

Emory Student Community Well-Being Survey Report

The Emory Student Community Well-Being Survey was a collaborative effort between Emory University and RTI International (RTI), a nonprofit research organization with extensive experience conducting student surveys on sexual assault victimization and campus climate related to sexual misconduct (see <http://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>). Emory's Committee for the Prevention of Sexual Violence spearheaded this effort on the university's behalf. This report briefly summarizes the methodology used to administer the survey to all undergraduate and graduate/professional (i.e., individuals enrolled in the graduate or professional schools) students at the university in Spring Semester 2018 and includes a number of tables and figures generated from the survey data. Brief descriptions of each table/figure are provided herein.

Summary of Methodology

The survey instrument was based on the [Campus Climate Survey Validation Study \(CCSVS\)](#), which RTI validated in a 2015 study sponsored by the Bureau of Justice Statistics and the Office on Violence Against Women of 23,000 students at nine institutions of higher education. The survey included the sections listed below, which asked questions designed to measure the well-being of the community along several axes related to individual experiences of sexual violence and perceptions of community behavior and connectedness.

- Demographic characteristics
- School connectedness and general perceptions about campus and administrators
- Sexual harassment and experiences with coerced sexual contact (defined below)
- Sexual assault victimization questions (defined below)
- Incident-specific follow-up (contextual details about the incident, reporting/nonreporting experiences, perceived impact, etc.)
- Intimate partner violence (IPV) (defined below)
- Stalking (defined below)
- Perceptions about school climate for sexual harassment/assault
- Participation in sexual assault prevention efforts
- Perceptions of university procedures regarding sexual assault reports
- Awareness of university procedures and resources for sexual assault
- Perceived tolerance for sexual harassment and sexual assault among the campus community
- Individual tolerance for sexual harassment and sexual assault
- Bystander behaviors

The survey was fielded from March 19, 2018, until May 11, 2018. All Oxford Campus undergraduates (“Oxford undergraduate(s)”), Atlanta Campus undergraduates (“Atlanta undergraduate(s)”), and Emory graduate and professional students who were 18 years of age or older were invited to complete the confidential, web-based survey. Paul Marthers, Interim Vice President and Dean of Campus Life and Vice Provost for Enrollment Management, and Lynell Cadray, Vice Provost, Office of Equity and Inclusion, notified all students about the survey via email. Students then received an official recruitment e-mail from RTI, containing a link to the survey and a unique survey access code (the survey was confidential in that students’ identities were not linked to their survey answers). While the survey was open (March 19 - May 11, 2018), students received numerous follow-up emails from both RTI and Emory. The survey, which could be completed on smartphones, tablets, laptops, and desktop computers, took an average of about 13 minutes to complete (see Table 1a); the survey took about 8 minutes longer to complete for survivors of sexual assault than for those who did not report experiences of sexual assault.

Table 1a. Average Survey Completion Times, by Student Group

Population	Women	Men
Atlanta undergraduate	12.8 minutes	11.0 minutes
Oxford undergraduate	12.9 minutes	12.5 minutes
Graduate/professional	12.6 minutes	12.9 minutes

The survey was voluntary. To encourage participation, a lottery drawing was held. Fifty students who completed the survey were randomly selected to win a \$200 Amazon.com gift card. At the end of the survey, respondents received links to local and national support services related to sexual violence.

Surveys were completed by 4,390 students, with an overall response rate of 32.3%. Table 1b shows the response rates and breakdown of respondents by sex (see note below regarding references to the “sex” and/or “gender” of survey respondents in this report).

Table 1b. Response Rates (RR) and Number of Respondents (n)

Population	Female		Male	
	RR	n	RR	n
Atlanta undergraduate	30.3%	1,032	22.9%	593
Oxford undergraduate	36.4%	182	28.8%	107
Professional	39.5%	1,202	28.7%	550
Graduate	49.2%	464	32.9%	260

This table presents the survey response rates for each student group by sex. In this table, sex is based on the classification provided in the sampling frame (student roster) rather than self-report. For each student group, female students responded to the survey at higher rates than male students.

Non-response bias analyses (i.e., comparisons of students who participated in the survey with those who were invited to but did not participate) were conducted separately for six groups: Atlanta undergraduate women, Atlanta undergraduate men, Oxford undergraduate women, Oxford undergraduate men, graduate/professional student women (graduate/professional women), and graduate/professional student men (graduate/professional men). Detailed student roster data were used in these comparisons, and minimal bias was detected. The data were weighted to adjust for the minimal amount of non-response bias we detected.

Results

This section includes tables/figures presenting response data by gender. For all tables/figures in this section, self-reported gender identity was used to classify students as men and women. Responses by self-identified transgender students were grouped with responses by self-identified cisgendered students so that when possible, responses would be grouped by the self-selected gender of the respondents. A small number of students selected “I describe myself in another way” as their gender identity; for these students, in order to avoid potentially making these individuals identifiable because of the small number of students who selected this option, RTI followed their standard procedures and grouped the data according to the sex classification from the sampling frame (student roster). Each table is accompanied by a description of what it includes.

Characteristics of Respondents by Student Type

Tables 2a-c present the characteristics of the survey respondents by gender. The data are unweighted. Some response categories were collapsed to mask small sample counts and avoid the possibility of disclosure.

Table 2a. Distribution of Respondents, Atlanta Undergraduate Students

	Atlanta Undergraduate Women Distribution of respondents		Atlanta Undergraduate Men Distribution of respondents	
	Number	Percent	Number	Percent
All persons	1,034	100.0 %	591	100.0 %
Year of study				
1st year undergraduate	257	24.9 %	123	20.8 %
2nd year undergraduate	260	25.1	153	25.9
3rd year undergraduate	261	25.2	170	28.8
4th year undergraduate	252	24.4	143	24.2
Other	<10	0.4	<10	0.3
Length of enrollment				
less than 2 years	501	48.5 %	268	45.3 %
greater than or equal to 2 years	465	45.0	299	50.6
Age				
18	118	11.4 %	54	9.1 %
19	254	24.6	118	20.0
20	253	24.5	165	27.9
21	269	26.0	149	25.2
22	120	11.6	77	13.0
23+	20	1.9	28	4.7
Race/ethnicity				
White	387	37.4 %	246	41.6 %
Black or African American	96	9.3	35	5.9
Hispanic	115	11.1	60	10.2
Asian	297	28.7	199	33.7
Other (a)	59	5.7	23	3.9
International student				
Yes	114	11.0 %	110	18.6 %
No	851	82.3	457	77.3
Sexual orientation				
Straight	809	78.2 %	500	84.6 %
Bisexual	92	8.9	25	4.2
Gay or lesbian	22	2.1	32	5.4
Other (b)	39	3.8	<10	1.0
Gender Identity				
Cisgender	1,025	99.1 %	587	99.3 %
Transgender	<10	0.9	<10	0.7
Disability Status				
Yes	91	8.8 %	32	5.4 %
No	867	83.8	534	90.4

Note: Percentages may not sum to 100% due to non-response in the survey item.

