

**Carnegie Mellon University**  
Institutional Research and Analysis

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**Findings from the Spring 2016  
Discriminatory and  
Sexual Harassment Study**

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## STUDY DEVELOPMENT AND ADMINISTRATION

### PROJECT SCOPE:

The scope of this study was set in April 2015 by a campus-wide advisory committee:

Amy Burkert, Vice Provost for Education

Gina Casalegno, Dean of Student Affairs

Lucas Christain, Director of Community Standards and Integrity

Jamie Edwards, Assistant Director of Title IX Initiatives

John Hannon, Associate Dean of Students

Holly Hippensteel, Assistant Dean of Students and Interim Director of Title IX Initiatives

Jess Klein, Coordinator of Gender and Sexual Violence Programming

Dan Munsch, Assistant General Counsel

Jonathan Reynolds, Academic Advisor, CMARC

Janel Sutkus, Director of Institutional Research and Analysis

This investigation expands upon the Spring 2015 SARV (Sexual Assault and Relationship Violence Study) by addressing multiple types of bias-based harassment, sexual harassment, and stalking.

### RESEARCH QUESTIONS:

A smaller team (Sutkus, Hannon, Hippensteel, Edwards, and Reynolds) met in the summer and fall of 2015 to create the set of research questions that would guide the study:

*What are students' experiences with discriminatory harassment related to biological or birth sex; gender identity; sexual orientation; religious, faith, or spiritual identity; race; nationality; and disability (physical, emotional, or learning) at CMU?*

*Have students observed discriminatory harassment at CMU?*

*How have students responded to observations of discriminatory harassment at CMU?*

*How well has CMU conveyed its position regarding discriminatory harassment?*

*How well has CMU conveyed its position regarding sexual harassment?*

*What are students' experiences with sexual harassment at CMU in academic or employment situations?*

*What are students' experiences with stalking since enrolled at CMU?*

### DEVELOPMENT AND TESTING:

I created the survey items to address each of these questions and conducted several rounds of pilot testing with undergraduate and graduate students in the fall of 2015.

## ADMINISTRATION:

The survey was administered between January 17 and February 10, 2016. All Pittsburgh students were invited to participate, with the exception of those for whom Spring 2016 was their first semester on campus. The emailed invitation and survey instruction page provided details of the study, including the requirement that students provide their demographic characteristics to allow for interpretation of their responses about harassment experiences. I assured students that this information would be kept confidential, would not be added to their existing student record, and would not be used for any other purpose.

## RESPONSE RATES AND NON-RESPONSE BIAS ANALYSIS:

The total response rate was 35%. Degree level response rates were 30% (undergraduate), 43% (Master's), and 34% (PhD).

Throughout the report – where possible – I provide the respondent distribution by characteristic compared to the population distribution by characteristic and show where the respondents over- or under-represent the population.

Most respondent groups differed no more than three points from their population. There were three exceptions:

- undergraduate Asian students were under-represented by 5.1 points (39.2% to 44.3%)

- the swing for biological sex for undergraduates is 10.3 points  
(women over-represented / men under-represented)

- the swing for biological sex for graduate students is 4.8 points  
(women over-represented / men under-represented)

The over-representation of women is extremely common in CMU studies, including studies of topics that do not have an assumed connection to biological sex, like sexual assault and discriminatory harassment.

All surveys have the potential for non-response bias, in which the collected responses differ from the potential responses of those who did not participate, such that the survey estimates do not represent the population. In order to assess potential non-response bias, I compared the responses of the first quartile – each of whom submitted a survey prior to receiving the first reminder – to the last quartile of respondents. This is a typical approach and assumes last-quartile respondents are more similar to non-respondents than first-quartile respondents. Using the available population characteristics of biological sex and race, I tested the differences between the first and last quartile for each of the twelve harassment measures related to that characteristic. In other words, I tested harassment based on biological sex among men and women but did not test harassment based on race among men and women.

Related to harassment based on biological sex, I found no differences between first-quartile and last-quartile among female graduate students or among male graduate students. Among female undergraduates, I found differences for two of the twelve measures; among male undergraduates, I found differences for four of the twelve measures. Each difference suggests the survey estimates might be somewhat too high. Specific items are starred in the appropriate sections of this report.

Related to harassment based on race, I found no differences between first-quartile and last-quartile among Hispanic, multiracial minority, and multiracial majority students. Among Asian students, I found differences for four of the twelve measures; among Black students, I found differences for three of the twelve measures; and among White students, I found differences for two of the twelve measures. Each difference suggests the survey estimates might be somewhat too high. Specific items are starred in the appropriate sections of this report.

## NOTES ON THE MEASUREMENTS

The research question team made a purposeful decision to only measure harassment that either happened on CMU's campus or happened with people who are part of the CMU community, as opposed to harassment that happened to them since they enrolled at CMU. The team believed it was reasonable that the majority of students have encountered some form of harassment during their university years, and as we wish to understand what is happening within our community, we focused on experiences within campus or related to CMU community members.

We measured harassment in three contexts:

1) an academic context

Examples could include experiences that happen during class time, working in a studio or in a lab, or with an instructor or advisor.

2) an extracurricular context

Examples could include experiences that happen during meetings, events, or other activities for a team, club, or organization.

3) any other context

Examples could include experiences that happen in your living space, while eating meals, or while socializing.

In cases of difficulty determining which context an experience belonged in, students were asked to please choose the one context they thought it fit in best.

We measured stalking, however, as “since you enrolled at CMU,” to allow students to report experiences in which the stalker’s identity is unknown or is known but is not a member of the CMU community.

## DISCRIMINATORY HARASSMENT AT CMU BASED UPON DEMOGRAPHIC CHARACTERISTICS

Students were asked to respond *yes* or *no* to having experienced any of four types of discriminatory harassment:

*someone did not offer you an opportunity or invite you to participate in something*  
*someone made an assumption about you based upon a stereotype*  
*someone made fun of you or made you the subject of a joke or unkind remark*  
*someone threatened or intimidated you*

in any of three contexts, defined as follows:

*You will be asked a series of questions about your experiences at CMU. Please consider experiences that either happened on CMU's campus or happened with people who are part of the CMU community. These experiences could happen in three contexts:*

**1) an academic context**

*Examples could include experiences that happen during class time, working in a studio or in a lab, or with an instructor or advisor.*

**2) an extracurricular context**

*Examples could include experiences that happen during meetings, events, or other activities for a team, club, or organization.*

**3) any other context**

*Examples could include experiences that happen in your living space, while eating meals, or while socializing.*

*If you have difficulty determining which context an experience belongs in, please choose the one context you think it fits in best.*

This set was asked for each of these student characteristics:

**Biological or birth sex**

merged from official student record

**Gender identity**

asked only of students who responded *yes* to:

*is your gender identity either completely or partially different from your biological or birth sex?*

*A response is necessary to determine which questions you should be shown next.*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

**Race**

merged from official student record

## Sexual orientation

Entered by student:

*What is your sexual orientation?*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

*Bisexual*

*Gay*

*Heterosexual*

*Lesbian*

*Uncertain*

*One not listed here: \_\_\_\_\_*

## Religious, spiritual, or faith identity

Entered by student:

*Do you have an identity related to religion, spirituality, or faith (examples could include: Agnostic, Baptist, Muslim, nondenominational Christian, still exploring)?*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

*Yes, my identity is: \_\_\_\_\_*

*No*

## Nationality

Entered by student:

*What is your nationality?*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

## Disability

asked only of students who responded yes to:

*Do you have a chronic physical or mental health condition that limits a major life activity, or do you have a condition that affects your ability to learn?*

*A response is necessary to determine which questions you should be shown next.*

- ❖ The most common type of harassment is being subjected to an assumption based upon a stereotype, which was experienced at least once by two-thirds of undergraduates and forty-two percent of graduate students, and experienced more than once across multiple characteristics by half of undergraduates and one-third of graduate students
- ❖ Threats were the least experienced type of harassment; fourteen percent of undergraduates and six percent of graduate students have felt threatened or intimidated at least once
- ❖ Nearly half of undergraduates and one-third of graduate students have experienced harassment at least once in an academic context, and one-third of undergraduates and nineteen percent of graduate students have experienced harassment more than once in an academic context
- ❖ Graduate students have more similar rates of harassment across contexts than undergraduates



OVERALL HARASSMENT BY TYPE		Stereotype	Remark	No invite	Threat
Undergraduates	At least one harassment experience of this type based on <u>any</u> characteristic	65%	49%	30%	14%
	More than one harassment experience of this type across <u>multiple</u> characteristics	52%	35%	20%	8%
Graduate students	At least one harassment experience of this type based on <u>any</u> characteristic	42%	22%	21%	6%
	More than one harassment experience of this type across <u>multiple</u> characteristics	31%	15%	13%	3%

OVERALL HARASSMENT BY CONTEXT		Academic	Extracurricular	Other
Undergraduates	At least one harassment experience in this context based on <u>any</u> characteristic	46%	50%	59%
	More than one type of harassment experience in this context based on <u>any</u> characteristic	33%	38%	47%
Graduate students	At least one harassment experience in this context based on <u>any</u> characteristic	30%	30%	34%
	More than one type of harassment experience in this context based on <u>any</u> characteristic	19%	22%	24%

## DISCRIMINATORY HARASSMENT AT CMU BASED UPON RACE

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*While at CMU, have you experienced any of these situations because of your race?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

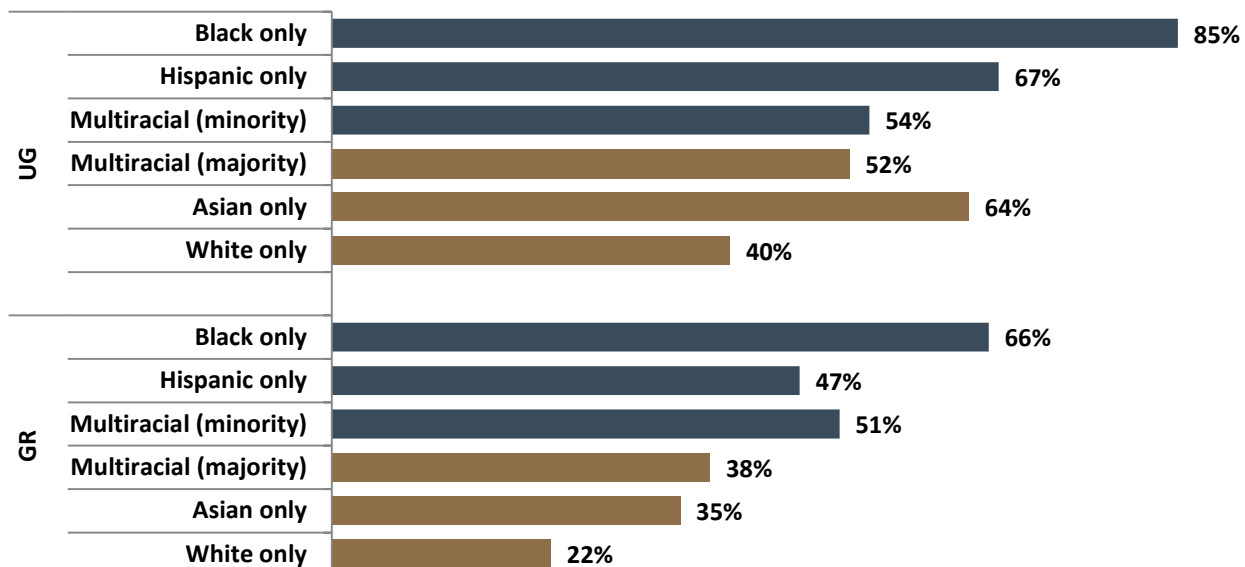
- ❖ Racial distributions are irrespective of citizenship, such that each racial category includes US citizens and citizens of other counties
- ❖ Among minority races, the respondent distribution is quite similar to the population distribution
- ❖ Among majority races, Asians are slightly under-represented among undergraduates and slightly over-represented among graduate students; White students are slightly over-represented among undergraduates and slightly under-represented among graduate students
- ❖ Students may report multiple races, so categories are both single-race (example: Black only, White only, Hispanic only) or multiracial; students are reported as multiracial minority if one of their races is Black, Hispanic, or American Indian and reported as multiracial majority if none of their races is Black, Hispanic, or American Indian

	UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
<b>MINORITY RACES</b>						
American Indian only	0.1%	0.1%	0.0	0.1%	0.1%	0.0
Black only	5.4%	4.8%	0.6	1.6%	1.8%	-0.2
Hispanic only	2.8%	2.4%	0.4	1.9%	1.8%	0.1
Multiracial minority	8.7%	7.7%	1.0	1.9%	2.2%	-0.3
<b>MAJORITY RACES</b>						
Multiracial majority	2.6%	2.7%	-0.1	1.1%	0.8%	0.3
Asian only	39.2%	44.3%	-5.1	48.2%	46.9%	1.3
White only	35.3%	32.2%	3.1	26.2%	28.5%	-2.3
<b>RACE NOT REPORTED</b>	6.0%	5.8%	0.2	19.1%	18.1%	1.0

Note: there is one undergraduate response and one graduate response from American Indian students. In order to create meaningful statistics and to maintain confidentiality, but to still allow those students' experiences to be represented, I included them with the responses from multiracial minority students, as that category includes several students who identify as American Indian and at least one other minority race.

- ❖ Among undergraduates, at least forty percent of each racial group had at least one harassment experience based on their race, ranging from forty percent for White only students to eighty-five percent of Black only students
- ❖ Among graduate students, at least twenty-two percent of each racial group had at least one harassment experience based on their race, ranging from twenty-two percent for White only students to sixty-six percent of Black only students

## At least one harassment experience based on race



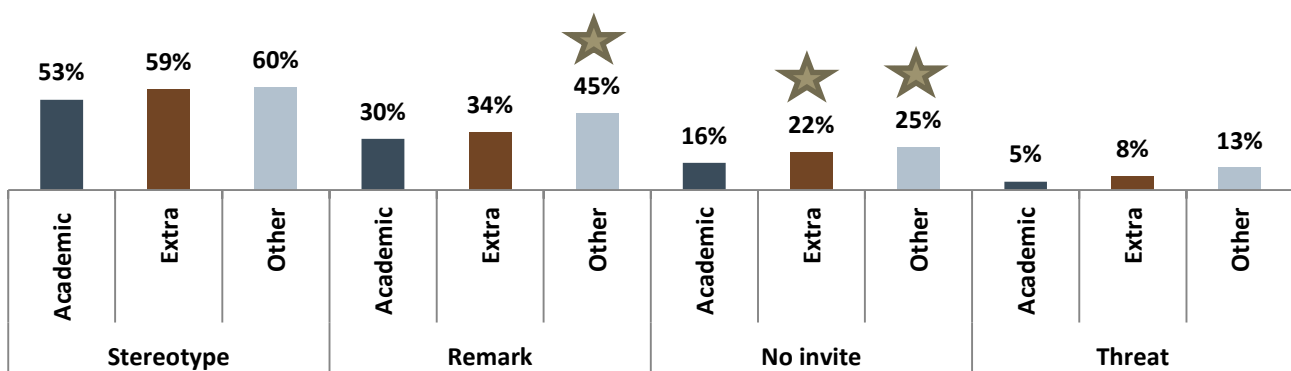
- ❖ Rates of experiencing harassment in each context are the same or higher among undergraduates than among graduate students
- ❖ Among undergraduates, at least half of Black only students report harassment in each context, at least forty percent of Asian only students report harassment in each context, and at least one-third of Hispanic students report harassment in each context
- ❖ In general, the rates of harassment among undergraduates are higher in the extracurricular and other contexts than the academic context
- ❖ Among graduate students, at least forty percent of Black only students report harassment in each context and at least one-quarter of Hispanic only students report harassment in each context

	Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
	academic context	extracurricular context	other context	academic context	extracurricular context	other context
<b>MINORITY RACES</b>						
<b>Black only</b>	58%	62%	66%	56%	44%	50%
<b>Hispanic only</b>	35%	33%	58%	26%	24%	34%
<b>Multiracial minority</b>	28%	39%	44%	22%	30%	35%
<b>MAJORITY RACES</b>						
<b>Multiracial majority</b>	26%	33%	35%	19%	29%	19%
<b>Asian only</b>	42%	42%	46%	19%	44%	24%
<b>White only</b>	18%	25%	30%	12%	12%	13%

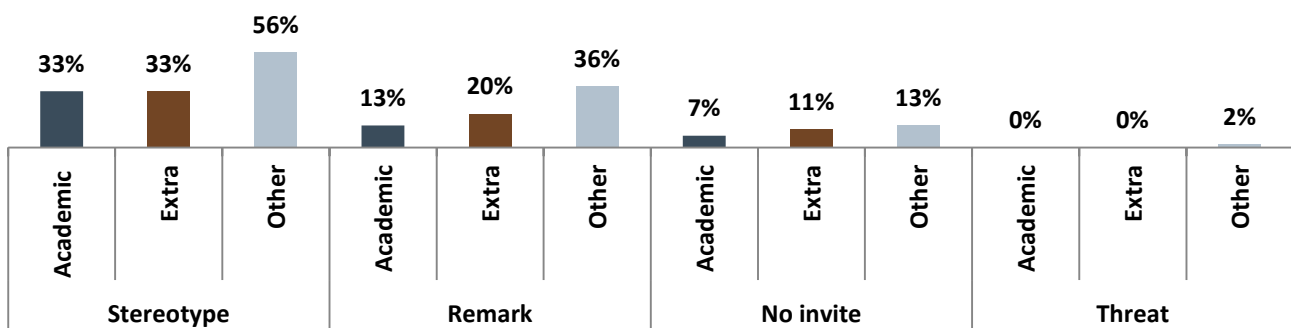
The next section displays each of the twelve types of harassment by race and degree level.

- ❖ Among undergraduates in general, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ With the exception of Black only students, rates of feeling intimidated or threatened are five percent or lower
- ❖ More than half of Black only students have been subjected to a stereotypical assumption in an academic setting
- ❖ Survey estimates marked with a star may be slightly higher than population estimates based upon non-response bias analysis

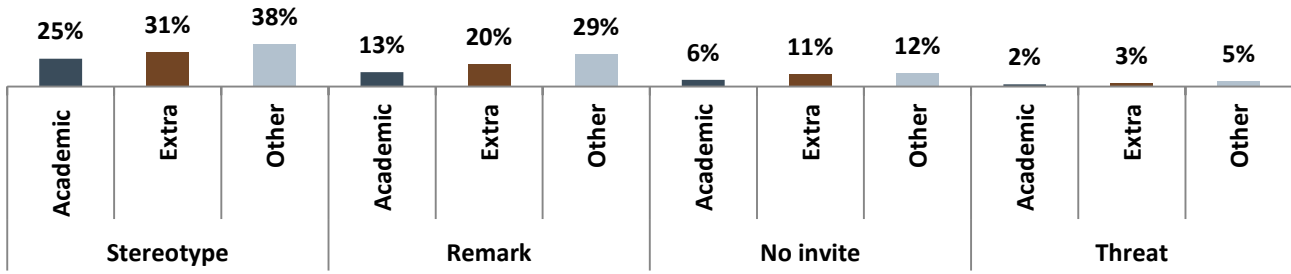
### Black only Undergraduates



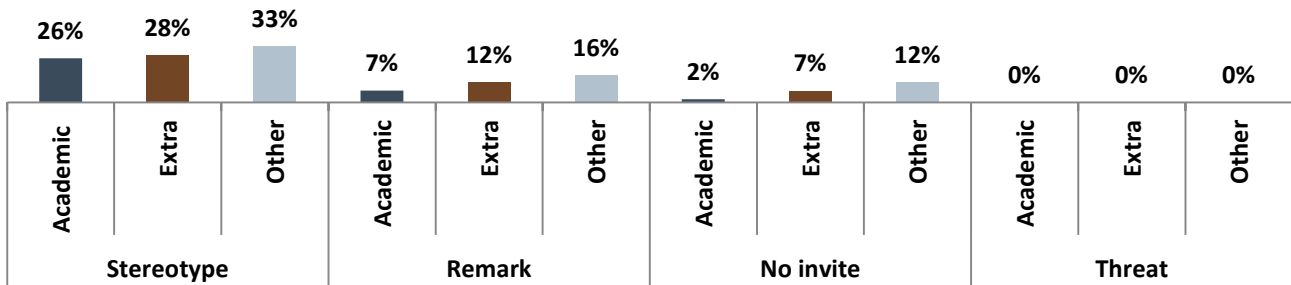
### Hispanic only Undergraduates



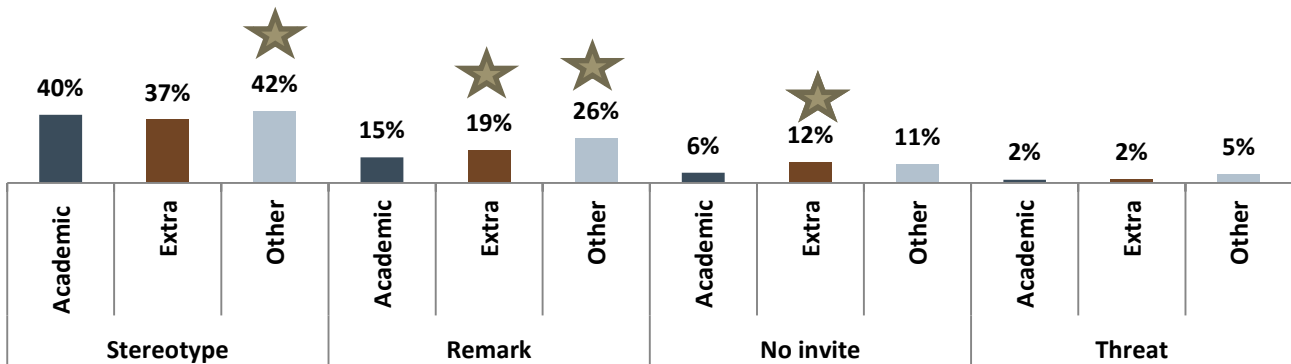
## Multiracial Minority and American Indian only Undergraduates



