI. This research also intended to focus on the Black students' perceptions of the campus climate and how that affects disclosure of unwanted sexual experiences. This research addresses the following questions: (1) What is the relationship

between sexual assault and demographic characteristics? (2) What is the prevalence of sexual victimization of Black students attending a PWI in comparison to the prevalence rates at minority serving institutions? (3) What are the effects of role internalization of stereotypes about Black women in relationship to unwanted sexual experiences? (4) At what rate is the Jezebel stereotype still being endorsed about Black women? (5) How does the Jezebel stereotype endorsement affect unwanted sexual experiences among Black women? (6) What is the relationship between disclosure of sexual assault and socio-demographic characteristics among students at higher education institutions? (7) What is the relationship between sexual objectification and socio-demographic characteristics (age, gender identity, sexual orientation, race)? (8) How is alcohol consumption related to victimization rates and disclosure?

Hypotheses

(1) I anticipated finding a significant association between disclosure of sexual assault and demographic characteristics; Black women would report their victimization to authorities at significantly less rates than their White counterparts. (2) There would be a significant association between sexual assault and demographic characteristics, specifically marginalized identities experiencing sexual violence at higher rates. (3) There would be a significant difference of sexual victimization of Black students attending a PWI in comparison to the prevalence rates at minority serving institutions (HBCUs). (4) There would be a significant rate in which the Jezebel stereotype is still being endorsed about Black women. (5) High endorsement of the Jezebel stereotype would affect unwanted sexual experiences among Black women. (6) The relationship between disclosure of sexual assault and members of minoritized groups among students at higher education institutions would report much less frequently than the dominate groups. (7) Members of minoritized socio-demographic groups would have higher ratings of perceived

sexual objectification. (8) Alcohol consumption would be related to higher victimization rates and lower disclosure rates.

Purpose of Study

The purpose of this study was to describe the current understanding of CIV. Simultaneously, I hoped to obtain an understanding of CIV and its relationship to minoritization and oppression. While doing so, I hope to shed light on the challenge of centering minoritized students within this area of research on CIV. In this study I hoped to: (1) Determine the prevalence of sexual assault among Black college students at a PWI. (2) Determine sexual assault disclosure among Black college students at a PWI. (3) Determine the relationship between the campus climate, sexual assault and sexual assault disclosure. (4) Determine the relationship between stereotype endorsement and sexual assault prevalence rates. (5) Identify the relationship between objectification and sexual assault prevalence rates.

There has been a limited number of research studies conducted that examine the sexual assault experiences of Black college students, especially at a PWI. This is problematic because the majority of higher education institutions in the United States are a PWI. HBCUs only account for 3% of all American colleges and universities and enroll only 14% of African American college students (Smith, 2015). This goes to show that the studies conducted at HBCU's on sexual violence experiences are only capturing a minority of the Black student experience in a higher education setting.

Methodology

A mixed-methods approach including a survey and interview project was utilized for this research paper. The survey compared drinking frequencies, effective consent knowledge,

demographic information, stereotype endorsement, and sexual objectification endorsement. The interviews assessed students' perceptions of the sexualized stereotypes about minorities endorsement and sexual assault on Bucknell Universities campus.

Participants

Quantitative Survey

534 Bucknell students responded to the survey. 59.5% (N = 287) of participants that identified themselves as women, 31.5% (N= 152) as men, and 5.3% (N = 26) identified as trans/non-binary/genderqueer/gender non-conforming/gender fluid or “identity not listed here”/ “I’m not sure”. 76.3% (N = 368) identified as heterosexual and 16.8% (N= 81) identified as a part of the LGBTQIA+ community. 4.1% (N= 20) identified as gay/lesbian homosexual, 8.1% (N= 39) as bisexual, 4.1% (N= 20) as queer, 3.1% (N= 15) as asexual spectrum, 2.7% (N= 13) as pansexual, 1.9% (N= 9) indicated “identity not listed here”/ “I’m not sure”.

For class year of study, 35.1% (N= 169) of the participants were first year students, 21.6% (N= 104) were sophomores, 20.1% (N= 97) were juniors, 18.3% (N= 88) were seniors, 0.4% (N= 2) were graduate students. Age of participants ranged from 18 to 24.

The demographics of the sample revealed 77.2% (N= 372) participants identified as White/Caucasian. 6.0% (N= 29) identified as East Asian or East Asian American. 1.7% (N= 8) identified as South Asian or South Asian American. 0.6% (N= 3) identified as Hawaiian or Pacific Islander. 0.2% (N= 1) identified as Native American, Alaskan Native or Indigenous. 6.4% (N= 31) identified as Hispanic or Latinx. 3.3% (N=16) identified as Black. 2.1% (N= 10) identified as African American. 0.4% (N= 2) identified as Afro/Black Caribbean. 4.4% (N= 21) identified as mixed race or ethnicity. 13.3% (N=64) identified as a part of the Black, Indigenous,

and/or People of Color (BIPOC) community. 0.6% (N= 3) indicated “identity not listed here”/ “not sure”.

Annual combined parental incomes of less than \$50,000 were reported by 10.4% (N= 50). Less than \$100,000 by 16.8% (N= 81). Less than \$150,000 by 13.1% (N= 63). Less than \$200,000 by 9.8% (N= 47). Less than \$250,000 by 12.9% (N= 62). More than \$250,000 by 23.2% (N= 112).

Participants that indicated they were an International student consisted of 4.6% (N= 22) of the sample. 10.2% (N= 49) were First-Generation College students. 9.5% (N=46) indicated they had a disability.

Participants were involved in a wide range of activities on campus. 34.9% (N=168) indicated they were involved in a choice honor society or professional group related to their major or field of study. 24.9% (N=168) indicated that they were involved in a fraternity or sorority. 18.9% (N= 91) indicated they were on an Intercollegiate Athletic Team. 26.3% (N= 127) indicated that they were involved in an intramural or club athletic team. 8.7% (N= 42) indicated they were a part of a political or social action group. 3.5% (N= 17) indicated they were involved in student government. 6.6% (N= 32) indicated a part of a choice media organization. 32.0% (N= 154) indicated they were involved in another organization or group not listed.

The final sample was similar to the actual demographics of the student population at Bucknell University. In regards to race, the student population at Bucknell is 74.9% White (compared to 77.2% of the sample). The student population at Bucknell is 6.66% Hispanic or Latinx (compared to 3.3% of the sample). The student population at Bucknell is 3.92% Black or African American (compared to 3.3% identified as Black and 2.1% identified as African American in the sample). However, the final sample was not similar to the student population in

relation to gender (men: 47% of population vs. 31.5% of the sample). See Appendix A for a table of the demographic characteristics of the final sample.

Qualitative Interviews

The sample in this study included 7 female undergraduate Bucknell students. Participants identified as straight (N= 2) or bisexual (N= 5). In regards to class year, participants were sophomores (N= 2), juniors (N= 2), or seniors (N= 3). Race/Ethnicity ranged from Black/African American (N= 4), mixed race (N= 2), and Latinx (N= 1). Of the sample, (N= 3) were Intercollegiate Athletic team members. No participants indicated Greek life affiliation (N= 7). All participants indicated receiving financial aid (N= 7).

This sample was not similar to the Bucknell student population demographically due to a small sample size. Female students were purposely recruited, as the Jezebel stereotype is a female-oriented stereotype. Additionally, Black students and students of color were purposefully oversampled in this interview project in order to gain more information on their perspective and experiences.

Materials

Quantitative Survey

The quantitative portion of this study was conducted through an online survey created in Qualtrics Survey Software. See Appendix B for the full survey and formatting.

The Administrator-Researcher Campus Climate Collaborative Survey served as the basis of the survey and was adapted for present study (ARC3; Swartout et al., 2019). The ARC-3 evaluates the campus climate in relation to campus sexual assault. There are 19 modules within the entire ARC-3 which evaluates from an ecological model perspective by starting at the

individual level to the community as a whole. The following modules were included:

Demographics, Possible Outcomes, Alcohol Use, Perceptions of Campus Climate Regarding Sexual Misconduct, Campus Safety, Sexual Harassment by Faculty/Staff, Sexual Harassment by Students, Stalking Victimization, Dating Violence Victimization, Sexual Violence Victimization, Peer Responses, Institutional Responses A, Institutional Responses B, Institutional Responses C, Peer Responses, Mental Health and Additional Information. The following measures were removed: Consent and Bystander Intervention. The following measures were analyzed for the purposes of the present study: Alcohol Use, Perceptions of Campus Climate Regarding Sexual Misconduct, Possible Outcomes. In addition, the Jezebel Stereotype About Black Women Scale and Interpersonal Sexual Objectification: Body Evaluation, Post Traumatic Stress Disorder Civilian Version (PCL-C), Generalized Anxiety Disorder (GAD-7), and Patient Health Questionnaire-9 (PHQ-9) were also used in the survey, separate from the ARC-3.

Demographics. This measure was positioned at the start of the survey and asked participants to provide demographic information about themselves. This was done for the purposes of comparing the data collected across different identities on campus. The following demographics were assessed in the survey: age, sex, gender, sexual orientation, race, class year, college, activity involvement, living situation, and parental annual income.

Alcohol Use. Drinking behavior was measured through the Alcohol Use Disorders Identification Test (AUDIT-C). The AUDIT-C was developed to measure alcohol consumption and drinking behaviors (Bush, Kivlahan, McDonell, Fihn, Bradley, 1998). Responses for each question were scored from 0-4 and total scores were calculated by summing the scores of individual questions to create a possible score of 12. In men, a score of 4 or more is considered positive; in women, a score of 3 or more is considered positive. Example items included “How often do you have a drink containing alcohol?” and “How often do you have six or more drinks

on one occasion?” In the current study, the Alcohol Use measure reliability was found to be acceptable ($\alpha=0.76$).

Jezebel Stereotype Endorsement About Black Women Scale. To determine the extent in which participants endorse the Jezebel stereotype about Black women, an 11-item scale was used with items that reflect the hypersexuality, manipulative, and promiscuity nature of the Jezebel stereotype (Cheeseborough, Overstreet, Ward, 2020). Participants were asked to indicate their level of agreement with each item on a 5-point Likert-type scale (not at all) to 5 (almost always). The items are averaged. Higher scores indicate higher levels of greater endorsement of the Jezebel stereotype. Example items included “Black women use sex to get what they want” and “Black women can be calculating and manipulative.” In the current study the Jezebel Stereotype about Black Women Scale reliability was found to be acceptable ($\alpha=0.96$).

Interpersonal Sexual Objectification Scale: Body Evaluation. Body Evaluation, a 11-item subscale from the Interpersonal Sexual Objectification Scale (ISOS) was used to determine self-reported experiences of objectification (Kozee, Tylka, Augustus-Horvath, Denchik, 2007). The response format for the ISOS is a 5-point Likert-type scale (1 = never to 5 = almost always), and items are averaged. Higher scores indicate higher levels of interpersonal sexual objectification (Kozee et. al., 2007). Participants were instructed to respond to each item by reporting experiences since attending Bucknell. Example items include “How often have you been whistled at while walking down a street?” and “How often have you overheard inappropriate sexual comments made about your body?” Some questions were rephrased to be inclusive of all gender identities. For example, “How often have you noticed someone staring at your breasts when you are talking to them?” was rephrased to, “How often have you noticed someone staring at your breasts, butt, or crotch when you are talking to them?” In the current

study the ISOS Body Evaluation subscale measure reliability was found to be acceptable ($\alpha=0.95$).

Scales Used in Post Hoc Analyses

PTSD. Post Traumatic Stress Disorder Civilian Version (PCL-C) The Abbreviated PCL-C is a shortened version of the PTSD Checklist (Andrykowski, Cordova, Studts, Miller, 1998). This is a 6-item scale measuring PTSD. Respondents were asked to indicate how much they had been bothered by problems and complaints commonly experienced with PTSD within the past month. The PCL-C's response format is a 5-point likert-type scale (1= "Not At All" to 5= "Extremely"). A summed score of 14 or more suggests difficulties with post-traumatic stress (Lang, Wilkins, Roy-Byrne, Golinelli, Chavira, Sherbourne, Rose, Bystritsky, Sullivan, Craske, Stein, 2012). Example items included "Repeated, disturbing memories, thoughts, or images of a stressful experience from the past?" and "Avoided activities or situations because they reminded you of a stressful experience from the past?" In the current study the PTSD measure reliability was found to be acceptable ($\alpha=0.91$).

Anxiety. Anxiety was measured using the Generalized Anxiety Disorder 7-item (GAD-7). This measurement is typically used to diagnose and measure anxiety (Spitzer, Kroenke, Williams, Lowe, 2006). Participants were asked to respond to the questions within how they felt within the last two weeks. Items were on a 4-point Likert scale of 0-3 (0= at all to 3= nearly everyday). Scores range from 0 to 21 with higher scores reflecting greater anxiety severity. Scores of 10 and above are considered to be in clinical range (Spitzer et al., 2006). Example items included "Feeling nervous, anxious, or on edge" and "Not being able to stop or control worrying". In the current study the Anxiety measure reliability was found to be acceptable ($\alpha=0.94$).

Depression. Depression was measured using the Patient Health Questionnaire-9 (PHQ-9). This measurement is a multipurpose instrument for diagnosing and measuring the severity of depression (Kroenke, Spitzer, Williams, 2001). Participants were asked to respond to the questions with how they felt within the last two weeks. Items were on a 4 point Likert-scale of 0-3 (0=not at all to 3= nearly everyday). Scores are computed through a sum score. A score of 1-4 indicates minimal depression, 5-9 mild depression, 10-14 moderate depression, 15-19 moderately severe depression, 20-27 severe depression. Example items included “Little interest or pleasure in doing things” and “Thoughts that you would be better off dead or of hurting yourself in some way”. In the current study the Depression measure reliability was found to be acceptable ($\alpha=0.92$).

Academic Disengagement. Academic Disengagement measured the extent to which participants were attending to their academic assignment requirements, attending class, substance use behavior, and general well being in relationship to their academic life (ARC3; Swartout et al., 2019). Participants were asked how many times have you done the following things during the past semester at Bucknell. Items were on a 5 point Likert-scale of 1= almost never to 5= almost always. Scoring can be computed by summation of the items. Higher scores indicate higher levels of academic disengagement. Example items included “missed class”, “attended class intoxicated or high”, and “thought about quitting school.” In the current study the Academic Disengagement measure reliability was found to be acceptable ($\alpha=0.80$).

Perceptions of Campus Climate Regarding Sexual Misconduct. Institutional Response Perception measures the student perceptions of institutions of higher education responses to CSA reporting (ARC3; Swartout et al., 2019). Items were on a 5 point Likert-scale of 1= very unlikely to 5= very likely. Scoring can be computed by summation of the items. Lower scores indicate lower positive perceptions of institutional responses to sexual misconduct.

Example items included “The institution would take the report seriously” and “The institution would take action to address factors that may have led to the sexual misconduct.” In the current study the Institutional Response Perception measure reliability was found to be acceptable ($\alpha=0.83$).

Qualitative Interviews

The qualitative portion of this study was conducted through Zoom interviews. See Appendix C for the interview questions for the first group of interviewees who were interviewed during Summer 2022 as a precursor to this study. See Appendix D for interview questions for BIPOC participants interviewed during Spring 2023.

Procedure

Quantitative Survey

This study and survey was approved by Bucknell University’s Institutional Review Board (IRB). Email addresses for randomly selected Bucknell undergraduate students were obtained from the Registrar. The link to the online survey was sent out to these students on February 13th, 2023. An email sent from my research advisor, Bill Flack, to participants included the following information: the link to the survey, a brief description of the survey, estimated time completion, assurance of participant anonymity and information about the chance of winning one of ten \$50 Amazon gift cards for their participation. Data was collected over the course of 2 weeks and reminders were sent out on February 15th, February 17th, February 19th, February 22nd, February 24th, and a final reminder before the survey closed on February 26th. The reference period ranged from half of a semester (for first year students) and a little over 6 semesters (for senior students). An email invitation to take the survey was sent to 1886 Bucknell students. A

total of 534 students responded to the email invitation to participate in the study and 241 students completed the entire survey.

To begin the survey, participants had to provide their informed consent. To begin the survey, they had to indicate that they were over the age of 18 at the time of taking the survey. In addition, they had to indicate their consent to participate in the present study. In order for the participants to be able to provide informed consent, the consent form included information on: the purpose of the research, the approximate time of completion, participation benefits, voluntary participation, participant anonymity, and possible risks for completing the survey. Participants were also asked to include their email address if they wanted to be entered into the lottery to win a \$50 Amazon gift certificate. At the end of the survey, participants were asked if they would be willing to partake in an interview conducted by a student-researcher in the future.

In addition, throughout the survey, specific questions prompted a follow-up for participants who indicated that they believe an experience they had may have been related to a race/ethnicity-based motive. Within this follow up, participants were asked if they would be willing to participate in an interview project regarding this topic with a student-researcher and were asked to provide their email address if interested. Finally, participants were shown a debriefing form which provided the contact information of the Counseling and Student Development Center if they experienced any distress while completing the survey. Responses were collected through the software company, Qualtrics and analyzed through the Statistical Package for Social Sciences (SPSS) Statistical Software.

Qualitative Interviews

Participants for this study were gathered during two separate time periods. The majority were recruited during the Fall 2023 semester and were asked specific questions curated for the

purpose of this study. Initially, an email was sent to the Black Student Union (BSU) leaders. This email informed the BSU leaders about the research and asked if they would be willing to communicate the research to BSU members in an attempt to gather participants. Leaders of the BSU responded they would be willing to advertise this research in the next newsletter to the BSU they sent out. In addition, this research was advertised in a GroupMe group chat composed of members of the Black community on campus. Interpersonal communication, or word-of-mouth recruitment was also used to recruit participants for this study. Participants recruited from the Black community were connected with myself as the interviewer. These interviews were conducted at various times between January and March 2023.

The second way participants were recruited was at the end of our Spring 2022 Campus Climate Survey, participants were asked if they would be willing to participate in a qualitative interview project. Participants who indicated “yes” were contacted and interviewed during Summer 2022. These participants were interviewed by one of the members of Bucknell’s Campus Sexual Assault Research Group. These interviews were conducted throughout July to August 2022. After the completion of the present interview project, the transcripts from the summer research project were revisited for examination of the same themes of interest, to discover whether they provided information valuable to the present study.

A consent form was provided to all participants prior to the interview for participants to review. Information explained in the consent form included: the purpose of the research, the amount of time completing the interview should take, information about general questions asked, participation benefits, participant anonymity, and possible risks for completing the interview. Once the interviewer and the participant were connected on Zoom, the interviewer asked for the participant to change their name on Zoom to “interviewee”. This helped with the anonymity and transcription process. At the beginning of the interview, participants were asked to confirm they

have read through the consent form. If participants indicated they had not read the consent form yet, time was allocated for them to read the consent form before asking for their consent on record. Once recording began, participants provided their informed consent, confirming that they are over the age of 18 and consent to participate in the study. All interviews were conducted over the video-software program Zoom. Zoom has the ability to auto-transcribe the recording, which created the basis of our transcription process. Following completion of the interviews, the interviewer edited the auto-transcription and sent it to the interviewee as a document. The interviewee made any corrections, additions, deletions, or other revisions that they wanted to the transcript to ensure it characterized their experience to their liking.

In order to derive data from the interviews, meaningful themes had to be identified throughout the interviews. The steps of qualitative data analysis used for this research were based on a critical social science approach based on grounded theory (Reid et al., 2017). After familiarizing myself with the transcripts, parts of the data were separated, labeled, and identified with location tags. A list of common themes were compiled. Lastly, common codes were placed into groups with one identifying theme.

Throughout the coding process, a “codebook” was created in an excel spreadsheet. The codebook included definitions with descriptions of what counts as the code, the frequency at which the code appears, and a memo that describes the relevance and importance of the code (Reid et al., 2017). Codes were adjusted throughout the process as new information from the transcripts was revealed. This study included a “double-coding” process, meaning one part of the extracted data may contain multiple codes and fit into multiple themes.

Positionality

Throughout the interview process, it was integral to consider my positionality. As an able-bodied, heterosexual, mixed-race woman, engaging in this area of research has its complexities. As I identify with the Black community, I identified with the members of the community I was investigating. This was important throughout the interview process as my identity likely had an impact on the way I interacted with participants, as well as how I interpreted my results.

Results

Quantitative Survey

A series of chi-square analyses were conducted to determine whether there were statistically significant differences between gender and race in relationship to several different variables. Gender-Based Violence (GBV) was calculated within these results. GBV refers to violence directed towards an individual or a group on the basis of their gender (Collins, 2014).

Harassment

The results show significant gender differences between sexist hostility prevalence and sex at birth ($X^2 = 36.43, p < .001$). Women (89.9%, N=143) were more likely to experience sexist hostility compared to Men (54.9%, N=39). There was not a significant association between sexist hostility and race ($X^2 = 1.764, p = .184$).

The results show significant gender differences between sexual hostility prevalence and sex at birth ($X^2 = 19.12, p < .001$). Women (62.7%, N=94) were more likely to experience sexual

hostility compared to Men (31.5%, N=23). There was not a significant association between sexual hostility and race ($X^2 = 0.09$, $p = .74$).

The results show significant gender differences between electronic harassment prevalence and sex at birth ($X^2 = 8.55$, $p = .003$). Women (21.3%, N= 36) were more likely to experience electronic harassment compared to Men (6.4%, N= 5). There was not a significant association between electronic hostility and race ($X^2 = 1.87$, $p = .17$).

