

## Survey Results: Brandeis University Campus Climate Survey on Sexual Misconduct by Race, Ethnicity and International Status (Spring 2015)

In the spring 2015 semester, the Office of the Provost and the Division of Students and Enrollment sponsored a campus climate survey on sexual misconduct. The survey was distributed electronically to all current undergraduate and graduate student members of the Brandeis community. Graduate students in the Rabb School of Continuing Studies were excluded, as their program is nonresidential. Students under the age of 18 were also excluded. The purpose of the survey was to better understand students' attitudes, experiences and opinions of sexual misconduct on our campus. The following summarizes campus climate survey results by respondents' race, ethnicity and international status as well as by undergraduate or graduate student status. Because of small cell sizes that limit reporting, respondents' results were not divided by gender identity. The results are presented in the same format as the Campus Climate Survey on Sexual Misconduct results, which can be found at: <http://www.brandeis.edu/president/pdfs/campus-climate-report.pdf>.

The document is divided into the following sections:

- Response rate
- Climate and harassment experiences at Brandeis
- Attitudes at Brandeis
- Sexual misconduct and sexual assault — labeled experiences
- Experiences of unwanted sexual behaviors
- Reporting and perceptions of response
- Sense of community
- Knowledge of campus resources

### TRIGGER WARNING

Some of the information in this report includes explicit language and references to sexual situations, sexual assault and sexual violence. These materials may be upsetting and may result in readers' being reminded of previous experiences with sexual misconduct.

If you are a student and you would like to talk to someone about instances of sexual misconduct that you have experienced, please contact Sheila McMahon, sexual assault services and prevention specialist, at 781-736-3626. You can also contact Julia Rickey, survivor advocate and education specialist, at 781-736-3016 or [jrickey@brandeis.edu](mailto:jrickey@brandeis.edu). Additional resources can be found at the Office of Prevention Services website: [www.brandeis.edu/preventionservices](http://www.brandeis.edu/preventionservices).

If you are a staff or faculty member and you would like to access resources for support, Brandeis' Office of Human Resources provides counseling and support services through the confidential Employee Assistance Program. Information can be found at [www.LifeScopeEAP.com](http://www.LifeScopeEAP.com). The user name is Brandeis University, and the password is guest. You can also call 888-777-0052.

## Response Rate

total of 5,416 undergraduate and graduate students were contacted to take the survey, and the response rate was 34.3% (N=1,856). The data in this document are presented by respondents' race, ethnicity or international status as well as enrollment status (undergraduate or graduate students). Although all respondents were asked about their standing as an undergraduate or graduate student, not all respondents answered these questions. In addition, not all respondents indicated a race, ethnicity or citizenship status. Results from participants whose race or ethnicity status were unknown were not included in the report. The student respondents who identified as single-race Native Hawaiian or Pacific Islander, or single-race Native American or Alaska Native, and all respondents of more than one race where one of those races is an underrepresented minority (e.g., white and Alaska Native, Asian-American and black, Native Hawaiian and black) represented a small segment of all respondents, and therefore their data are provided in a combined format ("Other Minority").

**Table 1: Response Rates**

<b>Undergraduates</b>	<b>Invited</b>	<b>Responding</b>	<b>Responding</b>
International	587	66	11%
Latino	248	70	28%
Asian-American	534	180	34%
Black	187	44	24%
White	1796	763	42%
Other Minority	99	40	40%
Race, Ethnicity Unknown	257	317	123%
<b>Graduate Students</b>	<b>Invited</b>	<b>Responding</b>	<b>Responding</b>
International	568	73	13%
Latino	57	15	26%
Asian-American	80	16	20%
Black	61	6	10%
White	609	168	28%
Other Minority	19	13	68%
Race and Ethnicity Unknown	335	87	26%

The data regarding the race of those who were invited to take the survey were based on information provided by the Office of the University Registrar. The data regarding the race of those who responded were based on self-reporting in the survey. A number of student respondents did not indicate a race when they took the survey. Therefore, the number of race or ethnicity unknown students who completed the survey is greater than the data provided by the Office of the University Registrar.