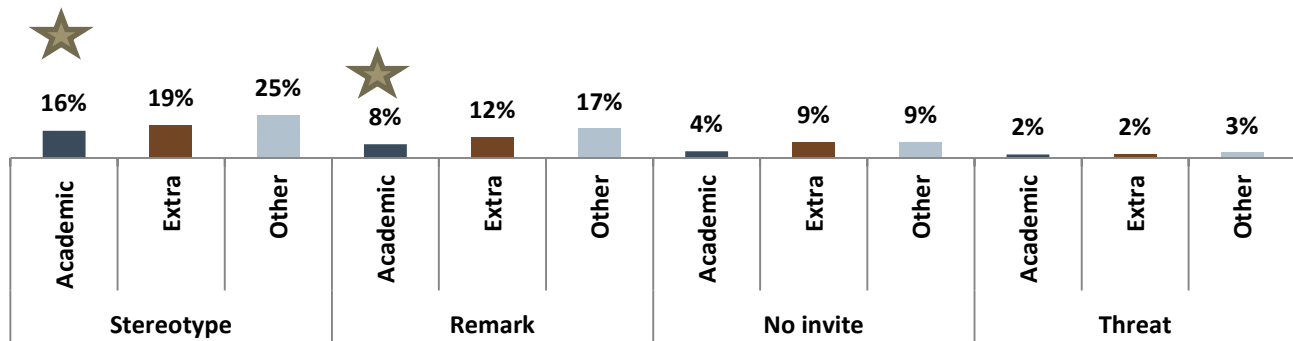
## Multiracial Majority Undergraduates



## Asian only Undergraduates

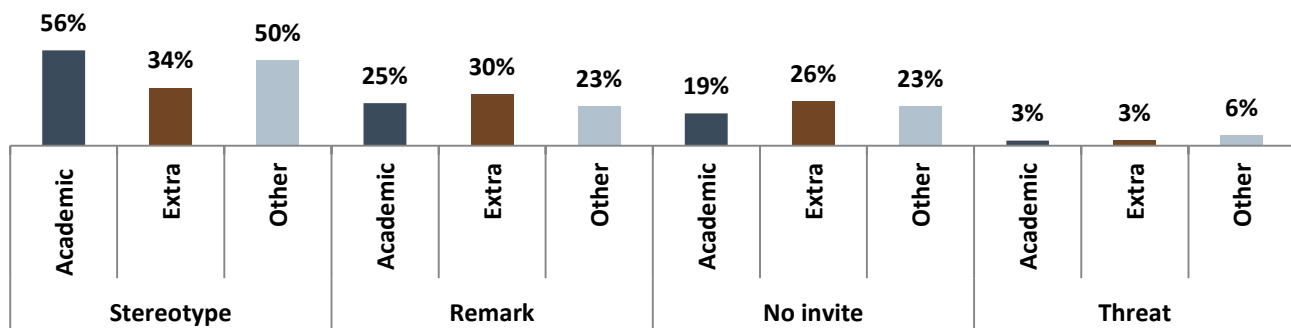


## White only Undergraduates

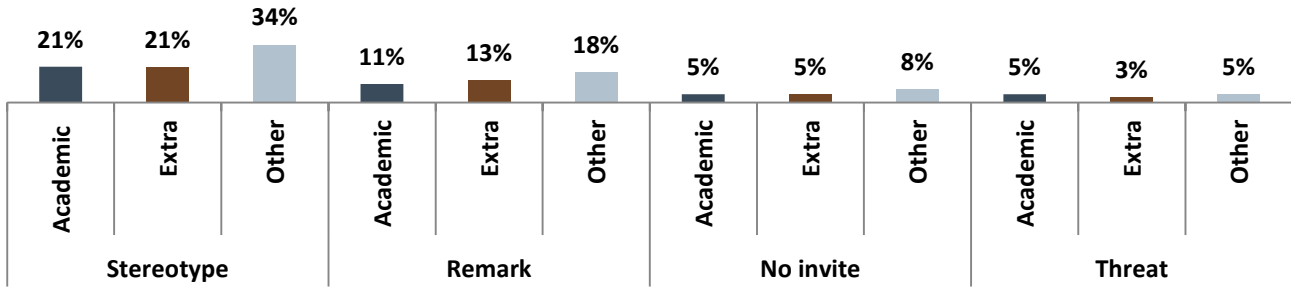


- ❖ Among graduate students in general, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Black only and Hispanic only students have similar rates of feeling intimidated or threatened
- ❖ More than half of Black only students have been subjected to a stereotypical assumption in an academic setting

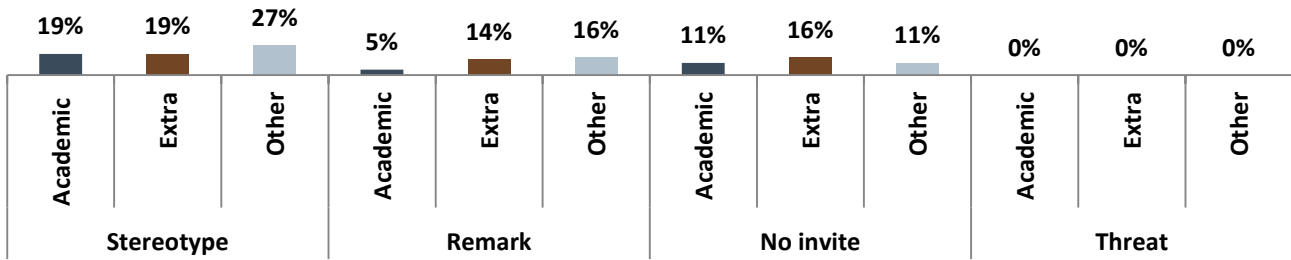
## Black only Graduate Students



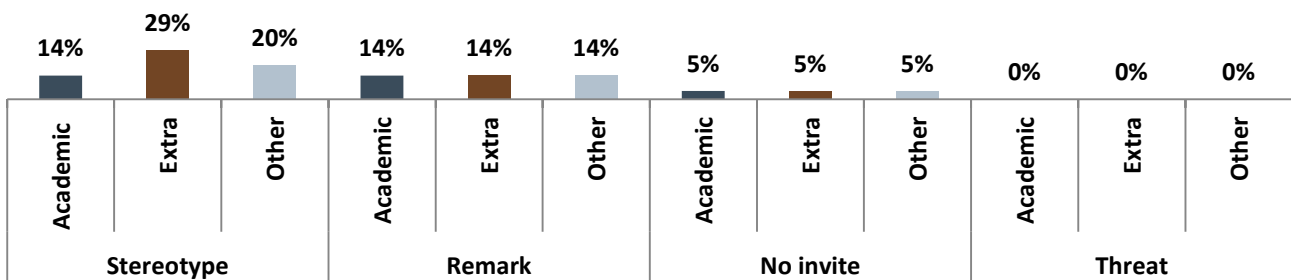
## Hispanic only Graduate Students



## Multiracial Minority and American Indian only Graduate Students

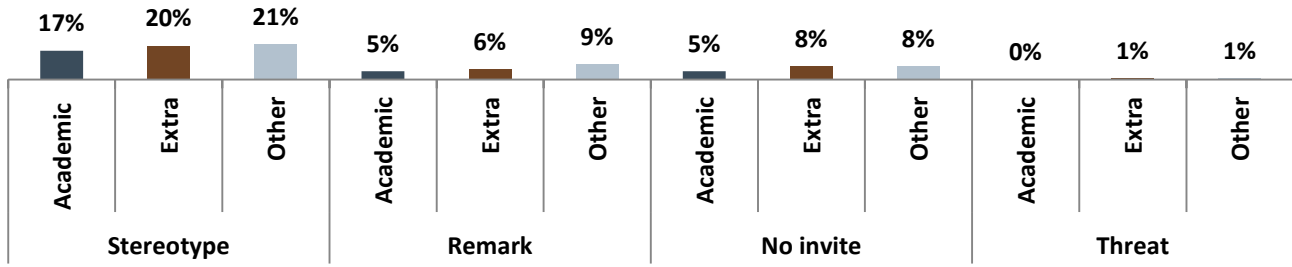


## Multiracial Majority Graduate Students

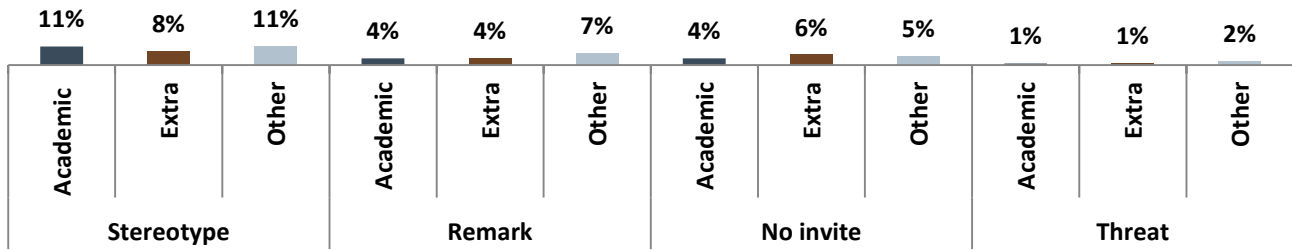




## Asian only Graduate Students



## White only Graduate Students



## DISCRIMINATORY HARASSMENT AT CMU BASED UPON BIOLOGICAL OR BIRTH SEX

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*While at CMU, have you experienced any of these situations because of your biological or birth sex?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

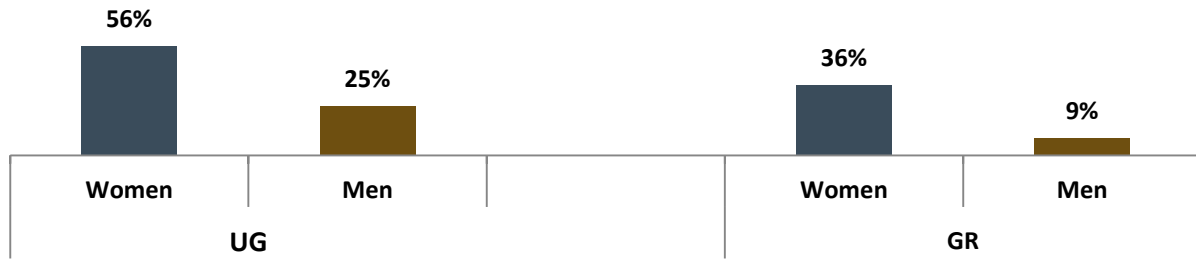
Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

- ❖ Women are over-represented in both the undergraduate and the graduate respondent groups, which is an extremely common occurrence in CMU student studies

	UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
<b>Women</b>	55.6%	45.3%	10.3	39.5%	34.7%	4.8
<b>Men</b>	44.5%	54.7%	-10.3	60.5%	65.3%	-4.8

- ❖ One-half of undergraduate women and one-third of graduate women had at least one harassment experience based on their biological sex
- ❖ One-quarter of undergraduate men and nine percent of graduate men had at least one harassment experience based on their biological sex

## At least one harassment experience based on birth sex



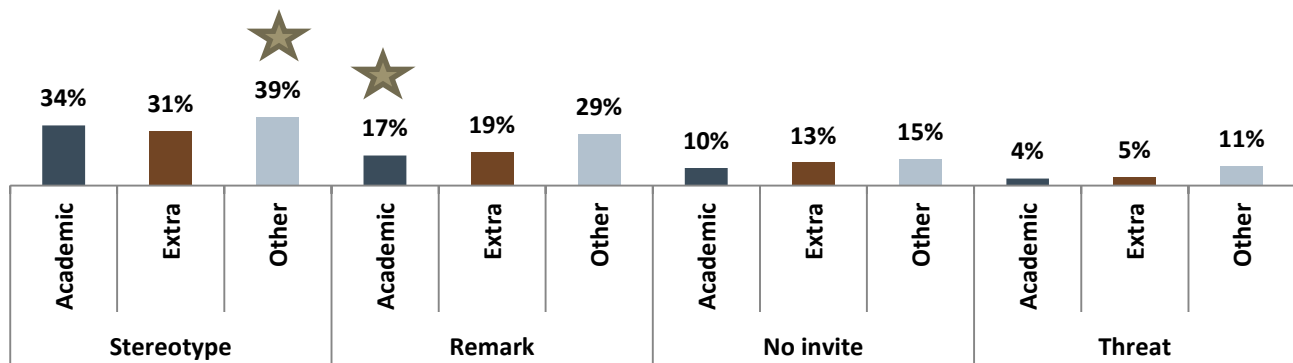
- ❖ Rates of experiencing harassment in each context are higher among undergraduates than among graduate students
- ❖ Among undergraduates, rates for women are at least double the rates for men in each context
- ❖ Among graduate students, rates for women are at least triple the rates for men in each context

	Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
	academic context	extracurricular context	other context	academic context	extracurricular context	other context
Women	37%	35%	44%	25%	20%	25%
Men	12%	16%	20%	4%	6%	6%

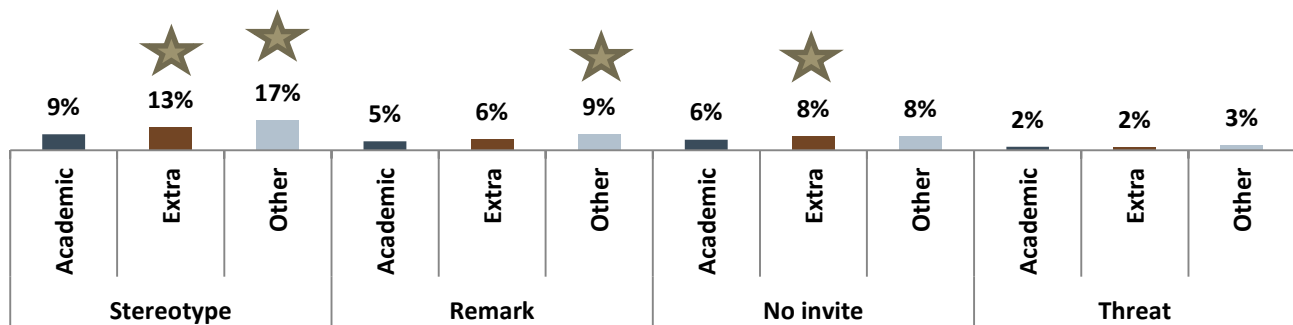
The next section displays each of the twelve types of harassment by birth sex and degree level.

- ❖ Among undergraduates, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ With the exception of undergraduate women in the other context, rates of feeling intimidated or threatened are five percent or lower
- ❖ More than one-third undergraduate women have been the subject of a stereotypical assumption in an academic setting, compared to nine percent of undergraduate men
- ❖ Survey estimates marked with a star may be slightly higher than population estimates based upon non-response bias analysis

### Undergraduate Women

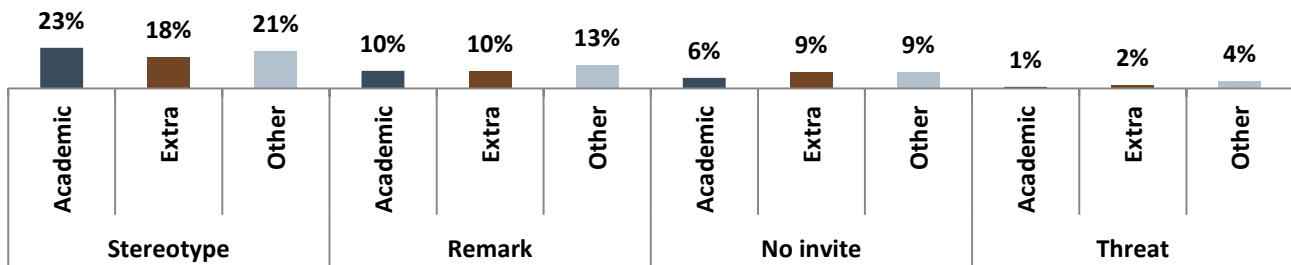


### Undergraduate Men

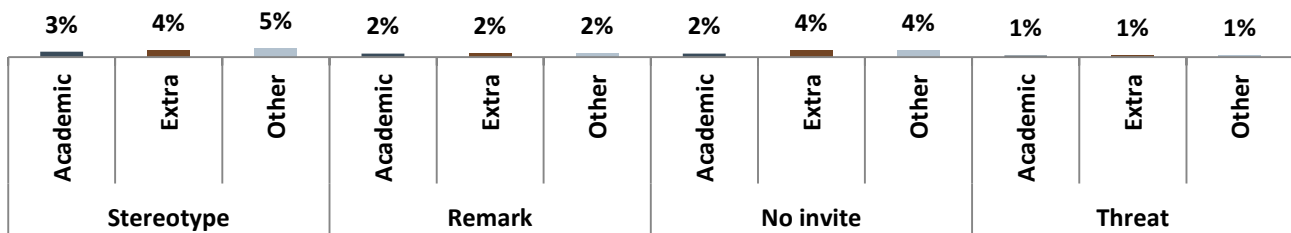


- ❖ Among graduate women, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Rates of feeling intimidated or threatened are four percent or lower for graduate women and men
- ❖ Nearly one-quarter of graduate women have been the subject of a stereotypical assumption in an academic setting, compared to three percent of graduate men
- ❖ Graduate men report extremely low rates for each of the twelve types of harassment based upon biological sex

## Graduate Women



## Graduate Men



# DISCRIMINATORY HARASSMENT AT CMU BASED UPON GENDER IDENTITY

## SURVEY ITEMS:

## REFERENCE IN THIS REPORT:

If students responded yes to this question:

*Is your gender identity either completely or partially different from your biological or birth sex?*

*A response is necessary to determine which questions you should be shown next.*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

They were shown these questions:

*While at CMU, have you experienced any of these situations because of your gender identity?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

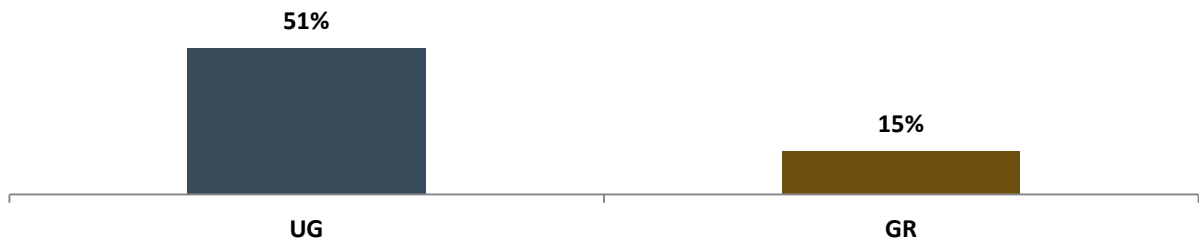
Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

- ❖ Approximately five percent of undergraduates and four percent of graduate students reported their gender identity was completely or partially different from their biological or birth sex
- ❖ We do not have CMU population values for comparison, nor are there reliable national estimates for college students or for people in these age groups

UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
5.3%	unknown	unknown	3.6%	unknown	unknown

- ❖ More than one-half of undergraduates who reported their gender identity was completely or partially different from their biological or birth sex indicated at least one harassment experience based on their gender identity
- ❖ Fifteen percent of graduate students who reported their gender identity was completely or partially different from their biological or birth sex indicated at least one harassment based on their gender identity

### At least one harassment experience based on gender identity among students of non- or partial-cisgender identity



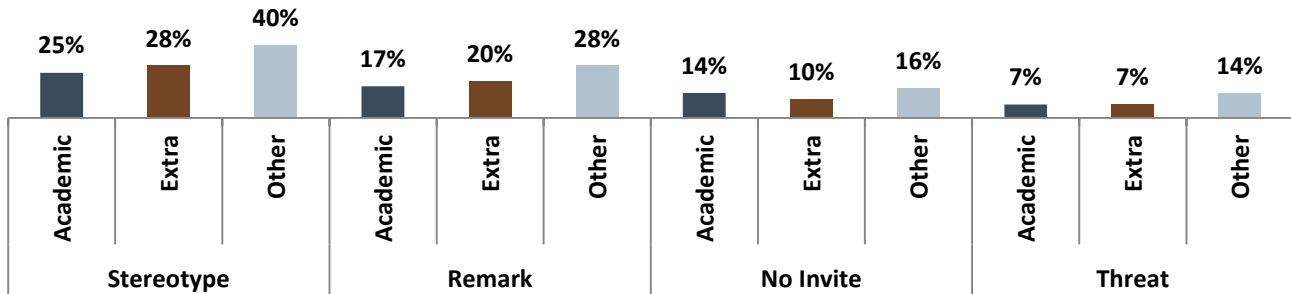
- ❖ Rates of experiencing harassment in each context are higher among undergraduates than among graduate students

Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
academic context	extracurricular context	other context	academic context	extracurricular context	other context
27%	32%	46%	6%	12%	11%

The next section displays each of the twelve types of harassment by degree level.