There was not a significant association between stalking prevalence and gender ($X^2 = 3.17$, $p = .08$) or race ($X^2 = .219$, $p = .639$).

Dating Violence

There was not a significant association between stalking prevalence and gender ($X^2 = 1.64$, $p = .20$) or race ($X^2 = .07$, $p = .791$).

Sexual Experiences Survey

The results show significant gender differences between contact prevalence and sex at birth ($X^2 = 10.43$, $p = .001$). Women (33.1%, N=56) were more likely to experience unwanted sexual contact compared to Men (14.1%, N=12). There was not a significant association between contact prevalence and race ($X^2 = .13$, $p = .72$).

The results show significant gender differences between attempted rape prevalence and sex at birth ($X^2 = 5.76$, $p = .02$). Women (23.1%, N=39) were more likely to experience

attempted rape compared to Men (10.6%, N=9). There was not a significant association between attempted rape

and race ($X^2 = 0$, $p = .997$).

The results show significant gender differences between attempted forced rape prevalence and sex at birth ($X^2 = 5.79$, $p = .02$). Women (16.7%, N=28) were more likely to experience attempted forced rape compared to Men (5.9%, N=5). There was not a significant association between attempted forced rape and race ($X^2 = .250$, $p = .62$).

The results show significant gender differences between stealthing prevalence and sex at birth ($X^2 = 6.79$, $p = .009$). Women (14.4%, N=24) were more likely to experience stealthing compared to Men (3.6%, N=3). There was not a significant association between stealthing and race ($X^2 = 1.30$, $p = .26$).

The results show significant gender differences between oral rape prevalence and sex at birth ($X^2 = 7.323$, $p = .007$). Women (16.9%, N=28) were more likely to experience oral rape compared to Men (4.8%, N=4). There was not a significant association between oral rape and race ($X^2 = 1.30$, $p = .26$).

There was not a significant association between anal rape prevalence and gender ($X^2 = 3.23$, $p = .07$) or race ($X^2 = .47$, $p = .49$).

Overall Gender-Based Violence Prevalence

Using a Chi-Square analysis, overall gender-based violence prevalence was calculated by analyzing the data from the harassment, dating violence, and sexual experiences measures, with

exception to vaginal rape, due to experimenter error. The results show significant gender differences between overall gender-based violence prevalence and sex at birth ($X^2 = 19.91$, $p < .001$). Women (76.3%, $N = 158$) were more likely to experience overall gender-based violence compared to Men (51.0%, $N = 51$).

The results show significant gender differences between overall student harassment prevalence and sex at birth ($X^2 = 24.31$, $p < .001$). Women (73.3%, $N = 151$) were more likely to experience overall gender-based violence compared to Men (45.5%, $N = 45$).

Interpersonal Sexual Objectification Scale: Body Evaluation.

Participants who reported one or more forms of gender-based violence showed significant differences in body evaluation scores than participants who did not experience any gender-based violence ($M = 2.29$ $SD = .81$ vs. $M = 1.45$ $SD = .45$, $t(294.37) = 11.723$, $p < .001$). No statistically significant findings were found for body evaluation in regards to race. Men reported lower frequencies of body evaluation scores than Women ($M = 1.37$ $SD = .44$ vs. $M = 2.35$ $SD = .76$, $t(310.11) = -14.52$, $p < .001$).

Race was analyzed within gender. Significant differences were found between BIPOC Men and non-BIPOC Men in regards to body evaluation scores. ($M = 1.66$ $SD = .60$ vs. $M = 1.34$ $SD = .40$, $t(12.32) = 1.82$, $p = .046$). No significant differences were found between BIPOC Women and non-BIPOC Women in regards to body evaluation scores.

Jezebel Stereotype Endorsement About Black Women Scale.

Participants who identified as BIPOC reported lower frequencies of Jezebel stereotype endorsement than non-BIPOC participants ($M = 1.068$ $SD = .163$ vs. $M = 1.23$ $SD = .656$, $t(265) = -3.49$, $p < .001$). Participants who reported one or more forms of gender-based violence showed

no significant differences in Jezebel Stereotype Endorsement than participants who did not experience any gender-based violence. Men reported higher frequencies of Jezebel stereotype endorsement than Women ($M= 1.45$ $SD= .89$ vs. $M=1.09$ $SD= .37$, $t(124.11)= 3.99$, $p<.001$).

Race was analyzed within gender. Significant differences were found between BIPOC Men and non-BIPOC Men in regards to Jezebel stereotype endorsement. ($M= 1.11$ $SD= .24$ vs. $M= 1.50$ $SD= .93$, $t(73.03)= -3.274$, $p <.001$). No significant differences were found between BIPOC Women and non-BIPOC Women in regards to Jezebel stereotype endorsement.

Positive Perceptions of Institutional Response

Participants who reported one or more forms of gender-based violence showed significant differences in positive perceptions of institutional response than participants who did not experience any gender-based violence ($M=2.17$ $SD=.67$ vs. $M=2.64$ $SD=.52$, $t(236.45)=-6.66$, $p<.001$). Participants who identified as BIPOC reported lower frequencies of positive perceptions of institutional response than non-BIPOC participants ($M=2.07$ $SD=.65$ vs. $M=2.36$ $SD=.67$, $t(367)= -2.71$, $p= .003$). Men reported higher frequencies of positive perceptions of institutional response than Women ($M= 2.59$ $SD= .61$ vs. $M= 2.19$ $SD= .66$, $t(363)= 5.69$, $p<.001$).

Race was analyzed within gender. Significant differences were found between BIPOC Men and non-BIPOC Men in regards to positive perception of institutional response. ($M= 2.29$ $SD=.63$ vs. $M=2.63$ $SD=.60$, $t(121)= -1.99$, $p=.024$). Significant differences were found between BIPOC Women and non-BIPOC Women in regards to positive perception of institutional response. ($M= 1.98$ $SD=.64$ vs. $M=2.22$ $SD=.65$, $t(240)= -1.93$, $p= .028$).

Problematic Drinking.

The AUDIT-C scale indicates a score of 4 or more is considered positive for Men and a score of 3 or more is considered positive for Women. Participants who reported one or more forms of gender-based violence showed no significant differences in alcohol consumption than participants who did not experience any gender-based violence ($M=4.76$ $SD=2.33$ vs. $M=4.33$ $SD=2.44$, $t(248)=1.15$, $p=.251$). Participants who identified as BIPOC reported lower frequencies of alcohol consumption than non-BIPOC participants ($M= 3.53$ $SD= 1.92$ vs. $M= 4.71$ $SD= 2.43$, $t(50.12)= -3.36$, $p<.001$). Men reported higher frequencies of alcohol consumption than Women ($M= 5.35$ $SD= 2.83$ vs. $M= 4.22$ $SD= 2.10$, $t(148.02)= 3.58$, $p<.001$).

Race was analyzed within gender. No significant differences were found between BIPOC Men and non-BIPOC Men in regards to alcohol consumption. ($M= 3.75$ $SD= 2.92$ vs. $M= 5.49$ $SD= 2.80$, $t(8.18)= -1.63$, $p=.071$). Significant differences were found between BIPOC Women and non-BIPOC Women in regards to alcohol consumption. ($M= 3.46$ $SD= 1.60$ vs. $M= 4.32$ $SD= 2.15$, $t(220)= -2.040$, $p= .021$).

Post-Hoc Analyses

PTSD

PTSD scores were calculated to analyze differences in mental health conditions based on gender-based violence experiences, race, and gender. Participants who reported one or more forms of gender-based violence showed significant differences in PTSD than participants who did not experience any gender-based violence ($M=13.72$ $SD=6.33$ vs. $M=9.80$ $SD=5.06$, $t(180.87)=5.16$, $p<.001$). There were no statistically significant findings of participants who identified as BIPOC reporting higher frequencies of PTSD than non-BIPOC participants ($M=13.75$ $SD=5.37$ vs. $M= 12.22$ $SD= 6.33$, $t(239)= 1.36$, $p= .087$). Men reported lower

frequencies of PTSD than Women (M= 10.90 SD= 5.62 vs. M= 13.31 SD= 6.36, $t(238) = -2.90$, $p = .002$). No statistically significant findings were found looking at race within gender.

Anxiety

Anxiety scores were calculated to analyze differences in mental health conditions based on gender-based violence experiences, race, and gender. Participants who reported one or more forms of gender-based violence showed significant differences in anxiety than participants who did not experience any gender-based violence (M=7.38 SD=5.80 vs. M=4.74 SD=5.25, $t(234) = 3.36$, $p < .001$). No statistically significant differences were found in regards to race. Men reported lower frequencies of anxiety than Women (M= 4.85 SD= 4.81 vs. M= 7.43 SD= 6.01, $t(190) = -3.57$, $p < .001$). No statistically significant differences were found when looking at race within gender.

Depression

Depression scores were calculated to analyze differences in mental health conditions based on gender-based violence experiences, race, and gender. Participants who reported one or more forms of gender-based violence showed significant differences in depression than participants who did not experience any gender-based violence (M=7.38 SD=6.66 vs. M=3.89 SD=4.78, $t(197) = 4.61$, $p < .001$). Participants who identified as BIPOC reported higher frequencies of depression than non-BIPOC participants (M= 9.20 SD= 6.72 vs. M= 5.80 SD= 6.13, $t(240) = 2.99$, $p = .002$). Men reported lower frequencies of depression than Women (M= 4.80 SD=5.06 vs. M= 7.06 SD= 6.79, $t(211.40) = -2.92$, $p = .002$). Race was analyzed within gender. No significant differences were found between BIPOC Men and non-BIPOC Men in regards to depression. Significant differences were found between BIPOC Women and

non-BIPOC Women in regards to depression. ($M= 10.70$ $SD= 7.67$ vs. $M= 6.44$ $SD= 6.45$, $t(156)= 2.84$, $p= .003$).

Academic Disengagement

Academic Disengagement scores were calculated to analyze if differences were present based on conditions of experience of GBV, race, and gender. Participants who reported one or more forms of gender-based violence showed significant differences in academic disengagement than participants who did not experience any gender-based violence ($M=.51$ $SD=.47$ vs. $M=.34$ $SD=.31$, $t(270.90)=3.66$, $p<.001$). Participants who identified as BIPOC reported higher frequencies of academic disengagement than non-BIPOC participants ($M=.61$ $SD=.59$ vs. $M=.46$ $SD=.50$, $t(410)=2.02$, $p= .022$). No significant differences were found in regards to gender within academic disengagement. Race was analyzed within gender. No significant differences were found between BIPOC Men and non-BIPOC Men in regards to academic disengagement. Significant differences were found between BIPOC Women and non-BIPOC Women in regards to academic disengagement. ($M=.64$ $SD=.66$ vs. $M= .44$ $SD=.44$, $t(44.01)=1.90$, $p= .032$).

Qualitative Interviews

Theme 1: Contributing Factor to Violence Against Black Women

Participants were asked if they believe that the Jezebel stereotype is a contributing factor to violence against Black Women at Bucknell. All 7 participants discussed a concern towards the Jezebel stereotype as likely being a contributing factor towards sexual violence against people of color on Bucknell's campus. Several subthemes were derived from the coding process in relation to this.

Subtheme #1: Aspect of Identity That Informs Awareness Campus Sexual Assault

Socioeconomic Status

Discussions with participants revealed socioeconomic status was a major aspect of their identity that informs their awareness of campus sexual assault. The coding process revealed 7 mentions of something related to socioeconomic status. One participant claimed, “I think that it could possibly be just because of the class. Which is like the amount of money that the parents of the students have here, so that [Jezebel Stereotype] could definitely be portrayed on to Black women just because we're not, especially at Bucknell, because these are kids with money. So I do think that there are cases that do happen that probably go unnoticed because of it.” What can be derived from this is that socioeconomic status is a factor that people of color are considering in regards to sexual violence occurring and something being done about it if it does occur.

Another participant claimed, “I'm not coming in here with a lot of money, so if I meet someone. For example, if I meet someone and I and they feel like they have that power dynamic where it's like, OK, I know she doesn't have a lot of money, but I do and that could be a leading way to take advantage of someone or not even just money. It's like resources or just social status. There's so many different things that come into play.” This claim brings up the power dynamic that can arise in regards to differences in socioeconomic status. As Bucknell University is an extremely wealthy institution in terms of its student population, people coming from a low socioeconomic status seem to be aware of the power dynamic that can arise, and express concern about it being a contributing factor to the sexual violence people of color on campus may experience.

Lastly, another example from a participant in regards to socioeconomic status portrays the relevance of this in many people of color's lives on campus. “I definitely see this when I go out to maybe like dinner or we're going to go buy food. My White friends, especially guy friends, like last night, for example, offered to pay for me. When it's like, that's sweet, but it's

coming more so from I feel like you don't have enough money in your bank account or like I have more so like this won't financially hurt me if we, like, buy groceries or, like, go out to dinner. So I definitely do see that... a lot of people think that I need to borrow clothes or like borrow these like expensive sunglasses or perfume because like what I have isn't up to the standard of this school, but I just kind of brush it off. I'm very used to brushing off comments like that." This statement in particular showcases the power dynamics that can arise from a difference in socioeconomic status. With this power dynamic being known by many, it seeps into other areas of one's life as a concern for how far that power dynamic can go, including in regards to sexual violence.

Gender

Gender being an aspect of identity that informs people of colors knowledge of campus sexual violence was coded 4 times. One participant claimed, "I think the fact that I'm a woman definitely impacts my perspective on sexual assault. I feel like sometimes men just don't necessarily always understand what women have to think about or be prepared for, so I would say that would be the biggest thing that impacts my perspective." This idea was shared with several participants. Another participant claimed, "I think sometimes it's just the little things that men don't have to think about. For example, I don't know any man who walks around with, like, mace or pepper spray because there isn't a sense of unsafety that they necessarily feel. I also feel like the majority of the women that I communicate with, at least think about having some form of protection, whether or not they actually do have something on them." This exemplifies how gender is a contributing aspect of identity that leads to the knowledge and/or experience of sexual violence.

Sexuality

Another aspect of identity informing campus sexual assault that was derived from the interviews was sexuality. A participant claimed, “But I do think everything plays a part in it, but definitely sexuality. I think there's a thing with bisexual women where when you state you are bisexual, there's this stereotype that sometimes comes with it of like, oh, so threesome or there's this initial sexualization of you as a person. Because of the eroticism that is behind seeing two women together from the male perspective.” This claim comes from a bisexual identifying participant who expressed how bisexuality oftentimes comes with a hypersexuality associated with it. Several participants in the study identified as bisexual and explained how this aspect of their identity informs their knowledge and experience with sexual violence on campus.

Race

Race was identified as an aspect of all 7 participants identities that informs their knowledge of campus sexual violence. A participant explained, “Yeah, I feel like I'm more aware of it and on our campus. The population of Black girls is not very big, so if I see another Black girl at like. In a party scene, it's kind of just you have that awareness of each other and even if you don't know the girls name, it's kind of just like, alright, like we're the only two Black girls in here. Like we got to make sure we stick together and like make sure we're both being respected.” This exemplifies how the campus demographics facilitate awareness of sexual violence. As Bucknell is a predominately white institution and people of color are aware of the scarcity of diversity, there seems to be a trend in which people of color are extremely aware of their surroundings at most times.

For some, this means isolating themselves from perceived potentially dangerous situations. A participant explains, “I'd say. Maybe because, well, one thing, because I'm black,

I'm a little more careful when I'm on campus and definitely, keep to myself to avoid any instances from occurring because I know like a lot of sexual assault on campus happens at parties, where there's alcohol or drugs involved. And so I just kind of try and stay or move from this area to try and just, like, protect myself the most.” This example shows how people of color have a hyperawareness of their surrounding and how race is a prominent factor as an aspect of their identity that informs their knowledge or experience with sexual violence.

Subtheme #2: Hypervisibility

Hypervisibility was coded 8 times throughout the interviews. In regards to dressing for a night out, one participant claimed, “And people call me out more on it. And like, notice me more. And they're like, oh, what are you doing tonight or? Like, who are you dressing for? When the other demographics get kind of ignored.” Another example derived from the interviews expressed, “I am easily identifiable and I feel like if I do something with someone, everyone finds out about it and it's kind of like constantly talking about it or like that person tells like the intimate details of what happened.”

In the context of a party at Bucknell, one participant proclaimed, “That happens sometimes at parties. I find myself like where it's like there's a circle around me while I'm dancing, but then it freaks me out because it's like it's kind of like, look at the Black girl and look at what she's doing.” This exemplifies how many people of color on Bucknell University's campus feel they are easily identifiable, hyper surveilled, and hypervisible in several settings.

In the overall context of Bucknell, one participant explained, “Little things like for example. The 7th Street House [Residential Housing for minorities, specifically Black students] being right in the middle, I think that my aunt actually pointed out she thinks it's a very powerful

statement of like we are right in the center.” This idea highlights the idea of hypervisibility and the subsequent feeling of hyper surveillance that comes with that.

Subtheme #3: Invisibility

In contrast to the feeling of hypervisibility, some participants claimed that being a person of color on campus gives a feeling of invisibility. Invisibility was coded 3 times. One participant explained, “Because this is a PWI, at some point it's just. Although the stereotype [Jezebel] does exist, there's also the other stereotype that, like Black women, are also just like. What's the word? I guess aggressive... but it's kind of like rejection of White men. And just like, it's not like, like Black women in general, just like we're kind of perceived as like also hard to get, which is weird. So it's like we're sexualized at the same time, people stay away from us. So it's kind of like a very two stereotypes fighting against each other here.” This frames the sub-themes of hypervisibility and invisibility as opposing each other, but at the same time working simultaneously to create this complexity of experiences.

An example of this was revealed through the interview process. A participant explained, “I forgot this happened until just now, but last year, my friend told me that the boys in his hall were talking about who they would like to have sex with in the hall. I didn't live in the hall, but like I was always hanging out there and one of the White boys in the hall said like “Ohh, I wouldn't mess with her because she's big and Black.” That was weird because I wasn't there, but like he told me, that's what he said. And I think that was just a weird experience because like I literally don't interact with these people... so I think that was just like the normalization of the Jezebel stereotype, and like the acceptance of racism.” This experience exemplifies how hypervisibility and invisibility are working together within the experience of a person of color at a PWI.

Subtheme #4: Attending a Predominantly White Institution

Discussions with participants revealed that attending a PWI encourages a hyperawareness of the spaces they are entering into on campus and within the campus community. PWI was coded 21 times by participants. One participant explained, “Being at a PWI like, I’m definitely a lot more careful with the spaces that I go into, just because in general like I feel. Like just as a Black woman on campus, I’m more susceptible to being attacked. Either just on a racial basis or just on anything in general. It’s like I kind of just meander my way because I feel like if I were to attend any of the parties, like I wouldn’t have a significant backing because of who I am like because of my identity.” Another participant explained, “In terms of being on this predominantly White campus, I wondered what spaces I would be entering, so if I were going to say fraternities or any parties, or if I were going to say a 7th street party [Residential Housing for minorities, specifically Black students], how that would be different and the chances of something happening in those different spaces.” These examples highlight how relevant attending a PWI is within people of color’s navigation of campus and perception of their own safety.

Subtheme #5: Campus Climate as Contributing Factor to Sexual Violence

A theme that emerged from the interviews was how several negative factors of the campus climate may contribute to the prevalence of sexual violence on campus. Negative campus climate culture was coded 11 times. In regards to the problematic drinking culture on campus, one participant explained, “I don’t know too many activities. There’s not enough activities to do besides drink and be on a Sports team. That’s probably why [sexual assault occurs].”

Another problematic aspect of campus that was highlighted was Greek life. A participant explained, “I think it’s cause like Greek life is the biggest social scene on campus and so it’s like

once you go against Greek life or like even. Accuse someone that's affiliated with it of something as serious as sexual assault. You're likely to be ostracized from, like social circles. Basically like, that's what would happen, especially how like it's happened. I've seen it happen before to not a woman of color. Just me, who already has a limited amount of circles on campus like that, would probably be the last one I'd want to mess with for real, so yeah.” Another participant shared the same ideas explaining, “and I think the way that we've curated the Greek life experience on this campus is just super toxic and it's really. Dominating on this like in this area, so I think that's a conversation that needs to be had for more people.” Drinking and Greek life were two of the most major concerns from participants in regards to sexual violence occurring on campus.

Exploratory Finding: Feelings of Race Being a Protective Factor

As I was investigating the perception of the Jezebel stereotype being a contributing factor against Black women, I was expecting most participants to endorse this idea. One participant expressed the opposite, that race may actually be a protective factor in the context of attending a PWI. The participant proclaimed, “I think a lot of people that come to this campus are super culture blind and I see that on the applications too like they came from a pretty homogeneous neighborhood of a lot of White, rich people. You know, I'm looking forward to going to university to get a taste of diversity. And once they're here, it's not like they're getting much diversity either. You know, it becomes very much us versus them and I think. Part of that is protective factor for ourselves to be like, OK, we know this is safe. We don't know if they're safe though, because they're constantly they look at us like we're freaks or like we're some sort of discovery that they need to be looking at from all angles, but really. The benefit, I think, is that you're giving people a more well-rounded view of the culture. In the little ways that you can, rather than having them stick with their one note ideas that they already have.” This idea was

found to be significant to this research because of how it highlights the complexities of attending a PWI and how perception of safety and experiences can vary from person to person.