(a) Includes American Indian, Alaskan Native, Native Hawaiian or Other Pacific Islander, or two or more races.

(b) Respondent that provided a response that cannot be categorized as straight, bisexual, or gay/lesbian are grouped under the other category

! Estimate is considered not reliable. Estimate is either based on fewer than ten persons or a relative standard error greater than 30%

< 10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

Table 2b. Distribution of Respondents, Oxford Undergraduate Students

	Oxford Undergraduate Women		Oxford Undergraduate Men	
	Distribution of respondents		Distribution of respondents	
	Number	Percent	Number	Percent
All persons	182	100.0 %	107	100.0 %
Year of study				
1st year	85	46.7 %	62	57.9 %
2nd year	97	53.3	45	42.1
Length of enrollment				
less than 1 year	71	39.0 %	54	50.5 %
greater than or equal to 1 year	100	54.9	51	47.7
Age				
18	38	20.9 %	25	23.4 %
19	84	46.2	55	51.4
20	58	31.9	25	23.4
21	<10	1.1	<10	1.9
22	<10	0.0	<10	0.0
23+	<10	0.0	<10	0.0
Race/ethnicity				
White	63	34.6 %	35	32.7 %
Black or African American	20	11.0	<10	3.7
Hispanic	15	8.2	<10	8.4
Asian	63	34.6	50	46.7
Other (a)	<10	4.4	<10	6.5
International student				
Yes	21	11.5 %	15	14.0 %
No	150	82.4	90	84.1
Sexual orientation				
Straight	134	73.6 %	92	86.0 %
Bisexual	26	14.3	<10	4.7
Gay or lesbian	<10	1.1	<10	5.6
Other (b)	<10	4.9	<10	0.9
Gender Identity				
Cisgender	180	98.9 %	107	100.0 %
Transgender	<10	1.1	<10	0.0
Disability Status				
Yes	15	8.2 %	<10	4.7 %
No	156	85.7	100	93.5

Note: Percentages may not sum to 100% due to non-response in the survey item.

(a) Includes American Indian, Alaskan Native, Native Hawaiian or Other Pacific Islander, or two or more races.

(b) Respondent that provided a response that cannot be categorized as straight, bisexual, or gay/lesbian are grouped under the other category

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< 10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

Table 2c. Distribution of Respondents, Graduate / Professional Students

	Grad/Prof Women		Grad/Prof Men	
	Distribution of respondents Number	Percent	Distribution of respondents Number	Percent
All persons	1,666	100.0 %	810	100.0 %
Student Type	465	27.9 %	259	32.0 %
Professional Student	1,201	72.1	551	68.0 %
Length of enrollment				
Less than 2 years	1,117	67.0 %	529	65.3 %
Greater than or equal to 2 years	495	29.7	262	32.3
Age				
<22	124	7.4 %	28	3.5 %
23	206	12.4	62	7.7
24	251	15.1	97	12.0
25	224	13.4	86	10.6
26	180	10.8	79	9.8
27	141	8.5	83	10.2
28	112	6.7	62	7.7
29	77	4.6	46	5.7
30+	351	21.1	267	33.0
In which school are you enrolled				
Graduate – Professional	1,201	72.1 %	551	68.0 %
Nursing (a)	145	8.7	12	1.5
Allied Health (b)	106	6.4	39	4.8
Business	82	4.9	135	16.7
Public Health	476	28.6	106	13.1
Medicine	135	8.1	61	7.5
Theology	82	4.9	68	8.4
Law	175	10.5	130	16.0
Graduate – Non-Professional	465	27.9	259	32.0
Race/ethnicity				
White	913	54.8 %	408	50.4 %
Black or African American	201	12.1	58	7.2
Hispanic	118	7.1	70	8.6
Asian	312	18.7	215	26.5
Other ©	50	3.0	29	3.6
International student				
Yes	223	13.4 %	208	25.7 %
No	1,393	83.6	583	72.0
Sexual orientation				
Straight	1,410	84.6 %	684	84.4 %
Bisexual	117	7.0	26	3.2
Gay or lesbian	51	3.1	70	8.6
Other (d)	32	1.9	<10	0.6
Gender Identity				
Cisgender	1,661	99.7 %	807	99.6 %
Transgender	<10	0.3	<10	0.4
Disability Status				
Yes	75	4.5 %	21	2.6 %
No	1,533	92.0	766	94.6

Note: Percentages may not sum to 100% due to nonresponse in the survey item.

Note the "Student Type" and "In which school are you enrolled" categorization comes from administrative records.

(a) Includes undergraduate Nursing students

(b) Includes undergraduate Allied Health students

(c) Includes American Indian, Alaskan Native, Native Hawaiian or Other Pacific Islander, or two or more races.

(d) Respondent that provided a response that cannot be categorized as straight, bisexual, or gay/lesbian are grouped under the other category

< 10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

2017-2018 Victimization Prevalence Estimates and Sexual Assault Victimization Estimates, Other Reference Periods

Figure 1a presents a variety of estimated victimization prevalence rates for the six student populations (Atlanta undergraduate women, Atlanta undergraduate men, Oxford undergraduate women, Oxford undergraduate men, graduate/professional women, and graduate/professional men). The weighted number of students and the percentage of students who are estimated to have experienced the type of victimization during the specified reference period are shown. The first set of estimates presented in this report pertains to the 2017-2018 academic year. Brief descriptions of each type of victimization are provided below.

- **Sexual harassment** includes any of the following behaviors (which could have happened in person or by phone, text message, e-mail, or social media): someone making sexual advances, gestures, comments, or jokes that were unwelcome to the student; someone flashing or exposing themselves to the student without the student's consent; someone showing or sending the student sexual pictures, photos, or videos that the student did not want to see; someone showing or sending sexual photos/videos of the student or spreading sexual rumors about the student that the student did not want shared; or someone watching or taking photos/videos of the student when the student was nude or having sex, without the student's consent.
- **Coerced sexual contact** includes situations where someone had sexual contact (touching of a sexual nature, oral sex, anal sex, sexual intercourse, or other sexual penetration) with the student by threatening to tell lies, end their relationship, spread rumors about the student, making promises the student knew or discovered were untrue, or continually verbally pressuring the student after the student said they did not want to.
- **Intimate partner violence (IPV) (physical)** includes physical violence and threats by an intimate partner (boyfriend, girlfriend, spouse, or anyone with whom the student was in an intimate relationship or hooked up, including exes and current partners). Specifically, physical IPV includes threats to hurt the student where the student thought they might really get hurt; as well as pushing, grabbing, shaking, hitting, kicking, slapping, or beating up the student.
- **Emotional abuse/coercive control by an intimate partner** includes the following behaviors: an intimate partner insulting, humiliating, or making fun of the student in front of others or attempting to control the student.

