

Introduction to the Westat-Yale Report

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I am writing to provide the Yale community with an introduction to the report of Yale-specific findings from the Association of American Universities' (AAU) 2015 Campus Climate Survey on Sexual Assault and Sexual Misconduct. This survey, which was organized by AAU and conducted by Westat, a nationally recognized research organization, was offered to undergraduate and graduate and professional students at 27 colleges and universities during the spring of 2015. The survey collected data about the incidence and prevalence of campus sexual misconduct, as well as students' views of campus climate and their knowledge of campus resources. Yale actively participated in the development and implementation of the survey tool. Our goal in participating in the survey was to gather critical and previously unavailable information about the incidence and prevalence of sexual misconduct on our campus to help us combat it more effectively and to identify additional ways to foster a culture and a community in which all students are safe and feel respected and well-supported.

The Westat report of Yale-specific findings (the Westat-Yale report) and the comprehensive set of data tables generated by the survey follow this introduction. The narrative below is intended to serve as a companion to the Westat-Yale report. It clarifies and highlights some patterns and data relationships that are of broad significance to the Yale community. More specifically, this introduction will discuss some key areas from the Westat-Yale report: the findings on sexual assault and sexual harassment, which were the most commonly

reported forms of sexual misconduct by Yale students, and the use of reporting resources. Additionally, in contrast to the Westat-Yale report, this introduction includes some references to the [AAU aggregate data](#) (gathered from all 27 schools) as a point of comparison.

The AAU survey instrument was designed by Westat with significant input from Yale and other participating schools. The primary goal in developing the survey questions were to encourage broad participation. The questions were gender neutral, descriptive, and cover a range of behaviors that violate university policies, and in some cases, criminal laws. Unlike most previous surveys, this survey measured the prevalence and incidence of sexual misconduct involving the absence of affirmative consent.

I encourage everyone to review the full report, including the methodology and terminology, and the data tables. It is a rich source of new information. The findings clearly call for community engagement and action.

Response Rates

At Yale, the survey was sent to all enrolled students over the age of 18 (n=12,590). The overall response rate was 51.8%—significantly higher than that of the overall AAU aggregate response rate of 19.3%. Both at Yale and in the AAU aggregate data set, response rates differed by gender and enrollment status (Figure 1). Across Yale College, the Graduate School of Arts and Sciences, and the twelve professional schools, response rates were all significant, ranging from 34% to 65.7%.

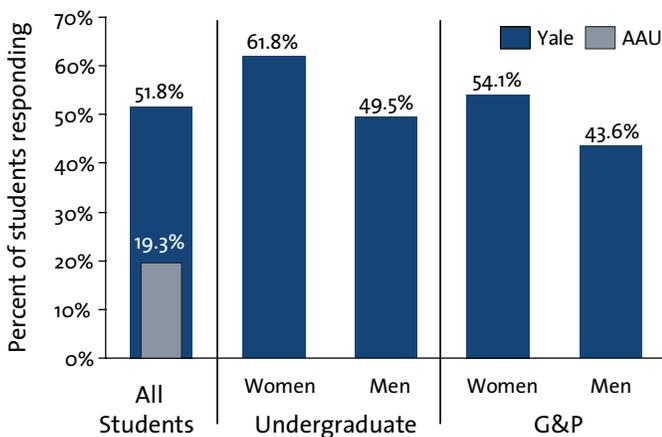


Figure 1. Percent of students responding to the survey by gender and enrollment status.

Yale’s relatively high response rate underscores the importance of the survey to our students and reflects a community that is both sensitized and engaged in the effort to combat campus sexual misconduct.

Yale’s response rate also helps minimize—without entirely resolving—concerns about nonresponse bias. Even with assurances of confidentiality, surveys that address sensitive topics such as sexual assault often achieve low response rates, raising questions about who does or does not choose to participate. The AAU survey found that schools with higher response rates also had higher prevalence estimates. One possible explanation for this finding is that student engagement in campus efforts to reduce sexual misconduct leads to increased identification of inappropriate and prohibited behaviors. The Westat report gives a detailed discussion of its analyses of nonresponse bias within the data collected at Yale. (See Appendix 4 in the Westat-Yale report.)