Theme 2: Dehumanization and Objectification

Dehumanization and objectification were coded 29 times throughout the interviews, highlighting its prominence in relationship to the Jezebel stereotype and sexual violence. In regards to dehumanization, a participant explained when talking about considering pursuing relations with someone, “If I am entering into even just a general relationship with someone, is it only for sexual prowess or can I actually be seen as a human being outside of this?” The emphasis on being perceived as a human being outside of the context of sexual endeavors exemplifies the feeling of dehumanization. Another participant explained how they feel Black people may still be dehumanized to this day, “People thought when slaves first started revolting that they were possessed because they really just thought of them as empty vessels or creatures that were completely because they couldn't wrap their minds. And are we really treating people this awful like to justify that they had to think of them as something else? And I think that bleeds into today that you know, Black people don't feel pain or they, you know, doctors don't think that their Black patients feel pain the same way.”

In regards to objectification, several participants expressed concern that the Jezebel stereotype may enlarge this effect. A participant explained, “I think it's definitely like. If you always think a black woman is like ready and like on the prowl... Like I feel like if you have that belief and like you follow that stereotype in situations, especially when you're drinking. Your mind is like when you're out guys or like even other people don't think that it's wrong, I guess because they think like in their mind, cause they're also drinking, that it's like fine because of the

stereotype. They can just like carry on and it's not like. It's an actual person that they're looking at. It's just like. An object.”

Some participants framed objectification as being an “object of pursuit” in which they felt they were only being pursued just so White people could say they have been with someone of another race. A participant framed this as, “a lot of guys just kind of see like African American women on campus as kind of like a box to check off like it would be like one of their like checklist type of things.” Another participant framed this in the context of hooking up. They explained, “You know, I think. I think they might view women of color on this campus as more of hookup material and then maybe wife material of the white girls, if that makes sense.” This differentiation between hookup material and wife material frames the hookup within a frame of objectification.

Subtheme #1: Clothing

Within the context of dehumanization and objectification, clothing was coded 16 times. One participant explained, “But I have heard it and sometimes I feel like I am in that predicament of like sometimes what I wear if it's a little too out there people expect things to come from me.” Another example framed it as, “Even just depending like what you're wearing. Let's say you're wearing a short skirt. Like it's always seen as scandalous, or like they assume you're going out somewhere. It's always like, are you going to the club like or who are you trying to get attention from? Just cause I'm wearing a short skirt doesn't mean I'm seeking attention or I'm going anywhere that should even be like. Kind of like a scandalous setting. Like I'm just wearing a skirt because I like it, you know?” These examples highlight the assumption of sexual advances being welcomed depending on clothing choices. The interviews revealed the perceived objectification that comes with clothing choices.

Theme 3: Influence on BIPOC Sexual Exploration

Subtheme #1: Feeling of Being Perceived Differently Due to Race

Feelings of being perceived differently due to race was coded 22 times throughout the interview transcripts. Within this context, a participant explained an example that highlights this in regards to her peers. “She was White [Friend], and she started a relationship with a Latino man. And she texted me once, and she was like, I'm so jealous of you. Because being Latina, you're inherently sexually sexy. And I'm not. And I worry that he's going to leave me for a Latina, I was like, oh, I that makes me uncomfortable. I don't like that.” This highlights the hypersexual stereotypes that come with being from a minority group of color.

Another example highlighting the feeling of being perceived differently due to race is from the context of a party. A participant explained, “when I'm dancing with the guy... when I go into scenarios like that. Like where it's like dancing. Or like, kind of being flirtatious, I am a little bit more reserved in that scenario and kind of let the White women [lead] because they would look at me and say that I'm being, like, raunchy or things like that. Well, I'm just doing the exact same thing that they're doing, but it's being looked at differently.”

Subtheme #2: Internalization and Restrictive Habits

One of the most prominent themes derived from the interviews was the internalization of the stereotype and engaging in restrictive habits to detach themselves from the stereotype. This was coded 31 times throughout the transcripts. One participant explained, “I could be viewed that way amongst other people [Jezebel Stereotype]. Just because of the way I choose to dress or kind of express myself. And I do think it has held me back from really exploring. Just because. I don't want to be viewed that way and because that view is so heavy and prominent, it kind of like. Makes people hesitate. To even want to have a conversation with me like. People don't

really come to me and say hey, like I really like you, or they won't approach me with that type of mindset.”

Another participant engages in behaviors that they believe would allow them to be more approachable within the context of a PWI where they believe this stereotype is prominent. They explained they, “Choose to straighten my hair. Just so that I seem a bit more approachable, I wear mostly. I try to stay with neutral and less revealing clothing. I stay away from those situations that could possibly be awkward and or I feel dangerous. It like just keeps me away from social settings and like I don't allow myself to be social.” The context of attending a PWI seemed to be important in this behavior for several participants. Another explained, “I have definitely tried to move more towards the White gaze. I don't want to like really put that in a box, but I dress completely differently than I did in high school so I went to a very. Mixed Race High School, where I felt a lot more comfortable in expressing my racial identity. But since coming to campus, I definitely dress very differently. I wear my hair differently. I talk differently. My room is set up differently, so I feel like I have moved. More so to try and embody. Be stereotypical White. And what is considered to be attractive White femininity?”

Experience within the Bucknell context also seems to be a factor in engaging in more restrictive habits and behaviors. A participant explained, “From freshman year to now like learning or experiencing some things that I've seen go on or experienced. Personally I feel like each year I become more and more reserved and like seeing if a guy does want to like talk to me. It's just because they need to, like, check off a box. Or is it like they actually want to talk to me and like the personality, not just like what they say?” Overall, it seems the restrictive habits in regards to knowledge of the Jezebel stereotype seem to be extremely prominent within the Bucknell context.

Subtheme #3: Rejection and Embracing Sexual Exploration

In discussions about rejection of the stereotype, several participants proclaimed they actively decide to pay no attention to the stereotype and embrace their own sexual exploration. Rejection of the stereotype and embracing their own sexual exploration was coded 13 times. One participant explains, “I'd say just kind of embrace like my own sexuality and just pay no mind to this stereotype because it's just a little like too embedded in society. So in some ways, I've become numb to it. Now that you put words to what that actually is like [Jezebel Stereotype], in my experience, I've just kind of just ignored it really and just gone about how I want to proceed for the most part. And so I think I just ignore it for the most part.”

Participants were asked what embracing their own sexual exploration meant to them. One participant explained, “Now I feel like I embrace the stereotype because regardless, people are going to feel how they feel. They're going to think how they think. But as long as I'm treated who I am, the people, the right people will find me. So I try not to put too much stress on myself in regards to those situations.” Another explained, “Like strutting my own stuff and like wearing my own style, like knowing people are looking at me. But in my like either if it's positive or negative like eyes are still on me, you know, like gotta have the skin glowing.”

Theme 4: BIPOC Victimization

Based on students' responses in the interviews, relevant victimization experiences were coded 15 times. One participant explained, “It was, I was off campus. And like I was downtown and like. This guy. Who doesn't go to Bucknell, I found out he was visiting a friend. He started kissing me and, like, didn't even like say anything and like, grabbed my hand and was like you're coming with me and I was like, no. And he was like, no you are.” Non-consensual kissing was

experienced by this participant and afterwards, they claimed they felt violated and they knew what had happened to them was wrong.

Another participant went on to explain their victimization experience as coercion. “It did feel very coerced because I was. In my own room, you know, I'm getting ready to go to bed, especially after a long night out. I want to go to sleep. I'm tired. And then to have a person come into my room, way more energy and just, clearly, under the influence and making maybe not the best and soundest decisions. That it felt. Coerced like. I don't think I was going to be able to get that person out of my room unless I did this even though I did consent.” Coerced sexual activity was experienced by this participant, and they expressed that the experience made them feel violated in a space that was their own.

Forced, unwanted sexual experiences occurred to another participant. This participant claimed, “Came out later as people were starting to talk about it. That it was very much not my decision. It was that the other person had came up behind me and was like, physically holding me against them like it was like hands on shoulders. Like I couldn't go anywhere else firstly because they were larger than me, stronger than me, but also. Because I was very intoxicated. So that was the one prevalent one that I can think about because. I was assuming for the first like 48 hours that it was entirely my fault and it never even occurred to me to think like. First of all, I was not conscious, so no one should been doing anything anyways.” This experience occurred with sexual dancing and groping on the dance floor at a Bucknell fraternity party.

Theme 5: Institutional Mistrust

Subtheme #1: Institutional Mistrust Due to Race

Through discussions on whether or not participants decided to report their experiences of victimization, or if they would report their experience to campus authorities or resources on

campus, results revealed a level of institutional mistrust amongst people of color on campus. A participant explained, “Because I know of people of color here who have had a terrible experience at the Title Nine Office and they've been. Like, oh, we could just not put them in your classes, but I know people at other schools. Where their friend title nined someone and that guy gets kicked off campus like even though it's like both are serious.” This participant felt the Title IX office does not take measures to protect victims of campus sexual violence serious enough, compared to what they heard occurs at other universities.

Another participant expressed concern for racial differences causing campus authorities to punish perpetrators differently. They expressed, “I feel like if you're on the other side. Like if you're getting a Title 9 and you're like a person of color, I definitely think they'd probably like have more inclination to punish. Like it makes sense, like they should be doing this, like finding the perpetrator and like getting him in trouble, but I feel like if you're not [Black]. You're probably going to get away with it.” This highlights the perceived institutional mistrust amongst the Black community at Bucknell in regards to campus sexual violence.

Another participant expressed similar concerns, but also taking into account the small campus community that is available to people of color on campus. They claimed, “But I do think if even if it happened more to Black women, they wouldn't have reported it just because of the culture on this campus, they wouldn't feel comfortable going to. God knows they wouldn't feel comfortable going to P-safe [Bucknell Public Safety] about it. And reporting it to any medical access on campus, they wouldn't. I don't think they'd be likely to just because there's no real safe space other than each other in the community that we have.” This exemplifies how the rates of sexual violence amongst the Black community reported annually may be significantly different from the reality of what is occurring on campus, due to underreporting.

Lastly, another participant expressed concern about the lack of communication about campus sexual violence from the institution, that instills a level of mistrust. They stated, “and it's just like it makes you more aware because you're not notified of these things. It's very hush hush on this campus, especially in a private school type setting. They don't want it to get out. So it's more like don't talk about it and I don't really like that, so I try to know it and try to be aware of what's going on, either like making sure I'm aware of parties or like social settings or being aware if I hear something, but it's very hard.” This highlights the demand for the institution to prioritize gathering accurate data and information about the campus climate and reporting it so it is accessible to the campus community.

Theme 6: Positive Interview Experience

Participants were asked about their experience doing the interview. Discussions about this revealed all participants had a positive interview experience and they felt that by participating in the interview it gave them a voice, a sense of relief, and that they were contributing to something meaningful by being a part of a change. One participant explained, “I think it's important [sexual violence research] and I think a lot of people don't talk about it. I think that the more that we're bringing light to it is more helpful and it can help future generations of Black women on this campus that are going to come. And if there's research like this out there for them to see, they can feel already like, oh we matter and there's someone out there before me that was taking care of me, you know. So I think that when people view Bucknell as a school, whether, like through the admissions process and they see, wow, there's like a Black woman doing research on Black sexual assault on campus. That's, like, that's exactly what I would have wanted someone to like, do for them. You know, I don't know if that makes sense, but I think what you're doing for future

generations of black women on this campus is really important.” This highlights the meaning and purpose behind conducting qualitative research.

Discussion

It was hypothesized that there would be significant association between sexual assault and demographic characteristics, specifically marginalized identities experiencing sexual violence at higher rates. Results indicated that there were no significant differences on any dimensions of frequency of sexual violence experiences in regards to race. No significant differences being found on the dimension of race indicates that sexual violence prevalence rates within the BIPOC community may be similar to prevalence rates within the non-BIPOC community. This is concerning due to the fact that BIPOC people participate in Greek life at significantly lower rates than non-BIPOC people at Bucknell University. Within the current studies sample, Only 2.5% (N=3) of Greek life members in the sample identified as BIPOC, in comparison to non-BIPOC Greek members consisting of 30.7% (N= 117). Previous research has indicated that Greek life is one of the highest risk factors for sexual violence as it is a male-dominated party culture within American universities that perpetuate patterns of power and control and influence an increase in sexual violence instances (Jozkowski, Wiersma-Mosley, 2017). These findings of the quantitative study may be representative of the sexual violence prevalence rates at Bucknell University for several reasons that can be derived from the qualitative interviews.

Through the qualitative interviews, several unreported and non-disclosed instances of sexual violence were expressed by participants. One participant experienced non-consensual kissing. This participant disclosed they never informed anyone of this experience due to the fact that after it occurred, they played it off as a joke to their friends. Another participant expressed

they were coerced into sexual activity they did not want to participate in originally. This participant also disclosed they never reported the incident to anyone. In addition, another participant disclosed an experience of sexual violence using physical force. This participant was “blackout” drunk at the time of the incident and due to this, felt that reporting was not an option for them. This finding supports my claim that participants using alcohol would report at lower rates than if they had not been using alcohol. Overall, these instances of sexual violence occurring within the BIPOC community at Bucknell University unveiled instances of sexual violence that may have never been recorded if this interview project was never conducted. This highlights the importance of conducting this research and prioritizing the BIPOC community within this area of research.

Additionally, some of the findings that came out of this qualitative research that may have influenced the results of the quantitative research findings was the theme of internalization and restrictive habits. Internalization and restrictive habits push the BIPOC community away from outward sexual exploration. A finding from the qualitative research that is important to mention on this issue is that, oftentimes, participants expressed restrictive habits as a result of prior victimization or wanting to distance themselves as far from the Jezebel stereotype as possible.

Several participants expressed the effect of attending a PWI has on their restrictive choices to dress differently, straighten their hair, and how they express themselves. Attending a PWI was another major theme derived from qualitative research. The effect of a PWI made members of the BIPOC community be hyper aware of the spaces they enter and more on guard of the possibility of being attacked in comparison to non-BIPOC members on campus.

I hypothesized there would be a significant difference of sexual victimization of Black students attending a PWI in comparison to the prevalence rates at minority serving institutions

(HBCUs). Due to experimenter error discussed in the limitations section, analyses on this dimension could not be properly conducted.

Initially, I suggested there would be a significant rate in which the Jezebel stereotype is still being endorsed about Black women. The results from the Jezebel Stereotype Endorsement About Black Women scale indicate that non-BIPOC participants obtained higher scores of endorsing the Jezebel stereotype than BIPOC participants. Men also reported higher frequencies of the Jezebel stereotype endorsement compared to Women. Lastly, non-BIPOC Men reported higher frequencies of Jezebel stereotype endorsement compared to BIPOC Men. Results were consistent with my original hypotheses.

The significance of these findings can create grounds for contextualizing the findings of the qualitative study. This leads into another original hypothesis, that a high endorsement of the Jezebel stereotype would affect unwanted sexual experiences among Black women. Within the qualitative research, all 7 participants indicated that they believed the Jezebel stereotype is a contributing factor to violence against Black women at Bucknell. Some of the themes that emerged within this ideology were socioeconomic status, gender, hypervisibility, dehumanization, and objectification.

On the dimension of socioeconomic status, some participants indicated they felt that coming from a less wealthy socioeconomic background may influence the prevalence of sexual violence within the BIPOC community. One of the key qualities of the Jezebel stereotype is that Black women may try to manipulate men for their money and resources through the use of sexuality. Another dimension, gender was mentioned as an aspect of participants identity that they feel puts them at risk of sexual violence. While sexual violence also occurs to men and non-binary people, there is an overwhelming amount of sexual violence prevalence against women. In addition, the Jezebel stereotype is focused on Black women, rather than men.

Participants expressed they felt they had to concern themselves about sexual violence possibly happening to them more than men have to.

Another theme that emerged relevant to the Jezebel stereotype endorsement was the concept of hypervisibility. Participants indicated that many felt there was a “spotlight effect” on them due to attending a PWI. This spotlight effect may elicit the feeling of the Jezebel stereotype endorsement affecting unwanted sexual experiences amongst BIPOC members of the Bucknell community. Several participants indicated they felt they were looked at and treated differently than non-BIPOC people within the community, although they may have been engaging in the same behaviors or wearing the same style of clothing.

Dehumanization and objectification were also experienced amongst the participants in the qualitative study. The Jezebel stereotype has a strong correlation with objectification and dehumanization, because of where the stereotype originates from chattel slavery. Dehumanization and objectification results from the qualitative study will be revisited later within the discussion.

Overall, my original hypothesis that the Jezebel stereotype would contribute to unwanted sexual experiences amongst Black women was only partially supported. The quantitative findings suggest that despite a significantly lower amount of BIPOC participation in Greek life, no significant differences in prevalence rates of sexual violence. This brings to concern what is causing this trend, but no direct link can be drawn to the Jezebel stereotype within the current study. Although, using qualitative research, BIPOC members of the Bucknell community do believe the Jezebel stereotype may be a cause of this phenomenon.

I originally hypothesized the relationship between disclosure of sexual assault and members of minoritized groups among students at higher education institutions would report much less frequently than the dominate groups. Results were relatively consistent with my

original hypotheses. The Perceptions of Institutional Response measure does not look at actual reporting to the institution, rather it is a navigation on the degree to which participants would trust their institution in handling a sexual misconduct report.

Participants who reported one or more forms of gender-based violence showed significantly lower positive perceptions of institutional response than participants who did not experience any gender-based violence. Participants who identified as BIPOC reported lower frequencies of positive perceptions of institutional response than non-BIPOC participants. Women reported lower frequencies of positive perceptions of institutional response than men. Significant differences were found between BIPOC Men and non-BIPOC Men in regards to positive perception of institutional response, with BIPOC men indicating lower frequencies on this dimension. In addition, significant differences were found between BIPOC Women and Non-BIPOC Women in regards to positive perception of institutional response, with BIPOC women indicating lower frequencies on this dimension as well.

The qualitative research can help to contextualize these findings. Multiple participants expressed a level of institutional mistrust due to race. Some participants expressed this stemmed from hearing of other people within the BIPOC community reporting their sexual violations and felt that the institution did not do enough to properly handle the situation. This incident is extremely detrimental to the BIPOC community. What occurs is a waterfall effect. If something within the institution occurs negatively against one person within the BIPOC community, that instance gets passed around through word of mouth, and a level of institutional mistrust is developed amongst the community. In addition, other participants expressed that members of the BIPOC community felt they have no other safe space except for being in cohort with each other. Overall, this is a problem that needs to be addressed at the institutional level, as it seems to be a

serious problem that members of the student community feel they are not able to report instances of sexual violence and have it properly addressed.

Results indicated that participants who reported one or more forms of gender-based violence showed significantly higher frequencies in body evaluation scores than participants who did not experience any gender-based violence. In addition, women reported significantly higher frequencies in body evaluation scores than men. No significant differences were found in regards to race. This finding may be indicative of similar rates occurring between BIPOC and non-BIPOC participants in this dimension. Given that I hypothesized BIPOC members to have a higher rating of perceived sexual objectification, results were different from my original hypotheses, as they seem to occur at similar frequencies.

Qualitative research within the current study can add to the understanding of these findings. As mentioned earlier, dehumanization and objectification are closely related to the Jezebel stereotype. Dehumanization and objectification were coded a significant amount throughout the interviews, indicating that this is an important theme derived from the interviews. Some participants expressed concern for being seen as a human being outside of sexual relationships or if they are only seen in a sexualized way. In addition, participants expressed that some people within the Bucknell community may endorse the Jezebel stereotype and when they are drinking they may support the stereotype at a higher level, leading to more dehumanization and objectification of BIPOC people within the Bucknell community. Lastly, participants also expressed feelings of being seen only as “hookup” material rather than “relationship” material. This is directly related to ideas of dehumanization and objectification because this is putting BIPOC women in a box of only being seen in a sexual nature, which also reinforces the idea of the Jezebel stereotype. Overall, while no direct link between perceived objectification and race through the quantitative results, the qualitative results provide contextualization of these results.

My original hypothesis stated that alcohol consumption will be related to higher victimization rates and lower disclosure rates. Alcohol consumption scores were computed across gender-based violence prevalence, gender, and BIPOC versus non-BIPOC. Participants who reported one or more forms of gender-based violence showed no significant differences in alcohol consumption than participants who did not experience any gender-based violence. Participants who identified as BIPOC reported lower frequencies of alcohol consumption than non-BIPOC participants. Men reported higher frequencies of alcohol consumption than women. Significant differences were found between BIPOC Women and non-BIPOC Women in regards to alcohol consumption, in which non-BIPOC women reported significantly higher levels of alcohol consumption. Disclosure rates in relationship to alcohol consumption were unable to be computed within this study, due to a low rate of disclosure being reported overall.

POST-HOC Analyses

In addition to testing my original hypotheses, additional results were conducted to further contextualize the results of my study. Three mental health measures were included in the quantitative survey.

PTSD

Participants who reported one or more forms of gender-based violence showed significant differences in PTSD symptoms than participants who did not experience gender-based violence. In addition, women reported higher frequencies of PTSD than men. Both results exemplify the importance of conducting this research. PTSD can be a severe mental health problem that develops as a result of a traumatic event. By prioritizing research on sexual violence, we hope

that campus administration will take into consideration the severity of this problem and take proactive steps to lower the prevalence rates.

One of the most common causes of symptoms of PTSD in undergraduate college women comes from instances of sexual assault (Arugette, Edman, 2019). Previous research has indicated that PTSD is negatively correlated to several detrimental problems of a college student including, decreased academic performance, a lower GPA, and increased use of alcohol (Bachrach, Read, 2012; Pereira, Guedes-Carnerio, Netto, Cavalcanti-Ribeiro, Lira, Nogueira, Quarantini, 2018; . These findings have been replicated within study samples of African-American college students, indicating that PTSD symptoms increase the risk of lowered college achievement (Arugette, Edman, 2019).

