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Meghan E. Quinn

Bucknell University, meq003@bucknell.edu

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**CAMPUS SEXUAL ASSAULT: TITLE IX REGULATIONS, MANDATORY
REPORTING, AND MINIMIZATION**

By

Meghan E. Quinn

A Thesis Submitted to the Honors Council

For Honors in Psychology

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Advisor: Bill Flack, Ph.D.

Email Approval Received 2024-04-29

Co-Advisor: Erica Delsandro, Ph.D.

Email Approval Received 2024-04-29

Honors Council Representative: Peter Wilshusen, Ph.D.

Email Approval Received 2024-04-29

Department Co-Chair: Andrea Halpern, Ph.D.

Email Approval Received 2024-04-29

Department Co-Chair: Joel Wade, Ph.D.

Email Approval Received 2024-04-29

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Abstract

Campus sexual assault (CSA) is an ongoing and rising crisis that affects many young adults in the United States. Although CSA rates have continued to rise, it is still an institutionally under-examined issue. One major factor that has aimed to reduce CSA within the campus environment is the increase in Title IX and mandatory reporting (MR) policies and regulations. Thanks to laws, like Title IX, the general population has become more educated and aware of sexual assault – even in the face of increased prevalence rates. Therefore, CSA research is necessary in order to get to the root of this damaging societal issue.

One area of CSA research that needs further exploration is the effect of Title IX on campus sexual assault. Title IX is a law that aims to prohibit sex discrimination on college campuses as well as handle sexual misconduct allegations (Castellanos, 2022). With Title IX protocols in place in universities all across the United States, one would expect to see a decrease in CSA. The exact opposite has occurred. Recent sources show that 26.4% of females experience rape or sexual assault on campus (RAINN, 2023). This increasing number is due to a multitude of reasons such as a university's failure to implement Title IX protocols, inconsistencies in the MR process, students' and staff members' lack of knowledge about MR and sexual violence, and improper accommodations and resources being offered for sexual assault survivors.

This study used a quantitative approach, including a survey that assessed the current climate of sexual misconduct at Bucknell. The online survey was administered to a random sample of Bucknell students. Results indicate that men and female non-victims indicated greater approval for MR and had more positive perceptions of institutional response to sexual misconduct.

Keywords: Title IX, mandatory reporting, minimization, victim-survivor, sexual assault

Background Problem

In the scope of young adults, college campuses and universities can be a high risk environment for sexual assault to occur. In fact, recent findings suggest that 1 in 3 college women (33.4%) are victimized by a rape attempt as compared to the 1 in 4 (27.5%) statistic found in 1985 (Koss et al., 2022). The occurrence of sexual assault within the campus environment has serious consequences on the victim's entire college experience. Sexual assault is pervasive problem that can result in psychological, behavioral, and academic harms (Holland et al., 2018). In hopes to decrease prevalence rates of sexual assault, the Obama administration aimed to increase institutional accountability in responding to sexual assault allegations by sending out the 2011 "Dear Colleague" Letter, the 2014 follow-up Q&A to the "Dear Colleague" Letter, and the "Not Alone" Task Force Report (Koon-Magnin & Mancini, 2023). These documents clarified and outlined how institutions should respond to cases of sexual assault.

Although there has been an increased awareness that sexual assault occurs on college campuses, university administrators still show inconsistencies with reporting standards. Roskin-Frazee (2023) suggests that students may be reluctant to report due to fear of their case not being "severe enough" as well as inconsistencies in being granted academic accommodations and counseling services. The fact is that the sexual assault reporting process still needs to be revised out of its re-traumatizing and secondary victimization nature. Secondary victimization is often described as the "second rape" in which survivors feel further victimized by the reporting process in this case (Roskin-Frazee, 2023). Koon-Magnin & Mancini (2023) state that college students are less likely than their same-aged peers not in college to report the police, therefore the struggle of getting students to report sexualized violence continues.

Significance of the Study

This study addresses a gap in the campus sexual assault literature by measuring student's knowledge and attitudes towards Title IX and MR in the college context. According to Webermann and Holland (2022), a victim reporting sexual or gender-based assault should be aided immediately and effectively by the university. With this being said, universities have added a position, the Title IX coordinator, to handle Title IX inquiries and show support to victims. Universities also have a list of non-confidential mandatory reporters, meaning that they must report anything they are told regarding sexual or gender-based assault. With Title IX protocols in place in universities all across the United States, one would expect to see a decrease in CSA, right? Unfortunately, the rate of CSA has continued to rise. With this being said, my main focus for this research is the role of student's knowledge and attitudes towards Title IX and MR laws in the rise of CSA.

Literature Review

Sexual Assault in the United States

Sexual violence within the United States is an extremely pressing, but often unnoticed, issue. The Center for Disease Control (CDC) states that sexual assault, "is a serious public health problem in the United States that profoundly impacts lifelong health, opportunity, and well-being"(Center for Disease Control [CDC], 2022). Holland et al., (2018) defines sexual assault as encompassing a range of nonconsensual sexual acts including unwanted sexual contact, sexual coercion, and attempted rape. Statistics of sexual assault in the United States continue to rise. The Race, Abuse and Incest National Network (RAINN) report that, on average,

there are 463,634 victims of rape and sexual assault, of people 12 and older, each year in the United States (Rape, Abuse and Incest National Network [RAINN], 2018).

Those who experience sexual assault may suffer from physical conditions like bruising and sexually transmitted diseases (STIs), and psychological conditions like anxiety, depression, and suicidal thoughts (CDC, 2022). Thus, sexual assault is a detrimental issue that has continued to be ignored for decades in the United States. Most cases of sexual misconduct go unknown and unreported due to fear of retaliation or the fact that nothing will change (Griffith & Medeiros, 2020). The crisis of sexual assault in the United States can only change with recognition, ownership, and knowledge of the problem at hand.

Title IX in the United States

Title IX of the Education Amendments was enacted in 1972 and stated that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance” (U.S. Department of Education, 2023). In the 1980s, Title IX was first applied to sexual harrassment and continued to be revised through Supreme Court rulings like *Alexander v. Yale University* (1980) which held that sexual harassment qualified as sex-based discrimination under Title IX (Webermann & Holland, 2022; Harry & Garry, 2023).

From 1990 to today, there have been several policies requiring greater institutional accountability. The Clery Act was enacted in 1990 and required that universities publish campus crime statistics (Newins et al., 2018). Due to major scandals regarding Title IX, the United States Department of Education’s (DoE) Office for Civil Rights (OCR) sent out a “Dear Colleague” letter mentioned above. This letter aimed to emphasize that sexual assault is a prohibited form of

sex discrimination and that institutions must respond promptly to cases of sexual misconduct (Holland et al., 2018). In 2013, an amendment of the Clery Act was enacted. This amendment is called the Campus Sexual Violence Elimination Act (SaVE) and requires universities to report statistics regarding sexual abuse, domestic abuse, and intimate partner violence (IPV). Additionally, it requires universities to provide educational training programs to students and employees (Newins et al., 2018). In 2014, a follow-up Q&A document to the “Dear Colleague” Letter addressed further guidance to the 2011 letter and defined the term “responsible employee” (RE) as well as the role of compelled disclosure under Title IX (Holland et al., 2018).

From the following documents, Title IX in the United States has shifted from an athletic-based equality perspective to now an overall gender discrimination perspective. In doing so, more universities, coaches, students, professors, and administrators are being held accountable for their own specific role in Title IX and gender discrimination. Regardless, campus sexual assault rates have continued to rise, therefore a piece is missing to the complicated Title IX puzzle.

Evolution of Mandatory Reporting and Title IX

Throughout the course of Title IX, the law has been revised due to pressing societal issues. In the 1970s, Title IX was based on battling not only various types of discrimination in workplace environments but rape culture as well. The term rape culture, “demonstrates the reality of rape in a gender-based society.” (Suran, 2014) This reality of rape culture, which encompasses child abuse, IPV, sexual harassment, and domestic abuse, has shaped Title IX into a cumulative, governing law in handling instances of gender discrimination.

Child Abuse and Mandatory Reporting

Throughout the 1960s, the term mandatory reporting (MR) typically was involved with instances of child abuse and neglect. In 1962, research on child abuse and neglect led to increased awareness on the topic. With this, the Children's Bureau of the U.S. Department of Health and Human Services organized a meeting with researchers and policymakers in order to address this pressing and important topic. In 1974, MR awareness expanded when Congress enacted the Child Abuse Prevention and Treatment Act (CAPTA). (Bailey et al., 2023) This new legislation ensured greater financial assistance to improve investigations of child abuse and neglect. Lippard and Nemeroff (2020) describe child abuse as the maltreatment of a child or the exposure to abuse and neglect in children under the age of 18. MR is defined as, "an individual duty to report known or suspected abuse or neglect relating to children, elders, or dependent adults." (National Association of Mandated Reporters 2022)

Within the scope of child abuse, mandatory reporters are often individuals who work alongside children. In the reporting process for child abuse, mandated reporters are required to act when there is any reasonable suspicion of abuse but are not required to submit conclusive evidence (Liu & Vaughn, 2019). In terms of mandatory reporting decreasing the rates of child abuse, Ainsworth (2002) found that mandatory reporting systems are strained with notifications, making the process consuming and costly. Additionally, it might be more likely that due to this overwhelmed nature in the reporting process, services aimed to help at-risk children fail to reach emergency cases. Recent statistics show that approximately 1 in 7 children experienced child abuse and neglect within the past year (CDC, 2022).

In the past decade, MR has become increasingly more prominent in campus sexual assault. In the realm of CSA, Bucknell's MR policy states that if an incident regarding sexual

misconduct or relationship violence is shared with a faculty or staff member, they must make a report within 24 hours of receiving the report (Bucknell University, 2023). Relating to the effectiveness of MR in terms of sexual assault, MR has been criticized in whether or not it is an effective solution to identify and intervene in potential cases of abuse and victimization in vulnerable environments (Mancini et al., 2016). Previous research shows that few students themselves report to their Title IX office and those that do have a negative experience (Webermann & Holland, 2022). Oftentimes, the reason that students themselves do not report is due to secondary victimization as well as minimization barriers. Holland et al., (2021) describes a common minimization barrier in which a sexual assault case might not be deemed “serious enough” by campus police and the Title IX office. Thus, reporting rates on campus continue to be low with many cases of sexual violence going unnoticed.

In discussing the initial implementation of MR in the context of child abuse, it is apparent that the policy is not only controversial in whether it is an effective method but also if it allows one to maintain victim autonomy by giving survivor’s the ability to report and take action when they choose to. Consequently, MR does limit the amount of autonomy a survivor has because the survivor may not have total control over the outcome of their case. Furthermore, MR has been around for decades but cases of both child abuse and sexual violence still remain pressing issues in the United States. With this history in mind, MR will continue to be present in the United States but maintaining a victim’s health and safety throughout the MR process is crucial and should be at the forefront of concern.

Supreme Court Rulings

The evolution of Title IX is due to a series of Supreme Court rulings. The key turning point in regards to sexual harassment and Title IX took place in 1980 with *Alexander v. Yale University*. This case included three female students and two female graduates from Yale University who claimed that Yale failed to institute ways to address sexual harassment by male faculty members (*Alexander v. Yale University*, 1980). All plaintiffs had individual experiences of sexual harassment brought to the court, but the court only reviewed the case of Pamela Price. Pamela Price alleged that she received a “C” in a class rather than an “A” due to not meeting the professor’s sexual wants. The Court reviewed this case because of the fact that, “academic advancement conditioned upon submission to sexual demands constitutes sex discrimination in education.” (*Alexander v. Yale University*, 1980) The Court held that the “C” in which Price received was not based on any other factor besides academic achievement. Although no male faculty members were found guilty of sexual harassment in this case, it became a stepping stone in Title IX. The Court held that sexual harassment is a form of gender discrimination and is consequently prohibited under Title IX.