Sexual Assault

The AAU survey asked students about their experiences of nonconsensual sexual contact involving two categories of behaviors: sexual penetration (including oral sex) and sexual touching. Students were asked whether they had experienced these behaviors as a result of four tactics: force, incapacitation, coercion, and absence of affirmative consent. (See Introductory Appendix A for definitions.) Every student taking the survey was asked about all eight combinations of behavior and tactic as well as instances of attempted forced penetration, including oral sex. Under Yale University policy, all of the circumstances of nonconsensual sexual contact described in the survey constitute sexual assault and are a violation of the University’s regulations.

Yale students reported high rates of sexual assault. Aggregating across all tactics, including the absence of affirmative consent, the weighted data estimate that 16.1% of all students have experienced attempted or completed sexual assault, by Yale’s definitions, since arriving at Yale.

Within this overarching estimate lie distinct patterns of experience for different groups of students as well as for different forms of sexual assault. Some of these patterns are discussed below.

Undergraduate Experiences of Sexual Assault

Across all genders and all forms of sexual assault, the estimated number of Yale undergraduates who have experienced sexual assault is troublingly high. Defining sexual assault broadly, as any form of sexual contact that does not meet Yale’s standard for consent, 25.2% of undergraduates are estimated to have experienced at least one incident since arriving on campus. For the subset of behaviors that meet most criminal standards, i.e., only those committed by force or incapacitation, the estimates decline but remain high at 18.2%. Notably, Yale’s prevalence estimates are higher for nonconsensual sexual touching than for nonconsensual penetration or oral sex, and preliminary analysis of the data suggests that nonconsensual touching is likely to occur in public spaces and to involve strangers or acquaintances, while incidents of penetration or oral sex are more likely to occur in private spaces and to involve current or former intimate partners.

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When reported by gender, the estimates for all behaviors that Yale classifies as sexual assault are highest for female undergraduates (38.8%) and for undergraduates who identify outside the traditional gender binary (37.8%). As expected, undergraduates surveyed in their senior year had the greatest cumulative prevalence of attempted or completed sexual assault. Of the seniors who graduated in 2015, 32.0% are estimated to have experienced at least one incident of sexual assault since arriving at Yale. Table 1 below shows more detail.

Although any rate of sexual assault is of concern, it is even more troubling that many of Yale's cumulative estimates ("since arriving at Yale") are higher than

those from the AAU aggregate data set. For example, looking at the subset of sexual assaults that meet most criminal standards (penetration/oral sex and sexual touching committed via force or incapacitation), the Yale undergraduate data estimates that 28.1% of women, 8.2% of men, and 28.4% of students of other genders have experienced these behaviors since arriving at Yale; the comparable AAU aggregate estimates are 23.1% for women and 5.4% for men, and 24.1% for students of other genders.

Table 1: Estimates of sexual assault for undergraduate students (percentage)

	All Undergraduates cumulative estimate since entering college				Seniors Only cumulative estimate since entering college		
	total	women	men	other genders	women	men	other genders
sexual assault via absence of affirmative consent, coercion, force, or incapacitation*	25.2	38.8	11.7	37.8	46.5	16.8	57.8
penetration/oral sex*	11.5	18.2	4.8	23.2	26.0	7.3	49.6
sexual touching	20.0	31.4	8.9	24.3	37.2	13.1	22.2
sexual assault via force or incapacitation*	18.1	28.1	8.2	28.4	34.6	12.8	42.9
penetration/oral sex*	8.3	13.2	3.1	21.1	20.4	5.6	42.9
penetration/oral sex, completed only	7.3	11.6	2.8	21.1	16.6	5.1	42.9
sexual touching	13.6	21.5	5.7	17.1	25.8	8.4	