Anxiety

Participants who reported one or more forms of gender-based violence showed significant differences in anxiety than those who did not experience any gender-based violence. Women reported higher frequencies of anxiety than men. This result is indicative of an overwhelming amount of anxiety being present within survivors of sexual assault and women.

Generalized anxiety disorder is one of the most common psychiatric disorders amongst college students, and it often goes undiagnosed and untreated (Kanuri, Taylor, Cohen, Newman, 2015). Generalized anxiety disorders can be detrimental on a person's health in terms of distress and quality of life (Kanuri, et. al. 2015). The results of this study also exemplify the need for campus administration to take campus sexual violence seriously as higher levels of anxiety can lead to worsened academic performance, and increased drinking behaviors (Barbosa-Camacho, Romero-Limón, Ibarrola-Peña, Almanza-Mena, Pintor-Belmontes, Sánchez-López, González-Ojeda, 2022; Scalzo, Martinez, 2017).

Depression

In regards to depression, participants who reported one or more forms of gender-based violence showed significant differences in depression than participants that did not experience any gender-based violence. Participants who identified as BIPOC reported significantly higher frequencies of depression than non-BIPOC participants. Women reported higher frequencies of depression than men. Lastly, a large significant difference was found between BIPOC Women and non-BIPOC women in regards to depression. These results are extremely important for the contextualization of the results and the importance of this research. BIPOC participants experiencing higher frequencies of depression than non-BIPOC participants is indicative of an underlying problem occurring within the BIPOC community at Bucknell.

Previous research has indicated the relationship that high levels of depression can have a detrimental effect on academic performance, satisfaction with life, and lowered self-esteem (Barbosa-Camacho et. al., 2022; Chung, Klein, Silverman, Corson-Rikert, Davidson, Ellis, Kasnakian, 2011; Song, Huang, Liu, Kwan, Zhang, Sham, Tang, 2008). These are alarming findings that should be addressed amongst college administrators to improve the quality of life of the students attending their university.

Academic Disengagement

Participants who reported one or more forms of gender-based violence showed significant differences in academic disengagement than participants who did not experience any gender-based violence. Participants who identified as BIPOC reported higher frequencies of academic disengagement than non-BIPOC participants. Significant differences were also found between BIPOC Women and non-BIPOC women in regards to academic disengagement, as

BIPOC women became disengaged with their academics at higher rates. The dimension of academic disengagement is just one of several outcomes the three mental health measures used in the current study may be directly linked to.

Previous research has found a direct link between intimate partner violence and academic disengagement through depressive symptoms (Schrag, Wood, Busch-Armendariz, 2020). Students' sense of community on campus also has been found to be directly linked to students' academic disengagement (Schrag, Wood, Busch-Armendariz, 2020). This finding in particular I suspect may be what is contributing to the results in the present study. Results from the qualitative student indicate that at Bucknell University, BIPOC students have a significantly smaller population and community to interact with in comparison to the non-BIPOC community. This is directly related to the ideas of attending a PWI and the implications that come with that.

Limitations

A primary limitation of this study is that the findings reflect only the ideas, opinions, and experiences of only undergraduate students attending Bucknell University. Bucknell University is a small liberal arts university on the east coast of the United States. The demographics of Bucknell University is predominantly White, wealthy, heterosexual student body. The Bucknell social scene is also heavily dominated by Greek life which may affect the experiences of the Black student experience. Therefore, the results may not be generalizable to all Black college students attending a PWI. Another limitation of the study was the sample size.

Given only 534 participants and only 13.3% (N=64) participants identified as a part of the BIPOC community, the focus of this study's demographics had to be expanded to include people of color, rather than a focus on Black identifying participants. Although, this sample size is similar to the campus demographics at Bucknell University. The student population at

Bucknell is 6.66% Hispanic or Latinx (compared to 3.3% of the sample). The student population at Bucknell is 3.92% Black or African American (compared to 3.3% identified as Black and 2.1% identified as African American in the sample).

Similarly, the same instance occurred in the qualitative research portion of this project. Rather than focusing on Black student perceptions of sexual violence and the Jezebel stereotype, the research participant demographics was expanded to include people who identified within the BIPOC community. Within the interview process, as the interview questions were curated towards the Jezebel stereotype, if a participant identified as Latinx, the questions were reworded to the Sexy Latina stereotype, a similar stereotype of the hypersexual representation of Latinx women.

In addition, For class year of study, 35.1% (N= 169) of the participants were first year students, 21.6% (N= 104) were sophomores, 20.1% (N= 97) were juniors, 18.3% (N= 88) were seniors, 0.4% (N= 2) were graduate students. Ideally, the sample would include 25% of each class year for a representative sample of the campus. First-year students were overrepresented and seniors were underrepresented within this sample.

Lastly, the demographics for gender overrepresented women. 59.5% (N = 287) of participants that identified themselves as women, 31.5% (N= 152) as men. This is not uncommon with Campus Climate survey respondent demographics. Typically, women respond to the survey at a higher rate than men do.

In terms of the qualitative research, a major limitation of the study is how representative 7 participants are of the campus population of the BIPOC community at Bucknell. This is a small sample size for a qualitative study. On the contrary, the point of saturation was reached throughout the interviews. Meaning, relatively the same information was collected by the time of the 7th interview.

Another limitation of the study was the survey's use of self-report measures. Participants may be more encouraged to give more desirable answers with use of a self-report measure. Beretvas, Meyers & Leite (2002), investigated the social desirability bias in a research study they conducted. Social desirability bias may have caused respondents to answer questions in a way they believe will have them be viewed favorably by other people. For example, in the Jezebel Stereotype about Black Women Scale, participants may have been influenced to provide a “socially acceptable” viewpoint, rather than what they actually believe to be true.

Respondent fatigue may have declined the quality of responses. The length of the survey can affect the quality of responses and also produce higher dropout rates from completion of the survey (Bryman, 2012). The present study took an average of 1,313 minutes to complete, according to the Qualtrics embedded data. There were 534 participants who started the survey and only 241 participants made it to 100% completion.

A major limitation of this study is that an experimenter error occurred during the quantitative research. Within the Sexual Experiences Survey (SES) of the ARC-3, vaginal rape was inadvertently not included. In this section of the survey, instructions to complete the questionnaire stated “*Skip the following items if you do not have a vagina: During my time at Bucknell, someone put their penis, fingers, or other objects into my butt without my consent by...*” Rather than asking about someone sexually violating their vagina, the word butt was used in this section of the survey. This experimenter error caused this section of the SES to not be included in the results of the study. In addition, proper overall sexual violence prevalence rates could not be conducted due to this missing data.

Another factor to consider in the present study is my positionality. My positionality as a mixed race, heterosexual, able-bodied individual, my positionality may have an affect on the research I have conducted. This may have led me to make a choice of focus that those of

different positionalities may not have made. I have been a member of a campus sexual assault research team for 2 years, which informed my research. There are benefits and costs to my positionality within this research. The research questions I was investigating may have differed depending on my gender, sexual orientation, and other social identities that I occupy. Although, I do believe the benefits outweigh the costs of my positionality within this area of research, as I am able to empathize with the community I am investigating.

Implications and Further Research

It is recommended that future research replicate this study with a few variations. A larger sample size is needed. An effort to oversample Black students is needed for this research in order to adequately assess the campus climate at predominately white institutions. I recommend a study with a focus on Black students to be conducted at a larger university than one like Bucknell University. This will help to obtain a proper assessment of the population demographics while simultaneously obtaining a larger sample size.

Through the completion of this study, I have found the value of a mixed-methods approach to studying campus sexual assault, especially when dealing with a small sample size of a demographic of interest that you would like to study. Qualitative research should be used alongside quantitative research in future research studies as it allows for contextualization of the results found in the quantitative research. In addition, qualitative research also contributes to new areas of research worthy of exploration that otherwise would not be obtained through just quantitative research.

Although this study focused primarily on BIPOC undergraduate students, future studies should explore from an intersectionality perspective of sexual orientation and race for the implications they have on sexual violence. Though this study primarily focused on the BIPOC

experience and knowledge of sexual violence, sexual orientation was mentioned often in the qualitative portion of this project. This indicates that sexual orientation may be another major factor leading to sexual violence on college campuses.

Future research should attempt to shorten their surveys to a more adequate time frame for completion. Respondent fatigue in the current study was very high as approximately half of the participants who began taking the survey dropped out before completion of the survey.

On the contrary, there are some positive implications from the findings of the present study. There should be changes made in sexual violence prevention education and programming. Through the qualitative research interviews, a need and want for sexual violence education utilizing an intersectionality approach is necessary for an improvement in the quality of education students receive on the topic. Including but not limited to, a focus on race and sexual orientation in regards to sexual violence prevalence.

This research also calls to attention a need for the sexual misconduct system to develop a stronger connection with minoritized communities on campus. The qualitative and quantitative research from the present study indicates there to be a level of mistrust amongst the BIPOC community in regards to reporting sexual violence. Campus administrations should take this into consideration and develop strategies to build a stronger relationship with minoritized communities on their campuses. This will contribute to higher levels of reporting, contributing to a degree of justice being given to victims of sexual violence.

Appendix A. Demographic Characteristics of Survey Sample

Table 1

Demographic Characteristics of Survey Sample

Demographics	All	
	Participants	
	<i>N</i>	<i>%</i>
Gender		
Men	152	31.5
Women	287	59.5
Trans/ non-binary/ gender non-conforming/ genderqueer/ gender fluid or “identity listed here/I’m not sure”	26	5.3
Sexual Orientation		
Heterosexual	368	76.3
LGBTQIA+	81	16.8
Queer	20	4.1
Gay/lesbian homosexual	20	4.1
Bisexual	39	8.1

Pansexual	13	2.7
Asexual Spectrum	15	3.1
Identity not listed/ I'm not sure	9	1.9

Class Year

First year	169	35.1
Sophomore	104	21.6
Junior	97	20.1
Senior	88	18.3
Graduate Student	2	0.4

Race

White	372	77.2
BIPOC	64	13.3
Black	16	3.3
African American	10	2.1
Afro/Black Caribbean	2	0.4
East Asian/ East Asian American	29	6.0
South Asian/ South Asian American	8	1.7
Hispanic/ Latinx	31	6.4
Native American/Alaskan/ Native Indigenous	1	0.2

Hawaiian or Pacific Islander	31	0.6
Mixed Race	21	4.4
Identity not listed/Not sure	3	0.6
Involvement		
Greek Life	120	24.9
Intercollegiate Athletic Team	91	18.9
Intramural or club athletic team	127	26.3
Political or social action group	42	8.7
Student government	17	3.5
Choice media organization	32	6.6
Other student organization or group	154	32.0
Student Orientation		
International Student	22	4.6
First-Generation Student	49	10.2
Disability	46	9.5
Parental Income		
<\$50,000	50	10.4
<\$100,000	81	16.8
<\$150,000	63	13.1
<\$200,000	47	9.8

<\$250,000	62	12.9
>\$250,000	112	23.2

Bucknell Campus Climate Survey Spring 2023

Start of Block: Consent Form

Consent Information Consent Form

Project title: Social Behavior and Related Factors Survey 2022-2023

Purpose of the research: The purpose of this survey study is to obtain information from students about campus climate and related social behaviors at Bucknell. The study is being conducted by Professor Bill Flack (Department of Psychology) and his Bucknell student research team. It is not being conducted by Bucknell University for institutional purposes.

General plan of the research: You are being asked for your consent to participate in a survey in which you will be asked about your and your peers' social behaviors and attitudes, including alcohol consumption, unwanted sexual- and gender-based experiences, and current social issues. Your answers to all survey questions will be completely anonymous. Identifiers will be removed from the identifiable private information, and after data are de-identified they could be used for future research studies, or distributed to another researcher. Any information from the survey reported publicly in professional conference papers or publications will describe groups, not individuals.

Estimated duration of the research: We expect the survey to take approximately 20-30 minutes to complete.

Estimated total number of participants: We expect to collect survey data from approximately 600 Bucknell students.

Questions? If you have any questions or concerns about this survey, you can contact the Principal Investigator, Professor Bill Flack, wflack@bucknell.edu, 570-577-1131, Department of Psychology. For general questions about the rights of human participants in research, you can contact Professor Matthew Slater, Chair of the Institutional Review Board at Bucknell, matthew.slater@bucknell.edu, 570-577-2767. In addition, a debriefing follows this survey regardless of whether or not you choose to submit your results.

Voluntary participation: Your participation in this research is completely voluntary. If you agree to participate, you may change your mind at any time and for any reason. You may refuse to answer any questions and/or withdraw from the study at any time without penalty, and if you so choose, your results will not be saved.

Benefits of participation: You may benefit from knowing that your participation could help to expand our understanding of student social behavior. If you choose, you can enter your email at the end of the survey to be entered into a lottery for a chance at winning one of ten \$50 Amazon gift cards.

Anonymity: Your answers to all of the survey questions will be completely anonymous, meaning that there is no way that your answers can be connected to your identity. You will not be asked to reveal any information that could be used to identify you as a participant in this study. All of the information that you provide will be stored in a secure datafile, and that datafile will be accessed only by Professor Flack and student members of his research team.

Discomforts: Some of the survey questions could cause you some temporary, unpleasant emotional reactions.

Risks: Aside from the risk of discomfort, there are no other known risks from participating in this research. In the event that you become uncomfortable or upset, and feel the need to speak with a professional counselor, you may contact the Counseling & Student Development Center at 570-577-1604.

Consent Consent

- o I am over 18 years old and I consent to take this survey after reading all of the terms above.
(1)

End of Block: Consent Form

Start of Block: Survey information

Q202 Every student at Bucknell has a right to an education free from discrimination and the opportunity to fully benefit from the school's programs and activities. Sexual violence, sexual harassment, stalking, and intimate partner violence can interfere with a student's academic performance and emotional and physical well-being. Preventing and remedying sexual misconduct at Bucknell is essential to ensuring a safe environment in which students can learn.

You have been randomly selected to give important information to the faculty-student research team conducting this study at Bucknell about your experiences while you have been a student at the university. The overall goal of the survey is to provide the researchers with important information on campus sexual misconduct prevalence and responses.

Your voice is extremely important, and we want you to feel comfortable in answering these questions freely and honestly. Your confidentiality is a priority, and whatever information you share on this survey cannot be identified: we cannot access your IP address or link your survey to your name or student ID. If you include your email at the end of the survey to enter the lottery for a chance of winning a \$50 Amazon gift card, we will remove your email from the rest of the information you've provided in this survey.

Thank you so much for your time, and we look forward to better understanding your experiences at Bucknell.

Page Break

Q219 Please remember, in answering these questions, unless otherwise specified, we want to know about your experiences during your time at Bucknell. These experiences could occur on or off campus, when school is in session or when you are on a break.

Throughout the survey:

Faculty refers to the academic or teaching staff at Bucknell.

Staff refers to those who are employed by the institution for any jobs other than teaching (e.g. public safety, residential and teaching assistants, food service staff, student affairs staff, etc.)

Student refers to those who are studying at Bucknell and are actively enrolled in an undergraduate or graduate program.

End of Block: Survey information

Start of Block: Module 1 - Demographics

Demo_inst

Please answer the following questions about yourself.

Age What is your age?

Year What year of school are you in?

- First year undergraduate (1)
- Second year undergraduate (2)
- Third year undergraduate (3)
- Fourth year undergraduate (4)
- Fifth or more year undergraduate (5)
- Graduate (6)

Page Break

Sex What was your assigned sex at birth?

- Male (1)
- Female (2)
- Intersex (3)
- Do not know/I'm not sure (4)

Gender In regards to gender, how do you describe yourself? Please check all that apply. (For example if you identify as a Transman, you may select "Trans" and "Man.")

- Man (0)
 - Woman (1)
 - Trans (2)
 - Trans-Masculine or Transmasc (8)
 - Trans-Feminine or Transfemme (9)
 - Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)
 - Two-Spirit (7)
 - An identity not listed here: (5)
-
- I'm not sure (6)

SexualOrientation In regards to sexual orientation, how do you describe yourself? Please check all that apply.

- Gay/Lesbian/Homosexual (1)
- Bisexual (3)
- Pansexual (2)

- Asexual Spectrum (4)
 - Heterosexual/Straight (5)
 - Queer (6)
 - I'm not sure (8)
 - Identity not listed here: (7)
-

Seek Sexually In regards to gender, who do you seek sexual experiences with? Please check all that apply.

- Men (1)
- Women (2)
- Non-binary/Genderqueer/Gender Non-conforming/Gender-fluid People (3)
- None (10)
- I'm not sure (11)

LGBT Do you consider yourself to be a part of the LGBTQIA+ or questioning community?

- Yes (1)
- No (0)

Page Break

Race Ethnicity Describe your race/ethnicity. Please check all that apply.

- Black (1)
- White or Caucasian (2)
- East Asian or East Asian American (3)
- South Asian or South Asian American (10)

- Southeast Asian or Southeast Asian American (14)
 - Hawaiian or Pacific Islander (4)
 - Indigenous, Native American, or Alaskan Native (5)
 - Hispanic or Latinx (6)
 - African-American (12)
 - Afro/Black-Caribbean (11)
 - Middle Eastern (13)
 - African (16)
 - Mixed-Race or Ethnicity (8)
 - Don't know/I'm not sure (9)
 - Identity not listed here: (7)
-

BIPOC Do you identify as a part of the Black, Indigenous, and/or People of Color (BIPOC) community?

- Yes (1)
- No (2)

Page Break

Inter_St Are you an international student?

- Yes (1)
- No (0)

FirstGen Are you a first-generation college student (i.e., first in your family to attend college/university)?

- Yes (1)
- No (0)

Disability Do you have a disability?

- Yes (1)
- No (0)

Demo_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Activities Since you've been a student at Bucknell have you been a member or participated in any of the following? Please check all that apply.

- Honor society or professional group related to your major, field of study (1)
 - Fraternity or sorority (new-member or member) (9)
 - Intercollegiate athletic team (3)
 - Intramural or club athletic team (4)
 - Political or social action group (5)
 - Student government (6)
 - Media organization (e.g., newspaper, radio, magazine) (7)
 - Other student organization or group (8)
-

Housing Which describes your current living situation at Bucknell?

- Affinity House (2)
- Hunt Hall (3)
- On-Campus Fraternity Chapter House (8)
- Other On-Campus Residence Hall/Dormitory (1)
- Off-Campus University-Sponsored Apartment/House (4)
- Off-Campus Sports-Team House (9)
- Off-Campus Fraternity House (10)
- Off-Campus Sorority House (11)
- Other-Off Campus Privately Rented or Owned Housing (7)
- Study Abroad (12)
- At Home of Parent(s) or Guardian(s) (6)
- Couch Surfing or Crashing with a Friend (16)
- Other Location: (14) _____

SocioE Please indicate which of the following is the best estimate of your parents or caregivers combined annual income:

- Up to \$50,000 (1)
- Up to \$100,000 (2)
- Up to \$150,000 (3)
- Up to \$200,000 (4)
- Up to \$250,000 (5)
- Up to \$500,000 (6)
- Above \$500,000 (7)

Demo_time2 Timing

First Click (1)

Last Click (2)
 #QuestionText, TimingPageSubmit# (3)
 #QuestionText, TimingClickCount# (4)

End of Block: Module 1 - Demographics

Start of Block: Module 2 - Possible Outcomes

Disengage How many times have you done the following things during this past semester at Bucknell? Remember that all of your answers are private; no professor or instructor will ever see them.

	Almost Never (0)	(1)	(2)	(3)	Almost Always (4)
Missed class (Disengage_1)	0	0	0	0	0
Made excuses to get out of class (Disengage_2)	0	0	0	0	0
Been late for class (Disengage_3)	0	0	0	0	0
Done poor work (Disengage_4)	0	0	0	0	0
Attended class intoxicated or "high" (Disengage_5)	0	0	0	0	0
Slept in class (Disengage_6)	0	0	0	0	0
Thought about dropping a class (Disengage_7)	0	0	0	0	0
Thought about quitting school (Disengage_8)	0	0	0	0	0

GenSafe I feel safe on campus at Bucknell.

- Strongly Disagree (0)
- Disagree (1)
- Neutral (2)
- Agree (3)
- Strongly Agree (4)

Satis1 I would recommend attending Bucknell to others.

- Strongly Disagree (0)
- Disagree (1)
- Neutral (2)
- Agree (3)
- Strongly Agree (4)

Satis2 If I had to do it over again, I would still attend Bucknell.

- Strongly Disagree (1)
- Disagree (2)
- Neutral (3)
- Agree (4)
- Strongly Agree (5)

PO_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Q371 Definition of "hooking up": some type of physically intimate/sexual activity with another person without expressed or acknowledged expectations of commitment to a further relationship.

HookUp

How often do you hook up with someone?

- Never (1)
- About once/semester (2)
- About once/month (3)
- About once/week (4)
- More than once/week (5)

Page Break

Display This Question:

If HookUp = About once/semester

Or HookUp = About once/month

Or HookUp = About once/week

Or HookUp = More than once/week

COVIDHOOKUP1 Please indicate the amount of change COVID-19 related concerns, or social distancing measures, caused in your hookups at some point during your time at Bucknell.

	Much Less Frequent (1)	Less Frequent (2)	No Change (3)	More Frequent (4)	Much More Frequent (5)
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At some point did COVID-19 impact the frequency of your hookups? (10)	0	0	0	0	0
--	---	---	---	---	---

Display This Question:

If HookUp = About once/semester

Or HookUp = About once/month

Or HookUp = About once/week

Or HookUp = More than once/week

COVIDHookup2 Please indicate the amount of change COVID-19 related concerns, or social distancing measures, caused in your hookups at some point during your time at Bucknell.

