Campus Climate Survey Spring 2021

Howard University – Institutional Research and Assessment

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INTRODUCTION

Purpose

It is the University's responsibility to provide a safe, supportive environment where students can achieve academic success and personal growth. Campus climate surveys are important tools to gauge students' current attitudes, behaviors, and standards. Historically, these surveys have focused on sexual misconduct and other forms of gender-based violence, but these surveys can also include sense of belonging and engagement with the campus community at large. The purpose of Howard University's campus climate survey is three-fold: (1) to raise awareness about sexual misconduct and gender-based violence, (2) address students' experiences and concerns about their personal safety, and (3) ensure a safe learning and working environment at Howard University. Further, the information collected will allow stakeholders at Howard to make data-informed decisions related to training, policies, and initiatives.

Context/Background

The campus climate committee was formed at the request of the Office of the Provost and had its inaugural meeting on November 2, 2020. The committee was comprised of 18 members from across Howard University - a mix of faculty, staff, and students. The campus climate committee was subdivided into three working groups: instrument development, instrument refinement and member check, and communication and outreach. The goal and charge of the campus climate committee was to create and distribute a campus climate survey instrument that met the unique needs and context of Howard University. The committee at large and the working groups met multiple times over the course of the Fall 2020 and Spring 2021 semesters. During this time, the committee developed a campus climate survey instrument and designed a communications strategy to boost participation and engagement among the student population at Howard University. The climate survey was scheduled to be deployed amid an ongoing global pandemic during the Spring 2021 semester. Recognizing this, the committee set out to develop a campus climate instrument that would not only serve the unique needs and context of Howard University but would also consider the distinctive and novel experiences that students were facing in a virtual environment.

Instrument & Administration

The campus climate survey instrument was created, developed, and refined by the instrument development working group during the fall 2020 semester. This group, in collaboration with the campus climate committee at-large, worked on creating an instrument that fit the context of Howard University taking into account the unique circumstances created by the COVID pandemic. The instrument development team was comprised of stakeholders from across the university and included representation from faculty, staff, and student populations at Howard.

The team also included individuals with expertise in survey design, validation, and deployment.

Once the instrument had been created, the instrument refinement and member check working group took the lead. This group held three focus group sessions with students to assist in improving the climate survey instrument. The focus groups included undergraduate as well as graduate/professional students at Howard University. Each focus group was well-attended, and the working group received vital feedback that led to the improvement of the content as well as the flow of the campus climate survey instrument. Once the instrument was finalized, the communication and outreach working group worked with campus stakeholders to communicate and promote the survey.

The campus climate survey was deployed in the Spring 2021 semester, opening on March 29, 2021 and officially closing on May 3, 2021. The survey was open for all undergraduate and graduate/professional students at Howard University. Overall, 1,045 students responded out of 9016 giving a response rate of 11.59%. No identifying information, outside of demographic data, was collected. The students taking the survey accessed the survey through an anonymous Qualtrics link which did not collect any personal data from survey takers. This data was then aggregated to further protect the confidentiality of the students completing the campus climate survey.

RESULTS

The following sections break down the data collected from the Howard University Spring 2021 Campus Climate Survey. A dashboard with the tables and figures can be found via the following link – Campus Climate Survey Dashboard (Spring 2021).

Demographics

The first section of the campus climate survey consisted of a set of demographic questions. The purpose of this particular set of questions was to better understand the background, characteristics, and identities of undergraduate and graduate/professional students engaging with the climate survey. Of the students that took the climate survey (n = 1045), the overwhelming majority were undergraduate students (n = 884) comprising 86.51% of all survey takers. The full breakdown by classification can be seen in Table 1 below.

Table 1

Class Standing

Field		Choice Count
Freshman (undergraduate)	33.27%	340
Sophomore (undergraduate)	24.76%	253
Junior (undergraduate)	17.91%	183
Senior (undergraduate)	10.57%	108
Graduate student	7.24%	74
Professional student (e.g., law, medicine, dentistry, pharmacy, social work)	6.26%	64
		1022

Regarding student status, 94.88% (n = 963) of survey takers reported that they were full-time students while 5.12% (n = 52) indicated that they were part-time.

All 13 schools and colleges at Howard University were represented. The breakdown of survey takers by school/college can be seen below in Figure 1 and Table 2 below.

Figure 1

School/College Designation

School/College	Count
College of Arts and Sciences	434
School of Business	122
College of Engineering and Architecture	115
Cathy Hughes School of Communications	107
College of Nursing and Allied Health Sciences	83
School of Education	32
School of Law	28
College of Pharmacy	18
School of Divinity	16
College of Medicine	16
School of Social Work	16
Graduate School (select if your program is exclusively in the Graduate School)	15
College of Dentistry	13

Table 2

School/College Designation

Field	Choice Count	
College of Arts and Sciences	42.76%	434
School of Business	12.02%	122
College of Engineering and Architecture	11.33%	115
Cathy Hughes School of Communications	10.54%	107
College of Nursing and Allied Health Sciences	8.18%	83
School of Education	3.15%	32
School of Law	2.76%	28
College of Pharmacy	1.77%	18
School of Divinity	1.58%	16
College of Medicine	1.58%	16
School of Social Work	1.58%	16
Graduate School (select if your program is exclusively in the Graduate School)	1.48%	15
College of Dentistry	1.28%	13
		1015

Of the students who took the survey, 3.48% (n = 35) identified as a veteran. Additionally, 4.66% (n = 45) of survey takers indicated that they currently have a physical or mental impairment that substantially limits one or more major life activity.

The survey also asked students about their age, gender identity, sexual orientation, international student status, and race/ethnicity. Like all questions on the campus climate survey, these questions were optional. A breakdown of each demographic question can be seen in the tables below.

Table 3

Student's Age

Field	Choice Count	
Younger than 25	84.78%	847
25-34	11.81%	118
35-44	2.10%	21
45-54	0.90%	9
55-64	0.30%	3
65 or older	0.10%	1
		999

Table 4

Student's Gender Identity

Field	Choice Count	
Woman (includes transgender and cisgender women)	72.34%	735
Man (includes transgender and cisgender men)	20.67%	210
Genderqueer/gender non-conforming	4.72%	48
A gender not listed here:	1.08%	11
Prefer not to answer	1.18%	12
		1016

Table 5

Student's Gender Identity (cont.)

Field	Choice Count	
Transgender	2.24%	19
Cisgender	86.91%	737
Prefer not to answer	10.85%	92
		848

Table 6

Student's Sexual Orientation

Field	Choice Count	
Heterosexual or Straight	69.19%	676
Bisexual	13.61%	133
Queer	4.40%	43
Prefer not to answer	4.20%	41
Lesbian	3.07%	30
Gay	2.87%	28
Asexual	1.54%	15
A sexual orientation not listed here:	1.13%	11
		977

Table 7

Student's International Student Status

Field	Choice Count	
Yes	9.79%	95
No	89.59%	869
Prefer not to answer	0.62%	6
		970

Table 8

Student's Race/Ethnicity (Select all that apply)

Field		Choice Count
African	8.07%	100
African American/Black	61.58%	763
Alaska Native	0.97%	12
Asian	1.86%	23
Asian American	2.18%	27
Caribbean/West Indian	9.44%	117
Hispanic or Latino/a	4.28%	53
Latin American	0.89%	11
Middle Eastern	0.56%	7
Native American/American Indian	2.34%	29
Native Hawaiian or other Pacific Islander	0.32%	4
South Asian	0.89%	11
Southeast Asian	0.48%	6
White	5.97%	74
Some other race or ethnicity:	0.16%	2
		1239

COVID-19 Pandemic Questions

All classes at Howard University were online in Spring 2021 because of the COVID-19 pandemic. Recognizing these unique circumstances, the campus climate committee added specific questions related to food security, housing security, and technology access to the climate survey in order to capture the impact(s) of the global pandemic.
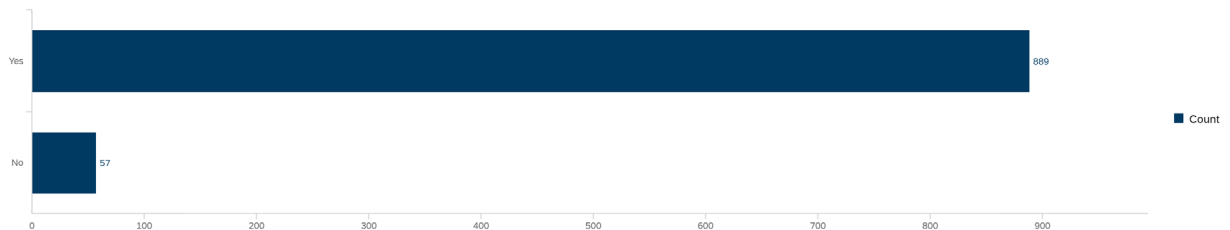
Housing Security

The first question asked students about their current housing situation. There were follow-up questions for students that gave students the opportunity to indicate that their housing situation was not stable, or they were housing insecure (e.g., instability to pay rent, having to move often, and/or living in poor housing conditions). The results are presented in the tables and figures below.

Figure 2

Housing Security

In the past six months, have you been living in stable housing that you own, rent, or stay in as part of a household?   Page Options ⌄

#	Field	Choice Count	
1	Yes	93.97%	889
2	No	6.03%	57
			946

Figure 3

Housing Security Follow Up – Housing Insecurity

How long has your housing situation been unstable?   Page Options ⌄
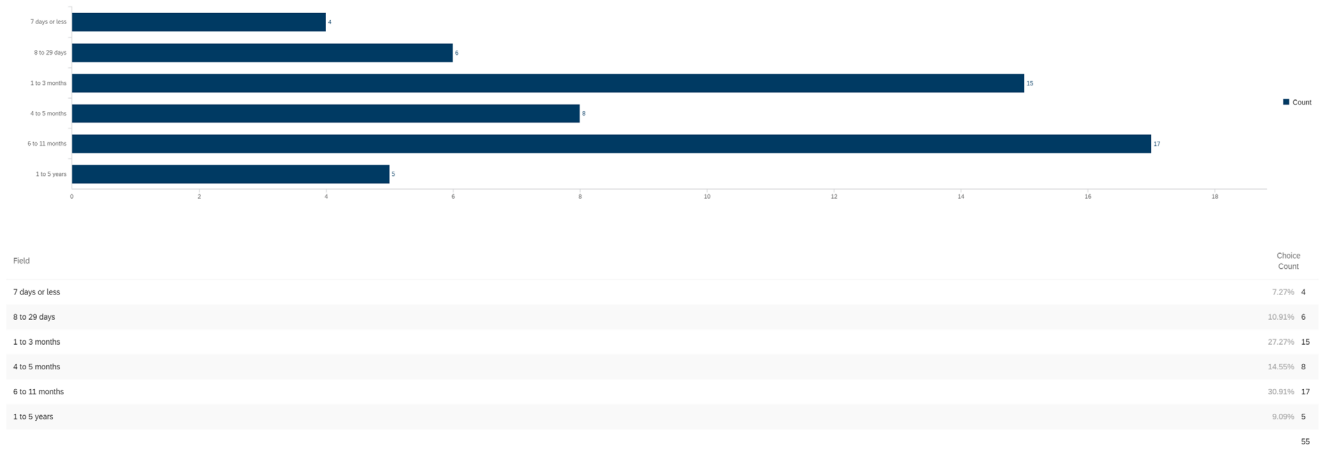

Field		Choice Count
7 days or less	7.27%	4
8 to 29 days	10.91%	6
1 to 3 months	27.27%	15
4 to 5 months	14.55%	8
6 to 11 months	30.91%	17
1 to 5 years	9.09%	5
		55

Table 10

"Which of the following best describes your living situation?"

| Field		Choice Count
On campus residence hall/dormitory	3.52%	33
Other on campus housing (apartment, house)	5.44%	51
Fraternity or sorority house	1.28%	12
Off-campus university-sponsored apartment/house	3.84%	36
Off-campus housing non-university sponsored	18.57%	174
At home with parent(s) or guardian(s)	63.39%	594
Housing insecure (e.g., inability to pay rent, having to move often, and/or living in poor housing conditions)	1.71%	16
Other off-campus	2.24%	21
		937

Figure 4

Future Housing Security

Are you worried or concerned that in the next two months you may NOT have stable housing that you own, rent, or stay in as part of a household?   Page Options ⌄

Field		Choice Count
Yes	21.01%	195
No	78.99%	733
		928
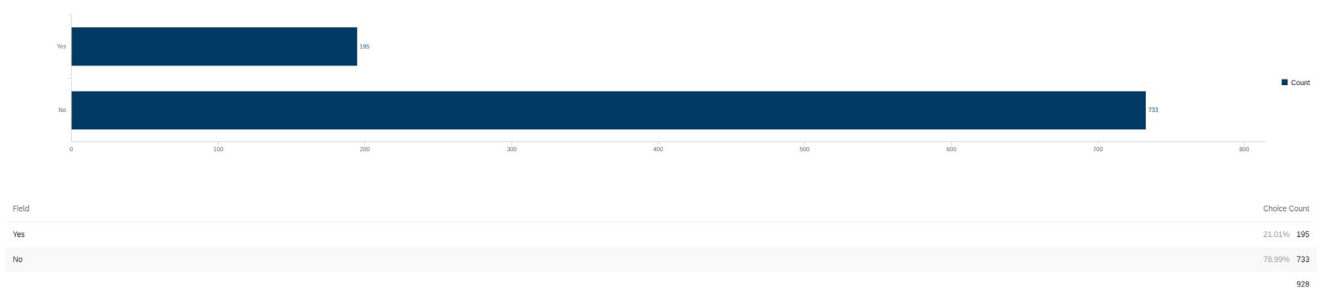
Food Security

In addition to housing security, the campus climate committee also recognized that food security was another important topic to broach in light of the ongoing pandemic. As a result, a set of questions addressing food security was added to the survey. Similar to the housing security questions, there were follow-up questions if the student indicated that they were experiencing or had experienced food insecurity. The committee defined food security as "the state of having reliable access to a sufficient quantity of affordable, nutritious food." The results are presented in tables and figures below.