- **Sexual assault** includes any unwanted, nonconsensual sexual contact (“sexual contact that you did not consent to and that you did not want to happen”). Sexual assault is an umbrella term that includes sexual battery and rape, but it does not include sexual harassment or coerced sexual contact.
- **Sexual battery** is defined as any unwanted, nonconsensual sexual contact not involving penetration, that involved forced touching of a sexual nature. This could include forced kissing, touching, grabbing, or fondling of sexual body parts.
- **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including oral sex, anal sex, sexual intercourse, or sexual penetration with a finger or object. Sexual battery and rape are mutually exclusive categories (e.g., a sexual victimization incident would be counted as one or the other, but not both).
- **Stalking** includes a number of experiences that caused the student emotional distress or made them afraid for their personal safety. Students were classified as having been stalked if they experienced one of the following and indicated that the same person did any of them more than once:
 - Following the student around, watching the student, showing up, riding by, or waiting for the student at home, work, school, or any other place the student did not want them to be; sneaking into the student’s home, car, or any other place and doing unwanted things to let the student know the person had been there; giving or leaving the student unwanted items, cards, letters, presents, flowers, or any other unwanted items; harassing or repeatedly asking the student’s friends or family for information about the student or the student’s whereabouts;
 - Contacts or behaviors using various technologies, such as the student’s phone, the internet, or social media apps: making unwanted phone calls to the student, leaving voice messages, sending text messages, or using the phone excessively to contact the student; spying on the student, tracking the student’s whereabouts, or monitoring the student’s activities using technologies, such as a listening device, camera, GPS, computer or cell phone monitoring software, or social media apps such as Instagram, Twitter, Facebook, Snapchat, or Tinder; posting or threatening to post inappropriate, unwanted, or personal information about the student on the Internet. (This might include private photographs, videos, or spreading rumors; sending unwanted e-mails or messages using the internet, using social media apps or websites such as Instagram, Twitter, Facebook, Snapchat, or Tinder.)

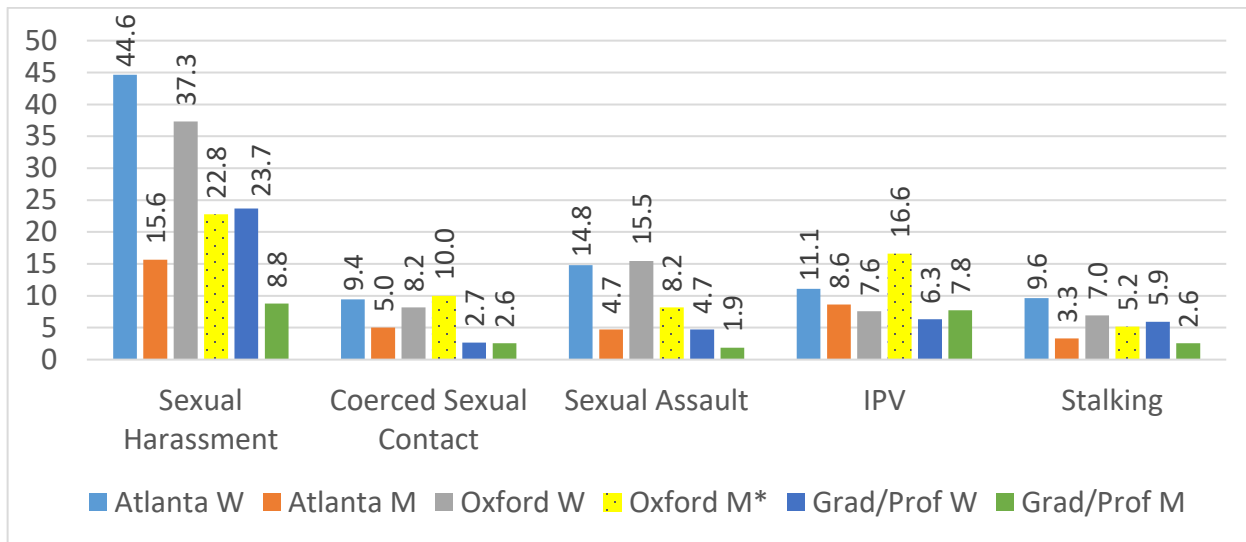
A number of prevalence estimates are shown for other reference periods in Figure 1b, including the following: since entering any college, since enrolling at Emory, prior to enrolling in Emory, and in the respondent’s lifetime. The prevalence rates for “since starting at Emory” and “prior to starting at Emory” may sum to a rate larger than the lifetime prevalence rate. This is because some students reported experiencing at least one instance of victimization since starting at Emory *and* at least one instance of victimization prior to starting at Emory. Also, the lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape estimate and the lifetime sexual battery estimates because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether experiences involved rape or sexual battery.

Key findings include the following:

- Atlanta and Oxford undergraduate women had higher victimization rates than the other populations. About 15% of Atlanta undergraduate women and 15.5% of Oxford undergraduate women who responded to the survey experienced sexual assault during the 2017-2018 year.
- Students experienced sexual battery more than rape.
- Among graduate/professional women, 39% of those who responded to the survey had experienced sexual assault prior to enrolling at Emory.

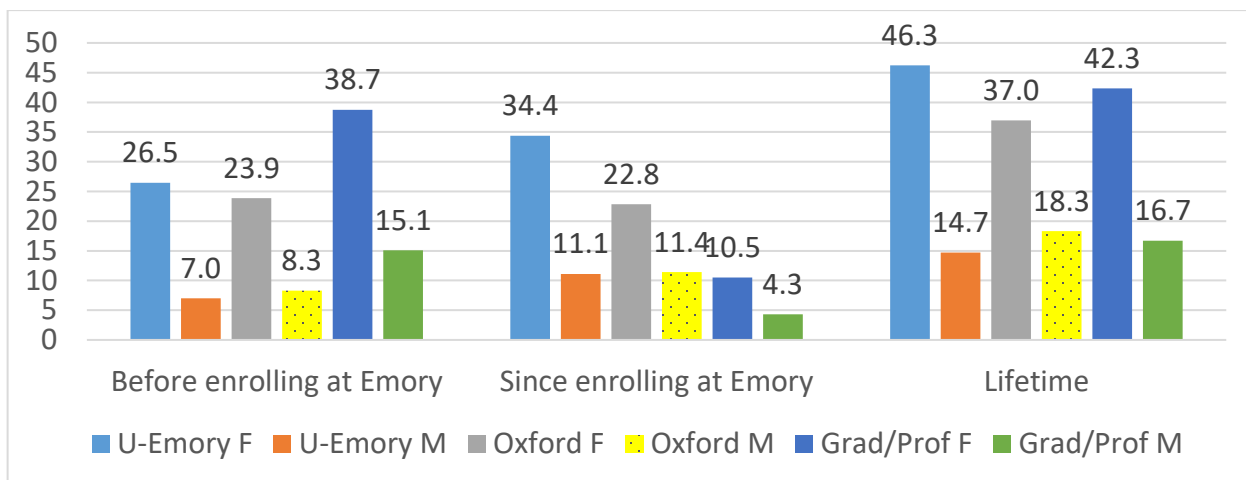
Figure 1a and 1b show the key estimates for the six populations.