	Much Less Monogamous (1)	Less Monogamous (2)	No Change (3)	More Monogamous (4)	Much More Monogamous (5)
At some point did COVID-19 impact the monogamy of your hookups? (10)	0	0	0	0	0

Display This Question:

If HookUp = About once/semester

Or HookUp = About once/month

Or HookUp = About once/week

Or HookUp = More than once/week

HookUpActs Indicate which of the following actions you have engaged in during hookups with each of the following types of partners while at Bucknell (check all that apply).

A stranger is defined as someone you'd never met before hooking up with them.

An acquaintance is someone you know but would not consider a friend.

A friend is someone with whom you have a relationship that is not romantic or exclusive.

A romantic partner is someone with whom you have an exclusive, monogamous relationship.

	Stranger (1)	Acquaintance (2)	Friend (3)	Previous romantic partner (4)
Cuddling (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kissing (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fondling/Touching (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral sex (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vaginal sex (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anal sex (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

PO_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 2 - Possible Outcomes

Start of Block: Module 3 - Alcohol Use

Alc_1 How often do you have a drink containing alcohol?

- Never (0)
- Monthly or less (1)
- 2 - 4 times a month (2)
- 2 - 3 times a week (3)
- 4 or more times a week (4)

Display This Question:

If Alc_1 != Never

Alc_2 How many standard drinks containing alcohol do you have on a typical day?

- 1 or 2 (0)
- 3 or 4 (1)
- 5 or 6 (2)
- 7 to 9 (3)
- 10 or more (4)

Display This Question:

If Alc_1 != Never

Alc_3 How often do you have six or more drinks on one occasion?

- Never (0)
- Less than monthly (1)
- Monthly (2)
- Weekly (3)
- Daily or almost daily (4)

Alc_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 3 - Alcohol Use

Start of Block: Module 4 - Perceptions of Campus Climate Regarding Sexual Misconduct

PCC_instr Sexual Misconduct refers to physical contact or other non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence.

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

	Very Unlikely (0)	Unlikely (1)	Neutral (2)	Likely (3)	Very Likely (4)
The institution would take the report seriously. (InstResp_1)	0	0	0	0	0
The institution would maintain the privacy of the person making the report. (InstResp_2)	0	0	0	0	0

The institution would do its best to honor the request of the person about how to go forward with the case.
(InstResp_3)

0 0 0 0 0

The institution would take steps to protect the safety of the person making the report.
(InstResp_4)

0 0 0 0 0

The institution would support the person making the report.
(InstResp_5)

0 0 0 0 0

The institution would provide accommodations to support the person (e.g., academic, housing, safety).
(InstResp_6)

0 0 0 0 0

The institution would take action to address factors that may have led to the sexual misconduct.
(InstResp_7)

0 0 0 0 0

The response to this item will be "Neutral" to indicate attention.
(Attention_1)

0 0 0 0 0

The institution would handle the report fairly. (InstResp_8)	0	0	0	0	0
The institution would label the person making the report a troublemaker. (InstResp_9)	0	0	0	0	0
The institution would have a hard time supporting the person who made the report. (InstResp_10)	0	0	0	0	0
The institution would punish the person who made the report. (InstResp_11)	0	0	0	0	0

PCC_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If InstResp != The response to this item will be "Neutral" to indicate attention. [Neutral]

Attend1 On the previous page, you did not provide a correct response to an item meant to ensure you were paying attention. The item was: "The response to this item will be "Neutral" to indicate attention."

Please be careful in providing answers to these questions.

Page Break

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

	Strongly Disagree (0)	Disagree (1)	Neutral (2)	Agree (3)	Strongly Agree (4)
If a friend or I experienced sexual misconduct, I know where to go to get help on campus. (KnowRes_1)	0	0	0	0	0
I understand what happens when a student reports a claim of sexual misconduct at Bucknell. (KnowRes_2)	0	0	0	0	0
I would know where to go to make a report of sexual misconduct. (KnowRes_3)	0	0	0	0	0

INFO_EDU1 Before coming to Bucknell, had you received any information or education (that did not come from Bucknell) about sexual misconduct?

- Yes (1)
- No (0)

INFO_EDU2 Since you came to Bucknell, which of the following have you done? Please check all that apply.

- Discussed sexual misconduct/rape in class (1)
- Discussed the topic of sexual misconduct with friends (2)
- Discussed sexual misconduct with a family member (3)
- Attended an event or program about what you can do as a bystander to stop sexual misconduct (4)
- Attended a rally or other campus event about sexual misconduct or sexual assault (5)
- Seen posters about sexual misconduct (e.g., raising awareness, preventing rape, defining sexual misconduct) (6)
- Seen or heard campus administrators or staff address sexual misconduct (7)
- Seen crime alerts about sexual misconduct (8)
- Read a report about sexual violence rates at Bucknell (9)
- Visited a Bucknell website with information on sexual misconduct (10)
- Volunteered or interned at an organization that addresses sexual misconduct (11)
- Seen or heard about sexual misconduct in a student publication or media outlet (12)
- Taken a class to learn more about sexual misconduct (13)

PCC_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

INFO_EDU3 Since coming to Bucknell, have you received written (e.g., brochures, emails) or verbal information (e.g., presentations, training) from anyone at Bucknell about the following? Please check all that apply.

- The definitions of types of sexual misconduct (1)
- How to report an incident of sexual misconduct (2)
- Where to go to get help if someone you know experiences sexual misconduct (3)
- Title IX protections against sexual misconduct (4)
- How to help prevent sexual misconduct (5)
- Student code of conduct or honor code (6)

INFO_EDU4 Please use the following scale to indicate how aware you are of the function of the campus and community resources specifically related to sexual misconduct response at Bucknell listed below.

	Not at all aware (0)	Slightly aware (1)	Somewhat aware (2)	Very aware (3)	Extremely aware (4)
Office for Violence Prevention and Victim Assistance (INFO_EDU4_1)	0	0	0	0	0
Office of Student Conduct (INFO_EDU4_2)	0	0	0	0	0
Title IX Compliance (INFO_EDU4_3)	0	0	0	0	0

Student Legal Services (INFO_EDU4_4)	0	0	0	0	0
Counseling Services (INFO_EDU4_5)	0	0	0	0	0
The Office of Employment Equity (INFO_EDU4_6)	0	0	0	0	0
Health Services (INFO_EDU4_7)	0	0	0	0	0

PCC_time3 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 4 - Perceptions of Campus Climate Regarding Sexual Misconduct

Start of Block: Module 5 - Campus Safety

Safety

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

	Strongly Disagree (0)	Disagree (1)	Neutral (2)	Agree (3)	Strongly Agree (4)
--	-----------------------	--------------	-------------	-----------	--------------------

On or around this campus, I feel safe from sexual harassment. (Safety_SH)	0	0	0	0	0
On or around this campus, I feel safe from dating violence. (Safety_DV)	0	0	0	0	0
On or around this campus, I feel safe from sexual violence. (Safety_SV)	0	0	0	0	0
On or around this campus, I feel safe from stalking. (Safety_Stlk)	0	0	0	0	0

Percept_SM

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

	Strongly Disagree (0)	Disagree (1)	Neutral (2)	Agree (3)	Strongly Agree (4)
I don't think sexual violence is a problem at Bucknell (Percept_1)	0	0	0	0	0

I don't think there is much I can do about sexual violence on this campus. (Percept_2)	0	0	0	0	0
I will indicate I "Strongly Disagree" with this item. (Attention_3)	0	0	0	0	0
There isn't much need for me to think about sexual violence while at college. (Percept_3)	0	0	0	0	0

CS_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If Percept_SM != I will indicate I "Strongly Disagree" with this item. [Strongly Disagree]

Attend_3 On the previous page, you did not provide a correct response to an item meant to ensure you were paying attention. The item was: "I will indicate I "Strongly Disagree" with this item."

Please be careful in providing answers to these questions.

End of Block: Module 5 - Campus Safety

Start of Block: Module 6 - Jezebel Stereotype Endorsement About Black Women Scale

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

	Not at all (1)	. (3)	. (4)	. (5)	Almost Always (6)
1. Black women use sex to get what they want. (1)	0	0	0	0	0
2. Black women can be calculating and manipulative. (2)	0	0	0	0	0
3. Black women are gold-diggers. (3)	0	0	0	0	0
4. Black women always want to have sex. (4)	0	0	0	0	0
5. Black women will steal your man. (5)	0	0	0	0	0
6. Black women tend to be vain. (6)	0	0	0	0	0
7. Black women are more seductive than other women. (7)	0	0	0	0	0

8. Black women are willing to trade sex for money and material comforts. (8)	0	0	0	0	0
9. Black women are more promiscuous (fast) than other women. (9)	0	0	0	0	0
10. Black women tend to be sexually wild and uninhibited (freaks). (10)	0	0	0	0	0
11. Black women will have sex with almost anyone who asks. (11)	0	0	0	0	0

End of Block: Module 6 - Jezebel Stereotype Endorsement About Black Women Scale

Start of Block: Module 7 - Interpersonal Sexual Objectification Scale

SexObjectification Using the scale provided, please indicate how often you have experienced the following during your time at Bucknell University.

	Never (1)	Rarely (2)	Occasionally (3)	Frequently (4)	Almost Always (5)
1. How often have you been whistled at while walking down a street? (1)	0	0	0	0	0

2. How often have you noticed someone staring at your breasts, butt, or crotch when you are talking to them? (2)	0	0	0	0	0
3. How often have you felt like or known that someone was evaluating your physical appearance? (3)	0	0	0	0	0
4. How often have you felt that someone was staring at your body? (4)	0	0	0	0	0
5. How often have you noticed someone leering (staring in a sexually interested way) at your body? (5)	0	0	0	0	0
6. How often have you heard a rude, sexual remark made about your body? (6)	0	0	0	0	0
7. How often have you been honked at when you were walking	0	0	0	0	0

down the street? (7)					
8. How often have you seen someone stare at one or more of your body parts? (8)	0	0	0	0	0
9. How often have you overheard inappropriate sexual comments made about your body? (9)	0	0	0	0	0
10. How often have you noticed that someone was not listening to what you were saying, but instead gazing at your body or a body part? (10)	0	0	0	0	0
11. How often have you heard someone make sexual comments or innuendos when noticing your body? (11)	0	0	0	0	0

End of Block: Module 7 - Interpersonal Sexual Objectification Scale

Start of Block: Module 6 - Sexual Harassment by Students

StuSH During your time at Bucknell University, have you been in a situation in which a student:

	Never (0) (0)	Once or twice (1)	Sometimes (2)	Often (3)	Many times (4)
Treated you “differently” because of your sex? (StuSH_1)	0	0	0	0	0
Displayed, used, or distributed sexist or suggestive materials? (StuSH_2)	0	0	0	0	0
Made offensive sexist remarks? (StuSH_3)	0	0	0	0	0
Put you down or was condescending to you because of your sex? (StuSH_4)	0	0	0	0	0
Repeatedly told sexual stories or jokes that were offensive to you? (StuSH_5)	0	0	0	0	0
Made unwelcome attempts to draw you into a discussion of sexual matters? (StuSH_6)	0	0	0	0	0

Made offensive remarks about your appearance, body, or sexual activities? (StuSH_7)	0	0	0	0	0
Made gestures or used body language of a sexual nature which embarrassed or offended you? (StuSH_8)	0	0	0	0	0
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it? (StuSH_9)	0	0	0	0	0
A choice that indicates attention for this item would be, "Never." (Attention_4)	0	0	0	0	0
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Instagram, Facebook or other electronic means? (StuSH_10)	0	0	0	0	0

Spread
unwelcome
sexual rumors
about you by
text, email,
Instagram,
Facebook or
other electronic
means?
(StuSH_11)

Referred to
your sexuality
in a negative
way by text,
email,
Instagram,
Facebook or
other electronic
means?
(StuSH_12)

SHKnow Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

SHPrior Had any of the above behaviors happened to you at any school prior to starting at Bucknell?

- Yes (1)
- No (0)

Page Break

SSH_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If StuSH != Never (0)

Attend_4 On the previous page, you did not provide a correct response to an item meant to ensure you were paying attention. The item was: A choice that indicates attention for this item would be, "Never".

Please be careful in providing answers to these questions.

End of Block: Module 6 - Sexual Harassment by Students

Start of Block: Module 7 - Follow up Student Harassment

Q814 Think about the situations that have happened to you that involved the experiences you marked on the last several screens. Now think about the ONE SITUATION that happened to you during your time at Bucknell, that had the greatest effect on you and answer the following questions.

Page Break

SH_V_Temp When did this situation occur?

	Month	Year
Please Select: (1)	▼ January (1 ... December (12)	▼ 2018 (1 ... 2023 (6)

Page Break

Display This Question:

If SH_V_Temp#1 = March

And SH_V_Temp#2 = 2020

SH_V_March2020 Did this happen before or after you learned campus would be closing due to COVID-19?

- Before (1)
- After (2)

Page Break

SH_V_Involved The situation involved (check all that apply):

- Sexist or sexually offensive language, gestures or pictures (1)
- Unwanted sexual attention (2)
- Unwanted touching (3)
- Subtle or explicit bribes or threats (4)

SH_V_PerpNumber How many people committed the behavior during this situation?

- 1 (1)

- o 2 (4)
- o More than 2 (6)

SH_V_PerpGender What was the gender of the person(s) who did the behavior? Please check all that apply.

- Man (0)
 - Woman (1)
 - Trans (2)
 - Trans-Masculine or Transmasc (8)
 - Trans-Feminine or Transfemme (9)
 - Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)
 - Two-Spirit (7)
 - An identity not listed here: (5)
-
- I'm not sure (6)

Page Break

SH_V_Status Please describe student status of the person(s) who committed the behavior.

- Undergraduate Student (5)
- Graduate Student (3)
- Don't Know (2)
- Other (4) _____

SH_V_Location Where did this situation happen?

- o Virtually/Online or Using a Phone (21)
- o Academic Building (20)
- o On an Academic Trip (22)
- o Bar/Restaurant (19)
- o The Staff or Faculty Member's House (23)
- o Affinity House (2)
- o Hunt Hall (3)
- o On-Campus Fraternity Chapter House (8)
- o Other On-Campus Residence Hall/Dormitory (1)
- o Other On-Campus Location (18)
- o Off-Campus University-Sponsored Apartment/House (4)
- o Off Campus Sports-Team House (9)
- o Off Campus Fraternity House (10)
- o Off Campus Sorority House (11)
- o Other Privately Rented or Owned Downtown House (7)
- o Other Downtown Location (24)
- o Study Abroad (12)
- o Fraternity rented Hotel/Motel/AirBnB (13)
- o Sorority rented Hotel/Motel/AirBnB (17)
- o Sports Team rented Hotel/Motel/AirBnB (15)
- o Other Hotel/Motel/AirBnB rental (16)
- o At home of a Student's Parent(s) or Guardian(s) (6)
- o Other Location: (14) _____

Page Break

SH_V_PerpAlc Had the other person(s) been using alcohol or other drugs just prior to the incident?

- o They had been using alcohol (1)

- o They had been using drugs (2)
- o They had been using both alcohol and drugs (3)
- o They had not been using either alcohol or drugs (0)
- o I don't know (4)

SH_V_PersonalAlc Had you been using alcohol or other drugs just prior to the incident?

- o I had been using alcohol (1)
- o I had been using drugs (2)
- o I had been using both alcohol and drugs (3)
- o I had not been using either alcohol or drugs (0)

SH_V_Drugged Had you been drugged, or do you suspect that you had been, during this incident?

- o Yes (1)
- o No (2)

Page Break

Display This Question:

If SH_V_PersonalAlc = I had been using alcohol

Or SH_V_PersonalAlc = I had been using drugs

Or SH_V_PersonalAlc = I had been using both alcohol and drugs

SH_V_AlcProvide Did the person(s) who did the behavior provide you with some or all of the alcohol or or drugs you used?

- o Yes (1)
- o No (2)

SH_V_Feel During the incident, to what extent did you feel:	Not At All (0)	Slightly (1)	Somewhat (2)	Very (3)	Extremely (4)
Confused (SH_V_Feel_16)	0	0	0	0	0
Disappointed (SV_V_feel_4)	0	0	0	0	0
Guilt (SV_Feel_9)	0	0	0	0	0
Ashamed (SV_V_feel_5)	0	0	0	0	0
Angry (SV_Feel_10)	0	0	0	0	0
Like it might hurt you academically or hurt your career if you didn't go along (SH_V_Feel_14)	0	0	0	0	0
Like the other person might not want you anymore if you didn't go along (SH_V_Feel_7)	0	0	0	0	0
Like the only way to get them to stop was to go along (SH_V_Feel_15)	0	0	0	0	0

Like the other person might harm you physically/sexually if you didn't go along (SV_V_feel_3)	0	0	0	0	0
Scared (SV_V_feel_1)	0	0	0	0	0
Like your life was in danger (SV_V_feel_2)	0	0	0	0	0
Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. (SV_V_Feel_12)	0	0	0	0	0

Page Break

Display This Question:

If SH_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Slightly]

Or SH_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Somewhat]

Or SH_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Very]

Or SH_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Extremely]

SH_V_HateBias Thank you for sharing that with us. You just indicated that you felt "Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status." Which characteristic or identity? Please check all that apply.

- Race (1)
- Ethnicity (2)
- Disability (3)
- Age (4)
- Sexuality (5)
- Gender (6)
- Socioeconomic Status (8)
- Other: (7) _____

Page Break

SH_V_React Please tell us how you reacted to the situation (check all that apply).

- I ignored the person and did nothing. (1)
- I avoided the person as much as possible. (2)
- I treated it like a joke. (3)
- I told the person to stop. (4)
- I reported the person. (5)
- I asked someone for advice and/or support. (6)

SH_V_Label How do you label this experience?

Q831 Timing
First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

End of Block: Module 7 - Follow up Student Harassment

Start of Block: Module 8 - Sexual Harassment by Faculty/Staff

SHFacStaff During your time at Bucknell University, have you been in a situation in which a faculty member, instructor, or staff member:

	Never (0)	Once or Twice (1)	Sometimes (2)	Often (3)	Many Times (4)
1. Treated you “differently” because of your sex (for example, mistreated, slighted, or ignored you)? (SHFacStaff_1)	0	0	0	0	0
2. Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)? (SHFacStaff_2)	0	0	0	0	0

3. Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)? (SHFacStaff_3)	0	0	0	0	0
4. Put you down or was condescending to you because of your sex? (SHFacStaff_4)	0	0	0	0	0
5. Repeatedly told sexual stories or jokes that were offensive to you? (SHFacStaff_5)	0	0	0	0	0
6. Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)? (SHFacStaff_6)	0	0	0	0	0
7. Made gestures or used body language of a sexual nature which embarrassed or offended you? (SHFacStaff_8)	0	0	0	0	0

8. Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it? (SHFacStaff_9)	0	0	0	0	0
9. Continued to ask you for dates, drinks, dinner, etc., even though you said "No"? (SHFacStaff_10)	0	0	0	0	0
10. Touched you in a way that made you feel uncomfortable? (SHFacStaff_11)	0	0	0	0	0
11. Made unwanted attempts to stroke, fondle, or kiss you? (SHFacStaff_12)	0	0	0	0	0
12. Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior? (SHFacStaff_13)	0	0	0	0	0

13. Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)? (SHFacStaff_14)	0	0	0	0	0
14. Treated you badly for refusing to have sex? (SHFacStaff_15)	0	0	0	0	0
15. Implied better treatment if you were sexually cooperative? (SHFacStaff_16)	0	0	0	0	0

FSHKnow Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

FSHPrior Had any of the above behaviors happened to you at any school from an instructor or staff member prior to starting at Bucknell?

- Yes (1)

o No (0)

FSH_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 8 - Sexual Harassment by Faculty/Staff

Start of Block: Module 9 - Follow Up FS Harassment

Q797 Think about the situations that have happened to you that involved the experiences you marked on the last several screens. Now think about the ONE SITUATION that happened to you during your time at Bucknell, that had the greatest effect on you and answer the following questions.

Page Break

FS_V_Temp When did this situation occur?

	Month	Year
Please Select: (1)	▼ January (1 ... December (12)	▼ 2018 (1 ... 2023 (6)

Page Break

Display This Question:

If FS_V_Temp#1 = March

And FS_V_Temp#2 = 2020

Q421 Did this happen before or after you learned campus would be closing due to COVID-19?

- Before (1)
- After (2)

Page Break

FSH_situat The situation involved (check all that apply):

- Sexist or sexually offensive language, gestures or pictures (1)
- Unwanted sexual attention (2)
- Unwanted touching (3)
- Subtle or explicit bribes or threats (4)

FSH_V_PerpNumber How many people committed the behavior during this situation?

- 1 (1)
- 2 (4)
- More than 2 (6)

FSH_Perp_Gender What was the gender of the person(s) who did the behavior? Please check all that apply.

- Man (0)
- Woman (1)
- Trans (2)
- Trans-Masculine or Transmasc (8)
- Trans-Feminine or Transfemme (9)
- Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)

- Two-Spirit (7)
- An identity not listed here: (5)

-
- I'm not sure (6)

FS_V_Status Please describe status of the person(s) who committed the behavior.

- Faculty Member (5)
- Graduate Student Instructor (6)
- Staff Member (7)
- Other (4) _____

Page Break

FS_V_Location Where did this situation happen?