Figure 5
Food Security

On the following items, please rate your experience since the beginning of the current school year (Fall 2020).
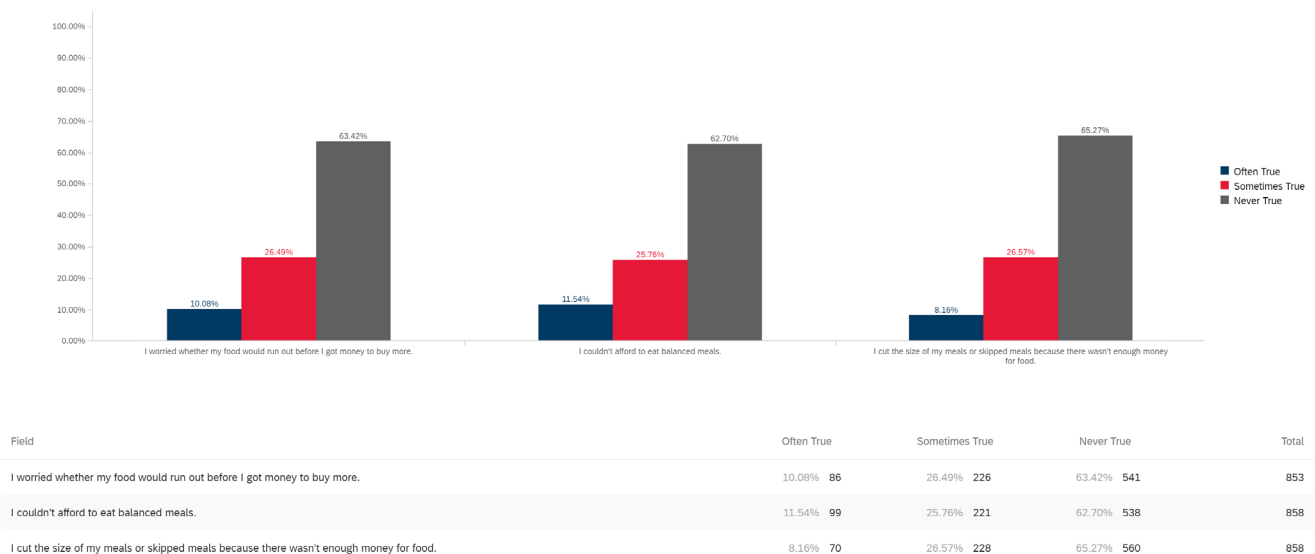
Page Options ⌄

Field	Often True		Sometimes True		Never True		Total
I worried whether my food would run out before I got money to buy more.	10.08%	86	26.49%	226	63.42%	541	853
I couldn't afford to eat balanced meals.	11.54%	99	25.76%	221	62.70%	538	858
I cut the size of my meals or skipped meals because there wasn't enough money for food.	8.16%	70	26.57%	228	65.27%	560	858

Figure 6

Food Security Follow Up

How often did this occur?   Page Options ⌄

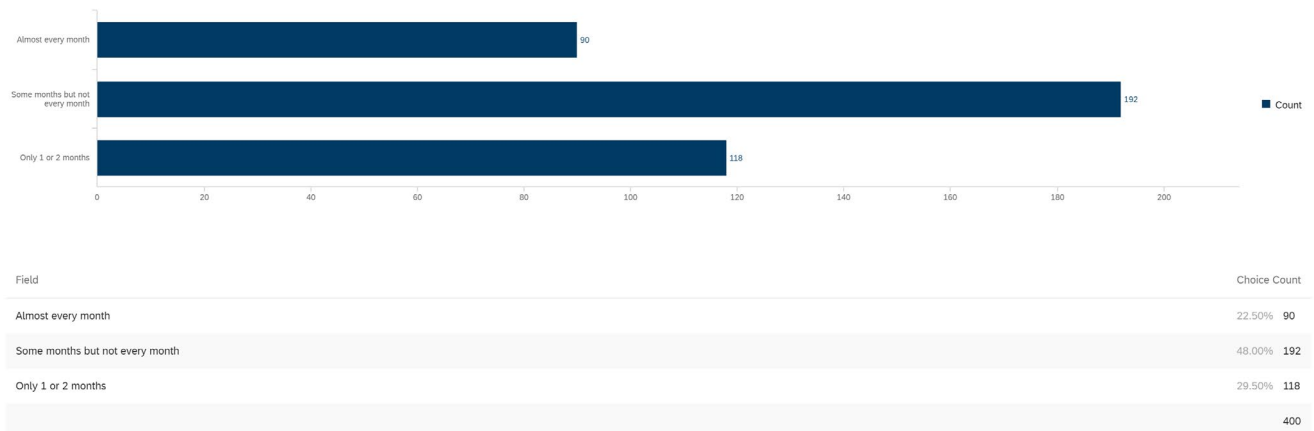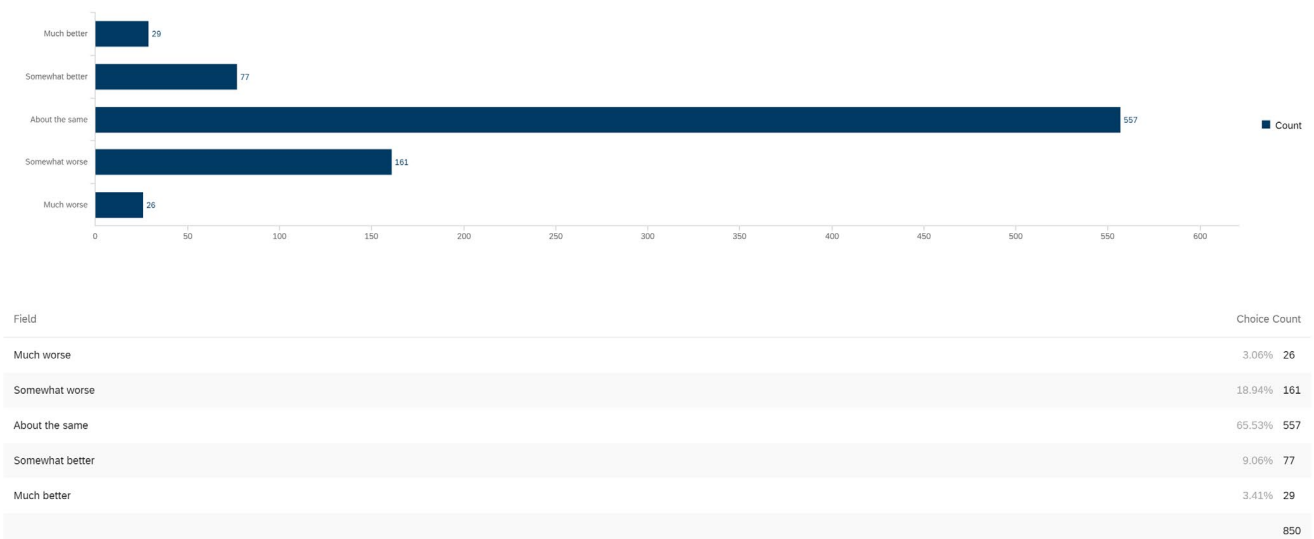| Field		Choice Count
Almost every month	22.50%	90
Some months but not every month	48.00%	192
Only 1 or 2 months	29.50%	118
		400

Figure 7

Pandemic's Impact on Food Security

How did the COVID-19 pandemic impact your personal food security, which is defined as "the state of having reliable access to a sufficient quantity of affordable, nutritious food"?   Page Options ⌄

Field		Choice Count
Much worse	3.06%	26
Somewhat worse	18.94%	161
About the same	65.53%	557
Somewhat better	9.06%	77
Much better	3.41%	29
		850

Technology Access

Since the pandemic forced the world online, it was important in this administration of the climate survey to ascertain the level of access to technology for our students. Similar to the prior sections, results are presented in tables and figures below.

Figure 8

Internet Access

Do you have access to a reliable internet connection?

Field		Choice Count
Yes	90.49%	771
No	9.51%	81
		852

Figure 9

Internet Access (Location)

Where do you most often access the internet to do your coursework?

Page Options ⌄

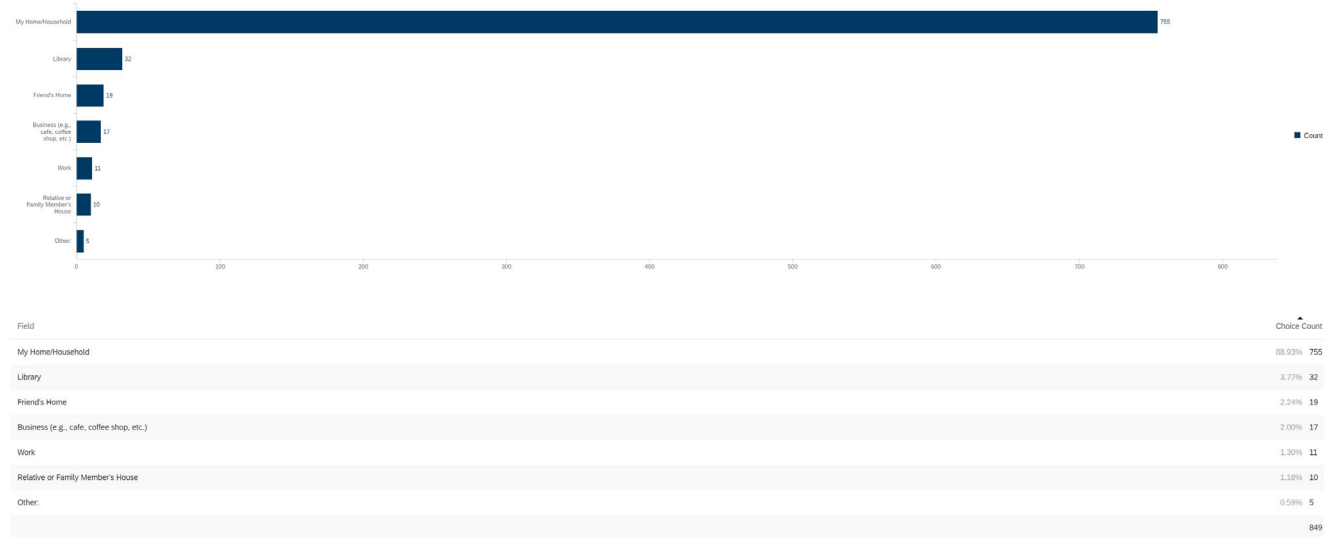| Field		Choice Count
My Home/Household	88.93%	755
Library	3.77%	32
Friend's Home	2.24%	19
Business (e.g., cafe, coffee shop, etc.)	2.00%	17
Work	1.30%	11
Relative or Family Member's House	1.18%	10
Other:	0.59%	5
		849

Figure 10

Technology – Device Access

Do you have access to a computer, tablet, or other personal device that allows you to type documents and view Blackboard —the learning management system at Howard University?   Page Options ˅

#	Field		Choice Count
1	Yes	97.04%	819
2	No	2.25%	19
3	I don't know (please explain):	0.71%	6
			844

Figure 11

Technology – Type of Device (Select all that apply)

Please select from the list below, all the devices that you will be able to use to access course content.   Page Options ˅

Field		Choice Count
Computer or laptop	45.15%	773
Smartphone	32.89%	563
iOS based tablet (iPad, iPad Pro)	16.82%	288
Android based tablet (Samsung Galaxy Tab, Lenovo Tab, Fire, etc.)	2.90%	48
Chromebook	2.16%	37
Other (Please specify):	0.18%	3
None of the above	0.00%	0
		1712
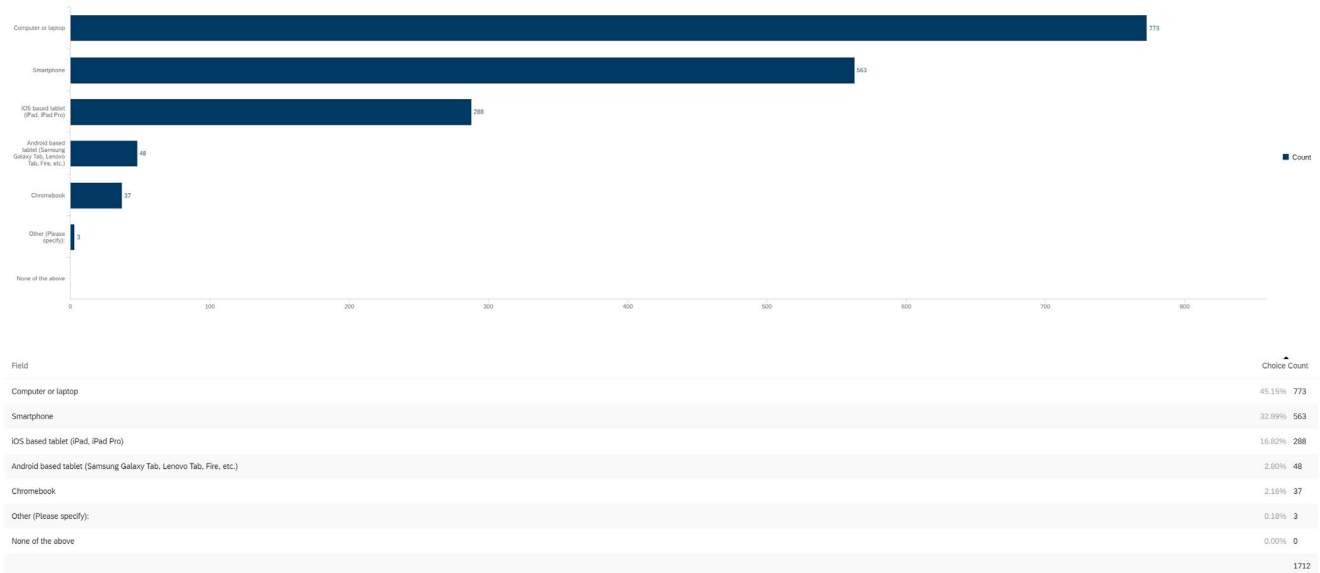
Table 11

Personal or Shared Device

Field		Choice Count
Personal Device	92.65%	781
Shared Device	7.35%	62
		843

Resource Knowledge

Central to any campus climate survey is a set of questions that ask about students' knowledge of on-campus and off-campus resources related to sexual misconduct, gender-based violence, and personal safety (e.g., title IX office, counseling services, student health center, etc.). Additionally, it is important to determine if students are aware of where to report an incident and if they are aware of the appropriate offices/stakeholders on campus to involve. Below are the results from the climate survey presented in tables and figures.

Figure 12

On-Campus Resources (Knowledge/Awareness)

Are you aware of the services provided by the following on-campus resources?
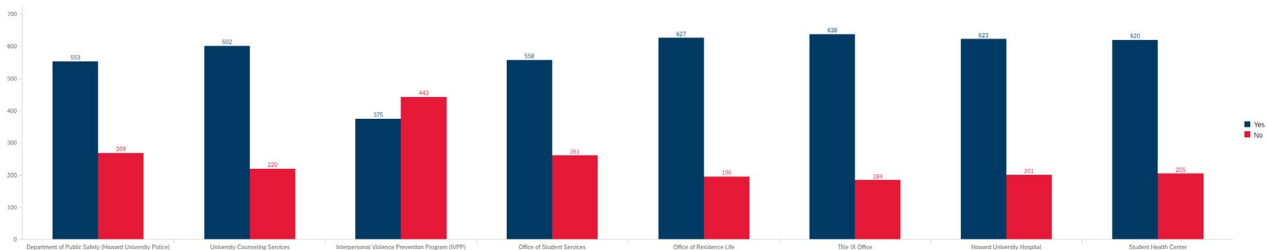
Field	Yes		No		Total
Department of Public Safety (Howard University Police)	67.27%	553	32.73%	269	822
University Counseling Services	73.24%	602	26.76%	220	822
Interpersonal Violence Prevention Program (IVPP)	45.84%	375	54.16%	443	818
Office of Student Services	68.13%	558	31.87%	261	819
Office of Residence Life	76.18%	627	23.82%	196	823
Title IX Office	77.62%	638	22.38%	184	822
Howard University Hospital	75.61%	623	24.39%	201	824
Student Health Center	75.15%	620	24.85%	205	825

Figure 13

On-Campus Resources (Comfort Using)

