



Changing Campus Culture
Climate Survey Results

Ashland University
July 2020

Ashland University

2020 Campus Climate Survey Results



Table of Contents

Executive Summary	3
Findings, Implications & Action Opportunities	3
Understanding this Report	5
The Scope of the Problem	7
Prevalence of Sexual Misconduct	7
Key Indicators of Safe and Respectful Campuses	8
ODHE Rec 1. Use Data to Guide Action	10
Campus Climate Surveys	10
Limitations of the Assessment and Next Steps	14
ODHE Rec 2. Empower Community to Prevent & Respond	15
Evidence Based Training	15
Bystander Empowerment	16
ODHE Rec 3. Communicate Shared Respect	19
Activities to Communicate Shared Respect and Mutual Responsibility	19
Indicators of Shared Respect	20
ODHE Rec 4. Develop a Comprehensive Response Protocol	22
Indicators of an Comprehensive Response Protocol	22
Social Norms for Addressing Sexual Misconduct on Campus	23
ODHE Rec 5. Adopt a Survivor-Centered Response	25
Survivors' Experiences with Reporting Procedures	25
Resources for Survivors on Campus	26
Barriers to Disclosing	27
APPENDICES	29
Appendix A. Outcomes of Interest	29
Appendix B. Qualitative Data from 2020 Campus Climate Surveys	30

Findings, Implications & Action Opportunities

Ashland University (Ashland) is a participant in the Ohio Department of Higher Education (ODHE)'s Changing Campus Culture (CCC) initiative, which is a statewide effort to strengthen the ability of two- and four-year institutions of higher education to better respond to and ultimately prevent sexual misconduct in Ohio's campus communities. As part of this initiative, Ashland worked with the Ohio Alliance to End Sexual Violence (OAESV) to administer customized online climate surveys to students and employees during the Spring 2018 and 2020 semesters. The purpose of the survey was to collect information that could be used to guide decisions about sexual misconduct response and prevention programming. The OAESV Climate Survey Team compiled results of analysis that examined changes over time, along with implications and possible actions, in this report.

Major Findings:

- **Self-reported rates of sexual misconduct victimization at Ashland University have not changed significantly since the last climate survey was conducted.** In 2020, significantly more students than employees reported having experienced sexual misconduct since coming to Ashland.
- **From 2018 to 2020, response rates for students more than doubled, survey completion rates increased, and there was better gender representation in the climate survey data.** Employees' surveys, with a response rate (42%) that surpassed the 30% goal, added another source of data to guide decisions.
- **Compared to 2018, more students completed sexual misconduct prevention training in 2020; and the majority of students and employees rated the training as extremely or very useful.** Students' knowledge increased on all indicators from 2018 to 2020; and employees reported significantly higher knowledge than students.
- **Compared to 2018, students were significantly more aware of Ashland's Title IX orientation program and the University policy on sexual misconduct.** There were mixed results on indicators of shared respect, with significant increases in a positive climate for people of color and LGBT community, but decreases in feelings of connectedness and being valued.
- **Ashland students reported significantly higher confidence in the official response to sexual misconduct in 2020, and employees ratings were even higher.** Positive beliefs that support a comprehensive response to sexual misconduct became more normative among students. However, there was also an increased endorsement of beliefs that serve to chill reporting, especially that Ashland students would label someone making a report as a troublemaker.

- **The percentage of Ashland students who used campus procedures to make a formal report of sexual misconduct almost doubled between 2018 and 2020.** However, half of these students reported being dissatisfied with Ashland's response to the report.

Implications and Action Opportunities:

- **Given the prevalence of sexual misconduct at Ashland, continued leadership is needed to respond to sexual misconduct and prevent the conditions that allow it to occur.** There is an opportunity to design strategies that center survivors while also focusing on risk and protective factors across multiple levels of the socio-ecological model.
- **Ashland's efforts to collect higher quality data about sexual misconduct on campus have been largely successful.** There is an opportunity to leverage Ashland's success in data collection to make decisions that build momentum and collective efficacy for future efforts.
- **Prevention training now reaches the majority of the Ashland community, yet students perceive sexual misconduct to be more of a problem on campus in 2020.** There is an opportunity to further empower students and employees to take critical actions – including bystander intervention and formal reporting – related to sexual misconduct prevention.
- **Campus communication efforts are gaining in recognizability.** There is an opportunity to design messages and activities in ways that continue to support Title IX training, Ashland's policies and procedures, and mutual responsibility for taking action against sexual misconduct.
- **Students' beliefs in Ashland's official response and the broader campus wide response to sexual misconduct can be a resource for next steps.** There is an opportunity to leverage positive campus norms to prevent new instances of sexual misconduct. Additionally, it is also important to understand
- **Ashland students who have experienced sexual misconduct may not be receiving adequate support.** There is an opportunity to increase students' satisfaction with formal reporting procedures at Ashland.

Based upon the results of Ashland's 2020 campus climate survey, the OAESV Climate Survey Team offers the following data-to-action suggestions.

Recommendations:

- **Share these findings with leaders at Ashland to celebrate success in the area of sexual misconduct response and prevention.** Convening small groups of leaders, including students, might be a useful way to generate enthusiasm for ongoing efforts that use data to address risk and protective factors of harassment and assault.
- **Increase prevention training opportunities, especially bystander intervention education and/or training with an intersectional approach to discrimination, harassment, and misconduct.** Consider nationally recognized programs that supplement curricular materials with

a community of practice, access to a network of experts, and evaluation tools. Notable examples include U Got This!, Bringing in the Bystander, Green Dot, MVP, or Step UP!.