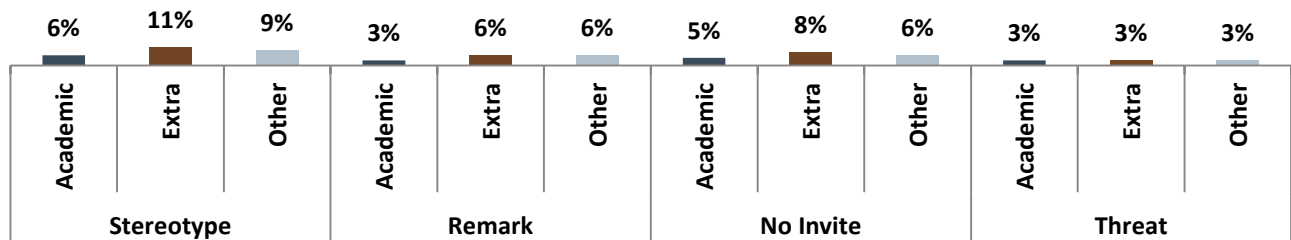
- ❖ Among undergraduates, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Fourteen percent of undergraduates have felt threatened or intimidated in the other context

## Undergraduates of non- or partial-cisgender identity



- ❖ The rates of the for each of the three contexts are more similar among graduate students than among undergraduates
- ❖ The rates among undergraduates are generally at least double the rates among graduate students

## Graduate Students of non- or partial-cisgender identity





# DISCRIMINATORY HARASSMENT AT CMU BASED UPON SEXUAL ORIENTATION

**SURVEY ITEMS:**

**REFERENCE IN THIS REPORT:**

*While at CMU, have you experienced any of these situations because of your sexual orientation?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

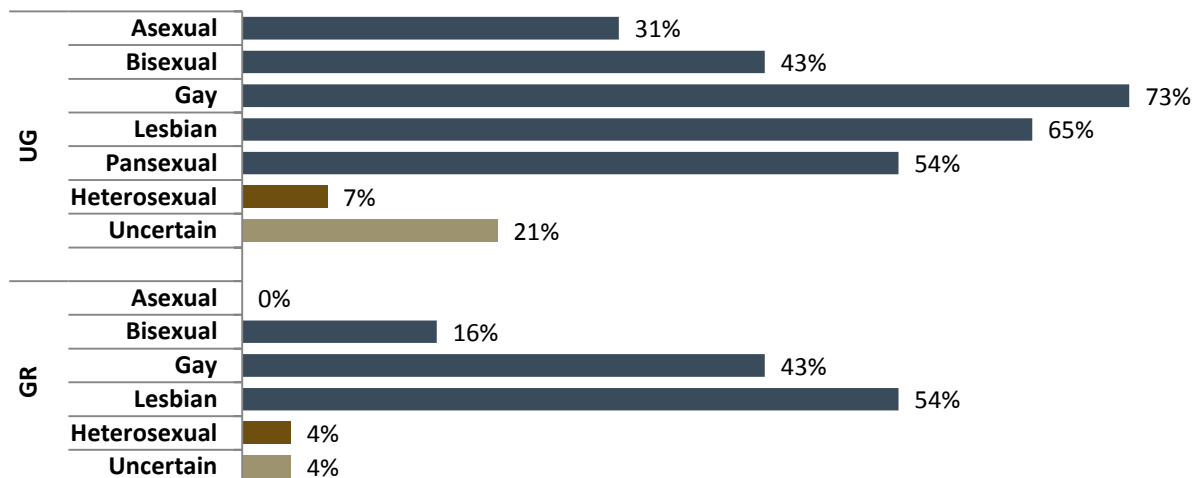
- ❖ Students were given the opportunity to add a sexual orientation not on the original list (bisexual, gay, heterosexual, lesbian, and uncertain)
- ❖ Recoding of the open responses led to the inclusion of two new categories (asexual and pansexual); each represents variations of responses, for example, responses such as gray asexual, asexual and heteroromantic, asexual/ace spectrum/biromantic were recoded as asexual, and responses such as pansexual, polysexual, and polyamorous pansexual were recoded as pansexual
- ❖ Six percent of undergraduates and seven percent of graduate students provided responses that are unusable because they are not sexual orientations
- ❖ We do not have CMU population values for comparison, nor are there reliable national estimates for college students or for people in these age groups (the most recent investigation by the CDC combines people ages 18-44 in one category and is limited to straight, gay or lesbian, and bisexual orientations)

	UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
Asexual	1.9%	Unknown		0.2%	Unknown	
Bisexual	8.0%			4.4%		
Gay	2.0%			2.9%		
Lesbian	1.2%			0.7%		
Pansexual	0.8%			0.1%		
Student is uncertain	4.5%			4.7%		
Heterosexual	75.6%			80.0%		
Student provided unusable response	6.0%			7.2%		

Note: there is one graduate response from a student who identifies as pansexual. In order to create meaningful statistics and to maintain confidentiality, but to still allow that student’s experiences to be represented, I included them with the responses from students who identify as bisexual.

- ❖ Among undergraduates, at least one-third of each non-heterosexual orientation reported least one harassment experience based on their sexual orientation and more than two-thirds of students who identify as gay or lesbian reported at least one experience
- ❖ Among graduate students, more than forty percent of students who identify as gay or lesbian reported at least one harassment experience based on their sexual orientation
- ❖ Rates among undergraduates are higher than among graduate students

### At least one harassment experience based on sexual orientation



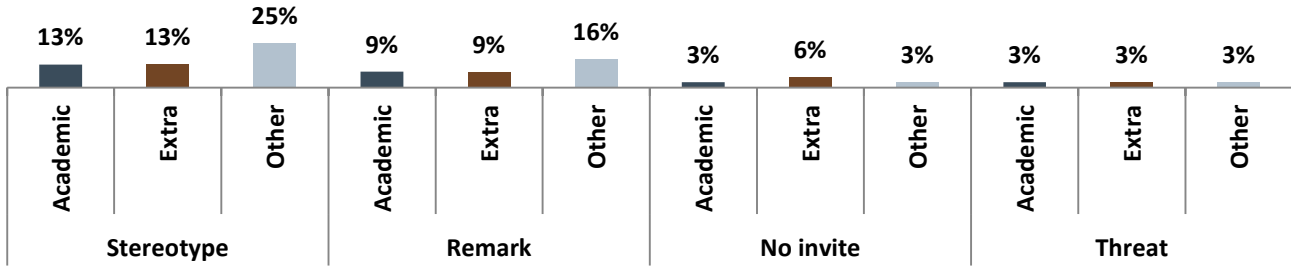
- ❖ Rates of experiencing harassment in each context are higher among undergraduates than among graduate students
- ❖ In general, the rates of harassment among both undergraduate and graduate students are higher in the extracurricular and other contexts than the academic context

	Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
	academic context	extracurricular context	other context	academic context	extracurricular context	other context
<b>Asexual</b>	12%	16%	28%	0%	0%	0%
<b>Bisexual</b>	15%	24%	41%	6%	10%	16%
<b>Gay</b>	30%	42%	48%	14%	24%	42%
<b>Lesbian</b>	20%	30%	55%	8%	15%	46%
<b>Pansexual</b>	0%	23%	46%			
<b>Heterosexual</b>	2%	4%	6%	2%	2%	3%
<b>Uncertain</b>	8%	8%	17%	1%	3%	3%

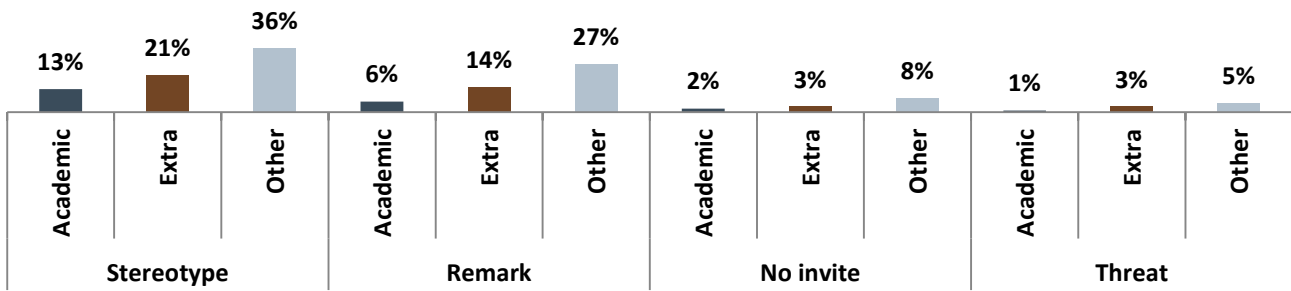
The next section displays each of the twelve types of harassment by sexual orientation and degree level.

- ❖ Among undergraduates, the harassment rates are fewer than five percent in each context for heterosexual students
- ❖ Among undergraduates in general, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ For harassment based upon sexual orientation, the rates for stereotypical assumptions and being the subject of an unkind remark are more similar among bisexual, gay, lesbian, and pansexual undergraduates
- ❖ Fifteen percent of gay, lesbian, and pansexual undergraduates have felt threatened or intimidated in the other context; and fifteen percent of gay undergraduates and eight percent of pansexual undergraduates have felt threatened in the extracurricular context

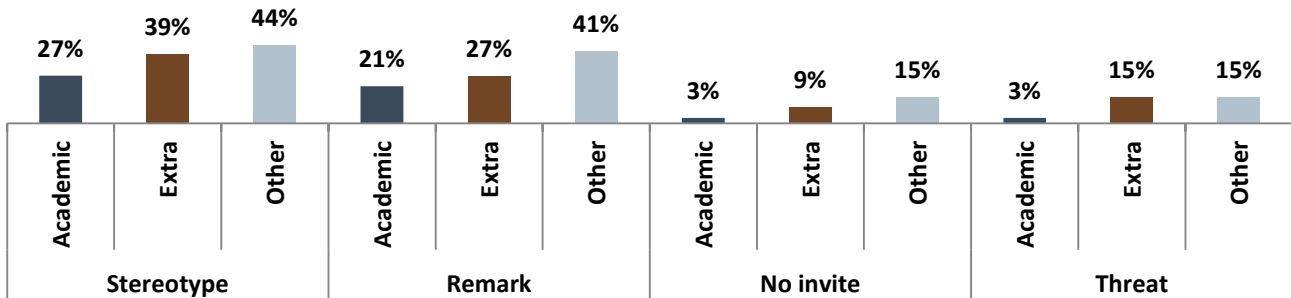
## Asexual Undergraduates



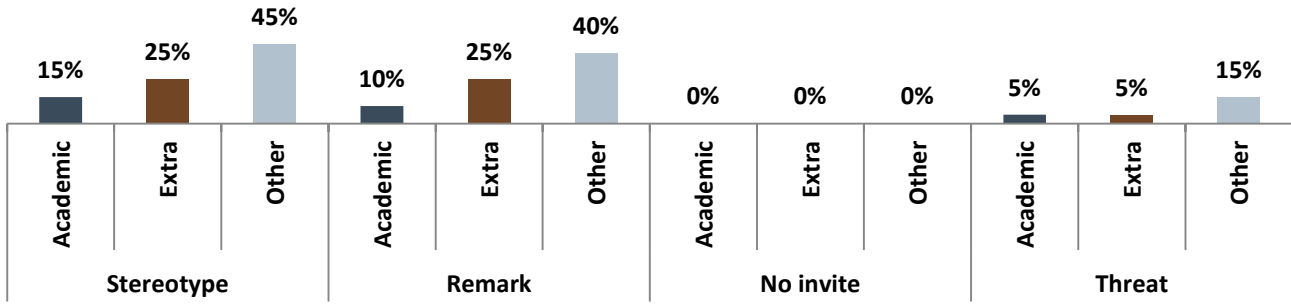
## Bisexual Undergraduates



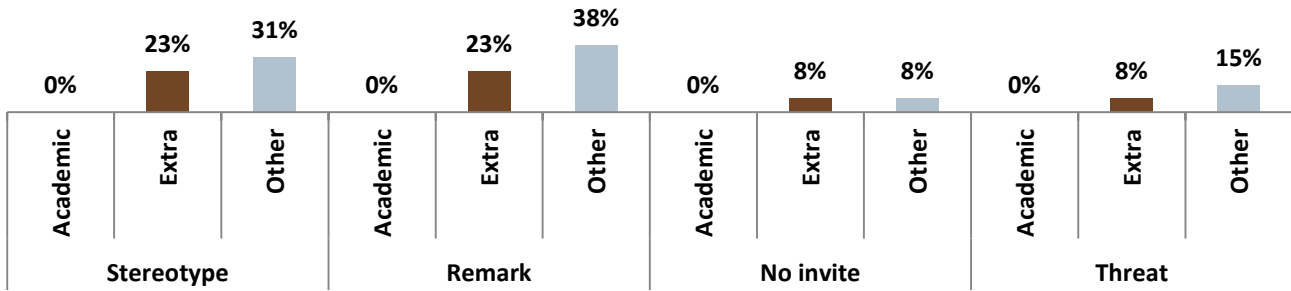
## Gay Undergraduates



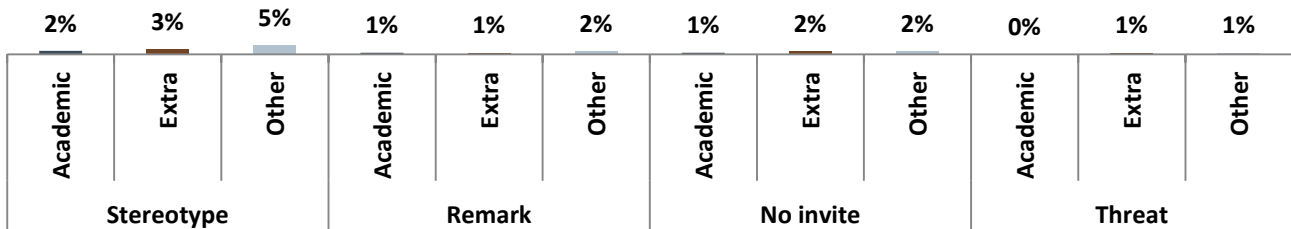
## Lesbian Undergraduates



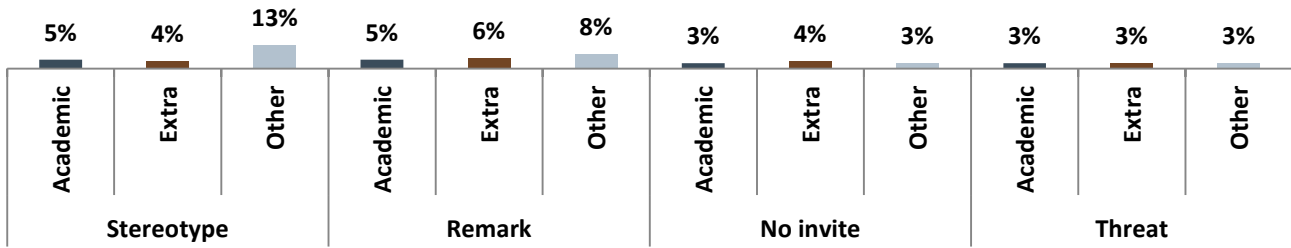
## Pansexual Undergraduates



## Heterosexual Undergraduates

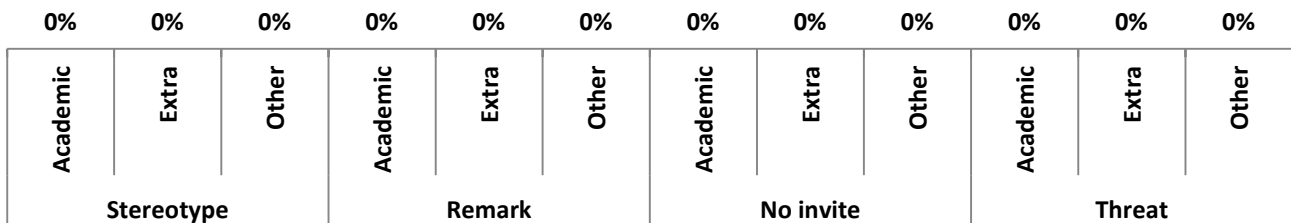


## Uncertain Undergraduates

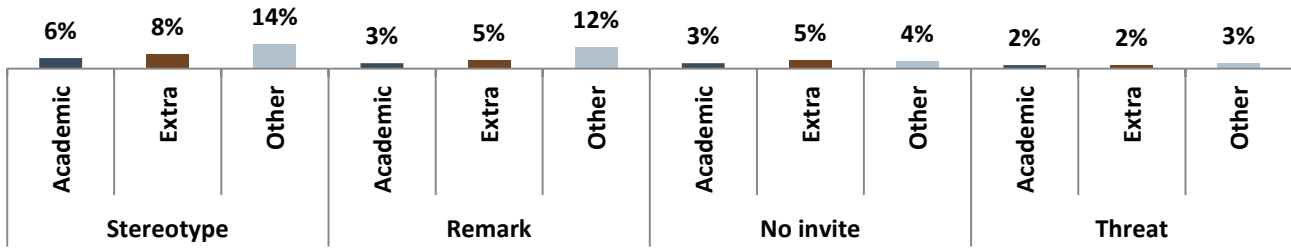


- ❖ Among graduate students, the harassment rates are fewer than two percent among asexual, heterosexual, and uncertain students
- ❖ Among bisexual and pansexual, gay, and lesbian graduate students, rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Fifteen percent of lesbian graduate students have felt threatened or intimidated in the other context

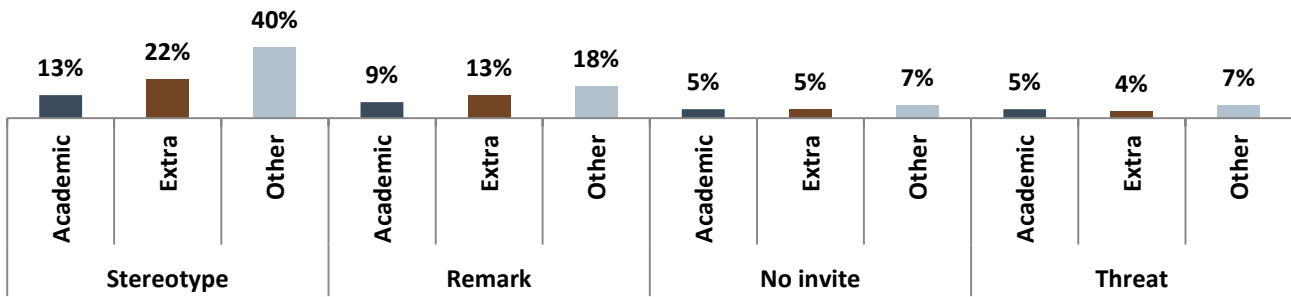
## Asexual Graduate Students



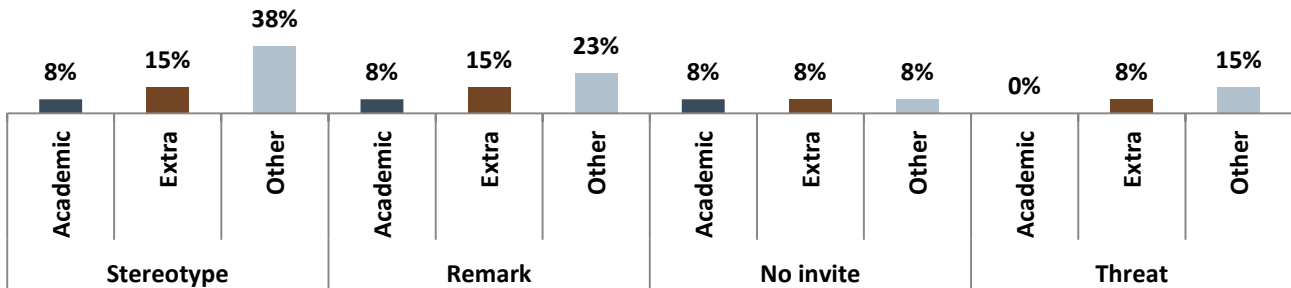
## Bisexual and Pansexual Graduate Students



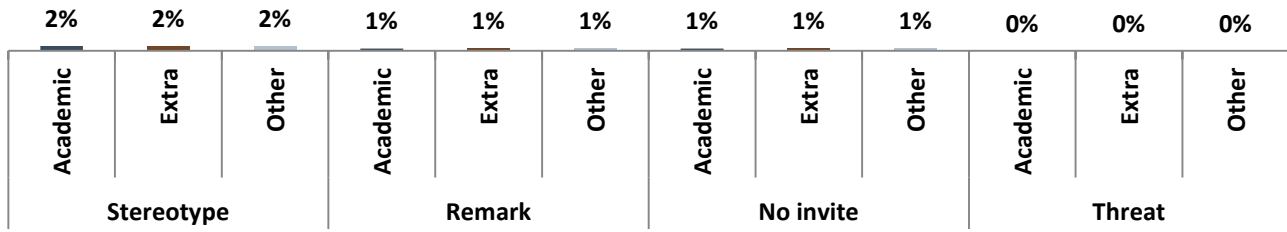
## Gay Graduate Students



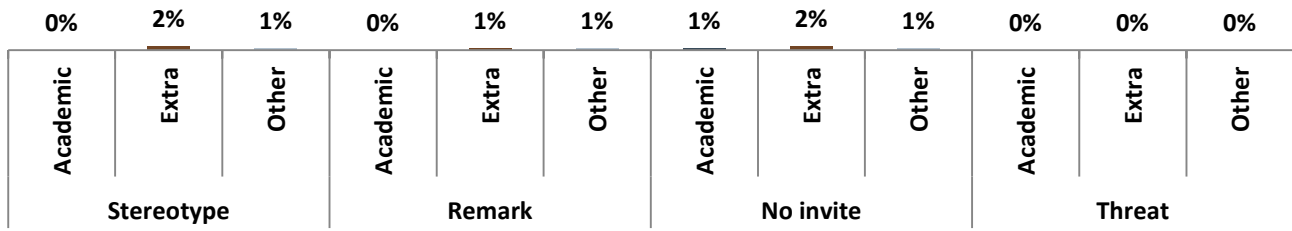
## Lesbian Graduate Students



## Heterosexual Graduate Students



## Uncertain Graduate Students





## DISCRIMINATORY HARASSMENT AT CMU BASED UPON RELIGIOUS, SPIRITUAL, OR FAITH IDENTITY

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*While at CMU, have you experienced any of these situations because of your religious, spiritual, or faith identity?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

❖ Students were asked:

*Do you have an identity related to religion, spirituality, or faith (examples could include: Agnostic, Baptist, Muslim, nondenominational Christian, still exploring)?*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

