

HARM ASSESSMENT FOR REDUCTION AND PREVENTION (HARP)

STUDENT SURVEY
2020-21 **FULL REPORT**

GENDER & SEXUAL VIOLENCE PREVENTION COMMITTEE
DIVERSITY & INCLUSION COUNCIL

TABLE OF CONTENTS

PROJECT DESCRIPTION	4
Spectrum of Harm: Assessing the Full Campus Climate.....	4
OVERVIEW	5
MAJOR FINDINGS	8
Campus Climate Concerns.....	8
Sample Campus Climate Experiences.....	9
Intimate Partner Violence.....	10
Safety.....	10
TGNC Student Experiences.....	11
LGBQA+ Student Experiences.....	12
BIPOC Student Experiences.....	13
Low Reporting of Campus Climate Issues	14
Problems with a Shifting Campus Climate.....	18
Perceptions of Inadequate Institutional Response	19
RECOMMENDATIONS	21
RESEARCH TEAM.....	26
APPENDIX A: PROJECT INFORMATION	29
APPENDIX B: STUDY RECRUITMENT AND RISK ASSESSMENT	31
APPENDIX C: SAMPLE DEMOGRAPHICS	34
APPENDIX D: SAFETY.....	36
Student Perceptions of Safety	36

Student Perceptions of Safety by Key Demographics	37
APPENDIX E: TGNC STUDENT EXPERIENCES.....	39
TGNC Module Screening Questions	39
TGNC Student Experiences.....	39
APPENDIX F: LGBTQ+ STUDENT EXPERIENCES.....	42
LGBTQ+ Module Screening Questions	42
LGBTQ+ Student Experiences.....	42
APPENDIX G: BIPOC STUDENT EXPERIENCES.....	45
BIPOC Student Module Screening Questions	45
BIPOC Student Experiences.....	45
APPENDIX H: RELATIONSHIP EXPERIENCES.....	48
Relationship Screening Question	48
Relationship Experiences	48
Summary of Relationship Experiences by Key Demographics	51
Relationship Experiences by Key Demographics.....	51
APPENDIX I: CAMPUS CLIMATE EXPERIENCES.....	55
Campus Climate Student Experiences.....	55
Summary of Campus Climate Experiences by Key Demographics	57
Campus Climate Experiences by Key Demographics	58
APPENDIX J: PERCEPTIONS OF CAMPUS CLIMATE	61
Perceptions of Climate	61
Summary of Student Perceptions of Climate by Key Demographics.....	61
APPENDIX K: PERCEPTION OF INSTITUTIONAL RESPONSE.....	63
Reporting Experience.....	63
Perceptions of Personal Reporting Experience.....	63
Perceptions of Likely Institutional Response	64
APPENDIX L: KNOWLEDGE OF RESOURCES.....	65
Perceptions of Personal Knowledge.....	65
Knowledge of Resources	65
REFERENCES	66

PROJECT DESCRIPTION

Gender and sexual violence on college campuses is a pervasive problem that has serious and negative impacts on students' emotional well-being, physical health, and academic performance. Like many universities, Chatham has not previously conducted a wide-scale, intersectional assessment of campus climate. **This study seeks to identify student experiences with sexual violence, harassment, stalking, relationship violence, and discrimination based on gender identity, gender expression, sexual and romantic orientation, and racial and ethnic identity.**

Because every student has the right to an education free from discrimination, harassment, and violence, Chatham conducted this campus climate study as part of its commitment to ensuring that all students can fully benefit from the school's programs and activities. The results from this study provide the university with an opportunity to prevent and remedy harmful conduct and to reinforce a safe environment in which all students can live, learn, and thrive.

Spectrum of Harm: Assessing the Full Campus Climate

Our survey broadens the range of behaviors assessed in traditional campus climate surveys to encompass a wider array of harmful behaviors that students may experience which can negatively impact their wellbeing and success. We assessed experiences of harassment and discrimination based on gender identity and gender expression, romantic and sexual attraction, and race and ethnicity. In addition, we significantly expanded the list of experiences assessed, including harassment, stalking, abuse, and sexual assault both within and

outside students' emotional, romantic, physical, or sexual relationships.

To identify points of possible intervention to prevent the more serious behaviors typically reported by institutions, we also assessed key precursory behaviors to sexual assault. These behaviors – such as rape jokes, catcalling, and sexist attitudes – can stem from social norms and beliefs that condone aggressive behavior and entitlement. Behaviors also exist on a continuum, creating a “spectrum of harm”: tolerance of behaviors such as locker room banter or stalking normalizes and supports more degrading behaviors, including groping, contraceptive sabotage, or even assault.

OVERVIEW

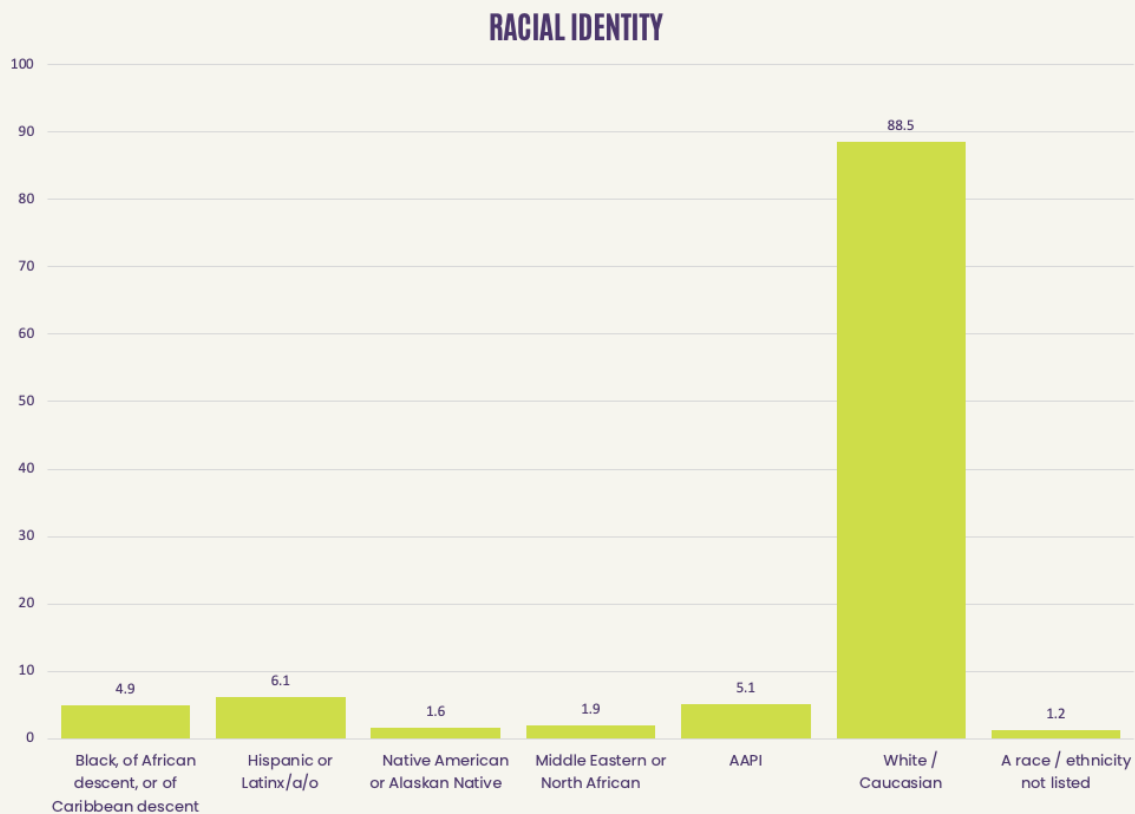
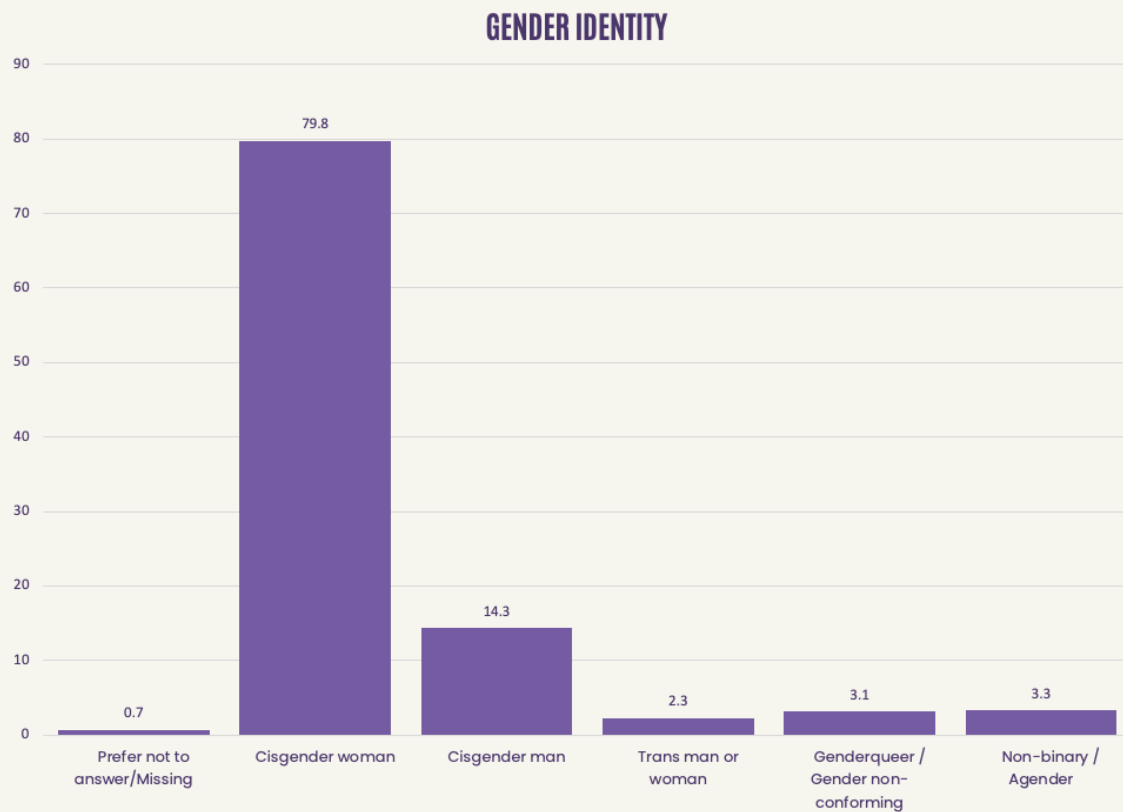
In the 2020–2021 academic year, the HARP research team launched a student survey to assess experiences both on and off campus with gender and sexual violence. Working in conjunction with the Gender and Sexual Violence Prevention Committee (part of the Diversity and Inclusion Council), students in Dr. Nichole Bayliss' Integrative Capstone course spent two years developing the survey instrument based on national models and best practices in trauma-informed research. **This survey contains over 1,000 variables and attempts to approach gender-based violence through an intersectional lens by analyzing factors such as sexual and romantic identity, and racial identity, in addition to gender identity.** Because the survey was deployed during the pandemic, the team added questions about COVID-19 to assess the potential impact on gender-based violence. This report summarizes findings from the initial student survey. In the 2021–2022 academic year, a faculty and staff version of the survey was developed and will be launched in the summer of 2022. We will continue the survey, collecting student and faculty/staff data in alternating years.

Undergraduate and graduate students submitted 481 responses, for a 20.4% response rate, which is in the typical range for these kinds of surveys. Of those responses, one participant was excluded due to age ineligibility and 54 participants were excluded as they stopped survey completion after the first few demographic questions.

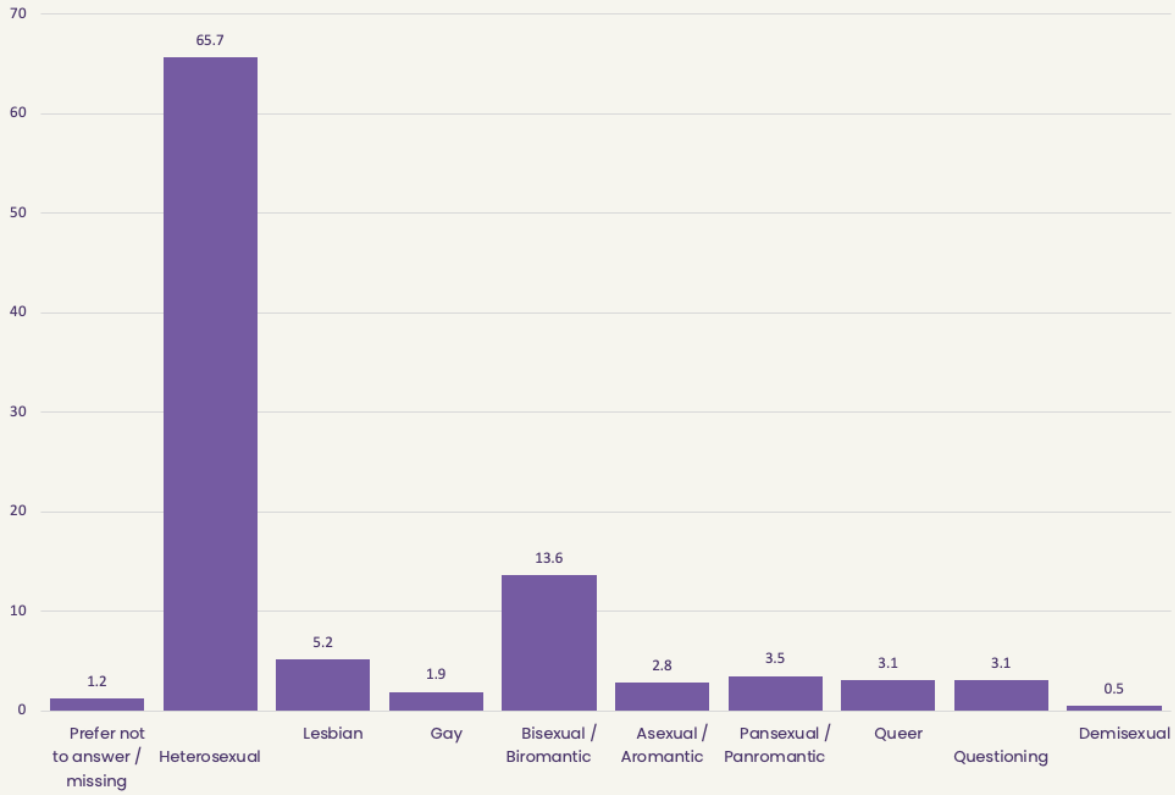
Therefore, this report includes data for the final sample of 426

participants. On average, participants were 21 years of age, with the majority of participants identifying as cisgender women (79.8%), white (88.5%), and heterosexual (65.5%). In addition, the majority of participants were undergraduates (79.1%), Shadyside campus students (77.2%), and university housing residents (55.3%). More than half of the students reported a disability (52.3%), including more than a third who identified having a mental health condition (36.9%). Finally, 30.3% of participants identified as being a member of a university athletic team.