## Climate and Harassment Experiences at Brandeis

Participants were asked about a range of verbal and other behaviors that they may have experienced, from sexist remarks to being pressured to go out with someone. In general, these negative behaviors were more likely to have occurred in social settings rather than in a class, lab or work setting.

At the undergraduate level, international student respondents were less likely than Latino, Asian-American, black, white or other minority student respondents to report having experienced sexist remarks, racist remarks or remarks about sexual orientation and/or gender identity. Black undergraduate respondents were generally more likely than Latino, Asian-American, white or other minority student respondents to report having experienced instances of harassment at Brandeis. At the graduate level, the data that can be reported are very limited, due to small numbers of respondents.

Statistical significance is not reported, because of limitations of the data. Appendix describes why statistical significance is not included.

**Table 2: Undergraduate Experiences at Brandeis**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
-Made sexist remarks or jokes about women in your presence — In class or lab or work setting	19.7%	33.8%	28.9%	38.6%	30.3%	42.3%
-Made sexist remarks or jokes about women in your presence — In a social setting	57.6%	76.9%	74.4%	79.5%	78.2%	53.8%
-Made sexist remarks or jokes about women in your presence — In other settings at Brandeis	39.4%	40.0%	43.9%	47.7%	40.0%	38.5%
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In class or lab or work setting	10.6%	21.5%	21.7%	20.5%	19.3%	23.1%
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In a social setting	34.8%	55.4%	63.9%	61.4%	68.9%	50.0%
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In other settings at Brandeis	27.3%	29.2%	38.3%	38.6%	30.7%	34.6%
-Made racist jokes or inappropriate racist remarks in your presence — In class or lab or work setting	21.2%	33.8%	32.2%	59.1%	22.1%	38.5%
-Made racist jokes or inappropriate racist remarks in your presence — In a social setting	53.0%	72.3%	72.8%	84.1%	73.3%	69.2%
-Made racist jokes or inappropriate racist remarks in your presence — In other settings at Brandeis	42.4%	52.3%	53.3%	56.8%	35.6%	57.7%

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
-Used the term "that's so gay" to refer to something in a negative way — In class or lab or work setting	7.6%	15.4%	18.9%	25.0%	9.8%	23.1%
-Used the term "that's so gay" to refer to something in a negative way — In a social setting	51.5%	61.5%	57.2%	65.9%	51.1%	50.0%
-Used the term "that's so gay" to refer to something in a negative way — In other settings at Brandeis	24.2%	30.8%	34.4%	29.5%	26.5%	26.9%
-Made jokes or inappropriate comments about transgender or gender queer people — In class or lab or work setting	***	16.9%	11.7%	11.4%	10.4%	23.1%
-Made jokes or inappropriate comments about transgender or gender queer people — In a social setting	25.8%	33.8%	37.2%	56.8%	39.3%	46.2%
-Made jokes or inappropriate comments about transgender or gender queer people — In other settings at Brandeis	24.2%	23.1%	26.1%	25.0%	25.0%	42.3%
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In class or lab or work setting	21.2%	27.7%	23.9%	27.3%	21.1%	38.5%
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In a social setting	57.6%	72.3%	68.9%	79.5%	71.7%	57.7%
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In other settings at Brandeis	34.8%	52.3%	45.0%	40.9%	37.4%	46.2%
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In class or lab or work setting	***	12.3%	11.7%	***	6.2%	***
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In a social setting	28.8%	33.8%	35.0%	43.2%	36.4%	30.8%
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In other settings at Brandeis	16.7%	26.2%	23.3%	20.5%	18.3%	23.1%
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In class or lab or work setting	***	9.2%	5.6%	***	2.0%	***
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In a social setting	15.2%	15.4%	18.3%	18.2%	16.3%	30.8%
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In other settings at Brandeis	18.2%	21.5%	12.8%	13.6%	11.1%	19.2%