*includes forced attempts at penetration/oral sex

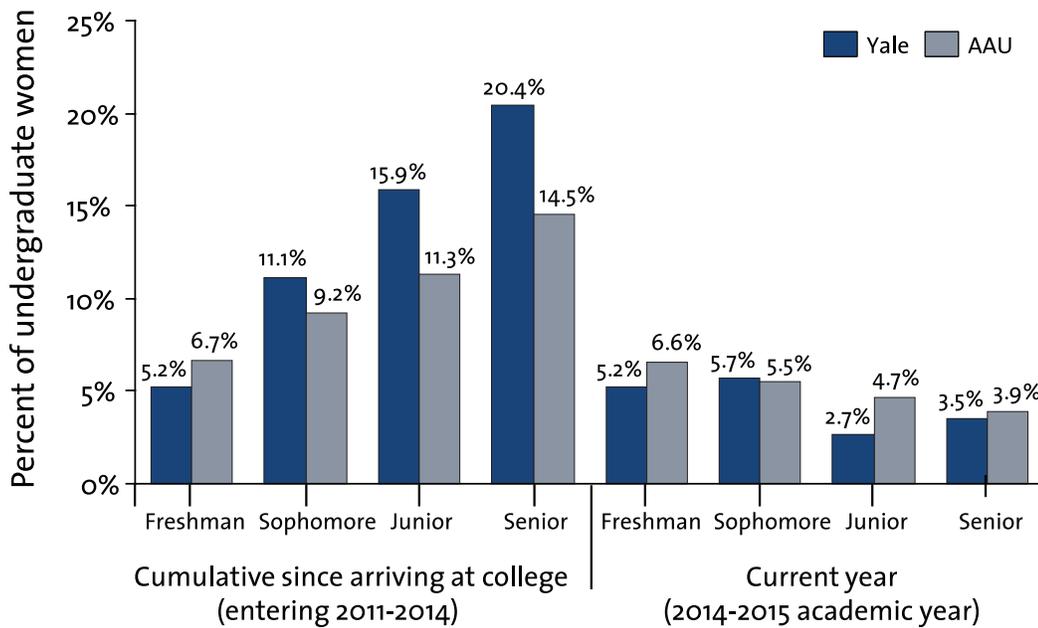


Figure 2. Undergraduate women reporting penetration/oral sex by force and incapacitation.

The survey data provide us with numerous opportunities to more deeply analyze and better understand patterns of behavior on our campus. For example, in seeking to understand Yale’s patterns of undergraduate sexual assault, it is helpful to compare the current year and cumulative estimates of women’s experiences of penetration or oral sex by force or incapacitation.

As shown in Figure 2, above, Yale’s cumulative estimates for upperclass women are above the AAU aggregate, while those for the current year are equivalent or below. In addition, the gap between the AAU and Yale cumulative estimates narrows from seniors to sophomores; for freshmen the Yale estimates are lower than those of the AAU aggregate. This pattern and the lower current year estimates could be early indicators of improvement in the prevalence of sexual assault on our campus, but it is too soon to make this conclusion.

Graduate and Professional Student Experiences with Sexual Assault

Most research about campus sexual assault has focused on undergraduate students, presuming they are the population most affected. The Yale and AAU aggregate data suggest that, although generally lower than comparable undergraduate estimates, prevalence rates among graduate and professional students warrant serious attention.

Table 2 below presents cumulative estimates of graduate and professional students’ experiences of sexual assault. These estimates indicate that 8.6% of graduate and professional students have experienced sexual assault, as defined by Yale’s policies, since arriving at Yale. The AAU aggregate estimate is 7.4%.

As was the case with undergraduate students, female graduate and professional students, and graduate and professional students who identify outside the traditional gender binary are at significantly higher risk. Also similar to undergraduate students, graduate and professional students report more experiences of nonconsensual touching than of nonconsensual penetration or oral sex.

Table 2: Cumulative estimates of sexual assault for graduate and professional students (percentage)

	Graduate and Professional Students since entering current program			
	Total	women	men	other genders
sexual assault, all tactics*	8.6	13.3	3.9	17.7
penetration/oral sex*	3.7	6.0	1.5	14.2
Touching	6.1	9.5	3.0	
sexual assault, force and incapacitation*	5.3	8.2	2.5	11.8
penetration/oral sex*	2.2	3.6	0.8	11.8
penetration/oral sex, completed only	2.0	3.2	0.7	
Touching	3.8	5.6	2.1	

*includes attempts by force for penetration/oral sex

Sexual Harassment

The second form of sexual misconduct examined by the AAU survey was sexual harassment. (See Introductory Appendix A for definitions.) This was the most common form of sexual misconduct reported by both undergraduate and graduate and professional students at Yale, with over half of all students (55.1%) estimated to have experienced sexual harassment since arriving at Yale. The Yale estimate is higher than that of the AAU aggregate data set (47.7%). As shown in Figure 3, undergraduate students were more likely than graduate students to indicate that they had experienced sexual harassment, with the highest estimates for undergraduate women and students of other genders.