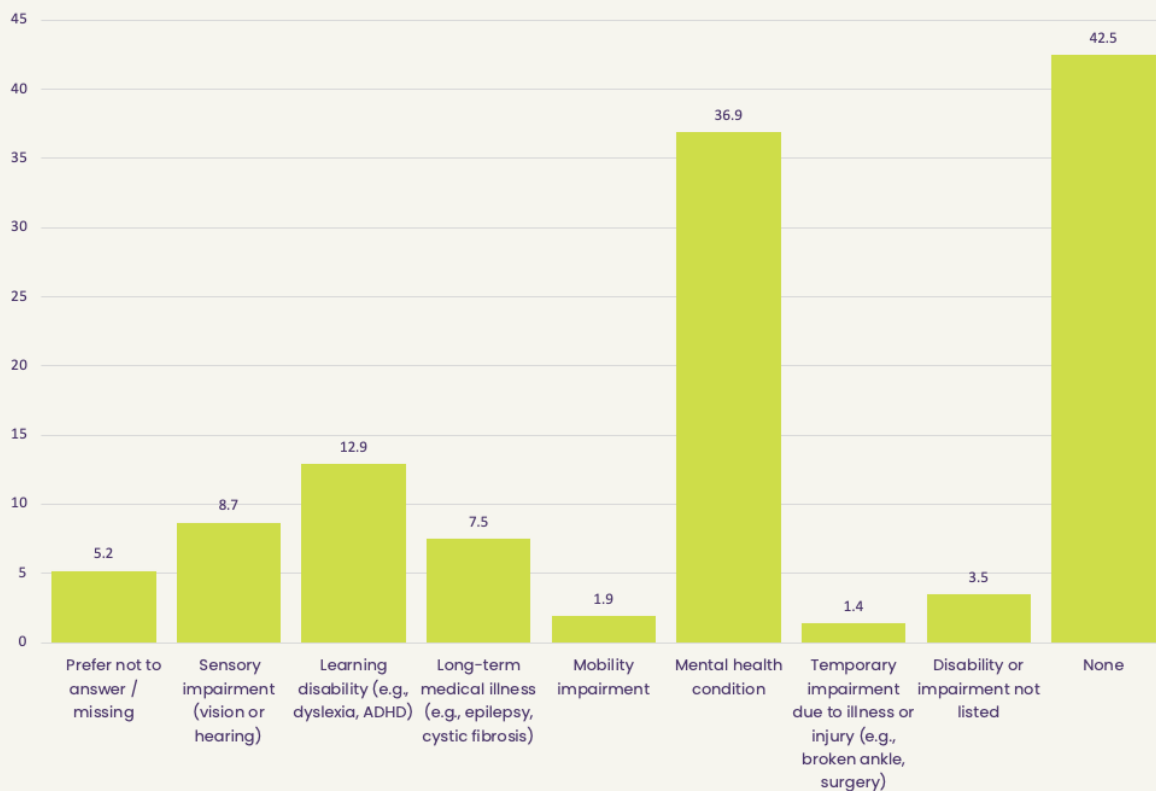
426 → Student Survey Participants



SEXUAL & ROMANTIC IDENTITY



DISABILITY STATUS



MAJOR FINDINGS

While respondents reported many positive experiences at Chatham, the survey revealed several key findings related to students' perceptions of campus climate, safety, and experiences with discrimination, harassment, microaggressions, and gender-based violence. This was especially true for cisgender women; trans and gender non-conforming (TGNC) students; lesbian, gay, bisexual, queer, questioning, and asexual (LGBQA) students; and Black, Indigenous, and people of color (BIPOC).¹ **In short, the survey demonstrates that social identities are too often causing students to feel at risk, rather than proud and safe.**

Because harmful experiences are cumulative, students' negative experiences, even if small in overall numbers, require attention in order to address the impact on learning and lives. The university's commitment to diversity, equity, and inclusion also demands attention to the experiences of those with marginalized identities. In addition, the findings from this survey emphasize that "campus climate" is as much about what happens to students off-campus as on-campus.

Students bring their lived experiences with them to Chatham, shaping their educational experiences.

Campus Climate Concerns

The overwhelming majority of Chatham students report positive perceptions of the climate surrounding sexual harassment, relationship violence, stalking, and sexual violence on campus. However, a strong minority of students (20.6%) identified sexual harassment as a campus problem. Nearly half of the respondents (48.9%) reported having at least one of the 41 negative campus climate experiences tracked in this survey, ranging from microaggressions to sexual violence.

49%

Nearly half of students reported campus climate experiences ranging from microaggressions to sexual violence.

For example, 35% of TGNC students and 16.9% of ciswomen reported seeing images or language of a sexual nature drawn or written on campus property. A quarter (25%) of TGNC

¹ Terminology used throughout this report reflects current social identity language; however, these categories are fluid, ever changing, and socially and historically constructed.

students and more than one in five (22.1%) of ciswomen reported being catcalled; 20% of TGNC students and 10.1% of ciswomen were stalked. Significantly, ciswomen and TGNC students were far more likely to report having negative experiences, including in 19 of the 41 categories where they were the only ones to report incidents. These included being touched in a way that made them feel uncomfortable (25% of TGNC students

and 9.7% ciswomen) and being forced to engage in sexual activity against their will (10% of TGNC students and 1.9% ciswomen%), meeting the definition of rape. Of those reporting rape, 42.9% were perpetrated by another Chatham student, while 57.1% were not associated; 28.6% occurred on campus and 42.9% occurred off campus; and 57.1% of the respondents said the rape occurred more than once.

Sample Campus Climate Experiences	TGNC (%)	Ciswomen (%)	Cismen (%)
I have seen images or language of a sexual nature drawn/written on campus property.	35.0	16.9	4.9
Someone told sexual stories or jokes in my presence that made me feel uncomfortable.	25.0	20.6	7.3
Someone yelled offensive comments at me about my appearance, body, or sexual activities (i.e., “cat calling”).	25.0	22.1	2.4
Someone attempted to draw me into a conversation about sexual matters.	10.0	12.7	12.2
Someone made attempts to establish a relationship with me despite my efforts to discourage it.	20.0	15.4	9.8
Someone persisted in asking me for dates, drinks, or dinner even when I said no.	10.0	10.9	2.4
Someone made attempts to touch or fondle me that I did not want.	15.0	10.5	2.4
Someone made attempts to kiss me that I did not want.	25.0	9.7	2.4
Someone invaded my personal space in a manner that made me feel uncomfortable or not safe.	25.0	16.1	4.9
Someone touched me in a way that made me feel uncomfortable.	25.0	9.7	0.0
Someone watched me or followed me from a distance.	20.0	10.1	2.4
Someone became frustrated or angry at me when I refused to engage in sexual activity.	5.0	3.4	2.4
Someone used drugs or alcohol to make me more compliant.	5.0	3.7	2.4
Someone forced me to engage in sexual activity against my will.	10.0	1.9	0.0

Intimate Partner Violence

Of the students who identified having been in an emotional, romantic, physical, or sexual relationship since entering Chatham, nearly half (49.8%) reported at least one of the 46 negative experiences screened for in this survey. While numbers were relatively small, the incidents included serious acts of intimate partner violence (IPV): TGNC and ciswomen respondents in particular reported being pressured or guilted into sexual activity (42.9% and 13.3%), social media stalking (21.4% and 6.6%), having non-consensual photos or videos taken (7.1% and 0.5%), being pushed, grabbed or shaken (4.6% ciswomen), having a partner tamper with or remove contraception (7.1% and 2.6%), being forced to drink excessive amounts of alcohol or use drugs to make them more compliant (7.1% and 3.1%), and being forced into sexual activity against their will (14.3% and 3.6%).

14%

One in seven (14.3%) TGNC students and 3.6% of ciswomen in relationships were raped.

Significantly, cismen did report negative relationship experiences: however, the only categories in which they reported more experiences than TGNC or ciswomen were being accused of cheating (15.2%) and having partners use fake accounts or profiles to communicate with them

online (3%). Taken together, the reported experiences indicate the small yet persistent presence of intimate partner violence experienced by Chatham students.

Safety

Many participants indicated feeling safe on Chatham's campus, at least for the most part, as it is secluded and well-protected. However, more than one in five students (22.6%) "agreed" or "strongly agreed" that they had felt unsafe since enrolling at Chatham, whether it be on campus, in university virtual and online environments, or at an off-campus university event: this includes 35.7% TGNC students, 23.3% ciswomen, 24.8% LGBQA, and 26% BIPOC students who felt unsafe. Students who questioned their safety mentioned the "Chatham creeper" (when an unidentified male was lurking around Chatham apartments late at night in Spring 2020), the Tree of Life shooting, and specific incidents: for example, a student reported that their rapist was let into their dorm building, allowing this individual to harass them. Many students mentioned feeling unsafe at night, including the time of the "Chatham creeper," and because of the lack of lighted areas or cameras in certain areas on Chatham's campus.

23%

More than 1 in 5 students has felt unsafe since arriving at Chatham.

Some participants have had a negative experience with Chatham faculty and staff, including Chatham police. Participants indicated an inadequate response from campus police in a variety of situations. Some participants indicated that there are staffing problems for campus police, specifically at Eden Hall and Eastside. Many of the participants who trusted Chatham faculty and staff felt they created a supportive learning environment, and they believed they could talk to them about sensitive issues.

TGNC Student Experiences

Half of the respondents (50.0%) reported feeling represented in university and course materials based on their gender identity or gender expression. However, 91.7% of students who identified as trans or gender non-conforming reported having experiences of discrimination, harassment, and non-acceptance on the basis of gender identity. Students reported, on average, personal encounters with at least 7 of the 32 negative experiences listed, with some students reporting encounters with as many as 27 of the 32 negative experiences. Only 9.1% of those who

had these experiences reported them to a campus representative. Over a third of students experienced transphobic remarks or jokes (41.7%) or had someone unintentionally use pronouns they did not use (41.7%). Additionally, one third of participants (33.3%) reported people continuing to use transphobic language even after being confronted; people avoiding interacting with them because of their gender identity or expression; people unintentionally using a name they did not use; people asking invasive questions about their biological sex or gender identity/expression; feeling fetishized; or feeling socially isolated.

92%

91.7% of TGNC students have experienced discrimination, harassment, and non-acceptance on the basis of their gender identity or expression.

Students report a general campus culture of misunderstanding around gender non-conforming identities, and a lack of nuance around understanding pronouns. For example, students noted, “no matter how much I wear my pronouns pin and correct people, a lot of people just won’t use the right ones” and “I also don’t like that professors have access to my deadname even after I changed it in the affirmed name policy.” Others reported feeling tokenized or “the only one.” For instance, one student commented, “I’m the only trans person

in the room almost every time I'm somewhere or in a class. I get tired of being the only trans person easily, and I wish there were more trans people in general. It's definitely an accepting and supportive environment, I just wish there were other trans people besides me since I feel quite isolated."

LGBQA+ Student Experiences

The reported experience of LGBQA students was very similar to that expressed by TGNC students above. Many students reporting positive experiences at Chatham and about half reported feeling represented in university and course materials based on their sexual or romantic identity. For example, typical statements included: "Chatham University is primed to be one of the strongest LGBTQ+ supporting schools that I have noticed, they truly care for their student's orientation as well as respecting their beliefs," and "Honestly as a member of the lgbtqia community, I found it really easy to find a group of supportive friends who were also members of that community. One of the main reasons I came to Chatham was because of how accepting they were of the lgbtqia community."

However, approximately three-quarters of the students (74.3%) reported having at least one experience with discrimination, harassment or non-acceptance on

the basis of their sexual or romantic identity. For example, one participant, who identified as asexual, mentioned the lack of understanding surrounding this sexual identity, as many perceive it to be fake or some type of mental or physical illness; as a result, they do not speak about their sexual orientation. Others mentioned misconceptions about pansexuality, as a result of the lack of representation on campus; as such, they often feel ignored. More than half of the respondents reported hearing homophobic phrases such as 'that's so gay' and 'no homo' (50.4%). More than a quarter reported, "Someone made homophobic remarks or jokes in front of me, unaware of my sexual/romantic orientation" (34.5%); "Someone seemed accepting of my sexual/romantic orientation but not open to hearing me talk about it" (26.5%); and "I have felt fetishized, or sexually objectified, because of my sexual or romantic orientation" (25.7%). In the majority of cases, students shared that these experiences occurred more than once.

74%

Almost three-quarters of LGBQA+ students have experienced discrimination, harassment, and non-acceptance on the basis of their sexual or romantic identity.

Only 2.4% of those who had these experiences reported them to a campus representative. Students report that many of the experiences LGBQA+ members of the Chatham community are having do not rise to the level of formal reporting, in their opinion; regardless, these unreported experiences impact campus climate. Respondents explained several experiences of a peer committing a microaggression, yet feeling uncomfortable about having a conversation with the person to explain their wrongdoing.

BIPOC Student Experiences

More than three-quarters of Black, Indigenous, and people of color (77.5%) reported negative experiences, including microaggressions, feeling isolated, marginalized, and tokenized. For example, one student explained, "I often feel like I am in a different class or a different university than my peers. Everyday I exist at Chatham, my race goes before me to affect everything. I get undue attention for racialized topics, I've been called colored and ostracized for expressing my opinion, I have heard the n-word many times, and I have had to defend my academic positions more than others. There are many things that remind me of my Blackness and it is indeed traumatic." Another student revealed, "I have experienced micro aggressions and when I point them out, I'm seen as a liar or someone overreacting. People

have told me programs, such as RISE and Black Student Union, are 'stupid'. I have been called African American when I am black with no African American descent."

More than a third of students reported hearing others use racist phrases or slurs (37.5%). Over a quarter reported, "Someone has asked if they could touch my hair" (35.0%); "Someone made racist remarks or jokes in front of me" (30.0%); "Someone has asked me invasive or uncomfortable questions in relation to my race or ethnicity" (27.5%); "I have felt socially isolated because of my race or ethnicity" (27.5%); and "I have felt unable to safely voice concerns relating to my experiences with discrimination based on my race or ethnicity" (27.5%). In the majority of cases, students reported these experiences occurred more than once. Under a third (30%) of the students of color reported feeling represented in university materials, such as posters and websites, and just over a third (37.5%) reported feeling represented in course materials.

78%

More than three-quarters of BIPOC students reported negative experiences, including microaggressions, feeling isolated, marginalized, and tokenized.