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
-Told you about their sexual experiences when you did not want to hear them — In class or lab or work setting	***	9.2%	7.8%	***	3.4%	***
-Told you about their sexual experiences when you did not want to hear them — In social setting	25.8%	32.3%	30.6%	45.5%	30.3%	30.8%
-Told you about their sexual experiences when you did not want to hear them — In other settings at Brandeis	21.2%	26.2%	16.7%	18.2%	14.7%	19.2%
-Repeatedly asked you on dates, to go to dinner or to get a drink, even after you've said no — In class or lab or work setting	***	***	6.7%	***	3.1%	***
-Repeatedly asked you on dates, to go to dinner or to get a drink, even after you've said no — In a social setting	15.2%	21.5%	15.6%	18.2%	19.7%	23.1%
-Repeatedly asked you on dates, to go to dinner or to get a drink, even after you've said no — In other settings at Brandeis	15.2%	12.3%	15.0%	***	11.0%	19.2%

Cells with a label of \*\*\* indicate fewer than five respondents. This information was withheld to respect individuals' privacy.

**Table 3: Graduate Experiences at Brandeis**

<b>Graduate Students</b>	International	Latino	Asian-American	Black	White	Other Minority
-Made sexist remarks or jokes about women in your presence — In class or lab or work setting	12.5%	57.1%	31.3%	***	33.3%	***
-Made sexist remarks or jokes about women in your presence — In a social setting	26.4%	64.3%	37.5%	***	41.7%	54.5%
-Made sexist remarks or jokes about women in your presence — In other settings at Brandeis	16.7%	28.6%	***	***	17.9%	***
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In class or lab or work setting	12.5%	***	***	***	17.3%	***
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In a social setting	22.2%	64.3%	56.3%	***	34.5%	45.5%
-Made remarks or jokes about men in your presence (due to their perceived sex or gender identity/gender expression) — In other settings at Brandeis	11.1%	***	***	***	10.1%	***
-Made racist jokes or inappropriate racist remarks in your presence — In class or lab or work setting	12.5%	42.9%	***	***	22.6%	***
-Made racist jokes or inappropriate racist remarks in your presence — In a social setting	27.8%	64.3%	56.3%	***	39.3%	45.5%
-Made racist jokes or inappropriate racist remarks in your presence — In other settings at Brandeis	22.2%	***	***	***	16.7%	63.6%
-Used the term "that's so gay" to refer to something in a negative way — In class or lab or work setting	8.3%	***	***	***	6.5%	***
-Used the term "that's so gay" to refer to something in a negative way — In a social setting	15.3%	***	***	***	19.6%	***
-Used the term "that's so gay" to refer to something in a negative way — In other settings at Brandeis	18.1%	***	***	***	11.9%	***
-Made jokes or inappropriate comments about transgender and gender queer people — In class or lab or work setting	4.2%	***	***	***	6.5%	***
-Made jokes or inappropriate comments about transgender and gender queer people — In a social setting	6.9%	***	***	***	17.3%	***
-Made jokes or inappropriate comments about transgender and gender queer people — In other settings at Brandeis	8.3%	***	***	***	11.9%	***

<b>Graduate Students</b>	International	Latino	Asian-American	Black	White	Other Minority
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In class or lab or work setting	9.7%	***	***	***	22.0%	***
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In a social setting	20.8%	50.0%	31.3%	***	35.7%	54.5%
-Made inappropriate comments about your or someone else's body, appearance or attractiveness in your presence — In other settings at Brandeis	19.4%	***	***	***	14.9%	***
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In class or lab or work setting	***	***	***	***	7.1%	***
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In a social setting	***	***	***	***	14.3%	***
-Said crude or gross sexual things to you, or tried to get you to talk about sexual matters when you didn't want to — In other settings at Brandeis	***	***	***	***	4.8%	***
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In class or lab or work setting	***	***	***	***	***	***
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In a social setting	6.9%	***	***	***	3.6%	***
-Emailed, texted or instant-messaged through any social-media outlet offensive sexual jokes, stories or pictures to you — In other settings at Brandeis	***	***	***	***	4.2%	***
-Told you about their sexual experiences when you did not want to hear them — In class or lab or work setting	***	***	***	***	6.0%	***
-Told you about their sexual experiences when you did not want to hear them — In a social setting	8.3%	***	***	***	13.1%	***
-Told you about their sexual experiences when you did not want to hear them — In other settings at Brandeis	***	***	***	***	5.4%	***
-Repeatedly asked you on dates, to go to dinner, or to get a drink, even after you've said no — In class or lab or work setting	***	***	***	***	6.5%	***
-Repeatedly asked you on dates, to go to dinner, or to get a drink, even after you've said no — In a social setting	***	***	***	***	8.3%	***
-Repeatedly asked you on dates, to go to dinner, or to get a drink, even after you've said no — In other settings at Brandeis	***	***	***	***	5.4%	***

Cells with a label of \*\*\* indicate fewer than five respondents. This information was withheld to respect individuals' privacy.

