

# Committee on Sexual Misconduct Prevention and Response

Annual Report

August 9, 2019

*Prepared by Professor Leslie A. Kolodziejski, Chair*

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## Committee Membership

Prof. Leslie A. Kolodziejski, Chair, *Electrical Engineering and Computer Science*  
Prof. Jacopo Buongiorno, *Nuclear Science and Engineering*  
Prof. Lerna Ekmekcioglu, *History Section*  
Prof. Sally Haslanger (on leave AY18-19), *Linguistics & Philosophy*  
Prof. Katharina Ribbeck, *Department of Biological Engineering*  
Prof. Roger S. Schwarzschild, *Linguistics & Philosophy*  
Prof. Julie A. Shah (on leave AY18-19), *Aeronautics and Astronautics*  
Ms. Sophia McGowan, Undergraduate Student '19  
Ms. Cecilia Siqueiros, Undergraduate Student '19  
Ms. Elizabeth Qian, Graduate Student, *Aeronautics and Astronautics*  
Ms. Kara Rodby, Graduate Student, *Chemical Engineering*  
Ms. Kelley Adams, *Violence Prevention and Response*  
Ms. Ramona B. Allen, *School of Architecture & Planning*  
Mr. Brad J. Badgley, *Fraternities, Sororities and Independent Living Groups*  
Dr. Suraiya Baluch, *Office of Graduate Education GradSupport*  
Ms. Barbara Bolich, *DAPER Administration*  
Mr. Don Camelio, *Residential Life Programs*  
Ms. DiOnetta Jones Crayton, *Office of Minority Education*  
Ms. Nina J. Davis Millis, *Libraries*  
Ms. Abigail M. Francis, *LGBTQ+ Services*  
Ms. Raquel Irons, *Human Resources*  
Ms. Maryanne Kirkbride, *MindHandHeart Department Support Project*  
Ms. Kate McCarthy, *Student Support and Wellbeing*  
Ms. Loren Montgomery, *MIT Police*  
Dr. David W. Randall, *Student Support and Wellbeing*  
Ms. Sarah Rankin, *Title IX and Bias Response*  
Mr. Christiaan M. Stone, *Lincoln Laboratory*  
Mr. Jaren Wilcoxson, *Office of the General Counsel*  
Ms. Heather G. Williams, *School of Science*  
Mr. Gregory MacDonough, *Title IX and Bias Response, Staff to the Committee*

## Charge of the Committee

As charged by the President, the Committee on Sexual Misconduct Prevention and Response (hereafter, “CSMPR” or “the Committee”) is an advisory body that provides guidance to the Provost, Chancellor, Vice President of Human Resources, and the Institute Community and Equity Officer. The mission of the CSMPR is to encourage a campus environment that is safe, respectful, and free from discrimination; and to oversee an Institute-wide approach to prevent and respond to sexual misconduct and other forms of gender-based discrimination.

The 30 members of the committee represent a broad cross section of the MIT community, including faculty, staff, undergraduate students and graduate students.

## Committee Accomplishments

A significant activity carried out by the CSMPR was the examination and consideration of ongoing training, or continual education, of the MIT community regarding sexual misconduct prevention and response. As preliminary background, CSMPR recommended in 2016 that all faculty and staff be required (for the first time) to complete an online education program offered by Everfi called *Haven for Faculty and Staff*. In the 2017/2018 academic year, nearly 100% of MIT faculty and staff completed the training. Importantly, the original 2016 CSMPR recommendations stated that sexual misconduct education or training should be required for employees every two years. With regard to students, all incoming undergraduate and first-year graduate students are required to complete an online sexual misconduct training prior to arriving to campus in the fall. [Note: the same vendor Everfi provides the online education for the MIT student body.] Incoming first-year undergraduates also attend an in-person session on sexual misconduct and bystander intervention skills during new student orientation. In the case of students (undergraduate and graduate) no additional education is currently required during their multiple years of formal education at MIT. The CSMPR recommends that all members of the community should be continuously educated about sexual misconduct, gender discrimination and harassment, bias discrimination in general, as well as about creating an inclusive environment. Therefore, during the 2018/2019 academic year, two working groups were created to consider options for continual training of undergraduates, and also for graduate students, staff and faculty. Below is the charge, the membership, activity, and recommendations of the two working groups addressing overall education of the MIT community about sexual misconduct prevention and response.