Figure 1a. 2017-2018 Victimization Prevalence Estimates



Atlanta W=Atlanta undergraduate women, Atlanta M=Atlanta undergraduate men, Oxford W=Oxford undergraduate women, Oxford M=Oxford undergraduate men, Grad/Prof W=graduate/professional women, Grad/Prof M=graduate/professional men; *= Estimate is considered not reliable. Estimate is either based on fewer than ten persons or a relative standard error greater than 30%

Figure 1b. Sexual Assault Victimization Estimates, Other Reference Periods



Atlanta W=Atlanta undergraduate women, Atlanta M=Atlanta undergraduate men, Oxford W=Oxford undergraduate women, Oxford M=Oxford undergraduate men, Grad/Prof W=graduate/professional women, Grad/Prof M=graduate/professional men

Sexual Victimization Incidence Rates by Student Type

Table 3 presents the weighted sexual victimization incidence rates during the 2017-2018 academic year for the six student groups. Incidence rates account for the fact that some victims may have been victimized multiple times during the reference period and thus estimate the *number* of sexual victimization incidents experienced per 1,000 students in each group. Incidence rates are shown for sexual assault, rape, and sexual battery.

Table 3. Incidence Rates (Number of Incidents per 1,000 Students) by Student Group, Academic Year 2017-2018

Type of incident	Incidence Rate					
	Atlanta Women	Atlanta Men	Oxford Women	Oxford Men	Graduate/Prof Women	Graduate/Prof Men
Any Sexual Assault	252.2	74.6	237.9	101.5 !	70.3	24.2
Rape	53.2	20.1	60.6	19.9 !	12.5	1.8 !
Sexual Battery	153.3	37.0	112.0	81.7 !	49.9	20.5

Atlanta Women=Atlanta undergraduate women, Atlanta Men=Atlanta undergraduate men, Oxford Women=Oxford undergraduate women, Oxford Men=Oxford undergraduate men, Graduate/Prof Women=graduate/professional women, Graduate/Prof Men=graduate/professional men

! Estimate is considered not reliable. Estimate is either based on fewer than ten persons or a relative standard error greater than 30%

Victimization Prevalence Rates by Student Characteristics and Student Type

Victimization prevalence rates were compared by several student characteristics: year of study (undergraduates only), length of time enrolled at the university, school (graduate/professional only), age, race/ethnicity, whether the student is an international student, sexual orientation, gender identity, and whether the student has a disability registered with the school. These results can be used to assess whether students with certain characteristics are potentially victimized at higher or lower rates than students who are different on a particular dimension; however, observed differences may not be statistically significant and statistical testing of all possible comparisons has not been performed.

Key findings for Atlanta undergraduate women—the group with the highest statistical precision and for which the most subgroup analyses could be made—include the following:

- *Year of study, age, and years enrolled.* Specific patterns differed by type of victimization:
 - Sexual harassment, IPV (both physical and emotional), and sexual battery in the 2017-2018 academic year were experienced the most by **women in their third (3rd) year or fourth (4th) year of study** (and those who had been enrolled for 2 or more years and those in the 20-22 age range.)

- Coerced sexual contact in the 2017-2018 academic year was experienced at the highest rate among **first (1st) year women** (and those who had been enrolled for less than 2 years and 18-year-olds.)
 - **First (1st) year and fourth (4th) year women experienced the highest rates of sexual assault and rape in the 2017-2018 academic year.** In terms of the age breakdown, 18-year-olds experienced the highest rates of sexual assault and rape.
 - No clear pattern was evident for stalking in the 2017-2018 academic year.
 - When looking at broader reference periods for sexual assault victimization (i.e., since enrolling at Emory, in women's lifetimes), third (3rd) and fourth (4th) year women, those enrolled for 2 or more years, and older undergraduate women experienced higher rates of sexual assault.
- *Race and ethnicity.* Hispanic women and those who classified their race and/or ethnicity as "Other" generally experienced the highest rates of all types of victimization except IPV in the 2017-2018 academic year, and the highest rates for sexual assault that happened before college, since entering Emory, and in their lifetimes. Many victimization rates were statistically imprecise for Black women, but in looking at broader reference periods for sexual assault, Black women experienced higher rates than Asian women. White women also had consistently higher rates than Asian women.
 - *International status.* Atlanta undergraduate women with international student status experienced lower victimization rates than Atlanta undergraduate women who were non-international students, including victimization before entering Emory and in their lifetimes.
 - *Sexual orientation.* Although many 2017-2018 estimates for Atlanta sexual minority Atlanta undergraduate women students were imprecise (especially for lesbian women and those classified as "Other"), on the Atlanta campus, bisexual undergraduate women reported higher rates of several types of victimization (sexual harassment, sexual assault, stalking) than heterosexual undergraduate women. When looking at broader reference periods, which had higher statistical precision, bisexual and "Other" women experienced the highest victimization rates for all time periods. The lifetime sexual assault victimization rate for bisexual women was 64%.
 - *Gender identity.* All estimates for Atlanta transgender undergraduate women students were statistically imprecise but suggest higher experiences of victimization for this group. The lifetime sexual assault victimization rate experienced for transgender undergraduate women on the Atlanta campus was 60.4% (but is a statistically imprecise estimate).
 - *Disability status.* Atlanta undergraduate women students with a registered disability generally experienced higher victimization rates than other Atlanta undergraduate women students; the prevalence of sexual assault in the 2017-2018 academic year was twice as high for Atlanta undergraduate women with reported disabilities. This difference was also evident in the lifetime rate and the before and since entering Emory rates.

Among the other student subgroups, most estimates were statistically imprecise. However, a few patterns were observed:

- For Atlanta undergraduate men:
 - Fourth (4th) year Atlanta undergraduate men and Atlanta undergraduate men who had been enrolled for 2 or more years experienced higher rates of IPV than Atlanta undergraduate men

in their 1st-3rd year of study (similar to what we found among Atlanta undergraduate women) for the 2017-2018 academic year. When looking at sexual assault since entering college and in undergraduate men's lifetimes, third (3rd) and fourth (4th) year undergraduate men, Atlanta undergraduate men enrolled for 2+ years, and Atlanta undergraduate men in the 21-22 year old age group experienced the highest rates.