- Virtually/Online or Using a Phone (21)
- Academic Building (20)
- On an Academic Trip (22)
- Bar/Restaurant (19)
- The Staff or Faculty Member's House (23)
- Affinity House (2)
- Hunt Hall (3)
- On-Campus Fraternity Chapter House (8)
- Other On-Campus Residence Hall/Dormitory (1)
- Other On-Campus Location (18)
- Off-Campus University-Sponsored Apartment/House (4)
- Off Campus Sports-Team House (9)
- Off Campus Fraternity House (10)

- o Off Campus Sorority House (11)
- o Other Privately Rented or Owned Downtown House (7)
- o Other Downtown Location (24)
- o Study Abroad (12)
- o Fraternity rented Hotel/Motel/AirBnB (13)
- o Sorority rented Hotel/Motel/AirBnB (17)
- o Sports Team rented Hotel/Motel/AirBnB (15)
- o Other Hotel/Motel/AirBnB rental (16)
- o At home of a Student's Parent(s) or Guardian(s) (6)
- o Other Location: (14) _____

FS_V_PerpAlc Had the other person(s) been using alcohol or other drugs just prior to the incident?

- o They had been using alcohol (1)
- o They had been using drugs (2)
- o They had been using both alcohol and drugs (3)
- o They had not been using either alcohol or drugs (0)
- o I don't know (4)

FS_V_PersonalAlc Had you been using alcohol or other drugs just prior to the incident?

- o I had been using alcohol (1)
- o I had been using drugs (2)
- o I had been using both alcohol and drugs (3)
- o I had not been using either alcohol or drugs (0)

FS_V_Drugged Had you been drugged, or do you suspect that you had been, during this incident?

- o Yes (1)

No (2)

Page Break

Display This Question:

If FS_V_PersonalAlc = I had been using alcohol

Or FS_V_PersonalAlc = I had been using drugs

Or FS_V_PersonalAlc = I had been using both alcohol and drugs

FS_V_AlcProvide Did the person(s) who did the behavior provide you with some or all of the alcohol or other drugs you used?

Yes (1)

No (2)

Page Break

FS_V_Feel During the incident, to what extent did you feel:

	Not At All (0)	Slightly (1)	Somewhat (2)	Very (3)	Extremely (4)
Confused (SV_V_Feel_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disappointed (SV_V_feel_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilt (SV_Feel_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed (SV_V_feel_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Angry (SV_Feel_10)	0	0	0	0	0
Like it might hurt you academically or hurt your career if you didn't go along (SV_V_feel_6)	0	0	0	0	0
Like the other person might not want you anymore if you didn't go along (FS_V_Feel_16)	0	0	0	0	0
Like the only way to get them to stop was to go along (FS_V_Feel_15)	0	0	0	0	0
Like the other person might harm you physically/sexually if you didn't go along (SV_V_feel_3)	0	0	0	0	0
Scared (SV_V_feel_1)	0	0	0	0	0
Like your life was in danger (SV_V_feel_2)	0	0	0	0	0
Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. (SV_V_Feel_12)	0	0	0	0	0

Display This Question:

If FS_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Slightly]

Or FS_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Somewhat]

Or FS_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Very]

Or FS_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Extremely]

FS_V_HateBias Thank you for sharing that with us. You just indicated that you felt "Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status." Which characteristic or group? Please check all that apply.

- Race (1)
- Ethnicity (2)
- Disability (3)
- Age (4)
- Sexuality (5)
- Gender (6)
- Socioeconomic Status (8)
- Other: (7) _____

FS_V_react Please tell us how you reacted to the situation (check all that apply).

- I ignored the person and did nothing. (1)
- I avoided the person as much as possible. (2)
- I treated it like a joke. (3)
- I told the person to stop. (4)

- I reported the person. (5)
- I asked someone for advice and/or support. (6)

FS_Label How do you label this experience?

Q812 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 9 - Follow Up FS Harassment

Start of Block: Module 10 - Stalking Victimization

StalkVict How many times have one or more people done the following things to you during your time at Bucknell University?

	None (0)	1-2 (1.5)	3-5 (4)	5-8 (6.5)	More than 8 (9)
Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS [global positioning system]? (StalkVict_1)	0	0	0	0	0

Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?
(StalkVict_2)

0 0 0 0 0

Left strange or potentially threatening items for you to find?
(StalkVict_3)

0 0 0 0 0

Sneaked into your home or car and did things to scare you by letting you know they had been there?
(StalkVict_4)

0 0 0 0 0

Left you unwanted messages (including text or voice messages)?
(StalkVict_5)

0 0 0 0 0

Made unwanted phone calls to you (including hang up calls)?
(StalkVict_6)

0 0 0 0 0

Sent you unwanted emails, instant messages, or sent messages through social media apps? (StalkVict_7)	0	0	0	0	0
Left you cards, letters, flowers, or presents when they knew you didn't want them to? (StalkVict_8)	0	0	0	0	0
Made rude or mean comments to you online? (StalkVict_9)	0	0	0	0	0
Spread rumors about you online, whether they were true or not? (StalkVict_10)	0	0	0	0	0

StalkKNow Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

StalkPrior Had any of the above behaviors happened to you prior to starting at Bucknell?

- o Yes (1)
- o No (0)

StlkVtime1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 10 - Stalking Victimization

Start of Block: Module 11 - Stalking Follow-up

Q832 Think about the situations that have happened to you that involved the experiences you marked on the last several screens. Now think about the ONE SITUATION that happened to you during your time at Bucknell, that had the greatest effect on you and answer the following questions.

Page Break

Stalk_V_Temp When did this situation occur?

	Month	Year
Please Select: (1)	▼ January (1 ... December (12)	▼ 2018 (1 ... 2023 (6)

Page Break

Display This Question:

If Stalk_V_Temp#1 = March

Stalk_V_March2020 Did this happen before or after you learned campus would be closing due to COVID-19?

- Before (1)
- After (2)

Page Break

Stalk_V_PerpNumber How many people committed the behavior during this situation?

- 1 (1)
- 2 (4)
- More than 2 (6)

Stalk_V_PerpGender What was the gender of the person(s) who did the behavior? Please check all that apply.

- Man (0)
 - Woman (1)
 - Trans (2)
 - Trans-Masculine or Transmasc (8)
 - Trans-Feminine or Transfemme (9)
 - Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)
 - Two-Spirit (7)
 - An identity not listed here: (5)
-
- I'm not sure (6)

Stalk_V_Bucknell Was this person affiliated with Bucknell (student, faculty, or staff member)?

- Yes (4)
- No (5)
- Don't know (6)

Page Break

Display This Question:

If Stalk_V_Bucknell = Yes

Stalk_V_Status Please describe the status of the person(s) who committed the behavior.

- Undergraduate Student (5)
- Graduate student Instructor (3)
- Faculty Member (1)
- Staff Member (2)
- Other (4) _____

Page Break

Stalk_V_Relationship What was your relationship to the other person?

- Stranger (1)
- Acquaintance (2)
- Friend (3)
- Romantic Partner (4)
- Former Romantic Partner (5)
- Relative/Family (6)
- Faculty/Staff (7)

Stalk_V_Location Where did this situation happen?

- o Virtually/Online or Using a Phone (21)
- o On an Academic Trip (22)
- o Academic Building (20)
- o Bar/Restaurant (19)
- o Affinity House (2)
- o Hunt Hall (3)
- o On-Campus Fraternity Chapter House (8)
- o Other On-Campus Residence Hall/Dormitory (1)
- o Other On-Campus Location (18)
- o Off-Campus University-Sponsored Apartment/House (4)
- o Off Campus Sports-Team House (9)
- o Off Campus Fraternity House (10)
- o Off Campus Sorority House (11)
- o Other Privately Rented or Owned Downtown House (7)
- o Other Downtown Location (23)
- o Study Abroad (12)
- o Fraternity rented Hotel/Motel/AirBnB (13)
- o Sorority rented Hotel/Motel/AirBnB (17)
- o Sports Team rented Hotel/Motel/AirBnB (15)
- o Other Hotel/Motel/AirBnB rental (16)
- o At home of a Student's Parent(s) or Guardian(s) (6)
- o Other Location: (14) _____

Page Break

Stalk_V_PerpAlc Had the other person been using alcohol or other drugs just prior to the incident?

- They had been using alcohol (1)
- They had been using drugs (2)
- They had been using both alcohol and drugs (3)
- They had not been using either alcohol or drugs (0)
- I don't know (4)

Stalk_V_PersonalAlc Had you been using alcohol or other drugs just prior to the incident?

- I had been using alcohol (1)
- I had been using drugs (2)
- I had been using both alcohol and drugs (3)
- I had not been using either alcohol or drugs (0)

Stalk_V_Drugged Had you been drugged, or do you suspect that you had been, during this incident?

- Yes (1)
- No (2)

Page Break

Display This Question:

If Stalk_V_PersonalAlc = I had been using alcohol

Or Stalk_V_PersonalAlc = I had been using drugs

Or Stalk_V_PersonalAlc = I had been using both alcohol and drugs

Stalk_V_AlcProvide Did the person who did the behavior provide you with some or all of the alcohol or other drugs you used?

Yes (1)

No (2)

Page Break

Stalk_V_Feel During the incident, to what extent did you feel:	Not At All (0)	Slightly (1)	Somewhat (2)	Very (3)	Extremely (4)
Confused (SV_V_Feel_11)	0	0	0	0	0
Disappointed (SV_V_feel_4)	0	0	0	0	0
Guilt (SV_Feel_9)	0	0	0	0	0
Ashamed (SV_V_feel_5)	0	0	0	0	0
Angry (SV_Feel_10)	0	0	0	0	0
Like it might hurt you academically or hurt your career if you didn't go along (Stalk_V_Feel_16)	0	0	0	0	0
Like the other person might not want you anymore if you didn't go along (Stalk_V_Feel_17)	0	0	0	0	0

Like the only way to get them to stop was to go along (Stalk_V_Feel_15)	0	0	0	0	0
Like the other person might harm you physically/sexually if you didn't go along (SV_V_feel_3)	0	0	0	0	0
Scared (SV_V_feel_1)	0	0	0	0	0
Like your life was in danger (SV_V_feel_2)	0	0	0	0	0
Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. (SV_V_Feel_12)	0	0	0	0	0

Page Break

Display This Question:

If Stalk_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Slightly]

Or Stalk_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Somewhat]

Or Stalk_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Very]

Or Stalk_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Extremely]

Stalk_HateBias You just indicated that you felt "Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status." Which characteristic or group? Please check all that apply.

- Race (1)
- Ethnicity (2)
- Ability (3)
- Age (4)
- Sexuality (5)
- Gender (6)
- Socioeconomic Status (8)
- Other: (7) _____

Page Break

Stalk_Label How do you label this experience?

Q847 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 11 - Stalking Follow-up

Start of Block: Module 12 - Dating Violence Victimization

DV_Vict Answer the next questions about any hook-up, significant other, spouse, or partner you have had, including exes, regardless of the length of the relationship during your time at Bucknell University.

	Never (0) (0)	Once or Twice (1)	Sometimes (2)	Often (3)	Many Times (4)
1. Not including horseplay or joking around, the person threatened to hurt me and I thought I might really get hurt. (DV_Vict_1)	0	0	0	0	0
2. Not including horseplay or joking around, the person pushed, grabbed, or shook me. (DV_Vict_2)	0	0	0	0	0
3. Not including horseplay or joking around, the person hit me. (DV_Vict_3)	0	0	0	0	0
4. Not including horseplay or joking around, the person beat me up. (DV_Vict_4)	0	0	0	0	0

5. Not including horseplay or joking around, the person stole or destroyed my property.
(DV_Vict_5)

6. Not including horseplay or joking around, the person can scare me without laying a hand on me.
(DV_Vict_6)

DVKnow Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

DVPrior Had any of the above behaviors happened to you prior to starting at Bucknell?

- Yes (1)
- No (0)

DV_V_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 12 - Dating Violence Victimization

Start of Block: Module 13 - DV Follow-up

Q849 Think about the situations that have happened to you that involved the experiences you marked on the last several screens. Now think about the ONE SITUATION that happened to you during your time at Bucknell, that had the greatest effect on you and answer the following questions.

Page Break

DV_V_Temp When did this situation occur?

	Month	Year
Please Select: (1)	▼ January (1 ... December (12)	▼ 2018 (1 ... 2023 (6)

Page Break

Display This Question:

If DV_V_Temp#1 = March

And DV_V_Temp#2 = 2020

DV_March2020 Did this happen before or after you learned campus would be closing due to COVID-19?

- Before (1)
- After (2)

Page Break

DV_V_PerpNumber How many people committed the behavior during this situation?

- 1 (1)
- 2 (4)
- More than 2 (6)

DV_V_PerpNumber What was the gender of the person(s) who did the behavior? Please check all that apply.

- Man (0)
 - Woman (1)
 - Trans (2)
 - Trans-Masculine or Transmasc (8)
 - Trans-Feminine or Transfemme (9)
 - Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)
 - Two-Spirit (7)
 - An identity not listed here: (5)
-
- I'm not sure (6)

DV_V_Bucknell Was this person affiliated with Bucknell (student, faculty, or staff member)?

- Yes (4)
- No (5)
- Don't know (6)

Page Break

Display This Question:

If DV_V_Bucknell = Yes

DV_V_Status Please describe the status of the person(s) who committed the behavior.

- Undergraduate Student (5)
- Graduate student instructor (3)
- Faculty member (1)
- Staff member (2)
- Other (4) _____

Page Break

DV_V_Relationship What was your relationship to the other person?

- Stranger (1)
- Acquaintance (2)
- Friend (3)
- Romantic Partner (4)
- Former Romantic Partner (5)
- Faculty/Staff (7)

DV_V_Location Where did this situation happen?

- Virtually/Online or Using a Phone (21)

- o Academic Building (20)
- o Bar/Restaurant (19)
- o Affinity House (2)
- o Hunt Hall (3)
- o On-Campus Fraternity Chapter House (8)
- o Other On-Campus Residence Hall/Dormitory (1)
- o Other On-Campus Location (18)
- o Off Campus Sports-Team House (9)
- o Off Campus Fraternity House (10)
- o Off Campus Sorority House (11)
- o Off-Campus University-Sponsored Apartment/House (4)
- o Other Privately Rented or Owned Downtown House (7)
- o Other Downtown Location (23)
- o Study Abroad (12)
- o On an Academic Trip (22)
- o Fraternity rented Hotel/Motel/AirBnB (13)
- o Sorority rented Hotel/Motel/AirBnB (17)
- o Sports Team rented Hotel/Motel/AirBnB (15)
- o Other Hotel/Motel/AirBnB rental (16)
- o At Home of a Student's Parent(s) or Guardian(s) (6)
- o Other Location: (14) _____

Page Break

DV_V_PerpAlc Had the other person been using alcohol or other drugs just prior to the incident?

- o They had been using alcohol (1)
- o They had been using drugs (2)
- o They had been using both alcohol and drugs (3)
- o They had not been using either alcohol or drugs (0)
- o I don't know (4)

DV_V_PersonalAlc Had you been using alcohol or other drugs just prior to the incident?

- I had been using alcohol (1)
- I had been using drugs (2)
- I had been using both alcohol and drugs (3)
- I had not been using either alcohol or drugs (0)

DV_V_Drugged Had you been drugged, or do you suspect that you had been, during this incident?

- Yes (1)
- No (2)

Page Break

Display This Question:

If DV_V_PersonalAlc = I had been using alcohol

Or DV_V_PersonalAlc = I had been using drugs

Or DV_V_PersonalAlc = I had been using both alcohol and drugs

DV_V_Provide Did the person who did the behavior provide you with some or all of the alcohol or other drugs you used?

- Yes (1)
- No (2)

Page Break

DV_V_Feel During the incident, to what extent did you feel:

	Not At All (0)	Slightly (1)	Somewhat (2)	Very (3)	Extremely (4)
Confused (SV_V_Feel_11)	0	0	0	0	0
Disappointed (SV_V_feel_4)	0	0	0	0	0
Guilt (SV_Feel_9)	0	0	0	0	0
Ashamed (SV_V_feel_5)	0	0	0	0	0
Angry (SV_Feel_10)	0	0	0	0	0
Like it might hurt you academically or hurt your career if you didn't go along (DV_V_Feel_16)	0	0	0	0	0
Like the other person might not want you anymore if you didn't go along (DV_V_Feel_17)	0	0	0	0	0
Like the only way to get them to stop was to go along (DV_V_Feel_14)	0	0	0	0	0
Like the other person might harm you physically/sexually if you didn't go along (SV_V_feel_3)	0	0	0	0	0

Scared (SV_V_feel_1)	0	0	0	0	0
Like your life was in danger (SV_V_feel_2)	0	0	0	0	0
Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. (SV_V_Feel_12)	0	0	0	0	0

Page Break

Display This Question:

If DV_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Slightly]

Or DV_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Somewhat]

Or DV_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Very]

Or DV_V_Feel = Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status. [Extremely]

DV_V_HateBias Thank you for sharing that with us. You just indicated that you felt "Like the other person's treatment of you had something to do with your race, ethnicity, gender, disability, age, sexuality or socioeconomic status." Which characteristic or group? Please check all that apply.

- Race (1)
- Ethnicity (2)
- Disability (3)

- Age (4)
- Sexuality (5)
- Gender (6)
- Socioeconomic Status (8)
- Other: (7) _____

Page Break

DV_V_Label How do you label this experience?

Q865 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 13 - DV Follow-up

Start of Block: Module 15 - Sexual Violence Victimization

SV_V-inst The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information. Your information is completely confidential. We hope that this helps you to feel comfortable answering each question honestly. Fill the bubble showing the amount of times each experience has happened to you. If several experiences occurred on the same occasion—for example, if one night someone told you lies and had sex with you when you were drunk, you should indicate both. Please keep in mind, we want to know about your experiences during your time at Bucknell. These experiences could occur on or off campus, when school is in session or when you are on a break.

Page Break

SV_V_1 Someone fondled, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or butt) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to. (SV_V1_1)	0	0	0	0
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (SV_V1_2)	0	0	0	0
Taking advantage of me when I was too drunk or out of it to stop what was happening. (SV_V1_3)	0	0	0	0
Threatening to physically harm me or someone close to me. (SV_V1_4)	0	0	0	0

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
(SV_V1_5)

0

0

0

0

SV_V_1_Know Do you know of any of these behaviors happening to other students at the University?

Yes (1)

No (0)

S_V_1_Prior Had any of the above behaviors happened to you prior to starting at Bucknell?

Yes (1)

No (0)

SV_V_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_V_2 During my time at Bucknell, Even though it didn't happen, someone TRIED to have oral, anal, or vaginal sex with me without my consent by:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to. (SV_V5_1)	0	0	0	0
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (SV_V5_2)	0	0	0	0
Taking advantage of me when I was too drunk or out of it to stop what was happening. (SV_V5_3)	0	0	0	0
Threatening to physically harm me or someone close to me. (SV_V5_4)	0	0	0	0

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
(SV_V5_5)

0 0 0 0

S_V_2Know Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

S_V_2Prior Had any of the above behaviors happened to you prior to starting at Bucknell?

- Yes (1)
- No (0)

Page Break

SV_V_ASFV The following may apply even if you do not have a penis. For example: a student may have been made to put their fingers into another student's vagina.

During my time at Bucknell, even though it didn't happen, someone:

Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
---------------	--------------	-----------------	----------------

<p>1. TRIED to MAKE ME put my penis into their mouth, or tried to make me stick in fingers or objects without my consent. (AttemptedSFV_Oral1)</p>	0	0	0	0
<p>2. TRIED to MAKE ME put my penis into their vagina, or tried to make me stick in fingers or objects without my consent. (Attempted SES-SFV_Vaginal1)</p>	0	0	0	0
<p>3. TRIED to MAKE ME put my penis into their butt, or tried to make me stick in fingers or objects without my consent. (Attempted SES-SFV_Anal1)</p>	0	0	0	0
<p>4. TRIED to MAKE ME put their penis into my mouth, or someone tried to MAKE ME stick in fingers or objects without my consent. (AttemptedSFV_Oral2)</p>	0	0	0	0
<p>5. TRIED to MAKE ME put their penis into my vagina, or someone tried to MAKE ME stick in fingers or objects without my consent (<i>skip if you do not have a vagina</i>). (Attempted SES-SFV_Vaginal2)</p>	0	0	0	0

6. TRIED to MAKE ME put their penis into my butt, or someone tried to MAKE ME stick in fingers or objects without my consent. (Attempted SES-SFV _Anal2)

0 0 0 0

ASFVKnow Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

ASFVPrior Had any of the above behaviors happened to you prior to starting at Bucknell?

- Yes (1)
- No (0)

SV_V_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_V_Stealth During your time at Bucknell, how many times has a partner, during (or before) sex:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
Removed the condom without your consent? (SV_V4_1)	0	0	0	0
Removed the condom without your knowledge? (StealthV_19)	0	0	0	0

Stealth1 Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

Stealth2 Had any of the above behaviors happened to you prior to starting at Bucknell?

- Yes (1)
- No (0)

Page Break

SV_V_3 During my time at Bucknell, someone had oral sex with me or made me perform oral sex on them without my consent by:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to. (SV_V2_1)	0	0	0	0
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (SV_V2_2)	0	0	0	0
Taking advantage of me when I was too drunk or out of it to stop what was happening. (SV_V2_3)	0	0	0	0
Threatening to physically harm me or someone close to me. (SV_V2_4)	0	0	0	0

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
(SV_V2_5)

0

0

0

0

OralRapeKNow Do you know of any of these behaviors happening to other students at the University?