### **1. Graduate Student, Faculty and Staff Training CSMPR Working Group**

Presently, all faculty and staff and current graduate students have received a single training that considers sexual misconduct. The vendor of the first online training, Everfi, offers a second (or follow-on) online training course for faculty and staff and is available for use by MIT. However, a proposal that was advanced suggested offering a number of different trainings to the MIT community; the suggestion of a 'menu' of options was universally supported by the CSMPR. Therefore, the creation of a separate working group was needed to determine what might be offered in the menu. In Appendix A, the charge, membership and responsibilities of the Graduate Student, Faculty and Staff Training CSMPR Working Group (GS/F/S Training Working Group) are listed. Graduate students were considered alongside faculty and staff in this working group because the age ranges of each group overlap, and because graduate students likely received training on these topics at their undergraduate institutions.

The GS/F/S Training Working Group met over the course of the spring semester to design a menu of training options an employee or graduate student could select from to fulfill their ongoing biennial training requirement. The GS/F/S Training Working Group developed a list of online training courses related to sexual harassment, bystander intervention, and unconscious bias that are currently available through the MIT Learning Center. Members of the GS/F/S Training Working Group reviewed each of these products

and searched for other online trainings available through platforms including the National Academies of Science, and Ted Talks.

At the conclusion of their effort, the GS/F/S Training Working Group created a possible menu of options to include a range of topics and training modalities:

**Option A: Faculty/Staff Focus Training Option**

This option is an online training created by MIT that includes content developed internally as well as content that is available externally. The overall training is anticipated to require approximately 60 minutes to complete. The training will have the following content or educational segments:

- Introductory video from MIT Senior Administrators to discuss the importance of sexual misconduct training for the MIT community (will need to be created)
- Video: Professor Lilia Cortina discusses “Myth Busting: Responding to the Most Common Misperception about Sexual Harassment, part 1”, National Academies of Science, Engineering and Medicine (11 minutes in length)  
<https://vimeo.com/301259700>
- Video: Professor Kate Clancy discusses “Myth Busting: Responding to the Most Common Misperception about Sexual Harassment, part 2” National Academies of Science, Engineering and Medicine (13 minutes in length)  
<https://vimeo.com/album/5561695/video/301259837>
- Video: Professor Marianne Cooper in “The Power of Us” TED Talk (15 minutes in length) [https://www.youtube.com/watch?v=ye4Y\\_VpvCko](https://www.youtube.com/watch?v=ye4Y_VpvCko)
- Closing video from MIT discussing the culture change that is the goal of the overall training effort (will need to be created)
- Final activity: to ensure completion of the training segment, and that learning outcomes were achieved, a questionnaire will be completed by the trainee (will need to be created)

**Option B: Graduate Student Focus Training Option**

This option is an online training created by MIT that includes content developed internally as well as content that is available externally. The overall training is anticipated to require approximately 60 minutes to complete. The training will have the following content or educational segments:

- Introductory video from MIT Senior Administrators to discuss the importance of sexual misconduct training for the MIT community (will need to be created)
- Video: Professor Lilia Cortina discusses “Myth Busting: Responding to the Most Common Misperception about Sexual Harassment, part 1”, National Academies of Science, Engineering and Medicine (11 minutes in length)  
<https://vimeo.com/301259700>
- Video: Professor Kate Clancy discusses “Myth Busting: Responding to the Most Common Misperception about Sexual Harassment, part 2” National Academies of Science, Engineering and Medicine (13 minutes in length)  
<https://vimeo.com/album/5561695/video/301259837>

- Video: Dr. Julia Shaw discusses “How Memory Science can help Fight Harassment.” TED Talk (10 minutes in length)  
[https://www.ted.com/talks/dr\\_julia\\_shaw\\_what\\_to\\_do\\_if\\_you\\_have\\_been\\_harassed\\_at\\_work](https://www.ted.com/talks/dr_julia_shaw_what_to_do_if_you_have_been_harassed_at_work)
- Closing video from MIT discussing how sexual harassment or discrimination reporting is accomplished at MIT (will need to be created)
- Final activity: to ensure completion of the training segment, and that learning outcomes were achieved, a questionnaire will be completed by the trainee (will need to be created)

**Option C:**

- Globe Smart: Creating an Inclusive Workplace (online training through MIT’s Atlas Learning Center)

**Option D:**

- EverFi Ongoing Training on Handling Disclosures

**Option E:**

- In-person trainings on a variety of topics available for entire departments or offices to opt into or available on selected days throughout the semester (delivered by MIT staff or faculty)

Members of the GS/F/S Training Working Group are continuing to work with Human Resources, IS&T, and the Office of General Counsel to assess the possibility of offering these suggested training options. Factors MIT still needs to confirm include permission from the online external content owners, tracking capabilities within the HR Learning Center, and ensuring a reliable method to track attendance at in-person sessions. In addition, a team will need to develop the custom training modules about MIT reporting options, resources, and leadership messaging about the campus climate included in Options A and B.