Yes, my identity is: \_\_\_\_\_

No

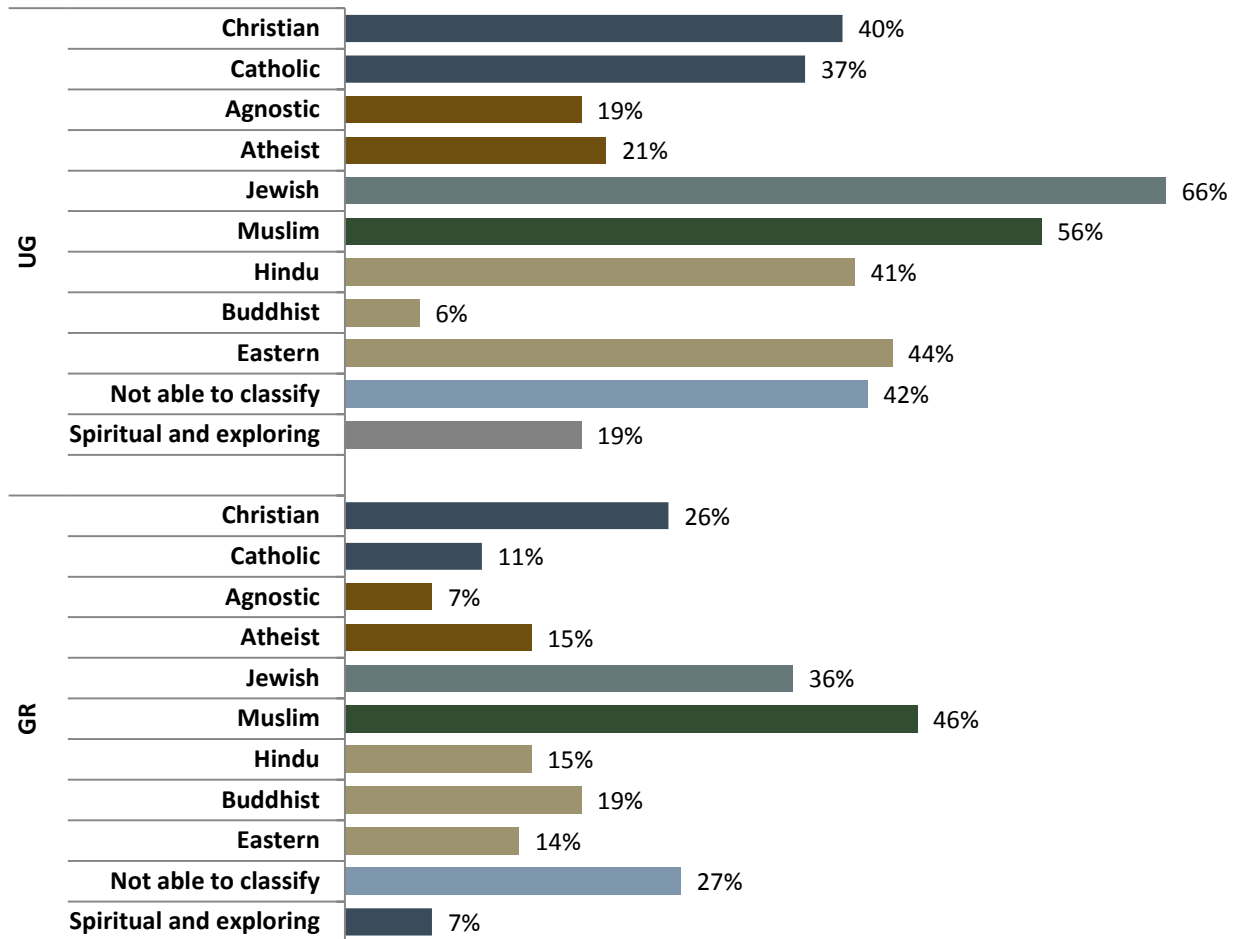
- ❖ Forty-six percent of undergraduates and fifty-two of graduate students reported they did not have an identity related to religion, spirituality, or faith
- ❖ One percent of both undergraduates and graduate students provided responses that are unusable because they are not an identity related to religion, spirituality, or faith
- ❖ We do not have CMU population values for comparison, nor are there comparable national estimates for college students, people in these age groups, or populations like ours that have a large number of international students

	UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
No religious, faith, or spiritual identity	45.6%	Unknown		52.3%	Unknown	
Christian	16.5%			9.4%		
Catholic	9.4%			5.9%		
Agnostic	7.8%			5.6%		
Hindu	4.8%			11.3%		
Atheist	4.6%			5.6%		
Jewish	4.5%			2.1%		
Muslim	1.0%			2.6%		
Spiritual and exploring	1.9%			1.4%		
Buddhist	1.0%			1.1%		
Eastern	1.0%			1.1%		
Not able to classify	0.7%			0.6%		
Unusable response	1.2%			1.1%		

Note: there are 12 individual identities reported by undergraduates and 11 reported by graduate students that cannot be classified with any larger group. In order to create meaningful statistics and to maintain confidentiality, but to still allow those students' experiences to be represented, I grouped them together and report them as "not able to classify." Although there are differences within that group, the commonality among them is that none is a member of a majority or mainstream religious tradition.

- ❖ Among undergraduates, more than half of Jewish and Muslim students reported at least one harassment experience based on their religion
- ❖ Among graduate students, more than one-third of Jewish and Muslim students reported at least one harassment experience based on their religion

## At least one harassment experience based upon religious, faith, or spiritual identity



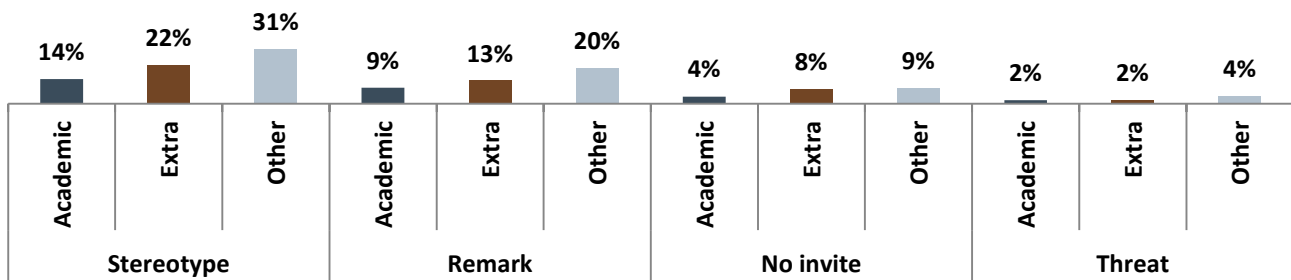
- ❖ With few exceptions, rates of experiencing harassment in each context are higher among undergraduates than among graduate students
- ❖ Fourteen percent of undergraduates have felt threatened or intimidated in the other context

	Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
	academic context	extracurricular context	other context	academic context	extracurricular context	other context
<b>Christian</b>	16%	23%	34%	14%	16%	16%
<b>Catholic</b>	7%	20%	29%	5%	9%	11%
<b>Agnostic</b>	2%	12%	15%	2%	3%	4%
<b>Atheist</b>	3%	12%	18%	6%	6%	12%
<b>Jewish</b>	18%	38%	53%	24%	12%	26%
<b>Muslim</b>	39%	44%	56%	16%	26%	42%
<b>Hindu</b>	21%	33%	29%	5%	8%	11%
<b>Buddhist</b>	6%	0%	0%	5%	14%	14%
<b>Eastern</b>	25%	27%	19%	5%	5%	14%
<b>Not able to classify</b>	17%	25%	33%	9%	0%	27%
<b>Spiritual and exploring</b>	6%	16%	6%	0%	8%	4%

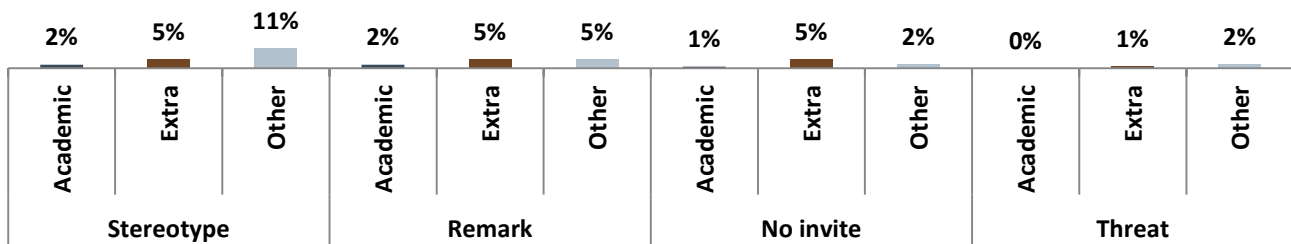
The next section displays each of the twelve types of harassment by sexual orientation and degree level.

- ❖ Among undergraduates, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Twenty-eight percent of Muslim undergraduates have felt threatened or intimidated in the other context, seventeen in an extracurricular context, and six percent in an academic context
- ❖ Thirteen percent of Eastern religion undergraduates have felt threatened in each context

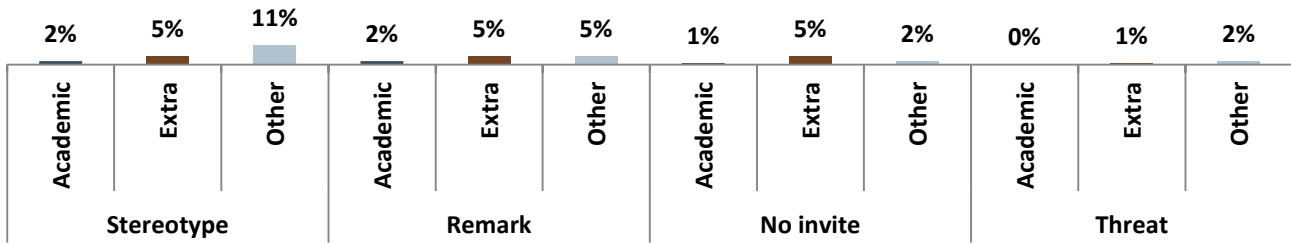
### Christian Undergraduates



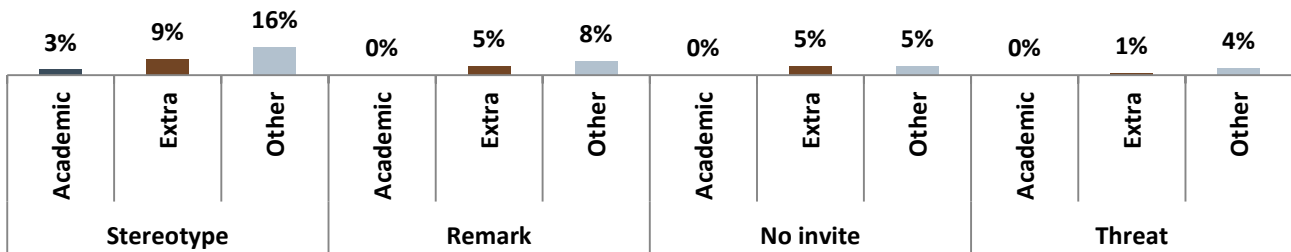
### Catholic Undergraduates



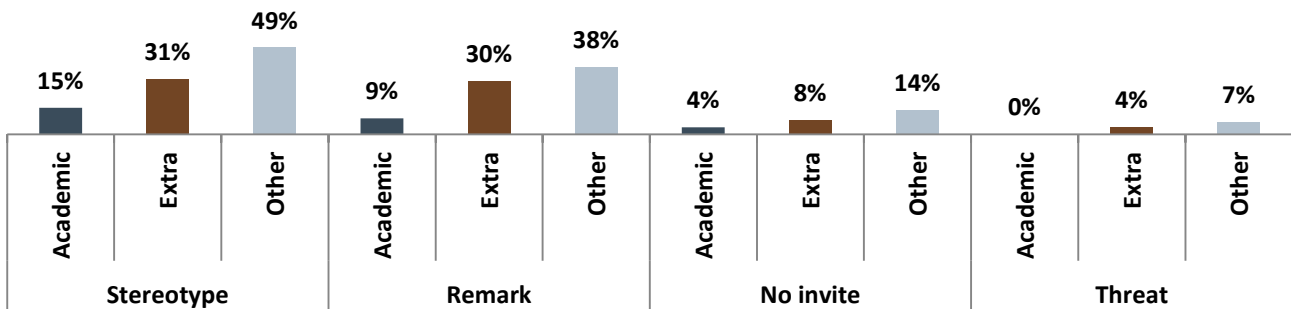
## Agnostic Undergraduates



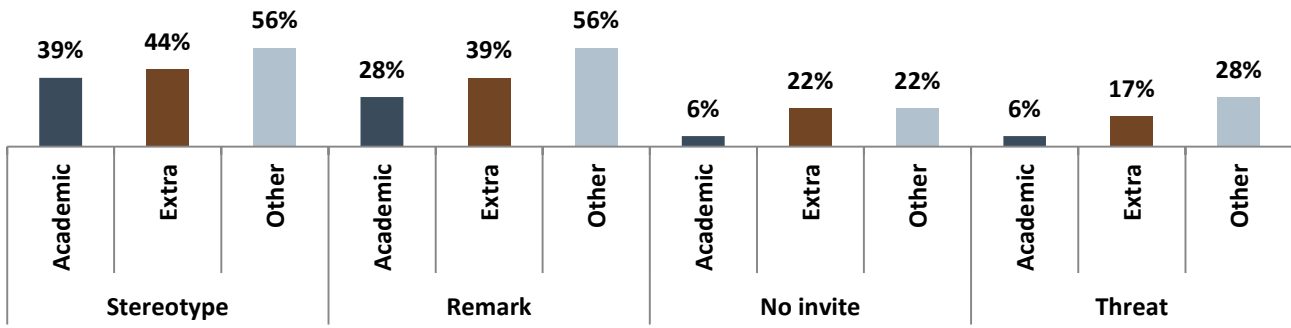
## Atheist Undergraduates



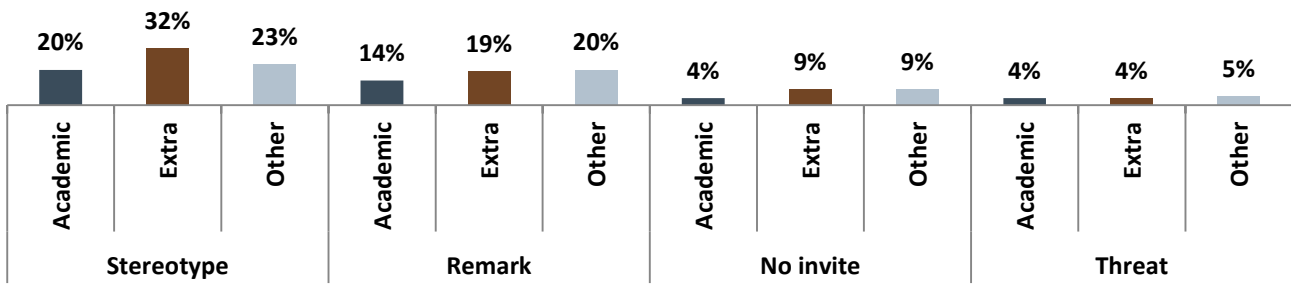
## Jewish Undergraduates



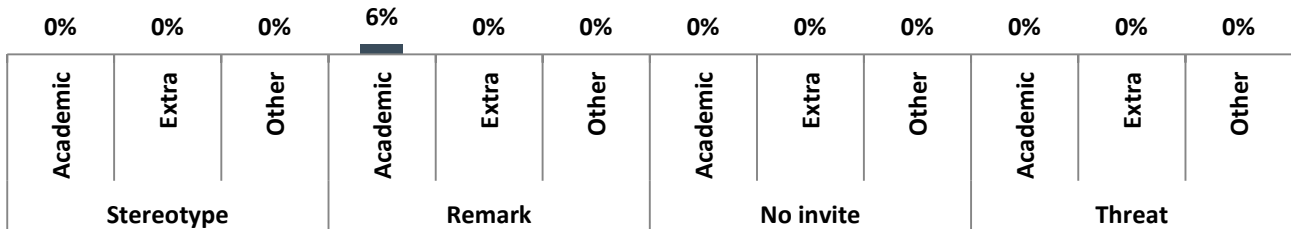
## Muslim Undergraduates



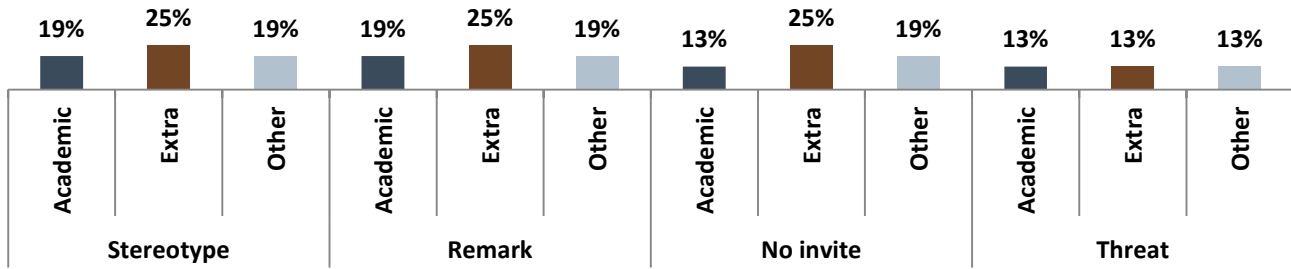
## Hindu Undergraduates



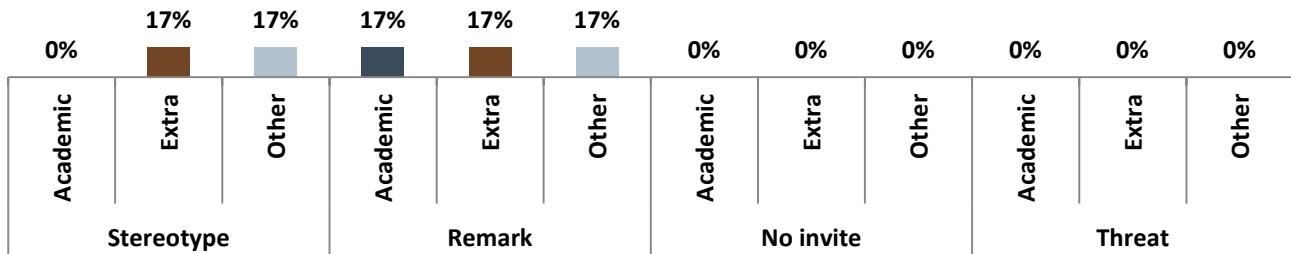
## Buddhist Undergraduates



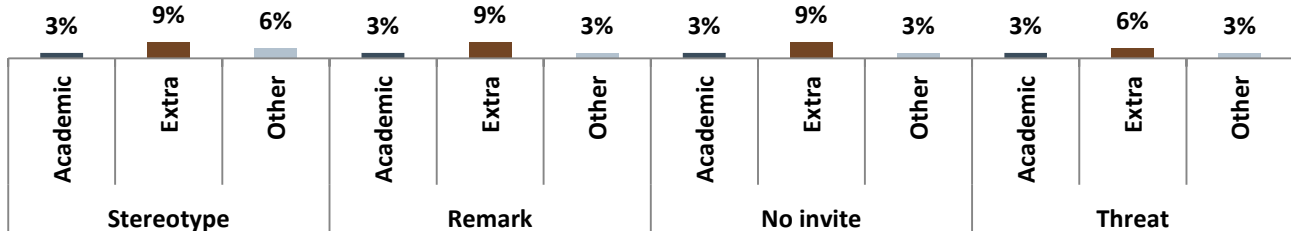
## Eastern Religion Undergraduates



## Undergraduates not able to classify



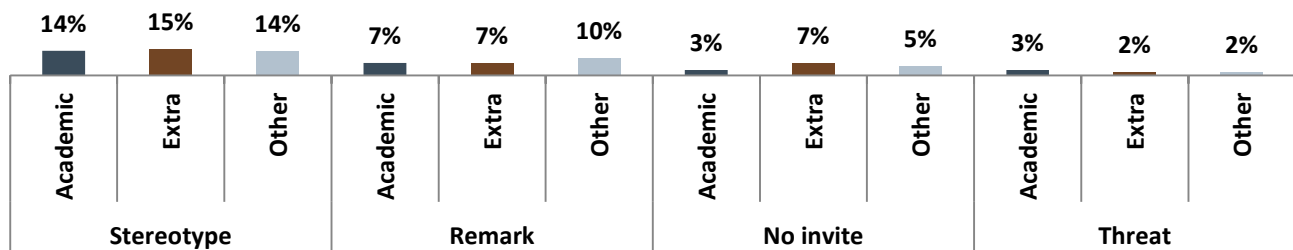
## Spiritual and Exploring Undergraduates



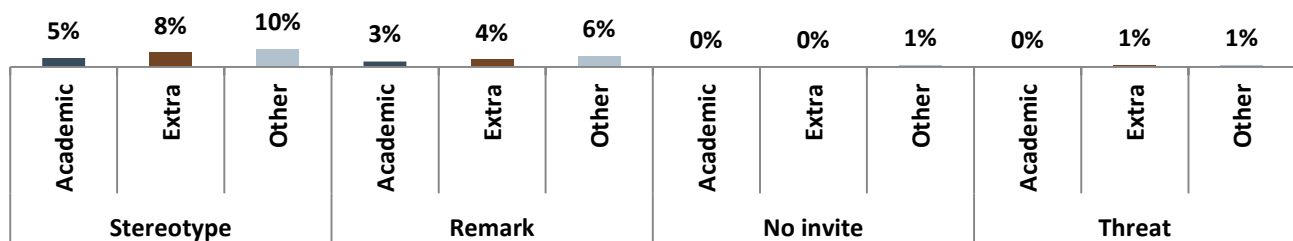


- ❖ Among undergraduates, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Rates of feeling threatened or intimidated in any context are less than four percent and are zero percent in many contexts