- **Increase messaging that encourages shared respect and mutual responsibility.** Quantitative findings such as the decrease in feeling “valued” and qualitative data in Appendix B suggest that some students do not feel a strong sense of belonging at Ashland.
- **Collect additional information from students to better understand the increase in beliefs that might chill formal reporting of sexual misconduct.** Focus groups or listening sessions may be helpful in better understanding the nature of these beliefs, including whether there are gender differences, and why the idea that students who report sexual misconduct would be labeled a troublemaker has increased over time.
- **Strengthen partnerships to better support students who have experienced harassment, stalking, or unwanted sexual experiences.** Bringing in additional expertise can help build capacity for a better response processes, especially as Title IX guidance continues to shift.

The OAESV Climate Survey Team welcomes additional conversation about the data, implications, and action opportunities presented here. Please contact Ann Brandon at abrandon@oaesv.org to explore options for consultation.

Understanding this Report

This rest of this report has been organized to highlight Ashland’s progress related to the five core recommendations of the Changing Campus Culture (CCC) Initiative:

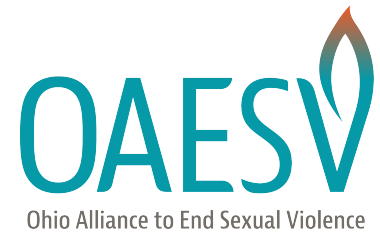
- 1) **Use data to guide action.** Specifically, campuses are asked to administer campus climate surveys to inform prevention and response strategies and to track trends over time.
- 2) **Empower staff, faculty, campus law enforcement, and students to prevent and respond to sexual violence through evidence-based training.** Using feedback from the campus climate survey and/or other data sources to help select the most appropriate program, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.
- 3) **Communicate a culture of shared respect and responsibility.** Campuses should utilize a widespread awareness and communication campaign in synergy with trainings and other initiatives to help shift culture.
- 4) **Develop a comprehensive response protocol.** Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive protocol to address sexual violence on campus. This comprehensive protocol will be both survivor-centered and respect the rights of the accused.

- 5) **Adopt a survivor-centered response.** By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.

Each section of the report summarizes evidence to further support these findings, implications, and action opportunities. The appendices contain information that may be useful when applying the quantitative findings to action, including qualitative data that was collected using open-ended questions on the surveys. In addition to this profile report, the ODHE will also provide Benchmark data summaries, which may vary slightly from OAESV's results based on differences in analyses and computations.

The Scope of the Problem

Campus Sexual Misconduct at Ashland

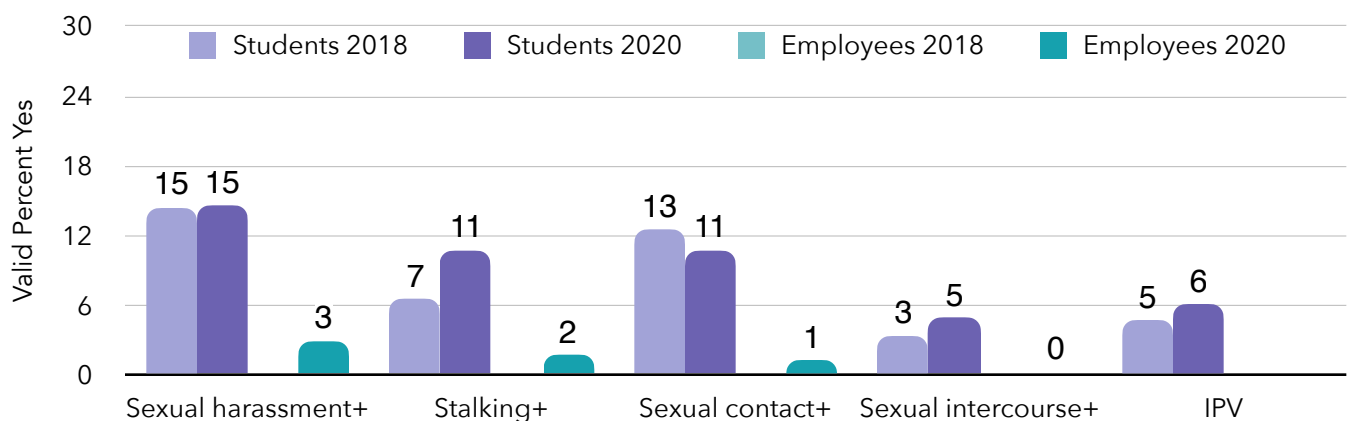


Prevalence of Sexual Misconduct

Surveys included questions about the prevalence of four types of sexual misconduct, as well as intimate partner violence as defined below:

- **Sexual harassment** refers to unwelcome sexual advances, requests for sexual favors, and other verbal, written, online, or physical conduct of a sexual nature when the behavior interferes with your education or creates an intimidating, hostile, or offensive environment.
- **Stalking** refers to a pattern of behavior that makes you feel nervous, harassed, and fearful for your personal safety. It is when someone repeatedly contacts you, follows you, sends you things, talks to you when you don't want them to, or threatens you.
- **Sexual contact** refers to when one person kisses another, touches someone's breast/chest, crotch/groin, or buttocks, or grabs, gropes, or rubs against the other in a sexual way, even if the touching is over the other's clothes.
- **Sexual intercourse** refers to sexual penetration (when one person puts a penis, finger, or object inside someone else's vagina or anus) and oral sexual contact (when someone's mouth or tongue makes contact with someone else's genitals).
- **Intimate partner violence (IPV)** refers to physical force, verbal abuse, controlling behavior, threatening physical harm, and/or non-consensual sexual contact that occurs with an intimate partner.