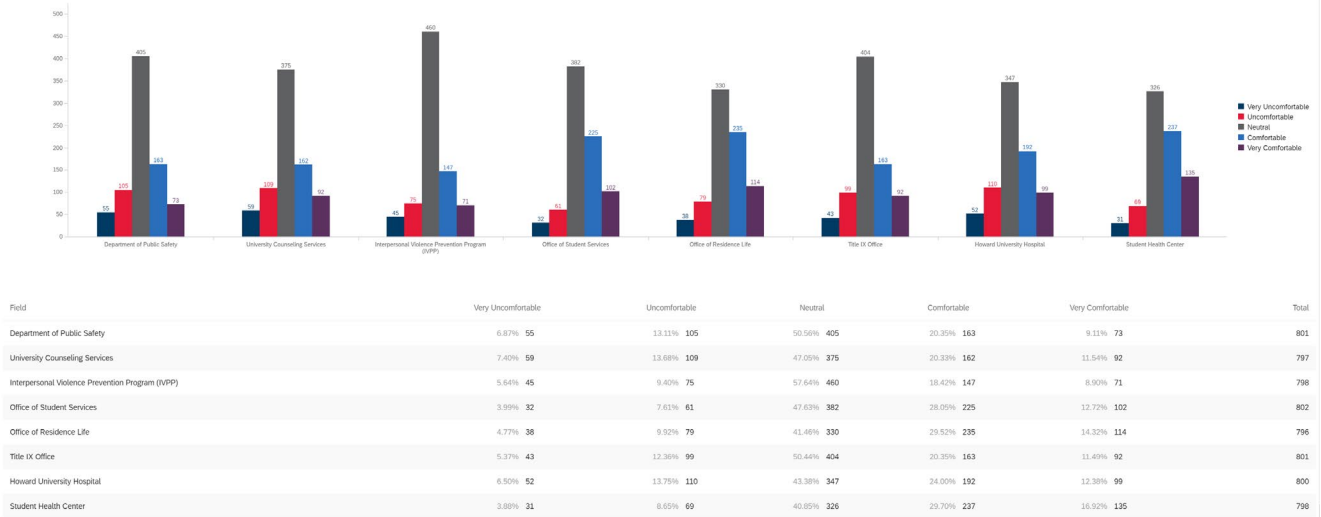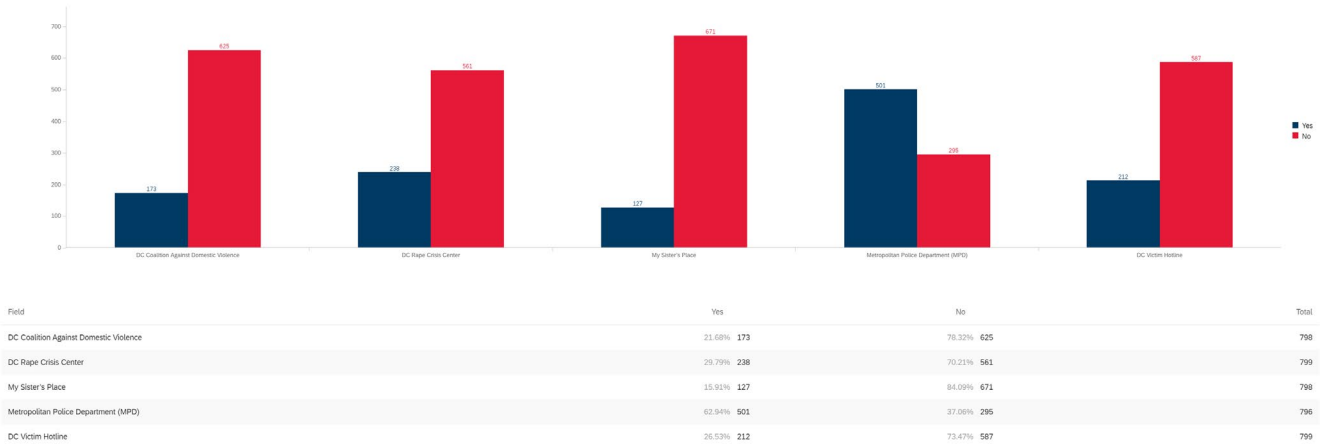How comfortable are you with using the services from the following on-campus resources?

Page Options ˅

Field	Very Uncomfortable		Uncomfortable		Neutral		Comfortable		Very Comfortable		Total
Department of Public Safety	6.87%	55	13.11%	105	50.56%	405	20.35%	163	9.11%	73	801
University Counseling Services	7.40%	59	13.68%	109	47.05%	375	20.33%	162	11.54%	92	797
Interpersonal Violence Prevention Program (IVPP)	5.64%	45	9.40%	75	57.64%	460	18.42%	147	8.90%	71	798
Office of Student Services	3.99%	32	7.61%	61	47.63%	382	28.05%	225	12.72%	102	802
Office of Residence Life	4.77%	38	9.92%	79	41.46%	330	29.52%	235	14.32%	114	796
Title IX Office	5.37%	43	12.36%	99	50.44%	404	20.35%	163	11.49%	92	801
Howard University Hospital	6.50%	52	13.75%	110	43.38%	347	24.00%	192	12.38%	99	800
Student Health Center	3.88%	31	8.65%	69	40.85%	326	29.70%	237	16.92%	135	798

Figure 14

Off-Campus Resources (Knowledge/Awareness)

Are you aware of the services provided by the following off-campus resources?

Page Options ˅

Field	Yes		No		Total
DC Coalition Against Domestic Violence	21.68%	173	78.32%	625	798
DC Rape Crisis Center	29.79%	238	70.21%	561	799
My Sister's Place	15.91%	127	84.09%	671	798
Metropolitan Police Department (MPD)	62.94%	501	37.06%	295	796
DC Victim Hotline	26.53%	212	73.47%	587	799

Figure 15

Off-Campus Resources (Comfort Using Resources)

How comfortable are you with using the following off-campus resources?

Page Options ⌄

Field	Very Uncomfortable	Uncomfortable	Neutral	Comfortable	Very Comfortable	Total
DC Coalition Against Domestic Violence	4.91% 38	8.79% 68	68.35% 529	12.14% 94	5.81% 45	774
DC Rape Crisis Center	4.78% 37	8.66% 67	67.83% 525	11.24% 87	7.49% 58	774
My Sister's Place	4.53% 35	7.77% 60	72.02% 556	9.59% 74	6.09% 47	772
Metropolitan Police Department (MPD)	13.75% 107	16.84% 131	49.10% 382	13.50% 105	6.81% 53	778
DC Victim Hotline	4.91% 38	7.62% 59	69.12% 535	11.50% 89	6.85% 53	774
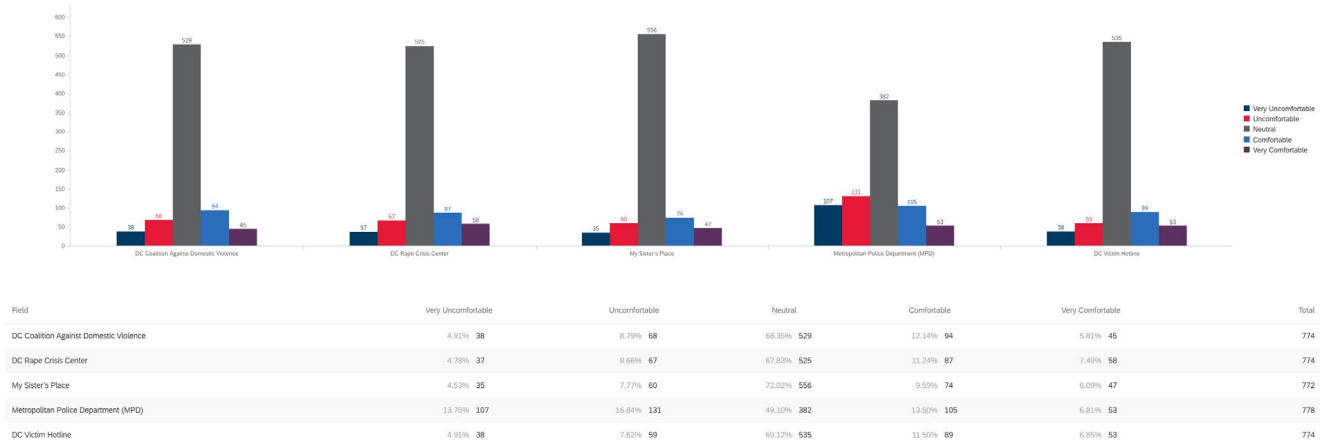
Figure 16

Knowledge of University Reporting Procedures

How knowledgeable are you about where to make a report of sexual assault or sexual misconduct at Howard University?

Page Options ⌄
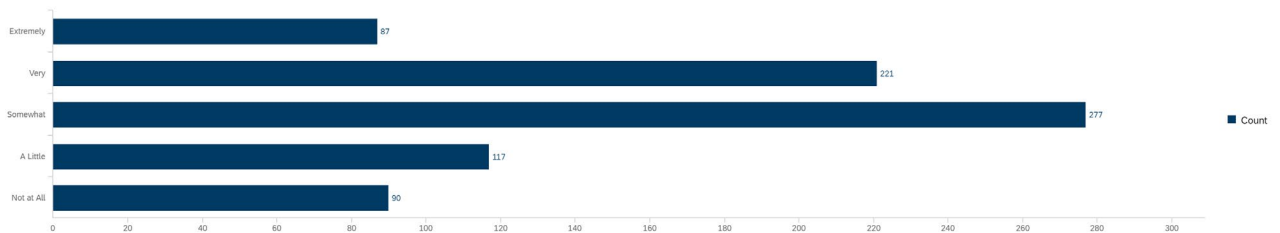
Field		Choice Count
Not at All	11.36%	90
A Little	14.77%	117
Somewhat	34.97%	277
Very	27.90%	221
Extremely	10.98%	87
		792

Figure 17

Knowledge of Where to Get Help

How knowledgeable are you about where to get help at Howard University if you or a friend experienced sexual assault or sexual misconduct?

Field	Choice Cou
Not at All	10.49% 8
A Little	15.55% 1
Somewhat	35.15% 2
Very	27.31% 2
Extremely	11.50% 9
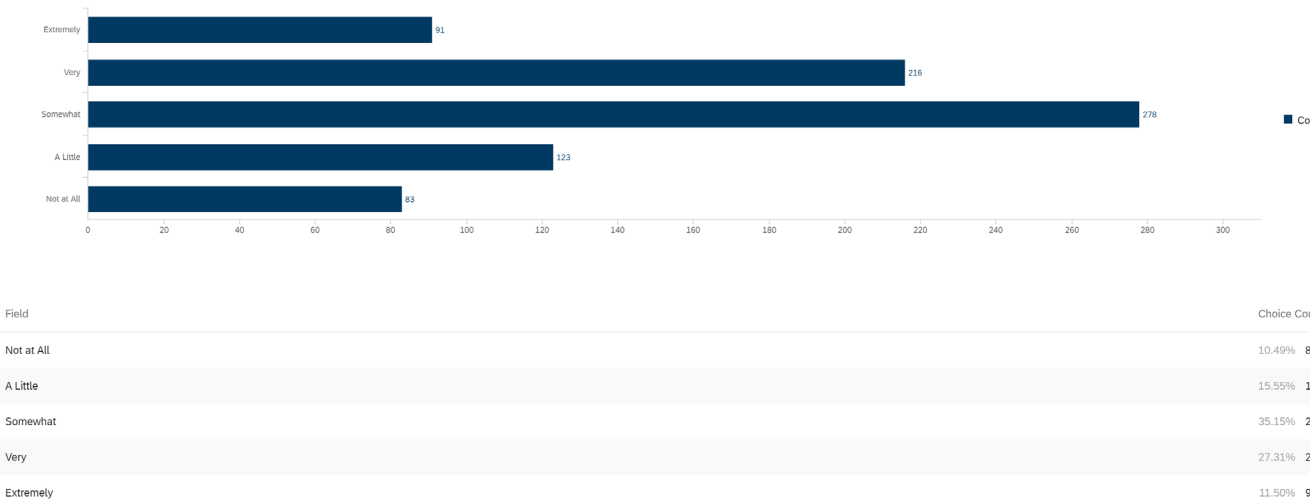
Figure 18

Training

Have you received information or training concerning sexual assault, dating violence, domestic violence, or stalking while at Howard University?

#	Field		Choice Count
1	Yes	85.15%	671
2	No	7.11%	56
3	I do not recall	7.74%	61
			788
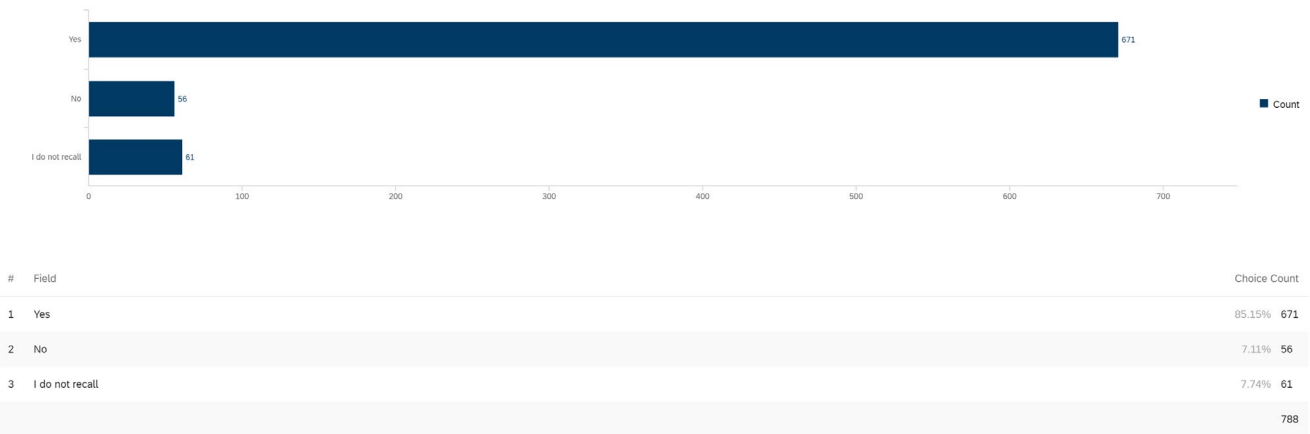
Table 12

Training – Where it Occurred (Select all that apply)

Field		Choice Count
New student orientation	18.62%	296
Online	15.97%	254
Student conduct training	13.21%	210
Title IX Office	11.51%	183
Residence life programs	9.18%	146
Campus-wide events	7.55%	120
Interpersonal Violence Prevention Program (IVPP)	6.67%	106
Class presentations or projects	3.46%	55
Student Health Center	3.33%	53
Fraternity and sorority life participation	3.08%	49
Outside Organization (e.g., non-profit, community center, church, etc.)	2.45%	39
Athletics participation	2.14%	34
I do not recall	2.14%	34
Other (Please Specify):	0.69%	11
		1590

Figure 19

Training Usefulness/Effectiveness

How useful was the information/training in increasing your knowledge about the following: Page Options ⌄
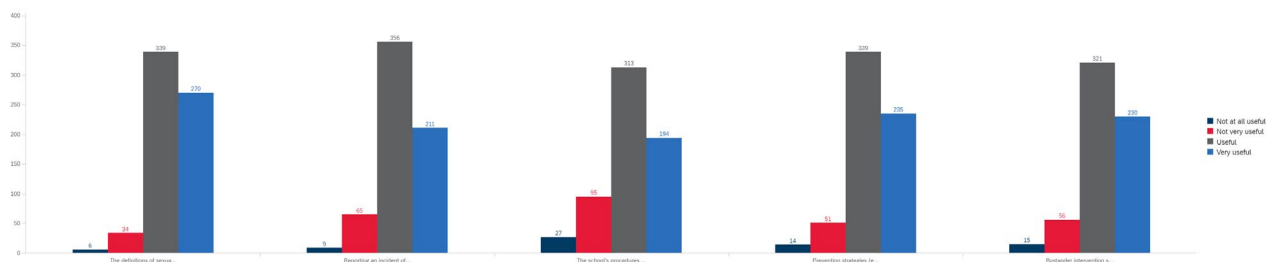
Field	Not at all useful	Not very useful	Useful	Very useful	Total
The definitions of sexual assault, dating violence, domestic violence, or stalking.	0.92% 6	5.24% 34	52.23% 339	41.60% 270	649
Reporting an incident of sexual assault, dating violence, domestic violence, or stalking.	1.40% 9	10.14% 65	55.54% 356	32.92% 211	641
The school's procedures for investigating an incident of sexual assault, dating violence, domestic violence, or stalking.	4.29% 27	15.10% 95	49.76% 313	30.84% 194	629
Prevention strategies (e.g., asking for consent, responsible alcohol use)	2.19% 14	7.98% 51	53.05% 339	36.78% 235	639
Bystander intervention skills	2.41% 15	9.00% 56	51.61% 321	36.98% 230	622

Perceptions and Realities – Sexual Misconduct

Students were presented with a set of several statements concerning sexual misconduct and how Howard University might handle the situation if reported through official university channels/procedures. In the climate survey, sexual misconduct was defined as physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating

violence, and sexual violence. Below is a breakdown of how students perceived that Howard University would handle situations that involve sexual misconduct.