## Attitudes at Brandeis

Survey participants were asked their level of agreement/disagreement on a series of questions about gender, consent and why sexual misconduct occurs. The question used a five-point scale, with an answer of one indicating that the respondent strongly disagreed and an answer of five indicating that the respondent strongly agreed. In the initial Campus Climate Survey on Sexual Misconduct report, respondents' answers to the questions were shown on a scale from strongly agree to strongly disagree. Due to small cell size, responses to these questions are shown as averages. Questions were asked in the affirmative and in the negative. For respondents at both the undergraduate and graduate levels, no clear patterns emerged regarding race, ethnicity or international status.

**Table 4: Undergraduate Attitudes at Brandeis**

<b>Undergraduate Students</b>	International	Latino	Asian-American	Black	White	Other Minority
It is not necessary to ask for consent to sexual activity if you are in a relationship with your sexual partner.	1.88	1.57	1.61	1.57	1.64	1.46
I believe it is important to get consent before any sexual activity.	4.32	4.63	4.53	4.55	4.56	4.31
When someone is raped or sexually assaulted, it is usually because the person was unclear in the way that they said "no."	2.06	1.83	2.00	1.58	1.71	1.58
Sexual assault and rape happen because men get carried away in sexual situations once they've started.	2.51	2.52	2.59	2.18	2.23	1.96
Rape and sexual assault happen because people put themselves in bad situations.	2.26	2.23	2.26	1.77	1.96	1.69
I feel confident in my ability to judge if someone is too intoxicated to give consent to sexual activity.	3.46	4.00	3.93	4.05	4.03	4.15



**Table 5: Graduate Students Attitudes at Brandeis**

<b>Graduate Students</b>	<b>International</b>	<b>Latino</b>	<b>Asian-American</b>	<b>Black</b>	<b>White</b>	<b>Other Minority</b>
It is not necessary to ask for consent to sexual activity if you are in a relationship with your sexual partner.	1.94	1.21	1.25	1.50	1.55	1.91
I believe it is important to get consent before any sexual activity.	4.56	4.71	4.63	4.50	4.51	4.27
When someone is raped or sexually assaulted, it is usually because the person was unclear in the way that they said "no."	1.83	1.14	1.63	1.83	1.29	1.36
Sexual assault and rape happen because men get carried away in sexual situations once they've started.	2.45	1.50	2.13	1.50	1.98	1.82
Rape and sexual assault happen because people put themselves in bad situations.	2.21	1.14	2.06	1.50	1.74	1.82
I feel confident in my ability to judge if someone is too intoxicated to give consent to sexual activity.	4.04	4.36	3.88	3.67	4.07	3.91

## Sexual Misconduct and Sexual Assault — Labeled Experiences

The survey asked about different experiences of harassment as well as instances of sexual assault that students have faced while at Brandeis. The survey used two sets of questions to understand the prevalence of sexual misconduct. The first set of questions about unwanted sexual experiences used common definitions such as “sexual assault” and “rape,” where respondents apply their own interpretations to these experiences. These are referred to as “labeled” unwanted sexual experiences.

At the undergraduate level, Latino and other minority student respondents indicated higher levels than white, international and Asian-American student respondents of having experienced sexual misconduct. The sexual misconduct includes being stalked or followed, or having received repeated unwanted messages, texts or emails from someone that made the recipient uncomfortable; being given dirty looks, intimidated or verbally harassed because of one’s (actual or assumed) gender identity or sexual orientation; or being sexually harassed. Black student respondents experienced the highest levels of having been given dirty looks, intimidated, verbally harassed or otherwise harassed because of one’s (actual or assumed) racial or ethnic background. Black, Latino and other minority respondents report the highest levels of being sexually assaulted, including inappropriate sexual touching, fondling, grabbing or groping. Although cell size limited the information that could be reported on for experiences of rape, Latino and Asian-American undergraduate respondents reported being raped at a rate that is approximately twice as much as their white peer respondents.