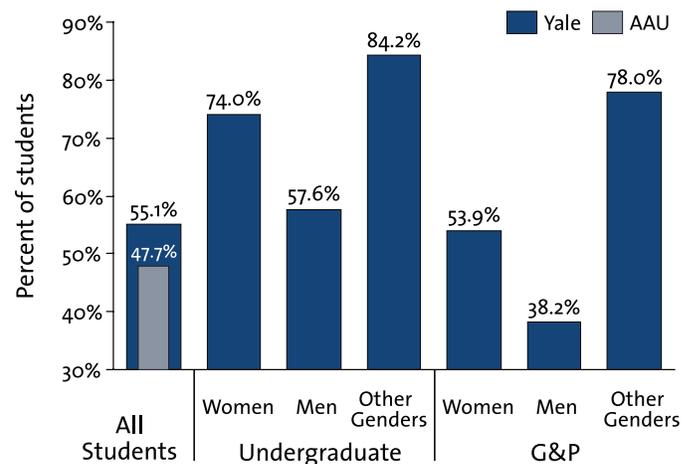


Figure 3. Students reporting sexual harassment

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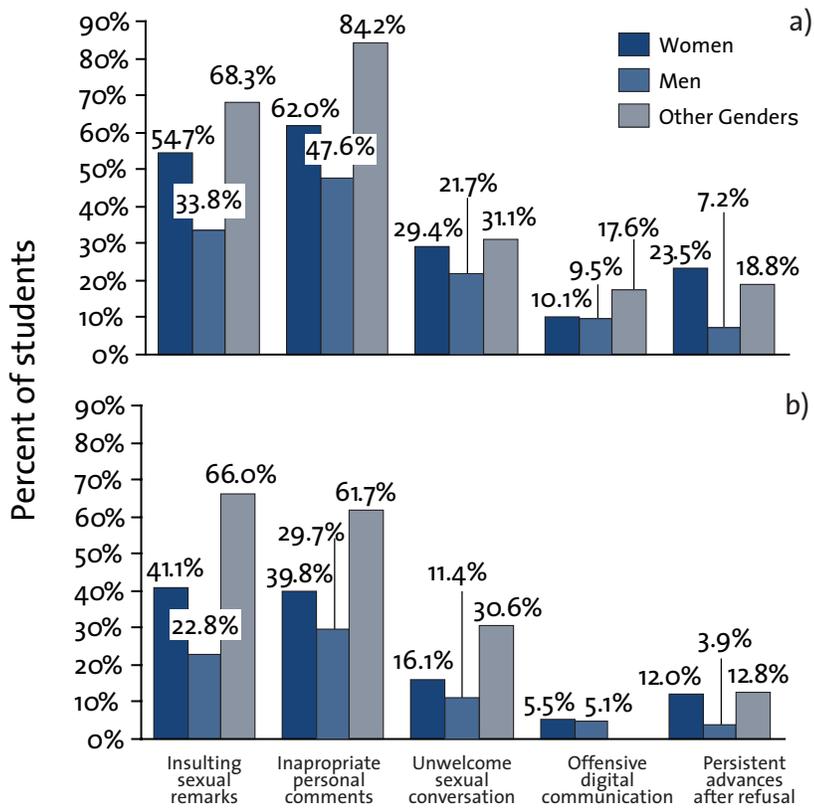


Figure 4. Types of sexual harassment indicated by a) undergraduate students and b) graduate and professional students.

Figure 4 illustrates the types of harassing behaviors students experienced sorted by gender and student enrollment status. The behaviors most commonly reported by both undergraduate and graduate and professional students involved insulting or offensive sexual remarks, jokes, or stories and inappropriate comments regarding their or someone else's body, appearance, or sexual activity.