Slightly more BIPOC students (16.1%) than TGNC or LGBQA students reported their experiences to a campus representative, but none used the online Diversity and Inclusion Council Comment Form. BIPOC students who have reported through formal channels and shared their experiences in the survey highlight the complexity of reporting racist experiences. For example, one respondent explained that “I reported it because my therapist encourages me to speak about it or the pathology of white supremacy will literally make me sick. However, one incident with a male on campus I did not report because he is Black and I am unsure about the unequal repercussions if I came forward.”

Low Reporting of Campus Climate Issues

Overall, students stated that they “agreed” or “strongly agreed” that they felt they could report incidents to Chatham staff or faculty (88.9%), or to a campus leader, such as a Resident Assistant, Success Coach, or Orientation Leader (81.8%). However, there were many indications of low actual reporting rates among participants. Students who experienced relationship violence were very unlikely to report any incidents (4.1%) as were students who experienced harassment, discrimination, microaggressions, and gender-based violence (3.7%). Students with marginalized identities

were also unlikely to report their experiences: only 9.1% of TGNC students reported their experience to a campus representative, with 4.5% using the online Title IX Reporting Form. Reporting rates for LGBQA+ students are even lower, with only 2.4% of participants reporting their experiences to a campus representative and 1.2% reporting using the online Title IX Reporting Form. Students of color were also unlikely to report their experiences: 16.1% reported their experiences to a campus representative, and none of the participants used the online Diversity and Inclusion Council Comment Form.



Students believe that they can report campus climate incidents, but very few do.

The reasons for low reporting rates varied. Some students reported having negative experiences with Campus Safety, staff, and faculty, while others reported a lack of expectations, trust, or faith in the reporting process. One student explained, “I don’t feel that the Title IX laws, especially now that they’ve been updated, are created with my safety in mind.” Some participants minimized their experiences and chose not to report, and some did not report as an attempt to avoid further trauma, had uncertainty pertaining to their own identities (and therefore eligibility to report), did not know how to report, felt pressured not to report, felt fear of

repercussions for the perpetrator, believed the current resources would not be sufficient, or that the incidents were non-Chatham related.

Some participants reporting negative experiences with Chatham staff recounted inadequate responses from Campus Safety during serious situations, such as: ensuring student safety during the time of the “Chatham creeper,” respecting reports submitted by students (especially by ciswomen), responding to incidents slowly or ineffectively, and not condemning officer misconduct. One participant explained, “I have been stared at by Chatham authorities and students when I go to put my lunch in my backpack. I have been given judging stares when I walk by a group of white Chatham students and told that I don’t belong here and questioned if I go to Chatham. I don’t feel safe calling public safety unless it’s the only three officers I trust and like talking to.”

Although there were fewer negative incidents involving staff and faculty, some students recounted their own experiences where staff or faculty made them feel unsafe or uncomfortable. One student mentioned some professors making them feel uneasy. Another student indicated observing transgender students being discriminated against by professors, as the professors were ignorant about the use of the individuals’ names and pronouns. One

participant indicated a particularly negative experience during Diversity and Inclusion training for OLs and RISE mentors, where they were inadvertently subjected to derogatory language and singled out. Another participant did report their experience, but the campus representative never reached out after the initial meeting and the student subsequently left Chatham. These anecdotes were supported by the data: 39.7% of participants believed that the institution would have a difficult time supporting the person making the report, and almost 1/4 (23.2%) of participants did not feel that Chatham would handle the report promptly.

40%

Nearly 40% of respondents believe that Chatham would have a difficult time supporting the person making a report

Other survey participants indicated a lack of expectations, trust, or faith in Chatham police, campus student leaders, student organization leaders, and the institution, which affected the likelihood of reporting an incident. Some participants did not believe that campus police actively worked to ensure their safety. Other participants did not trust Chatham police, which may be attributed to a general distrust of police. Some indicated that they would rather reach out to Chatham administration or non-campus police

officers in a serious situation. One participant believed that the campus police's purpose was not to ensure the well-being of students, but rather to protect the best interests of Chatham as an entity. Some participants also mentioned a lack of trust in campus student leaders and/or student organization leaders, which was due to fears of confidentiality breaches, perceptions of ineffectiveness, mistrust of certain student leaders, such as RAs, GRDs, or success coaches, or the inability of these individuals to hear both sides in a situation. Lastly, participants indicated a lack of faith in Chatham to handle the situation appropriately if they were to report an experience.

Some participants minimized their experiences, leading them to not report. Some participants believed they were able to handle the experience themselves or with their partner; that it did not meet the threshold for reporting or was within the realm of a normal, healthy relationship; did not feel as if they were within a substantial amount of danger; or that these types of experiences were common within the community. One participant stated that they wanted to reserve the reporting process for serious incidences and did not want to "play the boy who cried wolf." Therefore, they would only report if their academic or social well-being at Chatham was affected. For example, one participant mentioned filing a report because their abuser

was living in the same residence hall as them. Another participant indicated only reporting for different extreme situations, such as if their car was stolen. A few participants indicated that, although their relationships were not perfect, the other partner(s) were not abusive. Some participants indicated their intention of educating individuals on how to avoid similar situations in the future, rather than reporting them; this was especially true for LGBTQA+ students. Although many participants indicated not reporting because the incidents did not reach the threshold for reporting, this does not mean that they were not impacted. Even those who experienced microaggressions indicated feeling isolated, marginalized, and tokenized.

Other participants did not report in an attempt to avoid further trauma, citing higher levels of stress involved compared with just moving on from the incident or not feeling safe to report. For example, one student notes, "I just wanted to go home, and once I was home I didn't want to think about it." Some participants experienced uncertainty pertaining to their own sexual identities and thus felt as if they could not use the established Chatham resources for LGBTQA+ students. One participant indicated questioning their identity but fearing that divulging this secret could ostracize them from many of their established support systems, such as the Catholic church. Another identified

as LGBTQA+, but they did not want others to know outside of the few individuals within their support system. A student remarked, “I didn’t want to draw anymore attention to myself and my identity.”

Some participants indicated not knowing how to report, which led to them possibly feeling unsupported by Chatham. One participant stated that they were so used to not feeling represented at Chatham that they forgot to report their experience. Other participants simply mentioned not knowing how to reach out to certain members of the Chatham community, such as campus student leaders and student organization leaders, which included GRDs, RAs, success coaches, and OLs. Either they did not know who occupied these different positions or they did not know how to reach out to them if a situation arose, which was an even more prominent issue among commuters and Eastside campus students. Even more concerning, individuals with marginalized identities were less likely to be aware of the role of Title IX personnel during instances of sexual misconduct, making it much more difficult to report their experiences.

Some participants mentioned feeling pressured not to report, whether it be due to a perceived overall negative perspective pertaining to reporting within the campus community, a past Title IX-related incident that was handled poorly, or that their sexual

identity is not understood or validated. One participant indicated a general feeling on campus that they should not make a fuss. Another mentioned a friend going to Title IX to report an incident, leading to no repercussions or tangible result. Other participants mentioned the misconceptions and lack of acceptance surrounding their sexual identity, as many conflate their sexuality with a mental or physical illness, others do not take them seriously, and some feel ignored.

Some participants indicated a fear of repercussions for the perpetrator if they were to report. A few participants stated that they did not want to out one of their peers by reporting them, inadvertently or not. One student feared that the perpetrator, who was their friend, would face censure from the community, especially considering that they “...really needed to figure [their] stuff out.” Intersectionality matters here, too, as a few participants feared unfair treatment of the perpetrator as a result of racial discrimination. Some participants believed that the established resources at Chatham were not sufficient. One participant stated that they did not believe that submitting a report would be a safe or effective solution due to current misconceptions around queer identity and relationships.

Lastly, some participants did not report because the incidents did not occur on the Chatham campus, occurred

before their time at the university, did not involve a Chatham students, that the partner was from out of state, that the incident did not occur during an academic semester, or that they were an online student. Although students' viewed these incidents as "non-related" to Chatham, we know that students bring their whole lives to campus with them and that experiences with discrimination, harassment, microaggressions, and violence are cumulative, impacting the learning environment.

Problems with a Shifting Campus Climate

A number of participants indicated a shifting campus climate at Chatham, especially with the addition of and strong emphasis on athletic teams. This has led to a changing demographic at Chatham, with cismen not only comprising a larger proportion of the student population, but also higher reported incidences of toxic masculinity, misogyny, homophobia, and racism. For instance, one student noted, "The only group that is a bit rough to deal with are SOME of the male athletes. I want to emphasize that it is not all of them, but some use negative language ... in the AFC. It is uncomfortable to have to deal with that."



Students identify the change in campus demographics - with more cismen, and an emphasis on athletics - with a shifting campus climate, including toxic masculinity, misogyny, homophobia, and racism.

Participants reported being frustrated with the fact that Chatham is continuing to recruit primarily white male student athletes whose belief systems and actions do not seem to align with Chatham's stated values. This has led to the university becoming less accepting of its students, especially those who are marginalized, which conflicts with its historical roots as a women's college. For example, a student stated, "This campus is no place for hate and I feel that Chatham has recruited the hate to our campus by focusing so heavily on our sports teams." Some students observed that by rewarding student athletes with generous scholarships, Chatham perpetuates the pre-existing societal inequalities, where individuals can benefit based on their gender identity, race or ethnicity, sexual orientation, and socioeconomic status. Several students articulated that the diversity that Chatham values as one of its greatest strengths is being muted. Others observed that student athletes not only perpetuate harmful stereotypes and remarks through the

use of derogatory language, but they choose not to prioritize the health of their peers, as they disregard mask mandates and trivialize the efficacy of wearing masks and getting vaccinated.

As a result of the changing composition of the student population, students feel there are more instances of sexism, as women are being disrespected. One participant mentioned not feeling comfortable holding their partner's hand as they walked through campus, as members of the community would point, giggle, and whisper. Another participant mentioned that their friends have experienced homophobic behavior from students. Two Chatham men's athletic were specifically named several times. Male students in general have also been observed fetishizing bisexual and gay women. Specifically, one participant mentioned that, whereas residents within Laughlin Hall, which houses the Women's Leadership Living Learning Community were originally avoided because they were perceived as too sensitive, they are now fetishized and often confronted with uncomfortable questions by male members of the Chatham community. One participant indicated having positive experiences at Chatham because they associated with other tolerant, like-minded individuals and avoided male athletes. Several participants mentioned that male student athletes do not seem to be held accountable for their actions.

Perceptions of Inadequate Institutional Response

While many of the respondents reported positive experiences at Chatham and appreciation for the institutional response to campus climate issues, the survey revealed a strong undercurrent of concern about inadequate or even harmful actions taken by the university. Some participants reported that Chatham is "performative" in its actions, as it projects an image of inclusivity and tolerance, while it inadvertently condones problematic behavior by allowing them to continue without accountability. Rather than acting in the best interests of the students, Chatham is perceived by some as more focused on its reputation and therefore not handling issues appropriately.

Students noted their concerns about a lack of action when the institution becomes aware of incidents. One participant stated that, based on conversations with female students, they believe that women's sexual harassment and rape was handled extremely poorly, with no repercussions for the perpetrators. Another student recounted an incident where a coach violated FERPA, resulting in no consequences. Another participant specifically mentioned the reporting process, as Chatham seems to encourage reporting, but then when students do report, they believe little to no action is taken to achieve justice.

Multiple students mentioned incidents with a particular men's team facing no repercussions for not abiding by COVID precautions and regulations. Students also reported a sense of general indifference at the administrative level to team transgressions. One participant recommended, "Reprimand when the honor code is invalidated, even if they're obviously recruited for a sports team and Chatham wants to keep them," noting that this could lead to a stronger sense of safety and inclusivity on campus. Another participant indicated that, by not promptly punishing individuals who utilize inappropriate language swiftly, the problem is being perpetuated.



Students perceive a mismatch between Chatham's stated values and its response to identity-based discrimination and violence

A number of students noted the mismatch between Chatham's stated values and their experiences around a general misunderstanding and lack of education about gender identity. For example, one participant recounted instances where professors brought

out-sized attention to transgender students' affirmed names and pronouns, leading to feelings of discrimination. In addition, some students report feeling that Chatham's diversity and inclusion efforts are not entirely genuine and lack a true depth of understanding. Rather than students feeling safe and proud of their own identity, they feel uncomfortable and at risk. One participant noted that, despite wearing their pronouns pin and attempting to educate others on the issue, many individuals refuse to acknowledge their pronouns. In addition, they do not appreciate the fact that their professors have access to their deadname, despite them no longer using it. Another participant was surprised at how little knowledge a Chatham faculty member had pertaining to human biology, which led to an awkward and uncomfortable interaction. One participant indicated that certain identities are more accepted than others, suggesting a complex stratification system, where being gay or bisexual is more openly accepted than being a TGNC student.

RECOMMENDATIONS

The following recommendations were made by students throughout the survey. They have been collected here grouped into themes, along with sample comments from respondents. Since many students identified similar recommendations, this is a representative, not exhaustive, list of student quotes. The Gender & Sexual Violence Prevention Committee will release recommendations based on this report and invites the campus community to collaborate in proposing solutions.

Diversify the faculty and administration

- "Have faculty of color in leadership positions in the university."
- "would LOVE if we could see more faculty of color in classrooms, health centers, counseling services, and other higher positions"
- "[some programs] have [no] faculty of color at all."

- "Prioritize queer leadership, and queer faculty in job opportunities"

Diversify the student body

- "setting up high school tours with city schools"
- "[at my undergraduate institution] I was a part of a group that gave tours to Black students from PPS. I gave interested students my

contact info, any program advice I could offer, and answered their questions whenever they had any. Most of us go into these settings on guard; we know that there aren't many of us, we don't know if we can be true selves and who's going to make it harder for us. Giving them a direct line to Black students already on campus-- with whom they can already identify and see their success on campus-- would give them more of an incentive to want to attend since they know that they can let that guard down."

- "Bring more POC students to Chatham. The only way to feel comfortable and to understand other races is to surround yourself with others that are not like yourself. Being in a community that is actually diverse is key."

Diversify the curriculum

- "Please remember your non-white students when you choose materials and topics for class"
- "Better inclusion of materials by people who are not straight"
- "I would have liked to read some books or pieces by transgender or gender non-conforming for classes, or seen examples of artists with non-cisgender identities"
- "Definitely update certain material!! Using outdated language can be really harmful. For example, the human genetics class still talks

about "pseudohermaphroditism" and many more outdated words, phrases, and ideas that are not acceptable and can be harmful."

- "Perhaps having more than one speaker come to talk about language and definitions of different terminology. Including readings or case studies that include people that identify with the community."
- "Another class that was a great idea, but I did not think always helped in practice were the intergroup dialogue courses. I am not sure how to change this because they are such a great idea, but it allows Black and brown people to be guinea pigs in the experiment to undo racism for other classmates and it provokes a lot of trauma."