**2. Undergraduate Student Training CSMPR Working Group (UG Training Working Group)**

In Appendix B, the charge, membership and responsibilities of the working group considering undergraduate students are listed. Presently, all first-year undergraduate students are required to complete an online sexual misconduct training prior to arriving on campus. However, no additional training beyond orientation is required, although some additional training may be available for certain extracurricular activities.

During the initial meeting, the UG Training Working Group decided that, despite the tight timeline, getting a broad array of input or responses by student and staff stakeholders would be necessary to make an informed recommendation to the CSMPR. The goal was to better understand students past training experiences and what students may want moving forward. The UG Training Working Group identified key groups to elicit feedback from and implemented significant outreach activities.

The following groups took part in the feedback process:

- Undergraduates living in MIT residence halls, including Burton Conner, East Campus, MacGregor, McCormick, and Next House
- Members of the Panhellenic Council and Interfraternity Council
- Undergraduate Association Wellness Committee
- Student Wellness Advisory Council
- MIT Q-Lab
- PLEASURE@MIT (Peers Leading Education About Sexuality and Speaking Up for Relationship Empowerment)
- TIXSAC: Title IX Student Advisory Committee
- Area Directors

A wealth of data was gathered through the feedback/input process and the UG Training Working Group carefully analyzed and assessed the data. The following points summarize the key observations gleaned from community input.

Students recognized that online and in-person training options both come with distinct advantages and disadvantages. Therefore, offering a combination of online training along with in-person training options will allow MIT to meet the diverse needs of the community. The first recommendation is to utilize “Sexual Assault Prevention-Ongoing Education”, a booster course available to MIT by EverFi, as an online training requirement for sophomores. Moreover, EverFi has committed to producing two more booster courses (one for juniors and one for seniors) in the next two years, and CSMPR recommends the additional online training to be required. In partnership with Everfi, MIT will thus ensure that undergraduate students are taking a baseline refresher training every year (first year, sophomore, junior and senior) while completing their undergraduate program. Noting the advantages with in-person training, a deeper exploration needs to be done to determine how to leverage in-person training in a low-barrier, practical manner with special attention to capacity limits. Accordingly, CSMPR recommends the creation of another working group to focus on in-person training, with stakeholders from: Title IX and Bias Response, Violence Prevention and Response, Student Support and Wellbeing, Undergraduate Residential Life, Fraternities, Sororities and Independent Living Groups, Dormitory Council, Panhellenic Council, InterFraternity Council, and Living Group Council. Establishment of the new working group will allow determination of a comprehensive approach to in-person training and education for undergraduate students. At the same time, consideration of options for in-person training for other members of the MIT community, such as research groups and departments, should not be overlooked.

### **3. Sexual Assault Prevention Insights: Impact Report from Everfi**

For three years (2016, 2017, 2018), portions of the MIT student (undergraduate and graduate) community have been completing Everfi online education trainings addressing sexual misconduct. For the 2018-2019 academic year, incoming undergraduate and graduate students were required to complete the training otherwise a registration hold was put in place for the spring 2019 semester. In the fall 2018, data was collected based