Figure 1. Self-reported prevalence rates of sexual misconduct at Ashland have not changed significantly since the last climate survey.



None of the observed differences between the light and dark purple bars were statistically significant. The difference between the prevalence rates of sexual harassment, stalking, unwanted sexual contact, and unwanted sexual intercourse for students (shown in dark purple) and employees (shown in dark teal) was statistically significant.

Key Indicators of Safe and Respectful Campuses

As rates of sexual misconduct prevalence decrease over time, other indicators of campus culture will become increasingly important in understanding and improving sexual misconduct prevention efforts. Some of these additional indicators of safe and respectful campuses are summarized and included in Table 1 below. A more extensive list of indicators that might be useful in assessing campus culture change are provided in Appendix A.

The tables in this report are designed to provide a quick assessment of campus efforts. In the table below, and in subsequent tables, scores for students are displayed in purple and for employees in teal. The columns highlighted in color contain this year’s observed data. The green checkmark represents a statistically significant change in the desired direction (i.e., desired outcome); the yellow dot means the difference did not reach statistical significance; and the red X indicates a statistically significant change in the opposite direction (i.e., unintended outcome). The green and red dots indicate that, due to measurement and methods, a significance tests could not be calculated. The bolded statements are indicators for which there were statistically significant differences between the observed scores of students (in the purple column) and the employees (in the teal column) in 2020.

Table 1. There have been positive changes in Ashland University’s campus culture over time.

Current Campus Culture Indicators	Students			Employees	
	2018	2020		2018	2020
Decrease rating of extent to which SM is a problem	2.32	2.51	✗	NA	2.26
Decrease perceived likelihood of experiencing SM on campus	2.06	2.04	●	NA	1.58
Decrease % who witness SM involving others on campus	9%	16%	●	NA	6%
Decrease % who experience sexual harassment victimization	15%	15%	●	NA	3%
Decrease % who experience any victimization	17%	21%	●	NA	NA
Rec 1 Use data to guide action	2018	2020		2018	2020
Increase sample size (N)	591	276	●	NA	380
Increase survey response rates	13%	28%	●	NA	42%
Increase survey completion rates	33%	53%	●	NA	60%
Reduce % of missing data	38%	37%	●	NA	22%
Increase % of participants who do not identify as female	26%	36%	●	NA	39%

Rec 2 Empower campus through evidence-based training	2018	2020		2018	2020
Decrease % not completing training	51%	35%	🟢	NA	13%
Increase knowledge of campus response to SM	2.57	3.07	✅	NA	3.23
Increase involvement in prevention efforts	2.21	2.21	🟡	NA	2.29
Increase % who take upstander actions in cases of SM	49%	38%	🟡	NA	65%
Rec 3 Communicate a culture of shared respect & responsibility	2018	2020		2018	2020
Increase visibility/recognition of campus policy and activities	59.49	69.92	✅	NA	67.05
Increase respect for diversity and inclusion	3.72	3.86	✅	NA	3.70
Increase sense of belonging and connectedness	4.01	3.92	🟡	NA	3.98
Increase psychological sense of safety	3.54	3.62	🟡	NA	3.67
Rec 4 Develop a comprehensive response protocol	2018	2020		2018	2020
Increase confidence that campus will follow the formal procedures to address complaints	3.13	3.23	🟡	NA	3.34
Increase perceived likelihood that campus officials would respond appropriately	3.61	3.88	✅	NA	4.05
Increase positive norms	2.78	2.96	✅	NA	3.11
Decrease chilling norms	2.16	2.31	❌	NA	1.86
Rec 5 Adopt a survivor-centered response	2018	2020		2018	2020
Decrease % of survivors that told no one about what happened	19%	5%	✅	NA	NA
Increase % of survivors that report sexual misconduct	6%	11%	✅	NA	NA
Increase satisfaction with response	3.00	2.50	🟡	NA	NA

Notes: NA = not asked.

Results from the 2020 climate survey suggest that Ashland has made progress towards a campus culture that does not tolerate sexual misconduct, especially in empowering campuses through evidence-based training. However, these results also highlight areas for continued improvement in the efforts to reduce sexual misconduct, including increasing the percentage of employees who complete sexual misconduct prevention training.

ODHE Rec 1. Use Data to Guide Action

Campus Climate Surveys

The first Changing Campus Culture recommendation from the ODHE is that campuses use data to guide action; and specifically, that they “administer an annual campus climate survey to inform prevention and response strategies and to track trends over time.” Towards those ends, Ashland worked with the OAESV Climate Survey Team to design and implement a comprehensive campus climate survey of students and employees during the Spring semester of both 2018 and 2020.

Survey Design and Measures. The starting point for Ashland’s climate survey was ODHE’s Benchmark items, including prevalence of sexual misconduct, confidence in institutional response, and sexual misconduct training experiences. In addition to these Benchmark items, Ashland opted to include additional measures of these indicators:

- Connectedness & Sense of Belonging
- Climate for Diversity & Inclusion
- Psychological Sense of Safety
- Recognition of Campus-wide Efforts
- Disclosure & Reporting Experiences
- Bystander Intervention Prevalence
- Campus Norms for Addressing Sexual Misconduct
- Demographics & Descriptives

Sampling and Recruitment. This year’s data was collected between March 31 and April 23, 2020. A random sample of 1,000 students, stratified by gender and year at Ashland, was recruited for participation using customized email invitations and follow-up messages. For employees, a census style was used in which a mass email was used to provide each employee information about Ashland’s reasons for disseminating the climate surveys along with the anonymous link to the online survey. A 30% response rate was set as the goal for both groups, and weekly reminder emails were sent in an attempt to reach the targets. Post hoc analyses were conducted to calculate the observed confidence interval for percentages reported here, and are provided in Table 2.