In 1997, another case, *Davis v. Monroe County Board of Education*, laid further groundwork for Title IX. Aurelia Davis sued Monroe County Board of Education on behalf of her daughter, LaShonda, a 5th grade student at Hubbard Elementary (*Davis v. Monroe County Board of Education*, 1997). LaShonda had suffered from sexual harassment by another student in the school year of 1992-1993. LaShonda reported instances of sexual harassment to her teachers. It took a substantial amount of time for Lashonda to finally meet with the school principal and for the perpetrator to have any ounce of consequence. Davis claimed that throughout the 1992-1993 school year, Lashoda not only suffered mental distress but also was performing

poorly in school. Due to the school's lack of effort and support for LaShonda, Davis won the case in a 5-4 decision. The Court ruled that education is an implied right under Title IX and that prohibitions against the sexual harassment are defined clearly, therefore the school should not have shown any indifference towards LaShonda and should have dealt with her complaints promptly.

In 1992, another monumental case that shaped Title IX was *Franklin v. Gwinnett County Public*. Christine Franklin was a student at North Gwinnett High School. Franklin experienced continuous sexual harassment from one of her tenth grade teachers, Andrew Hill (*Franklin v. Gwinnett County Public*, 1992). Though teachers and administrations became aware of Hill's sexual harassment to Franklin, as well as other female students, they did nothing to stop it. Interestingly, teachers and administrators encouraged Franklin not to press charges against Hill. Hill resigned from North Gwinnett High School in agreement that all charges pending against him would be dropped. Franklin sued North Gwinnett High School due to the lack of action taken against Hill. The District Court dismissed Franklin due to the fact that Title IX did not authorize an award of monetary damages. The Supreme Court reviewed the case and ruled against the District Court. The Supreme Court ruled that monetary damages are offered under Title IX because any relief that can potentially remedy a violation of a federal right should be given.

The previous cases were benchmarks in what Title IX is today. Title IX's amendments have given the law a greater strength in the United States. In dealing with and battling sexual harassment through Title IX, survivors are continuing to speak out. While many cases of sexual violence still go unreported, Title IX has given a voice to survivors as well as the means to share their stories.

Title IX and Mandatory Reporting on College Campuses

Title IX in Athletics

Originally, Title IX was rooted in college athletics, creating equal opportunities for men's and women's athletic teams. The lens of Title IX expanded when the Supreme Court upheld the argument in *Alexander v. Yale University*. The Court ruled that sexual harassment is a form of gender discrimination and is therefore prohibited under Title IX. In the scope of college athletics, "Sexual violence remains an emotionally charged issue on college campuses, especially in Division I athletics departments in the NCAA" (Harry & Garry, 2022). With athletic teams being an environment vulnerable to sexual harassment to occur, it is crucial that university athletic departments implement and understand Title IX protocols. According to Staurowsky and Flowers (2023), the majority of U.S. citizens support gender equality for collegiate-level athletics, but few constituencies within these athletic departments have a comprehensive understanding of Title IX. This lack of understanding about Title IX policy is part of the reason sexual assault has been an ongoing issue in the environment of college athletics.

In 2013, arguably the most impactful case regarding Title IX in athletics occurred. Jerry Sandusky, former Penn State Football assistant coach, was accused of sexual abuse to young boys (Cable News Network [CNN], 2023). In 2013, one case against Sandusky, *Doe 6 v. Pennsylvania State University*, found Sandusky guilty of unlawful contact with minors, corruption of minors, and endangering the welfare of children (*Doe 6 v. Pennsylvania State University*, 2013). In this specific incident, which occurred in 1998, Plaintiff John Doe 6, or "Doe" moving forward, alleged that Sandusky lured him into the shower, touched his body, and spoke to him inappropriately. In a telephone conversation between Doe's mother and Sandusky, Sandusky admitted that he engaged in physical contact with Doe, hugged Doe inappropriately in

the shower, told Doe, “I love you,” and showered with other young boys. In 2012, Sandusky was convicted of 45 accounts of sexual assault and was found guilty.

The Sandusky scandal led to more awareness of sexual assault in college athletics and college campuses in general. Violations of Title IX were subsequently expanded to include sexual assault and misconduct. Additionally, education about sexual violences and resources must be given to students and staff. According to Harry & Garry (2022), it is critical that Title IX policy actors know their role as well as important Title IX protocols, like MR, especially when working with student-athletes. Additionally, best practices for dealing with and implementing a Title IX policy include engaging with students and administration on education and training, creating a community mindset, and communicating with one another to prevent challenges and inconsistencies (Harry & Garry, 2022).

Title IX, the Institution, and the Student Body

In regards to Title IX and the entire student body, it seems that the majority of students do know what Title IX is or what its protocols enforce. Consequently, major student groups on campus such as those affiliated with Greek life and athletics receive proper Title IX training and education. In a study measuring student’s knowledge of Title IX, Wareham et al., (2023) reported that 68% of students in the sample “understood” Title IX while only 14% fully understood that Title IX prohibited sex discrimination. The gap of knowledge likely spawns from the lack of education and training that a university is providing.

Furthermore, when students make use of Title IX resources, there are inconsistencies and a chance of secondary victimization. Webermann & Holland (2022) found that such inconsistencies included students being coerced into a MR situation, not receiving proper

accommodations and support, and the lack of care for survivors. Oftentimes, Title IX faculty and staff will prioritize due process and neutrality rather than provide survivors with the utmost care and support possible. Additionally, due to the long, inconsistent, and potentially ongoing reporting process, many students face comparative secondary victimization. Roskin-Frazer (2023) defines comparative secondary victimization to be “Negative experiences through comparing one’s secondary victimization to that of another.” In other words, students experiencing secondary victimization may feel frustrated if one student gets more accommodations and support than another. In turn, students often describe a feeling of institutional betrayal. Institutional betrayal can be described as, “Harmful acts perpetrated by institutions upon whom individuals within the institution depend upon for protection and support against harm, including failure to prevent abuse, difficult and inadequate reporting and response procedures, and punishing victims and whistleblowers” (Webermann & Holland, 2022). This leads the student body to not only feel reluctant about the Title IX office but resent it.

In order to mend the relationship between the Title IX office and the student body, universities need to engage in institutional support. Webermann & Holland et al., (2022) define institutional support as a form of institutional courage and, “When an institution engages in moral action and seeks truth despite possible short-term costs or risks.” By providing students with institutional support in regards to Title IX resources and accommodations, students could potentially gain greater trust in the university as well as in faculty and staff.

Effectiveness of Mandatory Reporting

A beneficial scenario is set up by Michele Moody-Adams in her article titled, “The Chilling Effect of Mandatory Reporting of Sexual Assault” in which she asks the reader to

imagine themselves as a first-year college student who is seeking aid in a trusted professor. Before seeking aid, in bolded type, the student sees the professor is an MR and what that means. The student is automatically discouraged and chooses not to talk to the professor (*The Chronicle of Higher Education*, 2015). For a lot of students, this is the case. A major problem that almost all universities face is underreporting for cases of sexual misconduct. The role of MRs was ideally supposed to help with this problem. Unfortunately, the rate of CSA has continued to rise and it appears that MR could be making the problem of underreporting worse.

According to Webermann and Holland (2022), a victim reporting sexual or gender-based assault should be aided immediately and effectively by the university. With this being said, universities have added a position, the Title IX coordinator, to handle Title IX inquiries and show support to victims. Universities also have a list of non-confidential mandatory reporters, meaning that they must report anything they are told regarding sexual or gender-based assault. With these guidelines in place, MR looks good on paper. However, many students do not actually engage in MR due to the ongoing, re-traumatizing process.

In analyzing the minimization of sexual assault on college campuses, Holland et al. (2021) found that many survivors are apprehensive to report due the fact that their case might not be “serious enough.” In other words, survivors hold a perception that Title IX offices will only respond in an efficient manner when a case is viewed as severe or extreme. This perception is shown true through the inconsistencies that a university displays between survivors. For example, one student is granted academic flexibility and another one is not. Students may be resistant to report because the Title IX office and university might not take their case seriously and potentially deny them resources and accommodations (Holland et al., 2021). The continuous

minimization of sexual assault on college campuses and lack of ownership by a university not only leads to the lack of reports but also distrust in the institution.

Additionally, students fear that they will not be in control of the outcome if they report to the Title IX office. Lack of survivor autonomy is present in MR. According to Mancini et al., (2016) a majority of students are worried about negative consequences of MR, including a reduction in survivor's autonomy. In other words, if a survivor makes a report to the Title IX office, they may not have the final say. If the report is "severe enough" and may cause harm to the survivor or the perpetrator, the Title IX coordinator has the final say in whether or not the report goes to the police and higher authority. While most of the time this is not the case, and the survivor does have the option to start and stop an investigation after making the report, the fact is that survivor autonomy can be diminished through MR. Newins et al. (2018) found that students who have experienced sexual assault are less likely to disclose to a mandated reporter and also are more likely to indicate that having MR in place decreases the likelihood of reporting altogether. Due to the fact that a mandated reporter must make a report, even against the survivor's wishes, there is not only a limited amount of confidential resources for survivors to go to but also a lack of knowledge in who the confidential resources are.

The effectiveness of MR on college campuses should be continually reviewed and researched due to the still constant problem of underreporting. Institutions should consider alternatives to MR and the amount of staff and faculty who are mandated reporters. Potential alternatives to MR include respecting survivors' wishes in whom the report is made known to, implement a restricted reporting policy where students make an initial report and receive services but do not begin any official investigation, and to reform compelled disclosure policies in general (Holland et al., 2018). While MR does serve the institution and aims to decrease CSA, it

continues to perform a disservice to survivors themselves in not providing a survivor-care viewpoint in which survivors are presented with resources, accommodations, and care first.

Mandatory Reporting and College Students: Quantitative Studies

Most quantitative research on Title IX and MR involves sending out campus climate surveys (Koon-Magnin & Mancini, 2023; Roskin-Frazee, 2023; Newins et al., 2018; Mancini et al., 2016; Newins & White, 2018). In conducting a survey on MR, measuring approval, likelihood of reporting, compliance perceptions, and expected outcomes provide beneficial insight into the overall knowledge and perception of MR in general (Mancini et al., 2016). Major findings from quantitative research on MR policies show that underreporting occurs due to minimization of sexual assault on college campuses, fear of secondary victimization, and loss of autonomy (Holland et al., 2021; Roskin-Frazee, 2023; Mancini et al., 2016). Considering findings from quantitative research on MR, institutions should conduct surveys not only to measure attitudes towards a specific MR policy, but also to gain knowledge of the entire process. Both victims and perpetrators often feel as though the MR process is not only disrupting to their lives but also not communicated effectively by the Title IX office (Roskin-Frazee, 2023). In terms of quantitative research and battling CSA, it might be most beneficial to measure campus culture.

Minimization of Sexual Assault in Deciding to Report

In researching mandatory reporting policies on college campuses, it is important to consider the college campus environment and how it affects students' likelihood to report. Oftentimes, students do not report an assault due to the societal minimization of sexual assault.

In examining at this topic deeper, Holland & Cortina (2017) look into minimization of sexual assault in examining survivor's reasoning for not making a report. Two complimentary surveys were sent out to residential assistants (RAs) and undergraduate women at a large university. The surveys measured knowledge and perceptions of sexual assault policies and the reporting behavior of RAs. Interestingly, a common reason that survivors did not use the sexual assault center (SAC) was due to minimization of the incident. For instance, many women who experience an assault often do not label and name it as an assault immediately. Therefore, once a survivor does label an incident as an assault, they sometimes think it is too late to use SAC. Secondly, many survivors believed that their assault was not "bad enough" to use SAC; many survivors are under the impression that they need to be severely traumatized to use SAC. These findings exemplify the minimization culture of sexual assault on college campuses.