Table 13

Student Perceptions of Sexual Misconduct (Howard University)

Field	Very Unlikely		Unlikely		Neutral		Likely		Very Likely		Total
Howard University would take the report seriously.	5.46%	38	11.21%	78	33.05%	230	28.88%	201	21.41%	149	696
Howard University would maintain the privacy of the person making the report.	2.02%	14	7.06%	49	31.12%	216	34.44%	239	25.36%	176	694
Howard University would do its best to honor the request of the person about how to go forward with the case.	5.32%	37	11.06%	77	34.05%	237	31.18%	217	18.39%	128	696
Howard University would take steps to protect the safety of the person making the report.	5.03%	35	13.07%	91	33.76%	235	29.89%	208	18.25%	127	696
Howard University would support the person making the report.	4.58%	32	12.32%	86	34.81%	243	32.09%	224	16.19%	113	698
Howard University would provide accommodations to support the person (e.g. academic, housing, safety).	7.75%	54	16.64%	116	36.15%	252	25.11%	175	14.35%	100	697
Howard University would take action to address factors that may have led to the sexual misconduct.	6.08%	42	15.63%	108	33.00%	228	28.08%	194	17.22%	119	691
Howard University would handle the report fairly.	5.90%	41	15.97%	111	35.68%	248	27.91%	194	14.53%	101	695
Howard University would label the person making the report a troublemaker.	15.44%	107	28.86%	200	32.76%	227	15.30%	106	7.65%	53	693
Howard University would have a hard time supporting the person who made the report.	9.64%	67	20.43%	142	34.10%	237	23.74%	165	12.09%	84	695
Howard University would punish the person who made the report.	17.05%	119	28.37%	198	29.94%	209	15.19%	106	9.46%	66	698

Table 14

Student Perceptions of Sexual Misconduct (Howard University) Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Howard University would take the report seriously.	1.00	5.00	3.50	1.11	1.23	696
Howard University would maintain the privacy of the person making the report.	1.00	5.00	3.74	0.98	0.96	694
Howard University would do its best to honor the request of the person about how to go forward with the case.	1.00	5.00	3.46	1.08	1.16	696
Howard University would take steps to protect the safety of the person making the report.	1.00	5.00	3.43	1.08	1.17	696
Howard University would support the person making the report.	1.00	5.00	3.43	1.04	1.09	698
Howard University would provide accommodations to support the person (e.g. academic, housing, safety).	1.00	5.00	3.22	1.12	1.25	697
Howard University would take action to address factors that may have led to the sexual misconduct.	1.00	5.00	3.35	1.12	1.25	691
Howard University would handle the report fairly.	1.00	5.00	3.29	1.08	1.17	695
Howard University would label the person making the report a troublemaker.	1.00	5.00	2.71	1.13	1.28	693
Howard University would have a hard time supporting the person who made the report.	1.00	5.00	3.08	1.14	1.30	695
Howard University would punish the person who made the report.	1.00	5.00	2.72	1.19	1.42	698

Going beyond the student's perceptions of the university's response, the campus climate committee thought it would be important to capture how students perceived that their peers (e.g., other Howard Students) would respond or react to an individual who had experienced or been subject to sexual misconduct. The data is presented below.

Table 15

Student Perceptions of Sexual Misconduct (Peers)

Field	Rarely		Never		Sometimes		Frequently		Always		Total
Tell you that you were irresponsible or not cautious enough.	14.56%	90	57.77%	357	17.15%	106	7.12%	44	3.40%	21	618
Reassure you that you are a good person.	2.25%	14	3.86%	24	21.22%	132	31.35%	195	41.32%	257	622
Treat you differently in some way than before you told them.	14.03%	87	43.06%	267	31.45%	195	8.06%	50	3.39%	21	620
Comfort you by telling you it would be all right.	1.77%	11	4.68%	29	18.71%	116	35.00%	217	39.84%	247	620
Tell you that you could have done more to prevent this experience from occurring.	15.25%	95	52.01%	324	17.82%	111	10.75%	67	4.17%	26	623
Provide information and discuss options.	2.58%	16	6.60%	41	26.41%	164	32.05%	199	32.37%	201	621
Avoid talking to you or spending time with you.	16.26%	100	58.05%	357	17.24%	106	4.72%	29	3.74%	23	615
Treat you as if you were a child or somehow incompetent.	14.93%	93	57.95%	361	17.17%	107	5.78%	36	4.17%	26	623
Help you get information of any kind about coping with the experience.	2.89%	18	5.63%	35	22.35%	139	34.24%	213	34.89%	217	622
Make you feel like you didn't know how to take care of yourself.	14.68%	91	57.74%	358	19.52%	121	4.68%	29	3.39%	21	620

Table 16

Student Perceptions of Sexual Misconduct (Peers) Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Tell you that you were irresponsible or not cautious enough.	1.00	5.00	2.27	0.91	0.83	618
Reassure you that you are a good person.	1.00	5.00	4.06	0.99	0.98	622
Treat you differently in some way than before you told them.	1.00	5.00	2.44	0.94	0.89	620
Comfort you by telling you it would be all right.	1.00	5.00	4.06	0.96	0.93	620
Tell you that you could have done more to prevent this experience from occurring.	1.00	5.00	2.37	1.00	1.00	623
Provide information and discuss options.	1.00	5.00	3.85	1.03	1.06	621
Avoid talking to you or spending time with you.	1.00	5.00	2.22	0.90	0.81	615
Treat you as if you were a child or somehow incompetent.	1.00	5.00	2.26	0.93	0.86	623
Help you get information of any kind about coping with the experience.	1.00	5.00	3.93	1.03	1.05	622
Make you feel like you didn't know how to take care of yourself.	1.00	5.00	2.24	0.88	0.77	620

Moving from perceptions to lived experiences, the next set of questions asked students about their personal experiences with sexual misconduct while at Howard University. Students were asked the following to capture this information, "since you enrolled at Howard University, have you been in a situation in which another student, faculty member, instructor, staff member, or administrator...", followed by a series of prompts.

Table 17

Experiences of Sexual Misconduct

Field		Never		Once or Twice		Sometimes		Often		Many Times		Total
Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)?		75.00%	471	7.96%	50	8.92%	56	5.10%	32	3.03%	19	628
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?		81.34%	510	4.47%	28	7.18%	45	4.15%	26	2.87%	18	627
Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)?		73.06%	453	10.48%	65	7.90%	49	4.52%	28	4.03%	25	620
Put you down or was condescending to you because of your gender?		73.84%	460	7.87%	49	9.95%	62	4.98%	31	3.37%	21	623
Repeatedly told sexual stories or jokes that were offensive to you?		74.40%	462	11.27%	70	6.44%	40	5.48%	34	2.42%	15	621
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?		74.16%	462	9.15%	57	8.99%	56	3.85%	24	3.85%	24	623
Made offensive remarks about your appearance, body, or sexual activities?		73.68%	459	10.43%	65	8.35%	52	3.53%	22	4.01%	25	623
Made gestures or used body language of a sexual nature which embarrassed or offended you?		77.01%	479	6.43%	40	9.81%	61	3.86%	24	2.89%	18	622
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?		74.72%	464	8.21%	51	7.25%	45	6.28%	39	3.54%	22	621
Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?		76.08%	477	6.38%	40	8.29%	52	4.78%	30	4.47%	28	627
Touched you in a way that made you feel uncomfortable?		74.80%	466	11.72%	73	6.42%	40	4.33%	27	2.73%	17	623
Made unwanted attempts to stroke, fondle, or kiss you?		77.01%	479	8.52%	53	7.07%	44	4.50%	28	2.89%	18	622
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?		83.50%	516	5.34%	33	5.50%	34	3.24%	20	2.43%	15	618
Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)?		83.87%	525	4.63%	29	5.59%	35	2.24%	14	3.67%	23	626
Treated you badly for refusing to have sex?		80.74%	503	7.06%	44	5.94%	37	3.37%	21	2.89%	18	623
Implied better treatment if you were sexually cooperative?		82.15%	511	5.14%	32	6.43%	40	3.38%	21	2.89%	18	622
Distributed sexually explicit images or videos of you without your consent (e.g., revenge porn)?		87.60%	544	3.86%	24	3.22%	20	4.19%	26	1.13%	7	621
Used the internet or other electronic means to stalk or harass you (e.g., cyberstalking)?		81.44%	509	5.92%	37	6.56%	41	3.84%	24	2.24%	14	625

Table 18

Experiences of Sexual Misconduct Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)?	1.00	5.00	1.53	1.05	1.10	628
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?	1.00	5.00	1.43	0.99	0.98	627
Made offensive sexist remarks (for example, suggesting that people of your gender are not suited for the kind of work you do)?	1.00	5.00	1.56	1.08	1.16	620
Put you down or was condescending to you because of your gender?	1.00	5.00	1.56	1.07	1.15	623
Repeatedly told sexual stories or jokes that were offensive to you?	1.00	5.00	1.50	1.00	1.00	621
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?	1.00	5.00	1.54	1.06	1.12	623
Made offensive remarks about your appearance, body, or sexual activities?	1.00	5.00	1.54	1.05	1.11	623
Made gestures or used body language of a sexual nature which embarrassed or offended you?	1.00	5.00	1.49	1.01	1.02	622
Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?	1.00	5.00	1.56	1.09	1.19	621
Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?	1.00	5.00	1.55	1.11	1.24	627
Touched you in a way that made you feel uncomfortable?	1.00	5.00	1.48	0.98	0.97	623
Made unwanted attempts to stroke, fondle, or kiss you?	1.00	5.00	1.48	1.00	1.01	622
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?	1.00	5.00	1.36	0.91	0.83	618
Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)?	1.00	5.00	1.37	0.96	0.92	626
Treated you badly for refusing to have sex?	1.00	5.00	1.41	0.95	0.91	623
Implied better treatment if you were sexually cooperative?	1.00	5.00	1.40	0.96	0.92	622
Distributed sexually explicit images or videos of you without your consent (e.g., revenge porn)?	1.00	5.00	1.27	0.81	0.65	621
Used the internet or other electronic means to stalk or harass you (e.g., cyberstalking)?	1.00	5.00	1.40	0.93	0.87	625

Students who indicated that they experienced sexual misconduct while at Howard University were asked a series of follow-up questions. As with all parts of the campus climate survey,

these questions were optional. Additionally, links to resources were provided to all students who participated in the climate survey. The results from the follow-up questions are presented in the tables and figures below.

Figure 20

Perpetrator's Gender (Select all that apply)

Please describe the person(s) who committed the behavior. (select all that apply)   Page Options ⌄
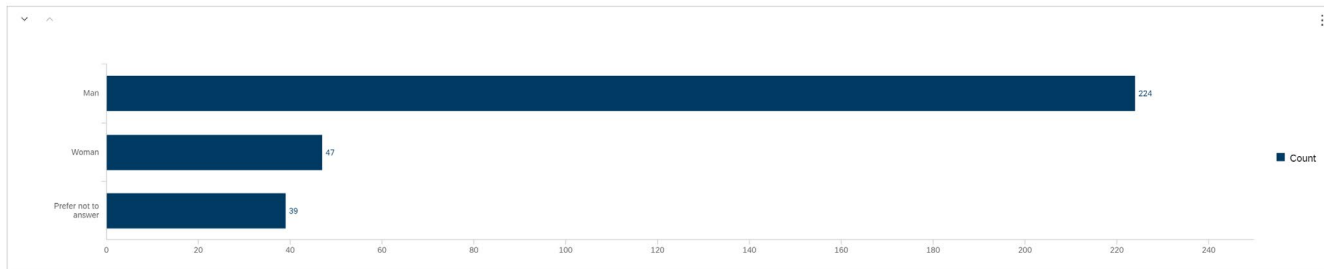
Field	Choice Count	
Man	72.26%	224
Woman	15.16%	47
Prefer not to answer	12.58%	39
		310

Table 19

Perpetrator's Status at Howard University (Select all that apply)

Field	Choice Count	
Undergraduate Student	46.95%	177
Faculty member (e.g., instructor, professor, etc.)	11.94%	45
Graduate/Professional Student	9.28%	35
Prefer not to answer	8.49%	32
Staff Member (e.g., coach, academic advisor, etc.)	6.63%	25
Non-Howard Entity (e.g., visiting speaker)	6.37%	24
Other	3.98%	15
Administrator	3.45%	13
Graduate student instructor	2.92%	11
		377

Figure 21

Location of Incident – Physical Location

Did this happen on campus?   Page Options ⌄

Field		Choice Count
Yes	69.66%	202
No	30.34%	88
		290
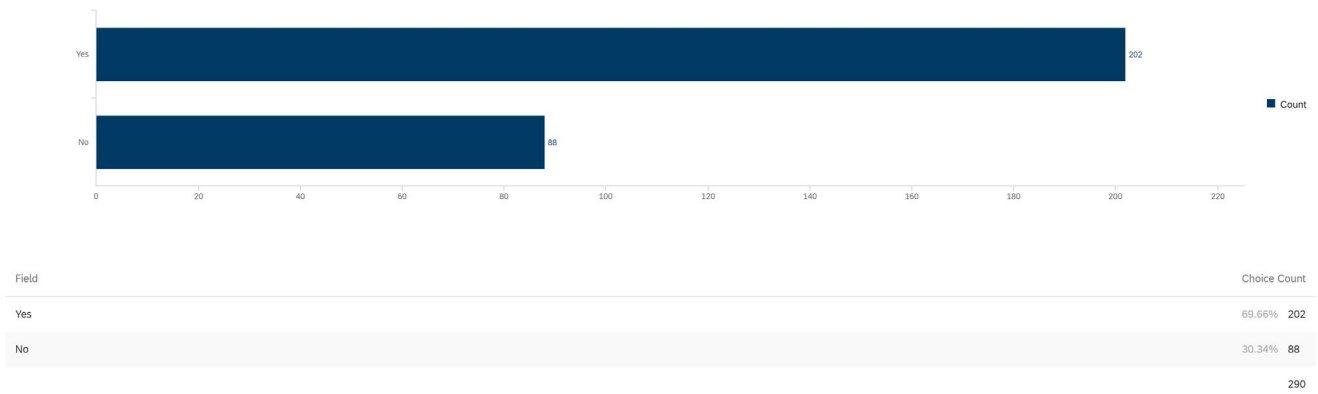
Figure 22

Location of Incident – Virtual Location

Did this occur in an online/virtual space tied to or associated with Howard University?   Page Options ⌄

Field		Choice Count
Yes	27.91%	24
No	72.09%	62
		86
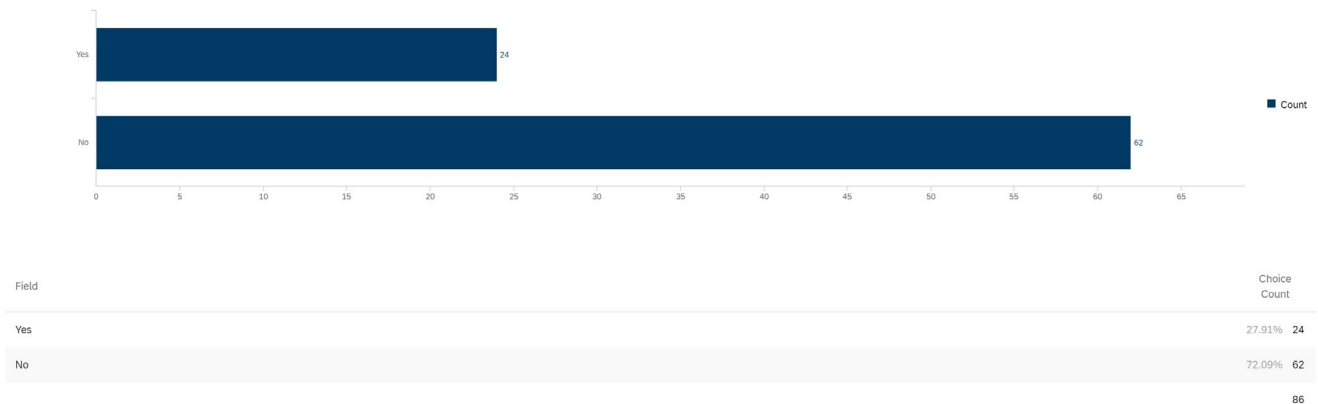
Reporting incidents of sexual misconduct via official university channels is important. Seeing this, the survey included questions concerning formal report filing and incident resolution. These questions were part of a set of follow-up questions for students who indicated they had experienced sexual misconduct while at Howard University. The data from the questions are presented below.