More training for faculty and staff

- "ask or look for a pronouns pin. Professors have been asking for preferred names and pronouns a lot more recently, which is really good, but I have had a lot of bad experiences where they just didn't listen"
- "I like the promotion of diversity. Having people understand different cultures is probably a great step in the right direction"
- "when a position from a more conservative student is directly

against the rights of another individual, their opinion should not be uplifted by instructors.”

- “PLEASE for the love of Rachel Carson, include in your LGBTQUIAA+ trainings, pamphlets etc. the importance of not outing people who don't want to be outed? I think this will help people in my scenario as well as those in abusive situations as well.”

More training for all students

- “more students should go to sessions about micro-aggressions and preventing racism. ... it should be implemented into courses or become a ... requirement just like the AlocholEdu and Sexual Prevention assignments.”
- “I think better education on the topic in general would help. I genuinely believe most of the comments and questions I have experienced has been from a source of lack of knowledge. Educating also on how harmful hypersexualization is and ... the constant sexualizing of students, especially our Black Male Students and our female students. I know this happens in nearly every environment and it's not right by any means but that it happens so much on our historically womens campus is incredibly disheartening”
- “none of the students are explicitly homophobic, I think they just don't

understand that saying remarks like no homo is homophobic.”

- “I really think a required sex education class would help all students understand different kinds of identities without putting the burden on queer students to explain themselves.”
- “Chatham needs to have a sex education class that is mandatory for all first-year students (transfers as well). Too many students come here just for the sports scholarship and don't have to actually learn anything about consent, sexual health, gender expression, etc. It really shouldn't even be a discussion – let's have the course.”

Train the allies

- “ Make classes available to students on being better Allies and normalize conversations about this community.”

Include more sexual identities in trainings

- “Make an effort to involve pansexual and bisexual people instead of putting all non-cishet people into one sack.”

Diversify and strengthen campus marketing

- “Surprisingly not many posters celebrating relationships in all forms.”

- “I know I liked Chatham because it was described as a very diverse college. I thought that meant color wise, but it really means LGBTQ+ wise. I think you should make that more clear for people of color.”

De-stigmatize and provide additional counseling resources

- “more resources... I know that members of the lgbtqia community definitely experience higher levels of anxiety and depression and we are told about the free counseling here which is great but it can be scary going to a therapist especially if you’ve never been to one before and you don’t know how the therapist will react”
- “making sure to have counselors in the program who have past experience working with lgbtqia students”
- “Make more counselling resources available (needs to be a much bigger department/resource on campus.”

Improve inclusive facilities

- “more single housing w/ private/semi private bathroom access”
- “available, safe bathroom access on public campus areas”
- “safe locker rooms”

- “Don't tell your non-white students that if their roommate is racist, there's nothing you can do unless the student ...chooses to move. Why should I uproot myself when I did nothing wrong?”

Improve affirmed name processes

- “Let trans people change their emails. I don't want to know my RA's deadname.”
- “The name change/preferred name system should be more flexible. I have been hesitant to use it because it will change my student email, which my parents – who are unaccepting – often contact me through. I am grateful that such a system exists, but there should be avenues given for students who are out on campus but not out in their home life”

Diversify and strengthen events

- “include more culturally appropriate events such as the Mid-Autumn Festival, or Lunar New Year celebration, etc”
- “do more events that aren’t just drag queen bingo or free condoms on a table somewhere. It shows that Chatham either doesn't care about us or only see us as effeminate stereotypes who have sex a lot.”

- “Work with the QSA so they aren’t doing every single thing on their own. As nice as a library display is, just doing that is lazy”
- “I found the week of Racial Justice, other than the talk with Damon Young, inappropriate or at least the affect of it because it made BLM seem like a spirit week rather than actual lives lost and the decimation of Black communities.”

Hold students accountable to the honor code

- “Reprimand when the honor code is invalidated, even if they’re obviously recruited for a sports team and Chatham wants to keep them.”
- “Punishing individuals when it is brought up PROMPTLY. I have heard from several other students that nothing is done when incidents, such as inappropriate language in facilities, occur. By letting people get off easy, we are perpetuating the problem.”

- “Holding the boys sports teams accountable for their actions. And not even just for members of this particular community, but for everyone, especially women because I feel like they are disrespectful to everyone who is not in their inner circle and the administration usually just lets them get away with it.”

Create more queer spaces and affirmation within all spaces

- “More than just wellness spaces, Chatham needs to uplift queer students and work with organizations (students as well) to show real support for them over their homophobic classmates.”

Monitor campus climate

- “I would suggest that administrators pop in on classes, ask students more, and feel the reverberations of uncomfortability campus brings for many people.”

RESEARCH TEAM

This research was developed and conducted by a team of 8 Co-Investigators in collaboration with members of the Gender and Sexual Violence Prevention (GSVP) subcommittee of the Diversity and Inclusion Council (DIC) and students enrolled in the psychology, criminology, and social work Integrative Capstone courses from Fall 2019 to present.

Investigators:

- Nichole K. Bayliss, PhD (she/her); Associate Professor of Criminology and Psychology; Co-Chair of Gender and Sexual Violence Prevention (GSVP) Subcommittee
- Jessie B. Ramey, PhD (she/her); Associate Professor of Women's & Gender Studies; Director of Women's Institute; Co-Chair of Gender and Sexual Violence Prevention (GSVP) Subcommittee
- Ethan Block, PhD (he/him); Assistant Professor of Biology; Member of GSVP Subcommittee
- Allie Reznik, PhD (she/they); Assistant Professor of Humanities; Member of GSVP Subcommittee
- Josephine Albrecht, MSCP '20
- Gary McMurtrie, BA (Criminology and Psychology, 2021)
- Marygrace Mincarelli, BSW (Social Work, 2021)

- Joanna White, BA (Psychology, 2020)

GSVP Members:

- Nichole Bayliss, Psychology and Criminology (Co-chair)
- Jessie Ramey, Women's & Gender Studies (Co-chair)
- Joseph Amodei, Immersive Media
- Elizabeth Benson, Interior Architecture
- Ethan Block, Biology
- Alyssa Burgmaster, Admissions
- Michael Cadaret, Graduate Psychology
- Lou Martin, History
- Jennifer Morse, Graduate Psychology
- Allie Reznik, English
- Kyra Tucker, Interior Architecture
- Erin Williams-Hatala, Biology
- Gina Zanardelli, Graduate Psychology

Development of the research proposal, specific protocols, and survey development; recruitment efforts; stakeholder engagement; technical support and data management; and compliance oversight were provided by students enrolled in the psychology, criminology, and social work Integrative Capstone course from Fall 2019 to present.

Research Proposal Development

- Stephanie Cole (Fall 2019)
- Peter Habib (Fall 2019)
- Shieli Paris (Fall 2019)
- Hunter Payne (Fall 2019)

Survey Development

- Kelly Byzek (Demographics; Fall 2019)
- Leah Herman (Demographics; Fall 2019)
- Olexus Sherwood (Demographics; Fall 2019)
- Paige Shaftic (Perceptions / Consent; Fall 2019)
- Nick White (Perceptions / Consent; Fall 2019)
- Devon Strachan (Relationship / General Experiences; Fall 2019)
- Abbie Gergas (Relationship / General Experiences; Fall 2019)
- Delaney Gordon (Relationship / General Experiences; Fall 2019)
- Breanna Oltman (Institutional Response / Campus Safety; Fall 2019)

- Holly Ackerman (Institutional Response / Campus Safety; Fall 2019)
- Madison Black (Institutional Response / Campus Safety; Fall 2019)
- Sarah Oliver (Institutional Response / Campus Safety; Fall 2019)
- Hailey Doliveira (Survey Introduction / Resources; Fall 2019)
- Maddie DiMedio (Survey Introduction / Resources; Fall 2019)
- Robin Heller (TGNC, LGBTQA+, Students of Color Experiences; Fall 2019)
- Faith Knudson (TGNC, LGBTQA+, Students of Color Experiences; Fall 2019)
- Pearl McCann (TGNC, LGBTQA+, Students of Color Experiences; Fall 2019)
- Joanna White (TGNC, LGBTQA+, Students of Color Experiences; Fall 2019)

Stakeholder Engagement

- Kiana Robinson (Stakeholder Outreach; Spring 2020)
- Cait Beatty (Stakeholder Outreach; Spring 2020)
- Maddy Beck (Stakeholder Outreach; Spring 2020)
- Cara DeGrano (Stakeholder Outreach; Spring 2020)
- Mariah Reid (Stakeholder Outreach; Spring 2020)

Recruitment

- Marygrace Mincarelli (Fall 2020)
- Kelly Gay (Fall 2020)

- Meagan Clark (Fall 2020)
- Paxton Steffy (Fall 2020)
- Danielle Bos (Fall 2020)
- Elena Boyle (Fall 2020)
- Danni Caplan (Fall 2020)
- Sydney Collins (Fall 2020)
- Cara Cornelius (Fall 2020)
- Sierra McCullough (Fall 2020)
- Cameron Moeller (Fall 2020)
- Sarah Naple (Fall 2020)
- Addie Bradish (Spring 2021)
- Diaminique Barlow (Spring 2021)
- Landon Dawson (Spring 2021)
- Jake Reed (Spring 2021)

Compliance and Quality Control

- Sarah Marusic (Spring 2020)
- Carolyn Fulwider (Spring 2020)
- Megan McAleer (Spring 2020)
- Connor Garvey (Fall 2020)
- Dahea Chung (Fall 2020)
- Abbi Rubin (Fall 2020)

Technical Support and Data Management

- Mari Timney (Qualtrics Survey Development; Spring 2020)
- Alivia DeWitt (Qualtrics Survey Development; Spring 2020)
- Carlee Domke (Qualtrics Survey Development; Spring 2020)
- Emily Gambino-Walker (Qualtrics Survey Development; Spring 2020)
- Anna Overman (Data Management; Spring 2020)
- Paige Rees (Data Management; Spring 2020)
- Jaylen Young (Data Management; Spring 2020)
- Gary McMurtrie (Qualtrics Survey Development and Data Management; Fall 2020)
- Christina Henry (Qualtrics Survey Development and Data Management; Fall 2020)
- Adaline Bradish (Data Management and Analysis; Summer 2021)
- Landon Dawson (Data Management and Analysis; Summer 2021)

APPENDIX A:

PROJECT INFORMATION

Survey instrument design

This survey instrument was developed by the co-authors in 2020 after an extensive review of existing campus climate surveys, literature on trauma-informed care, research on the continuum of violence, and experiences with harassment and discrimination in LGBTQIA+ and BIPOC students. A key principle of engaging in trauma-informed research is to allow for collaboration and mutuality (Namrow, 2018). Collaborative research can take several forms, though engaging with others who work with the population of interest, to collecting preliminary information from survivors of trauma about what would make them feel uncomfortable in a research setting. By engaging with communities or persons in this manner, the research itself may become stronger, and this practice may empower those who choose to participate. (Namrow, 2018, Principle 4)

Therefore, a draft of the survey was shared with key stakeholders in Spring 2020—including representatives from Pittsburgh Action Against Rape (PAAR), Gender and Sexual Violence

Prevention subcommittee of the Diversity and Inclusion Council, Title IX, Student Affairs, Residence Life, Women's Institute, Office of Academic and Accessibility Resources, Chatham Student Government, Chatham Masculinities Project, Sexual Respect Committee, Queer Straight Alliance, and Chatham Student Power. The research team utilized stakeholder feedback to revise and refine the survey instrument.

Funding statement

This research project is funded by partial support provided by the State of Pennsylvania's It's On Us grant (PI: Jessie Ramey, PhD; Director of the Women's Institute). Partial faculty and student funding were provided through internal support received from the DEAL grant to create a Summer Undergraduate Research Program and the Class of '64 Women's Institute Endowed Fund student research grant program. Additional support from faculty, staff, and students was donated or completed in the course of earning University credit (internship, individual research, and/or Integrative Capstone credits).

Conflict of interest disclosure

In order to inform research subjects of all circumstances that may affect their decision about whether to participate, all researchers are required to disclose any financial interests they may have related to this particular study. The Principal Investigator and all Co-Investigators confirm that there are no financial interests to report pertaining to this protocol.

Institutional review board approval

Chatham University's Institutional Review Board (IRB) granted exempt approval to the study in July 2020. Additional modifications were submitted and approved to make changes to research staff, the survey instrument, and recruitment procedures (September 2020, February 2021, March 2021, September 2021, and February 2022).

APPENDIX B:

STUDY RECRUITMENT AND RISK ASSESSMENT

Recruitment procedures

Recruitment efforts were initiated in September 2020. Since research studies are not permitted to recruit via “all campus” emails, research assistants engaged in outreach both through direct communications and through indirect snowball sampling.

Fall 2020 recruitment efforts focused on contacting key student organizations, athletic coaches, administrators, staff, and faculty to encourage them to notify their students of the survey. Contacts were provided an approved email they could forward to students and were also provided an opportunity to request additional approved language/graphics to post on course Brightspace pages, websites, or newsletters. Fall 2020 recruitment closed on December 31 with 356 survey attempts.

Spring 2021 recruitment efforts focused on leveraging social media to encourage student participation. Research assistants created a “HARP Study” Instagram account and developed content to introduce the

campus community to the research project, research team members, and provide updates about participation. Spring 2021 recruitment closed on May 31 with 125 survey attempts.

All potential participants were provided a cover letter detailing the purpose of the research, risks/benefits, protection of anonymity, and the right to refuse to answer or withdraw at any time. Participants were provided an opportunity to enter a raffle for a \$50 Amazon gift card at the completion of their participation. To protect participant anonymity with regard to the research team, the raffle was administered through the use of an Honest Broker.

Risk assessment

Participants may face an increased risk of psychological harm by participating in this study as a result of questions requesting that they disclose their personal experiences with sexual violence, harassment, stalking, relationship violence, and discrimination based on gender

identity/expression, sexual/romantic orientation, and racial/ethnic identity. Although risks are present due to the sensitive nature of this research, participation in sensitive research has been found to provide feelings of support, closure, empowerment, and helping others (Cook & Bosley, 1995; Davies & Gannon, 2006; DePrince & Chu, 2008; Disch, 2001; Martin et al., 2001; McCosker et al., 2001; Newman et al., 1999). In addition, these data are instrumental in understanding student experiences in order to evaluate current reporting procedures, training, and support services at Chatham.

We attempted to mitigate risk through utilizing trauma-informed research practices (Namrow, 2018). Trauma-informed research practices are an outgrowth of trauma-informed care practices in mental health and social work practices. Specifically, trauma-informed care “is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment” (Hopper et al., 2010, p. 82).