Another study, conducted by Cleere & Lynn (2013), sheds light on acknowledged sexual assault versus nonacknowledged, or minimized, sexual assault. A survey was sent out to women aged 18-23 from a public university. After recruitment, participants were divided into three groups: acknowledged victims, unacknowledged victims, and nonvictims. Findings suggest that the rate of unacknowledged victims was very high among participants. This finding relates to the presence of rape myths in society, in which false beliefs about what constitutes a rape are held in order to justify male aggression towards women and reinforce victim blaming (Grubb & Turner, 2012). This leads many women to believe that their assault is "not serious enough." In return, findings also demonstrated that those who had acknowledged their assault reported greater aggression and force during the assault, making it "serious enough" to report. Additionally, in regards to the connection between sexual assault and psychological distress, posttraumatic stress

disorder (PTSD) was the only symptom of psychopathology that appeared to be significantly worse in acknowledged victims than in unacknowledged victims.

With this being said, the continual lack of sexual assault survivor care in society leads to minimization of sexual assault. Within college campuses, many survivors fear reporting or even telling a friend due to the overall minimization of sexual assault. Quantitative data supports the fact that many cases of sexual assault go unreported compared to other types of violent crimes (Sinozich & Langton, 2014). The under reporting of sexual crimes furthers the problem of minimization in regards to sexual assault. Institutions not only need to treat every survivor consistently but also with care. Furthermore, institutions need to acknowledge that minimizing sexual assault on campus by not talking about it, not providing resources, and not educating students on it, will only make the problem worse.

Mandatory Reporting and College Students: Qualitative Studies

Most qualitative research on Title IX and MR involves using content analysis and interviews (Holland et al., 2018; Roskin-Frazee, 2023; Holland et al., 2021; Webermann & Holland, 2022). Although the knowledge of Title IX and mandatory reporting has increased due to qualitative research, many institutions still fail to take care of survivors, provide proper accommodations and resources, and have information on Title IX readily available. In measuring sexual assault survivor's perceptions of MR, Holland et al. (2021) first addresses that a majority of institutions implement universal MR, in which all faculty and staff, even students employed by the university, are mandated reporters, rather than a selective or student-directed policy. In doing so, institutions are leaving survivors with few confidential resources left. In researching

the effectiveness of mandatory reporting, it is key to not only measure the effectiveness of the chosen MR policy but also its perceptions.

Survivors' Perceptions of Mandatory Reporting

In looking at the effectiveness of MR policies, it is a common misconception that MR policies benefit survivors (Holland et al., 2021). It is crucial to analyze survivor's perceptions of MR. In a study by Holland et al. (2021) qualitative interviews were conducted using sample of sexual assault survivors at a large university. The interviews consisted of three questions asking survivors about their attitudes towards the three different MR policies, the effect MR has on survivors, and survivor's knowledge on the university's MR policy. In using thematic analysis to analyze the interviews, multiple themes were found. One major takeaway was that survivors believed universal reporting to be the worst reporting option and student-directed reporting to be the most effective. Student-directed reporting does not designate all staff and employees as mandated reporters, but rather a limited list of mandated reporters. Additionally, student-directed reporting requires all other staff, who are not mandated reporters, to provide students with information and resources and only report when a student permits it to be reported. Secondly, in discussing the effects of MR on survivors, survivors themselves list more harms of MR than benefits such as poor mental health effects and loss of autonomy. Lastly, survivors showed little to no prior knowledge of the institution's MR policy. In fact, 83% of the sample either had no knowledge that the university even had a MR policy or knew what the policy meant.

Another study conducted by Holland & Cipriano (2021) looks at survivors' interactions with the Title IX office. Qualitative interviews were conducted with sexual assault survivors from a large university. Interestingly, Holland & Cipriano (2021) conducted interviews with

survivors who had not reported their assault to the Title IX office. The interview transcript asked questions regarding survivor's knowledge about the Title IX office, what inhibits survivor's use of the Title IX office, what experiences survivors have with the Title IX office, and how a survivor's identity plays a role into their overall experience with the Title IX office. The questions were analyzed using content and thematic analysis. One major finding was that few survivors wanted to report their assault to the Title IX office but not because of lack of knowledge or awareness. Another interesting finding was that many survivors did not report because they did not deem their assault "serious enough" to report to the Title IX office. Another important finding was that those who feared reporting to the Title IX office due to negative treatment often did experience negative treatment. For instance, survivors described Title IX investigators to lack empathy, express doubt about the severity and reality of the assault, and engage in victim blaming questions.

These studies emphasize the fact that survivors' perceptions of MR and Title IX administrators are negative. In performing research on the effectiveness of MR and which policy might be the most beneficial, it is key to take a step back and consider who is most affected by MR and Title IX. The lack of reporting is due to the negative perceptions that often become a reality when a survivor does make a report. In order to change these perceptions, institutions need to implement a survivor-centered approach.

Focus of the Study

Sadly, when sexual assault violations occur, many go unnoticed and unreported. Many victims lose their voices, their safety, and most importantly, themselves. Not only is sexual assault on college campuses an important issue, but so is the support provided to those affected

by it. Policies like Title IX were supposed to make reporting incidences of sexual assault an easier process. With this being said, many administrators may not understand that for victims of sexual assault re-telling a story is like re-experiencing it. This study will not only educate both administrators and students on Title IX policies at Bucknell but also emphasize the need for increased support of victims. Whether people would like to admit it or not, CSA is present and detrimental to our society.

Quantitative Data

First, I measured students' knowledge and attitudes on Title IX and MR at Bucknell. I hypothesize that female students will know more than male students about Title IX and mandatory reporting, because it is more likely to affect female students. Further, I hypothesize that female victims will know more about Title IX and mandatory reporting than female non-victims. Additionally, I predict females will have more negative attitudes than males regarding MR, because again, it is more likely to affect female students. I also predict that female victims will have more negative attitudes than female non-victims regarding MR because they have been personally affected by MR laws. The scale I used to test this hypothesis is module 4 of the ARC3: Perceptions of Campus Climate Regarding Sexual Misconduct and MR measures derived from Mancini et al., (2016).

Secondly, I measured the knowledge of sexual assault on campus. I hypothesize that male students will minimize sexual assault more than female students. The rationale for this is that men experience lower rates of sexual assault victimization on college campuses compared to women, making it less likely for them to realize sexual assault is a problem. Moreover, I hypothesize that female non-victims will minimize sexual assault more than female victims

because female non-victims have not been personally affected by an assault. The scale I used to test this hypothesis is module 14 of the ARC3: Peer Responses.

Lastly, I measured the victimization of sexual violence on campus. I predict that more female students than male students will be victims of sexual violence. The scale I used to test this hypothesis is module 11 of the ARC3: Sexual Violence Victimization.

Method

A quantitative approach including a survey was utilized for this research paper. The survey compared demographic information, perception of campus climate regarding sexual misconduct, approval for MR, peer responses, and sexual violence victimization.

Participants

Quantitative Survey

The sample in this study included 379 Bucknell students, 67.3% (n=255) of whom identified themselves as women and 30.6% (n=116) as men. Within this sample, 77.8% (n=295) identified as heterosexual and 19.6% (n=73) identified as a part of LGBTQIA+ community. In terms of class year, 33.0% (n=125) were first year students, 28.0% (n=106) were sophomores, 21.1% (n=80) were juniors, and 16.9% (n=64) were seniors. Finally, most of the sample identified as White (83.1%, n=315), with 12.9% (n=49) of the sample identifying as Black, Indigenous, and/or a part of the People of Color (BIPOC) community.

Participant age ranges from 18-22+, however most participants were between the ages of 18 and 21 (74.1%, n=311). 26.1% (n=99) of participants identified as members of Greek life and 14.5% (n=55) identified as members of varsity sports teams. Annual combined income of less than \$50,000 was reported by 8.2% (n=31), less than \$100,000 by 14.5% (n=55), less than

\$150,000 by 14.2% (n=54) less than \$200,000 by 11.1% (n=42), less than \$250,000 by 7.9% (n=30), and more than \$250,000 by 26.7% (n=101).

Materials

Quantitative Survey

In order to collect quantitative data, a survey was built and sent out to the sample using Qualtrics Survey Software. See Appendix B for the full survey and formatting.

The basis for the survey was the Administration-Researcher Campus Climate Collaborative Survey (ARC3) which was altered for the present study (Swartout et al., 2019). The ARC3 consists of 19 modules that measure experiences of sexual assault in a given community. The following measures from the ARC3 were included in the recent campus climate survey: Demographics, Possible Outcomes, Alcohol Use, Perceptions of Campus Climate Regarding Sexual Misconduct, Sexual Harassment by Faculty/Staff, Sexual Harassment by Students, Stalking Victimization, Dating Violence Victimization, Sexual Violence Victimization, Institutional Responses, Peer Responses, Bystander Intervention, Campus Safety, and Additional Information. The following measures were removed: Peer Norms, Stalking Perpetration, Dating Violence Perpetration, Sexual Violence Perpetration, and Consent.

The following measures were analyzed for the purposes of the present study:

Demographics. This measure was placed at the beginning of the survey and asked participants to provide demographic information for the purposes of comparing quantitative data across different identities. The following demographics were assessed in the survey: age, sex, gender, sexual orientation, race, whether or not they have a physical, psychiatric, or learning disability, class year, college, whether they consider themselves a STEM major, activity

involvement, living situation, and caregiver's approximate annual income. Language was modified to be more inclusive of race/ethnicity as well as gender and sexuality in order to increase response rates from members of the BIPOC and LGBTQIA+ communities.

Perception of Campus Climate Regarding Sexual Misconduct. (A) The Perceptions of Campus Climate Regarding Sexual Misconduct module was derived and modified from the Rutgers Campus Climate Survey (Rutgers University, 2014). The Institutional Response measure assessed participants' opinions of the Bucknell's response to sexual violence (Defense Equal Opportunity Management Institute; McMahon, 2014; McMahon, Stepleton & Cusano, 2014; Rankin & Associates Consulting, 2008). This 11-item measure uses a 5-point scale (0 = Very Unlikely to 4 = Very Likely). Total scores were obtained by calculating the average all of the items with higher scores representing more positive perceptions of institutional response to sexual misconduct. This group of items has acceptable internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.93$).

(B.) The Knowledge of Campus Climate Misconduct Resources measure assessed participants exposure to available resources and educational messages about sexual assault (Defense Equal Opportunity Management Institute; McMahon, 2014; McMahon, Stepleton & Cusano, 2014; Rankin & Associates Consulting, 2008). This 3-item measure used a 5-point scale (0 = Strongly Agree to 4 = Strongly Disagree). Total scores were obtained by calculating the average of all 3 items. Higher scores represent more knowledge of campus sexual misconduct resources. This group of items has acceptable internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.86$).

(C.) The Exposure to Sexual Misconduct Information/Education measure assessed several aspects of participant's experience on campus, including their sense of community, as

well as their level of awareness about campus/community resources (Defense Equal Opportunity Management Institute; McMahon, 2014; McMahon, Stepleton & Cusano, 2014; Rankin & Associates Consulting, 2008). This measure included:

1. 1-item self-report question (Yes=1 or No=0),
2. 1-item self-report question instructing participants to check all that apply,
3. 1-item self-report related to what types of written/verbal information on sexual misconduct student has received (Check all that apply)
4. 7-item self-report measure using a 5-point scale (0 = Not at all aware to 4 = Extremely aware). Total scores were obtained by calculating the average of all the items with higher scores representing higher levels of awareness about campus/community resources. This group of items has acceptable internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.85$).

Mandatory Reporting. (A.) The Approval of MR measure assessed participants overall level of support for mandatory (Mancini et al., 2016). This brief 1-item measure used a 5-point scale (0 = Strongly Oppose to 5 = Strongly Support) and provided participants with brief descriptions of MR laws. These categories were coded such that higher levels indicate greater support.