on responses from 1,164 undergrad students and 4,110 grad students who completed Survey 1 and 358 undergrad students and 2,271 grad students who completed Survey 2 at MIT. Where available, data is benchmarked against the national aggregate (895,720 undergraduates and 200,616 graduate students, respectively). [Note: Survey 1 is from Part I of the online training and covers the primary course content prior to their exposure to the material, and Survey 2 is from the review or follow-up lessons assessed thirty days following completion of the primary training.] For 2018, survey 2 data show that the proportions of both male and female undergraduate students who report an experience of sexual assault, relationship violence, or stalking since arriving on campus has decreased in comparison to past years' data. The same trend is observable among graduate student survey 2 data. The portions of the survey data sets that cover knowledge and understanding of content show a dramatic change in knowledge about reporting sexual assault from survey 1 to survey 2 in both 2017 and 2018, demonstrating the impact on long-term knowledge gains that the online training has provided. For undergraduates in 2018, 43% know how to report a sexual assault according to survey 1, whereas 86% know how to report a sexual assault according to survey 2 results and after the primary training. For the graduate student replies, 66% know how to report a sexual assault from survey 1 and 90% know how to report from survey 2. Similar dramatic changes between survey 1 and survey 2 are found when the students are asked about their awareness of support services available at MIT for sexual assault and relationship violence. When asked about the ability to intervene effectively in a potential sexual assault situation, the undergraduate student replies indicate 61% moderately/strongly agree in survey 1 results, and 83% moderately/strongly agree in survey 2 results, indicating an increase that remained 30 days after completing the course. Similarly, for graduate student replies, the numbers are 72% moderately/strongly agree in survey 1 and 88% moderately/strongly agree in survey 2 results.

For the first time, MIT faculty and staff have completed the Everfi online training regarding sexual misconduct with 13,022 completing survey 1 and 1117 completing survey 2. Since Everfi also offers the same online training to other sister/peer universities across the United States, MIT survey responses can be compared to other responses received nationally. The table below shows the outcome when asked "Prior to this

Prior Training Prior to this program, have you ever received training on the following topics -	% YES	
	MIT	Nat'l
	Sexual Assault	50%
Dating Violence	33%	68%
Domestic Violence	35%	71%
Stalking	31%	66%
Sexual Harassment	61%	83%

program, have you ever received training on the following topics: sexual assault, dating violence, domestic violence, stalking and sexual harassment?" MIT faculty and staff overwhelmingly have received substantially less training compared to faculty and staff nationally. With regard to knowledge of MIT policies and procedures for responding to sexual misconduct, 73% respondents indicated that they moderately/strongly agree that they have a good understanding, compared to the national average of 83%. For the same question, survey 2 replies show the percentage of respondents who moderately/strongly agree increases to 94%. When asked if one knows how to report a sexual assault at MIT, 68%

moderately/strongly agree in survey 1, but after training, survey 2 replies indicate a jump to 92%. Overall, sexual misconduct training showed a positive change between the results

obtained for survey 1 and survey 2, and strongly suggests that the training is successful. Appendix C contains all of the survey data from faculty and staff completing the mandatory Everfi online training.

## Other Committee Activities

The CSMPR had several productive discussions and reviews with campus leaders and outside experts, including:

- Annual review regarding Title IX and Bias Response Office, led by Sarah Rankin
- Annual review regarding Violence Prevention and Response, led by Kelley Adams
- Summary report regarding National Academies Science, Engineering and Medicine Consensus Report on Sexual Harassment, led by Sheila Widnall (co-author of Consensus Report)
- Discussion regarding (past and upcoming) American Association of Universities Sexual Misconduct Survey, led by Jag Patel, Chancellor's Office
- Update regarding complaint resolution process of Committee on Discipline, led by Prof. Andrew Whittle and Tessa McLain
- Discussion regarding on-going trainings for undergrads at MIT/peer schools, led by Bianca Kaushal, Title IX Education Specialist
- Discussion regarding on-going trainings for grad students/staff/faculty, led by Sarah Rankin
- Update regarding new regulations posed by US Office of Civil Rights, led by Jay Wilcoxson, MIT Office of General Counsel
- Update regarding the Institute Community Equity Officer search and plans, led by Beatriz Cantada, Office of the Provost
- Update regarding MindHandHeart Departmental Support Project and departmental climates, led by Maryanne Kirkbride
- Impact report from mandatory Institute-wide faculty/staff training, Everfi representatives
- Update regarding annual prevention initiative in DAPER, led by Barbara Bolich, DAPER Administration
- Discussion regarding process for faculty/staff misconduct allegations, led by Marianna Pierce, MIT Human Resources
- Discussion regarding MIT Academic Climate Survey results, led by Lydia Snover and Jonathan Schwarz, MIT Institutional Resources
- Discussion regarding Student Support and the Care Team, led by Kate McCarthy and David Randall, Office of the Dean for Student Life

## Recommendations

1. New persons joining MIT will undergo sexual misconduct training as part of their orientation activities, including first-year undergraduate students, graduate students, faculty and staff. In order to build upon orientation training for new people joining our community, ongoing sexual

misconduct, gender harassment, harassment and discrimination training is needed for all community members on a continual basis, and preferably every two years. For undergraduate students, the CSMPR recommends that the Everfi educational online booster modules be implemented for sophomores, juniors and seniors; completing these modules should be mandatory and will result in a registration hold if not completed. Graduate students, staff and faculty also require ongoing mandatory training. The CSMPR recommends that the various options described in this annual report to be developed and utilized to complete the training requirement.