Graduate student data are not reported because the cell sizes were too small.

**Table 6: Undergraduate Experiences of Sexual Misconduct and Assault — Labeled Experiences**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
-Been stalked or followed, or received repeated unwanted messages, texts, emails, etc., from someone that made the recipient uncomfortable.	9.2%	20.0%	10.7%	***	10.2%	23.1%
-Been given dirty looks, intimidated, verbally harassed or otherwise harassed because of one's (actual or assumed) gender identity or sexual orientation.	***	18.5%	4.5%	11.4%	6.6%	***
-Been given dirty looks, intimidated, verbally harassed or otherwise harassed because of one's (actual or assumed) racial or ethnic background.	16.9%	29.7%	24.6%	50.0%	2.8%	34.6%
-Been in a relationship that was controlling or abusive (physically, sexually, psychologically, emotionally or financially).	9.2%	10.8%	7.3%	***	6.6%	23.1%
-Been sexually harassed, including through inappropriate sexual comments, or receipt of unwanted sexual images via social media or text, or in email.-	7.8%	20.0%	10.1%	11.4%	10.8%	23.1%
-Been sexually assaulted, including inappropriate sexual touching, fondling, grabbing or groping.	18.5%	23.4%	16.9%	22.7%	15.4%	26.9%
-Been raped (nonconsensual penetration of one's mouth, vagina or anus by a finger, penis or object).	***	7.7%	5.6%	***	3.7%	***

Each labeled experience was asked as a separate question. Therefore, respondents could indicate experiencing more than one of these negative behaviors from a single act. Because of this, the values of different cells cannot be added to determine an overall rate for harassment and/or sexual misconduct. Cells with a label of \*\*\* indicate fewer than five respondents. This information was withheld to respect individuals’ privacy.

## Experiences of Unwanted Sexual Behaviors

For this set of questions, respondents were asked about specific types of unwanted sexual behaviors that they may have experienced. Rather than labeling these experiences as harassment or rape, these questions defined different types of sexual encounters a participant could have experienced. Research (Fisher, Cullen, Francis & Turner, 2000; Fisher & Cullen, 2000) has found that, in these types of surveys, respondents are more likely to indicate that they have experienced a specific unwanted sexual behavior than to indicate that they have experienced a labeled behavior such as “sexual assault.”

Because of small cell size, undergraduate data that can be reported are limited. However, data are available for international, Latino, Asian-American, black and white student respondents for the statement “Someone tried to put their finger, penis, object inside my vagina or anus even though I didn’t want them to do so.” For this statement, Latino and black student respondents experienced these behaviors more than international, Asian-American and white respondents.

Graduate student data are not reported because the cell sizes were too small.

**Table 7: Undergraduate Experiences of Unwanted Sexual Behaviors**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to do so.	12.5%	***	7.3%	***	7.2%	***
Someone performed oral sex on me even though I didn't want them to do so.	***	***	6.2%	***	2.1%	***
Someone made me give them oral sex or performed oral sex on me even though I didn't want them to do so.	***	***	6.8%	***	4.4%	***
Someone TRIED to put their finger, penis, object inside my vagina or anus even though I didn't want them to do so.	9.4%	15.9%	9.6%	18.6%	10.1%	***
Someone put their penis or finger or object into my vagina or anus even though I didn't want them to do so.	***	9.5%	7.3%	***	5.6%	***

Each unwanted behavior was asked as a separate question. Therefore, respondents could indicate experiencing more than one of these negative behaviors from a single act. Because of this, the values of different cells cannot be added to determine an overall rate for harassment and/or sexual misconduct. Cells with a label of \*\*\* indicate fewer than five respondents. This information was withheld to respect individuals’ privacy.

## Reporting and Perceptions of Response

Patterns of reporting either informally or formally were examined for undergraduate respondents. Latino undergraduate respondents were the most likely to tell someone about experiences of sexual misconduct, followed by white undergraduate respondents. International, Asian-American and black undergraduate respondents were the least likely to tell someone.