(B.) The Likelihood of Report measure asked participants to indicate how likely they would be to make a report (Mancini et al., 2016). This brief 1-item measure used a 5-point scale (0 = Much Less Likely to 5 = Much More Likely). Responses were coded such that higher values indicate a greater likelihood of reporting.

(C.) The Faculty Compliance Perceptions measure asked participants to indicate the level of likeliness that Bucknell faculty and staff would be to comply with MR laws (Mancini et al.,

2016). This brief 1-item measure used a 4-point scale (1 = Very Unlikely to 4 = Very Likely). Responses were coded such that higher values demonstrated a greater perceived likelihood of compliance.

(D.) The Expected Outcomes measure assessed participants' beliefs about the likelihood of various potential outcomes of MR laws (Mancini et al., 2016). This 12-item measure used a 4-point scale (1 = Very Unlikely to 4 = Very Likely). This group of items has unacceptable internal consistency ($\alpha=.64$). Responses were coded such that higher scores indicated greater beliefs about the likelihood of various potential outcomes of MR laws.

Peer Responses. (A) The Anticipated Responses from Peers subscale was adapted from the 10-item short form of the Social Reactions Questionnaire (Ullman & Relyea, 2015) and assessed participants' anticipated responses from peers if they told them they had experienced a sexual misconduct. This questionnaire has two subscales - Positive Support (items 2, 4, 6, and 9) and Turning Against (items 1, 3, 5, 7, 8, and 10). This 10-item measure uses a 5-point scale and responses were coded 0-4 (0 = Never to 4 = Always). The two subscales were scored separately by calculating the respective average of the two sets of items. Both scales have good internal consistency (Positive Support $\alpha=.74$; Turning Against $\alpha=.84$).

(B.) The General Response subscale includes items from the Rutgers Campus Climate Survey, modified from the Defense Equal Opportunity Management Institute (DEOMI) organizational climate survey (Rutgers University, 2014; DEOMI, 2014) and assessed participants' general anticipated responses from peers if someone were to report a case of sexual misconduct. This 3-item measure uses a 5-point scale (0 = Strongly Disagree to 4 = Strongly Agree). Total scores were obtained by calculating the average of all 3 items. Higher scores

indicate lower levels of general peer support. This group of items has acceptable internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.85$).

Sexual Violence Victimization. (A) The Sexual Violence Victimization module is derived from the Sexual Experiences Survey Short Form Victimization (SES-SFV) in order to assess sexual violence victimization experienced by the participants. The Sexual Experiences Survey (SES) assessed victimization and unwanted sexual experiences (SES; Koss & Gidycz, 1985; Koss, Gidycz, & Wisniewski, 1987; Koss & Oros, 1982). The revised version of the SES-SFV includes: more behavioral specificity; conversion to gender neutrality; coercive tactics; and updated wording for assessing consent, alcohol-related incidents, unwanted acts and coercive tactics (Koss et al., 2007). This 25-item measure used a 4-point scale (0 = Never, 1 = Once, 2 = Twice, 3 = 3+ times) and assessed the frequency of several unwanted sexual experiences. Higher scores indicate higher frequency in sexual violence victimization. This group of items has acceptable internal consistency as part of the ARC3 Campus Climate Survey ($\alpha=.92$).

(B.) Items 1-6 were contingent on participant's identification of one incident from Module (A.) that had the greatest effect on them.

Procedure

Quantitative Survey

This study and survey was approved by Bucknell University's Institutional Review Board (IRB). Email addresses for 1,993 randomly selected Bucknell undergraduate students were obtained from the registrar. The link to the online survey was sent out to these students on November 7, 2023. The email 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 possibility of winning a \$50 amazon gift card for their participation. Data was collected over the course of two weeks and reminders were sent out on November 9, November 12, November 14, November 16, November 18 and November 19. The reference period ranged from half of a semester (for first years) and a little over 6 semesters (for seniors). A total of 432 students responded to the email invitation to participate in the study and 379 students completed at least 20% of the overall survey.

At the beginning of the survey participants were asked to provide their informed consent confirming that they are over the age of 18 and consent to participate in the study. The following information was explained in the consent form: the purpose of the research, the amount of time completing the survey should take, 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 and if they would be willing to partake in an interview in the future. 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 Qualtrics and analyzed through SPSS Statistical Software.

Results

Quantitative Survey

Knowledge. The first scale analyzed for this study was Institutional Response. Since higher scores represent more positive perceptions of institutional response to sexual misconduct, men and women did not differ in their perceptions of institutional response to sexual misconduct ($M=2.40$ $SD=.58$ vs. $M=2.11$ $SD=.66$, $t(312)=-3.74$, $p=.10$). In comparing women victims with non-victims, women victims and non-victims did not differ in their perceptions of institutional response to sexual misconduct ($M=2.13$ $SD=.61$ vs. $M=1.95$ $SD=.61$, $t(162)=1.75$, $p=.77$).

The second scale analyzed was Knowledge of Campus Climate Misconduct Resources. Since higher scores represent more knowledge of campus sexual misconduct resources, results were inconsistent with the original hypothesis that women would have more knowledge of campus sexual misconduct resources, as men and women did not differ in their knowledge ($M=2.66$ $SD=.99$ vs. 2.56 $SD=1.06$, $t(306)=-.83$, $p=.22$). In comparing women victims with non-victims, results indicate that non-victims in this sample indicated significantly more knowledge of campus sexual misconduct resources than women victims ($M=2.58$ $SD=.95$ vs. $M=2.36$ $SD=1.19$, $t(103.08)=1.22$, $p=.02$).

Lastly, the third scale analyzed was The Exposure to Sexual Misconduct Information/Education scale. Since higher scores represent higher levels of awareness about campus/community resources, results are inconsistent with the original hypothesis in that women and men did not differ on awareness of campus/community resources ($M=2.31$ $SD=.76$ vs. $M=2.29$ $SD=.70$, $t(294)=2.87$, $p=.09$). In comparing women victims with non-victims, results indicate no difference on the level of awareness about campus/community resources between

women victims and non-victims in this sample ($M=2.24$ $SD=.80$ vs. $M= 2.26$ $SD=.75$, $t(161)=.12$, $p=.61$).

Attitudes on MR. The first scale analyzed to measure attitudes on MR was the Approval for MR scale. Since higher scores indicate greater support, men and women did not differ in approval for MR ($M=2.74$ $SD=1.06$ vs. $M=2.60$ $SD=1.10$, $t(263)=-1.03$, $p=.51$). In comparing women victims with non-victims, non-victims and women victims did not differ on approval for MR ($M= 2.68$ $SD=1.10$ vs. $M=2.38$ $SD=1.06$, $t(163)=1.67$, $p=.63$).

The second scale analyzed to measure attitudes on MR was the Likelihood of Reporting Under MR scale. Since higher scores indicate a greater likelihood of reporting, men indicated a significantly greater likelihood of reporting in this sample compared to women ($M=2.79$ $SD=1.05$ vs. $M=2.56$ $SD=1.23$, $t(178.84)=-1.60$, $p=.01$). In comparing women victims with non-victims, non-victims and women victims did not differ on likelihood of reporting in this sample ($M= 2.69$ $SD=1.16$ vs. $M=2.27$ $SD=1.21$, $t(163)=2.18$, $p=.48$).

The third scale analyzed to measure attitudes on MR was the Faculty Compliance Perceptions scale. Since higher scores indicated a greater perceived likelihood of compliance, men and women did not differ on perceived likelihood of compliance in this sample ($M= 2.69$ $SD=1.16$ vs. $M=2.27$ $SD=1.21$, $t(163)=2.18$, $p=.48$). In comparing women victims with non-victims, women victims and non-victims did not differ perceived likelihood of compliance in this sample (3.00 $SD=.68$ vs. $M=2.95$ $SD=.60$, $t(161)=.48$, $p=.83$).

The fourth scale analyzed to measure attitudes on MR was the Expected Outcomes of MR Laws scale. Since higher scores indicated a greater beliefs about the likelihood of various potential outcomes of MR laws, men and women did not differ on beliefs about the likelihood of various potential outcomes of MR laws ($M=2.73$ $SD=.37$ vs. $M=2.72$ $SD=.37$, $t(262)=-.31$,

$p=.58$). In comparing women victims with non-victims, women victims and non-victims did not differ on beliefs about the likelihood of various potential outcomes of MR laws than female victims in this sample ($M= 2.74$ $SD=.36$ vs. $M=2.67$ $SD=.38$, $t(159)=1.23$, $p=.65$).

Minimization. The first subscale analyzed for this study was Anticipated Responses from Peers: Positive Support. Since higher scores represent more positive support, men and women did not differ on anticipated emotional support and tangible aid from peers ($M=2.89$ $SD=.95$ vs. $M=2.78$ $SD=.87$, $t(190)=.69$, $p=.54$). In comparing women victims with non-victims, non-victims and women victims did not differ on anticipated emotional support and tangible aid from peers ($M=2.96$ $SD=.98$ vs. $M=2.76$ $SD=.91$, $t(136)=1.19$, $p=.72$). The second subscale analyzed for this study was Anticipated Responses from Peers: Turning Against. Since higher scores represent more turning against, men and women did not differ on anticipated instances of blame, stigma, and infantilizing from peers ($M=.46$ $SD=.62$ vs. $M=.43$ $SD=.47$, $t(126.46)=.36$, $p=.05$). In comparing women victims with non-victims, women victims indicated significantly greater instances of blame, stigma, and infantilizing in this sample compared to non-victims in this sample ($M=.58$ $SD=.70$ vs. $M=.40$ $SD=.56$, $t(87.488)=-1.56$, $p=.04$).

The second scale analyzed was The General Response scale. Since higher scores indicated lower levels of general peer support, men and women did not differ on level of general peer support ($M=1.25$ $SD=.84$ vs. $M=1.52$ $SD=.91$, $t(195)=1.98$, $p=.61$). In comparing women victims with non-victims, results indicate that women victims and non-victims did not differ on level of general peer support ($M=1.39$ $SD=.86$ vs. $M=1.75$ $SD=.97$, $t(138)=-2.27$, $p=.37$).

Victimization. Results from the Sexual Violence Victimization scale are consistent with the original hypothesis that significantly more women in this sample were victims of sexual violence compared to men ($M=.00$ $SD=.00$ vs. $M=.097$ $SD=.21$, $t(155)=5.84$, $p < .001$). In comparing

women victims with non-victims, results indicate that women victims experience significantly more sexual violence than non-victims ($M=.00$ $SD=.00$ vs. $M=.27$ $SD=.27$, $t(56)=-7.40$, $p<.001$).

Discussion

My Hypotheses

My analysis included comparisons between the following groups in reference to Title IX knowledge, MR attitudes, minimization of sexual assault, and victimization of sexual assault:

1. Men and women
2. Women victims of sexual assault and non-victims

First, I hypothesized that women would know more than men students about Title IX and mandatory reporting, because it is more likely to affect women. Further, I hypothesized that women victims would know more about Title IX and mandatory reporting than non-victims. Additionally, it was hypothesized that women would have more negative attitudes than men regarding MR, because again, it is more likely to affect women. I also predicted that women victims would have more negative attitudes than non-victims regarding MR because they have been personally affected by MR laws. Secondly, I hypothesized that men would minimize sexual assault more than women. The rationale for this is that men experience lower rates of sexual assault victimization on college campuses compared to women, making it less likely for them to realize sexual assault is a problem. Moreover, I hypothesized that non-victims would minimize sexual assault more than women victims because non-victims have not been personally affected by an assault. Lastly, I measured the victimization of sexual violence on campus. I hypothesized that more women than men would be victims of sexual violence. In general, results were

partially consistent with my original hypotheses. The degree to which my results aligned with my hypotheses is described below.