Table 2. Response rates and confidence intervals.

Population	Pop Size (Random Draw)	30% Goal	Observed N	Response Rate	Confidence Interval	Completion
Students	4,000 (1,000)	300	276	28%	+/- 6	53%, 7m:13s
Employees	900	270	380	42%	+/- 4	60%, 9m:11s

Description of the sample. The information provided in Table 2 provides one set of indicators of the quality of the data, but response rates and confidence intervals are only part of the story. Information that describes characteristics of the individuals that participated in the survey can also be helpful in determining how much confidence to put in the results. The rest of the tables in this section describe the students and employees who participated in this year’s survey, so that decision-makers can examine how closely the survey participants resemble the student body and employee make up of the campus. The more similar the participants in this study are to official statistics from enrollment data and employee head counts, the more faith can be placed in the findings. This information can also be used to help identify which groups may be underrepresented in these results. Grey cells have been used to highlight where there is more than 10% missing data, which should be interpreted carefully as a source of potential bias.

Table 3. The majority of Ashland University students (94%) and employees (86%) that completed these surveys were affiliated with the Ashland or Mansfield campus.

Campus	Student		Employee		Simplified Comparison	Valid %	
	N	%	N	%		Student	Employee
On-line	10	4	11	3	Ashland or Mansfield	94	86
Satellite location	4	1	35	9	Other campuses	6	14
Ashland or Mansfield campus	208	75	281	74			
Missing	54	20	53	14			
Total	276	100	380	100			

Table 4. The majority of Ashland University students (64%) and employees (61%) that completed these surveys identified as female.

Gender Identity	Student		Employee		Simplified Comparison	Valid %	
	N	%	N	%		Student	Employee
Female / Woman	112	41	180	47	Female / Woman	64	61
Male / Man	59	21	97	26	Other gender identities	36	39
Gender Non-conforming / Nonbinary / Genderqueer	2	1	1	0			
Prefer not to answer	1	0	1	0			
Another identity	0	0	16	4			
Missing	102	37	85	22			
Total	276	100	380	100			

Table 5. The majority of Ashland University students (86%) and employees (86%) that completed the survey identified as white.

Racial identity	Student		Employee		Simplified Comparison	Valid %	
	N	%	N	%		Student	Employee
American Indian or Alaska Native	1	0	1	0	White	86	86
Asian or Asian American	5	2	2	1	BIPOC	14	14
Black or African American	5	2	4	1			
Hispanic or Latinx	6	2	6	2			
Native Hawaiian or Other Pacific Islander	1	0	0	0			
White or European American	150	54	253	67			
Bi-racial	0	0	1	0			
Multi-racial	5	2	1	0			
Prefer not to answer	1	0	25	7			
Missing	102	37	87	23			
Total	276	100	380	100			

Table 6. More than half of the employees who completed the survey at Ashland University were staff or administrators.

Employees' primary affiliation to the campus	N	%	Simplified Comparison	Valid %
Faculty	77	20	Staff or Administrators	67
Staff or Administrator	197	52	Other Employees	33
Contracted Employee	11	3		
Other	10	3		
Missing	85	22		
Total	380	100		

Table 7. This survey represents the experiences of undergraduate students at Ashland University.

Students' primary affiliation to the campus	N	%	Simplified Comparison	Valid %
Undergraduate student	174	63	Undergraduates	99
Graduate or Professional School student	1	0	Other Students	1
Missing	101	37		
Total	276	100		

Table 8. The majority of the students who completed the survey at Ashland University were Freshman or Sophomores.

Current enrollment status	N	%	Simplified Comparison	Valid %
Freshman	55	20	Freshman/Sophomore	55
Sophomore	40	14	Other Students	45
Junior	39	14		
Senior	39	14		
On-line undergraduate student	1	0		
Missing	102	37		
Total	276	100		

Table 9. About one quarter of the students who completed the survey at Ashland University were first generation college students.

Types of identities that students had	N	% of 276	% of 174
First generation college student	46	17	26
Greek life	37	13	21
Student Athlete	31	11	18
Transfer student	24	9	14
International student on a F-1 visa	6	2	3
Student with a disability	6	2	3
Veteran or active duty service member	3	1	2

Analyses. SurveyMonkey's online survey platform was used to collect survey responses from students and employees. The data were then exported into SPSS version 23, which was used to clean and code the data, compute new variables, and calculate all statistical analyses. Analyses were conducted to see if there were significant differences between students and employees; and within the student group, differences over time (i.e., between 2018 and 2020). For all statistical analyses, a confidence level of 95% was used to determine statistical significance (i.e., $p < .05$). Throughout the report, differences between students and employees are displayed using purple to indicate student results and teal for employee results. Lighter colors indicate 2018 results and darker colors indicate 2020 results.

Limitations of the Assessment and Next Steps

In sharing findings from Ashland's climate study, it is important to state the methodological limitations that may temper confidence in these results. For example, all climate surveys include form of bias called *self-report bias*. In addition, the census style recruitment of employees resulted in a convenience sample which inherent contains *self-selection bias*. For students, self-selection bias was offset by drawing a random sample that oversampled male students, who were underrepresented in the last climate survey. Bias becomes a problem when it results in skew, which can violate assumptions of normality or homogeneity of variance and undermine statistical power. Missing data is another source of bias that should be noted. Some of the questions about respondents' social identities contained over 35% missing data (see Tables 3-8). The ability of these data to speak to issues of gender, race, and other subgroups are therefore limited.