Yes (1)

No (0)

OralRapePrior Had any of the above behaviors happened to you prior to starting at Bucknell?

Yes (1)

No (0)

SV_V_time3 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_V_4 Skip the following items if you do not have a vagina.

During my time at Bucknell, someone put their penis, fingers, or other objects into my butt without my consent by:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to. (SV_V3_1)	0	0	0	0
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (SV_V3_2)	0	0	0	0
Taking advantage of me when I was too drunk or out of it to stop what was happening. (SV_V3_3)	0	0	0	0
Threatening to physically harm me or someone close to me. (SV_V3_4)	0	0	0	0

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
(SV_V3_5)

0

0

0

0

RapeVaginalKnow Do you know of any of these behaviors happening to other students at the University?

Yes (1)

No (0)

RapeVaginalKnow Had any of the above behaviors happened to you prior to starting at Bucknell?

Yes (1)

No (0)

SV_V_time4 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_V_5 During my time at Bucknell, someone put their penis, fingers, or other objects into my butt without my consent by:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many times (3)
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to. (SV_V4_1)	0	0	0	0
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (SV_V4_2)	0	0	0	0
Taking advantage of me when I was too drunk or out of it to stop what was happening. (SV_V4_3)	0	0	0	0
Threatening to physically harm me or someone close to me. (SV_V4_4)	0	0	0	0

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
(SV_V4_5)

o o o o

RapeAnalKnow Do you know of any of these behaviors happening to other students at the University?

- o Yes (1)
- o No (0)

RapeAnalPrior Had any of the above behaviors happened to you prior to starting at Bucknell?

- o Yes (1)
- o No (0)

Page Break

SES_SFV The following may apply even if you do not have a penis. For example: a student may have been made to put their fingers into another student's vagina.

During my time at Bucknell, Someone MADE ME:

	Never (0) (0)	Once (1) (1)	A Few Times (2)	Many Times (3)

Put my penis into their mouth, or MADE ME insert my fingers or objects into their mouth without my consent. (Completed SES-SFV_Oral)	0	0	0	0
Put my penis into their vagina, or MADE ME insert my fingers or objects into their vagina without my consent. (Completed SES-SFV_Vaginal)	0	0	0	0
Put my penis into their butt, or someone MADE ME insert my fingers or objects into their butt without my consent. (Completed SES-SFV_Anal)	0	0	0	0

SFV_Know Do you know of any of these behaviors happening to other students at the University?

- Yes (1)
- No (0)

SFV_Know Had any of the above behaviors happened to you prior to starting at Bucknell?

- Yes (1)
- No (0)

SV_V_time5 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

End of Block: Module 15 - Sexual Violence Victimization

Start of Block: Module 16 - Sexual Violence Victimization Follow Up Questions (Rape)

V_SR_R1 On the last several pages of the survey, you reported that someone had oral, anal, or vaginal sex with you without your consent, either multiple times or using multiple strategies since you enrolled at Bucknell.

- All of the experiences were with the same person. (1)
 - These experiences were with more than one person. (If you choose this, please enter the number of people in the box below.) (2)
-

V_SR_R2 On how many different days did someone have oral, anal, or vaginal sex with you without your consent since you enrolled at Bucknell?

- ▼ 1 (1) ... 9 or more (9)

End of Block: Module 16 - Sexual Violence Victimization Follow Up Questions (Rape)

Start of Block: Module 17 - Sexual Violence Victimization Follow Up Questions (Both)

V_SR_B1 On the last several pages of the survey, you reported that since you enrolled at Bucknell someone had oral, anal, or vaginal sex with you without your consent.

And

Even though it didn't happen, that someone TRIED TO have oral, anal, or vaginal sex with you without your consent.

- All of the experiences were with the same person. (1)
 - These experiences were with more than one person. (If you choose this, please enter the number of people in the box below.) (2)
-

V_SR_B2 On how many different days did someone either try to or have oral, anal, or vaginal sex with you without your consent since you enrolled at Bucknell?

▼ 1 (1) ... 9 or more (9)

End of Block: Module 17 - Sexual Violence Victimization Follow Up Questions (Both)

Start of Block: Module 18 - Sexual Violence Victimization Follow Up Questions

Q315 Think about the situations that have happened to you that involved the experiences you marked on the last several screens. Now think about the ONE SITUATION that happened to you during your time at Bucknell, that had the greatest effect on you and answer the following questions.

Page Break

SV_V_Temp When did this situation occur?

	Month	Year
Please Select: (1)	▼ January (1 ... December (12)	▼ 2018 (1 ... 2023 (6)

Page Break

Display This Question:

If SV_V_Temp#1 = March

And SV_V_Temp#2 = 2020

SV_V_March2020 Did this happen before or after you learned campus would be closing due to COVID-19?

- Before (1)
- After (2)

Page Break

SV_V_PerpNumber How many people committed the behavior during this situation?

- 1 (1)
- 2 (4)
- More than 2 (6)

SV_V_PerpGender What was the gender of the person(s) who did the behavior? Please check all that apply.

- Man (0)

- Woman (1)
 - Trans (2)
 - Trans-Masculine or Transmasc (8)
 - Trans-Feminine or Transfemme (9)
 - Non-Binary/Genderqueer/Gender Non-Conforming/Gender-Fluid (4)
 - Two-Spirit (7)
 - An identity not listed here: (5)
-
- I'm not sure (6)

SV_V_Bucknell Was this person affiliated with Bucknell (student, faculty, or staff member)?

- Yes (4)
- No (5)
- Don't know (6)

Page Break

Display This Question:

If SV_V_Bucknell = Yes

SV_V_Status Please describe the status of the person(s) who committed the behavior.

- Undergraduate Student (5)
- Graduate student instructor (3)
- Faculty member (1)
- Staff member (2)
- Other (4) _____

Page Break

SV_V_rel What was your relationship to the other person?

- o Stranger (1)
- o Acquaintance (2)
- o Friend (3)
- o Romantic Partner (4)
- o Former Romantic Partner (5)
- o Relative/Family (6)
- o Faculty/Staff (7)

SV_V_Location Where did this situation happen?

- o Academic Building (20)
- o Bar/Restaurant (19)
- o Affinity House (2)
- o Hunt Hall (3)
- o On-Campus Fraternity Chapter House (8)
- o Other On-Campus Residence Hall/Dormitory (1)
- o Other On-Campus Location (18)
- o Off-Campus University-Sponsored Apartment/House (4)
- o Off Campus Sports-Team House (9)
- o Off Campus Fraternity House (10)
- o Off Campus Sorority House (11)
- o Other Privately Rented or Owned Downtown House (7)
- o Other Downtown Location (22)
- o On an Academic Trip (21)
- o Study Abroad (12)

- o Fraternity rented Hotel/Motel/AirBnB (13)
- o Sorority rented Hotel/Motel/AirBnB (17)
- o Sports Team rented Hotel/Motel/AirBnB (15)
- o Other Hotel/Motel/AirBnB rental (16)
- o At home of a Student's Parent(s) or Guardian(s) (6)
- o Other Location: (14) _____

Page Break

SV_V_alc1 Had the other person been using alcohol or drugs just prior to the incident?

- o They had been using alcohol (1)
- o They had been using drugs (2)
- o They had been using both alcohol and drugs (3)
- o They had not been using either alcohol or drugs (0)
- o I don't know (4)

SV_V_alc2 Had you been using alcohol or drugs just prior to the incident?

- o I had been using alcohol (1)
- o I had been using drugs (2)
- o I had been using both alcohol and drugs (3)
- o I had not been using either alcohol or drugs (0)

SV_V_Drugged Had you been drugged, or do you suspect that you had been, during this incident?

- o Yes (1)
- o No (2)

Page Break

Display This Question:

If SV_V_alc2 = I had been using alcohol

Or SV_V_alc2 = I had been using drugs

Or SV_V_alc2 = I had been using both alcohol and drugs

SV_V_DrugAlcAccess Did the person who did the behavior provide you with some or all of the alcohol or other drugs you used?

Yes (1)

No (2)

Page Break

SV_V_Feel During the incident, to what extent did you feel:

	Not At All (0)	Slightly (1)	Somewhat (2)	Very (3)	Extremely (4)
Confused (SV_V_Feel_11)	0	0	0	0	0
Disappointed (SV_V_feel_4)	0	0	0	0	0
Guilt (SV_Feel_9)	0	0	0	0	0
Ashamed (SV_V_feel_5)	0	0	0	0	0

Angry (SV_Feel_10)	0	0	0	0	0
Like it might hurt you academically or hurt your career if you didn't go along (SV_V_Feel_16)	0	0	0	0	0
Like the other person might not want you anymore if you didn't go along (SV_V_Feel_17)	0	0	0	0	0
Like the only way to get them to stop was to go along (SV_V_Feel_15)	0	0	0	0	0
Like the other person might harm you physically/sexually if you didn't go along (SV_V_feel_3)	0	0	0	0	0
Scared (SV_V_feel_1)	0	0	0	0	0
Like your life was in danger (SV_V_feel_2)	0	0	0	0	0
Like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality, or socioeconomic status. (SV_V_Feel_12)	0	0	0	0	0

Page Break

Display This Question:

If SV_V_Feel = Like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality, or socioeconomic status. [Slightly]

Or SV_V_Feel = Like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality, or socioeconomic status. [Somewhat]

Or SV_V_Feel = Like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality, or socioeconomic status. [Very]

Or SV_V_Feel = Like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality, or socioeconomic status. [Extremely]

SV_V_HateIncident Thank you for sharing that with us. You just indicated that you felt "like their treatment of you had something to do with your race, ethnicity, gender, ability, age, sexuality or socioeconomic status." Which group or characteristic? Please check all that apply.

- Race (1)
- Ethnicity (2)
- Ability (3)
- Age (4)
- Sexuality (5)
- Gender (6)
- Socioeconomic Status (8)
- Other: (7) _____

Page Break

SV_V_label How do you label this experience?

SV_V_time6 Timing
 First Click (1)
 Last Click (2)
 #QuestionText, TimingPageSubmit# (3)
 #QuestionText, TimingClickCount# (4)

End of Block: Module 18 - Sexual Violence Victimization Follow Up Questions

Start of Block: Module 19 - Institutional Responses A

RespSurviv In thinking about the events related to sexual misconduct described on the last several pages, did Bucknell play a role in your experiences by...

	Yes (1)	No (0)	N/A (2)
Actively supporting you with either formal or informal resources (e.g., counseling, academic services, meetings or phone calls)? (RespSurviv_1)	0	0	0
Apologizing for what happened to you? (RespSurviv_2)	0	0	0
Believing your report? (RespSurviv_3)	0	0	0
Allowing you to have a say in how your report was handled? (RespSurviv_4)	0	0	0
Ensuring you were treated as an important member of the institution? (RespSurviv_5)	0	0	0
Meeting your needs for support and accommodations? (RespSurviv_6)	0	0	0

Creating an environment where this type of experience was safe to discuss? (RespSurviv_7)	0	0	0
Creating an environment where this type of experience was recognized as a problem? (RespSurviv_8)	0	0	0
Not doing enough to prevent this type of experience/s? (RespSurviv_9)	0	0	0
Creating an environment in which this type of experience/s seemed common or normal? (RespSurviv_10)	0	0	0
Creating an environment in which this experience seemed more likely to occur? (RespSurviv_11)	0	0	0
Making it difficult to report the experience/s? (RespSurviv_12)	0	0	0
Responding inadequately to the experience/s, if reported? (RespSurviv_13)	0	0	0
Mishandling your case, if disciplinary action was requested? (RespSurviv_14)	0	0	0
Covering up the experience/s? (RespSurviv_15)	0	0	0

Denying your experience/s in some way? (RespSurviv_16)

0

0

0

Punishing you in some way for reporting the experience/s (e.g., loss of privileges or status)? (RespSurviv_17)

0

0

0

If I am reading each item, I will choose "No" for my answer. (Attention_5)

0

0

0

Suggesting your experience/s might affect the reputation of the institution? (RespSurviv_18)

0

0

0

Creating an environment where you no longer felt like a valued member of the institution? (RespSurviv_19)

0

0

0

Creating an environment where staying at Bucknell was difficult for you? (RespSurviv_20)

0

0

0

Responding differently to your experience/s based on your sexual orientation? (RespSurviv_21)

0

0

0

Creating an environment in which you felt discriminated against based on your sexual orientation? (RespSurviv_22)

0

0

0

Expressing a biased or negative attitude toward you and/or your experience/s based on your sexual orientation?
(RespSurviv_23)

0

0

0

Responding differently to your experience/s based on your race?
(RespSurviv_24)

0

0

0

Creating an environment in which you felt discriminated against based on your race? (RespSurviv_25)

0

0

0

Expressing a biased or negative attitude toward you and/or your experience/s based on your race?
(RespSurviv_26)

0

0

0

IR_A_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If RespSurviv != If I am reading each item, I will choose "No" for my answer. [No]

Attend5 On the previous page, you did not provide a correct response to an item meant to ensure you were paying attention. The item was: "If I am reading each item, I will choose "No" for my answer."

Please be careful in providing answers to these questions.

End of Block: Module 19 - Institutional Responses A

Start of Block: Module 20 - Institutional Responses C

Tell_1 Did you tell anyone about the incident before this questionnaire?

- Yes (1)
- No (0)

Display This Question:

If Tell_1 = Yes

Tell_2 Who did you tell (check all that apply)?

- Roommate (1)
- Close friend other than roommate (2)
- Romantic partner (3)
- Parent or guardian (4)
- Other family member (5)
- Doctor/nurse (6)
- Religious leader (7)
- Off-campus rape crisis center (8)
- Off-campus counselor/therapist (9)
- Local Police (10)
- Campus security or police department (11)
- Institution health services (12)
- On-campus counselor/therapist (13)
- Resident advisor or Residence Life staff (14)
- Office of student conduct (15)

- Institution faculty or staff (16)

IR_C_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If Tell_2 = On-campus counselor/therapist

Useful_1 How useful was the on-campus counselor/therapist in helping you deal with the incident?

- Very useful (4)
- Moderately useful (3)
- Somewhat useful (2)
- Slightly useful (1)
- Not at all useful (0)

Display This Question:

If Tell_2 = Institution health services

Useful_2 How useful were the institution health services in helping you deal with the incident?

- Very useful (4)
- Moderately useful (3)
- Somewhat useful (2)
- Slightly useful (1)

- Not at all useful (0)

Display This Question:

If Tell_2 = Campus security or police department

Useful_3 How useful was the campus security or police department in helping you deal with the incident?

- Very useful (4)
- Moderately useful (3)
- Somewhat useful (2)
- Slightly useful (1)
- Not at all useful (0)

Display This Question:

If Tell_2 = Office of student conduct

Useful_4 How useful was the Office of Student Conduct in helping you deal with the incident?

- Very useful (4)
- Moderately useful (3)
- Somewhat useful (2)
- Slightly useful (1)
- Not at all useful (0)

Display This Question:

If Tell_2 = Resident advisor or Residence Life staff

Useful_5 How useful was the Resident Advisor or Residence Life Staff in helping you deal with the incident?

- Very useful (4)

- o Moderately useful (3)
- o Somewhat useful (2)
- o Slightly useful (1)
- o Not at all useful (0)

Display This Question:

If Tell_2 = Institution faculty or staff

Useful_6 How useful was the University faculty or staff in helping you deal with the incident?

- o Very useful (4)
- o Moderately useful (3)
- o Somewhat useful (2)
- o Slightly useful (1)
- o Not at all useful (0)

IR_C_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 20 - Institutional Responses C

Start of Block: Module 21 - Institutional Responses B

RespHypoth In thinking about the events related to sexual misconduct described on the last several pages, would Bucknell University play a role by...

	Yes (1)	No (0)	N/A (2)
--	---------	--------	---------

Actively supporting you with either formal or informal resources (e.g., counseling, academic services, meetings or phone calls)? (RespHypoth_1)	0	0	0
Apologizing for what happened to you? (RespHypoth_2)	0	0	0
Believing your report? (RespHypoth_3)	0	0	0
Allowing you to have a say in how your report was handled? (RespHypoth_4)	0	0	0
Ensuring you were treated as an important member of the institution? (RespHypoth_5)	0	0	0
Meeting your needs for support and accommodations? (RespHypoth_6)	0	0	0
Creating an environment where this type of experience was safe to discuss? (RespHypoth_7)	0	0	0
Creating an environment where this type of experience was recognized as a problem? (RespHypoth_8)	0	0	0
Not doing enough to prevent this type of experience/s? (RespHypoth_9)	0	0	0

Creating an environment in which this type of experience/s seemed common or normal? (RespHypoth_10)	0	0	0
Creating an environment in which this experience seemed more likely to occur? (RespHypoth_11)	0	0	0
Making it difficult to report the experience/s? (RespHypoth_12)	0	0	0
Responding inadequately to the experience/s, if reported? (RespHypoth_13)	0	0	0
Mishandling your case, if disciplinary action was requested? (RespHypoth_14)	0	0	0
Covering up the experience/s? (RespHypoth_15)	0	0	0
Denying your experience/s in some way? (RespHypoth_16)	0	0	0
Punishing you in some way for reporting the experience/s (e.g., loss of privileges or status)? (RespHypoth_17)	0	0	0
Suggesting your experience/s might affect the reputation of the institution? (RespHypoth_18)	0	0	0

If I am reading each item, I will choose "No" for my answer. (Attention_6)	0	0	0
Creating an environment where you no longer felt like a valued member of the institution? (RespHypoth_19)	0	0	0
Creating an environment where staying at Bucknell was difficult for you? (RespHypoth_20)	0	0	0
Responding differently to your experience/s based on your sexual orientation? (RespHypoth_21)	0	0	0
Creating an environment in which you felt discriminated against based on your sexual orientation? (RespHypoth_22)	0	0	0
Expressing a biased or negative attitude toward you and/or your experience/s based on your sexual orientation? (RespHypoth_23)	0	0	0
Responding differently to your experience/s based on your race? (RespHypoth_24)	0	0	0
Creating an environment in which you felt discriminated against based on your race? (RespHypoth_25)	0	0	0

Expressing a biased or negative attitude toward you and/or your experience/s based on your race? (RespHypoth_26)

0

0

0

IR_B_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If RespHypoth != If I am reading each item, I will choose "No" for my answer. [No]

Attend_6 On the previous page, you did not provide a correct response to an item meant to ensure you were paying attention. The item was: "If I am reading each item, I will choose "No" for my answer."

Please be careful in providing answers to these questions.

End of Block: Module 21 - Institutional Responses B

Start of Block: Module 22 - Peer Responses

Peer_Resp The following is a list of reactions that people sometimes have when responding to a person who has experienced sexual misconduct. If you experienced sexual misconduct and you told your friends/peers, how would they respond?

Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)	Always (4)
-----------	------------	---------------	----------------	------------

Tell you that you were irresponsible or not cautious enough. (Peer_Resp_1)	0	0	0	0	0
Reassure you that you are a good person. (Peer_Resp_2)	0	0	0	0	0
Treat you differently in some way than before you told them that made you uncomfortable. (Peer_Resp_3)	0	0	0	0	0
Comfort you by telling you it would be all right or by holding you. (Peer_Resp_4)	0	0	0	0	0
Tell you that you could have done more to prevent this experience from occurring. (Peer_Resp_5)	0	0	0	0	0
Provide information and discussed options. (Peer_Resp_6)	0	0	0	0	0
Avoid talking to you or spending time with you. (Peer_Resp_7)	0	0	0	0	0

Treat you as if you were a child or somehow incompetent. (Peer_Resp_8)	0	0	0	0	0
Help you get information of any kind about coping with the experience. (Peer_Resp_9)	0	0	0	0	0
Make you feel like you didn't know how to take care of yourself. (Peer_Resp_10)	0	0	0	0	0

Gen_Resp If someone were to report a case of sexual misconduct to Bucknell:

	Strongly Disagree (0)	Disagree (1)	Neutral (2)	Agree (3)	Strongly Agree (4)
Students would label the person making the report a troublemaker. (Gen_Resp_1)	0	0	0	0	0
Students would have a hard time supporting the person who made the report. (Gen_Resp_2)	0	0	0	0	0

The alleged offender(s) or their friends would try to get back at the person making the report.
(Gen_Resp_3)

0 0 0 0 0

PR_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 22 - Peer Responses

Start of Block: Mental Health

PCL_C_6_Item The next questions are about problems and complaints that people sometimes have in response to stressful life experiences. Please indicate how much you have been bothered by each problem in the past month.

In the past month, how much were you bothered by:

	Not at all (1)	A little bit (2)	Moderately (3)	Quite a bit (4)	Extremely (5)
1. Repeated, disturbing memories, thoughts, or images of a stressful experience from the past? (PCL_C_1)	0	0	0	0	0

2. Feeling very upset when something reminded you of a stressful experience from the past? (PCL_C_2)	0	0	0	0	0
3. Avoided activities or situations because they reminded you of a stressful experience from the past? (PCL_C_3)	0	0	0	0	0
4. Feeling distant or cut off from other people? (PCL_C_4)	0	0	0	0	0
5. Feeling irritable or having angry outbursts? (PCL_C_5)	0	0	0	0	0
6. Difficulty concentrating? (PCL_C_6)	0	0	0	0	0

Page Break

GAD 7 Anxiety 1. Over the last two weeks, how often have you been bothered by the following problems?