Knowledge on Title IX and MR

To begin, men and women as well as women victims and non-victims did not differ in their perceptions of institutional response to sexual misconduct. Hence, this finding might demonstrate a shift from institutional betrayal to institutional support in which participants generally felt supported and protected from campus sexual assault through institutional resources, policies, and accommodations (Webermann & Holland, 2022).

Moreover, women and men did not differ in knowledge of campus sexual misconduct resources. Although this finding is inconsistent with the original hypothesis, it is a positive finding in that men are aware of campus sexual misconduct resources. On the other hand, there was a significant difference between women victims and non-victims on the knowledge of sexual misconduct resources, as non-victims in this sample had significantly more knowledge of campus sexual misconduct resources than women victims. This finding might be due to the fact that Title IX administrators, as a whole, are proactively engaging in education and training, thus creating a community mindset in that sexual-assault can happen to anyone. Therefore, training is not targeted solely to victim-survivors (Harry & Garry, 2022).

Further, men and women on knowledge about campus/community resources which is inconsistent with the original hypothesis that women will know more than men about Title IX and mandatory reporting, because it is more likely to affect them. This finding is consistent with previous research that few survivors wanted to report their assault to the Title IX office but not because of lack of knowledge or awareness, thus indicating a deeper issue not related to

knowledge of resources (Holland & Cipriano, 2021). There was no difference between women victims and non-victims on the level of awareness about campus/community resources which is inconsistent with the original hypothesis that women victims will know more about Title IX and mandatory reporting than non-victims because it is more likely to affect someone who has already been victimized. A possible explanation for this finding is that more universities have been invested in addressing the knowledge gap present in Title IX education and training, therefore more students as a whole are informed of proper resources (Wareham et al., 2023).

Attitudes on Mandatory Reporting

To continue, men and women as well as women victims and non-victims did not differ in approval for MR. This is inconsistent with the original hypothesis and prior research that students to whom the policies would actually apply (sexual assault survivors) are twice as likely to say they would be less likely to report given the MR policy (Koon-Magnin & Mancini, 2023). However, this finding is consistent with the common, false assumption underlying the implementation of MR policies that such policies actually benefit students who experience sexual assault (Holland et al., 2021).

In regards to likelihood of reporting under MR, men were significantly more likely to make a report compared to women. This finding suggests that MR primarily targets victim-survivors, therefore women are primarily affected by negative aspects of MR, therefore making them less likely to make a report. On the other hand, women victims and non-victims did not differ on likelihood of reporting. This finding is somewhat in line with prior research that suggests students who have experienced a sexual assault are less likely to indicate they would disclose their sexual assault to a MR and were more likely to indicate that mandated reporting disclosure decreased their disclosure likelihood (Newins et al., 2018). Moreover, it is important

to note that those who personally know a victim of sexual assault may be more critical of MR policies (Koon-Magnin & Mancini, 2023).

In terms of perceived likelihood of faculty compliance, there was no difference between men and women and women victims and non-victims. This finding might be because institutions are still trying to increase their accountability of CSA in shifting from discretion of individual faculty and staff members to ensuring that cases of sexual assault are handled in a single office with expertise (Koon-Magnin & Mancini, 2023).

Finally, there was no difference between men and women beliefs about the likelihood of various potential outcomes of MR laws. This finding might be due to the fact that the Title IX reporting process is largely inconsistent, leaving its' outcomes inconclusive (Webermann & Holland, 2022). Further, women victims and non-victims did not differ on beliefs about the likelihood of various potential outcomes of MR laws suggesting that outcomes of MR might not be correlated with victimization.

Minimization of Sexual Violence

Furthering this discussion, women and men did not differ on anticipated emotional support and tangible aid from peers. This finding is surprising as sexual assault is more prevalent towards women than men. Additionally, women victims and non-victims did not differ on anticipated emotional support and tangible aid from peers which is profound in that victim-survivors may have experienced instances of institutional support when disclosing a sexual misconduct.

Also, women and men did not differ on anticipated instances of blame, stigma, and infantilizing from peers responding to sexual misconduct. This is inconsistent with the original hypothesis that men will minimize sexual assault more than women because men experience

lower rates of sexual assault victimization on college campuses compared to women, making it less likely for them to realize sexual assault is a problem. Women victims indicated significantly greater anticipated instances of blame, stigma, and infantilizing from peers compared to men in this sample which is also inconsistent with the original hypothesis that non-victims will minimize sexual assault more than women victims because non-victims have not been personally affected by an assault. The rationale for these inconsistencies might rest in the fact that many survivors believe their assault was not “serious enough” which inherently allows them to characterize other assaults as not “serious enough” (Holland et al., 2021).

Surprisingly, men and women as well as women victims and non-victims did not differ on level of general peer support. This finding is consequently inconsistent with the original hypothesis that men and non-victims would be more likely to minimize sexual assault compared to women and victims. In addition to survivors often deeming their own assault as not “serious enough”, many survivors experience symptoms of PTSD which might make them less likely to engage in peer support (Ullman et al., 2007).

Victimization of Sexual Violence

Lastly, significantly more women and women victims reported being victims of sexual violence. This finding is consistent with the original hypothesis that more women than men would be victims of sexual violence. Prior research suggests that the prevalence of campus sexual assault is continually rising and is primarily targeted towards women (Koss et al., 2022). In attempt to mitigate sexual assault victimization, universities should increase institutional accountability and provide victims and non-victims with ample resources.

Limitations

A primary limitation of this study is that the findings reflect the ideas and opinions of students only from Bucknell University, a small liberal arts college on the east coast comprised of a predominantly white, wealthy, heterosexual student body. Further, the Bucknell social scene is also heavily dominated by Greek life which may affect prevalence rates of CSA. As a result, these findings may not be generalizable to college campuses across the United States. Further, the demographics for gender overrepresented women. 67.3% (N = 255) of participants that identified themselves as women, 30.6% (N= 116) as men. This is not uncommon with Campus Climate survey respondent demographics as women respond to the survey at a higher rate than men do.

Another limitation of the study was the self-report nature of the Campus Climate Survey. Participants may be more encouraged to give more desirable answers with use of a self-report measure. Thus, social desirability bias may have influenced respondents to answer questions in a way they believe will have them be viewed favorably by other people (Beretvas et al., 2002). In addition, this study failed to incorporate a qualitative component. Although quantitative data is important for studying CSA, incorporating qualitative data allows for greater understanding of the issue at hand. A heavy topic addressed in the qualitative literature on MR is the minimizing nature of CSA and when an assault is “serious enough” to make a report (Holland et al., 2021; Holland & Cortina, 2017; Roskin-Frazee, 2023).

Finally, a main factor to consider in the present study is my positionality. My positionality as a white, heterosexual, able-bodied female may have played a role on the research I have conducted. This may have effected my choice to focus on certain groups (gender and female victimization) and the way in which I interpreted the findings. However, I have been a

member of a campus sexual assault research team for 2 years which informed my research. The research questions I was investigating may have differed depending on my gender, sexual orientation, and other social identities. With this being said, I continue to acknowledge and empathize with different communities within the research I am studying.

Implications and Further Research

In hopes to mitigate CSA and improve MR and Title IX policies, future research should consider the following points. First, a larger, more diverse sample size is needed. As stated previously, the current study's data is based on a predominately white institution demographic. Hence, investigating a more diverse population would allow for greater generalizability and insight on CSA. I recommend conducting this research focused on minority groups at a larger university than one like Bucknell University. This would allow for a greater understanding of how CSA affects different communities while also obtaining a large sample size.

Continuing, further research should consider investigating Title IX and mandatory reporting attitudes using a mixed-methods approach. Qualitative research used alongside quantitative research in future research studies would allow for contextualization of the results found in the quantitative research. Additionally, qualitative data typically addresses other areas of research worthy of exploration that may not have been obtained through quantitative research.

As a whole, this study implied the need for changes to be made in sexual violence prevention and Title IX education provided to students. Furthermore, greater MR disclosure and institutional accountability is needed in order to mitigate CSA. With this, future research on this topic should focus on different communities within college campuses to ensure that Title IX and MR policies, as well as other resources provided, speak to all identities.

Appendix A. Demographic Characteristics of Survey Sample

Table 1

Demographic Characteristics of Survey Sample

Demographics	All Participants	
	<i>N</i>	<i>%</i>
Gender		
Men	116	30.6
Women	255	67.3
Sexual Orientation		
Heterosexual	295	77.8
LGBTQIA+	73	19.6
Queer	7	1.8
Gay/lesbian/ homosexual	12	3.1
Bisexual	31	8.2
Pansexual	6	1.6
Asexual Spectrum	12	3.2
Identity not listed/ I'm not sure	13	3.4

Class Year

First year	125	33.0
Sophomore	106	28.0
Junior	80	21.1
Senior	64	16.9
Graduate Student	1	0.3

Race

White	315	83.1
BIPOC	49	12.9

Involvement

Greek Life	99	26.1
Intercollegiate Athletic Team	55	14.5

College

Arts & Sciences	259	68.3
Engineering	71	18.7
Management	46	12.1

Parental Income

<\$50,000	31	8.2
<\$100,000	55	14.5
<\$150,000	54	14.2
<\$200,000	42	11.1
<\$250,000	30	7.9
>\$250,000	101	26.7

Bucknell Fall 2023 Campus Climate

Survey

Start of Block: Consent Form

Consent Information 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), Professor Erica Delsandro (Department of Women's & Gender Studies), and students on their 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. Regardless of whether or not you've had one or more of these experiences, we're interested in everyone's perspectives. 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 15-30 minutes to complete.

Estimated total number of participants: We expect to collect survey data from approximately 500 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 Eric Kennedy, Chair of the Institutional Review Board at Bucknell, irbchair@bucknell.edu, 570-577-1405. 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 Professors Flack and Delsandro 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.

☐ I am over 18 years old and I consent to take this survey after reading all of the terms above. (4)

End of Block: Consent Form

Start of Block: Introduction

Survey Information Introduction

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. Intimate partner violence, stalking, sexual harassment, and sexual 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 our student-faculty research team conducting this study at Bucknell about your experiences while you have been a student at the university. The survey is not being conducted by or for the university. The overall goal of the survey is to provide the researchers with important information on campus sexual misconduct prevalence and responses. We are interested in your responses regardless of whether or not you have had experiences of sexual misconduct.

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 or to volunteer for subsequent interview-based research, 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

Survey Definitions Please remember, in answering these questions, unless otherwise specified, we want to know about your experiences and those of your peers 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.

Mandatory reporting (MR) is defined as an individual's duty to report known or suspected abuse or neglect relating to children, elders, or dependent adults (National Association of Mandated Reporters 2022).

End of Block: Introduction

Start of Block: Module 18 - Demographics

Demo_inst

Please answer the following questions about yourself.

Age What is your age?

Gender What is your current gender identity? Check all that apply.

- ☐ Woman (0)
- ☐ Man (1)
- ☐ Transwoman (2)
- ☐ Transman (3)
- ☐ Genderqueer/gender non-conforming (4)
- ☐ Two-Spirit (6)
- ☐ I'm not sure (7)

☐ **A gender not listed here (5)**

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

☐ **Black (1)**

☐ **American White/Caucasian (2)**

☐ **Asian or Asian American (3)**

☐ **Hawaiian or Pacific Islander (4)**

☐ **Native American or Alaskan Native (5)**

☐ **Hispanic or Latino/a (6)**

☐ **South Asian or South Asian American (8)**

☐ **African-American (9)**

☐ **Afro/Black-Caribbean (10)**

☐ **Mixed race or ethnicity (11)**

☐ **Don't know/I'm not sure (12)**

☐

A race not listed here (7)

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

☐ **Yes (1)**

☐ **No (0)**

Inter_St Are you an international student?