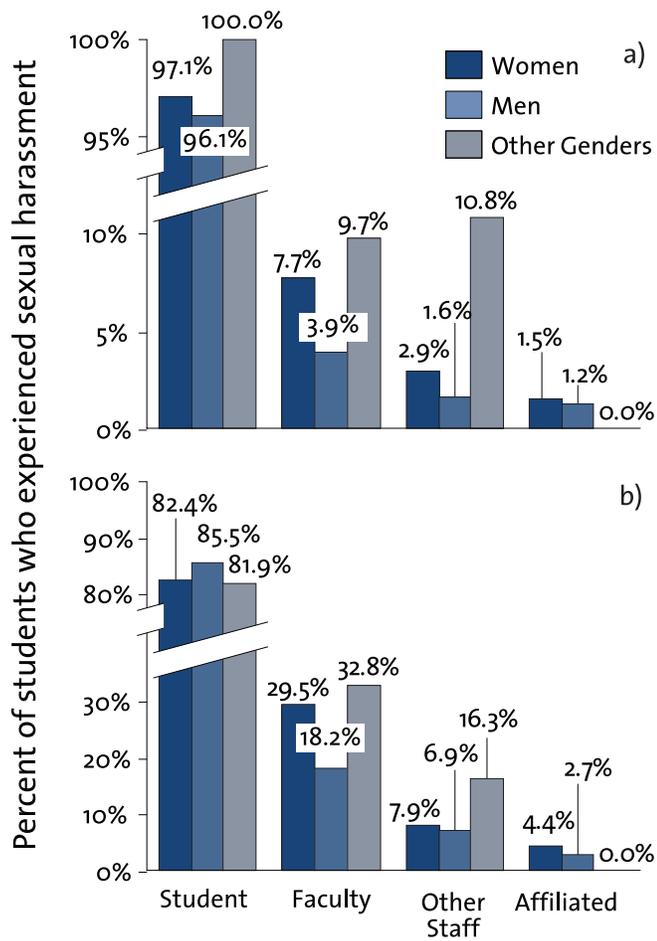


Figure 5. Affiliation with the University of the source of sexual harassment. a) undergraduate students and b) graduate and professional students

The majority of students who report harassment identify students as the source, as shown in Figure 5. While sexual harassment by any party can be a cause of serious harm, of particular concern are the survey's estimates of sexual harassment by members of the faculty: of the students reporting harassment, an estimated 32.8% of graduate and professional students of other genders, 29.5% of female graduate and professional students, 18.2% of male graduate students, 7.7% of female undergraduate students, 3.9% of male undergraduate students and 9.7% of undergraduate students of other genders experienced sexual harassment by a Yale faculty member.

Intimate Partner Violence and Stalking

While the AAU Survey questions focused most extensively on sexual assault and harassment, the survey also produced estimates of students' experiences with intimate partner violence and stalking, which are also of deep concern. (See Introductory Appendix A for definitions.) The prevalence estimates for these forms of sexual misconduct are summarized in Figure 6. While Yale's estimates for these behaviors are lower than for sexual assault and sexual harassment, and also lower than the comparable AAU aggregate estimates, stalking and intimate partner violence are still issues of serious concern.

Reporting experiences of sexual misconduct to university programs

The survey asked those students who indicated that they had experienced sexual misconduct whether they reported their experiences to one or more University programs: the SHARE Center, the Title IX Coordinators, the University-Wide Committee on Sexual Misconduct, the Yale Police Department, the New Haven Police Department, and Yale Health. A majority of these students indicated that they had not reported to any University program. Men were less likely than women to report their experiences. Due to the small sample size, no estimated reporting rates could be generated for students of other genders.

The survey findings show that women who experience sexual assault are more likely to report experiences of penetration by force (27.4%) or incapacitation (17.9%) than to report nonconsensual sexual touching by force (6.8%) or incapacitation (5.8%). Men who experience sexual assault report their experiences so infrequently that an estimate could not be generated from the survey data.

Estimates for reporting other forms of sexual misconduct vary by type of misconduct and gender, as shown in Table 3 below.

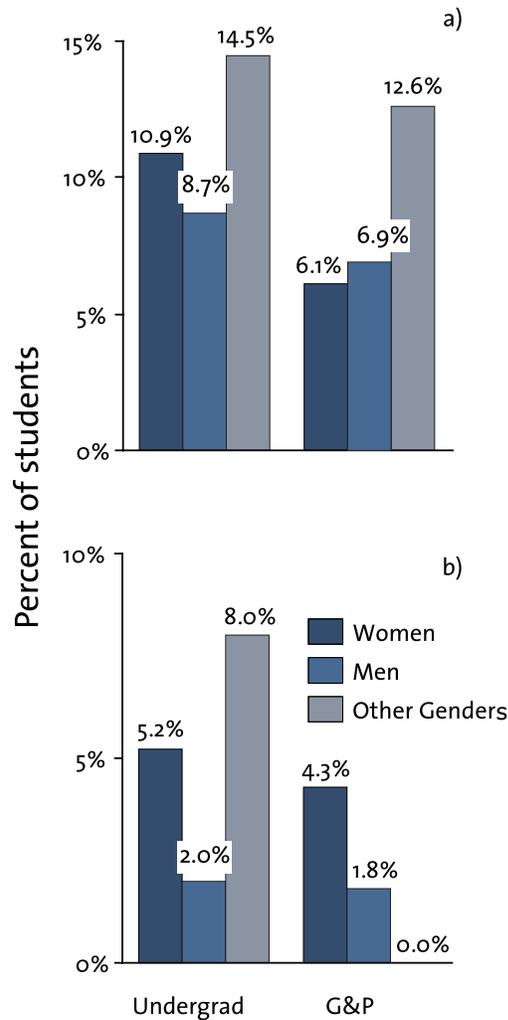


Figure 6. Students reporting a) intimate partner violence and b) stalking

Table 3: Percent of students who experienced sexual misconduct reporting their experience to a University Program (by behavior and university program)