Figure 23

Formal Report Filing

Did you use the University's formal procedures to report the incident(s)?   Page Options ⌄

#	Field		Choice Count
1	Yes	23.96%	69
2	No	76.04%	219
			288

Figure 24

Resolution of Incident(s)

Did the University's formal procedures help you resolve the issue?   Page Options ⌄

Field		Choice Count
Completely resolved the issue	24.64%	17
Didn't help me at all	14.49%	10
Helped, but could have helped more	24.64%	17
Helped me a little	13.04%	9
Helped me a lot	23.19%	16
I'm currently going through the resolution process	0.00%	0
		69
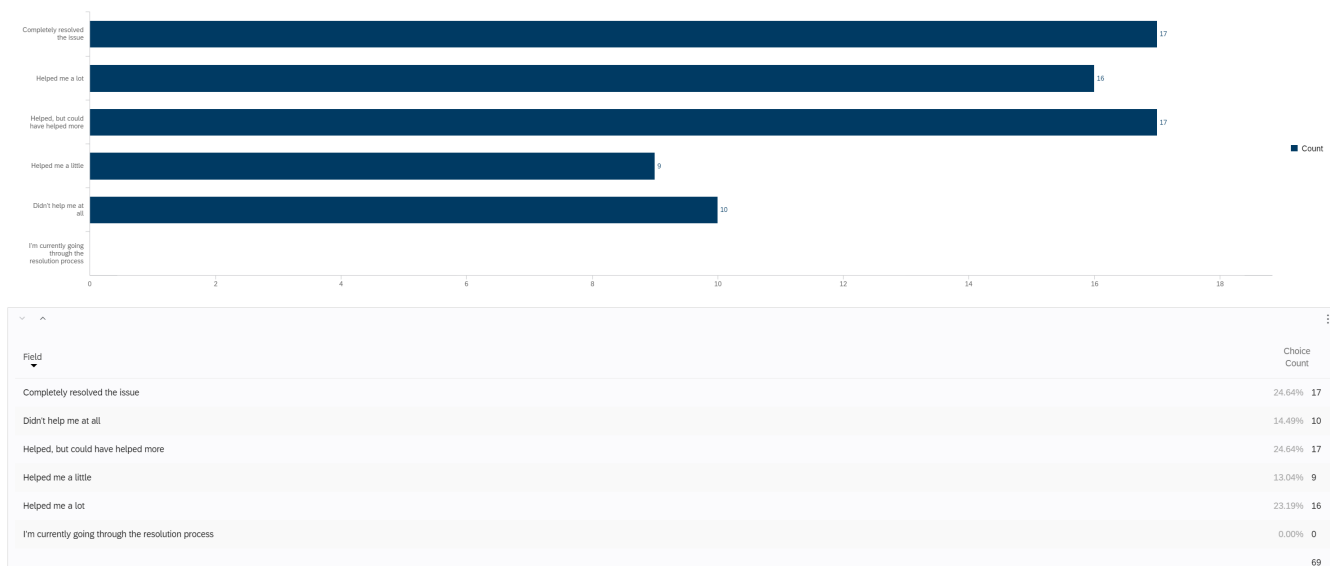
Safety

Feeling safe from physical, emotional, and/or sexual violence is central to Howard University's mission and strategic plan, Howard Forward. It has been and continues to be Howard's goal to cultivate a culture of inclusivity, wellness, and civility as outlined in strategic priority three. Below is data from questions that asked about students' feelings of safety.

Table 20

Safety - Sexual Misconduct

Field	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
On or around this campus, I feel safe from sexual harassment.	10.58%	64	20.00%	121	39.50%	239	20.83%	126	9.09%	55	605
On or around this campus, I feel safe from dating violence	5.98%	36	15.45%	93	44.68%	269	24.92%	150	8.97%	54	602
On or around this campus, I feel safe from sexual violence.	8.93%	54	17.02%	103	42.31%	256	23.80%	144	7.93%	48	605
On or around this campus, I feel safe from stalking.	7.28%	44	16.72%	101	41.39%	250	25.83%	156	8.77%	53	604
On or around this campus, I feel safe from internet or technology-based harassment.	7.73%	47	14.47%	88	39.80%	242	27.47%	167	10.53%	64	608
I don't think sexual misconduct is a problem at Howard University.	25.04%	152	25.70%	156	33.44%	203	10.87%	66	4.94%	30	607
I don't think there is much I can do about sexual misconduct on this campus.	12.21%	74	36.80%	223	30.86%	187	14.69%	89	5.45%	33	606
There isn't much need for me to think about sexual misconduct while at college.	34.66%	209	29.19%	176	22.89%	138	7.46%	45	5.80%	35	603

Table 21

Safety - Sexual Misconduct Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
On or around this campus, I feel safe from sexual harassment.	1.00	5.00	2.98	1.09	1.19	605
On or around this campus, I feel safe from dating violence	1.00	5.00	3.15	0.99	0.98	602
On or around this campus, I feel safe from sexual violence.	1.00	5.00	3.05	1.04	1.08	605
On or around this campus, I feel safe from stalking.	1.00	5.00	3.12	1.03	1.05	604
On or around this campus, I feel safe from internet or technology-based harassment.	1.00	5.00	3.19	1.06	1.12	608
I don't think sexual misconduct is a problem at Howard University.	1.00	5.00	2.45	1.12	1.26	607
I don't think there is much I can do about sexual misconduct on this campus.	1.00	5.00	2.64	1.05	1.09	606
There isn't much need for me to think about sexual misconduct while at college.	1.00	5.00	2.21	1.16	1.35	603

Table 22

Safety – Sexual Misconduct Level of Concern (On Campus)

Field	Very Unconcerned		Unconcerned		Neutral		Concerned		Very Concerned		Total
Sexual assault	6.62%	41	12.76%	79	26.66%	165	34.25%	212	19.71%	122	619
Dating violence	6.81%	42	16.69%	103	33.06%	204	29.98%	185	13.45%	83	617
Domestic violence	6.33%	39	17.05%	105	36.20%	223	25.97%	160	14.45%	89	616
Stalking	6.69%	41	15.33%	94	34.75%	213	28.22%	173	15.01%	92	613
Sexual harassment	6.35%	39	11.56%	71	25.24%	155	34.69%	213	22.15%	136	614
Internet or Technology-based Harassment	7.28%	45	18.45%	114	32.20%	199	26.38%	163	15.70%	97	618

Table 23

Safety – Sexual Misconduct Level of Concern (On Campus) Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Sexual assault	1.00	5.00	3.48	1.14	1.30	619
Dating violence	1.00	5.00	3.27	1.10	1.21	617
Domestic violence	1.00	5.00	3.25	1.09	1.20	616
Stalking	1.00	5.00	3.30	1.10	1.22	613
Sexual harassment	1.00	5.00	3.55	1.14	1.30	614
Internet or Technology-based Harassment	1.00	5.00	3.25	1.14	1.31	618

Figure 25

Overall Safety – Sexual Misconduct

Overall, how safe do you feel on or around campus from sexual harassment/misconduct?

Page Options ⌄
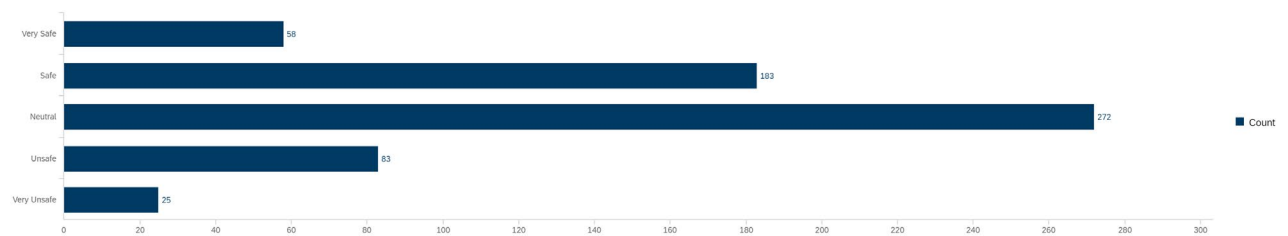
Field		Choice Count
Very Unsafe	4.03%	25
Unsafe	13.37%	83
Neutral	43.80%	272
Safe	29.47%	183
Very Safe	9.34%	58
		621

Figure 26

Overall Safety – Physical Safety

Overall, how safe do you feel on or around campus from crime (e.g., theft/larceny, burglary, assault, etc.)?

Page Options ⌄

Field		Choice Count
Very Unsafe	11.20%	70
Unsafe	27.68%	173
Neutral	39.52%	247
Safe	16.00%	100
Very Safe	5.60%	35
		625
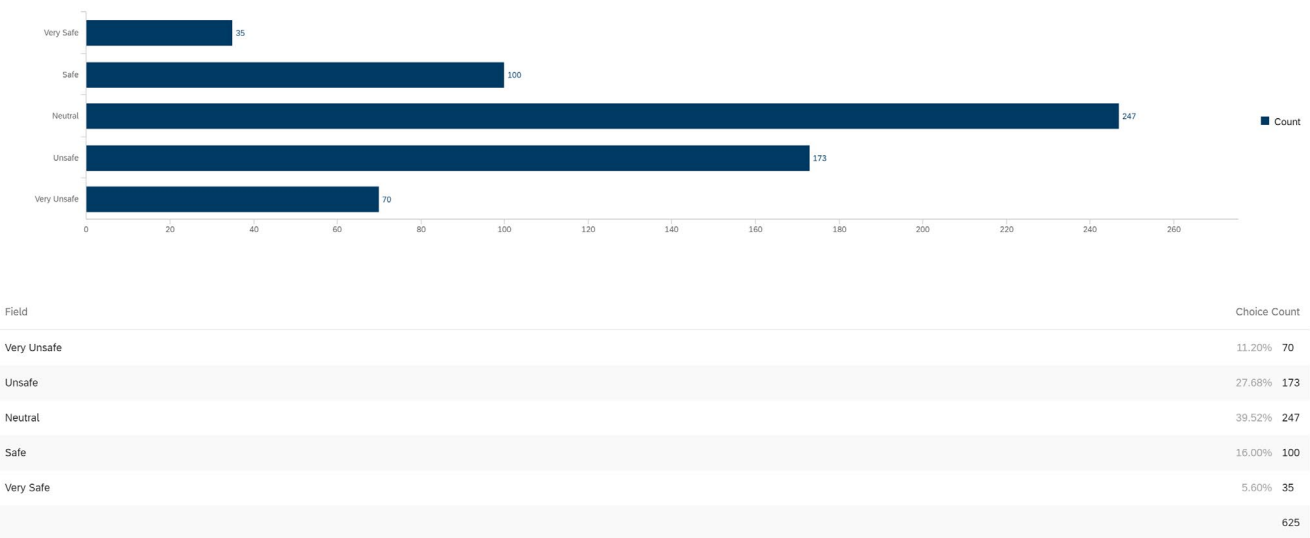
Discrimination

Discrimination comes in many forms. Individuals can be discriminated against because of their race, gender, age, religion, sexual orientation, disability, and other categories based on the groups, classes, or other categories to which they are perceived to belong. Consequently, the campus climate survey included a comprehensive look at discrimination asking students if they had experienced any type of discrimination first-hand. There were also questions asking if they had witnessed or overheard discriminatory behavior while at Howard University. The results are presented below.