☐ **Yes (1)**

☐ **No (0)**

Disability Do you have a physical, psychiatric, or learning disability?

☐ **Yes (1)**

☐ **No (0)**

Display This Question:

If Do you have a physical, psychiatric, or learning disability? = Yes

Q216 Please check all that apply.

- ☐ **Physical (1)**
- ☐ **Psychiatric (2)**
- ☐ **Learning (3)**

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

- ☐ **Yes (1)**
- ☐ **No (0)**

SO What is your sexual orientation?

- ☐ **Gay (1)**
- ☐ **Lesbian (2)**
- ☐ **Bisexual (3)**
- ☐ **Asexual Spectrum (4)**
- ☐ **Heterosexual/straight (5)**

- ☐ Queer (6)
 - ☐ Pansexual (8)
 - ☐ I'm not sure (9)
 - ☐ A sexual orientation not listed (7)
-

LGBTQIA+ Membership Do you consider yourself as part of the LGBTQIA+ or questioning community?

- ☐ Yes (1)
- ☐ No (0)

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)

College Which college are you enrolled in?

☐ Arts & Sciences (1)

☐ Engineering (2)

☐ Management (3)

STEM Classification Do you consider yourself to be a STEM major? STEM stands for Science, Engineering, Mathematics, and Information Technology. This includes Natural and Social Sciences.

☐ Yes (1)

☐ No (2)

Display This Question:

If Do you consider yourself to be a STEM major? STEM stands for Science, Engineering, Mathematics, a... = Yes

Major What is your declared or intended major?

☐ Major (3) _____

Pre-Health Are you a pre-health student?

☐ **Yes (1)**

☐ **No (2)**

Demo_time1 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (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.

- ☐ **Fraternity or sorority (pledge or member) (2)**
- ☐ **Intercollegiate athletic team (3)**
- ☐ **Intramural or club athletic team (4)**
- ☐ **Honor society or professional group related to your major, field of study (1)**
- ☐ **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 of the following best describes your living situation?

- ☐ **On-campus residence hall/dormitory (1)**
- ☐ **Other on campus housing (apartment, house) (2)**
- ☐ **On-campus fraternity or sorority house (3)**
- ☐ **Off-campus university-sponsored apartment/house (4)**
- ☐ **Off-campus housing non-university sponsored (5)**
- ☐ **At home with parent(s) or guardian(s) (6)**
- ☐ **Abroad (8)**
- ☐ **Couch surfing or crashing with a friend (9)**
- ☐ **Off-campus fraternity or sorority house (10)**
- ☐ **Other-Off Campus Non-University Sponsored Housing (11)**
- ☐ **Off-Campus Sports-Team House (12)**

Class/Income What is your parent's/caregivers' approximate total annual income?

- ☐ \$0-\$49,999 (1)
- ☐ \$50,000-\$99,999 (2)
- ☐ \$100,00-\$149,999 (3)
- ☐ \$150,000-\$199,999 (4)
- ☐ \$200,000-\$249,999 (5)
- ☐ \$250,000-\$299,999 (6)
- ☐ \$300,000-\$499,999 (8)
- ☐ \$500,000+ (9)
- ☐ N/A (10)

Q217 Have you taken a survey conducted by our student-faculty research team before?

- ☐ Yes (1)
- ☐ No (2)

Demo_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 18 - Demographics

Start of Block: Module 1 - Possible Outcomes

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)

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made excuses to get out of class (Disengage_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been late for class (Disengage_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Done poor work (Disengage_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended class intoxicated or "high" (Disengage_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slept in class (Disengage_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about dropping a class (Disengage_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about quitting school (Disengage_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PO_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

End of Block: Module 1 - Possible Outcomes

Start of Block: Module 2 - 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)**

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, 8, or 9 (3)
- ☐ 10 or more (4)

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

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

Alc_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 2 - 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would maintain the privacy of the person making the report. (InstResp_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution would do its best to honor the request of the person about how to go forward with the case. (InstResp_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

The institution
would handle
the report fairly.
(InstResp_8)

☐☐☐☐☐

The institution
would label the
person making
the report a
troublemaker.
(InstResp_9)

☐☐☐☐☐

The institution
would have a
hard time
supporting the
person who
made the
report.
(InstResp_10)

☐☐☐☐☐

The institution
would punish
the person who
made the
report.
(InstResp_11)

☐☐☐☐☐

PCC_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If The following statements describe how Bucknell might handle it if a student reported an incident... != 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand what happens when a student reports a claim of sexual misconduct at Bucknell. (KnowRes_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**I would know
where to go
to make a
report of
sexual
misconduct.
(KnowRes_3)**

☐ ☐ ☐ ☐ ☐

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 Interpersonal Violence and Advocacy (INFO_EDU4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title IX Office (INFO_EDU4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counseling Services (INFO_EDU4_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Services (INFO_EDU4_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Safety (INFO_EDU4_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of Students (INFO_EDU4_10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRANSITIONS of PA (INFO_EDU4_11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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: MR Measures

MR Definition Mandatory reporting (MR) is defined as an individual's duty to report known or suspected abuse or neglect relating to children, elders, or dependent adults (National Association of Mandated Reporters 2022).

Approval for MR Using the scale provided, please indicate your level of support.

	Strongly Oppose (1)	Oppose (2)	Neither support nor oppose (3)	Support (4)	Strongly Support (5)
<p>Some states are considering enacting 'MANDATORY REPORTING' laws that would require colleges and universities to report all suspicions of sexual assault involving students to the police (e.g., a student reports he/she was a victim of rape at a party to a professor), even if victims do not want the crime reported. How much do you support or oppose mandatory reporting laws? (1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Likelihood of Report Using the scale provided, please indicate how likely you would be to report.

	Much less likely (1)	Less likely (2)	Neither more nor less likely (3)	More likely (4)	Much more likely (5)
If you experienced a sexual victimization, how much more or less likely would MR laws make you personally to report the victimization to the University or an employee of the University? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fac. Comp. Percept. Using the scale provided, please indicate the level of likeliness.

	Very unlikely (1)	Unlikely (2)	Likely (3)	Very likely (4)

<p>Mandatory reporting laws require university employees, including your professors, to report any allegation of sexual assault to the university, who in turn reports the crime to law enforcement. From your experience with faculty, how likely is it that your professors would comply with the law, even if a student who informed them about a sex crime asked them not to report the victimization?</p> <p>(1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

Expected Outcomes Below is a list of several potential outcomes of MR laws. In your view, how likely or unlikely is it that MR laws will do each of the following:

	Very unlikely (1)	Unlikely (2)	Likely (3)	Very Likely (4)
<p>Make students less likely to report sexual victimizations to</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

university staff (1)				
Provide better assistance to victims (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the likelihood that sex offenders who victimize students will be arrested (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the number of innocent students who are wrongly investigated by police for sex crimes (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent universities from sweeping sex crimes under the rug (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase university accountability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce victim autonomy (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce the number of sex crimes committed against students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reduce victims' willingness to seek counseling or other social services from the university (8)



Increase punishments for persons who commit sex crimes against students (9)



Retraumatize victims (10)



Force university staff and police officers to spend too much time investigating weak sexual assault allegations (11)



End of Block: MR Measures

Start of Block: Module 5 - Sexual Harassment by Faculty/Staff

SHFacStaff Since you enrolled at Bucknell, 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)

<p>Treated you “differently” because of your sex (for example, mistreated, slighted, or ignored you)? (SHFacStaff_1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)? (SHFacStaff_2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)? (SHFacStaff_3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Put you down or was condescending to you because of your sex? (SHFacStaff_4)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Repeatedly
told sexual
stories or jokes
that were
offensive to
you?
(SHFacStaff_5)**

☐☐☐☐☐

**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)**

☐☐☐☐☐

**Made offensive
sexist remarks
(for example,
suggesting
that people of
your sex are
not suited for
the kind of
work you do)?
(SHFacStaff_7)**

☐☐☐☐☐

**Made gestures
or used body
language of a
sexual nature
which
embarrassed
or offended
you?
(SHFacStaff_8)**

☐☐☐☐☐

**Made
unwanted
attempts to
establish a
romantic
sexual
relationship
with you
despite your
efforts to
discourage it?
(SHFacStaff_9)**

☐☐☐☐☐

**Continued to
ask you for
dates, drinks,
dinner, etc.,
even though
you said “No”?
(SHFacStaff_10
)**

☐☐☐☐☐

**Touched you in
a way that
made you feel
uncomfortable
?
(SHFacStaff_11
)**

☐☐☐☐☐

**Made
unwanted
attempts to
stroke, fondle,
or kiss you?
(SHFacStaff_12
)**

☐☐☐☐☐

**Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?
(SHFacStaff_13)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)?
(SHFacStaff_14)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Treated you badly for refusing to have sex?
(SHFacStaff_15)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Implied better treatment if you were sexually cooperative?
(SHFacStaff_16)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

FSH_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 5 - Sexual Harassment by Faculty/Staff

Start of Block: Module 5 -Sexual Harassment by Faculty/Staff Follow Up Questions

FSH_instr Think about the situations that happened to you that involved the behaviors you marked on the last screen. Now think about the **ONE SITUATION** that had the greatest effect on you and answer the following questions.

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_gender Please describe the gender of the person(s) who committed the behavior.

☐ **Man** (1)

☐ **Woman** (0)

☐ Other (2) _____

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

☐ Faculty member (1)

☐ Staff member (2)

☐ Graduate student instructor (3)

☐ Other (4) _____

FSH_Campus Did this happen on campus?

☐ Yes (1)

☐ No (0)

FSH_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)

FSH_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 5 -Sexual Harassment by Faculty/Staff Follow Up Questions

Start of Block: Module 6 - Sexual Harassment by Students

StuSH Since you enrolled at Bucknell, have you been in a situation in which a student:

	Never (0)	Once or Twice (1)	Sometimes (2)	Often (3)	Many Times (4)
Treated you “differently” because of your sex (for example, mistreated, slighted, or ignored you)? (StuSH_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Displayed,
used, or
distributed
sexist or
suggestive
materials (for
example,
pictures,
stories, or
pornography
which you
found
offensive)?
(StuSH_2)**

☐☐☐☐☐

**Made
offensive
sexist remarks
(for example,
suggesting
that people of
your sex are
not suited for
the kind of
work you do)?
(StuSH_3)**

☐☐☐☐☐

**Put you down
or was
condescending
to you
because of
your sex?
(StuSH_4)**

☐☐☐☐☐

**Repeatedly
told sexual
stories or
jokes that
were offensive
to you?
(StuSH_5)**

☐☐☐☐☐

**Made
unwelcome
attempts to
draw you into
a discussion
of sexual
matters (for
example,
attempted to
discuss or
comment on
your sex life)?
(StuSH_6)**

☐☐☐☐☐

**Made gestures
or used body
language of a
sexual nature
which
embarrassed
or offended
you?
(StuSH_8)**

☐☐☐☐☐

**Made
unwanted
attempts to
establish a
romantic
sexual
relationship
with you
despite your
efforts to
discourage it?
(StuSH_9)**

☐☐☐☐☐

**Continued to
ask you for
dates, drinks,
dinner, etc.,
even though
you said
“No”?
(StuSH_10)**

☐☐☐☐☐

**A choice that indicates attention for this item would be, "Never."
(Attention_4)**

☐☐☐☐☐

**Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook or other electronic means?
(StuSH_11)**

☐☐☐☐☐

**Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?
(StuSH_12)**

☐☐☐☐☐

**Called you gay or lesbian in a negative way by text, email, Facebook or other electronic means?
(StuSH_13)**

☐☐☐☐☐

SSH_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If Since you enrolled at Bucknell, have you been in a situation in which a student: != A choice that indicates attention for this item would be, "Never." [Never]

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 6 - Sexual Harassment by Students Follow Up Questions

SSH_inst Think about the situations that happened to you that involved the behaviors you marked in the last set of questions. Now think about the **ONE SITUATION** that had the greatest effect on you and answer the following questions.