Our risk mitigation efforts included:

- Ensuring that researchers have sufficient expertise and experience (University of California, Irvine Office of Research, n.d.). All faculty investigators are members of the

Gender and Sexual Violence Prevention (GSVP) subcommittee of the Diversity and Inclusion Council and have years of experience of researching and working with populations impacted by sexual violence, harassment, stalking, relationship violence, and discrimination based on gender identity/expression, sexual/romantic orientation, and racial/ethnic identity. This expertise and experience is very important, as it allows the researcher to be more prepared to deal with information that can be very emotionally taxing and also be able to provide an accurate and truthful portrayal of the experiences of individuals who are members of marginalized groups (Dololier & Sambrook, 2009; Fenge et al., 2019).

- Protecting participant privacy (University of California, Irvine Office of Research, n.d.; Wiles et al., 2008). First, the survey was administered electronically, which is shown to reduce potential feelings of embarrassment and humiliation of disclosure (Davis et al., 2004; East et al., 2010). In addition, the survey is designed to be anonymous unless participants voluntarily disclose personally identifiable information in the open-ended questions. Finally, an Honest Broker was utilized to protect participant anonymity for the incentive raffle. The Honest

Broker was the only individual to receive participant names and contact information if they voluntarily entered the incentive raffle. This personally identifiable information was deleted once the gift cards were distributed each semester.

- Providing content warnings before sections with particularly sensitive questions (Boysen, 2017; Cares et al., 2019; Carter, 2015). Content warnings provide opportunities for participants with experiences of trauma to engage in coping mechanisms and to regain a sense of control (Boysen, 2017; Cares et al., 2014; Newman, 1999). The use of content warnings in online surveys can help provide some form of empathy that can be missing in online interactions (Cares et al., 2014). Content (or trigger warnings) generally work best when the trigger is expected and can be prepared for in advance of the encounter. Hence the importance of content or trigger warnings: they give people the forewarning

necessary for them to make use of strategies that will decrease the harmfulness of encountering triggering material (University of Michigan, 2017, What are they?).

- Providing access to support services throughout the survey. Peer support was provided by offering participants a list of Chatham, local, and national resources that can provide support both during and after participation.
- Protecting participant autonomy. Participants were: (1) provided opportunities to “opt-in” to particular modules based on their willingness to participate; (2) provided options to select “Prefer Not to Answer” options in certain demographic questions; (3) notified that their participation was voluntary and that they could end their participation at any time; and (4) that they could skip any question they wished not to answer.

APPENDIX C:

SAMPLE DEMOGRAPHICS

N=426

	%
Age (M, SD)	21.43 (5.21)
Gender identity / Gender expression *	
Prefer not to answer	0.5
Cisgender woman	79.8
Cisgender man	14.3
Transwoman / Transman	2.3
Genderqueer / Gender non-conforming	3.1
Non-binary / Agender	3.3
Missing	0.2
Race / ethnicity *	
Prefer not to answer	0.0
Black, of African descent, or of Caribbean descent	4.9
Hispanic or Latinx/a/o	6.1
Asian / South Asian / Indian / Native Hawaiian or Pacific Islander (AAPI)	5.1
Native American or Alaskan Native	1.6
Middle Eastern or North African	1.9
White / Caucasian	88.5
A race / ethnicity not listed	1.2
Sexual / romantic orientation	
Prefer not to answer	0.2
Heterosexual	65.7
Lesbian	5.2
Gay	1.9
Bisexual / Biromantic	13.6
Asexual / Aromantic	2.8
Pansexual / Panromantic	3.5
Queer	3.1
Questioning	3.1
Demisexual	0.5
Missing	0.5
Ability status *	
Prefer not to answer	3.8
I have a sensory impairment (vision or hearing)	8.7
I have a learning disability (e.g., dyslexia, ADHD)	12.9

I have a long-term medical illness (e.g., epilepsy, cystic fibrosis)	7.5
I have a mobility impairment	1.9
I have a mental health condition	36.9
I have a temporary impairment due to illness or injury (e.g., broken ankle, surgery)	1.4
I have a disability or impairment not listed above	3.5
I do not have any of the above	42.5
Missing	1.4
Current Class Standing	
Undergraduate Student: First Year (0-29 credits)	27.9
Undergraduate Student: Sophomore (30-59 credits)	20.0
Undergraduate Student: Junior (60-89 credits)	13.4
Undergraduate Student: Senior (90+ credits)	17.8
Graduate Student: Master's Program	10.6
Graduate Student: Doctoral Program	8.9
Recent graduate (Undergraduate)	0.2
Recent graduate (Graduate)	0.9
Missing	0.2
Transfer Student	
Yes	12.4
No	87.6
Commuter Student	
Yes	40.4
No	59.6
International Student	
Yes	4.0
No	96.0
Primary Campus Location	
Shadyside	77.2
Eastside	14.6
Eden Hall	3.5
Online student	4.5
Missing	0.2
Student Organizations / Groups *	
Honors society or professional group related to your major/ field of study	31.9
University athletic team	30.3
Political or social action group	16.0
Student government	5.9
Media organization	4.5
A group or organization not listed here	14.6
I am not involved in any campus activities or organizations	30.5
Missing	2.3

* Note: percentages may add to more than 100% as participants could select more than one response category.

APPENDIX D:

SAFETY

Of the 426 participants who completed the DEMOGRAPHIC module, 15 participants terminated their participation at the start of the SAFETY module. Therefore, this section reports data for the 411 participants who attempted this section.

Student Perceptions of Safety

N=411

<i>Please indicate the extent to which you agree or disagree with the following statements:</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
At some point since enrolling as a student at Chatham, I have felt unsafe on campus, in university virtual/online environments, or at an off-campus university event.	35.8	41.6	20.2	2.4	0.0
I feel that I can report incidents to campus police (Public Safety).	6.3	12.2	54.7	26.3	0.5
I feel that I can report incidents to Chatham staff or faculty.	1.2	8.3	59.9	29.0	1.7
I feel that I can report incidents to a campus student leader (e.g., Graduate Resident Director [GRD], Resident Assistant [RA], Success Coaches, Orientation Leader [OL], or student organization leader.	2.9	12.9	53.8	28.0	2.4

Student Perceptions of Safety by Key Demographics

N=408*

At some point since enrolling as a student at Chatham, I have felt unsafe on campus, in university virtual/online environments, or at an off-campus university event.

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
Gender					
Trans and gender non-conforming	25.0	39.3	32.1	3.6	0.0
Ciswomen	33.2	43.5	21.1	2.2	0.0
Cismen	53.4	34.5	8.6	3.4	0.0
Race / Ethnicity					
Person of color	33.3	40.6	24.6	1.4	0.0
White	36.0	41.9	19.5	2.7	0.0
Sexual / Romantic Orientation					
LGBQA+	29.2	46.0	20.4	4.4	0.0
Heterosexual	39.5	39.1	19.9	1.5	0.0

I feel that I can report incidents to campus police (Public Safety).

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
Gender					
Trans and gender non-conforming	17.9	28.6	42.9	10.7	0.0
Ciswomen	5.9	13.0	55.0	25.8	0.3
Cismen	3.4	0.0	58.6	36.2	0.3
Race / Ethnicity					
Person of color	8.7	13.0	55.1	21.7	1.4
White	5.9	12.1	54.6	27.1	0.3
Sexual / Romantic Orientation					
LGBQA+	10.9	9.2	49.6	21.2	0.0
Heterosexual	4.1	9.2	57.6	28.4	0.7

I feel that I can report incidents to Chatham staff or faculty.

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
Gender					
Trans and gender non-conforming	3.6	10.7	67.9	17.9	0.0
Ciswomen	0.9	8.4	58.7	30.1	1.9
Cismen	1.7	6.9	62.1	27.6	1.7
Race / Ethnicity					
Person of color	2.9	5.8	62.3	24.6	4.3
White	0.9	8.8	59.6	29.5	1.2
Sexual / Romantic Orientation					
LGBQA+	1.5	11.7	62.0	24.1	0.7

Heterosexual	1.1	6.6	59.0	31.0	2.2
<i>I feel that I can report incidents to a campus student leader (e.g., Graduate Resident Director [GRD], Resident Assistant [RA], Success Coaches, Orientation Leader [OL], or student organization leader.</i>					
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
<i>Gender</i>					
Trans and gender non-conforming	3.6	14.3	57.1	25.0	0.0
Ciswomen	2.5	14.0	52.8	28.6	2.2
Cismen	5.2	6.9	56.9	25.9	5.2
<i>Race / Ethnicity</i>					
Person of color	4.3	10.1	53.6	24.6	7.2
White	2.7	13.3	54.0	28.6	1.5
<i>Sexual / Romantic Orientation</i>					
LGBQA+	5.1	19.7	48.9	25.5	0.7
Heterosexual	1.8	9.6	56.8	28.4	3.3

** Note: missing gender identity, racial / ethnic identity, and sexuality for 3 participants.*

APPENDIX E:

TGNC STUDENT EXPERIENCES

Of the 411 participants who started the SAFETY module, 7 participants terminated their participation before the start of the TGNC module. Therefore, the screening section of this module reports data for the 404 participants who completed the initial screening question. Of the 404 participants who completed the initial screening question, 48 opted to complete the TGNC module. However, only 27 of these reported they identified as transgender, non-binary, gender non-conforming, genderqueer, or gender questioning in the demographic questions. Of the 27 participants, 1 did not complete the second screening question and ceased participation in the survey. An additional 2 participants did not consent to answering questions about their experiences, so this module contains data for 24 participants.

TGNC Module Screening Questions

N=404

	Yes	No	Missing
Screening #1: Do you identify as transgender, non-binary, gender non-conforming, genderqueer, or gender questioning?	27 (6.7)	377 (93.3)	
Screening #2 (If YES to Screening #1; N = 27): Are you willing to answer questions about your experiences with harassment and discrimination based on your gender identity and/or expression at Chatham?	24 (88.9)	2 (7.4)	1 (3.7)

TGNC Student Experiences

N=24

<i>Please review the following experiences and let us know whether you have had the experience <u>on campus, in university virtual/online environments, or at University events off-campus since you enrolled at Chatham University.</u></i>	Yes (%)	No (%)	Missing (%)	Not Applicable (%)
Someone seemed accepting of my gender identity or expression but not open to hearing me talk about it.	16.7	83.3	0.0	

Someone told me I was easily offended over issues of discrimination based on gender identity or expression.	29.2	70.8	0.0	
Someone told me I was overreacting when I brought up their discriminatory attitudes or behaviors toward transgender or gender non-conforming individuals.	25.0	75.0	0.0	
Someone suggested that discrimination based on gender identity or expression was not real or not something to be upset about.	29.2	70.8	0.0	
Someone continued to use transphobic language after I confronted them about it.	33.3	58.3	8.3	
Someone avoided interacting with me because of my gender identity or expression.	33.3	58.3	8.3	
Someone made transphobic remarks or jokes in front of me.	41.7	50.0	8.3	
Someone has unintentionally referred to me with pronouns that I do not use / no longer use.	41.7	50.0	8.3	
Someone has intentionally referred to me with pronouns that I do not use / no longer use.	20.8	70.8	8.3	
Someone has unintentionally referred to me by a name that I do not use / no longer use (e.g., a dead name)	33.3	58.3	8.3	
Someone has intentionally referred to me by a name that I do not use / no longer use (e.g., a dead name).	16.7	75.0	8.3	
Someone has asked me invasive or uncomfortable questions in relation to my biological sex or gender identity/expression.	33.3	58.3	8.3	
Someone has made comments regarding my gender identity or expression while I was trying to use a public restroom on campus.	8.3	79.2	8.3	4.2
I have felt distressed using a public restroom on campus.	20.8	66.7	8.3	4.2
I have felt unsafe using a public restroom on campus.	12.5	75.0	8.3	4.2
I have felt distressed using the locker rooms on campus.	8.3	12.5	8.3	70.8
I have felt unsafe using the locker rooms on campus.	4.2	12.5	8.3	75.0
I have received harmful digital messages regarding my gender identity or expression through direct means (text messaging [SMS], direct messages, comments, etc.).	12.5	79.2	8.3	
I have received harmful digital messages regarding my gender identity or expression through indirect means ("subtweeting" or similar posts, sharing of harmful media, etc.).	4.2	87.5	8.3	
I have felt distressed about utilizing academic resources due to fear of judgment, harassment, or discrimination regarding my gender identity or expression.	20.8	62.5	8.3	8.3
I have felt distressed about utilizing on-campus health services due to fear of judgment, harassment, or discrimination regarding my gender identity or expression.	16.7	58.3	8.3	16.7
I have felt distressed about attending or participating in classes due to fear of judgment, harassment, or discrimination regarding my gender identity or expression.	25.0	66.7	8.3	

I have felt distressed in my assigned housing because of my gender identity or expression.	12.5	62.5	8.3	16.7
I have felt unsafe in my assigned housing because of my gender identity or expression.	8.3	62.5	8.3	20.8
I have felt fetishized, or sexually objectified, because of my gender identity or expression.	33.3	58.3	8.3	
I have felt socially isolated because of my gender identity or expression.	33.3	58.3	8.3	
I have experienced the end of a relationship (romantic, sexual, platonic, or professional) due to judgment, harassment, or discrimination regarding my gender identity or expression.	16.7	75.0	8.3	
I have experienced indirect, negative attention due to my gender identity or expression (e.g., staring, laughing, whispering).	29.2	62.5	8.3	
I have felt unable to safely voice concerns relating to my experiences with discrimination based on my gender identity or expression.	20.8	66.7	12.5	
Course instructors have utilized harmful or outdated material regarding gender identity or expression in class or course materials.	16.7	70.8	12.5	
Overall, I have felt represented in university materials (e.g., posters, website) based on my gender identity or gender expression.	54.2	33.3	12.5	
Overall, I have felt represented in course materials (e.g., readings, videos, imagery and language used in course documents, etc.) based on my gender identity or gender expression.	50.0	37.5	12.5	
SUMMARY AND REPORTING				
	Yes (%)	No (%)	Missing (%)	Not Applicable
Students having at least one of the above experiences	91.7	0.0	8.3	
Range: 1-27 experiences Mean (SD): 7.32 (7.16)				
Students reporting any of these incidents to a campus representative (e.g., Resident Assistant [RA], Title IX Representative, athletic coach / staff, or faculty member)	9.1	86.4	4.5	
Students reporting any of these incidents using the online Title IX Incident Reporting Form	4.5	90.9	4.5	

APPENDIX F:

LGBQA+ STUDENT EXPERIENCES

Of the 404 participants who completed the *TGNC* screening, 10 participants terminated their participation before the start of the *LGBQA+* module. Therefore, the screening section of this module reports data for the 394 participants who completed the initial screening question. Of the 394 participants who completed the initial screening question, 122 self-identified as a member of the LGBQA+ community. Of these 122 participants, 1 did not completed the second screening question and ceased participation in the survey. An additional 8 participants did not consent to answering questions about their experiences, so this module reports data for 113 participants.