Due to small cell sizes, information from graduate students cannot be presented, in order to protect confidentiality.

**Table 8: Reporting Unwanted Sexual Activity**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
Experienced sexual misconduct	21	24	55	17	255	10
Told someone	12	20	32	10	189	7
Told someone %	57.1%	83.3%	58.2%	58.8%	74.1%	70.0%
Formally reported	***	***	***	***	10	***
Formally reported %	***	***	***	***	3.9%	***

## Sense of Community

Respondents were asked about their sense of community in four domains: connection with the community, the ability to influence, feelings of belonging and fulfillment of needs. Research has found that a sense of community is a correlate of students' willingness to intervene as bystanders in instances of sexual harassment and assault.

Undergraduate respondents indicated a greater sense of community than graduate student respondents. At the undergraduate level, white student respondents had the greatest sense of community, while international and black undergraduate respondents had the least sense of community. At the graduate level, white and international student respondents indicated the greatest sense of community. Amongst graduate student respondents, Asian-Americans, blacks and other minority student respondents had the least feeling of community.

**Table 9: Undergraduate Sense of Community**

	Undergraduates					
	International	Latino	Asian-American	Black	White	Other Minority
I can get what I need in this campus community.	3.47	3.60	3.59	3.48	3.89	3.40
This campus community helps me fulfill my needs.	3.38	3.55	3.52	3.30	3.83	3.28
I feel like a member of this campus community.	3.58	3.61	3.66	3.16	3.97	3.38
I belong in this campus community.	3.63	3.72	3.61	3.34	3.90	3.23
I have an influence on other people in my campus community.	3.41	3.69	3.50	3.61	3.82	3.69
People in this campus community are good at influencing each other.	3.52	3.74	3.74	3.59	3.79	3.85
I feel connected to this campus community.	3.21	3.42	3.49	3.09	3.75	3.12
I have a good bond with others in this campus community.	3.65	3.89	3.77	3.73	4.09	3.73

5-point scale, with 5=strongly agree and 1=strongly disagree.

**Table 10: Graduate Student Sense of Community**

	Graduate Students					
	International	Latino	Asian-American	Black	White	Other Minority
I can get what I need in this campus community.	3.69	3.71	3.19	3.17	3.67	3.45
This campus community helps me fulfill my needs.	3.64	3.57	3.25	3.00	3.52	3.09
I feel like a member of this campus community.	3.51	3.71	3.06	3.00	3.28	3.09
I belong in this campus community.	3.63	3.57	3.00	3.00	3.38	3.09
I have an influence on other people in my campus community.	3.18	3.43	2.88	2.83	3.29	2.82
People in this campus community are good at influencing each other.	3.36	3.50	3.44	3.00	3.44	3.27
I feel connected to this campus community.	3.38	3.36	3.13	2.83	3.11	3.27
I have a good bond with others in this campus community.	3.65	3.93	3.63	3.33	3.57	3.36

5-point scale, with 5=strongly agree and 1=strongly disagree.

## Knowledge of Campus Resources

Participants were asked questions to assess their awareness of campus resources that can be accessed when instances of sexual misconduct occur. At the undergraduate level, international, white and other minority student respondents were most likely to know where to go to get help on campus if a sexual assault occurred, while black student respondents were least likely to know where to access help. Black and Latino student respondents were least likely to indicate that they understood what happens when a student reports a claim of sexual assault, as well as where to go to make a report of sexual assault.

Amongst graduate students, Asian-American student respondents were most likely to know where to access help if a sexual assault occurred, while black student respondents were least likely to know this information. Other minority student respondents were the most likely to understand where to make a report of sexual assault and to understand what happens when a claim of sexual assault occurs. Black student respondents were least likely to have this knowledge.

**Table 11: Undergraduate Knowledge of Resources and Procedures for Sexual Assault**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
If a friend or were sexually assaulted, know where to go to get help on campus.	3.74	3.65	3.62	3.40	3.85	3.80
understand what happens when a student reports a claim of sexual assault at Brandeis.	2.88	2.68	2.82	2.52	2.71	3.04
If a friend or were sexually assaulted, know where to go to make a report of sexual assault.	3.26	3.09	3.12	2.82	3.15	3.36

5-point scale, with 5=strongly agree and 1=strongly disagree.