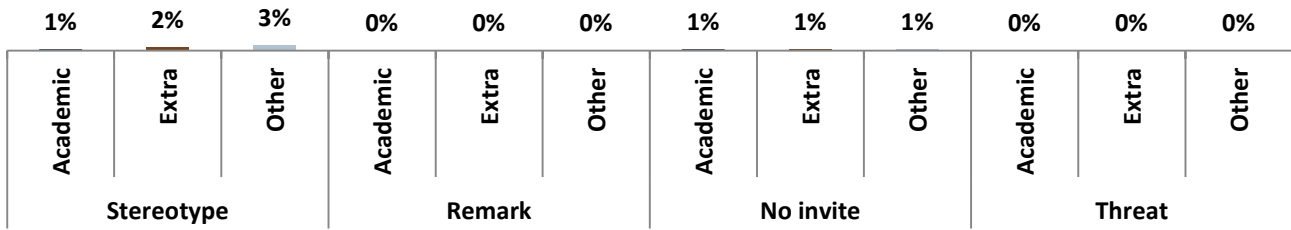
### Christian Graduate Students



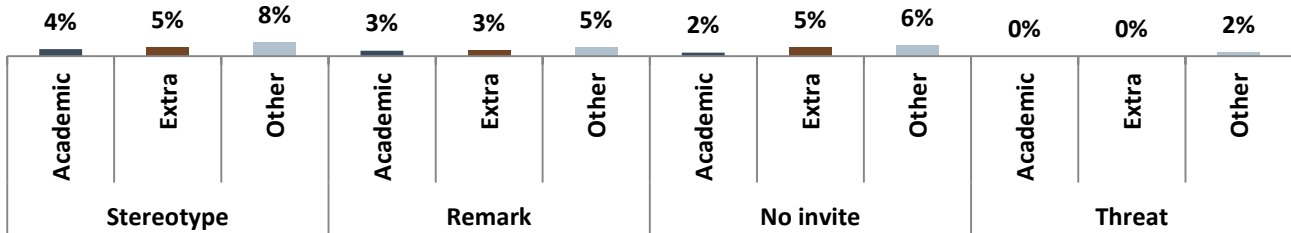
### Catholic Graduate Students



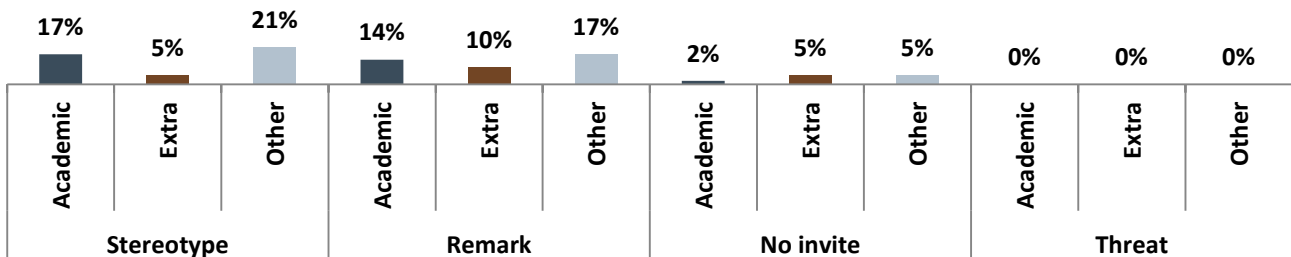
## Agnostic Graduate Students



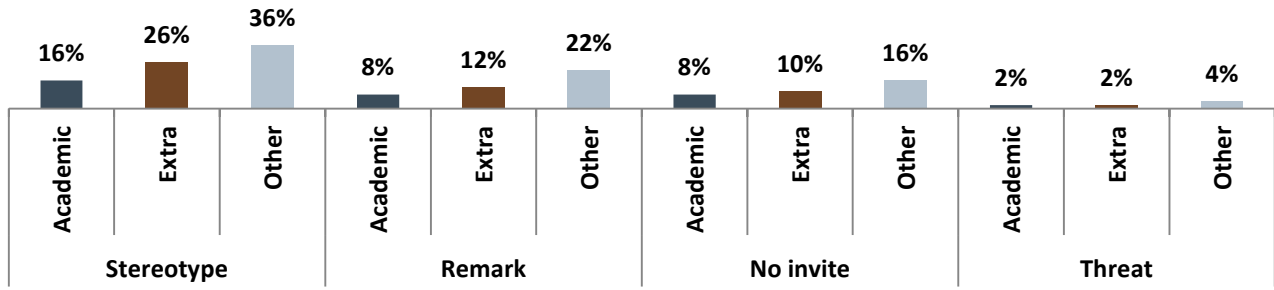
## Atheist Graduate Students



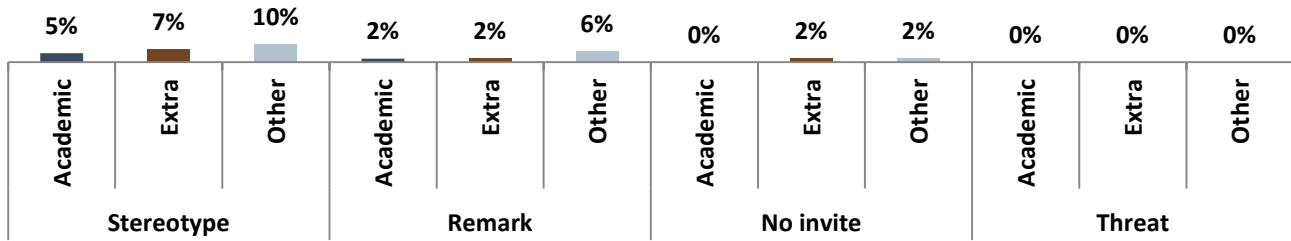
## Jewish Graduate Students



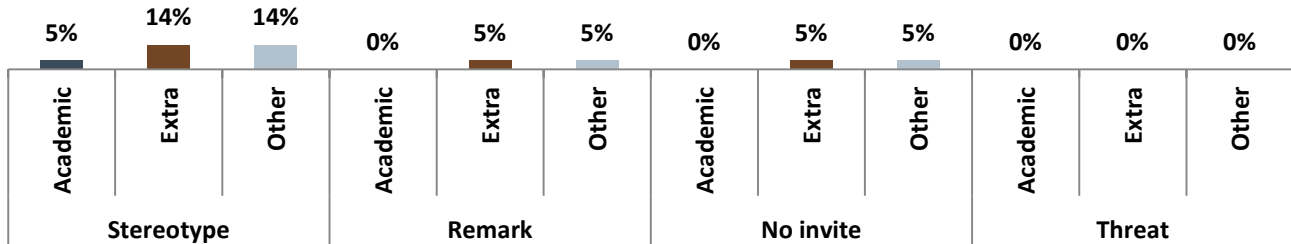
## Muslim Graduate Students



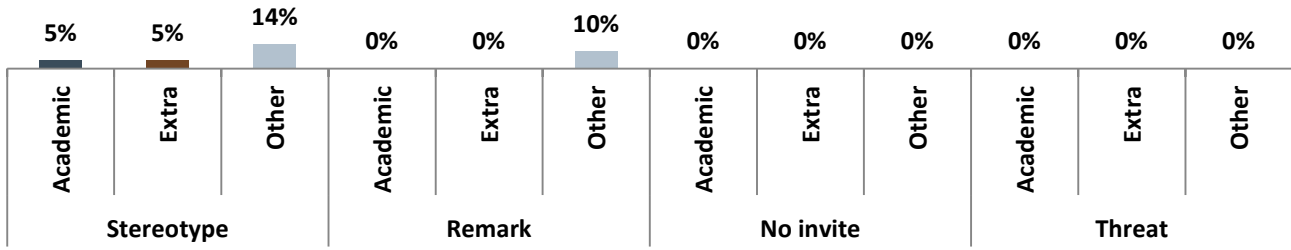
## Hindu Graduate Students



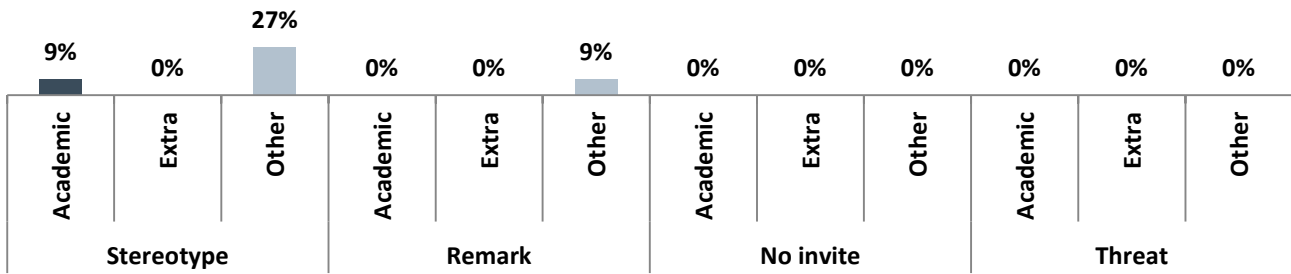
## Buddhist Graduate Students



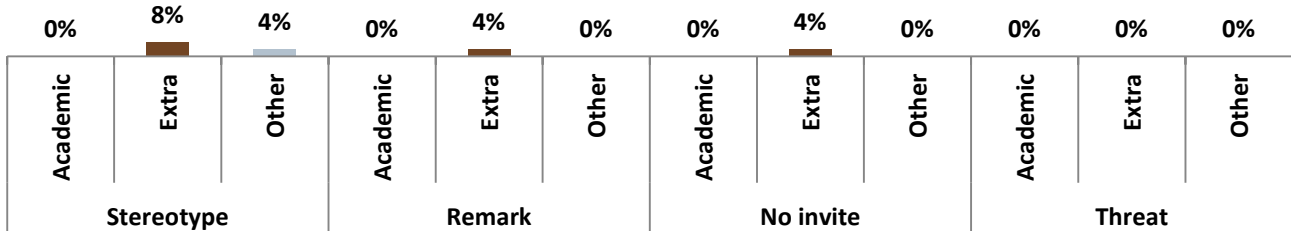
## Eastern Religion Graduate Students



## Graduate Students not able to classify



## Spiritual and Exploring Graduate Students



## DISCRIMINATORY HARASSMENT AT CMU BASED UPON NATIONALITY

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*While at CMU, have you experienced any of these situations because of your nationality?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

- ❖ Students were asked:  
*What is your nationality? \_\_\_\_\_*  
*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*
- ❖ We purposefully did not define nationality to allow students to provide what was most meaningful to them, for example, some US citizens entered a version of 'American,' which might represent their citizenship, and some entered a nationality ('German,' 'Irish,' 'Czech'), which might represent their ethnic heritage
- ❖ Some students entered a nationality related to a region, rather than a single country, for example, 'Arab' or 'Asian;' those responses were recoded to the most appropriate continent or region
- ❖ Five percent of undergraduates and two percent of graduate students provided responses that are unusable because they are neither a country nor an ethnicity
- ❖ We do not have CMU population values for comparison, as the university collects country of citizenship rather than nationality or ethnicity

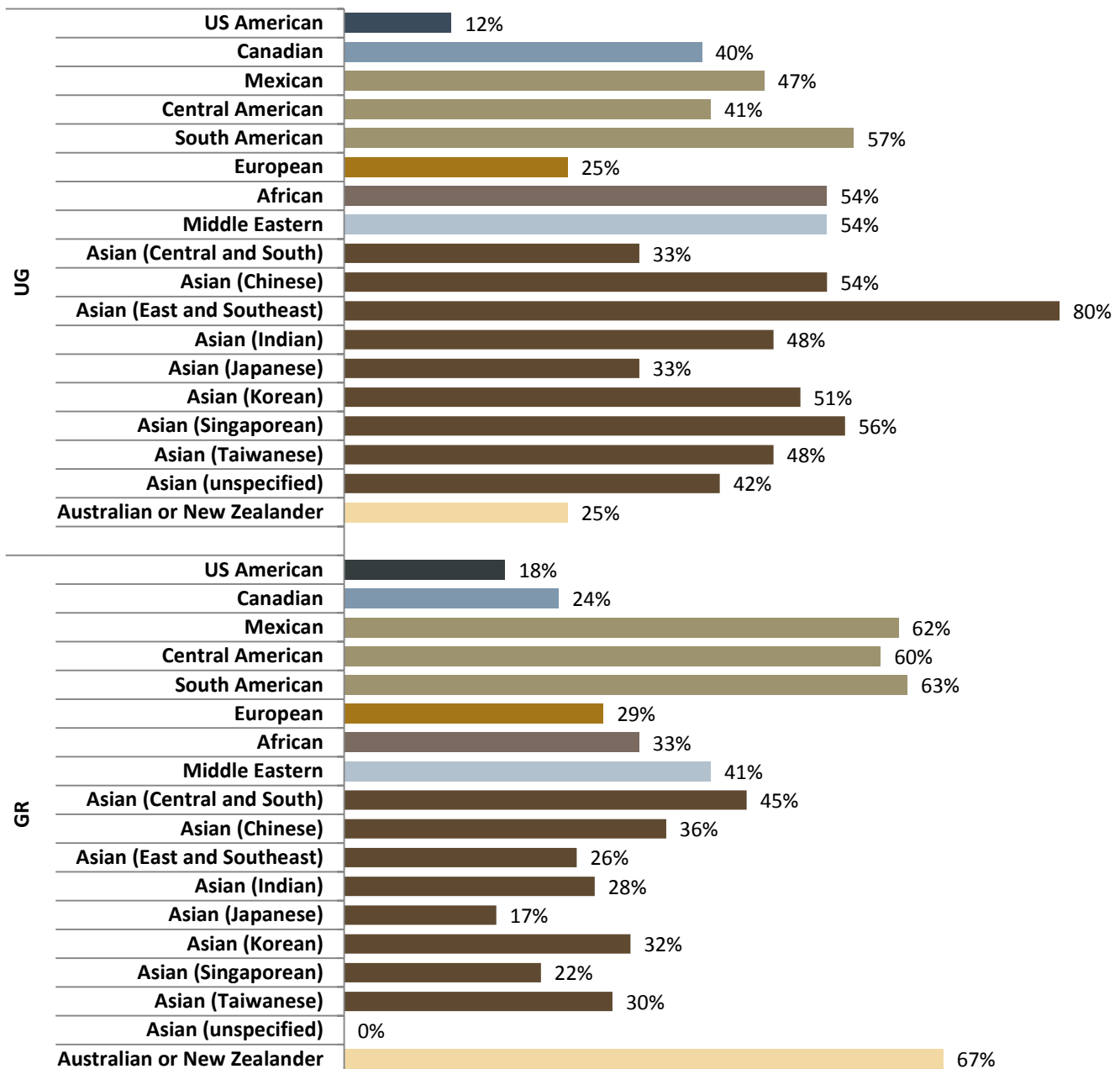
	UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
US American	55.6%	Unknown		29.7%	Unknown	
Canadian	1.3%			1.0%		
Mexican	1.1%			0.7%		
Central American	2.1%			0.5%		
South American	0.9%			2.2%		
European	4.6%			3.8%		
African	1.4%			0.7%		
Middle Eastern	0.8%			2.2%		
Asian (Central and South)	1.2%			1.6%		
Asian (Chinese)	10.7%			22.6%		
Asian (East and SE)	0.7%			1.0%		
Asian (Indian)	6.2%			26.1%		
Asian (Japanese)	0.8%			0.7%		
Asian (Korean)	3.4%			2.0%		
Asian (Singaporean)	1.0%			1.0%		
Asian (Taiwanese)	1.4%			2.1%		
Asian (unspecified)	2.1%			0.6%		
Australian or New Zealander	0.3%			0.2%		
Unusable response	4.5%			1.8%		

Note: there are several regions and continents that represent less than 1% of each respondent group. Typically, in order to create meaningful statistics and to maintain confidentiality, but to still allow those students' experiences to be represented, I would include them with responses from the most closely related group. However, the geography of some areas, for example, Australia and New Zealand and Canada, does not permit reasonable inclusion with

another region or continent. Therefore, in order to allow those students' experiences to be represented, I am providing separate results, but encourage readers to exercise caution when comparing rates of nationalities with greater representation to those with lesser representation.

- ❖ Among undergraduates, at least one-third of students from each nationality other than US American and European reported least one harassment experience based on their nationality
- ❖ Rates of harassment by nationality are generally lower among graduate students than among undergraduates, particularly among students who report an Asian nationality. It is important to note that non-US Asian students are the majority population among Pittsburgh graduate students.

## At least one harassment experience based upon nationality



	Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
	academic context	extracurricular context	other context	academic context	extracurricular context	other context
US American	4%	6%	10%	9%	11%	13%
Canadian	20%	30%	40%	6%	6%	18%
Mexican	18%	29%	47%	23%	38%	46%
Central American	12%	29%	42%	10%	50%	60%
South American	43%	57%	43%	32%	37%	44%
European	13%	13%	21%	10%	16%	24%
African	32%	41%	32%	8%	75%	17%
Middle Eastern	8%	23%	46%	22%	24%	29%
Asian (Central and South)	17%	17%	28%	24%	21%	28%
Asian (Chinese)	35%	32%	35%	22%	26%	23%
Asian (East and SE)	40%	50%	40%	11%	16%	26%
Asian (Indian)	29%	37%	36%	15%	15%	18%
Asian (Japanese)	17%	25%	33%	8%	17%	9%
Asian (Korean)	32%	29%	33%	19%	27%	24%
Asian (Singaporean)	37%	47%	53%	11%	11%	11%
Asian (Taiwanese)	29%	33%	38%	8%	22%	24%
Asian (unspecified)	24%	27%	21%	0%	0%	0%
Australian or New Zealander	25%	0%	0%	67%	33%	67%

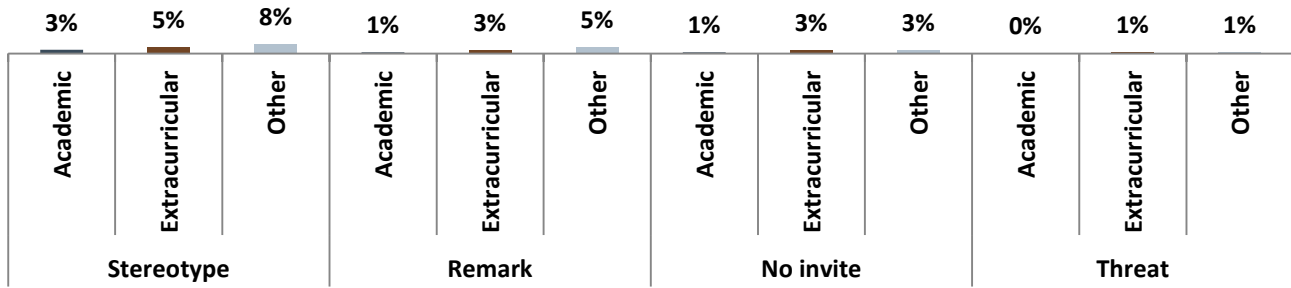


- ❖ Rates of experiencing harassment in each context are generally higher than or the same among undergraduates compared to graduate students. When they are not, it is typically due to a small group size in which a single student moves the rate by several percentage points.
- ❖ In general, the rates of harassment among both undergraduate and graduate students are higher in the extracurricular and other contexts than the academic context

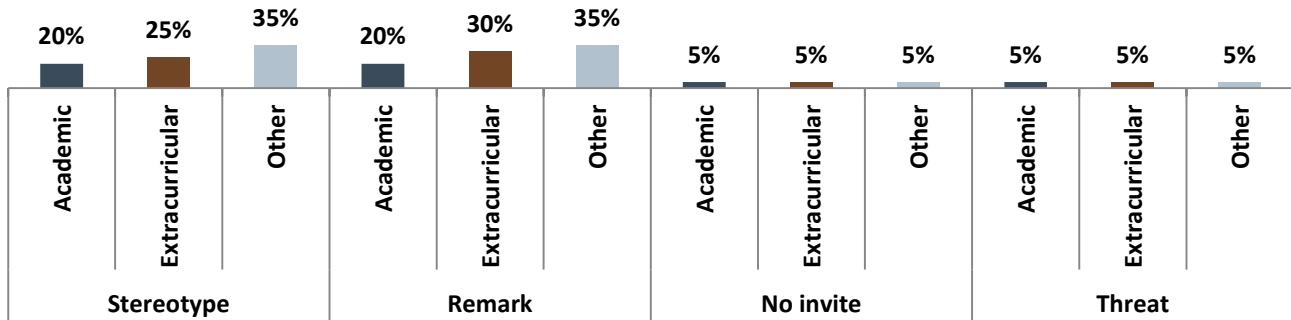
The next section displays each of the twelve types of harassment by nationality and degree level.