	Not at all (0)	Several days (1)	More than half the days (2)	Nearly every day (3)
1. Feeling nervous, anxious, or on edge (Anxiety_1)	0	0	0	0
2. Not being able to stop or control worrying (Anxiety_2)	0	0	0	0
3. Worrying too much about different things (Anxiety_3)	0	0	0	0
4. Trouble relaxing (Anxiety_4)	0	0	0	0
5. Being so restless that it is hard to sit still (Anxiety_5)	0	0	0	0
6. Becoming easily annoyed or irritable (Anxiety_6)	0	0	0	0
7. Feeling afraid, as if something awful might happen (Anxiety_7)	0	0	0	0

GAD 7 Anxiety 2. If you checked any of the above problems...

	Not difficult at all (0)	Somewhat difficult (1)	Very difficult (2)	Extremely difficult (3)

How difficult have they made it for you to do your work, take care of things at home, or get along with other people? (1)	0	0	0	0
---	---	---	---	---

Page Break

PHQ-9 Depression 1. Over the last 2 weeks, how often have you been bothered by any of the following problems?

	Not at all (0)	Several days (1)	More than half the days (2)	Nearly every day (3)
a. Little interest or pleasure in doing things (Depression part 1_a)	0	0	0	0
b. Feeling down, depressed, or hopeless (Depression part 1_b)	0	0	0	0
c. Trouble falling/staying asleep, sleeping too much (Depression part 1_c)	0	0	0	0
d. Feeling tired or having little energy (Depression part 1_d)	0	0	0	0

e. Poor appetite or overeating (Depression part 1_e)	0	0	0	0
f. Feeling bad about yourself or that you are a failure or have let yourself or your family down. (Depression part 1_f)	0	0	0	0
g. Trouble concentrating on things, such as reading the newspaper or watching television. (Depression part 1_g)	0	0	0	0
h. Moving or speaking so slowly that other people could have noticed. Or the opposite; being so fidgety or restless that you have been moving around a lot more than usual. (Depression part 1_h)	0	0	0	0
i. Thoughts that you would be better off dead or of hurting yourself in some way. (Depression part 1_i)	0	0	0	0

Depression Part 2 2. If you checked off *any of the above problems*, how *difficult* have these problems made it for you to do your work, take care of things at home, or get along with other people?

- Not difficult at all (0)
- Somewhat Difficult (1)
- Very Difficult (2)
- Extremely Difficult (3)

Q368 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Mental Health

Start of Block: Module 23 - Additional Information

Distress For the questions that were asked about different experiences with sexual misconduct, please rate whether you found answering these questions to be more or less distressing than other things you sometimes encounter in day to day life.

- Much More Distressing (4)
- (3)
- (2)
- (1)
- Much Less Distressing (0)

Importance For the questions that were asked about different experiences you may have had, such as non-consensual sexual experiences or touching someone without their consent, please rate how important you believe it is for researchers to ask about these types of events in order to study the impact of such experiences.

- o Definitely Not Important (0)
- o (1)
- o (2)
- o (3)
- o Definitely Important (4)

Meaningful I found participating in this study personally meaningful.

- o Strongly Disagree (0)
- o Disagree (1)
- o Neutral (2)
- o Agree (3)
- o Strongly Agree (4)

Page Break

Display This Question:

If SV_V_HateIncident = Race

Or SV_V_HateIncident = Ethnicity

Or SH_V_HateBias = Race

Or SH_V_HateBias = Ethnicity

Or FS_V_HateBias = Race

Or FS_V_HateBias = Ethnicity

Or DV_V_HateBias = Race

Or DV_V_HateBias = Ethnicity

Or Stalk_HateBias = Race

Or Stalk_HateBias = Ethnicity

Or RespHypoth = Responding differently to your experience/s based on your race? [Yes]

Or RespHypoth = Creating an environment in which you felt discriminated against based on your race? [Yes]

Or RespHypoth = Expressing a biased or negative attitude toward you and/or your experience/s based on your race? [Yes]

HateIncidentEmail Based on the information you have provided, you may have information which would be valuable to a student researcher interested in race/ethnicity-based negative sexual experiences at Bucknell. If you would be willing to participate in an interview regarding this topic please provide your email address below.

Page Break

LotteryEmail If you wish to be entered into the lottery for the possibility of winning one of the \$50 Amazon gift cards, please type your email address here:

InterviewEmails If you would be willing to participate in an interview or focus group regarding the previous topics, please type your email address here:

AddComment If there is any additional information you would like to provide about Bucknell's climate related to sexual misconduct, please use the box below. Like the rest of your responses to this survey, any information you provide is anonymous and will only be reported grouped with all other comments. The information you provide will be used to inform and improve support, policies, and practices at Bucknell and will not be used to investigate specific individuals. Disclosing an incident here does not constitute reporting the incident to Bucknell and will not result in any action, disciplinary or otherwise. Please do not identify anyone by name in your survey responses. If you identify anyone by name, the names will be removed before Bucknell receives the data.

Page Break

Debrief You have now completed this survey. Thank you very much!

We encourage you to read the following information:

We want to express our sincere appreciation for your help with this research. This project is aimed at furthering our understanding of campus climate issues related to gender-based violence, including experiences of sexual- and gender-based harassment and sexual misconduct. We know that questions about these matters can be difficult to consider, and we thank you for your willingness to do this. We also want to remind you that your answers to all of the questions will be kept anonymous, and that you will never be identified as someone who participated in this research. All public reports of the project will be based on group statistics, never on information given by a single individual.

We are conducting this research in the hope that the information will be useful here at Bucknell, and on many other college campuses, in eventually eliminating harassment and other sexual- and gender-based misconduct.

Please note that this research is an example of faculty-student collaboration. It is not being conducted by Bucknell University for institutional purposes.

If you are interested in finding out more about this and related topics of research, we recommend the following:

Heldman, C., Ackerman, A.R., & Breckenridge-Jackson, I. (2018). *The new campus anti-rape movement: Internet activism and social justice*. Lanham, MD: Lexington Books.

If you find that answering any of these questions has led to undue stress or other significant concerns with which you are having difficulty, please consider contacting the Counseling & Student Development Center at 570-577-1604. Many college students find speaking with a professional counselor helpful.

Again, thank you very much for the information you have provided, and for your help with our research.

End of Block: Module 23 - Additional Information

Appendix C

Interview Script

Introduction

- Greeting:
 - Hello, How are you?
- Introduction
 - Thank you for participating in this study
 - A little bit about myself, My name is ___ and I am majoring in _____. I am a part of Professor Bill Flacks Campus sexual assault research team.
- Checking in
 - So before we get started, do you need anything? Such as a blanket, pillow, water? Would you like to use the bathroom? Are you in a private and comfortable space?
 - Have you had the chance to read the consent form that was sent to your email?
 - if YES: before we get started with the official interview then, would you prefer to have your camera on or off for the recording of this interview? Just as a reminder, this recording is only going to be used by the campus sexual assault research team supervised by Professor Bill Flack and nobody else and it will be deleted approximately 2 days after the transcription is finalized.
 - **Remind them to change their name to “interviewee” for confidentiality purposes before recording?**
 - if NO: Let's take a second to go over the consent form and if you have any questions about it, then we can clarify them.

Are you okay for me to start recording, to ask for your consent on record?

[start recording]

Having read the Consent Form, can you confirm that you are at least 18 years of age?

Do you give your consent to participate in this interview study?

Do you have any questions before we begin?

Thank you. We very much appreciate your willingness to participate in our research.

I will ask you a series of questions that we're asking of everyone who participates in this project. I may also ask some follow-up questions. Please do not give any information that could be used to identify someone in any of your answers. Just so you are aware, I might jot down some notes throughout the process.

1. Please tell me your: class year? college? gender? sexual orientation? race/ethnicity? are you receiving financial aid to be here? are you in a sorority/fraternity? are you on a varsity sports team?

2. Can you tell me why you decided to complete our survey? And why you've decided to participate in this interview project?

3. While attending Bucknell, has someone done something to you of a physically intimate or sexual nature that you did not want or agree to?

[If yes]: Can you tell me what happened?

What led up to the incident?
What happened afterward?
Where and when did it happen?
How has it affected your life?

Did you decide to tell anyone about what happened?

[If yes]: Could you tell me about that experience?

How did you decide who to tell?
How did they respond to you?
How did their responses make you feel?

[If no]: Could you tell me more about that?

[If no:] Do you know of anyone who's had that kind of experience?

[If yes]: Can you share what you know about the incident they experienced?

Do you know where and when it happened?
Can you perceive or do you know the impact of that incident on their life?

Do you know if the victim survivor told someone else?

Who did they decide to tell?
What do you know about the kinds of reactions they received?

How did you react to being told/finding out about what happened to them?

What impact has awareness of the incident your friend experienced and its effects had on your life?

[If no again, move on to #4]

4. Do you think that sexual assault is a significant problem at Bucknell?

[If yes]: Could you tell me more about that?

How do you think sexual assaults impact the community as a whole?
How would you describe other students attitudes towards sexual assault at bucknell?

[If no]: Could you tell me more about that?

How would you describe other student's attitudes towards sexual assault at Bucknell?

5. When sexual assault does happen at Bucknell, what do you think the causes usually are?

Suggested follow-ups:

What is it about conditions at Bucknell that puts people at risk of being assaulted?
What is it about conditions at Bucknell that enables people to assault others?
Where and when are assaults mostly likely to occur?

6. How did you decide whether or not to report the incident to someone who works for the university? For example, Title IX coordinator, University chaplain, R.A., SpeakUp peer, coach, professor, Dean, health professional?

Victim/Survivor [If they did not tell an employee]:

Suggested follow-ups:

[If reporting did not even occur to them] Why do you think people do not even think about reporting?

What about your incident made you like reporting was not a good option?

Did anyone encourage or discourage you from reporting? What was your reaction to that?

[Any applicable follow-ups about what about official university approaches, or rape myths, made reporting not feel like a good option]

Victim/Survivor [If they decided to report]: What was the experience of telling a university employee like?

Suggested Follow-ups:

How did the process go?

Did anyone encourage or discourage you from reporting? What was your reaction to that?

How did they react to what you told them?

How did the process make you feel?

Were you satisfied with the experience and outcome? [surprised?]

[If they are a witness/friend suggested follow-ups]:

What do you know about your friend's decision to use university programs dedicated to addressing instances of sexual violence or not to? What were your thoughts and feelings about their decision?

Did you or [your friend] decide to do something about the incident outside of telling a university employee?

[If yes]: Could you tell me more about that?

What was done? (or is being planned/contemplated)

What made you [or them] decide to handle it in that way?

How did it feel to do this?

If you told others about what you were doing, what were their reactions?

[If no or I don't know]: Do you feel like there is anything that could or should be done?

Could you tell me more about that?

7. Is there an aspect of your identity that you feel informs your perspective on campus sexual assault? (for example race.. class... gender... sexuality...)

Suggested Follow-ups:

Victim Survivor: Is there an aspect of your identity that you feel impacted what happened to you?

Friend/Witness: Is there an aspect of your friends identity that you feel may have impacted what happened to them?

Is there an aspect of your identity that may have impacted your understanding of what happened to them?

7. What do you think of the way Bucknell as an institution handles campus sexual assault?

8. Do you know of any individual or group student efforts to address incidents of sexual assault outside of official university programs?

[If yes suggested follow-ups:]

What kind of things have you heard about?

What do you think about students engaging in other means to address campus sexual assault and seek justice?

9. What impact do you think COVID-19 and campus efforts at preventing the spread of infection have had on sexual assault here?

Before we close: Is there anything more you think we should know about why/how sexual assault happens here? Are there other questions we should be asking in this project? Do you have any questions for me or the research team?

Debriefing

1. This is the end of the interview. Again, we thank you for your participation in our Qualitative Project on Campus Sexual Assault 2021-22. We hope to gain greater insight on Bucknell students' experiences and understandings of campus sexual assault through these interviews.
2. I will make corrections in the auto-transcription and send the corrected transcript to you as an email attachment within two days. We ask that you make any corrections, additions, deletions, or other revisions as you see fit, and return the revised transcript to us within two days of receiving it. Once we receive your revised transcript, we will send you a \$50 Amazon gift certificate.
3. Questions about this research project can be directed to Professor Bill Flack (bill.flack@bucknell.edu) in the Department of Psychology. General questions about research participants' rights or research-related inquiry can be directed to Professor Matthew Slater (matthew.slater@bucknell.edu), current Chair of the Institutional Review Board (IRB).
4. If you would like to speak to a counselor, I encourage you to contact Bucknell's counseling & Student Development Center (570-577-1604). I can provide this number to you if you would like.

STOPPING THE RECORDING AND DEBRIEFING

I just stopped the recording. Thanks again for participating in this interview. How are you feeling?

If they seemed distressed at any point during the interview, indicate that they are not feeling well, or currently seem distressed:

Do you feel safe to be alone right now, or would you like me to stay on the call while you decompress or reach out to someone?

They feel safe: Okay, I am going to end the call - I hope you have a good rest of your day.

If they indicate they want you to hang out on the call: Okay, let me know when you are ready for me to end the call.

Appendix D

Interview Script

Introduction

- Greeting:
 - Hello, How are you?
- Introduction
 - Thank you for participating in this study
 - A little bit about myself, My name is Ariana Gambrell and I am double majoring in Psychology and Critical Black Studies. I am a part of Professor Bill Flacks Campus sexual assault research team.
- Checking in
 - So before we get started, do you need anything? Such as a blanket, pillow, water? Would you like to use the bathroom? Are you in a private and comfortable space?
 - Have you had the chance to read the consent form that was sent to your email?
 - if YES: before we get started with the official interview then, would you prefer to have your camera on or off for the recording of this interview? Just as a reminder, this recording is only going to be used by the campus sexual assault research team supervised by Professor Bill Flack and nobody else and it will be deleted approximately 2 days after the transcription is finalized.
 - **Remind them to change their name to “interviewee” for confidentiality purposes before recording?**
 - if NO: Let's take a second to go over the consent form and if you have any questions about it, then we can clarify them.

Are you okay for me to start recording, to ask for your consent on record?

[start recording]

Having read the Consent Form, can you confirm that you are at least 18 years of age?

Do you give your consent to participate in this interview study?

Do you have any questions before we begin?

Thank you. We very much appreciate your willingness to participate in our research.

I will ask you a series of questions that we're asking of everyone who participates in this project. I may also ask some follow-up questions. Please do not give any information that could be used to identify someone in any of your answers. Just so you are aware, I might jot down some notes throughout the process.

1. Please tell me your: class year? college? gender? sexual orientation? race/ethnicity? are you receiving financial aid to be here? are you in a sorority/fraternity? are you on a varsity sports team?
2. Is there an aspect of your identity that you feel informs your perspective on campus sexual assault? (for example race.. class... gender... sexuality...)
 - a. IF YES:
 - i. How does it inform your perspective?
 - b. IF NO:
 - i. Move on to next section

CONTINUE TO THIS SECTION IF IDENTIFIED AS A FEMALE.

In the preliminary demographic questions you identified yourself as a woman. With this in mind...

2. Are you aware of the Jezebel Stereotype? (what it means, how it manifests into social interactions)
 - a. IF YES:
 - i. Could you explain what your understanding of it is and how you think it may be present within your own life?
 - b. IF NO:
 - i. The jezebel stereotype is a historical negative representation of black women. Black women have often been portrayed as promiscuous or even predatory in nature. Under this stereotype black women are portrayed to

have an insatiable sexual appetite and use sex to take advantage of men and their resources.

- ii. Then Ask, are there any aspects of your own life that you feel this stereotype is being used towards you as a black woman or you can recognize you use towards other black women ?

3. Do you think that the Jezebel stereotype has ever held you back from sexual exploration/freedom? (i.e. you didn't want to be placed within the stereotype)
 - a. IF YES: In what ways did you change your behavior because of your awareness of this stereotype? (i.e. clothing, sexual partners, social media, dating apps, etc.)
 - b. IF NO: Can you expand further on why you feel it hasn't affected your sexual exploration/freedom?
4. Do you feel like you have embraced the stereotype, become proactive at going against the stereotype (not paying attention to it), or you just have embraced your own sexual exploration?
 - a. IF EMBRACED: In what ways have you changed/alterd your behavior to embrace the stereotype? What benefits do you feel you get from embracing it? Why did you want to embrace it?
 - b. IF PROACTIVE AGAINST: What makes you want to actively go against this stereotype? (i.e. family, friends, perception, etc.) What benefits do you feel you get from actively going against this stereotype?
 - c. IF OWN SEXUAL EXPLORATION: What does embracing your own sexual exploration mean to you?

5. Do you think that the Jezebel stereotype is a contributing factor to the sexual violence against black women at Bucknell?
 - a. IF YES: Can you expand further on why you believe so? Do you think this applies to outside of the Bucknell context? Do you think there is a larger system in place leading to this phenomenon?
 - b. IF NO: Can you expand further on why you do not believe so?
6. With the Jezebel stereotype in mind, what do you think about how the media represents black women's sexuality? (In the news, in tv shows, movies, etc.)
 - a.
7. How is black women's sexuality discussed or perceived within your family? (i.e. When talking about sexuality, how have black women been talked about)
 - a.
8. With your experience/knowledge of the Jezebel stereotype in mind, do you think this may have influenced your experience/or knowledge of campus sexual assault?
 - a.
9. How do you think your experience/or knowledge of campus sexual assault has been affected by attending a predominately white institution?
 - a.

CONTINUE TO THIS SECTION IF IDENTIFIED AS A MALE.

In the preliminary demographic questions you identified yourself as a man. With this in mind...

1. What stereotypes do you think exist amongst black men and sexuality?
 - a. Follow up:
 - i. Do you feel that by attending a predominantly white institution, that these stereotypes may be held by a majority of your peers?
 - ii. How does it make you feel that your peers may hold these ideas about you?
2. Do you think that black men are hypersexualized historically and within the media?
 - a. IF YES: Can you expand further on how and why? Can you give an example?
 - i. Follow Up:
 1. Do you think this may contribute to the fetishization of black men?
 - b. IF NO: Can you expand further on why you believe this not to be true?
3. Have you ever felt like you were being sexually objectified or fetishized?
 - a. IF YES: Can you explain an incident in which you felt this way? How did this make you feel?
 - b. IF NO: Move on to next section

FOR BOTH:

1. Have you experienced or heard about sexual assault occurring within the black community (meaning, sexual assault occurring with a black victim and a black perpetrator)?
 - a. IF YES:

- i. Are you aware of how that was handled? (by the victim, perpetrator, or both?) (was the incident reported, was there a reluctance to report because of the intercommunity?)

Now we are moving into your personal experience with sexual assault.

3. While attending Bucknell, has someone done something to you of a physically intimate or sexual nature that you did not want or agree to, felt out of your control, or felt abusive or coerced? This could have been an entire experience or only an aspect.

[If yes]: Can you tell me what happened?

What led up to the incident?
What happened afterward?
Where and when did it happen?
How has it affected your life?

Did you decide to tell anyone about what happened?

[If yes]: Could you tell me about that experience?

How did you decide who to tell?
How did they respond to you?
How did their responses make you feel?

[If no]: Could you tell me more about that?

[If no:] Do you know of anyone who's had that kind of experience?

[If yes]: Can you share what you know about the incident they experienced?

Do you know where and when it happened?
Can you perceive or do you know the impact of that incident on their life?

Do you know if the victim survivor told someone else?

Who did they decide to tell?
What do you know about the kinds of reactions they received?

How did you react to being told/finding out about what happened to them?

What impact has awareness of the incident your friend experienced and its effects had on your life?

6. How did you decide whether or not to report the incident to someone who works for the university? For example, Title IX coordinator, University chaplain, R.A., SpeakUp peer, coach, professor, Dean, health professional?

Victim Survivor [If they did not tell an employee]:

Suggested follow-ups:

What made you like reporting was not a good option?

Victim Survivor [If they decided to report]: What was the experience of telling a university employee like?

7. After the incident, did you seek help to cope with what happened to you?

IF YES: How was that experience for you? Did you feel it benefitted you?

IF NO: Have you found other ways to cope with the experience?

8. Can you tell me why you've decided to participate in this interview project? What was this interview experience like for you? How did it make you feel to talk about a sensitive topic like this for research purposes?

Before we close: Is there anything more you think we should know about why/how sexual assault happens here? Are there other questions we should be asking in this project? Do you have any questions for me or the research team?

Debriefing

1. This is the end of the interview. Again, we thank you for your participation in our Qualitative Project on Campus Sexual Assault 2021-22. We hope to gain greater insight

on Bucknell students' experiences and understandings of campus sexual assault through these interviews.

2. I will make corrections in the auto-transcription and send the corrected transcript to you as an email attachment within two days. We ask that you make any corrections, additions, deletions, or other revisions as you see fit, and return the revised transcript to us within two days of receiving it. Once we receive your revised transcript, we will send you a \$50 Amazon gift certificate.
3. Questions about this research project can be directed to Professor Bill Flack (bill.flack@bucknell.edu) in the Department of Psychology. General questions about research participants' rights or research-related inquiry can be directed to Professor Matthew Slater (matthew.slater@bucknell.edu), current Chair of the Institutional Review Board (IRB).
4. If you would like to speak to a counselor, I encourage you to contact Bucknell's counseling & Student Development Center (570-577-1604). I can provide this number to you if you would like.

STOPPING THE RECORDING AND DEBRIEFING

I just stopped the recording. Thanks again for participating in this interview. How are you feeling?

If they seemed distressed at any point during the interview, indicate that they are not feeling well, or currently seem distressed:

Do you feel safe to be alone right now, or would you like me to stay on the call while you decompress or reach out to someone?

They feel safe: Okay, I am going to end the call - I hope you have a good rest of your day.

If they indicate they want you to hang out on the call: Okay, let me know when you are ready for me to end the call.

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