LGBQA+ Module Screening Questions

N=394

	Yes	No	Missing
Screening #1: Are you a member of the LGBQA+ (lesbian, gay, bisexual/biromantic, queer/questioning, asexual/aromantic, etc.) community?	122 (31.0)	272 (69.0)	
Screening #2 (If YES to Screening #1; N = 122): Are you willing to answer questions about your experiences with harassment and discrimination based on your sexual and romantic attraction at Chatham?	113 (92.6)	8 (6.6)	1 (0.8)

LGBQA+ Student Experiences

N=113

<i>Please review the following experiences and let us know whether you have had the experience <u>on campus, in university virtual/online environments, or at University events off-campus since you enrolled at Chatham University.</u></i>	Yes (%)	No (%)	Missing (%)	Not Applicable (%)
Someone seemed accepting of my sexual/romantic orientation but not open to hearing me talk about it.	26.5	73.5	0.0	
Someone told me I was easily offended over issues of LGBQA+ discrimination.	21.2	77.0	1.8	

Someone told me I was overreacting when I brought up their discriminatory attitudes or behaviors toward LGBTQA+ people.	24.8	72.6	2.7	
Someone suggested that LGBTQA+ discrimination was not real or not something to be upset about.	15.9	81.5	2.7	
Someone continued to use homophobic language after I confronted them about it.	15.0	82.3	2.7	
Someone avoided interacting with me because of my LGBTQA+ identity.	9.7	87.6	2.7	
Someone made homophobic remarks or jokes in front of me, <u>unaware</u> of my sexual/romantic orientation.	34.5	62.8	2.7	
Someone told me or implied that I should act “more straight” or less lesbian, gay, bisexual, queer, etc.	14.2	82.3	3.5	
I have received harmful digital messages regarding my sexual or romantic orientation through direct means (text messaging [SMS], direct messages, comments, etc.).	2.7	93.8	3.5	
I have received harmful digital messages regarding my sexual or romantic orientation through indirect means (“subtweeting” or similar posts, sharing of harmful media, etc.).	3.5	92.9	3.5	
I have heard homophobic phrases such as “that’s so gay” and “no homo.”	50.4	46.0	3.5	
I have experienced indirect, negative attention due to my sexual or romantic orientation (e.g., staring, laughing, whispering).	12.4	84.1	3.5	
I have felt distressed about utilizing academic resources due to fear of judgment, harassment, or discrimination regarding my sexual or romantic orientation.	1.8	66.4	3.5	1.8
I have felt fetishized, or sexually objectified, because of my sexual or romantic orientation.	25.7	70.8	3.5	
I have felt socially isolated because of my sexual or romantic orientation.	13.3	83.2	3.5	
I have felt unable to safely voice concerns relating to my experiences with discrimination based on my sexual or romantic orientation.	8.8	85.8	5.3	
I have felt distressed about attending or participating in classes due to fear of judgment, harassment, or discrimination regarding my sexual or romantic orientation.	4.4	89.4	6.2	
I have felt distressed about utilizing on-campus health services due to fear of judgment, harassment, or discrimination regarding my sexual or romantic orientation.	2.7	66.4	6.2	24.8
I have felt distressed in my assigned housing because of my sexual or romantic orientation.	1.8	73.5	6.2	18.6
I have felt unsafe in my assigned housing because of my sexual or romantic orientation.	0.9	70.8	7.1	21.2
Course instructors have utilized harmful or outdated material regarding sexual or romantic orientation in class or course materials.	12.4	79.6	8.0	

Overall, I have felt represented in university materials (e.g., posters, website) based on my sexual or romantic orientation.	53.1	38.9	8.0	
Overall, I have felt represented in course materials (e.g., readings, videos, imagery and language used in course documents, etc.) based on my sexual or romantic orientation.	47.8	44.2	8.0	
SUMMARY AND REPORTING				
	Yes (%)	No (%)	Missing (%)	Not Applicable
Students having at least one of the above experiences	74.3	17.7	8.0	
Range: 1-16 experiences Mean (SD): 4.93 (3.37)				
Students reporting any of these incidents to a campus representative (e.g., Resident Assistant [RA], Title IX Representative, athletic coach / staff, or faculty member)	2.4	96.4	1.2	
Students reporting any of these incidents using the online Title IX Incident Reporting Form	1.2	98.8	0.0	

APPENDIX G:

BIPOC STUDENT EXPERIENCES

Of the 394 participants who completed the *LGBQA+* screening, 13 participants terminated their participation before the start of the Students of Color module. Therefore, the screening section of this module reports data for 381 participants who completed the initial screening question. Of the 381 participants who completed the initial screening question, 44 self-identified as a student of color. Of these 44 participants, 4 participants did not consent to answering questions about their experiences. Therefore, this module reports data for 40 participants.

BIPOC Student Module Screening Questions

N=381

	Yes	No	Missing
Screening #1: Do you identify as a student of color?	44 (11.5)	337 (88.5)	
Screening #2 (If YES to Screening #1; N = 44): Are you willing to answer questions about your experiences with harassment and discrimination based on your race and/or ethnicity at Chatham?	40 (90.9)	4 (9.1)	0 (0.0)

BIPOC Student Experiences

N=40

<i>Please review the following experiences and let us know whether you have had the experience on campus, in university virtual/online environments, or at University events off-campus since you enrolled at Chatham University.</i>	Yes (%)	No (%)	Missing (%)	Not Applicable (%)
Someone seemed accepting of my racial / ethnic identity but not open to hearing me talk about it.	20.0	80.0	0.0	
Someone told me I was easily offended over issues of discrimination based on race or ethnicity.	22.5	77.5	0.0	
Someone told me I was overreacting when I brought up their discriminatory attitudes or behaviors toward people of color.	22.5	75.0	2.5	

Someone suggested that discrimination based on race or ethnicity was not real or not something to be upset about.	25.0	72.5	2.5	
Someone continued to use racist language after I confronted them about it.	15.0	82.5	2.5	
Someone avoided interacting with me because of my race or ethnicity.	10.0	87.5	2.5	
Someone made racist remarks or jokes in front of me.	30.0	67.5	2.5	
Someone has asked me invasive or uncomfortable questions in relation to my race or ethnicity.	27.5	70.0	2.5	
I have received harmful digital messages regarding my race or ethnicity through direct means (text messaging [SMS], direct messages, comments, etc.).	5.0	92.5	2.5	
I have received harmful digital messages regarding my race or ethnicity through indirect means ("subtweeting" or similar posts, sharing of harmful media, etc.).	12.5	85.0	2.5	17.5
I have felt distressed about utilizing academic resources due to fear of judgment, harassment, or discrimination regarding my race or ethnicity.	12.5	65.0	5.0	
I have felt distressed about utilizing on-campus health services due to fear of judgment, harassment, or discrimination regarding my race or ethnicity.	12.5	52.5	7.5	
I have felt distressed about attending or participating in classes due to fear of judgment, harassment, or discrimination regarding my race or ethnicity.	20.0	72.5	7.5	12.5
I have felt distressed in my assigned housing due my race or ethnicity.	10.0	70.0	7.5	
I have felt unsafe in my assigned housing due my race or ethnicity.	5.0	75.0	7.5	
I have felt fetishized, or sexually objectified, because of my race or ethnicity.	12.5	80.0	7.5	
I have felt socially isolated because of my race or ethnicity.	27.5	65.0	7.5	
I have experienced the end of a relationship (romantic, sexual, platonic, or professional) due to judgment, harassment, or discrimination regarding my race or ethnicity.	7.5	85.0	7.5	
I have experienced indirect, negative attention due to my race or ethnicity (e.g., staring, laughing, whispering).	17.5	75.0	7.5	
I have felt unable to safely voice concerns relating to my experiences with discrimination based on my race or ethnicity.	27.5	65.0	7.5	
Someone told me or implied that I should act "less [insert your race/ethnicity here]" (example: you should act "less black").	20.0	72.5	7.5	
I have heard others use racist phrases or slurs.	37.5	55.0	7.5	
Someone has directed a racist phrase or slur at me.	15.0	77.5	7.5	
Someone has asked if they could touch my hair.	35.0	57.5	7.5	
Someone has touched my hair without my consent.	12.5	80.0	7.5	

Course instructors have utilized harmful or outdated material regarding race or ethnicity in class or course materials.	10.0	82.5	7.5	
Overall, I have felt represented in university materials (e.g., posters, website) based on my race or ethnicity.	30.0	62.5	7.5	
Overall, I have felt represented in course materials (e.g., readings, videos, imagery and language used in course documents, etc.) based on my race or ethnicity.	37.5	55.0	7.5	
SUMMARY AND REPORTING				
	Yes (%)	No (%)	Missing (%)	Not Applicable
Students having at least one of the above experiences	77.5	15.0	7.5	
Range: 1-24 experiences Mean (SD): 7.52 (7.10)				
Students reporting any of these incidents to a campus representative (e.g., Resident Assistant [RA], Title IX Representative, athletic coach / staff, or faculty member)	16.1	83.9	0.0	
Students reporting any of these incidents using the online Diversity and Inclusion Council Comment Form	0.0	100.0	0.0	

APPENDIX H:

RELATIONSHIP EXPERIENCES

The Relationship Experiences module was accessed differently in Fall 2020 and Spring 2021 semesters. In Fall 2020, participants accessed the Relationship Experiences module after completing the Consent module. However, due to high rates of attrition, the consent module was moved to the end of the survey for Spring 2021 data collection. Therefore, Spring 2021 participants accessed the Relationship Experiences module after completing the Students of Color module. As a result, the screening section of this module reports data for 350 participants (Fall 2020: 267; Spring 2021: 83). Of the 350 participants who completed the initial screening question, 243 (69.4%) disclosed having an emotional, romantic, physical, or sexual relationship during their time at Chatham. Therefore, this module reports data for 243 participants.

Relationship Screening Question

N=350

	Yes	No	Missing
Since you entered Chatham University, have you been in an emotional, romantic, physical, or sexual relationship?	243 (69.4)	107 (30.6)	

Relationship Experiences

N=243

<i>Please review the following experiences and let us know whether you have had the experience in a relationship with a partner* since you entered Chatham as a student.</i>	Yes (%)	No (%)	Missing (%)
A partner repeatedly lied to me.	20.2	79.4	0.4
A partner made several “empty” promises to improve their behaviors but never followed through.	30.0	69.1	0.8
A partner felt their desires and choices were more important than mine.	26.7	71.6	1.6

A partner pressured or guilted me into engaging in sexual activities with them.	13.6	84.8	1.6
A partner made most or all of our financial decisions.	0.8	97.1	2.1
When problems arose in our relationship, we fought or didn't discuss them at all.	28.4	68.7	2.9
A partner's community (i.e., family, friends, co-workers) were the only ones we socialized with.	7.0	90.5	2.5
When a partner and I argued or fought, I was required to apologize.	15.6	81.9	2.5
When a partner and I argued or fought, they blamed me for starting the argument or fight.	19.3	78.6	2.1
When a partner and I argued or fought, they gave me the "silent treatment" until I apologized.	11.5	86.0	2.5
A partner criticized my family and/or friends.	22.6	74.9	2.5
A partner prevented me from interacting with others besides themselves.	2.9	95.1	2.1
A partner set unrealistic expectations that I would never achieve and treated me negatively because I could not reach them.	8.6	88.9	2.5
A partner and I had a joint bank account and they controlled all of our finances.	0.0	97.1	2.9
A partner accused me of cheating when it was not true.	11.9	85.2	2.9
A partner treated me badly for refusing to engage in sexual activities.	7.4	88.9	3.7
A partner spied on me with a listening device, camera, GPS, or other location tracking program.	0.8	95.5	3.7
A partner approached me or showed up in places—such as my home, work, or school—in a way that made me uncomfortable.	1.6	94.2	4.1
A partner threatened to spread rumors about me.	1.2	95.5	3.3
A partner spread rumors about me.	3.3	93.0	3.7
A partner left me strange or potentially threatening items.	0.4	95.5	4.1
A partner snuck into my home or car and did things to scare me or let me know they had been there.	0.4	95.5	4.1
A partner left me texts, emails, voicemails, or messages on social media that made me uncomfortable.	6.6	89.7	3.7
A partner used a fake account/profile to communicate with me online.	0.8	95.5	3.7
A partner accessed my phone or online accounts without my permission.	3.3	92.6	4.1
A partner took non-consensual audio, pictures, or videos of me.	2.5	92.2	5.3
A partner threatened to share sexually explicit audio, pictures, or videos of me.	0.4	95.1	4.5
A partner shared sexually explicit audio, pictures, or videos of me with others.	0.8	94.7	4.5
A partner refused to delete audio, pictures, or videos of me that made me uncomfortable.	0.8	94.7	4.5
A partner repeatedly threatened to end our relationship.	9.1	86.4	4.5
A partner threatened to physically hurt me.	0.8	94.2	4.9

A partner pushed, grabbed, or shook me.	3.7	90.9	5.3
A partner tampered with or removed a contraceptive method (e.g., removal of a condom/dental dam during sexual activity, tampered with birth control pills, lied about the use of contraception)	2.9	91.4	5.8
A partner hit me.	1.6	93.4	4.9
A partner choked/strangled me.	0.8	93.8	5.3
A partner stole or destroyed my personal property.	2.1	92.6	5.3
A partner got frustrated or angry at me when I refused to engage in sexual activity.	10.3	84.4	5.3
A partner threatened to harm themselves when I refused to engage in sexual activity.	0.4	94.2	5.3
A partner threatened to harm themselves when I said I wanted to end our relationship.	4.9	89.3	5.8
A partner threatened me with physical harm when I refused to engage in sexual activity.	0.0	94.2	5.8
A partner threatened me with physical harm when I said I wanted to end our relationship.	0.0	93.4	6.6
A partner threatened harm to someone close to me (including my pets) when I refused to engage in sexual activity.	0.0	94.2	5.8
A partner threatened someone close to me (including my pets) when I said I wanted to end our relationship.	0.4	93.8	5.8
A partner made me drink excessive amounts of alcohol or use drugs to make me more compliant.	2.9	91.4	5.8
A partner made me drink excessive amounts of alcohol or use drugs in order to incapacitate me.	2.1	91.4	6.6
A partner forced me to engage in sexual activity against my will.	3.7	89.7	6.6
SUMMARY AND REPORTING			
	Yes (%)	No (%)	Missing (%)
Students having at least one of the above experiences	49.8	44.4	5.8
Range: 1-29 experiences Mean (SD): 5.63 (4.78)			
Students reporting any of these incidents to a campus representative (e.g., Resident Assistant [RA], Title IX Representative, athletic coach / staff, or faculty member)	4.1	94.2	1.7
Students reporting any of these incidents using the online Title IX Incident Reporting Form	2.5	96.7	0.8

* = When the term "partner" is used, please think of anyone with whom you have/or have had an emotional, romantic, physical or sexual relationship with while at Chatham.