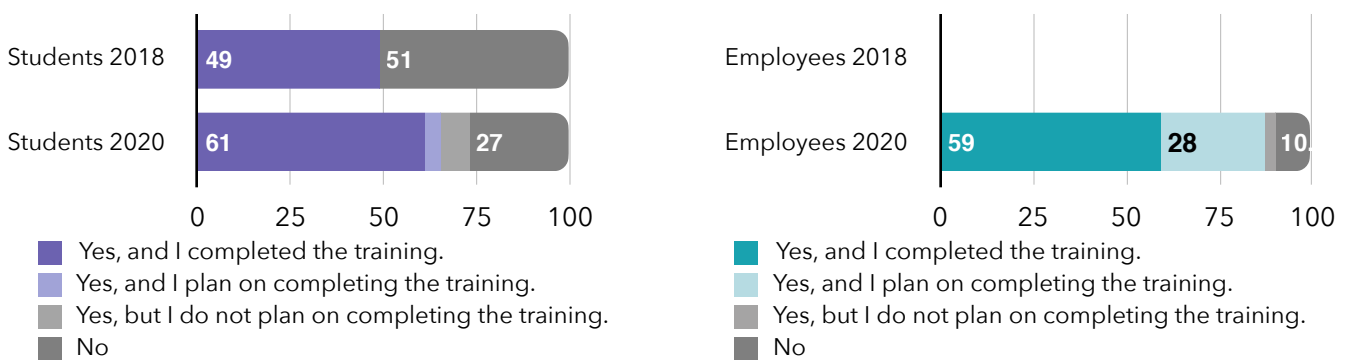
Overall, data collection efforts were stronger in 2020 than in 2018. This year Ashland added a survey of employees, which provides another data source for decision making discussions. The move to a random sampling approach for students increases methodological rigor and credibility of the resulting data. As shown in Table 1, among students, there were higher response (28% in 2020 v. 13% in 2018) and completion (53% in 2020 v. 33% in 2018) rates. Employees had even better response and completion rates, 42% and 60% respectively. Based on these successes, the dual sampling approaches – random draw for students, census survey for employees – should be used for future climate surveying at Ashland. In addition, a climate study workgroup should develop ways to effectively incentivize completion of the surveys – for example, a small reward for each participant who completes the survey – is recommended.

ODHE Rec 2. Empower Community to Prevent & Respond

Evidence Based Training

The second recommendation encourages campuses to empower students and employees to prevent and respond to sexual violence through evidence-based training; and, specifically, to “implement a comprehensive training program for their institution.”

Figure 2. Compared to 2018, more Ashland students reported that they completed sexual misconduct prevention training in 2020.



As shown in Figure 2, the majority of Ashland students (73%) and employees (90%) reported being offered prevention training in 2020. Because the wording of the question about sexual misconduct prevention training changed between 2018 and 2020, it was not possible to conduct statistical tests of significance for the change over time.

Figure 3. In 2020, more than half of the Ashland students (55%) and employees (58%) that completed the survey rated the training as extremely or very useful.



Students and employees who completed the training rated how useful it was; responses are shown in Figure 3. The observed difference in perceived usefulness between 2018 (displayed in the top bar) and 2020 (the bottom bar) was not statistically significant for students. There were also no significant differences between student(left graph) and employee (right graph) ratings of usefulness

Table 10. Compared to 2018, Ashland students' knowledge is higher on all indicators in 2020.

Indicators of Knowledge	Students			Employees	
	2018	2020		2018	2020
Where to find information on your campus' formal procedures to address complaints of sexual misconduct	2.41	3.00	✓	NA	3.20
Where to make a report	2.51	3.02	✓	NA	3.28
Where to get help	2.58	3.08	✓	NA	3.18
Campus policies on sexual misconduct	2.77	3.19	✓	NA	3.27

Note: Responses ranged from not at all (1) to very (4) knowledgeable. The green checkmark represents a statistically significant improvement.

The average knowledge ratings of students in 2020 (purple column) were significantly lower than average knowledge of employees in 2020 (teal column) for all indicators of knowledge.

Bystander Empowerment

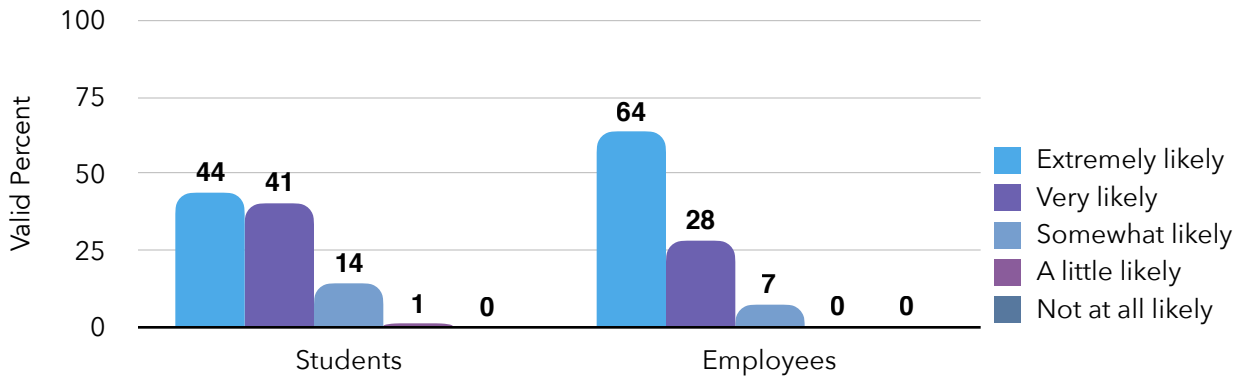
In recommendation two, "programs focused on bystander intervention are particularly encouraged." Bystander empowerment is an evidence-based prevention strategy that encourages campus communities to take an active stand against sexual misconduct, in order to shift the culture from "bystander" to "upstander."