**Table 12: Graduate Student Knowledge of Resources and Procedures for Sexual Assault**

<b>Graduate Students</b>	International	Latino	Asian-American	Black	White	Other Minority
If a friend or were sexually assaulted, I know where to go to get help on campus.	3.19	3.14	3.37	2.40	3.14	2.91
understand what happens when a student reports a claim of sexual assault at Brandeis.	2.75	2.64	2.44	2.20	2.42	1.91
If a friend or were sexually assaulted, know where to go to make a report of sexual assault.	3.10	3.14	2.81	2.20	2.80	2.55

5-point scale, with 5=strongly agree and 1=strongly disagree.

Respondents were asked about their knowledge of specific campus resources, including the Office of Prevention Services, the Dean of Students Office, and the Title IX Officer. Regardless of race, ethnicity or international status, undergraduate respondents were most aware of Brandeis Public Safety, the Health Center and the Psychological Counseling Center. Undergraduate respondents were least aware of the Title IX Officer and the Title IX Coordinator. Knowledge of other resources was more varied. For example, Latino and white student respondents were more likely to know about the Office of Prevention Services than international, Asian-American and black student respondents.

For graduate student respondents, knowledge of campus resources was less than for undergraduate student respondents. In general, Asian-American graduate student respondents had the lowest level of familiarity with campus resources, while Latino graduate student respondents had the highest levels of familiarity.

**Table 13: Undergraduate Knowledge of Campus Resources**

	Undergraduates					
	International	Latino	Asian-American	Black	White	Other Minority
	Mean	Mean	Mean	Mean	Mean	Mean
-Office of Prevention Services (Sheila McMahon and Rani Neutill)	2.45	2.88	2.42	2.38	2.82	2.64
-Psychological Counseling Center (PCC)	3.31	3.72	3.18	3.21	3.66	3.24
-Rape Crisis Center (official opening March 2, 2015)	3.12	3.43	3.11	2.90	3.29	3.36
-Interfaith Chaplaincy	2.65	3.20	2.71	2.60	2.91	3.12
-Health Center	3.46	3.74	3.59	3.31	3.58	3.80
-Dean of Students Office (Jamele Adams)	2.48	2.82	2.48	3.18	2.68	2.65
-Department of Student Rights and Community Standards (formerly Dean Gendron, now Kerry Guerard & Tiffany Chan)	2.29	2.43	2.12	1.68	2.26	2.38
-Brandeis Public Safety	3.27	3.57	3.27	3.25	3.32	3.12
-Title IX Officer (Linda Shinomoto, in Human Resources)	1.72	2.06	1.84	1.55	2.03	2.35
-Title IX Coordinator (Rebecca Tillar, who started at Brandeis on Feb. 9, 2015)	1.72	1.97	1.79	1.57	1.99	2.35

5-point scale, with 5=very aware and 1=not at all aware.



**Table 14: Graduate Student Knowledge of Campus Resources**

	Graduate Students					
	International	Latino	Asian-American	Black	White	Other Minority
	Mean	Mean	Mean	Mean	Mean	Mean
-Office of Prevention Services (Sheila McMahon and Rani Neutill)	1.82	2.14	1.44	1.67	1.90	1.55
-Psychological Counseling Center (PCC)	2.42	3.50	2.13	2.83	2.70	2.45
-Rape Crisis Center (official opening March 2, 2015)	2.25	2.36	1.56	2.17	2.23	2.27
-Interfaith Chaplaincy	2.42	3.14	2.75	2.83	2.72	3.00
-Health Center	3.71	3.93	3.13	3.67	3.35	3.00
-Dean of Students Office (Jamele Adams)	1.87	2.00	1.50	2.50	1.89	1.73
-Department of Student Rights and Community Standards (formerly Dean Gendron, now Kerry Guerard & Tiffany Chan)	1.65	1.86	1.13	1.83	1.54	1.55
-Brandeis Public Safety	3.29	3.29	2.37	3.00	2.99	2.45
-Title IX Officer (Linda Shinomoto, in Human Resources)	1.67	2.00	1.38	1.33	1.81	1.73
-Title IX Coordinator (Rebecca Tillar, who started at Brandeis on Feb. 9, 2015)	1.63	1.71	1.31	1.33	1.68	1.45

5-point scale, with 5=very aware and 1=not at all aware.