Summary of Relationship Experiences by Key Demographics

N=243

SUMMARY AND REPORTING					
Students having at least one of the above experiences	Yes (%)	No (%)	Missing (%)	Range	M (SD)
<i>Gender (N = 243)</i>					
Trans and gender non-conforming	71.4	21.4	7.1	0-29	6.64 (7.82)
Ciswomen	50.5	45.4	4.1	0-20	2.83 (4.09)
Cismen	36.4	45.5	18.2	0-12	2.21 (3.60)
<i>Race / Ethnicity (N = 242)*</i>					
Person of color	51.5	45.5	3.0	0-13	2.03 (3.32)
White	49.8	44.0	6.2	0-29	3.13 (4.54)
<i>Sexual / Romantic Orientation (N = 240)*</i>					
LGBQA+	59.7	36.4	3.9	0-29	3.92 (5.06)
Heterosexual	46.0	47.2	6.7	0-20	2.55 (4.02)

* Note: missing racial / ethnic identification for one participant and missing sexual/romantic orientation for 3 participants.

Relationship Experiences by Key Demographics

N=243, table shows % reporting "Yes"

	All Participants (N = 243)	Gender Identity / Expression			Race / Ethnicity*		Sexual / Romantic Orientation*	
		TGNC (N = 14)	Cisgender Women (N = 196)	Cisgender Men (N = 33)	BIPOC (N = 33)	White (N = 209)	LGBQA+ (N = 77)	Heterosexual (N = 163)
<i>Please review the following experiences and let us know whether you have had the experience in a relationship with a partner* since you entered Chatham as a student.</i>								
A partner repeatedly lied to me.	20.2	35.7	19.9	15.2	9.1	22.0	27.3	17.2
A partner made several "empty" promises to improve their behaviors but never followed through.	30.0	42.9	31.1	18.2	18.2	32.1	40.3	25.2
A partner felt their desires and choices were more important than mine.	26.7	57.1	26.0	18.2	24.2	27.3	36.4	22.1
A partner pressured or guilted me into engaging in sexual activities with them.	13.6	42.9	13.3	3.0	6.1	14.8	24.7	8.6
A partner made most or all of our financial decisions.	0.8	7.1	0.5	0.0	0.0	1.0	1.3	0.6

When problems arose in our relationship, we fought or didn't discuss them at all.	28.4	35.7	28.6	24.2	27.3	28.7	33.8	25.8
A partner's community (i.e., family, friends, co-workers) were the only ones we socialized with.	7.0	14.3	6.1	9.1	12.1	6.2	6.5	7.4
When a partner and I argued or fought, I was required to apologize.	15.6	28.6	15.3	12.1	12.1	16.3	18.2	14.7
When a partner and I argued or fought, they blamed me for starting the argument or fight.	19.3	21.4	20.4	12.1	9.1	21.1	20.8	19.0
When a partner and I argued or fought, they gave me the "silent treatment" until I apologized.	11.5	28.6	10.2	12.1	6.1	12.4	14.3	10.4
A partner criticized my family and/or friends.	22.6	57.1	19.4	27.3	21.2	23.0	29.9	19.6
A partner prevented me from interacting with others besides themselves.	2.9	7.1	3.1	0.0	0.0	3.3	3.9	2.5
A partner set unrealistic expectations that I would never achieve and treated me negatively because I could not reach them.	8.6	35.7	7.1	6.1	6.1	9.1	10.4	8.0
A partner and I had a joint bank account and they controlled all of our finances.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A partner accused me of cheating when it was not true.	11.9	14.3	11.2	15.2	12.1	12.0	11.7	12.3
A partner treated me badly for refusing to engage in sexual activities.	7.4	28.6	6.1	6.1	3.0	8.1	10.4	6.1
A partner spied on me with a listening device, camera, GPS, or other location tracking program.	0.8	0.0	1.0	0.0	0.0	1.0	2.6	0.0
A partner approached me or showed up in places—such as my home, work, or school—in a way that made me uncomfortable.	1.6	7.1	1.5	0.0	6.1	1.0	2.6	1.2
A partner threatened to spread rumors about me.	1.2	7.1	1.0	0.0	0.0	1.4	2.6	0.6
A partner spread rumors about me.	3.3	7.1	3.1	3.0	3.0	3.3	5.2	2.5

A partner left me strange or potentially threatening items.	0.4	0.0	0.5	0.0	0.0	0.5	0.0	0.6
A partner snuck into my home or car and did things to scare me or let me know they had been there.	0.4	7.1	0.0	0.0	3.0	0.0	1.3	0.0
A partner left me texts, emails, voicemails, or messages on social media that made me uncomfortable.	6.6	21.4	6.6	0.0	3.0	7.2	13.0	3.7
A partner used a fake account/profile to communicate with me online.	0.8	0.0	0.5	3.0	0.0	1.0	0.0	1.2
A partner accessed my phone or online accounts without my permission.	3.3	7.1	2.6	6.1	3.0	3.3	2.6	3.7
A partner took non-consensual audio, pictures, or videos of me.	2.5	7.1	2.6	0.0	0.0	2.9	5.2	1.2
A partner threatened to share sexually explicit audio, pictures, or videos of me.	0.4	7.1	0.0	0.0	0.0	0.5	1.3	0.0
A partner shared sexually explicit audio, pictures, or videos of me with others.	0.8	7.1	0.5	0.0	0.0	1.0	2.6	0.0
A partner refused to delete audio, pictures, or videos of me that made me uncomfortable.	0.8	7.1	0.5	0.0	0.0	1.0	2.6	0.0
A partner repeatedly threatened to end our relationship.	9.1	28.6	7.1	12.1	6.1	9.6	9.1	9.2
A partner threatened to physically hurt me.	0.8	0.0	1.0	0.0	0.0	1.0	0.0	1.2
A partner pushed, grabbed, or shook me.	3.7	0.0	4.6	0.0	3.0	3.8	3.9	3.7
A partner tampered with or removed a contraceptive method (e.g., removal of a condom/dental dam during sexual activity, tampered with birth control pills, lied about the use of contraception)	2.9	7.1	2.6	3.0	0.0	3.3	3.9	2.5
A partner hit me.	1.6	0.0	2.0	0.0	0.0	1.9	2.6	1.2
A partner choked/strangled me.	0.8	0.0	1.0	0.0	0.0	1.0	0.0	1.2
A partner stole or destroyed my personal property.	2.1	14.3	1.0	3.0	3.0	1.9	3.9	1.2

A partner got frustrated or angry at me when I refused to engage in sexual activity.	10.3	21.4	9.7	9.1	3.0	11.5	13.0	9.2
A partner threatened to harm themselves when I refused to engage in sexual activity.	0.4	7.1	0.0	0.0	0.0	0.5	1.3	0.0
A partner threatened to harm themselves when I said I wanted to end our relationship.	4.9	14.3	4.6	3.0	0.0	5.7	5.2	4.9
A partner threatened me with physical harm when I refused to engage in sexual activity.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A partner threatened me with physical harm when I said I wanted to end our relationship.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A partner threatened harm to someone close to me (including my pets) when I refused to engage in sexual activity.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
A partner threatened someone close to me (including my pets) when I said I wanted to end our relationship.	0.4	0.0	0.5	0.0	0.0	0.5	0.0	0.6
A partner made me drink excessive amounts of alcohol or use drugs to make me more compliant.	2.9	7.1	3.1	0.0	0.0	3.3	5.2	1.8
A partner made me drink excessive amounts of alcohol or use drugs in order to incapacitate me.	2.1	7.1	2.0	0.0	0.0	2.4	5.2	0.6
A partner forced me to engage in sexual activity against my will.	3.7	14.3	3.6	0.0	3.0	3.8	7.8	1.8

** Note: missing racial / ethnic identification for one participant and missing sexual/romantic orientation for 3 participants.*

APPENDIX I:

CAMPUS CLIMATE EXPERIENCES

Of the 350 participants who completed the screening question in the Relationship Experiences module, 19 participants terminated their participation before the General (Campus Climate) Experiences module. Therefore, this module reports data for 331 participants.

Campus Climate Student Experiences

N=331

<i>Please review the following experiences and let us know whether you have had the experience <u>since you have entered Chatham University as a student—outside of any emotional, romantic, physical, or sexual relationships.</u></i>	Yes (%)	No (%)	Missing (%)	Not Applicable (%)
I have seen images or language of a sexual nature drawn/written on campus property.	16.6	81.0	0.0	2.4
Someone drew images or wrote language of a sexual nature on my personal belongings.	0.6	99.4	0.0	
Someone told sexual stories or jokes in my presence that made me feel uncomfortable.	19.3	80.4	0.3	
Someone yelled offensive comments at me about my appearance, body, or sexual activities (i.e., “cat calling”).	19.6	79.8	0.6	
Someone attempted to draw me into a conversation about sexual matters.	12.4	87.0	0.6	
Someone sent me or posted sexual comments, jokes, audio, pictures, or video via text, email, social media, or other electronic means that made me uncomfortable.	6.9	92.1	0.9	
Someone spread sexual rumors about me by text, email, social media, or other electronic means.	3.3	95.8	0.9	
Someone called me a slur or other derogatory term for refusing to engage in a relationship with them.	3.6	95.5	0.9	
Someone made gestures or used body language of a sexual nature which embarrassed or offended me.	3.6	95.2	1.2	
Someone made attempts to establish a relationship with me despite my efforts to discourage it.	14.8	84.3	0.9	

Someone persisted in asking me for dates, drinks, or dinner even when I said no.	9.7	89.1	1.2
Someone persisted in asking me for dates, drinks, or dinner and I did not feel safe enough to say no.	1.2	96.7	2.1
Someone exposed me to sexually suggestive or pornographic materials that made me feel uncomfortable.	3.0	94.9	2.1
Someone persisted in asking me to kiss, touch, or engage in other physical/sexual activity even when I said no.	7.3	91.2	1.5
Someone persisted in asking me to kiss, touch, or engage in other physical/sexual activity and I did not feel safe enough to say no.	4.8	93.4	1.8
Someone made attempts to touch or fondle me that I did not want.	9.7	88.5	1.8
Someone made attempts to kiss me that I did not want.	9.7	88.5	1.8
Someone invaded my personal space in a manner that made me feel uncomfortable or not safe.	15.1	83.4	1.5
Someone made me feel that I was being bribed with a reward to engage in sexual activity.	1.5	96.7	1.8
Someone touched me in a way that made me feel uncomfortable.	9.4	89.1	1.5
Someone made me feel threatened with some sort of retaliation for not being sexually cooperative.	1.2	97.0	1.8
Someone treated me badly after I refused to engage in sexual activity.	3.0	94.9	2.1
Someone watched me or followed me from a distance.	9.7	87.9	2.4
Someone spied on me with a listening device, camera, GPS, or other location tracking program.	0.6	97.0	2.4
Someone approached me or showed up in places—such as my home, workplace, or school—in a way that made me uncomfortable.	2.4	94.6	3.0
Someone left strange or potentially threatening items for me to find.	0.0	97.6	2.4
Someone snuck into my home or car and did things to scare me or let me know that they had been there.	0.3	97.0	2.7
Someone left me texts, emails, voicemails, or messages on social media that made me uncomfortable.	3.3	94.0	2.7
Someone contacted me online using a fake account or profile.	1.2	95.8	3.0
Someone posted personal information about me online without my consent.	1.8	94.9	3.3
Someone posted sexually explicit audio, pictures, or videos of me online or shared them with others without my consent.	0.6	96.4	3.0
Someone stole my phone or hacked one of my accounts to access material.	0.3	96.4	3.3
Someone took non-consensual audio, pictures, or video of me.	1.5	95.5	3.0

Someone became frustrated or angry at me when I refused to engage in sexual activity.	3.3	93.7	3.0	
Someone threatened me with physical harm when I refused to engage in sexual activity.	0.6	96.1	3.3	
Someone threatened to harm someone close to me (including my pets) when I refused to engage in sexual activity.	0.0	96.4	3.6	
Someone offered me some “reward” (e.g., a higher grade in a course, a raise, approving a lease) if I engaged in sexual activity with them.	0.6	96.1	3.3	
Someone coerced me into sexual activity with them so as not to receive some form of “retribution” (e.g., a failing grade, release of personal information/audio/photos/videos, spreading rumors/secrets).	0.3	96.4	3.3	
Someone used drugs or alcohol to make me more compliant.	3.6	93.4	3.0	
Someone used drugs or alcohol to incapacitate me.	0.6	96.1	3.3	
Someone forced me to engage in sexual activity against my will.	2.1	94.6	3.3	
SUMMARY AND REPORTING				
	Yes (%)	No (%)	Missing (%)	Not Applicable
Students having at least one of the above experiences	48.9	47.1	3.9	
Range: 1-24 experiences Mean (SD): 4.02 (3.08)				
Students reporting any of these incidents to a campus representative (e.g., Resident Assistant [RA], Title IX Representative, athletic coach / staff, or faculty member)	3.7	96.3	0.0	
Students reporting any of these incidents using the online Title IX Incident Reporting Form	0.0	99.4	0.6	

Summary of Campus Climate Experiences by Key Demographics

N=331

SUMMARY AND REPORTING					
Students having at least one of the above experiences	Yes (%)	No (%)	Missing (%)	Range	M (SD)
Gender (N = 328)*					
Trans and gender non-conforming	70.0	20.0	10.0	0-24	3.75 (6.05)
Ciswomen	50.9	45.7	3.4	0-19	2.18 (3.33)
Cismen	24.4	70.7	4.9	0-10	0.80 (1.91)
Race / Ethnicity (N= 329)*					
Person of color	41.5	56.6	1.9	0-15	1.45 (2.94)
White	50.4	45.3	4.3	0-24	2.22 (3.54)

<i>Sexual / Romantic Orientation (N = 329)*</i>					
LGBQA+	54.5	41.8	3.6	0-24	2.87 (4.35)
Heterosexual	46.1	49.8	4.1	0-15	1.70 (2.83)

** Note: missing gender identity for 3 participants; missing racial / ethnic identification for 2 participants; and missing sexuality for 2 participants.*

Campus Climate Experiences by Key Demographics

N=331, table shows % reporting "Yes"