2. A working group should be created and charged with addressing in-person training of the MIT community: what kind of training is needed and wanted, who will complete the training, what is the frequency of offering in-person training, and what is the cost to deliver the training. Finally, assessment and tracking of the in-person training is important to consider.

## Committee Work Plan, 2019-2020

The CSMPR will engage in the following activities, among others:

1. Extend invitation to Associate Provost Tim Jamison to understand current activities of the Institute Community and Equity Office
2. Consider ways and manners to consolidate institute resources and improve visibility of such resources to the community
3. Examine report of 2019 American Association of Universities Sexual Assault Survey, including both national and MIT-specific data
4. Follow, and if needed respond to possible national legislative and administrative developments, such as new guidelines from the Department of Education, ongoing from fall 2018
5. Continue discussions with relevant campus groups, including the COD, Police, Ombuds, MIT Medical, and student-led groups.
6. Determine ways for CSMPR knowledge and impact to have more outreach to other entities/groups on campus
7. CSMPR will engage with the four working groups created as part of the campus response to the National Academies Science, Engineering and Medicine Consensus Report on Sexual Harassment

## Appendix A

### **Graduate Student, Faculty and Staff Training CSMPR Working Group Spring, 2019**

#### **Members**

- Chair Sarah Rankin, Institute Title IX Coordinator, member CSMPR
- Bianca Kaushal, Education Specialist, Title IX and Bias Response
- Heather Williams, Assistant Dean, School of Science, member CSMPR
- Kelley Adams, Director of Violence Prevention and Response (VPR), member CSMPR
- Maryanne Kirkbride, MindHandHeart, member CSMPR
- Donna Behmer, Assistant Provost for Faculty Programs
- Jimmy Doan, Assistant Dean, CARE Team, Division of Student Life
- Leslie Kolodziejski, Professor of Elect. Engr. Comp. Sci., Chair CSMPR
- Elizabeth Qian, Graduate Student, Aero/Astro Dept., member CSMPR

#### **Motivation:**

In 2016, CSMPR recommended that community-wide training (or education) is essential to the prevention of sexual misconduct at MIT. The training consists of initial (or on-boarding) training when joining the community and on-going training as a way to advance understanding and educate the community. In a two-pronged effort, CSMPR will consider on-going training for undergraduates (UG) and also for graduate students, faculty and staff. The Graduate Student, Faculty and Staff Training working group will explore various options to begin on-going training for graduate students, faculty and staff.

#### **Responsibilities:**

1. Goal: can a suite of training options be created for on-going training?
2. Review and evaluate the EverFi on-going Education Booster Course as a complement to the initial EverFi Training completed by 99% of faculty and staff in fall 2017
3. Develop multi-year education (or training) plan
4. Investigate current course options available at MIT
  - a. Providers include: edX, GlobeSmart, Lynda.com, Skillsoft
  - b. Identify pros/cons
  - c. Consider modifications or adaptations possible
5. Consider feasibility of in-person trainings and peer training programs
6. Consider other options available outside MIT

#### **Reporting:**

The Graduate Student, Faculty and Staff Training working group will present its findings in a presentation and report to the CSMPR on May 7<sup>th</sup>.

## Appendix B

### Undergraduate Training CSMPR Working Group

Spring, 2019

#### Members

- Co-Chair Bianca Kaushal, Education Specialist, Title IX and Bias Response, member CSMPR
- Co-Chair Don Camelio, Associate Dean of Residential Education, member CSMPR
- Abigail Francis, Assistant Dean, Intercultural Engagement, LGBTQ+, member CSMPR
- Kate McCarthy, Associate Dean, Student Support and Wellbeing, member CSMPR
- DiOnetta Jones Crayton, Associate Dean and Director, Office of Minority Education, member CSMPR
- Vienna Rothberg, Peer Education and Prevention Specialist in Violence, Prevention and Response (VPR)
- Roger Schwarzschild, Professor of Linguistics and Philosophy, member CSMPR
- Cecilia Siqueiros, UG Student, Yr 4, Physics, member CSMPR
- Vanessa Wong, UG Student, Yr 3, Physics, Panhellenic Association
- Em McDermott, UG Student, Yr 3, Biology, PLEASURE Peer Educator