- Hispanic undergraduate men experienced the highest rates of sexual harassment of Atlanta undergraduate men.
 - Victimization appears to be experienced at higher rates for Atlanta sexual minority undergraduate men and those with disabilities. This is particularly evident when looking at broader reference periods for sexual assault victimization. The lifetime sexual assault victimization rate for Atlanta gay undergraduate men is 49%.
 - Victimization appears to be experienced at higher rates for Atlanta undergraduate men registered with disabilities.
- For Oxford undergraduate women:
 - Second (2nd) year Oxford undergraduate women (in the 19-20 age group) experienced higher rates of sexual harassment and sexual assault than first (1st) year undergraduate women students. Rates of sexual assault since entering college and over a lifetime were higher for second (2nd) year undergraduate women students.
 - Bisexual Oxford undergraduate women appeared to have experienced higher rates of sexual harassment and sexual assault within the 2017-2018 academic year than heterosexual women experienced. When looking at broader reference periods, bisexual Oxford undergraduate women clearly experienced the highest rates of sexual assault before entering college, since entering college, and in their lifetimes as compared to all other Oxford undergraduate women. The lifetime victimization rate for bisexual Oxford undergraduate women is 63%.
 - For Oxford undergraduate men:
 - All estimates were too statistically imprecise to draw conclusions about subgroup differences, including current academic year rates and broader reference periods.
 - For graduate/professional women:
 - Graduate/professional student women who had been enrolled for 2 or more years appeared to have experienced higher rates of sexual harassment and sexual assault in the 2017-2018 academic year than graduate/professional women enrolled for fewer than 2 years. Graduate/professional women who were younger than 25 years old appeared to have experienced higher rates of sexual harassment, sexual assault, and stalking than those 25 years old or older.
 - In general, 2017-2018 rates of sexual victimization did not appear to differ between professional students and graduate students although when looking at sexual assault victimization taking place over broader reference periods, though graduate student women experienced higher victimization rates than professional student women before entering college and in their lifetimes.
 - Among graduate and professional women, sexual harassment was experienced at the highest rates by women who identified as Hispanic, white, and students self-identifying as "other." Other differences in 2017-2018 academic year rates were difficult to identify, but when looking at broader reference periods, graduate/professional student women who self-identified as

- “other” had experienced the highest rates of victimization in their lifetimes (68%) and the highest rates of sexual assault before enrolling at Emory. Graduate/professional student women identifying as white also had high lifetime sexual assault victimization (49%).
 - Graduate/professional lesbian and bisexual women students appeared to have experienced higher rates of sexual harassment than graduate and professional student women identifying as heterosexual. Bisexual graduate/professional women also experienced higher IPV rates than professional/graduate women identifying as heterosexual.
 - Graduate/professional women students with registered disabilities appeared to have experienced higher rates of sexual harassment and IPV in the 2017-2018 academic year and experienced higher rates of sexual assault before enrolling at Emory and in their lifetimes than graduate/professional women without registered disabilities.
- For graduate/professional men:
 - Graduate student men appeared to have experienced higher IPV rates than professional student men.
 - Graduate/professional student men in the 25-29 age group appeared to have experienced higher rates of sexual harassment and IPV than graduate/professional men in other age groups.
 - Graduate/professional student men identifying as Hispanic appeared to have experienced higher rates of IPV compared to other graduate/professional student men.
 - International graduate/professional men students appear to have experienced lower rates of sexual assault before enrolling in Emory and over their lifetimes than other graduate/professional student men.
 - Graduate/professional student gay men experienced higher rates of sexual harassment than graduate/professional heterosexual men. Their rates of sexual assault before enrolling in Emory and over their lifetimes are twice as high as graduate/professional student heterosexual men.

Characteristics of Sexual Assault, Rape, and Sexual Battery Incidents Experienced by Students During the 2017-2018 Academic Year, by Student Group

Key findings regarding a variety of characteristics about the sexual assault incidents experienced during the 2017-2018 academic year are highlighted below:

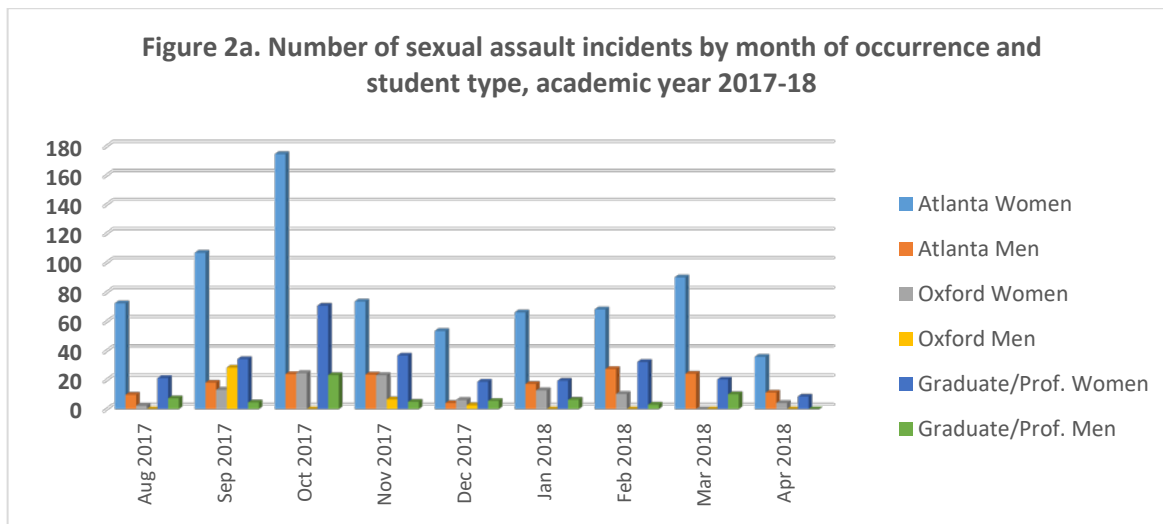
- *Location.* The location varied by type of incident and student population. For Atlanta undergraduate women, most rapes took place on-campus while sexual battery incidents were more likely to happen off-campus. Sexual battery incidents experienced by undergraduate men (Atlanta and Oxford) and all graduate/professional students also tended to happen off-campus. For Oxford undergraduate women, most incidents happened on-campus.
- *Perpetrator affiliation.* For sexual assault incidents experienced by undergraduate students (Atlanta and Oxford), most perpetrators were affiliated with the school, whereas, sexual assault incidents experienced by graduate/professional students were mostly perpetrated by individuals not affiliated with the school.
- *Perpetrator relationship to victim.* Among all students completing the survey, the most common relationship between the perpetrator and victim was acquaintanceship or knowing someone as a friend-of-a-friend. However, undergraduate women (Atlanta and Oxford) also reported that the person was a stranger for sexual assault incidents (particularly sexual battery incidents).

- *Alcohol/drug use.* Over half of the sexual assault incidents reported by all students involved alcohol use on the perpetrator’s part. A lower percentage involved alcohol use on the victim’s part.
- *Disclosure/reporting.* Although the majority of all students who completed the survey reported that they told someone close to them about their experiences of rape and sexual battery, *official* reporting was very low. Among Atlanta undergraduate women, only 7% of sexual battery incidents and 9% of rape incidents were reported to any on-campus official, including school administration/faculty, a crisis or advocacy center, a hospital or health care center, or campus police.
- *Impact of incident.* All students who indicated on the survey that they had experienced rape shared that the rape incidents were more upsetting than sexual battery incidents and were much more likely to cause problems with friends/roommates or school/grades, or cause the student to consider dropping classes, transferring, etc.
- *Reasons for not reporting.* For all student populations, the most common reasons for not reporting a sexual assault incident (or sexual battery or rape) to each type of group/organization were: “did not think the incident was serious enough,” “did not want action taken,” and “did not need any assistance.” Very few students selected “did not know how to contact organization” as a reason for not reporting.