SSH_inv 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)

SSH_gender Please describe the gender of the person(s) who committed the behavior.

- ☐ Man (1)
- ☐ Woman (0)
- ☐ Other (2) _____

SSH_stat1 Was the other person an undergraduate student at Bucknell?

- ☐ Yes (1)
- ☐ No (0)
- ☐ Don't know (2)

SSH_stat2 Was the other person a graduate or professional student at Bucknell?

☐ Yes (1)

☐ No (0)

☐ Don't know (2)

SSH_campus Did this happen on campus?

☐ Yes (1)

☐ No (0)

SSH_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)

SSH_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 6 - Sexual Harassment by Students Follow Up Questions

Start of Block: Module 7 - Stalking Victimization

StalkVict How many times have one or more people done the following things to you since you enrolled at Bucknell?

	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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)**

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

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

☐☐☐☐☐

**Made
unwanted
phone calls to
you
(including
hang up**

☐☐☐☐☐

calls)?
(StalkVict_6)

Sent you
unwanted
emails,
instant
messages, or
sent
messages
through
social media
apps?

(StalkVict_7)

Left you
cards, letters,
flowers, or
presents
when they
knew you
didn't want
them to?

(StalkVict_8)

Made rude or
mean
comments to
you online?

(StalkVict_9)

Spread
rumors about
you online,
whether they
were true or
not?

(StalkVict_10)



StlkVtime1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 7 - Stalking Victimization

Start of Block: Module 7 - Stalking Victimization Follow Up Questions

StkV_inst Think about the situations that happened to you that involved the behaviors you marked on the last screen. Now think about the **ONE SITUATION** that had the greatest effect on you and answer the following questions.

StkIV_gend Please describe the gender of the person(s) who committed the behavior.

☐ Man (1)

☐ Woman (0)

☐ Other (2) _____

StkV_rela 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)

StlkV_camp Did this happen on campus?

☐ Yes (1)

☐ No (0)

StlkV_stud Was the other person a student at Bucknell?

☐ Yes (1)

☐ No (0)

☐ Don't know (2)

StlkVtime2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 7 - Stalking Victimization Follow Up Questions

Start of Block: Module 9 - Dating Violence Victimization

DV_V Answer the next questions about any hook-up, boyfriend, girlfriend, husband, or wife you have had, including exes, regardless of the length of the relationship since you enrolled at Bucknell.

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

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

☐☐☐☐☐

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

☐☐☐☐☐

DV_V_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 9 - Dating Violence Victimization

Start of Block: Module 9 - Dating Violence Victimization Follow Up Questions

DV_V_inst Think about the situations that have happened to you that involved the experiences you marked on the last screen. Now think about the ONE SITUATION that had the greatest effect on you and answer the following questions.

DV_V_gen Please describe the gender of the person(s) who committed the behavior.

☐ Man (1)

☐ Woman (0)

☐ Other (2) _____

DV_V_rel 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_stu Was this person a student at Bucknell?

☐ Yes (1)

☐ No (0)

☐ Don't know (2)

DV_V_Camp Did this happen on campus?

☐ Yes (1)

☐ No (0)

DV_V_alc1 Had the other person been using alcohol or 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)

DV_V_alc2 Had you been using alcohol or 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_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module 9 - Dating Violence Victimization Follow Up Questions

Start of Block: Module 11 - 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. Choose the option showing the number of times each experience has happened to you. If several experiences occurred on the same occasion—for example, if one night someone told you lies and had sex with you when you were drunk, you should indicate both. We want to know about your experiences since you enrolled 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:

	0 times (0)	1 time (1)	More than once (2+) (2)
--	-------------	------------	----------------------------

**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)**



**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)**



**Taking advantage of
me when I was too
drunk or out of it to
stop what was
happening.
(SV_V1_3)**



**Threatening to
physically harm me
or someone close to
me. (SV_V1_4)**



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



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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

SV_PerpContact Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

SV_V_time1 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_Stealth How many times has a partner, during (or before) sex:

	0 times (1)	1 time (2)	More than once (2+) (3)
Removed the condom without your consent? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removed the condom without your knowledge? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpStealth Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

SV_V_time2 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

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

	0 times (1)	1 time (2)	More than once (2+) (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. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Taking advantage of me when I was too drunk or out of it to stop what was happening. (3)



Threatening to physically harm me or someone close to me. (4)



Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (5)



AttemptedSES-SFV Even though it didn't happen someone TRIED to MAKE ME:

0 times (1)

1 time (2)

**More than once
(2+) (3)**

Put my penis into their vagina, or tried to make me stick in fingers or objects without my consent (skip if you do not have a penis) (1)



Put my penis into their butt, or tried to make me stick in fingers or objects without my consent (skip if you do not have a penis) (2)



Put their penis into
my butt, or
someone tried to
MAKE ME stick in
objects or fingers
without my consent
(3)

☐☐☐

Put their penis into
my vagina, or
someone tried to
MAKE ME stick in
objects or fingers
without my consent
(skip if you do not
have a vagina) (4)

☐☐☐

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpAttemptedRape Have you tried to do any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

SV_V_time3 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_RapeOral Someone had oral sex with me or made me perform oral sex on them without my consent by:

	0 times (1)	1 time (2)	More than once (2+) (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. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to (2)

☐☐☐

Taking advantage of me when I was too drunk or out of it to stop what was happening. (3)

☐☐☐

Threatening to physically harm me or someone close to me. (4)

☐☐☐

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (5)

☐☐☐

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpRapeOral Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

SV_V_time4 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

RapeSES-SFV Skip the following items if you do not have a penis:

	0 times (1)	1 times (2)	More than once (2+) (3)
Someone MADE ME put my penis into their vagina, or MADE ME insert my fingers or objects into their vagina without my consent (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Someone MADE
ME put my penis
into their butt, or
someone MADE ME
insert my fingers or
objects into their
butt without my
consent (2)

☐☐☐

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpForcedPen Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

SV_V_time5 Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

SV_RapeVaginal Skip the following items if you do not have a vagina. Someone put their penis, fingers, or other objects into my vagina without my consent by:

	0 times (1)	1 time (2)	More than once (2+) (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. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Taking advantage of me when I was too drunk or out of it to stop what was happening. (3)

☐☐☐

Threatening to physically harm me or someone close to me. (4)

☐☐☐

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (5)

☐☐☐

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpRapeVaginal Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

Page Break

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

	0 times (1)	1 time (2)	More than once (2+) (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. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Taking advantage of me when I was too drunk or out of it to stop what was happening. (3)

☐☐☐

Threatening to physically harm me or someone close to me. (4)

☐☐☐

Using force, for example holding me down with their body weight, pinning my arms, or having a weapon. (5)

☐☐☐

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

☐ Yes (1)

☐ No (2)

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

☐ Yes (1)

☐ No (2)

PerpRapeAnal Have you done any of these behaviors to someone else?

☐ Yes (1)

☐ No (2)

Page Break

End of Block: Module 11 - Sexual Violence Victimization

Start of Block: Module 11 - 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)

End of Block: Module 11 - Sexual Violence Victimization Follow Up Questions (Rape)

Start of Block: Module 11 - 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)
-

End of Block: Module 11 - Sexual Violence Victimization Follow Up Questions (Both)

Start of Block: Module 11 - Sexual Violence Victimization Follow Up Questions

SV_V_inst2 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 had the greatest effect on you and answer the following questions.

SV_Temporal During which time period did this situation occur?

- ☐ Between starting the Fall Semester and October Recess (1)
- ☐ Between returning from October Recess to Thanksgiving Recess (2)
- ☐ Between returning from Thanksgiving Recess to the End of Fall Semester Finals (3)
- ☐ During Winter Break (4)
- ☐ Between starting the Spring Semester and Spring Break (5)
- ☐ During Spring Break (6)
- ☐ Between returning from Spring Break and the End of Spring Semester Finals (7)

☐ During the Summer (8)

SV_V_gend The other person was a:

☐ Man/Men (1)

☐ Woman/Women (0)

☐ Non-Binary Person/People (3)

☐ Group/Couple of more than one gender (4)

☐ Other (2) _____

SV_V_rel In what relationship context did the behavior occur? (If there were multiple people who did the behavior to you in this situation please check all that apply.)

☐ Encounter with Acquaintance(s) (Acquaintance = someone you know, but not a friend) (1)

☐ Casual Sex Hook-up Partner (2)

☐ Casual Dating Partner (5)

☐ Friend (3)

☐ Romantic Partner (4)

- ☐ **Relative/Family (6)**
- ☐ **Faculty/Staff (7)**
- ☐ **Hook-up with Acquaintance (8)**
- ☐ **Hook-up with Stranger (9)**
- ☐ **Encounter with Stranger(s) (10)**

SV_V_stu Was this person a student at Bucknell?

- ☐ **Yes (1)**
- ☐ **No (0)**
- ☐ **Not Sure (2)**
- ☐ **Former Student/Alum (3)**

SV_Location Where did this situation happen?

- ☐ **Academic Building (1)**
- ☐ **Bar/Restaurant (0)**

- ☐ Affinity House (2)
- ☐ Hunt Hall (3)
- ☐ On-Campus Fraternity Chapter House (4)
- ☐ Other On-Campus Residence Hall/Dormitory (5)
- ☐ Other On-Campus Location (6)
- ☐ Off-Campus University-Sponsored Apartment/House (7)
- ☐ Off Campus Sports-Team House (8)
- ☐ Off Campus Fraternity House (9)
- ☐ Off Campus Sorority House (10)
- ☐ Other Off campus Non-University Sponsored Housing (11)
- ☐ Study Abroad (12)
- ☐ Fraternity rented Hotel/Motel/AirBnB (13)
- ☐ Sorority rented Hotel/Motel/AirBnB (14)
- ☐ Sports Team rented Hotel/Motel/AirBnB (15)
- ☐ Other Hotel/Motel/AirBnB rental (16)
- ☐ At home of a Student's Parent(s) or Guardian(s) (17)

☐ Other Location: (18) _____

SV_NumberPerp How many people committed the behavior during this situation?

☐ 1 (1)

☐ 2 (2)

☐ More than 2 (3)

SV_V_alc1 Had the other person been using alcohol or 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)

SV_V_alc2 Had you been using alcohol or 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)
- ☐ I had not by choice, but I might have been drugged (4)

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 11 - Sexual Violence Victimization Follow Up Questions

Start of Block: GPS

Q168 The items in this section concern the events or experiences you indicated in a previous section of this survey (some type of sexual misconduct that occurred since you started at Bucknell).

If you did not indicate any such events or experiences, please answer the following questions in this section in relation to some other particularly distressing event that you have experienced.

Q163 This event happened:

☐ last month (1)

☐ last half year (2)

☐ last year (3)

☐ longer ago (4)

Q165 Which of the below characterize the event:

	to yourself (2)	happened to someone else (3)
Physical violence (1)	<input type="checkbox"/>	<input type="checkbox"/>
Sexual violence (2)	<input type="checkbox"/>	<input type="checkbox"/>
Emotional abuse (3)	<input type="checkbox"/>	<input type="checkbox"/>
Serious injury (4)	<input type="checkbox"/>	<input type="checkbox"/>
Life threatening (5)	<input type="checkbox"/>	<input type="checkbox"/>

Q167 Which of the below characterize the event (if the prior section did not include the best characterization of the event)(more answers possible):

- ☐ Sudden death of a loved one (1)
- ☐ You causing harm to someone else (2)
- ☐ Coronavirus (COVID-19) (3)

Q161 Considering the above event, in the past month have you....