- ❖ Among undergraduates and graduate students, the rates of being the subject of a stereotypical assumption are highest, followed by being the subject of an unkind remark, and not being invited to participate in something
- ❖ Rates of feeling threatened are highest among African, Middle Eastern, East and Southeast Asian, and Asian Indian undergraduates
- ❖ Rates of feeling threatened are five percent in the other context among Taiwanese graduate students

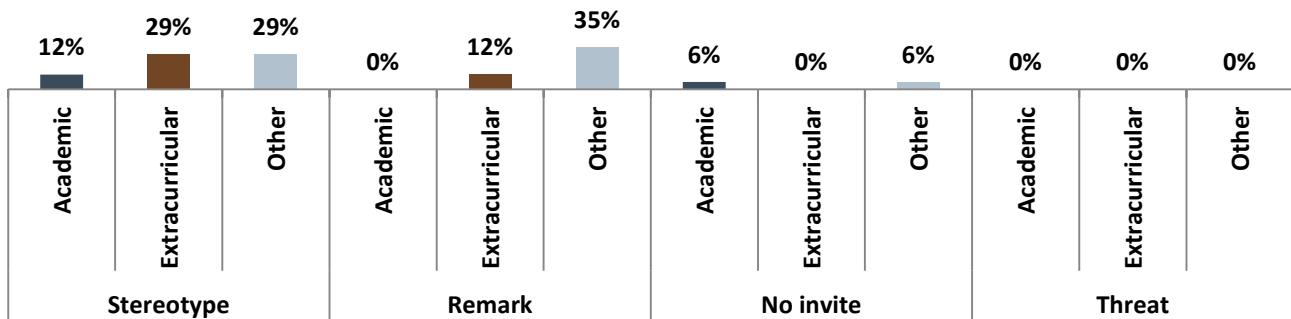
## US American Undergraduates



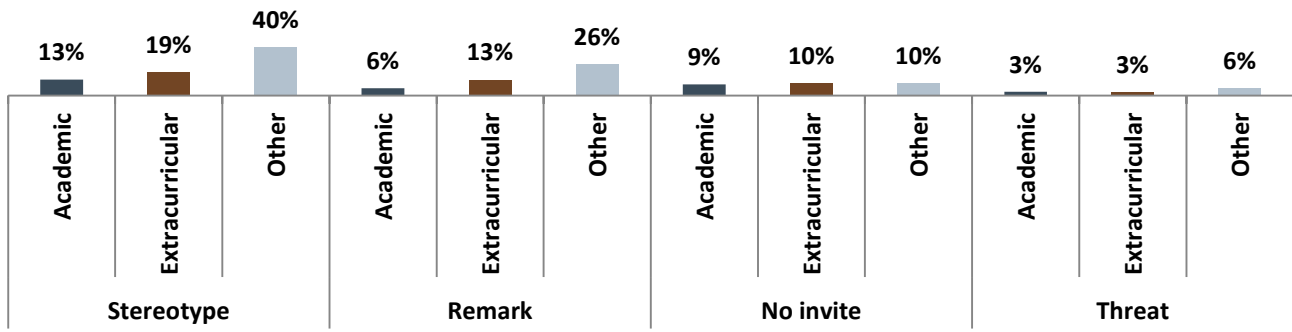
## Canadian Undergraduates



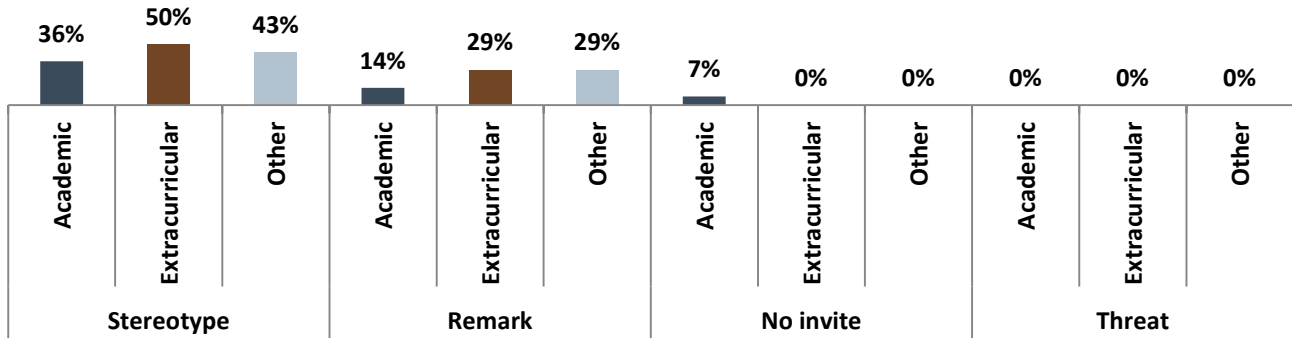
## Mexican Undergraduates



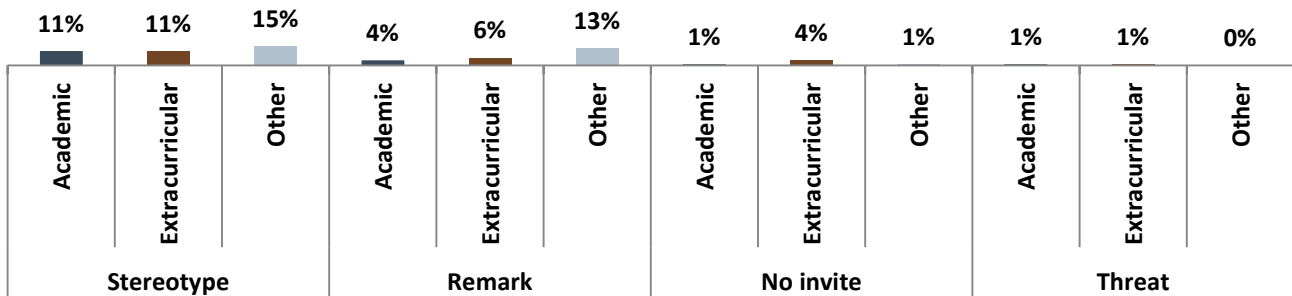
## Central American Undergraduates



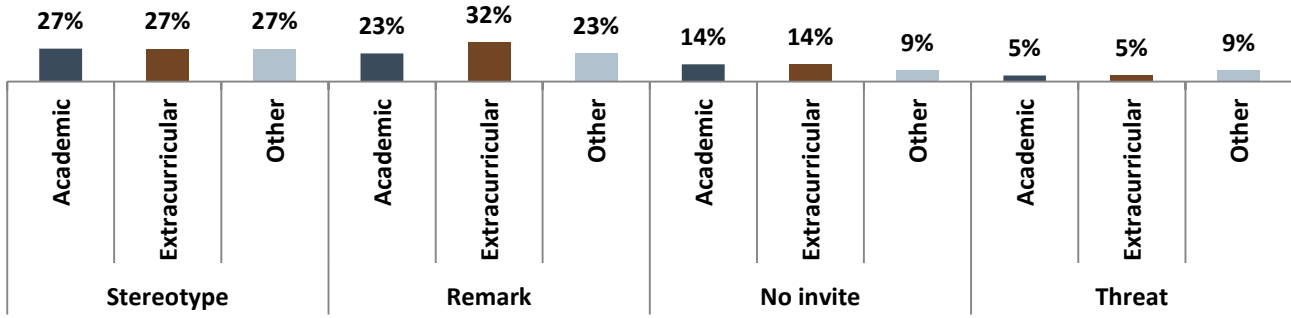
## South American Undergraduates



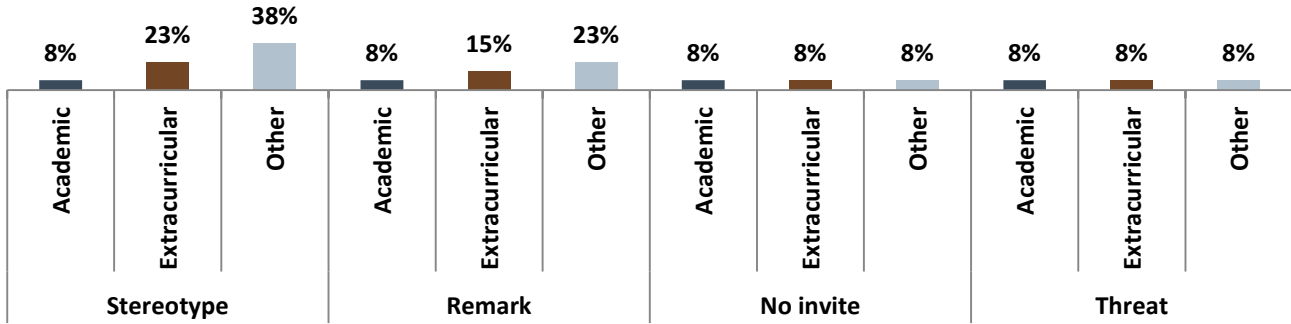
## European Undergraduates



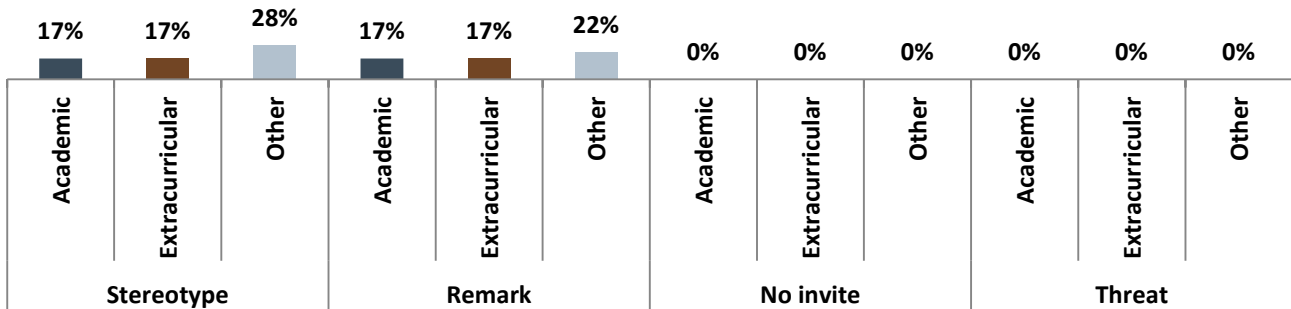
## African Undergraduates



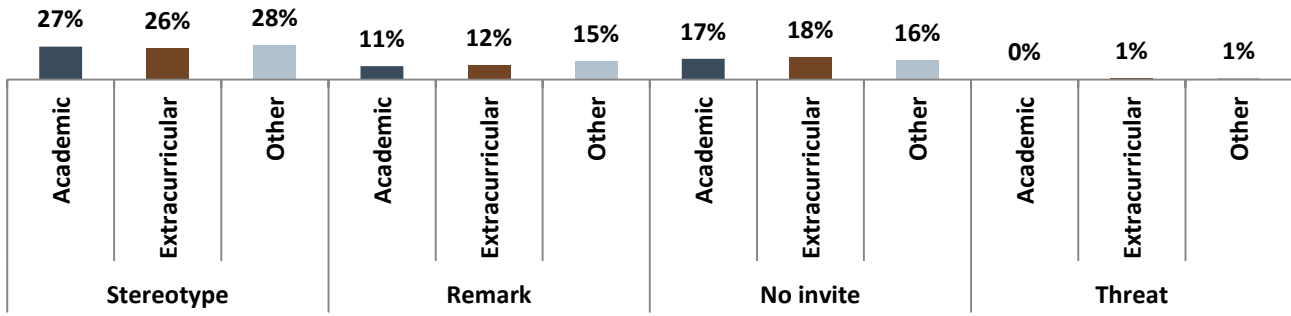
## Middle Eastern Undergraduates



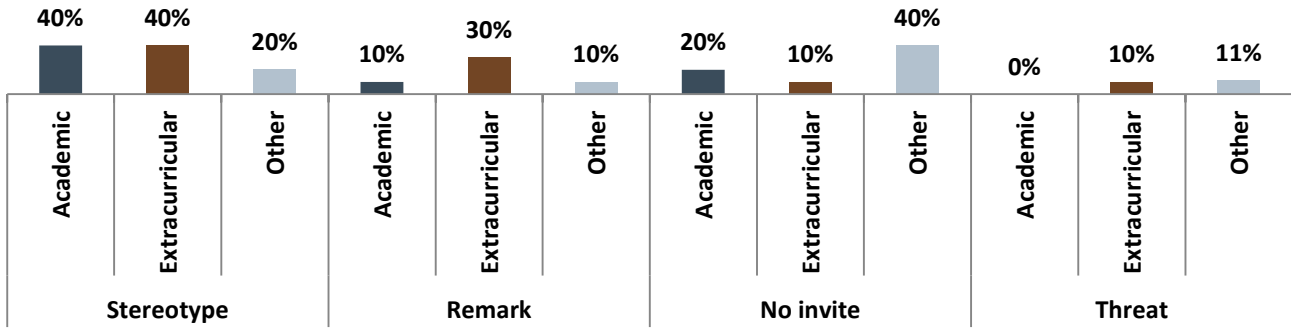
## Asian (Central and South) Undergraduates



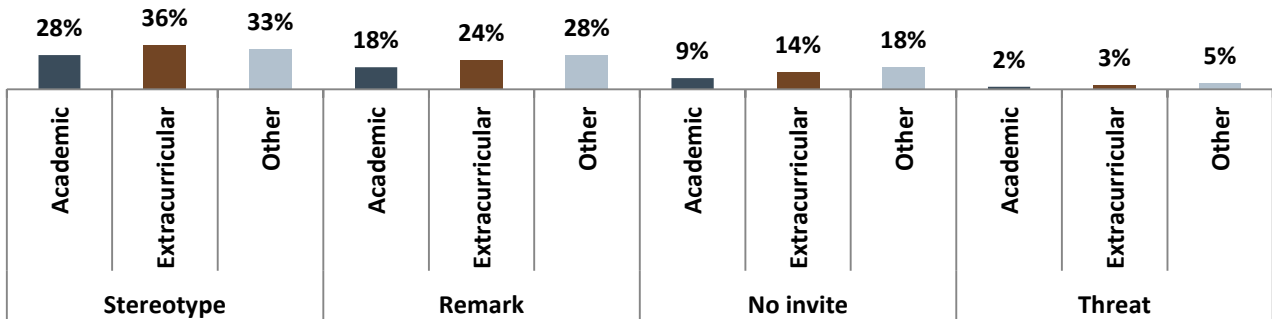
## Asian (Chinese) Undergraduates



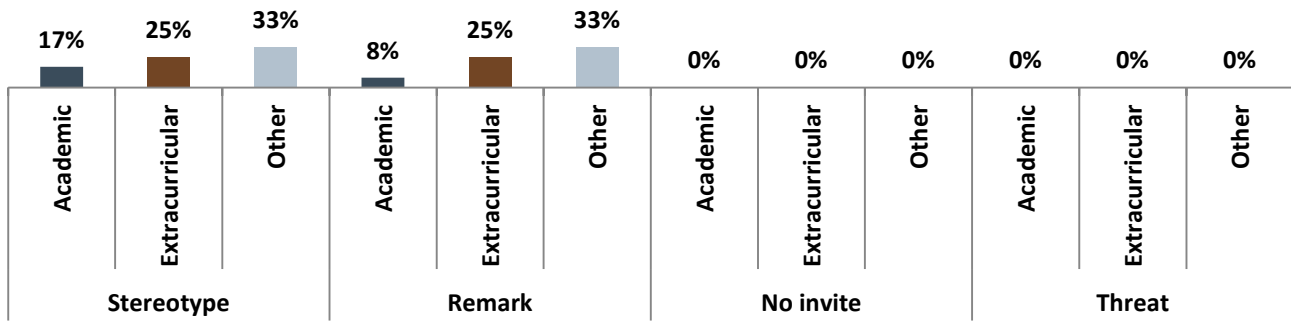
## Asian (East and Southeast) Undergraduates



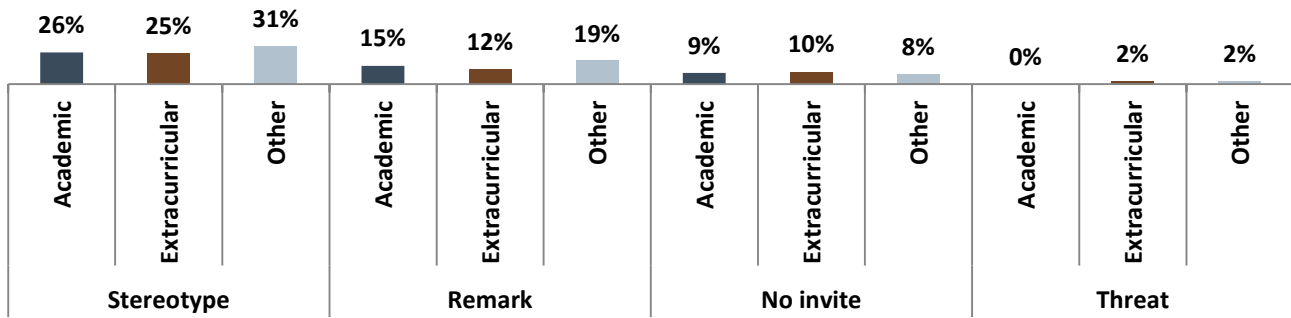
## Asian (Indian) Undergraduates



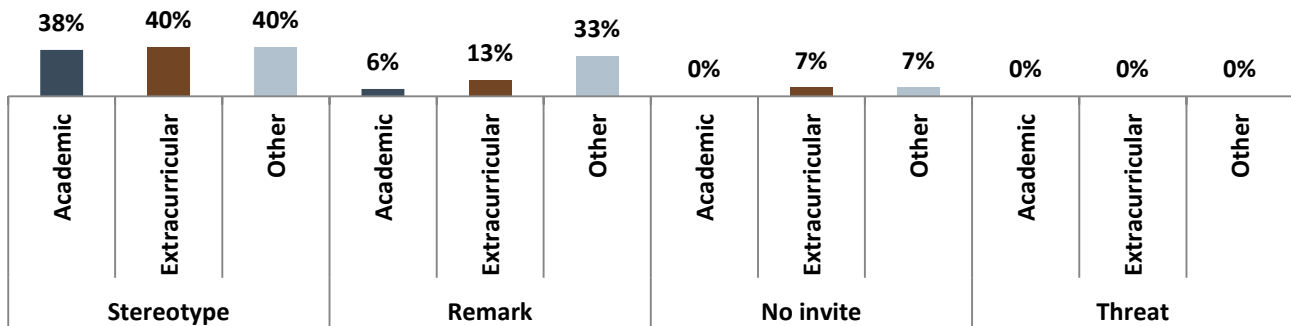
## Asian (Japanese) Undergraduates



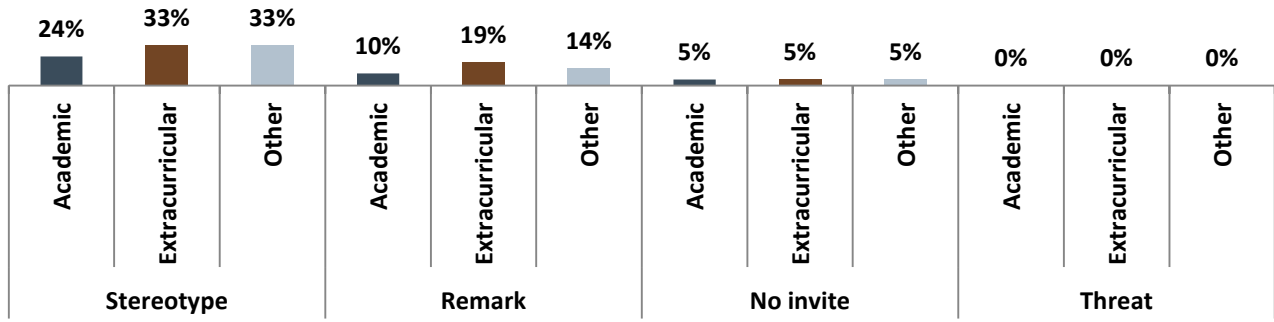
## Asian (Korean) Undergraduates



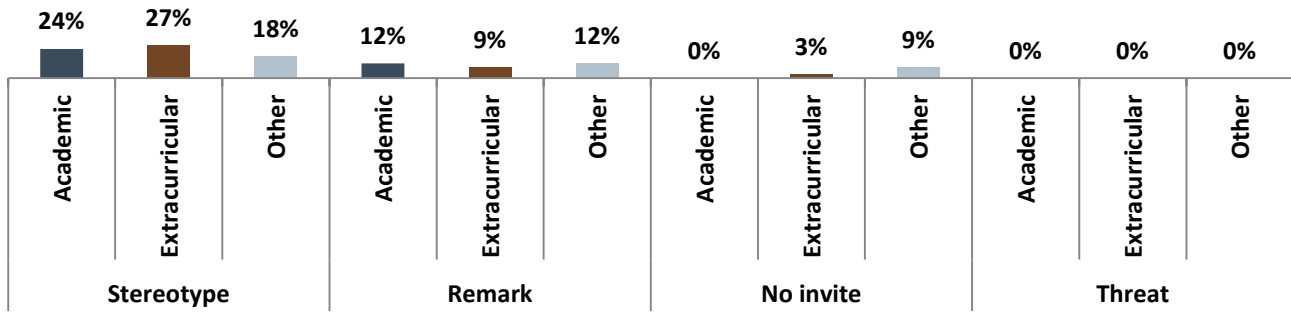
## Asian (Singaporean) Undergraduates



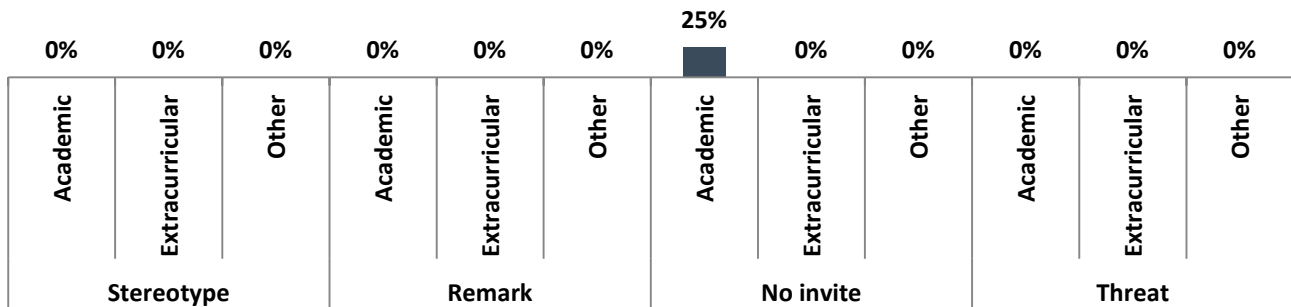
## Asian (Taiwanese) Undergraduates



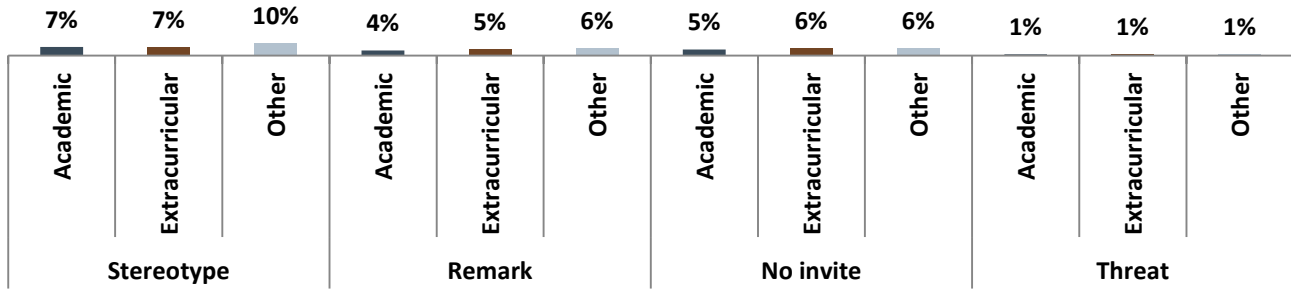
## Asian (unspecified) Undergraduates



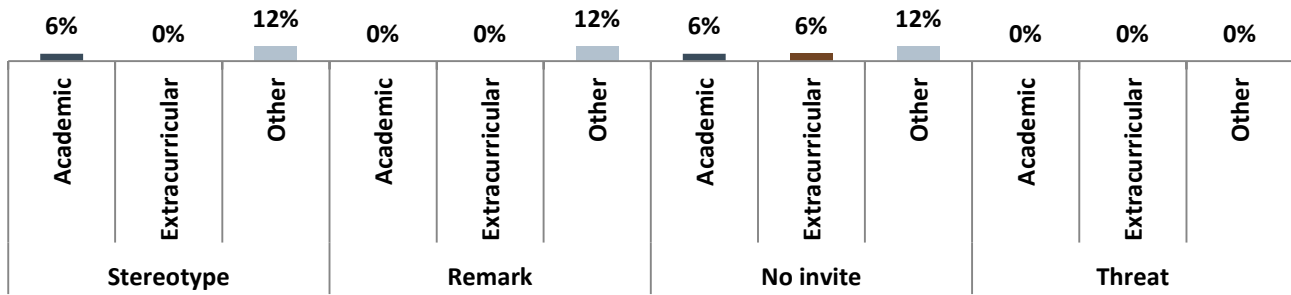
## Australian or New Zealander Undergraduates