Months During Which Sexual Assault Incidents Occurred by Student Type and Year of Study

Figure 2a presents the number of sexual assault incidents that were experienced during the 2017-2018 academic for the six student populations by the month in which they were experienced. September and October were the months in which the largest number of incidents took place among undergraduate women (Atlanta and Oxford) and graduate/professional student women.

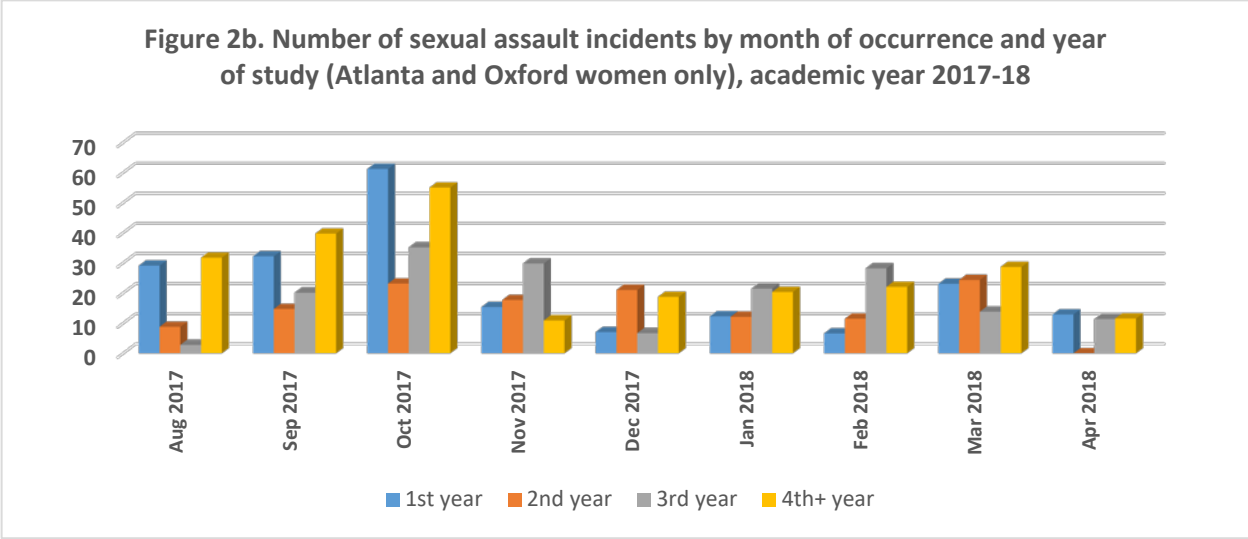
Figure 2a. Number of Sexual Assault Incidents by Month of Occurrence and Student Type, Academic Year 2017-2018



Atlanta Women=Atlanta undergraduate women, Atlanta Men=Atlanta undergraduate men, Oxford Women=Oxford undergraduate women, Oxford Men=Oxford undergraduate men, Graduate/Prof Women=graduate/professional women, Graduate/Prof Men=graduate/professional men

Figure 2b shows the number of sexual assault incidents among undergraduate women (Atlanta and Oxford) by month of incident and year of study. This figure shows evidence of a “red zone”, which means a period of heightened risk of sexual assault, for first (1st) year women and suggests that fourth (4th) year women are also at risk in September and October.

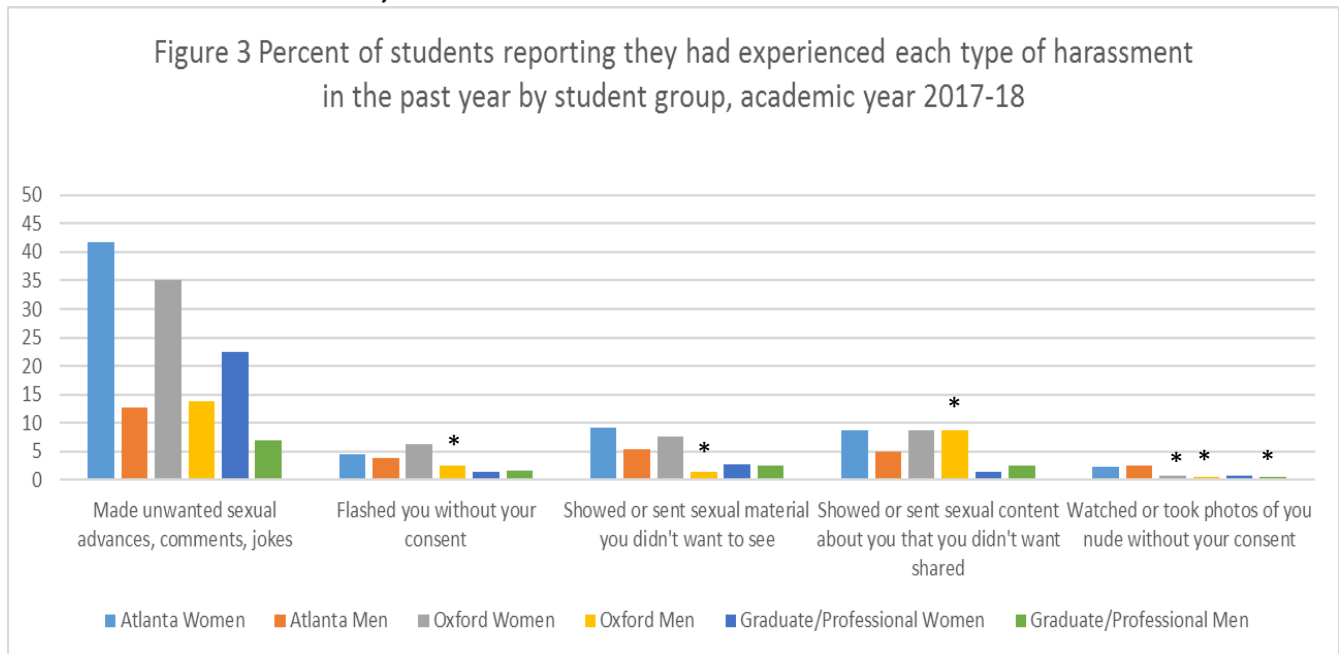
Figure 2b. Number of Sexual Assault Incidents by Month of Occurrence and Year of Study (Atlanta and Oxford Undergraduate Women Only), Academic Year 2017-2018



Prevalence and Characteristics of Sexual Harassment Experiences by Student Type

Figure 3 presents additional contextual information about students' experiences with sexual harassment during the 2017-2018 academic year. Estimates of specific forms of sexual harassment experienced by students are shown for the six student groups. The most common sexual harassment experience was of unwanted sexual advances, comments, or jokes.