	Yes (1)	No (2)
...had nightmares about the past traumatic life event(s) you have experienced or thought about the event(s) when you did not want to? (1)	<input type="radio"/>	<input type="radio"/>
...tried hard not to think about past traumatic life event(s) or went out of your way to avoid situations that reminded you of the event(s)? (2)	<input type="radio"/>	<input type="radio"/>
...been constantly on guard, watchful, or easily startled? (3)	<input type="radio"/>	<input type="radio"/>
...felt numb or detached from people, activities, or your surroundings? (4)	<input type="radio"/>	<input type="radio"/>
...felt guilty or unable to stop blaming yourself or others for past traumatic life event(s) or any problems the event(s) caused? (5)	<input type="radio"/>	<input type="radio"/>

**...tended to feel worthless?
(6)**

☐☐

**...experienced angry
outbursts that you could
not control? (7)**

☐☐

**...been feeling nervous,
anxious, or on edge? (8)**

☐☐

**...been unable to stop or
control worrying? (9)**

☐☐

**...been feeling down,
depressed, or hopeless?
(10)**

☐☐

**...been experiencing little
interest or pleasure in
doing things? (11)**

☐☐

**...had any problems falling
or staying asleep? (12)**

☐☐

**...tried to intentionally hurt
yourself? (13)**

☐☐

**...perceived or experienced
the world or other people
differently, so that things
seem dreamlike, strange,
or unreal? (14)**

☐☐

**...felt detached or
separated from your body
(for example: feeling like
you are looking down on
yourself from above, or like
you are an outside
observer of your own
body)? (15)**

☐☐

<p>...had any other physical, emotional, or social problems that bothered you? (16)</p>	<input type="radio"/>	<input type="radio"/>
<p>...experienced other stressful events (such as financial problems, changing jobs, moving to another house, relational crisis in work or private life)? (17)</p>	<input type="radio"/>	<input type="radio"/>
<p>...tried to reduce tensions by using alcohol, tobacco, drugs, or medication? (18)</p>	<input type="radio"/>	<input type="radio"/>
<p>...missed supportive people near you that you could readily count on for help in times of difficulty (such as emotional support, watch over children or pets, give rides to hospital or store, help when you are sick)? (19)</p>	<input type="radio"/>	<input type="radio"/>
<p>During your childhood (0-18 years), did you experience any traumatic life events (e.g., a serious accident or fire, physical or sexual assault or abuse, a disaster, seeing someone be killed or seriously injured, or having a loved one die)? (20)</p>	<input type="radio"/>	<input type="radio"/>
<p>Have you ever received a psychiatric diagnosis or have you even been treated for psychological problems (for example, depression, anxiety, or a personality disorder)? (21)</p>	<input type="radio"/>	<input type="radio"/>

Do you generally consider yourself to be a resilient person? (22)

☐
☐

Q166 How would you rate your present functioning (at work/school/home)?

1 2 3 4 5 6 6 7 8 9 10

1 = Poor, 10 = Excellent ()

End of Block: GPS

Start of Block: Module 13 - Institutional Responses A

RespSurviv In thinking about the events related to sexual misconduct described previously in this survey, 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apologizing for what happened to you? (RespSurviv_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believing your report? (RespSurviv_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Allowing you to have
a say in how your
report was handled?
(RespSurviv_4)**

☐☐☐

**Ensuring you were
treated as an
important member of
the institution?
(RespSurviv_5)**

☐☐☐

**Meeting your needs
for support and
accommodations?
(RespSurviv_6)**

☐☐☐

**Creating an
environment where
this type of
experience was safe
to discuss?
(RespSurviv_7)**

☐☐☐

**Creating an
environment where
this type of
experience was
recognized as a
problem?
(RespSurviv_8)**

☐☐☐

**Not doing enough to
prevent this type of
experience/s?
(RespSurviv_9)**

☐☐☐

**Creating an
environment in
which this type of
experience/s seemed
common or normal?
(RespSurviv_10)**

☐☐☐

**Creating an environment in which this experience seemed more likely to occur?
(RespSurviv_11)**

☐☐☐

**Making it difficult to report the experience/s?
(RespSurviv_12)**

☐☐☐

**Responding inadequately to the experience/s, if reported?
(RespSurviv_13)**

☐☐☐

**Mishandling your case, if disciplinary action was requested?
(RespSurviv_14)**

☐☐☐

**Covering up the experience/s?
(RespSurviv_15)**

☐☐☐

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

☐☐☐

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

☐☐☐

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

☐☐☐

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



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



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



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



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



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



**Responding
differently to your
experience/s based**



on your race?
(RespSurviv_24)

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

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



IR_A_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If In thinking about the events related to sexual misconduct described previously in this survey, di... != 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 13 - Institutional Responses A

Start of Block: Module 13 - Institutional Responses C

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

☐ **Yes (1)**

☐ **No (0)**

Display This Question:

If Did you tell anyone about the incident before this questionnaire? = 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 Who did you tell (check all that apply)? = Other family member

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 Who did you tell (check all that apply)? = Romantic partner

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 Who did you tell (check all that apply)? = Religious leader

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 Who did you tell (check all that apply)? = Campus security or police department

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

☐ Moderately useful (3)

☐ Somewhat useful (2)

☐ Slightly useful (1)

☐ Not at all useful (0)

Display This Question:

If Who did you tell (check all that apply)? = Institution faculty or staff

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

- ☐ Very useful (4)
- ☐ Moderately useful (3)
- ☐ Somewhat useful (2)
- ☐ Slightly useful (1)
- ☐ 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 13 - Institutional Responses C

Start of Block: Module 13 - Institutional Responses B

RespHypoth In thinking about the events related to sexual misconduct described previously in this survey, would Bucknell 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Apologizing for what
happened to you?
(RespHypoht_2)**

☐☐☐

**Believing your
report?
(RespHypoht_3)**

☐☐☐

**Allowing you to have
a say in how your
report was handled?
(RespHypoht_4)**

☐☐☐

**Ensuring you were
treated as an
important member of
the institution?
(RespHypoht_5)**

☐☐☐

**Meeting your needs
for support and
accommodations?
(RespHypoht_6)**

☐☐☐

**Creating an
environment where
this type of
experience was safe
to discuss?
(RespHypoht_7)**

☐☐☐

**Creating an
environment where
this type of
experience was
recognized as a
problem?
(RespHypoht_8)**

☐☐☐

**Not doing enough to
prevent this type of
experience/s?
(RespHypoht_9)**

☐☐☐

**Creating an environment in which this type of experience/s seemed common or normal?
(RespHypoth_10)**



**Creating an environment in which this experience seemed more likely to occur?
(RespHypoth_11)**



**Making it difficult to report the experience/s?
(RespHypoth_12)**



**Responding inadequately to the experience/s, if reported?
(RespHypoth_13)**



**Mishandling your case, if disciplinary action was requested?
(RespHypoth_14)**



**Covering up the experience/s?
(RespHypoth_15)**



**Denying your experience/s in some way?
(RespHypoth_16)**



**Punishing you in some way for reporting the experience/s (e.g., loss of privileges or status)?
(RespHypoth_17)**



**Suggesting your
experience/s might
affect the reputation
of the institution?
(RespHypoth_18)**



**If I am reading each
item, I will choose
"No" for my answer.
(Attention_6)**



**Creating an
environment where
you no longer felt
like a valued member
of the institution?
(RespHypoth_19)**



**Creating an
environment where
staying at Bucknell
was difficult for you?
(RespHypoth_20)**



**Responding
differently to your
experience/s based
on your sexual
orientation?
(RespHypoth_21)**



**Creating an
environment in
which you felt
discriminated
against based on
your sexual
orientation?
(RespHypoth_22)**



**Expressing a biased
or negative attitude
toward you and/or
your experience/s
based on your sexual**



orientation?
(RespHypoth_23)

Responding
differently to your
experience/s based
on your race?
(RespHypoth_24)

Creating an
environment in
which you felt
discriminated
against based on
your race?
(RespHypoth_25)

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



IR_B_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If In thinking about the events related to sexual misconduct described previously in this survey, wo... != 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 13 - Institutional Responses B

Start of Block: Module14 - 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reassure you that you are a good person. (Peer_Resp_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat you differently in some way than before you told them that made you uncomfortable. (Peer_Resp_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comfort you
by telling you it
would be all
right or by
holding you.
(Peer_Resp_4)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Tell you that
you could have
done more to
prevent this
experience
from
occurring.
(Peer_Resp_5)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Provide
information
and discussed
options.
(Peer_Resp_6)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Avoid talking
to you or
spending time
with you.
(Peer_Resp_7)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Treat you as if
you were a
child or
somehow
incompetent.
(Peer_Resp_8)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

**Help you get
information of
any kind about
coping with the
experience.
(Peer_Resp_9)**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Make you feel like you didn't know how to take care of yourself.
(Peer_Resp_10)

☐ ☐ ☐ ☐ ☐

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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students would have a hard time supporting the person who made the report. (Gen_Resp_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The alleged offender(s) or their friends would try to get back at the person making the report. (Gen_Resp_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PR_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module14 - Peer Responses

Start of Block: Module16 - Bystander Invervention

Bystander When the following situations arose at Bucknell, how often did you do any of the following?

	Never (0)	Rarely (1)	Sometimes (2)	Most of the time (3)	Always (4)	N/A (5)
Walked a friend who has had too much to drink home from a party, bar, or other social event. (Bystander_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Talked to the friends of a drunk person to make sure they don't leave him/her behind at a party, bar, or other social event.
(Bystander_2)**



**Spoke up against sexist jokes.
(Bystander_3)**



**Tried to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual.
(Bystander_4)**



Ask someone who looks very upset at a party if they are okay or need help.



(Bystander_5)

Intervene with a friend who was being physically abusive to another person.

☐☐☐☐☐☐

(Bystander_6)

Intervene with a friend who was being verbally abusive to another person.

☐☐☐☐☐☐

(Bystander_7)

Bstr_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

End of Block: Module16 - Bystander Invervention

Start of Block: Module 17 - 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On or around this campus, I feel safe from stalking. (Safety_DV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On or around this campus, I feel safe from dating violence. (Safety_SV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On or around this campus, I feel safe from sexual violence. (Safety_Stlk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)
--	--------------------------	--------------	-------------	-----------	-----------------------

<p>I don't think sexual violence is a problem at Bucknell. (Percept_1)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>I don't think there is much I can do about sexual violence on this campus. (Percept_2)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>If I am reading each item, I will indicate I "Strongly Disagree" with this item. (Attention_3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>There isn't much need for me to think about sexual violence while at college. (Percept_3)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CS_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

Page Break

Display This Question:

If Using the scales provided, please indicate the degree to which you agree with the following state... != If I am reading each item, 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 17 - Campus Safety

Start of Block: Module 19 - 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.

☐ **Definitely Not Important (0)**

☐ **(1)**

☐ **(2)**

☐ **(3)**

☐ **Definitely Important (4)**

Meaningful I found participating in this study personally meaningful.

☐ **Strongly Disagree (0)**

☐ **Disagree (1)**

☐ **Neutral (2)**

☐ **Agree (3)**

☐ **Strongly Agree (4)**

Add_time Timing

First Click (1)

Last Click (2)

#QuestionText, TimingPageSubmit# (3)

#QuestionText, TimingClickCount# (4)

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

MQInterviewEmail If you would be willing to participate in a research interview regarding the role of Title IX and mandatory reporting on students and victim survivors, please type your email address here:

LHInterviewEmail If you would be willing to participate in a research interview regarding Sexual Discrimination and Gender Based Violence in STEM, please type your email address here:

OTInterviewEmail If you would be willing to participate in a research interview regarding accommodations and on-campus support for victim survivors, 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.

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:

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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. If you would like to speak with a confidential resource, please consider contacting Kristin Gibson, Interpersonal Violence Prevention & If you are completing the survey after hours, please consider contacting Transitions of PA at 800-850-7948. 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 19 - Additional Information

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