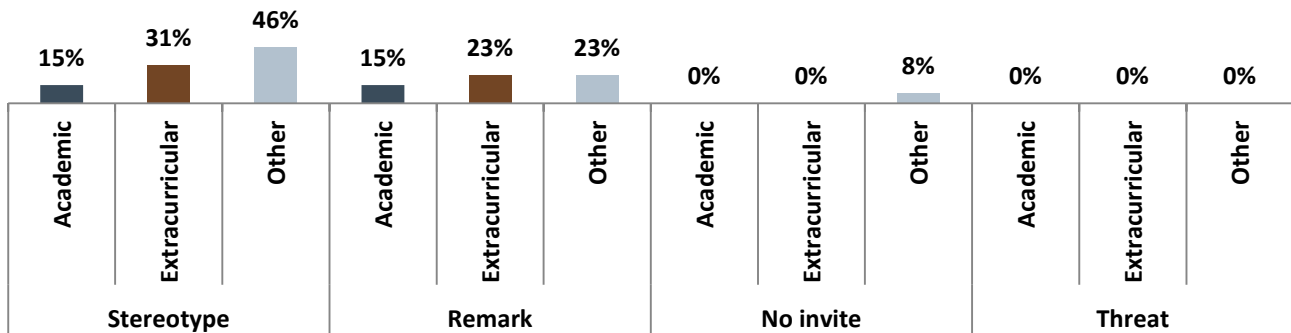
## US American Graduate Students



## Canadian Graduate Students

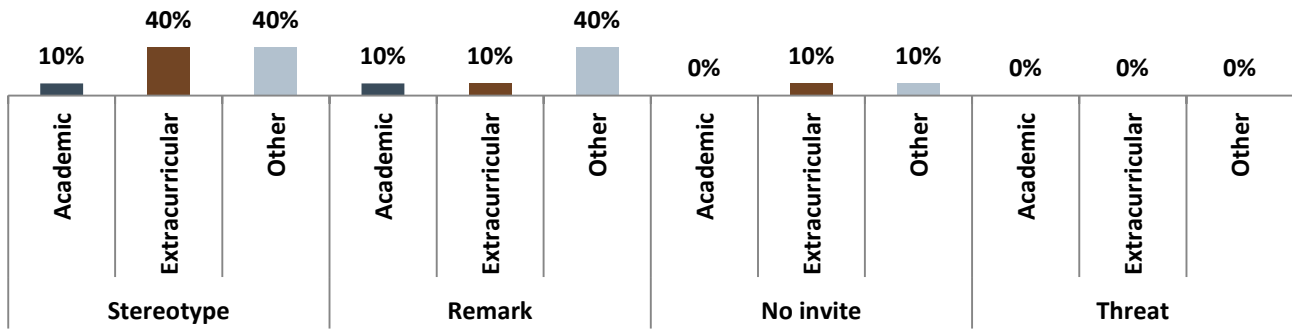


## Mexican Graduate Students

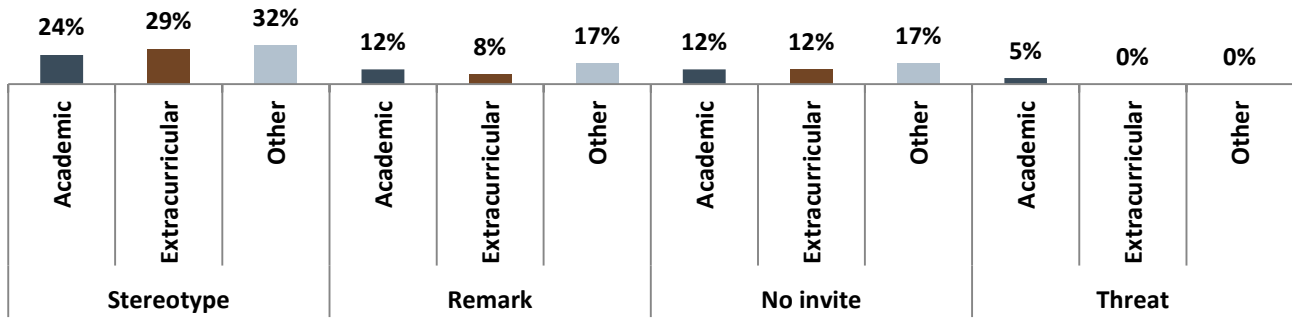




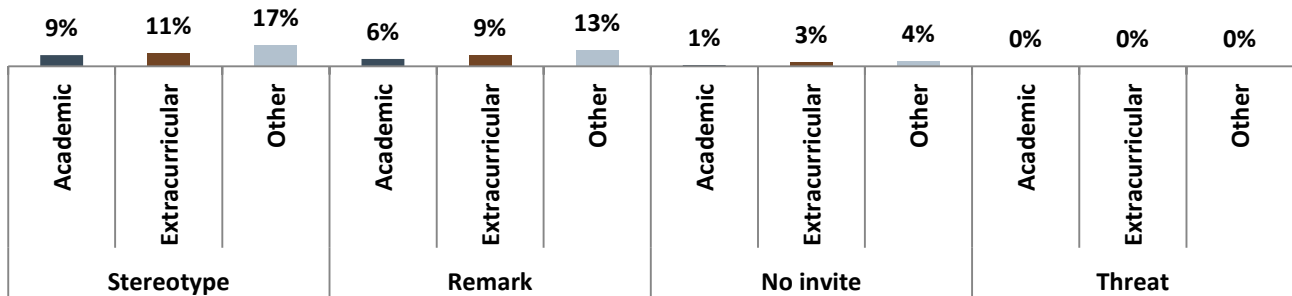
## Central American Graduate Students



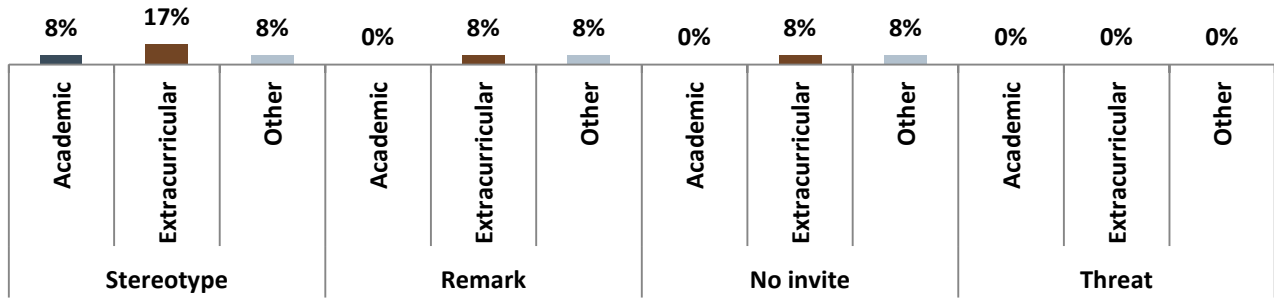
## South American Graduate Students



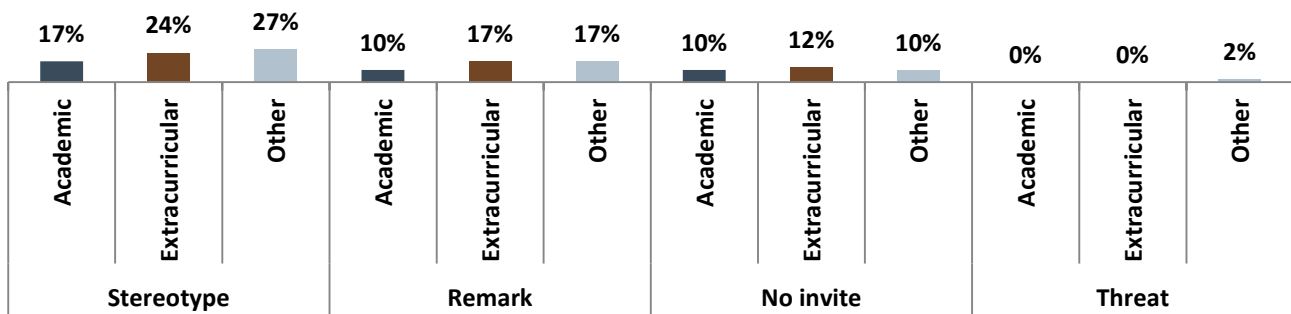
## European Graduate Students



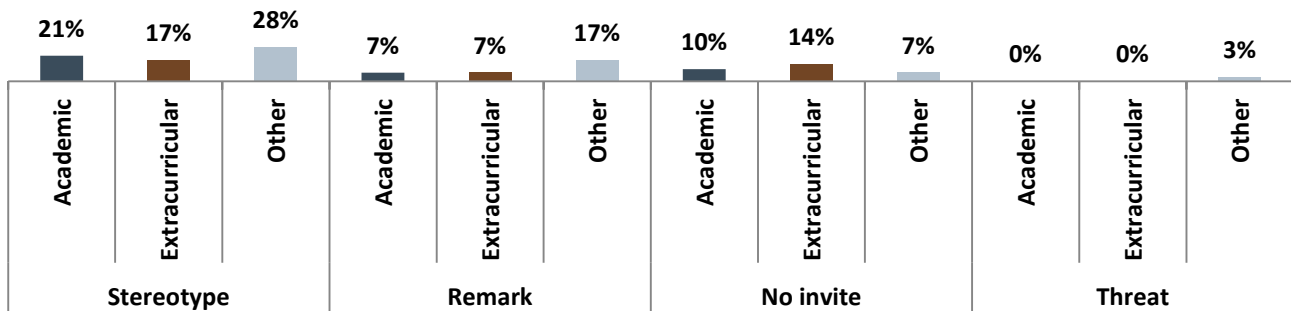
## African Graduate Students



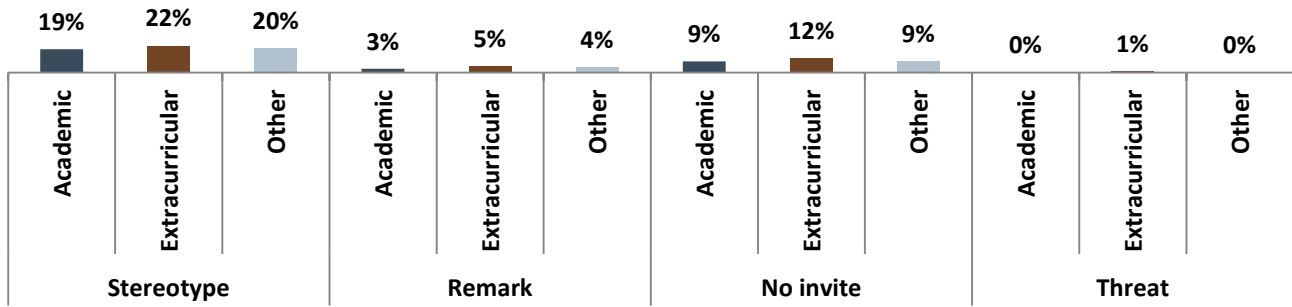
## Middle Eastern Graduate Students



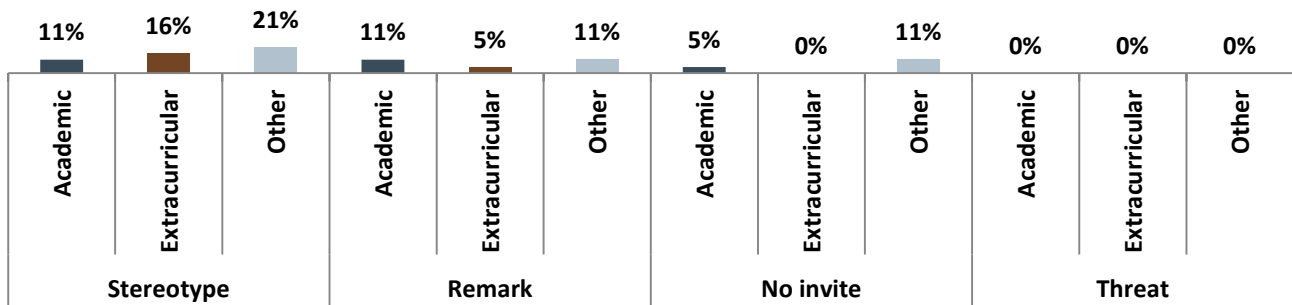
## Asian (Central and South) Graduate Students



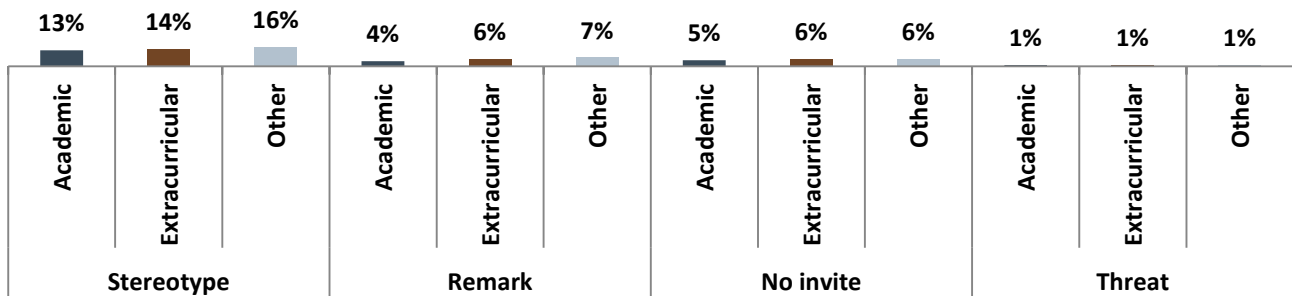
## Asian (Chinese) Graduate Students



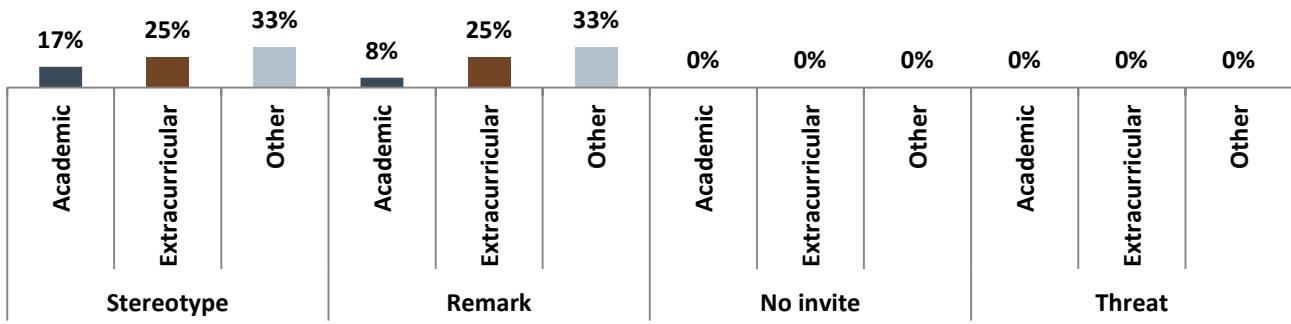
## Asian (East and Southeast) Graduate Students



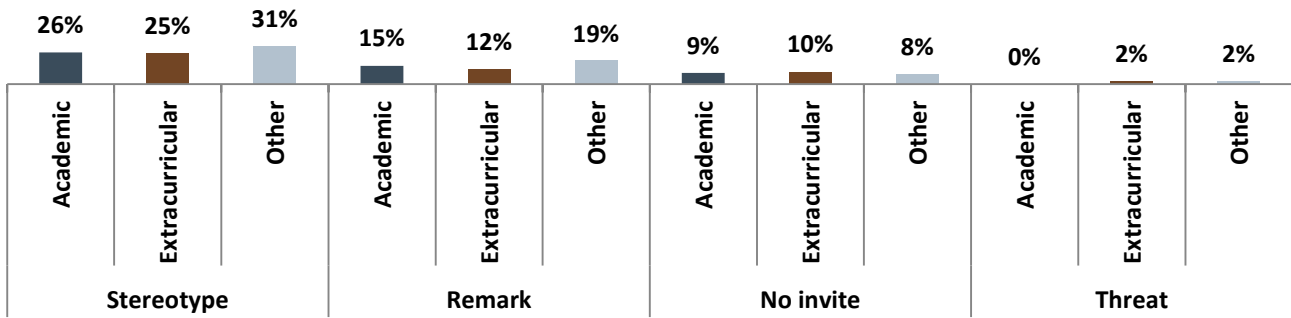
## Asian (Indian) Graduate Students



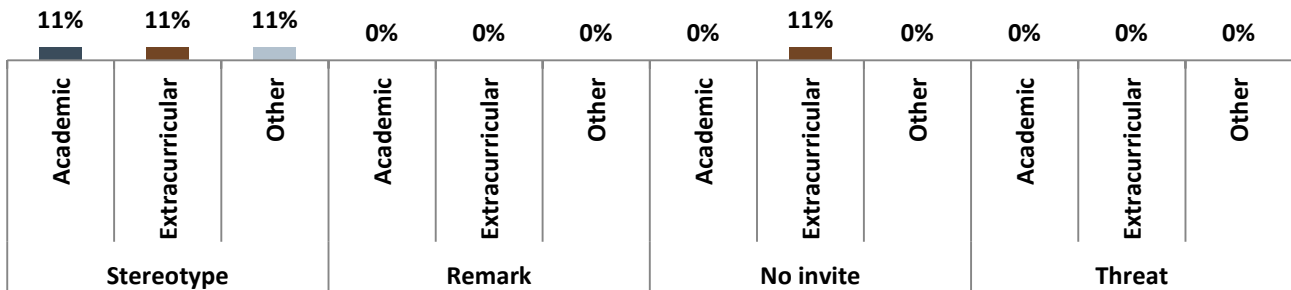
## Asian (Japanese) Undergraduates



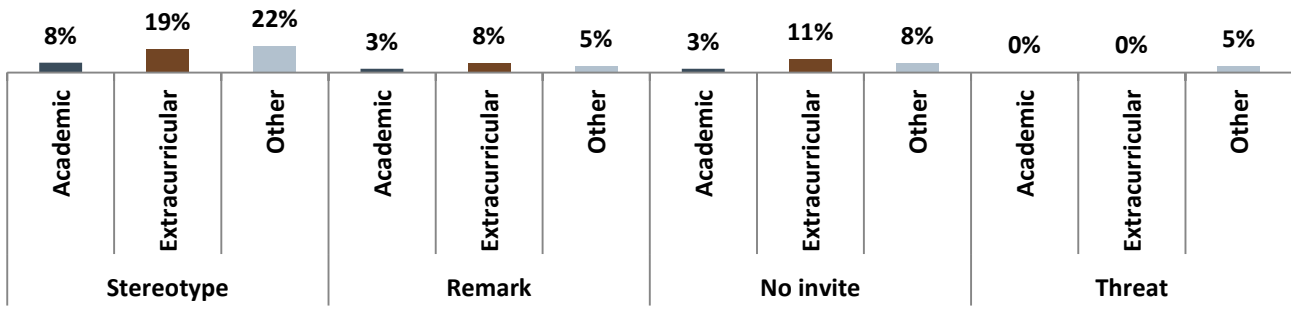
## Asian (Korean) Undergraduates



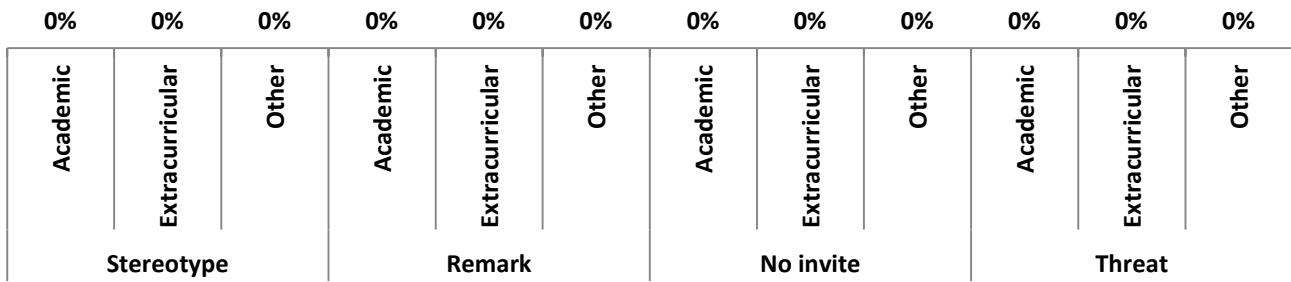
## Asian (Singaporean) Graduate Students



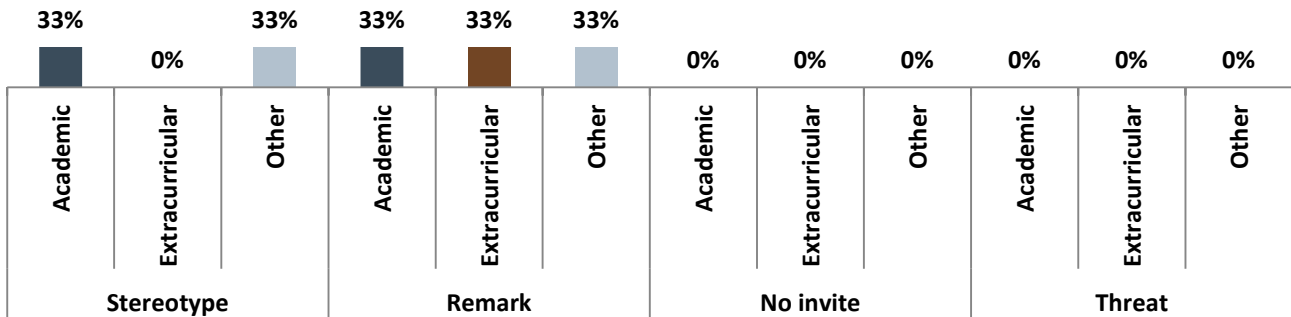
## Asian (Taiwanese) Graduate Students



## Asian (unspecified) Graduate Students



## Australian or New Zealander Undergraduates



## DISCRIMINATORY HARASSMENT AT CMU BASED UPON DISABILITY

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

If students responded yes to this question:

*Do you have a chronic physical or mental health condition that limits a major life activity, or do you have a condition that affects your ability to learn?*

*A response is necessary to determine which questions you should be shown next.*

*This information will only be used to help us interpret your responses to these questions and will not be added to your official student record.*

They were shown these questions:

*While at CMU, have you experienced any of these situations because of your condition?*

*someone did not offer you an opportunity or invite you to participate in something*

Academic no invite  
Extra no invite  
Other no invite

*someone made an assumption about you based upon a stereotype*

Academic stereotype  
Extra stereotype  
Other stereotype

*someone made fun of you or made you the subject of a joke or unkind remark*

Academic remark  
Extra remark  
Other remark

*someone threatened or intimidated you*

Academic threat  
Extra threat  
Other threat

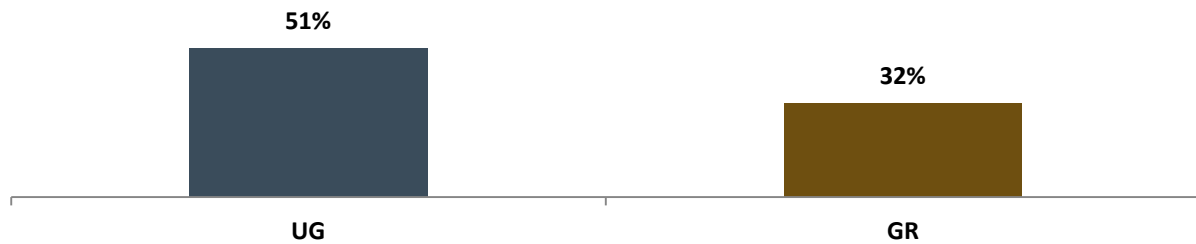
Please refer to pages 7-8 for examples of the academic, extracurricular, and other contexts.