Figure 3. Percent of Students in Each Group Reporting They Had Experienced Each Type of Harassment in the Past Year, Academic Year 2017-2018



*Estimate is considered not reliable. Estimate is either based on fewer than ten persons or has a relative standard error greater than 30%. Atlanta Women=Atlanta undergraduate women, Atlanta Men=Atlanta undergraduate men, Oxford Women=Oxford undergraduate women, Oxford Men=Oxford undergraduate men

Student Participation in Various Programs and Trainings by Student Type

Table 4¹ shows the percentage of students who indicated that they have been trained on various topics (and their perceptions of how helpful the programs were), as well as whether they had received training at Emory other than student orientation. All student populations reported high participation in trainings on various topics, with bystander intervention training the least commonly-reported topic. Students generally indicated that the training(s) they participated in was helpful. It appears that most students only participated in training at the student orientation, with less than a quarter of students in each group indicating they receive training at Emory other than student orientation. Among students who did receive additional training, the most common trainings (based on write-in responses to the follow-up questions) included: Sexual Assault Prevention Advocates (SAPA) (a student-led organization); Teaching Assistant Training and Teaching Opportunity program (TATTO), which is provided to graduate students by Laney Graduate School, and Title IX office trainings. Other trainings included Resident Advisor trainings, sorority events, guest lectures, or student-led events.

¹ Table 4 utilizes the classifications provided in the sampling frame (student roster) rather than self-report. The classifications represent the following (as shown in all other Tables and Figures in this Report except Table 1b. Therefore, “Undergraduate Emory Female” and “Undergraduate Emory Male” represent “Atlanta Women” and “Atlanta Men,” respectively; “Oxford Female” and “Oxford Male” represent “Oxford Women” and “Oxford Men,” respectively; and “Graduate/Professional Female” and “Graduate/Professional Male” represent “Graduate/Professional Women” and “Graduate/Professional Men,” respectively.

Table 4. Participation in Sexual Assault Prevention Training, by Student Group

	Undergraduate Emory Female	Undergraduate Emory Male	Oxford Female	Oxford Male	Graduate Female	Graduate Male
Have you ever attended training that covered						
The legal definition of sexual assault						
Yes	73.7 %	69.2 %	69.2 %	70.6 %	65.6 %	69.5 %
No	20.1	26.8	24.7	28.6	31.2	27.6
How helpful was the training you received for improving your understanding of the legal definition of sexual assault						
Very helpful	24.7 %	26.0 %	24.2 %	25.2 %	24.1 %	25.8 %
Helpful	63.5	63.7	63.4	64.2	64.1	60.9
Not very helpful	10.7	8.8	12.5	8.4 !	10.6	11.5
Not at all helpful	0.9 !	1.1 !	0.0 !	2.2 !	0.9 !	1.3 !
What the definition of consent is and how to obtain it						
Yes	80.8 %	77.2 %	76.5 %	82.6 %	67.1 %	70.4 %
No	12.9	18.5	16.9	16.5	29.6	26.6
How helpful was the training you received for improving your understanding of the definition of consent and how to obtain it from a sexual partner						
Very helpful	36.2 %	34.6 %	30.1 %	40.4 %	30.7 %	30.1 %
Helpful	53.2	54.2	60.2	47.3	59.4	56.1
Not very helpful	8.3	9.0	8.9	9.9 !	7.8	11.2
Not at all helpful	0.9 !	1.4 !	0.7 !	0.0 !	0.9	1.2 !
This school's policy on sexual assault						
Yes	67.7 %	71.0 %	69.6 %	70.2 %	63.5 %	69.9 %
No	26.0	25.0	24.4	28.9	33.0	27.1
How helpful was the training you received for improving your understanding of the school's policy on sexual assault						
Very helpful	25.7 %	28.5 %	23.4 %	26.0 %	25.9 %	28.5 %
Helpful	56.6	56.7	60.3	60.4	58.6	57.4
Not very helpful	14.9	12.9	15.0	12.5 !	14.2	10.9
Not at all helpful	2.1	1.0 !	0.8 !	1.1 !	0.7 !	1.9 !
How to report sexual assault						
Yes	64.3 %	66.8 %	64.3 %	60.7 %	61.8 %	66.3 %
No	29.3	29.1	29.0	38.5	34.7	30.5
How helpful was the training you received for improving your ability to report a sexual assault						
Very helpful	27.2 %	29.7 %	22.9 %	33.7 %	22.7 %	26.9 %
Helpful	55.4	55.6	59.0	50.4	59.5	57.5
Not very helpful	14.8	12.6	11.5	15.9 !	16.0	12.4
Not at all helpful	1.9	1.4 !	3.2 !	0.0 !	0.9	2.1
How to support a peer who discloses a sexual assault						
Yes	68.2 %	68.9 %	64.0 %	59.2 %	59.3 %	64.2 %
No	25.4	27.1	29.6	39.9	37.1	32.7
How helpful was the training you received for improving your ability to support a peer who discloses a sexual assault						
Very helpful	30.4 %	29.3 %	26.4 %	26.4 %	24.3 %	24.5 %
Helpful	50.3	54.8	60.4	55.6	55.1	58.4
Not very helpful	9.2	5.8	3.7 !	13.4 !	8.3	8.1
Not at all helpful	0.8 !	1.6 !	0.0 !	0.0 !	0.2 !	0.8 !
The value and tenets of trauma informed care						
Yes	71.7 %	70.5 %	71.4 %	65.0 %	53.7 %	60.7 %
No	21.9	25.5	22.2	34.2	42.8	36.3
How helpful was the training you received for improving your understanding of the value and tenets of trauma informed care						
Very helpful	18.3 %	21.0 %	15.5 %	23.1 %	21.7 %	20.5 %
Helpful	37.7	44.5	40.8	38.2	43.7	46.5
Not very helpful	6.8	7.1	3.9 !	9.0 !	6.9	7.8
Not at all helpful	0.6 !	0.9 !	1.6 !	3.9 !	0.6 !	0.5 !
How sexual violence relates to other forms of violence and oppression						
Yes	67.8 %	69.3 %	65.9 %	64.0 %	54.6 %	63.1 %
No	25.9	26.7	27.7	35.2	41.5	33.7
How helpful was the training you received for improving your understanding of how sexual violence relates to other forms of violence and oppression						
Very helpful	24.2 %	23.3 %	20.8 %	30.3 %	25.0 %	25.0 %
Helpful	46.7	48.7	51.5	48.3	53.4	51.4
Not very helpful	7.1	9.5	7.5 !	9.3 !	7.5	7.7
Not at all helpful	0.5 !	1.5 !	0.7 !	0.0 !	0.5 !	0.5 !
What services are available for survivors of sexual assault						
Yes	69.9 %	70.7 %	67.5 %	66.6 %	58.0 %	63.7 %
No	23.6	24.7	25.8	32.5	38.4	33.4
How helpful was the training you received for improving your understanding of what services are available for survivors of sexual assault						
Very helpful	27.7 %	25.8 %	27.4 %	24.2 %	25.4 %	27.1 %
Helpful	48.9	52.5	52.9	47.1	55.8	56.6
Not very helpful	10.6	8.3	5.2 !	12.5 !	8.8	8.1
Not at all helpful	0.9 !	1.9 !	1.4 !	0.0 !	0.2 !	0.5 !
How to intervene as a bystander to protect others from sexual assault						
Yes	47.5 %	54.6 %	47.2 %	52.0 %	45.3 %	50.7 %
No	46.1	41.2	46.7	47.1	51.1	46.1
How helpful was the training you received for improving your ability to intervene as a bystander to protect other students from sexual assault						
Very helpful	34.6 %	28.9 %	27.9 %	29.6 %	25.5 %	28.9 %
Helpful	54.5	54.6	61.7	50.4	54.0	54.7
Not very helpful	6.5	8.9	2.7 !	11.2 !	6.1	6.4
Not at all helpful	1.1 !	1.9 !	1.1 !	1.6 !	0.7 !	0.7 !
Other strategies for preventing sexual assault						
Yes	58.9 %	63.3 %	59.6 %	62.4 %	55.0 %	60.4 %
No	34.8	32.5	33.1	36.7	41.2	36.7
How helpful was the training you received for improving your understanding of other strategies for preventing sexual assault						
Very helpful	26.2 %	24.8 %	22.8 %	31.3 %	22.9 %	26.0 %
Helpful	56.2	56.8	60.6	48.8	54.1	53.0
Not very helpful	6.9	8.4	5.5 !	8.7 !	8.6	6.8
Not at all helpful	0.7 !	1.3 !	0.0 !	0.0 !	0.3 !	0.7 !
Ever participated in sexual violence training at Emory other than at orientation						
Yes	20.8 %	16.6 %	24.8 %	15.1 %	9.4 %	8.0 %
No	72.5	79.7	67.9	84.0	87.3	89.1
Are there issues of sexual violence not adequately addressed at Emory						
Yes	25.7 %	13.3 %	29.1 %	28.1 %	15.8 %	11.0 %
No	67.2	82.4	64.8	71.0	79.7	85.4