To get a sense of the culture at Ashland University, students and employees were asked a series of questions about what would happen if an instance of sexual misconduct were observed on their campus. Survey questions asked:

- The likelihood that they would take action if they witnessed sexual misconduct (see self-report likelihood scores in Figure 4)
- If they observed a situation that they believed was – or could have led to – sexual misconduct on campus (see text on following page)
- If yes, did they take action (Figure 5)
- If yes, what action did they take (Table 11)

Answers to the first point shown above can be interpreted to understand "norms" – or shared beliefs about acting to interrupt sexual misconduct – within Ashland's campus community. The rest of questions listed above provide a self-reported prevalence of bystander actions.

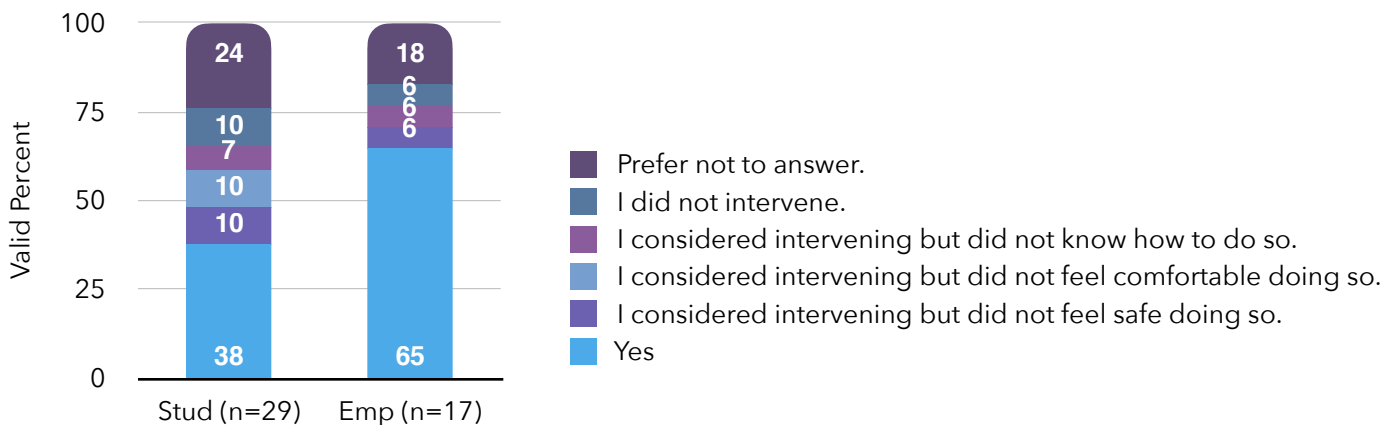
Figure 4. The plurality of students (44%) and majority of employees (64%) at Ashland report they would be extremely likely to take action if they witnessed sexual misconduct.



As shown in Figure 4, the majority of students (85%) and a significantly higher proportion of employees (92%) at Ashland reported that they would be “very likely ” or “extremely likely” to take action if they were to witness something they believed was, or could lead to, sexual misconduct on campus. These numbers indicate a strong shared belief, or norm, among Ashland students and employees that they would act to interrupt sexual misconduct.

Although these numbers may slightly overestimate the actual incidence of bystander intervention, but there is an emerging trend for upstander action at Ashland. Approximately 16% of Ashland students who responded to the 2020 survey stated that they had observed (n=12) or suspected they observed (n=17) a situation involving others on campus that could have led to sexual misconduct or intimate partner violence since the beginning of the current year. A significantly smaller proportion of employees, only 6%, had observed (n=14) or suspected they observed (n=3) a similar situation involving others on campus since the beginning of the year. Of those who had observed sexual misconduct situations involving others, 38% (n=11) of students and 65% (n=11) of employees chose to take action (see Figure 5 on the following page).

Figure 5. After observing a situation that was, or could have led to, sexual misconduct at Ashland, the plurality of students (38%) and the majority of employees (67%) took action.



Those eleven student and eleven employee upstanders provided information about which of the most common interventions, shown below, they used.

Table 11. When they observed what they believed was, or could have led to, sexual misconduct, student and employee upstanders at Ashland took an average of 2.4 and 2.5 actions, respectively.

Intervention / Action taken	Students			Employees	
	2018%	2020%	#	2020%	#
I asked the person who appeared to be at risk if they needed help.	63%	73%	8	36%	4
I stepped in and separated the people involved in the situation.	23%	55%	6	9%	1
I offered emotional support to the person who was victimized.	49%	36%	4	55%	6
I recommended the person to counseling resources.	17%	27%	3	45%	5
I confronted the person who appeared to be causing the situation.	26%	27%	3	9%	1
I created a distraction to cause one or more of the people to disengage from the situation.	20%	9%	1	18%	2
I told someone in a position of authority about the situation.	17%	9%	1	64%	7
I asked others to step in as a group and diffuse the situation.	20%	0%	0	0%	0
I did something else.	11%	0%	0	18%	2