#### Motivation:

In 2016, CSMPR recommended that community-wide training (or education) is essential to the prevention of sexual misconduct at MIT. The training consists of initial (or on-boarding) training when joining the community and on-going training as a way to advance understanding and educate the community. In a two-pronged effort, CSMPR will consider on-going training for undergraduates (UG) and also for graduate students, faculty and staff. The UG Training working group will explore the possibility and implementation of on-going education for undergraduate students.

#### Responsibilities:

1. Review and evaluate the EverFi on-going Education Booster Courses for undergraduate students as a complement to the initial EverFi Training completed by first year students
2. Develop multi-year education (or training) plan for undergraduates
3. Obtain perspective from community
  - a. Identify and engage with key student groups as stakeholders
  - b. Solicit feedback on proposed implementation of overall UG training
  - c. Seek input regarding other training options, such as in-person training
4. Compile findings and feedback into recommendation report

#### Reporting:

The UG Training working group will present its findings in a presentation and report to the CSMPR on May 7<sup>th</sup>.

Appendix C



MIT (Updated)

## Awareness and Attitudes

### Aggregate Results

Survey Questions	Campus			National		
	Survey 1 n=13,022	Survey 3 n=1,117	% change	Survey 1 n=130,089	Survey 3 n=37,384	% change
I have a good understanding of what constitutes sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	93.2%	95.6%	2.6%	93.1%	95.8%	2.9%
I have a good understanding of my institution's policies and procedures for responding to sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	73.2%	93.7%	28.0%	83.2%	93.2%	12%
I am aware of strategies for preventing sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	71%	93.6%	31.8%	81.6%	93.1%	14.1%
I am confident in my ability to respond to disclosures of sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	79.6%	92%	15.6%	85.8%	93.2%	8.6%
I am aware of resources at or around my institution related to sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	74.1%	93.8%	26.6%	82.1%	92.5%	12.7%
I am aware of whether or not I am a mandated reporter (e.g., Responsible Employee, Campus Security Authority) in my role at my institution. <i>(moderately - strongly agree)</i>	70%	90%	28.6%	83.8%	92%	9.8%
I know how to report a sexual assault at my institution. <i>(moderately - strongly agree)</i>	67.9%	91.7%	35.1%	80.4%	92.6%	15.2%

Percentage of faculty and staff with healthy/positive responses as indicated by the “moderately – strongly agree” label for each item.



MIT (Updated)

## Awareness and Attitudes

### Aggregate Results

Survey Questions	Campus			National		
	Survey 1 n=13,022	Survey 3 n=1,117	% change	Survey 1 n=130,089	Survey 3 n=37,384	% change
My institution has appropriate resources to support victims of sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	83%	90.6%	9.2%	83.7%	89.3%	6.7%
My institution adequately prepares staff and/or faculty to prevent sexual assault, relationship violence, and respond to disclosures. <i>(moderately - strongly agree)</i>	72.7%	86.3%	18.7%	81.2%	87.8%	8.1%
A person should never be blamed for being the victim of sexual assault, abuse, or harassment. <i>(moderately - strongly agree)</i>	96%	96.7%	0.7%	93.6%	95%	1.5%
I can identify warning signs of abuse in relationships. <i>(moderately - strongly agree)</i>	82.1%	92%	12.1%	86.7%	92%	6.1%
I think sexist jokes and language contribute to the issues of sexual assault, relationship violence, stalking, and sexual harassment. <i>(moderately - strongly agree)</i>	90%	92.2%	2.4%	86.5%	89.2%	3.1%
I plan to play an active role in addressing sexual assault, relationship violence, stalking, and sexual harassment at my institution. <i>(moderately - strongly agree)</i>	83.5%	87.5%	4.8%	83.8%	87.1%	3.9%
I am confident in my ability to intervene if I witnessed abusive behavior. <i>(moderately - strongly agree)</i>	82.7%	88.4%	6.9%	85.8%	90.6%	5.6%

Percentage of faculty and staff with healthy/positive responses as indicated by the “moderately – strongly agree” label for each item.