! Estimate is considered not reliable. Estimate is either based on fewer than ten persons or has a relative standard error greater than 30% < 10 indicates that between 0 and 10 students in the school would have endorsed this outcome. The exact number is suppressed to protect the identity of the students.

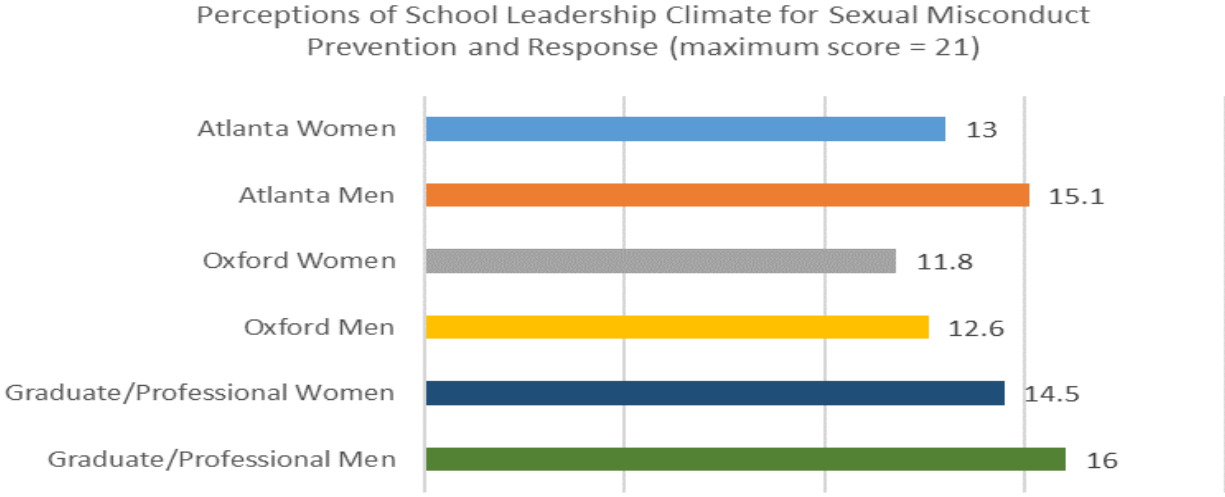
Student Perspectives on Various Campus Climate Measures Related to Sexual Harassment and Sexual Assault

Many scales were used to assess campus climate related to sexual harassment and sexual violence at Emory. Although differences were minor, all women students surveyed generally had lower climate scores (indicating more negative perceptions) than all men students surveyed, Oxford undergraduate students had slightly lower scores than Atlanta undergraduate students on some scales, and graduate/professional students tended to have higher scores than both undergraduate groups. Table 4 also shows the percentage of students who felt that there were issues related to sexual violence that are unaddressed at the university. About a quarter (26%) of Atlanta undergraduate women, 29% of Oxford undergraduate women, and 28% of Oxford undergraduate men answered yes to this question. Lower proportions of Atlanta undergraduate men (13%) and graduate/professional students of either gender (16% of women and 11% of men) answered this way. When analyzing the write-in responses to the follow-up question asking students to specify what these unaddressed issues related to sexual violence are, the most common themes (listed below in alphabetical order) included the following:

- Consent and incapacitation
- Greek life
- Handling of incidents involving perpetrators who are faculty or administrators
- LGBTQ and racial/ethnic minority student victimization
- Male student victimization
- Needs and resources for graduate students
- Processes for reporting incidents

Another example of one climate measure is presented in Figure 4. It shows that out of a maximum score of 21, with higher scores reflecting a more positive perception of the school's leadership related to sexual misconduct, sexual violence prevention and response, women reported lower scores than men, Oxford students reported lower scores than other students, and graduate/professional students reported more positive perceptions of school leadership climate than undergraduate students. Example questions about school leadership climate include, "This school is doing a good job of trying to prevent sexual assault from happening" and "This school is doing a good job of holding people accountable for committing sexual assault".

Figure 4. Average Perceptions of Leadership Climate for Sexual Misconduct, Prevention and Response by Student Group



Atlanta Women=Atlanta undergraduate women, Atlanta Men=Atlanta undergraduate men, Oxford Women=Oxford undergraduate women, Oxford Men=Oxford undergraduate men

Summary and Next Steps

There are common findings across all Emory student types and campuses. Respondents reported a range of sexual violence experiences including sexual harassment, stalking, IPV, sexual assault, and rape, not only since coming to Emory, but also prior to coming to Emory. Students reported generally high awareness of how to report sexual violence on campus, and also reported attending a training on sexual violence prevention at Emory. However, most students reported that their sexual violence prevention training exposure was limited to the training provided during orientation, and several students felt that there were outstanding issues regarding sexual violence that had not been adequately addressed by the university. After the 2015 Campus Climate Survey, the University Senate’s Committee for the Prevention of Sexual Violence made recommendations for how the university could strengthen sexual violence prevention. Several of those recommendations, including the expansion of resources to strengthen sexual violence prevention via hiring new staff to focus on prevention, increasing visibility of programs offered through the Office of Respect (formerly known as the “The Respect Program”), and additional resources to enhance Title IX processes and procedures across all campuses, were adopted. The next steps for preventing sexual violence will need to involve further expansion of support for prevention programming focused on the broad spectrum of sexually violent experiences reported across the undergraduate and graduate/professional student bodies.