Table 24
Comfort Rating

Field	Very Uncomfortable	Somewhat Uncomfortable	Neutral	Somewhat Comfortable	Very Comfortable	Total
People who have a racial and/or ethnic identity other than your own.	0.79% 5	2.83% 18	11.02% 70	18.74% 119	66.61% 423	635
People from a socioeconomic background other than your own.	0.63% 4	2.52% 16	10.69% 68	18.87% 120	67.30% 428	636
People who have a sexual orientation other than your own.	1.58% 10	1.26% 8	10.25% 65	14.83% 94	72.08% 457	634
People whose gender identity differs from yours.	0.95% 6	2.84% 18	9.79% 62	17.69% 112	68.72% 435	633
People for whom English is not their native language.	1.42% 9	2.20% 14	9.45% 60	18.74% 119	68.19% 433	635
People from a religious background other than your own.	0.63% 4	3.30% 21	10.69% 68	17.45% 111	67.92% 432	636
People with a disability or people who are differently abled.	0.79% 5	2.68% 17	10.09% 64	17.19% 109	69.24% 439	634
People from a country other than your own.	0.94% 6	1.10% 7	8.63% 55	15.38% 98	73.94% 471	637
People who hold a political affiliation or view that differs from yours.	4.24% 27	17.27% 110	23.08% 147	29.20% 186	26.22% 167	637
People who are significantly older or younger than you.	1.10% 7	3.30% 21	12.89% 82	28.46% 181	54.25% 345	636
People who have a body type that differs from yours.	0.63% 4	2.20% 14	8.50% 54	13.23% 84	75.43% 479	635

Table 25
Comfort Rating Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
People who have a racial and/or ethnic identity other than your own.	1.00	5.00	4.48	0.86	0.73	635
People from a socioeconomic background other than your own.	1.00	5.00	4.50	0.83	0.69	636
People who have a sexual orientation other than your own.	1.00	5.00	4.55	0.85	0.72	634
People whose gender identity differs from yours.	1.00	5.00	4.50	0.85	0.73	633
People for whom English is not their native language.	1.00	5.00	4.50	0.86	0.74	635
People from a religious background other than your own.	1.00	5.00	4.49	0.86	0.74	636
People with a disability or people who are differently abled.	1.00	5.00	4.51	0.84	0.71	634
People from a country other than your own.	1.00	5.00	4.60	0.77	0.59	637
People who hold a political affiliation or view that differs from yours.	1.00	5.00	3.56	1.17	1.37	637
People who are significantly older or younger than you.	1.00	5.00	4.31	0.90	0.80	636
People who have a body type that differs from yours.	1.00	5.00	4.61	0.79	0.62	635

Table 26

Witnessing Discrimination

During your time at Howard University, how often have you heard someone make an insensitive or disparaging remark about:

Field	Never		Rarely		Sometimes		Often		Very Often		Total
People who have a particular racial and/or ethnic identity.	33.44%	204	27.87%	170	21.97%	134	9.84%	60	6.89%	42	610
People of a particular sexual orientation.	35.31%	214	25.08%	152	21.45%	130	12.54%	76	5.61%	34	606
People of a particular gender or gender identity.	36.41%	221	22.08%	134	22.57%	137	12.19%	74	6.75%	41	607
People from a particular socioeconomic background.	38.26%	233	23.97%	146	21.02%	128	11.66%	71	5.09%	31	609
People from a particular religious background.	45.45%	275	27.77%	168	15.04%	91	6.12%	37	5.62%	34	605
People with a particular disability or people who are differently abled.	54.19%	330	22.99%	140	13.46%	82	5.58%	34	3.78%	23	609
People who are immigrants.	49.50%	300	25.58%	155	13.20%	80	6.11%	37	5.61%	34	606
People with a particular political affiliation/view.	21.64%	132	16.72%	102	28.69%	175	21.48%	131	11.48%	70	610
People of a particular age or generation.	38.84%	235	23.47%	142	22.64%	137	10.08%	61	4.96%	30	605
People for whom English is not their native language.	46.39%	283	23.77%	145	16.56%	101	9.18%	56	4.10%	25	610
People who have a particular body type.	36.29%	221	21.51%	131	22.99%	140	13.46%	82	5.75%	35	609
People who have children/dependents.	58.65%	356	21.25%	129	11.53%	70	4.94%	30	3.62%	22	607

Table 27

Witnessing Discrimination Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
People who have a particular racial and/or ethnic identity.	1.00	5.00	2.29	1.22	1.48	610
People of a particular sexual orientation.	1.00	5.00	2.28	1.22	1.50	606
People of a particular gender or gender identity.	1.00	5.00	2.31	1.26	1.59	607
People from a particular socioeconomic background.	1.00	5.00	2.21	1.21	1.47	609
People from a particular religious background.	1.00	5.00	1.99	1.16	1.36	605
People with a particular disability or people who are differently abled.	1.00	5.00	1.82	1.10	1.21	609
People who are immigrants.	1.00	5.00	1.93	1.17	1.37	606
People with a particular political affiliation/view.	1.00	5.00	2.84	1.30	1.68	610
People of a particular age or generation.	1.00	5.00	2.19	1.20	1.43	605
People for whom English is not their native language.	1.00	5.00	2.01	1.17	1.37	610
People who have a particular body type.	1.00	5.00	2.31	1.25	1.55	609
People who have children/dependents.	1.00	5.00	1.74	1.08	1.16	607

Table 28

Experiencing Discrimination

How often have you been discriminated against or harassed on the Howard University campus, at an off-campus residence, or at an off-campus program/event affiliated with Howard University for the following reasons?

Page Options ⌄

Field	Never		Rarely		Sometimes		Often		Very Often		Total
Because of my racial and/or ethnic identity.	75.17%	442	9.18%	54	8.50%	50	4.42%	26	2.72%	16	588
Because of my sexual orientation.	78.62%	467	6.40%	38	8.08%	48	3.70%	22	3.20%	19	594
Because of my gender or gender identity.	73.98%	435	8.84%	52	8.33%	49	5.95%	35	2.89%	17	588
Because of my socioeconomic background.	73.72%	432	9.56%	56	8.70%	51	4.78%	28	3.24%	19	586
Because of my religious background.	79.97%	471	7.64%	45	4.75%	28	5.09%	30	2.55%	15	589
Because of my disability.	82.05%	480	5.47%	32	5.98%	35	3.25%	19	3.25%	19	585
Because I am an immigrant.	82.28%	483	6.30%	37	5.28%	31	4.09%	24	2.04%	12	587
Because of my political affiliation/view.	79.22%	465	7.33%	43	6.98%	41	3.75%	22	2.73%	16	587
Because of my age or generation.	75.30%	445	9.48%	56	8.46%	50	3.72%	22	3.05%	18	591
Because of my body type.	72.47%	429	8.95%	53	10.14%	60	4.39%	26	4.05%	24	592
Because of my parental status.	82.96%	487	6.64%	39	4.43%	26	3.58%	21	2.39%	14	587
Because of some other aspect of my identity:	77.95%	350	6.46%	29	7.13%	32	6.24%	28	2.23%	10	449

Table 29

Experiencing Discrimination Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Because of my racial and/or ethnic identity.	1.00	5.00	1.50	1.01	1.01	588
Because of my sexual orientation.	1.00	5.00	1.46	1.01	1.02	594
Because of my gender or gender identity.	1.00	5.00	1.55	1.06	1.12	588
Because of my socioeconomic background.	1.00	5.00	1.54	1.05	1.10	586
Because of my religious background.	1.00	5.00	1.43	0.98	0.95	589
Because of my disability.	1.00	5.00	1.40	0.97	0.94	585
Because I am an immigrant.	1.00	5.00	1.37	0.91	0.83	587
Because of my political affiliation/view.	1.00	5.00	1.43	0.97	0.94	587
Because of my age or generation.	1.00	5.00	1.50	1.00	1.01	591
Because of my body type.	1.00	5.00	1.59	1.09	1.20	592
Because of my parental status.	1.00	5.00	1.36	0.91	0.82	587
Because of some other aspect of my identity:	1.00	5.00	1.48	1.02	1.03	449

LGBTQ+ (Lavender Committee Survey)

The campus climate committee was excited to partner with the Lavender Committee at Howard University. The Lavender Committee's charge is to collect data every two years on graduate and undergraduate LGBTQ+ students' experiences. The committee is also responsible for creating "The HUSA Senate Lavender Report" which will provide information to the university on how to best serve Howard's LGBTQ+ students. This is a student led committee. Below are questions that the Lavender Committee created that were included on the Spring 2021 campus climate survey.

Table 30

Lavender Committee – Sexual Orientation/Gender Identity

Please indicate your level of agreement with the following statements with regards to your sexual orientation or gender identity.

Page Options ∨

Field	Strongly Disagree		Disagree		Neither Agree not Disagree		Agree		Strongly Agree		Total
I feel accepted at Howard University, overall.	0.68%	4	4.90%	29	17.23%	102	43.58%	258	33.61%	199	592
I feel accepted by faculty at Howard University.	1.19%	7	4.93%	29	22.45%	132	40.14%	236	31.29%	184	588
I feel accepted by staff at Howard University.	0.68%	4	3.92%	23	22.83%	134	40.55%	238	32.03%	188	587
I feel accepted by students at Howard University.	0.85%	5	4.77%	28	16.18%	95	43.10%	253	35.09%	206	587
I feel included in events and extracurricular activities that are hosted by, affiliated with, or sponsored by Howard University.	3.42%	20	7.71%	45	23.63%	138	37.84%	221	27.40%	160	584
I feel comfortable pursuing membership in extracurricular activities at Howard University.	2.41%	14	11.68%	68	19.07%	111	37.97%	221	28.87%	168	582
I believe that the language used in campus-wide communications (e.g., emails, alerts, etc.) is inclusive of people like me.	2.41%	14	4.98%	29	20.96%	122	39.52%	230	32.13%	187	582
My classes and curriculum are inclusive of people like me.	1.72%	10	4.64%	27	19.59%	114	41.58%	242	32.47%	189	582
I have been made uncomfortable or felt excluded because of my sexual orientation or gender identity while at Howard University.	37.76%	219	23.79%	138	12.24%	71	15.86%	92	10.34%	60	580
Overall, Howard University provides an inclusive environment for me as an individual.	1.55%	9	6.39%	37	19.34%	112	42.83%	248	29.88%	173	579
Overall, Howard University provides an inclusive environment for all students.	3.30%	19	11.30%	65	25.22%	145	35.48%	204	24.70%	142	575

Table 31

Lavender Committee – Sexual Orientation/Gender Identity Cont.

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
I feel accepted at Howard University, overall.	1.00	5.00	4.05	0.87	0.76	592
I feel accepted by faculty at Howard University.	1.00	5.00	3.95	0.92	0.84	588
I feel accepted by staff at Howard University.	1.00	5.00	3.99	0.88	0.77	587
I feel accepted by students at Howard University.	1.00	5.00	4.07	0.88	0.78	587
I feel included in events and extracurricular activities that are hosted by, affiliated with, or sponsored by Howard University.	1.00	5.00	3.78	1.04	1.08	584
I feel comfortable pursuing membership in extracurricular activities at Howard University.	1.00	5.00	3.79	1.06	1.12	582
I believe that the language used in campus-wide communications (e.g., emails, alerts, etc.) is inclusive of people like me.	1.00	5.00	3.94	0.97	0.94	582
My classes and curriculum are inclusive of people like me.	1.00	5.00	3.98	0.93	0.86	582
I have been made uncomfortable or felt excluded because of my sexual orientation or gender identity while at Howard University.	1.00	5.00	2.37	1.39	1.93	580
Overall, Howard University provides an inclusive environment for me as an individual.	1.00	5.00	3.93	0.94	0.88	579
Overall, Howard University provides an inclusive environment for all students.	1.00	5.00	3.67	1.07	1.14	575

Table 32

Lavender Committee – Sexual Misconduct/Discrimination (Personal)

While attending Howard University, have you personally experienced any of the following because of your actual or perceived identity/expression/orientation? (select all that apply)   Page Options ⌄

Field		Choice Count
Sexual harassment	23.64%	78
Verbal harassment/threats	23.33%	77
Sexual assault	11.52%	38
Preferential treatment	10.61%	35
Denial of services	7.58%	25
Physical assault	6.36%	21
Vandalism/destruction of property	6.06%	20
Pressure to leave or change academic activities	5.76%	19
Pressure to leave or change campus housing	3.94%	13
Other	1.21%	4
		330

Table 33

Lavender Committee – Sexual Misconduct/Discrimination (Observer/Witness)

While attending Howard University, have you witnessed any of the following because of someone else's actual or perceived identity/expression/orientation? (select all that apply)   Page Options ⌄

Field		Choice Count
Verbal harassment/threats	20.99%	114
Sexual harassment	14.73%	80
Preferential treatment	12.89%	70
Pressure to leave or change campus housing	10.50%	57
Physical assault	9.39%	51
Pressure to leave or change academic activities	8.66%	47
Vandalism/destruction of property	8.10%	44
Sexual assault	7.73%	42
Denial of services	5.89%	32
Other	1.10%	6
		543

STRENGTHS AND AREAS FOR IMPROVEMENT

This being the first iteration of the Howard University Campus Climate Survey, it is important to reflect on strengths and areas for improvement in regard to the survey instrument, communications strategy, delivery, and reporting.

Strengths

One of the major strengths of this campus climate survey was its inclusiveness. Many stakeholders (e.g., faculty, staff, and students) from across the university were included in all facets of the process including instrument development, communication and distribution, and reporting. Another strength relates to the instrument itself. The instrument, developed in-house, was comprehensive and aligned with Howard University's unique history and context. The campus climate instrument went through many iterations and was further refined by focus groups of undergraduate as well as graduate/professional students. One of the greatest achievements of the inaugural administration of the climate survey was the fact that it took place during an ongoing global pandemic. The planning, testing, and execution of this administration all took place in a remote work environment, which introduced its own set of roadblocks and issues to address.

Areas for Improvement

An area of improvement for future administrations of the campus climate survey would be to develop a more robust communication strategy. This would assist in increasing overall response rate and engagement. The instrument itself could also be streamlined. After gathering the data for this administration, it would be a useful exercise to look back at the instrument to determine which questions are essential and which ones can be cut for future administrations.

RECOMMENDATIONS & CONCLUSION

The following section includes recommendations from the Campus Climate Committee. These recommendations are based on data gathered from the Spring 2021 administration of the Howard University Campus Climate Survey.

Training

All students at Howard University are required to complete online Title IX/Sexual Assault Prevention training prior to/at the start of their first semester. Students are assigned to repeat online training every other year. In addition, students receive in-person Title IX training at various annual orientations and throughout the academic year (e.g., freshman orientations; specific college/school orientations for new and returning undergraduate, graduate, and professional students; and various other student groups by request.).

Both the online and in-person trainings are designed and customized to inform students of their rights, resources, and responsibilities under Howard's Title IX Policy. This includes defining prohibited conduct under the policy; explaining the options for reporting sex and gender-based discrimination, harassment, and violence; describing the confidential resources for support and assistance; listing additional off-campus, national, and international resources; describing the available responses to a Title IX report, including supportive measures, the Title IX adjudication process, and potential sanctions and remedies; and describing the Title IX reporting obligations of faculty, staff, and student employees. In addition, the online trainings include more prevention-oriented content, as follows:

- **Sexual Assault Prevention for Undergraduates** – Assigned to all first year (freshman) and transfer students. Engages undergraduate students in fostering healthy and respectful relationships, preventing misconduct, and preparing them to recognize and respond effectively to sexual assault and harassment if and when it occurs.
- **Sexual Assault Prevention Ongoing: Healthy Relationships** – Assigned to sophomores, juniors and seniors. Ongoing training that emphasizes healthy relationship skills, safe strategies for bystander intervention among peers, and survivor empathy and support.
- **Sexual Assault Prevention for Graduate Students** – Assigned to all Howard graduate and professional students. Designed to support healthy interactions with

advisors, faculty members, peers, and undergraduate students, and prepare graduate/teaching assistants to respond appropriately to disclosures from students.

In the climate survey there were three questions that asked students specifically about information or training they received concerning sexual assault, dating violence, domestic violence, or stalking. The first question asked students if they had received information or training in these various areas while at Howard University. The second question asked students where they received their training (e.g., new student orientation, Title IX, residence life programs, etc.). A final follow up question was included to determine the usefulness of the training in increasing the students' knowledge in the following areas:

- the definitions of sexual assault, dating violence, domestic violence, or stalking;
- reporting an incident of sexual assault, dating violence, domestic violence, or stalking;
- the school's procedures for investigating an incident of sexual assault, dating violence, domestic violence, or stalking;
- prevention strategies (e.g., asking for consent, responsible alcohol use, etc);
- and bystander intervention skills.

Based on the data gathered, 85.15% (n = 671) of students indicated that they had received information or training concerning sexual assault, dating violence, domestic violence, or stalking while at Howard University. Only 7.11% (n = 56) and 7.74% (n = 61) of students indicated that they had not received information/training or could not recall where they received the information/training, respectively. Regarding where they received the training, most students reported receiving training on these topics through new student orientation, student conduct training, or the Title IX office.