Behavior	Reported to a University program			
	Female undergraduate	Female G&P	Male undergraduate	Male G&P
Sexual harassment	7.1	5.7	3.5	2.7
Intimate partner violence	13.1	19.4	11.5	17.6
Stalking	26.2	37.1	19.1	34.2

Although a majority of students answered that they did not seek help from a University program, many students who reported experiences of sexual misconduct indicated that they did seek support from informal sources, such as a friend.

Barriers to Reporting

The reasons for not reporting sexual misconduct to University programs are multifactorial. Offered a list of possible reasons for not reporting and instructed to select all that applied, students most frequently indicated that they did not think the incident was serious enough to report, regardless of the type of sexual misconduct. Students electing this option included women who experienced penetration by force (65.4%) or incapacitation (66.2%); women who experienced sexual touching by force (84.4%) and by incapacitation (88.8%); men who experienced sexual touching by force (72.7%) and by incapacitation (70.9%); students experiencing sexual harassment (83.7%); students experiencing intimate partner violence (63.1%); and students experiencing stalking (53.8%). Very few students indicated a lack of knowledge: “did not know where to go or who to tell” was one of the least frequently indicated reasons.

Other frequently selected reasons varied by gender, by enrollment status, and by the type of sexual misconduct experienced. These variations (shown in detail in Introductory Appendix B) illuminate the multiple personal and cultural barriers to reporting, while also suggesting potentially productive ways to reduce those barriers.

For example, in cases of intimate partner violence and stalking, graduate and professional students were likely to indicate that their reason for not reporting was that the incident did not take place on campus or was not associated with Yale. We could do more to inform students that Yale’s resources are available regardless of where an incident takes place. For women who have experienced forced penetration, by contrast, the barriers are multiple, including: “felt embarrassed, ashamed, or that it would be too emotionally difficult,” “I did not want the person to get into trouble,” “I feared negative social consequences,” “I feared it would not be kept confidential,” and “I did not think anything would be done.” Women and graduate and professional students who have experienced sexual harassment were particularly concerned that nothing would be done about the sexual harassment by the university.

Reporting Experiences

When students do report to University programs, they have several choices. The survey findings demonstrate that this choice is shaped by the form of sexual misconduct experienced. (See Table 4 below.) For example, students experiencing intimate partner violence very frequently seek services at Yale Health. Students often access more than one program.

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Table 4: University programs accessed by students reporting sexual misconduct (percentage)

	THE SHARE CENTER	TITLE IX COORDINATORS	UNIVERSITY-WIDE COMMITTEE (UWC)	YALE POLICE DEPARTMENT	YALE HEALTH	NEW HAVEN POLICE DEPARTMENT
NONCONSENSUAL PENETRATION OR SEXUAL TOUCHING INVOLVING FORCE OR INCAPACITATION	68.9	34.0	23.9	11.4	49.6	5.8
SEXUAL HARASSMENT	46.7	35.4	17.3	14.5	41.7	4.5
INTIMATE PARTNER VIOLENCE	34.6	18.1	8.3	16.3	61.9	11.3
STALKING	35.7	36.4	16.6	38.5	34.8	19.2

Table 5: Evaluation of University programs by students who reported sexual assault by force or incapacitation

Survey Item Response	%
Was Useful:	
Extremely	30.3
Very	36.2
Somewhat	26.1
A little	29.6
Not at all	16.3
Showed respect:	
Excellent	65.8
Very good	30.6
Good	20.1
Fair	8.2
Poor	6.1
Helped to understand options:	
Excellent	46.1
Very good	32.2
Good	29.0
Fair	14.0
Poor	11.6

The survey also asked students to evaluate the University programs they accessed. (See Table 5.) The resulting data for most types of sexual misconduct is limited because reporting rates are low. However, the responses from students who reported sexual assault provide some insight into their experiences with these programs. While these programs appear to do well at conveying respect and explaining options, they are not consistently useful.

Students who had experienced sexual assault were also asked whether they felt pressured by officials at these University programs to file a complaint or not to do so. While some students felt pressured by a Title IX Coordinator, the University-Wide Committee, or Yale Health to proceed, no students reported being pressured by any official to drop or abandon a complaint.