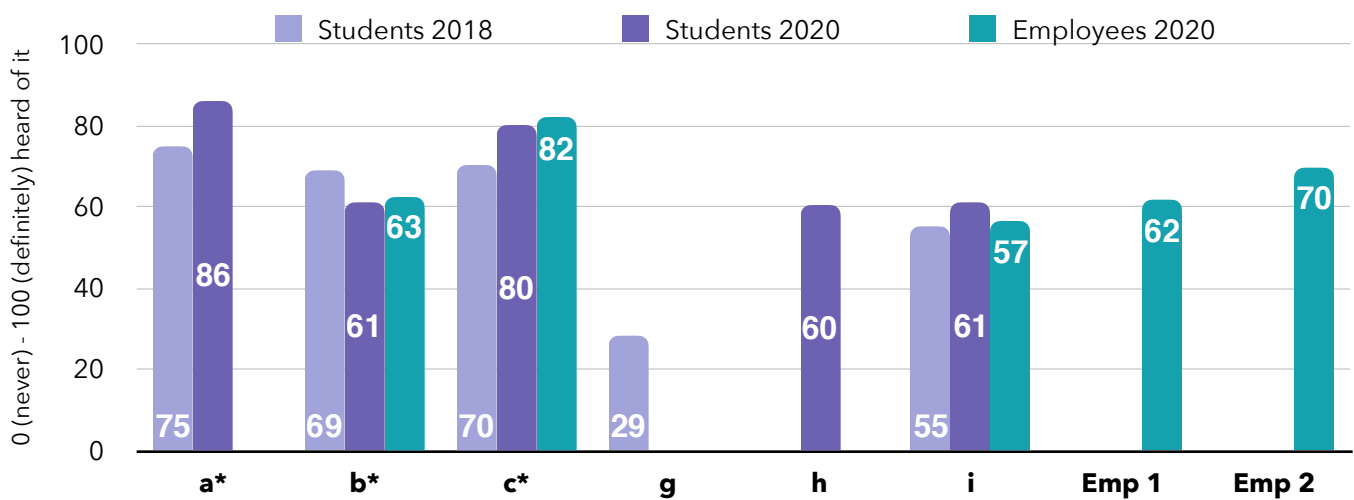
In this year’s data, there was a notable increase the proportion of students who were willing to step in and separate the people involved in the situation, which is one of the more active forms of bystander intervention. There was a notable decrease in using the strategy of asking others to step in as a group to diffuse a situation. Over time, following these trends can help improve bystander education efforts at Ashland University.

ODHE Rec 3. Communicate Shared Respect

Activities to Communicate Shared Respect and Mutual Responsibility

The third recommendation asks campuses to “utilize a widespread awareness and communication strategy in synergy with trainings and other initiatives to help shift culture.” Using a scale from 0 (never heard of it) to 100 (definitely heard of it), students and employees were asked to rate how sure they were that they had heard of Ashland’s activities aimed at communicating shared respect.

Figure 6. As compared to 2018, students were significantly more aware of Ashland’s orientation program and the policy on sexual misconduct, and less aware of It’s On Us.



The most commonly recognized activities on Ohio’s campuses are, from left to right:

- a) **Sexual Misconduct/Intro to Title IX orientation programs at August**
 - b) **It’s On Us Awareness Campaigns**
 - c) **Sexual Misconduct or Title IX Policy: Ashland’s Policy on Sexual Misconduct**
 - d) The Definition of Consent
 - e) Support Available Through Title IX Office
 - f) Campus SAAM Events in April
 - g) **Other Awareness Events: Event featuring Bonny Shade**
 - h) **Online training entitled, Consent & Respect, through Third Millennium Classroom**
 - i) **Bystander education in First Year Seminar classes / In-person Title IX training at Faculty College**
 - j) Campus Advocate or other activity with Community Partners
 - k) Campus-wide Awareness Campaign
- Emp 1) Presentation on Title IX from Director of Safety and lunch-and-learns for new staff**
Emp 2) Video for employees on Mandatory Reporting

For the first three activities displayed in Figure 6, the observed differences between the 2018 (light purple bar) and 2020 (dark purple bar) ratings were statistically significant ($p < .05$). The observed difference between bystander education did not reach significance.

Indicators of Shared Respect

This section focuses on the qualities of campus climate that are desired outcomes of community wide messages and communication activities. Ratings of attention to diversity and inclusion (Table 12), connectedness (Table 13), and safety (Table 14) are considered protective factors against community violence. Observed differences on these indicators can be interpreted as successes or shortfalls of the communication efforts shown in Figure 6.

Table 12. From 2018 to 2020, there were significant improvements in students' ratings of inclusion for diverse groups at Ashland.

Indicators of Diversity & Inclusion	Students			Employees	
	2018	2020		2018	2020
Overall respect v. disrespect	4.15	4.14	●	NA	3.99
people of color	3.78	4.02	✓	NA	3.69
persons with disabilities	3.69	3.81	●	NA	3.83
People who are not US citizens	3.64	3.77	●	NA	3.72
People who identify as lesbian, gay, bisexual or transgender	3.28	3.53	✓	NA	3.11

Notes: Responses ranged from negative (1) to positive (5). The green checkmarks represent statistically significant improvements; the yellow dot means the difference did not reach statistical significance.

The observed differences between students' (purple column) and employees' (teal column) ratings in 2020 reached statistical significance for two groups: people of color and the LGBT+ community.

Table 13. From 2018 to 2020, Ashland students' ratings of feeling "valued in the classroom" decreased significantly.