Please review the following experiences and let us know whether you have had the experience since you have entered Chatham University as a student—outside of any emotional, romantic, physical, or sexual relationships.	All Participants (N = 331)	Gender Identity / Expression*			Race / Ethnicity*		Sexual / Romantic Orientation*	
		TGNC (N = 20)	Cisgender Women (N = 267)	Cisgender Men (N = 41)	BIPOC (N = 53)	White (N = 276)	LGBQA+ (N = 110)	Heterosexual (N = 219)
I have seen images or language of a sexual nature drawn/written on campus property.	16.6	35.0	16.9	4.9	11.3	17.4	20.9	14.6
Someone drew images or wrote language of a sexual nature on my personal belongings.	0.6	0.0	0.7	0.0	0.0	0.7	0.9	0.5
Someone told sexual stories or jokes in my presence that made me feel uncomfortable.	19.3	25.0	20.6	7.3	15.1	19.9	20.0	19.2
Someone yelled offensive comments at me about my appearance, body, or sexual activities (i.e., "cat calling").	19.6	25.0	22.1	2.4	7.5	22.1	23.6	17.4
Someone attempted to draw me into a conversation about sexual matters.	12.4	10.0	12.7	12.2	7.5	13.4	16.4	10.5
Someone sent me or posted sexual comments, jokes, audio, pictures, or video via text, email, social media, or other electronic means that made me uncomfortable.	6.9	5.0	7.5	4.9	3.8	7.6	10.0	5.5
Someone spread sexual rumors about me by text, email, social media, or other electronic means.	3.3	5.0	2.6	7.3	0.0	4.0	3.6	3.2
Someone called me a slur or other derogatory term for refusing to engage in a relationship with them.	3.6	10.0	3.7	0.0	1.9	4.0	4.5	3.2
Someone made gestures or used body language of a sexual nature which embarrassed or offended me.	3.6	15.0	3.0	2.4	3.8	3.6	6.4	2.3

Someone made attempts to establish a relationship with me despite my efforts to discourage it.	14.8	20.0	15.4	9.8	7.5	16.3	20.0	12.3
Someone persisted in asking me for dates, drinks, or dinner even when I said no.	9.7	10.0	10.9	2.4	3.8	10.9	12.7	8.2
Someone persisted in asking me for dates, drinks, or dinner and I did not feel safe enough to say no.	1.2	5.0	1.1	0.0	1.9	1.1	1.8	0.9
Someone exposed me to sexually suggestive or pornographic materials that made me feel uncomfortable.	3.0	5.0	3.0	2.4	1.9	3.3	3.6	2.7
Someone persisted in asking me to kiss, touch, or engage in other physical/sexual activity even when I said no.	7.3	15.0	7.1	4.9	3.8	8.0	12.7	4.6
Someone persisted in asking me to kiss, touch, or engage in other physical/sexual activity and I did not feel safe enough to say no.	4.8	10.0	5.2	0.0	1.9	5.4	10.9	1.8
Someone made attempts to touch or fondle me that I did not want.	9.7	15.0	10.5	2.4	7.5	10.1	10.9	8.7
Someone made attempts to kiss me that I did not want.	9.7	25.0	9.7	2.4	9.4	9.8	13.6	7.8
Someone invaded my personal space in a manner that made me feel uncomfortable or not safe.	15.1	25.0	16.1	4.9	13.2	15.6	19.1	12.8
Someone made me feel that I was being bribed with a reward to engage in sexual activity.	1.5	5.0	1.5	0.0	0.0	1.8	3.6	0.5
Someone touched me in a way that made me feel uncomfortable.	9.4	25.0	9.7	0.0	7.5	9.8	11.8	7.8
Someone made me feel threatened with some sort of retaliation for not being sexually cooperative.	1.2	0.0	1.5	0.0	3.8	0.7	1.8	0.9
Someone treated me badly after I refused to engage in sexual activity.	3.0	5.0	3.4	0.0	3.8	2.9	3.6	2.7
Someone watched me or followed me from a distance.	9.7	20.0	10.1	2.4	11.3	9.4	11.8	8.2
Someone spied on me with a listening device, camera, GPS, or other location tracking program.	0.6	0.0	0.7	0.0	1.9	0.4	0.9	0.5
Someone approached me or showed up in places—such as my home, workplace, or school—in a way that made me uncomfortable.	2.4	0.0	3.0	0.0	3.8	2.2	1.8	2.7
Someone left strange or potentially threatening items for me to find.	0.0	0.0	2.2	0.0	0.0	0.0	0.0	0.0

Someone snuck into my home or car and did things to scare me or let me know that they had been there.	0.3	5.0	0.0	0.0	0.0	0.4	0.9	0.0
Someone left me texts, emails, voicemails, or messages on social media that made me uncomfortable.	3.3	10.0	3.4	0.0	1.9	3.6	9.1	0.5
Someone contacted me online using a fake account or profile.	1.2	5.0	1.1	0.0	1.9	1.1	0.9	1.4
Someone posted personal information about me online without my consent.	1.8	5.0	1.5	2.4	0.0	2.2	3.6	0.9
Someone posted sexually explicit audio, pictures, or videos of me online or shared them with others without my consent.	0.6	0.0	0.7	0.0	0.0	0.7	0.9	0.5
Someone stole my phone or hacked one of my accounts to access material.	0.3	0.0	0.4	0.0	0.0	0.4	0.9	0.0
Someone took non-consensual audio, pictures, or video of me.	1.5	0.0	1.9	0.0	0.0	1.8	1.8	1.4
Someone became frustrated or angry at me when I refused to engage in sexual activity.	3.3	5.0	3.4	2.4	3.8	3.3	4.5	2.7
Someone threatened me with physical harm when I refused to engage in sexual activity.	0.6	10.0	0.0	0.0	0.0	0.7	1.8	0.0
Someone threatened to harm someone close to me (including my pets) when I refused to engage in sexual activity.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Someone offered me some “reward” (e.g., a higher grade in a course, a raise, approving a lease) if I engaged in sexual activity with them.	0.6	0.0	0.7	0.0	0.0	0.7	1.8	0.0
Someone coerced me into sexual activity with them so as not to receive some form of “retribution” (e.g., a failing grade, release of personal information/audio/photos/videos, spreading rumors/secrets).	0.3	0.0	0.4	0.0	0.0	0.4	0.9	0.0
Someone used drugs or alcohol to make me more compliant.	3.6	5.0	3.7	2.4	1.9	4.0	6.4	2.3
Someone used drugs or alcohol to incapacitate me.	0.6	5.0	0.4	0.0	0.0	0.7	1.8	0.0
Someone forced me to engage in sexual activity against my will.	2.1	10.0	1.9	0.0	1.9	2.2	4.5	0.9

** Note: missing gender identity for 3 participants; missing racial / ethnic identification for 2 participants; missing sexual / romantic orientation for 2 participants.*

APPENDIX J:

PERCEPTIONS OF CAMPUS CLIMATE

Of the 331 participants who started the General Experiences module, 13 participants terminated their participation before the Perceptions of Climate module. In addition, 3 participants elected to not complete the Perceptions of Climate module but continued their participation. Therefore, this module reports data for 315 participants.

Perceptions of Climate

N=315

<i>Please indicate how strongly you agree or disagree with the following statements:</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing
I think sexual harassment is a problem at Chatham.	22.5	56.8	18.7	1.9	0.0
I think relationship violence is a problem at Chatham.	25.7	62.5	10.5	1.0	0.3
I think stalking is a problem at Chatham.	31.1	58.1	8.9	1.3	0.6
I think sexual violence is a problem at Chatham.	27.9	58.1	11.1	2.2	0.6

Summary of Student Perceptions of Climate by Key Demographics

N=315

I think sexual harassment is a problem at Chatham.					
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
<i>Gender (N = 312)*</i>					
Trans and gender non-conforming	11.1	44.4	38.9	5.6	0.0
Ciswomen	22.7	56.1	19.2	2.0	0.0
Cismen	25.6	66.7	7.7	0.0	0.0
<i>Race / Ethnicity (N = 313)*</i>					
Person of color	19.6	58.8	19.6	2.0	0.0
White	22.9	56.5	18.7	1.9	0.0
<i>Sexual / Romantic Orientation (N = 313)*</i>					
LGBQA+	18.1	46.7	31.4	3.8	0.0
Heterosexual	24.5	62.5	12.0	1.0	0.0

I think relationship violence is a problem at Chatham.					
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
<i>Gender (N = 312)*</i>					
Trans and gender non-conforming	27.8	50.0	22.2	0.0	0.0
Ciswomen	24.7	63.1	10.6	1.2	0.4
Cismen	30.8	64.1	5.1	0.0	0.0
<i>Race / Ethnicity (N = 313)*</i>					
Person of color	19.6	66.7	13.7	0.0	0.0
White	26.7	61.8	9.9	1.1	0.4
<i>Sexual / Romantic Orientation (N = 313)*</i>					
LGBQA+	22.9	55.2	20.0	1.0	1.0
Heterosexual	26.9	66.3	5.8	1.0	0.0
I think stalking is a problem at Chatham.					
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
<i>Gender (N = 312)*</i>					
Trans and gender non-conforming	33.3	33.3	33.3	0.0	0.0
Ciswomen	29.4	60.4	7.8	1.6	0.8
Cismen	41.0	53.8	5.1	0.0	0.0
<i>Race / Ethnicity (N = 313)*</i>					
Person of color	23.5	64.7	11.8	0.0	0.0
White	32.4	56.9	8.4	1.5	0.8
<i>Sexual / Romantic Orientation (N = 313)*</i>					
LGBQA+	29.5	51.4	13.3	3.8	1.9
Heterosexual	31.7	61.5	6.7	0.0	0.0
I think sexual violence is a problem at Chatham.					
	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
<i>Gender (N = 312)*</i>					
Trans and gender non-conforming	16.7	55.6	22.2	5.6	0.0
Ciswomen	27.8	57.6	11.8	2.0	0.8
Cismen	33.3	61.5	2.6	2.6	0.0
<i>Race / Ethnicity (N = 313)*</i>					
Person of color	21.6	66.7	9.8	2.0	0.0
White	29.0	56.5	11.5	2.3	0.8
<i>Sexual / Romantic Orientation (N = 313)*</i>					
LGBQA+	23.8	50.5	21.9	2.9	1.0
Heterosexual	29.8	62.5	5.3	1.9	0.5

* Note: missing gender identity for 3 participants; missing racial / ethnic identification for 2 participants; missing sexuality for 2 participants.

APPENDIX K:

PERCEPTION OF INSTITUTIONAL RESPONSE

Participants are able to skip any question(s) in the survey. So, although 315 participants completed the Perceptions of Climate module, 2 participants skipped the Perceptions of Climate module but completed the Institutional Response module. Therefore, this module reports data for 317 participants who completed the initial screening question.

Reporting Experience

N=317

	Yes	No
While enrolled as a student at Chatham, did you ever report any sexual misconduct to a campus representative (e.g., RA, Title IX representative, athletic coach/staff, staff, or faculty member) or use the online Title IX Incident Report Form?	4.7	95.3

Of the 317 participants who completed the screening question, 15 disclosed they had reported sexual misconduct to a campus representative and 302 disclosed they had never reported any sexual misconduct to a campus representative. The 15 participants who disclosed a past report were asked to complete a series of questions about their reporting experience (Perceptions of Personal Reporting Experience, table below). The 302 participants who did not report were asked to complete a series of questions about how they feel Chatham would respond to a report of sexual misconduct (Perceptions of Likely Institutional Response, below).

Perceptions of Personal Reporting Experience

N=15

<i>Please indicate how strongly you agree or disagree with the following statements about your experience of reporting your case of sexual misconduct.</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
The institution took my report seriously.	6.7	33.3	26.7	26.7	6.7

The institution maintained my privacy.	6.7	13.3	40.0	33.3	6.7
The institution provided information about all of the options available to me.	13.3	20.0	46.7	13.3	6.7
The institution took steps to protect my safety.	6.7	26.7	33.3	20.0	13.3
The institution supported me.	0.0	46.7	33.3	13.3	6.7
The institution provided accommodations to support me (e.g., academic support, housing changes, security assistance).	0.0	40.0	40.0	13.3	6.7
The institution took action to address the issue of sexual misconduct on campus.	13.3	40.0	26.7	6.7	13.3
The institution handled the report promptly.	6.7	20.0	40.0	20.0	13.3
The institution had a difficult time supporting me.	0.0	20.0	20.0	20.0	13.3
The institution provided me information about resources off-campus that would provide support.	13.3	26.7	26.7	20.0	13.3

Perceptions of Likely Institutional Response

N=302

<i>Please indicate how strongly you agree or disagree with the following statements about how Chatham <u>WOULD RESPOND</u> to a report of sexual misconduct.</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
The institution would take the report seriously.	2.6	9.6	50.0	37.7	0.0
The institution would maintain the privacy of the person making the report.	2.3	7.6	54.0	35.8	0.3
The institution would provide information about all of the options available to the person making the report.	0.7	8.9	50.7	39.7	0.0
The institution would take steps to protect the safety of the person making the report.	1.7	14.6	50.0	33.8	0.0
The institution would support the person making the report.	2.0	11.6	52.0	34.4	0.0
The institution would provide accommodations to support the person making the report, (e.g., academic support, housing changes, security assistance).	3.0	17.2	46.7	33.1	0.0
The institution would take action to address the issue of sexual misconduct on campus.	4.3	12.6	51.0	32.1	0.0
The institution would handle the report promptly.	4.0	19.2	46.7	29.8	0.3
The institution would have a difficult time supporting the person making the report.	16.6	43.4	28.1	11.6	0.3
The institution would provide the person making the report information about resources off-campus that would provide support.	0.7	7.0	59.3	32.8	0.3

APPENDIX L:

KNOWLEDGE OF RESOURCES

Of the 317 participants who started the Institutional Response module, 6 terminated their participation before the Knowledge module and 1 did not complete the module. Therefore, this module reports data for 310 participants.

Perceptions of Personal Knowledge

N=310

<i>Please indicate how strongly you agree or disagree with the following statements:</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Missing (%)
If a friend or I experienced sexual misconduct, I know where to go to get help on campus.	5.5	25.8	49.4	18.7	0.6
I am aware of how the process works for filing a sexual misconduct report at Chatham University.	11.9	39.0	35.5	12.9	0.6
I understand what happens after a student reports a claim of sexual misconduct at Chatham University.	11.6	41.9	32.6	13.2	0.6
I know where to find information and how to get support from off-campus resources.	4.5	22.6	53.5	18.4	1.0
I know where to find information and how to get support from confidential resources.	6.1	27.4	48.7	17.1	0.6

Knowledge of Resources

N=310

<i>Please indicate aware you are of the function of each of the following campus and community resources related to sexual misconduct response at Chatham University:</i>	Strongly Disagree (%)	Disagree (%)	Agree (%)	Missing (%)
Title IX Compliance Coordinators.	21.3	50.3	28.4	0.0
Counseling Services.	4.8	38.7	56.5	0.0
Student Health Services.	8.4	41.9	49.0	0.6
Public Safety (Campus Police).	6.8	41.0	52.3	0.0
Residence Life.	16.1	34.8	48.7	0.3
Mandated Reporters (e.g., RAs, coaches, TAs, faculty, staff).	8.1	39.7	52.3	0.0

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