- ❖ Approximately ten percent of undergraduates and four percent of graduate students reported a physical, mental health, or learning disability
- ❖ We do not have CMU population values for comparison

UG respondents	UG population	Over- or under-represented	GR respondents	GR population	Over- or under-represented
10.1%	unknown	unknown	4.4%	unknown	unknown

- ❖ More than one-half of undergraduates who reported a physical, mental health, or learning disability indicated at least one harassment experience based on their condition
- ❖ One-third of graduate students who reported a physical, mental health, or learning disability indicated at least one harassment experience based on their condition

## At least one harassment experience based on disability among students who report a physical, mental health, or learning disability



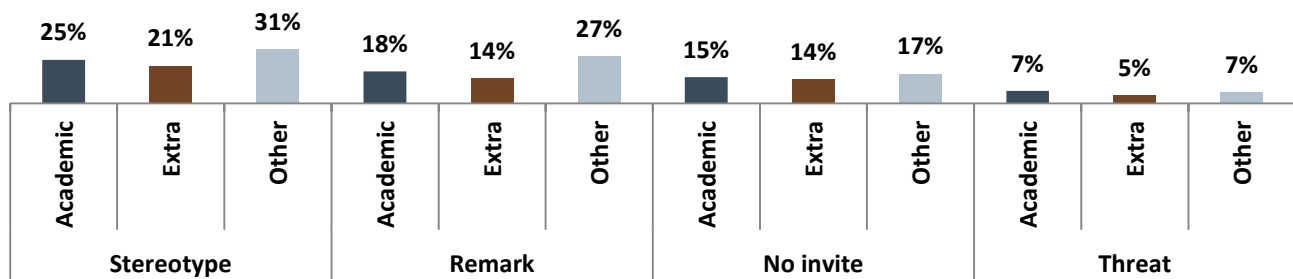
- ❖ Rates of experiencing harassment in each context are higher among undergraduates than among graduate students
- ❖ The typical pattern across this study is rates that are highest within the other context, followed by the extracurricular and academic contexts; for disability-related harassment, the rates in the academic context are highest among graduate students and higher than the extracurricular context among undergraduates

Undergraduates with at least one harassment experience in the			Graduate students with at least one harassment experience in the		
academic context	extracurricular context	other context	academic context	extracurricular context	other context
32%	27%	38%	27%	17%	24%

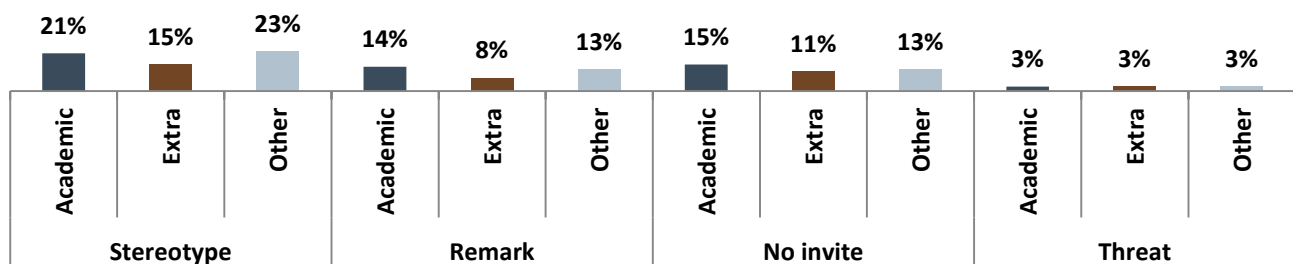
The next section displays each of the twelve types of harassment by degree level.

- ❖ Across most characteristics measured, the rates of being the subject of an unkind remark are generally higher than the rates of not being invited to participate in something; for disability-related harassment, the rates of those two types of harassment are much more similar to each other within each of the two degree levels
- ❖ Undergraduate and graduate students' rates of disability-related harassment are much more similar to each other than for other characteristics measured

### Undergraduates with a Disability



### Graduate Students with a Disability





## SEXUAL HARASSMENT EXPERIENCES AT CMU

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*Have you had any of these experiences at CMU with a person with direct authority over your academic situation, for example, an instructor, advisor, lab or studio supervisor, grader, or TA?*

*A person directly asked you for sexual contact in exchange for something positive, for example, a high grade, a strong letter of recommendation, better funding, or access to resources*

Academic positive quid pro quo

*A person directly asked you for sexual contact and threatened something negative if you refused, for example, a low grade, withholding a recommendation, decreased funding, limiting access to resources, or harming your academic or professional reputation*

Academic negative quid pro quo

*A person made sexual advances, and you worried that refusing would lead to something negative, even though the person did not directly say that it would*

Academic indirect

*Asked only of students who have ever been employed by CMU:*

*Have you had any of these experiences at CMU with a person with direct authority over your employment conditions, for example, a supervisor, manager, or team leader?*

*A person asked you for sexual contact in exchange for something positive, for example, assigning you attractive shifts, duties, or responsibilities; increasing your pay; or offering future employment*

Employment positive quid pro quo

*A person asked you for sexual contact and threatened something negative if you refused, for example, assigning you unattractive shifts, duties, or responsibilities; decreasing your pay; refusing future employment; or harming your academic or professional reputation*

Employment negative quid pro quo

*A person made sexual advances, and you worried that refusing would lead to something negative, even though the person did not directly say that it would*

Academic indirect

- ❖ The rates for reporting any type of quid pro quo or indirect sexual harassment are extremely low in both the academic and employment contexts
- ❖ Of the 44 respondents who reported at least one type of academic quid pro quo or indirect sexual harassment, 21 reported multiple types
- ❖ Of the 10 respondents who at reported least one type of employment quid pro quo or indirect sexual harassment, four reported multiple types

	Academic positive quid pro quo	Academic negative quid pro quo	Academic indirect	Employment positive quid pro quo	Employment negative quid pro quo	Employment indirect
	<b>Number reporting</b>					
<b>Female UG</b>	5	18	2	5	1	3
<b>Male UG</b>	7	11	5	1	1	0
<b>Female GR</b>	1	4	0	0	0	0
<b>Male GR</b>	6	7	4	1	1	1

## SURVEY ITEMS:

## REFERENCE IN THIS REPORT:

The next questions are about whether you have ever experienced a sexually intimidating, hostile, or offensive environment.

This kind of environment could be created through the use of:  
visual things like emails, pictures, signs, or videos;  
verbal things like comments, chants, or songs; or  
physical acts like making sexual gestures, touching someone, or blocking their way.

Anyone can create this kind of environment, including your peers who have no authority over your academic situation or employment.

Have you ever experienced a sexually intimidating, hostile, or offensive environment in an academic context?

Academic environment

Asked only of students who have ever been employed by CMU:  
Have you ever experienced a sexually intimidating, hostile, or offensive environment in an employment context at CMU?

Employment environment

Have you ever experienced a sexually intimidating, hostile, or offensive environment related to any student organization?

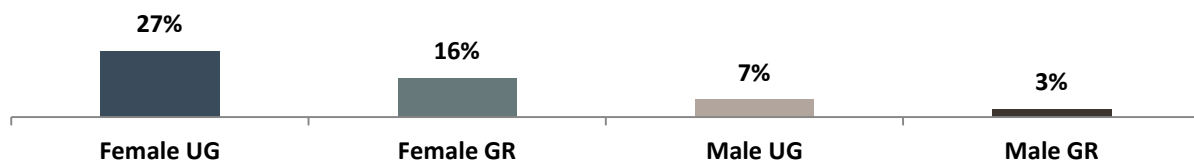
Student org environment

Asked only of students who have ever been housed by CMU:  
Have you ever experienced a sexually intimidating, hostile, or offensive environment in your CMU housing?

Housing environment

- ❖ The rates for reporting any type of hostile environment are much higher than the rates for reporting quid pro quo or indirect sexual harassment
- ❖ As expected, overall rates are lower among graduate students as they are likely to have less involvement in student organizations and less likely to be housed by CMU compared to undergraduates
- ❖ Rates among women are higher than among men for each degree level

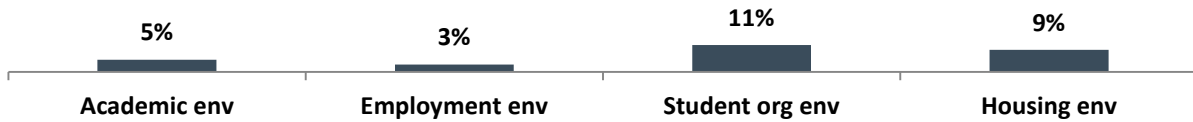
## At least one experience in a hostile environment



The next section displays each of the four hostile environment types by birth sex and degree level.

- ❖ Among undergraduates, the most prevalent hostile environments are within student organizations and CMU housing
- ❖ Hostile environments within student organizations and CMU housing are extremely low among graduate students
- ❖ Five percent of all undergraduates and graduate women experienced a hostile environment in an academic setting

## Undergraduate Women



## Graduate Women



## Undergraduate Men



## Graduate Men



## STALKING EXPERIENCES SINCE ENROLLING AT CMU

### SURVEY ITEMS:

*Someone repeatedly followed me or watched me in person even though I didn't want them to*

*Someone repeatedly followed me or watched me online even though I didn't want them to*

*Someone repeatedly waited for me outside my home, my classes, or another activity even though I didn't want them to*

*Someone repeatedly sent me gifts even though I did not want them to*

*Someone repeatedly texted or emailed me even though I didn't want them to*

*Someone repeatedly called me or left me voicemails even though I didn't want them to*

*Someone repeatedly posted messages on my social media sites even though I didn't want them to*

### REFERENCE IN THIS REPORT:

Physical following

Online following

Physical waiting

Gifts

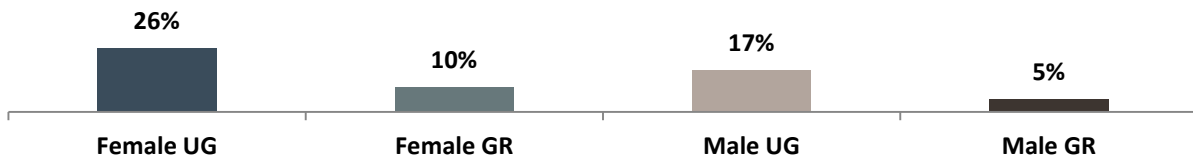
Repeated texts or emails

Repeated calls or voicemails

Repeated postings

- ❖ The rates for reporting at least one stalking experience are higher among undergraduates than among graduate students
- ❖ One-half of the students reporting a stalking experience reported experiencing multiple types of stalking

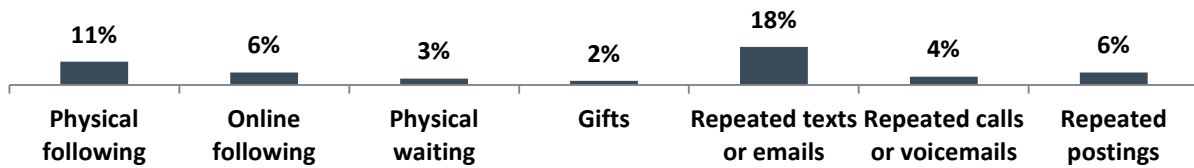
### At least one stalking experience



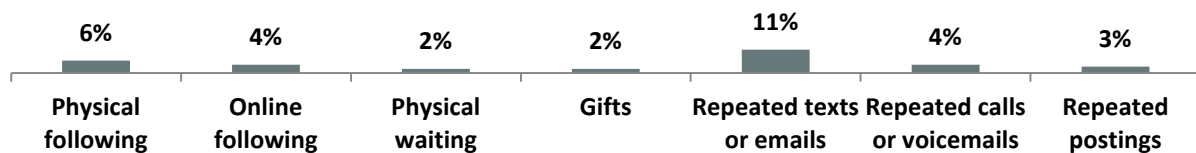
The next section displays each of the seven stalking types by birth sex and degree level.

- ❖ Repeated texts or emails is the experience most frequently reported by each group
- ❖ Eleven percent of female undergraduates have experienced physical following, and six percent have experienced online following and repeated unwanted posting on their social media sites
- ❖ Six percent of female graduate students have experienced physical following and four percent have experienced online following
- ❖ Four percent of male undergraduates have experienced physical following, and three percent have experienced online following
- ❖ Rates of each type of stalking experience are fewer than three percent for male graduate students

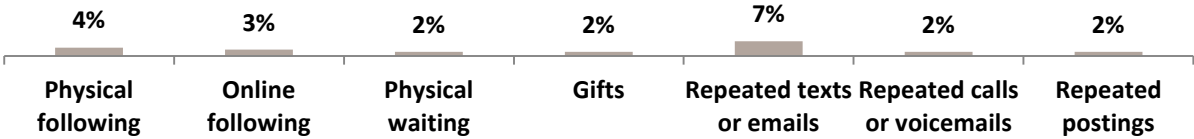
## Undergraduate Women



## Graduate Women



## Undergraduate Men



## Graduate Men





## RESPONSES IN BYSTANDER SITUATIONS

### SURVEY ITEMS:

### REFERENCE IN THIS REPORT:

*Have you ever seen any of these situations happen to someone else at CMU due to any of the characteristics asked about on this survey?*

*someone did not offer them an opportunity or invite them to participate in something*

No invite

*someone made an assumption about them based upon a stereotype*

Stereotype

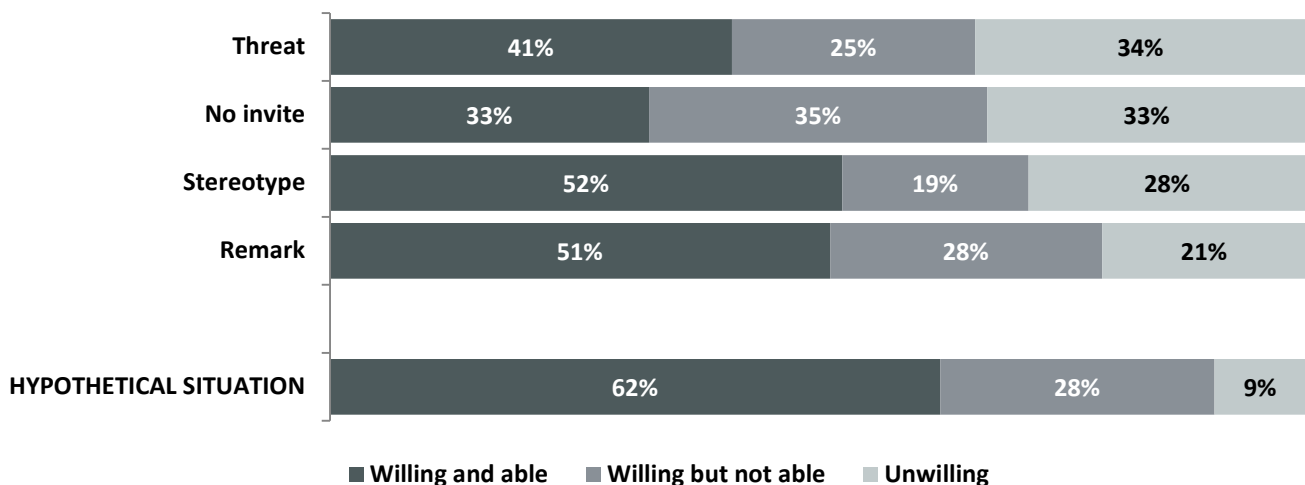
*someone made fun of them or made them the subject of a joke or unkind remark*

Remark

*someone threatened them or intimidated them*

Threat

- ❖ Fifty-eight percent of respondents have seen at least one of harassment situation based on any characteristic
- ❖ Between one-third and one-half of students responded to the last situation they saw by doing something, either alone or with help
- ❖ Between twenty percent and one-third wanted to do something, but did not know what to do, so did not react
- ❖ Of the forty-two percent that had not seen any of these situations, two-thirds believed they could and would react, and only nine percent would not react – a distribution more favorable than among students who have actually seen these types of situations



- ❖ At least two-thirds of the students who reported they 'did nothing' did not believe nothing was wrong, but rather did not want to get involved

AMONG STUDENTS WHO REPORTED THEY 'DID NOTHING'	% that did nothing because they thought <u>nothing was wrong</u>	% that did nothing because they <u>did not want to get involved</u>
Threat	33%	67%
Stereotype	33%	67%
No invite	27%	73%
Remark	12%	88%

# OPINION OF CMU’S MESSAGE REGARDING DISCRIMINATORY AND SEXUAL HARASSMENT

## SURVEY ITEMS:

## REFERENCE IN THIS REPORT:

*How well do you think CMU has conveyed:*

*its position against sexual harassment*

SH position

*its position against other types of discriminatory harassment*

DH position

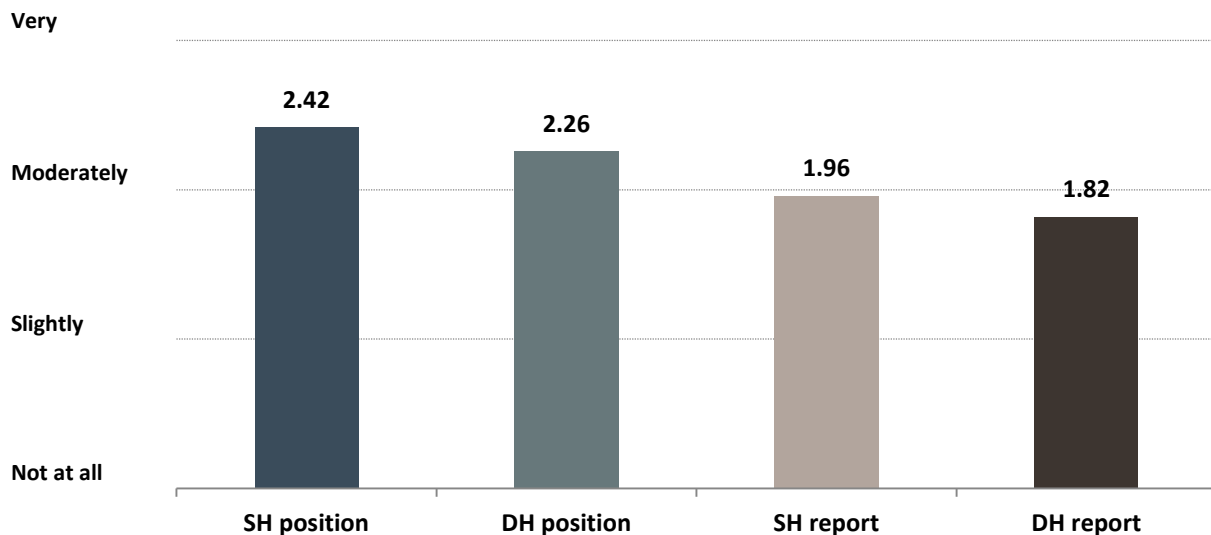
*the process to make an official report of sexual harassment*

SH report

*the process to make an official report of other types of discriminatory harassment*

DH report

- ❖ All messages are perceived as being conveyed *moderately* well; however, messages about CMU’s position have higher means than messages about the process to make official reports
- ❖ Eleven percent of students do not know how well CMU has conveyed its position against any type of harassment and eighteen percent do not know how well CMU has conveyed the process to report any type of harassment



## Percent responded “I don’t know”