When looking at the usefulness of the information/training, most students indicated that the information/training presented from the various areas detailed above was "largely useful" or "very useful". There was one area, however, where 19.39% of students reported that the information/training was "not very useful" or "not useful at all". This area relates to the school's procedures for investigating an incident of sexual assault, dating violence, domestic violence, or stalking. This aligns with data from a prior question that asks students about their level of knowledge of what happens when a student reports an incident of sexual assault or

sexual misconduct at Howard University. Of the students that answered this question, only 23.61% (n = 187) and 9.72% (n = 77) indicated that they were either "very" or "extremely" knowledgeable about what happens when a student submits a formal report to the university, respectively. The rest of the students responded that they were "somewhat" (35.61%; n = 282), "a little" (17.17%; n = 136), or "not at all" (13.89%; n = 110) knowledgeable about university procedures and processes in this area. A lack of clarity in reporting procedure and/or process could have an impact on the number of students who decide to report an instance of sexual misconduct or sexual assault using the university's formal reporting procedures.

Based on the information gathered, it is the committee's recommendation to bolster and/or reinforce information and training presented to students related to Howard University's procedures for investigating an incident of sexual assault, dating violence, domestic violence, or stalking. Making students more aware of and comfortable with the processes and procedures that Howard has in place could lead to an increase in reports using the university's formal procedures.

Clarification of On-Campus Roles and Resources

While students indicated that they were aware of most on-campus resources for victims of sexual assault, dating violence, domestic violence, or stalking, many (54.16%; n = 433) noted that they were not aware of the Interpersonal Violence Protection Program (IVPP). The IVPP at Howard is considered a confidential resource. A confidential resource is defined by the Title IX office as "any employee who is a licensed medical, clinical, or mental health professional, when acting in their role of providing services to a patient; any clergy or other religious or spiritual advisor, when serving in their religious or spiritual capacity; and any employee providing administrative support to employees in the aforementioned roles are considered Confidential Employees and are not obligated to report disclosures of sex or gender-based discrimination, harassment or violence to the Title IX office." In their advocacy and support work, IVPP refers students who wish to make a report to the Title IX Office and often accompanies them to meet with a representative from the Title IX office. So, there is sometimes coordination between the two offices around supporting students and helping them access resources. While there is some coordination between IVPP and Title IX, it is

recommended that the roles of confidential and non-confidential resources be further clarified and promoted to the Howard University student population at large. More clearly defining the roles, procedures, and processes of confidential and non-confidential resources will allow students to make a more informed decision about their path forward after either witnessing or experiencing sexual assault or misconduct.

Housing and Food Security

While only 6% of students identified as housing insecure, not living in stable housing that they own, rent, or stay in as part of a household, in the six months prior to the survey, 21% of students showed concern that in the next two months they may not have stable housing. Student Affairs and the Offices of Residence Life and Off-Campus Housing should reactively work to address immediate needs of housing insecure students and proactively address the concerns of students who believe they may become housing insecure.

Regarding food insecurity, roughly one of ten students admitted that they often worried about whether food would run out before they had money to buy more, couldn't afford balance meals, or reduced or skipped meals as there wasn't enough money to eat. The Food Pantry at the University has been a useful resource for Howard students, and the alarming prevalence of food insecurity should urge the University to redouble its commitment to the program.

Level of Comfort with Others

When describing their level of comfort with students who may differ from them in a variety of ways, most students identified being comfortable around people who differ in age, race, body type, religion, socioeconomic background, etc. Almost 15% of students did note that they were "somewhat uncomfortable" or "very uncomfortable" with students who held a different political affiliation or view that differs from their own. Relationships with those who hold a different political view can be complex as certain views or political affiliations can be interpreted as de facto discrimination. The University may benefit from programming that invites students into balanced and safe conversations about salient issues. In this way discomfort could turn to disagreement which is a far healthier way to approach differing opinions.

Conclusion

The purpose of Howard University's campus climate survey was three-fold: (1) to raise awareness about sexual misconduct and gender-based violence, (2) address students' experiences and concerns about their personal safety, and (3) ensure a safe learning and working environment at Howard University. While this initial assessment of campus climate is a step in the right direction, it is imperative that the data gathered, and insight gleaned from the results, be used to improve the campus climate for all Howard students. Additionally, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

APPENDIX 1 – SURVEY INSTRUMENT

2021 HU Campus Climate Survey

Start of Block: Demographics

Defining Climate Climate on a college campus refers to the ways in which individuals and groups experience membership in the campus community—in other words, what it's like to be you at Howard University. The term encompasses the degree to which you and others feel included or excluded in all aspects of life at Howard—from interpersonal relationships and professional interactions to learning environment and informal conversations. This effort defines climate as the current attitudes, behaviors, and standards of students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Purpose You are invited to participate in a survey of students regarding the climate at Howard University. Climate refers to the current attitudes, behaviors, and standards of students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform our community about your experiences at Howard University and help identify ways to improve the environment for learning, living, and working.

Procedures You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 15 and 25 minutes to complete. Any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any individual demographic characteristics.

There are six sections in the survey, each with a subset of related questions. The sections are: demographics, belonging/resource access, resource knowledge, sexual harassment/misconduct, safety, discrimination, and a section created by the Lavender

committee at HU, respectively.

Discomforts and Risks There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact:

Howard University Title IX Office
TitleIX@howard.edu
202-806-2550

Howard University Counseling Service
202-806-6870

Howard University Interpersonal Violence Prevention Program (IVPP)
ivpphu@howard.edu

Benefits The results of the survey will inform our community about your experiences at Howard University and help identify ways to improve the environment for learning, living, and working.

Voluntary Participation Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. Individuals will not be identified and only group data will be reported (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student benefits.

Statement of Confidentiality for Participation In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used

(e.g., IP addresses will be stripped when the survey is submitted). Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

<u>Statement of Anonymity for Comments</u> Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, the researchers will make every effort to de-identify those comments or will remove the comments from the analyses.

Right to Ask Questions You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Kyle Shanks Assistant Director of Assessment, Howard University

kyle.shanks@howard.edu

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY   If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the "Next" button below. By clicking on the "Next" button, you will indicate your consent to participate in this study.

Page Break

Are you currently enrolled as a student (e.g., undergraduate or graduate/professional) at Howard University?

○ Yes

○ No

Page Break

Instructions:

This section asks a few questions about you. We will use this information to develop a better picture of how people with different identities experience life on our campus. We will not use it to identify individuals. We will carefully review and either a) remove this information or b) combine it with information from other people who took the survey to ensure that you can't be identified. You may choose to skip any of these questions or select the 'prefer not to answer' option if applicable.

Page Break

What is your current class standing?

○ Freshman (undergraduate)

○ Sophomore (undergraduate)

○ Junior (undergraduate)

○ Senior (undergraduate)

○ Graduate student

○ Professional student (e.g., law, medicine, dentistry, pharmacy, social work)

What is your current student status?

○ Full-time

○ Part-time

Page Break

Please select your School or College from the choices below.

○ College of Arts and Sciences

○ College of Engineering and Architecture

○ School of Business

○ School of Education

○ School of Divinity

○ Cathy Hughes School of Communications

○ College of Medicine

○ College of Pharmacy

○ School of Law

○ School of Social Work

○ Graduate School (select if your program is exclusively in the Graduate School)

○ College of Dentistry

○ College of Nursing and Allied Health Sciences

Page Break

Are you a veteran, which is defined as a "person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable"?

○ Yes

○ No

○ Prefer not to answer

Page Break

What is your current age?

○ Younger than 25

○ 25-34

○ 35-44

○ 45-54

○ 55-64

○ 65 or older

What is your gender identity?

☐ Woman (includes transgender and cisgender women)

☐ Man (includes transgender and cisgender men)

☐ Genderqueer/gender non-conforming

☐ A gender not listed here:

_____

☐ Prefer not to answer

Do you identify as cisgender or transgender?

○ Transgender

○ Cisgender

○ Prefer not to answer

What is your sexual orientation?

○ Gay

○ Lesbian

○ Bisexual

○ Asexual

○ Heterosexual or Straight

○ Queer

○ A sexual orientation not listed here:

_____

○ Prefer not to answer

Page Break

What is your race/ethnicity as you define it? (select all that apply)

☐ African

☐ African American/Black

☐ Alaska Native

☐ Asian

☐ Asian American

☐ Caribbean/West Indian

☐ Hispanic or Latino/a

☐ Latin American

☐ Middle Eastern

☐ Native American/American Indian

☐ Native Hawaiian or other Pacific Islander

☐ South Asian

☐ Southeast Asian

☐ White

☐ Some other race or ethnicity:

_____

Do you identify as an international student (i.e., a student who is not a citizen or permanent resident of the United States)?

○ Yes

○ No

○ Prefer not to answer

Do you currently have a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, learning, interacting with others, walking, etc.?

○ Yes

○ No

○ Temporary Impairment

○ Prefer not to answer

Page Break

Since you've been a student at Howard University, have you been a member or participated in any of the following? (select all that apply)

- ☐ Honors society

- ☐ Cultural organization/Affinity group

- ☐ Professional group related to your major, field of study

- ☐ Fraternity or sorority (pledge or member)

- ☐ Intercollegiate athletic team

- ☐ Intramural or club athletic team

- ☐ Political or social action group

- ☐ Student government

- ☐ Media organization (e.g., newspaper, radio, magazine)

- ☐ Fine arts organization

- ☐ Other student organization or group:

  _____

- ☐ N/A (None of the Above)

Page Break

In the past six months, have you been living in stable housing that you own, rent, or stay in as part of a household?

○ Yes

○ No

Page Break

How long has your housing situation been unstable?

○ 7 days or less

○ 8 to 29 days

○ 1 to 3 months

○ 4 to 5 months

○ 6 to 11 months

○ 1 to 5 years

Page Break

Which of the following best describes your living situation?

○ On campus residence hall/dormitory

○ Other on campus housing (apartment, house)

○ Fraternity or sorority house

○ Off-campus university-sponsored apartment/house

○ Off-campus housing non-university sponsored

○ At home with parent(s) or guardian(s)

○ Housing insecure (e.g., inability to pay rent, having to move often, and/or living in poor housing conditions)

○ Other off-campus _____

Are you worried or concerned that in the next two months you may NOT have stable housing that you own, rent, or stay in as part of a household?

○ Yes

○ No

Page Break

What is your current marital status?

○ Single, never married/partnered

○ Divorced

○ Separated

○ Married/partnered or cohabitating

○ Widow or widower

○ Some other status: _____

How many children or dependents do you have?

○ No children/dependents

○ 1

○ 2-3

○ 4 or more

○ I prefer not to say

End of Block: Demographics

Start of Block: Belonging/Resource Access

Instructions:
This section asks questions about your sense of belonging and engagement with the Howard University community along with questions related to access to resources (e.g., food and

technology). Like the rest of the survey, you may choose to skip any of these questions or select the 'prefer not to answer' option if applicable.

Page Break

x→

Please indicate your level of belonging at Howard University.

	High Sense of Belonging	Moderately High Sense of Belonging	Neutral	Moderately Low Sense of Belonging	Low Sense of Belonging
The extent to which you experience a sense of belonging or community at Howard University.	○	○	○	○	○
The extent to which you feel all community members (e.g., students, faculty, staff) experience a sense of belonging or community at Howard University.	○	○	○	○	○

X→

Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would recommend attending Howard University to others.	○	○	○	○	○
If I had to do it all over again, I would still attend Howard University.	○	○	○	○	○

Page Break

On the following items, please rate your experience since the beginning of the current school year (Fall 2020).

	Often True	Sometimes True	Never True
I worried whether my food would run out before I got money to buy more.	○	○	○
I couldn't afford to eat balanced meals.	○	○	○
I cut the size of my meals or skipped meals because there wasn't enough money for food.	○	○	○

How often did this occur?

○ Almost every month

○ Some months but not every month

○ Only 1 or 2 months

Page Break

X→

How did the COVID-19 pandemic impact your personal food security, which is defined as "the state of having reliable access to a sufficient quantity of affordable, nutritious food"?

○ Much better

○ Somewhat better

○ About the same

○ Somewhat worse

○ Much worse

Page Break

Do you have access to a reliable internet connection?

○ Yes

○ No

Page Break

Where do you most often access the internet to do your coursework?

○ My Home/Household

○ Friend's Home

○ Library

○ Work

○ Business (e.g., cafe, coffee shop, etc.)

○ Relative or Family Member's House

○ Other: _____

Page Break

Do you have access to a computer, tablet, or other personal device that allows you to type documents and view Blackboard –the learning management system at Howard University?

○ Yes

○ No

○ I don't know (please explain):

_____

Please select from the list below, all the devices that you will be able to use to access course content.

☐ Computer or laptop

☐ iOS based tablet (iPad, iPad Pro)

☐ Android based tablet (Samsung Galaxy Tab, Lenovo Tab, Fire, etc.)

☐ Chromebook

☐ Smartphone

☐ Other (Please specify):

_____

☐ None of the above

Is the primary device you access course content on your personal device or is it shared by another member of your household (e.g., parents, siblings, etc.)?

○ Personal Device

○ Shared Device

End of Block: Belonging/Resource Access

Start of Block: Resource Knowledge

Instructions:

 This section asks questions about your personal knowledge of and comfort using on and off campus resources. Like the rest of the survey, you may choose to skip any of these questions or select the prefer not to answer option if applicable.

Page Break

Are you aware of the services provided by the following on-campus resources?

	Yes	No
Department of Public Safety (Howard University Police)	○	○
University Counseling Services	○	○
Interpersonal Violence Prevention Program (IVPP)	○	○
Office of Student Services	○	○
Office of Residence Life	○	○
Title IX Office	○	○
Howard University Hospital	○	○
Student Health Center	○	○
Other (please specify):	○	○

Page Break

How comfortable are you with using the services from the following on-campus resources?

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Department of Public Safety	○	○	○	○	○
University Counseling Services	○	○	○	○	○
Interpersonal Violence Prevention Program (IVPP)	○	○	○	○	○
Office of Student Services	○	○	○	○	○
Office of Residence Life	○	○	○	○	○
Title IX Office	○	○	○	○	○
Howard University Hospital	○	○	○	○	○
Student Health Center	○	○	○	○	○
${Q34/ChoiceTextEntryValue/9}	○	○	○	○	○

Page Break

Are you aware of the services provided by the following off-campus resources?

	Yes	No
DC Coalition Against Domestic Violence	○	○
DC Rape Crisis Center	○	○
My Sister's Place	○	○
Metropolitan Police Department (MPD)	○	○
DC Victim Hotline	○	○
Other (please specify):	○	○

Page Break

How comfortable are you with using the following off-campus resources?

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
DC Coalition Against Domestic Violence	○	○	○	○	○
DC Rape Crisis Center	○	○	○	○	○
My Sister's Place	○	○	○	○	○
Metropolitan Police Department (MPD)	○	○	○	○	○
DC Victim Hotline	○	○	○	○	○
${Q36/ChoiceTextEntryValue/6}	○	○	○	○	○

Page Break

X→

How knowledgeable are you about where to make a report of sexual assault or sexual misconduct at Howard University?

○ Extremely

○ Very

○ Somewhat

○ A Little

○ Not at All

X→

How knowledgeable are you about where to get help at Howard University if you or a friend experienced sexual assault or sexual misconduct?

○ Extremely

○ Very

○ Somewhat

○ A Little

○ Not at All

X→

How knowledgeable are you about what happens when a student reports an incident of sexual assault or sexual misconduct at Howard University?

○ Extremely

○ Very

○ Somewhat

○ A Little

○ Not at All

Page Break

Have you received information or training concerning sexual assault, dating violence, domestic violence, or stalking while at Howard University?