Students' General Perceptions

While the majority of the AAU survey questions focused on students' experiences of sexual misconduct, some asked about students' general perceptions of campus climate and resources and their expectations regarding campus officials and peers. Some of these questions touch upon issues we explored during our qualitative campus climate survey in 2013 and suggest that, while some progress has been made, there is considerable work to do. On the one hand, students seem to demonstrate a growing awareness of Yale's resources and programs; indeed, 82% of undergraduate and graduate and professional students recall being provided with relevant information at orientation. (The AAU aggregate is 48.8%.) Additionally, students seem more confident, compared to the 2013 survey, that friends would be supportive of someone filing a complaint. On the other hand, perceptions regarding the University's overall commitment and capacity to effectively address sexual misconduct remain mixed.

Moving forward, with survey results in hand

This introduction and the Westat-Yale report that follows constitute the first phase of analysis of the AAU data. The volume and breadth of this data both warrant and enable additional, more complex analyses to help us better identify specific trends and additional actions that will be most effective in our efforts to combat sexual misconduct. For example, we will be able to learn more about the experiences and perceptions of specific populations – such as LGBTQ students, students with disabilities, and students of color – who may be at particularly high risk.

Future analytic opportunities notwithstanding, the preliminary analysis clearly and strongly points to the need for immediate action. The Yale community is well poised for such action: in recent years the community's passion and commitment to change have reached new and impressive levels. The University leadership will continue to rely on strong community engagement to make meaningful and enduring change.

We must continually assess and seek to enhance our programs to prevent and respond to sexual misconduct, using evidence-based and research-informed strategies. For example, we must better understand and actively remove barriers to reporting incidents of sexual misconduct to University officials. We must also ensure that when individuals come to us we have a full range of effective tools and resources to address their concerns.

Most importantly, we must work together to become a community where every member, at every level, deeply values interpersonal respect and lives by that principle in every interaction. To reach this goal, we must continue to educate ourselves and each other, drawing upon expertise within and beyond the University to help us improve behavior and develop new and stronger skills.

Eradicating campus sexual misconduct is an ambitious goal. Yale is a community of extraordinary individual and collective strengths. I am confident that, using those strengths, the Yale community is equal to this ambitious task.

Introductory Appendix A: Survey Instrument Language

Sexual Assault

2 Categories of Behavior	
penetration oral sex	<p><u>Sexual penetration</u>. When one person puts a penis, finger, or object inside someone else's vagina or anus.</p> <p><u>Oral sex</u>. When someone's mouth or tongue makes contact with someone else's genitals.</p>
sexual touching	<ul style="list-style-type: none"> • kissing • touching someone's breast, chest, crotch, groin, or buttocks • grabbing, groping, or rubbing against the other in a sexual way, even if the touching is over the other's clothes
4 Tactics	
force	<p>...incidents that involved force or threats of force against you. Force could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.</p>
incapacitation	<p>...incidents when you were <u>unable</u> to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.</p>
coercion	<p>...by threatening serious non-physical harm or promising rewards such that you felt you must comply. Examples include:</p> <ul style="list-style-type: none"> • threatening to give you bad grades or cause trouble for you at work • promising good grades or a promotion at work • threatening to share damaging information about you with your family, friends, or authority figures • threatening to post damaging information about you online
absence of affirmative consent	<p>...without your active, ongoing voluntary agreement. Examples include someone:</p> <ul style="list-style-type: none"> • initiating sexual activity despite your refusal • ignoring your cues to stop or slow down • went ahead without checking in or while you were still deciding • otherwise failed to obtain your consent

Sexual Harassment

Parameters – repeated for each question
<p>These questions ask about situations in which someone said or did something that</p> <ul style="list-style-type: none"> • interfered with your academic or professional performance, • limited your ability to participate in an academic program, or • created an intimidating, hostile, or offensive social, academic or work environment.
Questions
<p>Since you have been a student at Yale, has a student, or someone employed by or otherwise associated with Yale</p> <p>...made sexual remarks or told jokes or stories that were insulting or offensive to you?</p> <p>...made inappropriate or offensive comments about your or someone else’s body, appearance or sexual activities?</p> <p>...said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn’t want to?</p> <p>...emailed, texted, tweeted, phones or instant messaged offensive sexual remarks, jokes, stories, pictures, or videos that you didn’t want?</p> <p>...continued to ask you to go out, get dinner, have drinks or have sex even though you said, “No”?</p>