## Beliefs About University Response to Crisis

The Campus Climate Survey asked about student respondents' trust in the administration. These questions were not limited to cases of sexual misconduct and assault, so they were not reported on in the initial report. The questions are included here, as they have important implications as the university devises ways to educate the campus community about resources when sexual misconduct and/or sexual assault occurs.

At the undergraduate level, international student respondents were most likely to agree that, if a crisis happened at Brandeis, the university would handle it well. Similarly, international students were more likely to indicate that the university responds rapidly in difficult situations and handles incidents in a fair and responsible manner, and that the university does enough to protect the safety of students. Black and other minority student respondents were the least likely to agree with these statements. At the graduate student level, international student respondents were more likely to indicate that the university would respond well in a crisis situation, while Latino and other minority respondents were least likely to indicate that the university would respond well.

**Table 15: Undergraduate Beliefs About University Response**

<b>Undergraduates</b>	International	Latino	Asian-American	Black	White	Other Minority
If a crisis happened at Brandeis, the university would handle it well.	3.21	2.78	2.87	2.50	2.86	2.62
The university responds rapidly in difficult situations.	3.14	2.92	3.05	2.70	2.93	2.65
University officials handle incidents in a fair and responsible manner.	3.02	2.75	2.78	2.52	2.79	2.42
Brandeis does enough to protect the safety of our students.	3.33	2.83	2.98	2.64	3.00	2.65

5-point scale, with 5=strongly agree and 1=strongly disagree.

**Table 16: Graduate Students Beliefs About University Response**

<b>Graduate Students</b>	International	Latino	Asian-American	Black	White	Other Minority
If a crisis happened at Brandeis, the university would handle it well.	3.69	3.00	3.31	3.50	3.29	3.00
The university responds rapidly in difficult situations.	3.67	3.07	3.31	3.50	3.11	3.18
University officials handle incidents in a fair and responsible manner.	3.56	3.14	3.31	3.50	3.05	3.09
Brandeis does enough to protect the safety of our students.	3.86	3.07	3.06	3.50	3.40	3.18

5-point scale, with 5=strongly agree and 1=strongly disagree.

## Appendix A: Information About Statistical Significance

Statistically significant results are results that have a small probability (usually 1%, 5% or 10%) of having happened merely by chance. There are issues that complicate testing for significance that can lead researchers and consumers of the statistics to the wrong conclusion if certain circumstances exist. Statistical significance is not presented in the Campus Climate Survey of Sexual Misconduct for the following reasons:

**Likert Scale.** The use of statistical significance is disputed when a Likert-type question is used. Likert responses, such as “strongly agree” and “somewhat disagree” are ordinal variables that are not numerical. Thus, assigning values to qualitative responses is a topic of debate.

**Equal variances.** There is disagreement over equal variances between Likert responses. For example, is the difference between “strongly agree” and “agree” the same as “agree” and “neither agree nor disagree”? Or is the difference between “strongly agree” and “agree” the same as “agree” and “somewhat agree”? Quantifying verbal statements leads to uncertainty when computing averages, let alone testing for significance.

**Unequal sample sizes.** To compare two groups, an assumption when testing statistical significance is that the groups are roughly equal sizes. In Brandeis’ Climate Survey, it is clear, for example, that there are very different sample sizes of white respondents and black or African American respondents. In the survey administration phase, one way to overcome this problem is to conduct a random sample. However, due to the content and purpose of the survey, not including some participants could make them feel silenced, compounding a problem the survey tries to address.

**Normal distribution.** With unequal sample sizes, it is possible to conduct a 2-sample t-test if the responses are normally distributed. However, the majority of responses to the climate survey were not normally distributed.

**Misleading presentation/false negatives.** With the above-mentioned points in mind, any remaining method such as proportion testing would be extensively conservative, which would result in the test not flagging potential differences when they do exist. Especially with smaller populations (which may be the most at risk), the probability of a false negative is higher. This could result in readers of the survey report dismissing differences that should, indeed, be looked at further.