○ Yes

○ No

○ I do not recall

Page Break

Where have you received information or training concerning sexual assault, dating violence, domestic violence, or stalking? (select all that apply)

- ☐ New student orientation
- ☐ Fraternity and sorority life participation
- ☐ Athletics participation
- ☐ Residence life programs
- ☐ Class presentations or projects
- ☐ Campus-wide events
- ☐ Online
- ☐ Student Health Center
- ☐ Title IX Office
- ☐ Interpersonal Violence Prevention Program (IVPP)
- ☐ Outside Organization (e.g., non-profit, community center, church, etc.)
- ☐ Student conduct training
- ☐ Other (Please Specify):
- ☐ I do not recall

Page Break

X→

How useful was the information/training in increasing your knowledge about the following:

	Very useful	Useful	Not very useful	Not at all useful	Not covered
The definitions of sexual assault, dating violence, domestic violence, or stalking.	○	○	○	○	○
Reporting an incident of sexual assault, dating violence, domestic violence, or stalking.	○	○	○	○	○
The school's procedures for investigating an incident of sexual assault, dating	○	○	○	○	○

violence, domestic violence, or stalking.					
Prevention strategies (e.g., asking for consent, responsible alcohol use)	○	○	○	○	○
Bystander intervention skills	○	○	○	○	○

End of Block: Resource Knowledge

Start of Block: Sexual Harassment/Misconduct/Peer Norms

⤨ X→

Instructions: Below is a definition of sexual misconduct. It is followed by several statements describing how Howard University might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate your opinion of the likelihood of occurrence for each statement.   Sexual Misconduct refers to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence.   <u>Trigger Warning:</u> The following section uses explicit language including specific behaviors about sexual situations, which may be upsetting. Resources for support are available at the end of the survey, should you need them.

Again, this survey is completely voluntary and your responses are anonymous. You may also skip over questions that cause you discomfort.

	Very Likely	Likely	Neutral	Unlikely	Very Unlikely
Howard University would take the report seriously.	○	○	○	○	○
Howard University would maintain the privacy of the person making the report.	○	○	○	○	○
Howard University would do its best to honor the request of the person about how to go forward with the case.	○	○	○	○	○
Howard University would take steps to protect the safety of the person making the report.	○	○	○	○	○
Howard University would support the	○	○	○	○	○

person making the report.

Howard University would provide accommodations to support the person (e.g. academic, housing, safety).

○   ○   ○   ○   ○

Howard University would take action to address factors that may have led to the sexual misconduct.

○   ○   ○   ○   ○

Howard University would handle the report fairly.

○   ○   ○   ○   ○

Howard University would label the person making the report a troublemaker.

○   ○   ○   ○   ○

Howard University would have a hard time supporting the

○   ○   ○   ○   ○

person who made the report.

Howard University would punish the person who made the report.

○   ○   ○   ○   ○

Page Break

Instructions: The following is a list of reactions that people sometimes have when responding to a person who has experienced sexual misconduct. If you experienced sexual misconduct and you told your Howard friends/peers (e.g., other Howard students), how would they respond?

	Always	Frequently	Sometimes	Never	Rarely
Tell you that you were irresponsible or not cautious enough.	○	○	○	○	○
Reassure you that you are a good person.	○	○	○	○	○
Treat you differently in some way than before you told them.	○	○	○	○	○
Comfort you by telling you it would be all right.	○	○	○	○	○
Tell you that you could have done	○	○	○	○	○

more to prevent this experience from occurring.

Provide information and discuss options.

○　　　○　　　○　　　○　　　○

Avoid talking to you or spending time with you.

○　　　○　　　○　　　○　　　○

Treat you as if you were a child or somehow incompetent.

○　　　○　　　○　　　○　　　○

Help you get information of any kind about coping with the experience.

○　　　○　　　○　　　○　　　○

Make you feel like you didn't know how to take care of yourself.

○　　　○　　　○　　　○　　　○

Page Break

Instructions: Since you enrolled at Howard University, have you been in a situation in which another student, faculty member, instructor, staff member, or administrator:

	Many Times	Often	Sometimes	Once or Twice	Never
Treated you "differently" because of your gender (for example, mistreated, slighted, or ignored you)?	○	○	○	○	○
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?	○	○	○	○	○
Made offensive sexist remarks (for example, suggesting that	○	○	○	○	○

people of your gender are not suited for the kind of work you do)?

Put you down or was condescending to you because of your gender?

○　　　○　　　○　　　○　　　○

Repeatedly told sexual stories or jokes that were offensive to you?

○　　　○　　　○　　　○　　　○

Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?

○　　　○　　　○　　　○　　　○

Made offensive remarks about your

○　　　○　　　○　　　○　　　○

appearance, body, or sexual activities?

Made gestures or used body language of a sexual nature which embarrassed or offended you?

○   ○   ○   ○   ○

Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?

○   ○   ○   ○   ○

Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?

○   ○   ○   ○   ○

Touched you in a way that

○   ○   ○   ○   ○

made you feel uncomfortable?

Made unwanted attempts to stroke, fondle, or kiss you?

○	○	○	○	○

Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behavior?

○	○	○	○	○

Made you feel threatened with some sort of retaliation for not being sexually cooperative (for example, by mentioning an upcoming review)?

○	○	○	○	○

Treated you badly for

○	○	○	○	○

refusing to have sex?

Implied better treatment if you were sexually cooperative?

○   ○   ○   ○   ○

Distributed sexually explicit images or videos of you without your consent (e.g., revenge porn)?

○   ○   ○   ○   ○

Used the internet or other electronic means to stalk or harass you (e.g., cyberstalking)?

○   ○   ○   ○   ○

Page Break

Please describe the person(s) who committed the behavior. (select all that apply)

☐ Man

☐ Woman

☐ Prefer not to answer

⤭

Status of the person(s) at Howard University. (select all that apply)

☐ Faculty member (e.g., instructor, professor, etc.)

☐ Staff Member (e.g., coach, academic advisor, etc.)

☐ Graduate student instructor

☐ Administrator

☐ Undergraduate Student

☐ Graduate/Professional Student

☐ Non-Howard Entity (e.g., visiting speaker)

☐ Other

☐ Prefer not to answer

Page Break

Did this happen on campus?

○ Yes

○ No

Page Break

Did this occur in an online/virtual space tied to or associated with Howard University?

○ Yes

○ No

Page Break

Did you use the University's formal procedures to report the incident(s)?

○ Yes

○ No

Page Break

Did the University's formal procedures help you resolve the issue?

○ Completely resolved the issue

○ Helped me a lot

○ Helped, but could have helped more

○ Helped me a little

○ Didn't help me at all

○ I'm currently going through the resolution process

End of Block: Sexual Harassment/Misconduct/Peer Norms

Start of Block: Safety

Instructions: Using the scales provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
On or around this campus, I feel safe from sexual harassment.	○	○	○	○	○
On or around this campus, I feel safe	○	○	○	○	○

from dating violence

On or around this campus, I feel safe from sexual violence.

    ◯   ◯   ◯   ◯   ◯

On or around this campus, I feel safe from stalking.

    ◯   ◯   ◯   ◯   ◯

On or around this campus, I feel safe from internet or technology-based harassment.

    ◯   ◯   ◯   ◯   ◯

I don't think sexual misconduct is a problem at Howard University.

    ◯   ◯   ◯   ◯   ◯

I don't think there is

    ◯   ◯   ◯   ◯   ◯

much I can do about sexual misconduct on this campus.

There isn't much need for me to think about sexual misconduct while at college.

○　　　　　○　　　　　○　　　　　○　　　　　○

Page Break

How concerned are you about the following on campus?

	Very Unconcerned	Unconcerned	Neutral	Concerned	Very Concerned
Sexual assault	○	○	○	○	○
Dating violence	○	○	○	○	○
Domestic violence	○	○	○	○	○
Stalking	○	○	○	○	○
Sexual harassment	○	○	○	○	○
Internet or Technology-based Harassment	○	○	○	○	○

X→

Overall, how safe do you feel on or around campus from sexual harassment/misconduct?

○ Very Safe

○ Safe

○ Neutral

○ Unsafe

○ Very Unsafe

`X→`

Overall, how safe do you feel on or around campus from crime (e.g., theft/larceny, burglary, assault, etc.)?

○ Very Safe

○ Safe

○ Neutral

○ Unsafe

○ Very Unsafe

End of Block: Safety

Start of Block: Discrimination

Instructions: For this survey, we define diversity in terms of differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective. We define equity as a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.

Page Break

Please rate your level of comfort with the following:

	Very Comfortable	Somewhat Comfortable	Neutral	Somewhat Uncomfortable	Very Uncomfortable
People who have a racial and/or ethnic identity other than your own.	○	○	○	○	○
People from a socioeconomic background other than your own.	○	○	○	○	○
People who have a sexual orientation other than your own.	○	○	○	○	○
People whose gender identity differs from yours.	○	○	○	○	○
People for whom English is not their native language.	○	○	○	○	○

People from a religious background other than your own.

○   ○   ○   ○   ○

People with a disability or people who are differently abled.

○   ○   ○   ○   ○

People from a country other than your own.

○   ○   ○   ○   ○

People who hold a political affiliation or view that differs from yours.

○   ○   ○   ○   ○

People who are significantly older or younger than you.

○   ○   ○   ○   ○

People who have a body type that differs from yours.

○   ○   ○   ○   ○

Page Break

During your time at Howard University, how often have you heard someone make an insensitive or disparaging remark about:

	Very Often	Often	Sometimes	Rarely	Never
People who have a particular racial and/or ethnic identity.	○	○	○	○	○
People of a particular sexual orientation.	○	○	○	○	○
People of a particular gender or gender identity.	○	○	○	○	○
People from a particular socioeconomic background.	○	○	○	○	○
People from a particular religious background.	○	○	○	○	○
People with a particular disability or people who are differently abled.	○	○	○	○	○
People who are immigrants.	○	○	○	○	○

People with a particular political affiliation/view.

○   ○   ○   ○   ○

People of a particular age or generation.

○   ○   ○   ○   ○

People for whom English is not their native language.

○   ○   ○   ○   ○

People who have a particular body type.

○   ○   ○   ○   ○

People who have children/dependents.

○   ○   ○   ○   ○

Page Break

How often have you been discriminated against or harassed on the Howard University campus, at an off-campus residence, or at an off-campus program/event affiliated with Howard University for the following reasons?

	Very Often	Often	Sometimes	Rarely	Never
Because of my racial and/or ethnic identity.	○	○	○	○	○
Because of my sexual orientation.	○	○	○	○	○
Because of my gender or gender identity.	○	○	○	○	○
Because of my socioeconomic background.	○	○	○	○	○
Because of my religious background.	○	○	○	○	○
Because of my disability.	○	○	○	○	○
Because I am an immigrant.	○	○	○	○	○
Because of my political affiliation/view.	○	○	○	○	○

Because of my age or generation.	○	○	○	○	○
Because of my body type.	○	○	○	○	○
Because of my parental status.	○	○	○	○	○
Because of some other aspect of my identity:	○	○	○	○	○

End of Block: Discrimination

Start of Block: Lavender Survey Block - Updated

The following questions are part of the Lavender Survey, a HUSA commissioned survey that seeks to understand the experiences of LGBTQ students at Howard University. Answer the questions thinking about your personal sexual orientation and gender identity.

X→

Please indicate your level of agreement with the following statements with regards to your sexual orientation or gender identity.

	Strongly Agree	Agree	Neither Agree not Disagree	Disagree	Strongly Disagree

I feel accepted at Howard University, overall.

○ ○ ○ ○ ○

I feel accepted by faculty at Howard University.

○ ○ ○ ○ ○

I feel accepted by staff at Howard University.

○ ○ ○ ○ ○

I feel accepted by students at Howard University.

○ ○ ○ ○ ○

I feel included in events and extracurricular activities that are hosted by, affiliated with, or sponsored by Howard University.

○ ○ ○ ○ ○

I feel comfortable pursuing membership in extracurricular activities at

Howard University.

I believe that the language used in campus-wide communications (e.g., emails, alerts, etc.) is inclusive of people like me.

○   ○   ○   ○   ○

My classes and curriculum are inclusive of people like me.

○   ○   ○   ○   ○

I have been made uncomfortable or felt excluded because of my sexual orientation or gender identity while at Howard University.

○   ○   ○   ○   ○

Overall, Howard University provides an inclusive environment for

○   ○   ○   ○   ○

me as an individual.

Overall, Howard University provides an inclusive environment for all students.

○　　　　○　　　　○　　　　○　　　　○

Page Break

While attending Howard University, have you personally experienced any of the following because of your actual or perceived identity/expression/orientation? (select all that apply)

- ☐ Verbal harassment/threats

- ☐ Sexual harassment

- ☐ Physical assault

- ☐ Sexual assault

- ☐ Vandalism/destruction of property

- ☐ Denial of services

- ☐ Pressure to leave or change campus housing

- ☐ Pressure to leave or change academic activities

- ☐ Preferential treatment

- ☐ Other _____

- ☐ None of the above

Page Break

While attending Howard University, have you witnessed any of the following because of someone else's actual or perceived identity/expression/orientation? (select all that apply)

- ☐ Verbal harassment/threats

- ☐ Sexual harassment

- ☐ Physical assault

- ☐ Sexual assault

- ☐ Vandalism/destruction of property

- ☐ Denial of services

- ☐ Pressure to leave or change campus housing

- ☐ Pressure to leave or change academic activities

- ☐ Preferential treatment

- ☐ Other _____

- ☐ None of the above

Page Break

Would you like to be entered into a raffle for a $100 Bank of America gift card? There are five (5) gift cards available to win as part of the raffle.

○ Yes

○ No

Please enter your email below. Please note that we will strip this information from the final data file, so your answers in the survey will remain anonymous. We are just collecting your email if you choose to enter the raffle. Once the survey has closed, we will randomly select three students and reach out via email to send out the gift cards.

_____

End of Block: Lavender Survey Block - Updated

APPENDIX 2 – COMMITTEE MEMBERSHIP

Member	Role	Subcommittee
Akilah Adams	Campus Police Department – Clery Officer	Instrument Development
Jada Crocker	Athletics Advisor	Piloting the Survey
Emmanuel Glakpe	Professor - Mechanical Engineering	Communication and Outreach
Nayla Hale	Howard Student	Piloting the Survey
Lennon Jackson	Director of Operations for the Division of Student Affairs	Piloting the Survey
Nigel Johnson	Undergraduate Student	Communication and Outreach
Sosanya Jones (Co-Chair)	Assistant Professor – Educational Leadership & Policy Studies	Instrument Development
Jean Claude Kwitonda	Assistant Professor - Strategic, Legal and Management Communications	Communication and Outreach
Angie Logan-Pope	Director of Title IX Office	Communication and Outreach
Lauren Lowe	Howard Student	Instrument Development
Elsabet Mengitsu	Howard Student	Piloting the Survey
Kari Miller	Director of Honors and Scholar Development	Piloting the Survey
Glenn Phillips	Director of Assessment	Piloting the Survey
Sia Rose-Robinson	Program Coordinator – Center for Career Excellence & Professor - Management	Instrument Development

Kyle Shanks (Co-Chair)	Assistant Director of Assessment	Instrument Development
Courtney Taylor Porter	Campus Police Department - Security Ops Com Center Mgr.	Communication and Outreach
Veronica Thomas	Professor - Human Development and Psychoeducational Studies	Instrument Development
Niah Woods	Howard Student	Communication and Outreach