Stalking

Parameters
<p>To be counted as stalking, the behavior must have been done to the student more than once by the same person</p>
Questions
<p>Since you have been a student at Yale</p> <p>...has someone made unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures, or videos on social networking sites in a way that made you <u>afraid for your personal safety</u>?</p> <p>...has someone showed up somewhere or waited for you when you did not want that person to be there in a way that made you <u>afraid for your personal safety</u>?</p> <p>...has someone spied on, watched or followed you, either in person or using devices or software in a way that made you <u>afraid for your personal safety</u>?</p>

Intimate Partner Violence

Parameters

These questions were only asked of students who identified as having been in a partnered relationship while at Yale. Partnered relationships were defined to include:

- casual relationship or hook-up
- steady or serious relationship
- marriage, civil union, domestic partnership or cohabitation

Questions

Since you have been a student at Yale, has a partner

...controlled or tried to control you? Examples could be when someone:

- kept you from going to classes or pursuing your educational goals
- did not allow you to see or talk with friends or family
- made decisions for you, such as where you go or what you eat or wear
- threatened to “out” you to others

...threatened to physically harm you, someone you love or themselves?

...used any kind of physical force against you? Examples could be when someone:

- bent your fingers or bit you
- choked, slapped, punched or kicked you
- hit you with something other than a fist
- attacked you with a weapon, or otherwise physically hurt or injured you

Introductory Appendix B: Perceived Reporting Barriers

Perceived Reporting Barriers: Sexual Assault

Behavior and Tactic	Reasons Given by greater than 20% of Respondents (by Gender)	%
Penetration by Force	Women	
	I did not think it was serious enough to report	65.4
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	38.8
	I feared negative social consequences	38.7
	I did not want the person to get into trouble	35.0
	I did not think anything would be done	31.3
	I feared it would not be kept confidential	25.8
	Men	
<i>Suppressed</i>		
Penetration by Incapacitation	Women	
	I did not think it was serious enough to report	66.2
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	36.6
	I did not want the person to get into trouble	32.0
	I did not think anything would be done	26.2
	I feared negative social consequences	26.0
	Men	
<i>Suppressed</i>		
Sexual Touching by Force	Women	
	I did not think it was serious enough to report	84.4
	Men	
I did not think it was serious enough to report	72.7	
Other	21.0	
Sexual Touching by Incapacitation	Women	
	I did not think it was serious enough to report	88.8
	I did not want the person to get into trouble	21.5
	Men	
	I did not think it was serious enough to report	70.9
I did not want the person to get into trouble	24.1	

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Perceived Reporting Barriers: Sexual Harassment, Stalking

	Reasons Given by greater than 20% of Respondents by Gender & Enrollment Status	%
Sexual Harassment	Undergraduate Women	
	I did not think it was serious enough to report	87.7
	Undergraduate Men	
	I did not think it was serious enough to report	84.4
	Graduate or Professional Women	
	I did not think it was serious enough to report	82.6
	I did not think anything would be done	25.5
	Graduate or Professional Men	
	I did not think it was serious enough to report	78.6
Stalking	Undergraduate Women	
	I did not think it was serious enough to report	66.0
	I did not think anything would be done	40.1
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	22.1
	Undergraduate Men	
	I did not think it was serious enough to report	57.7
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	25.7
	I did not think anything would be done	24.7
	I feared negative social consequences	24.5
	Other	23.9
	Graduate or Professional Women	
		45.5
	I did not think anything would be done	29.6
	Incident was not on campus or associated with the school	27.7
	Graduate or Professional Men	
	I did not think anything would be done	42.4
I did not think it was serious enough to report	41.6	
Other	34.6	

Perceived Reporting Barriers: Intimate Partner Violence

	Reasons Given by greater than 20% of Respondents by Gender & Enrollment Status	%
IPV	Undergraduate Women	
	I did not think it was serious enough to report	57.5
	I did not want the person to get into trouble	31.3
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	21.8
	Undergraduate Men	
	I did not think it was serious enough to report	73.8
	Other	23.5
	Graduate or Professional Women	
	I did not think it was serious enough to report	54.8
	Incident was not on campus or associated with the school	39.5
	I did not want the person to get into trouble	25.5
	I did not think anything would be done	25.0
	Felt embarrassed, ashamed, or that it would be too emotionally difficult	21.4
	Graduate or Professional Men	
	I did not think it was serious enough to report	66.4
	Incident was not on campus or associated with the school	34.7
	I did not want the person to get into trouble	33.3