Indicators of Connectedness	Students			Employees	
	2018	2020		2018	2020
I feel valued in the classroom.	4.23	4.07	✗	NA	3.94
I feel like I am part of this school.	3.86	3.92	●	NA	3.93
I feel close to people on this campus.	3.81	3.77	●	NA	3.69
I believe alcohol abuse is a big problem at this school.	3.50	NA		NA	3.50

Notes: Responses ranged from strongly disagree (1) to strongly agree (5). The green checkmark represents a statistically significant improvement; the yellow dot means the difference did not reach statistical significance. *Denotes an item that was reverse coded prior to quantitative analysis; all scores are coded such the 5 indicates the desired outcome..

None of the observed differences between students' (purple column) and employees' (teal column) ratings of connectedness in 2020 reached statistical significance.

Table 14. From 2018 to 2020, ratings of safety did not change significantly.

Indicators of Psychological Sense of Safety	Students			Employees	
	2018	2020		2018	2020
The university takes my safety seriously.	3.92	3.91	●	NA	3.97
If a crisis happened on campus, my university would handle it well.	3.55	3.65	●	NA	3.79
University officials handle incidents in a fair & responsible manner.	3.50	3.63	●	NA	3.78
There is a good support system on campus for students/employees going through difficult times.	3.60	3.61	●	NA	3.47
I believe the university is transparent regarding the scope of criminal activity on or around campus.	3.37	3.37	●	NA	3.33

Notes: Responses ranged from strongly disagree (1) to strongly agree (5). The green checkmark represents a statistically significant improvement; the yellow dot means the difference did not reach statistical significance.

None of the observed differences between students and employees reached statistical significance. The pattern of highest ranked safety indicators – starting with “The university takes my safety seriously” and ending with the issue of transparency – was the same for both groups.

ODHE Rec 4. Develop a Comprehensive Response Protocol

Indicators of an Comprehensive Response Protocol

Almost all campuses in Ohio have developed a comprehensive campus response to sexual misconduct as part of their compliance with Title IX of the Education Amendments, which is a federal law prohibiting discrimination on the basis of sex/gender in any education program or activity that is federally funded. Table 15 displays Ashland's average ratings on indicators of a comprehensive official response. Similar to many campuses across the state, these ratings are fairly high across time for both students and employees.

Table 15. From 2018 to 2020, student confidence in the official's response to sexual misconduct at Ashland University has increased significantly.

Indicators of Confidence in Official Response	Students			Employees	
	2018	2020		2018	2020
Campus officials would take the report seriously.	3.80	4.03	✓	NA	4.21
Campus officials would take steps to protect safety of the person making the report.	3.67	4.04	✓	NA	4.20
Campus officials would support the person making the report.	3.68	3.98	✓	NA	4.16
Campus officials would take steps to protect the person making the report from retaliation.	3.58	3.81	✓	NA	4.03
Campus officials would conduct a careful investigation in order to determine what happened.	3.59	3.78	●	NA	4.04
Campus officials would treat individuals who were accused of perpetrating sexual misconduct fairly.	3.55	3.75	✓	NA	3.95
Campus officials would take action to address factors that may have led to the sexual misconduct.	3.50	3.80	✓	NA	3.92
Campus officials would take action against alleged offender(s).	3.49	3.81	✓	NA	3.91

Note: Responses ranged from "not at all likely" (1) to "extremely likely" (5). The green checkmark represents a statistically significant improvement; the yellow dot means the difference did not reach statistical significance.

Across the board, employees indicated more confidence in Ashland's official response to sexual misconduct than students in 2020. The observed differences between the ratings of students (purple column) and employees (teal column) that were statistically significant are indicated with bolded text in the first column.

Social Norms for Addressing Sexual Misconduct on Campus

Commonly held beliefs within a specific population are considered to be *social norms*, which have been empirically associated with group behaviors. Over time, a protocol that is implemented consistently and appropriately should establish *positive norms* that support regular reporting of sexual misconduct. Conversely, an effective response protocol should reduce beliefs about negative ramifications of reporting sexual misconduct, which can be considered "*chilling norms*." Survey respondents were asked to rate their perceptions of most other students or employees on the *desirable* and *chilling norms* shown below.

Table 16. Beliefs related to reporting of sexual misconduct on campus.

Based on behavior you have observed or opinions you have heard, how likely is it that:	Type of Norm	Label on Figures 7/8
Students/Employees would support the person making the report?	Positive	Would support
Students/Employees would report others who use force or pressure someone to engage in sexual contacts?	Positive	Report force
Students/Employees would report others who continue to engage in sexual harassing or unwanted sexual behaviors after having been previously confronted to stop?	Positive	Report harass
Students/Employees would be interviewed as or serve as a witness in a sexual misconduct case if they knew relevant information regarding the case?	Positive	Be interviewed
Students/Employees would confront others who make inappropriate or negative sexual comments and gestures?	Positive	Confront harass
The alleged offender(s) or their associates would retaliate against the person making the report?	Chilling	Retaliate
Students/Employees would label the person making the report a troublemaker?	Chilling	Label troublemaker
The educational achievement/career of the person making the report would suffer?	Chilling	Suffer

Generally, beliefs that are endorsed by or behaviors that are accepted by at least 50% of a specified population can be considered normative. On this survey, because survey respondents rated their perceptions of most students or employees at Ashland (as opposed to self-reporting their own beliefs or behaviors), the results can be interpreted as *perceived norms*.

The observed differences between students in 2018 (light purple) and 2020 (dark purple) with asterisks on the label were statistically significant. The observed differences between students (dark purple) and employees (dark teal) that were statistically significant are marked with a plus sign.

Figure 7. There were significant increases in the positive norms that exist among students and employees at Ashland University.

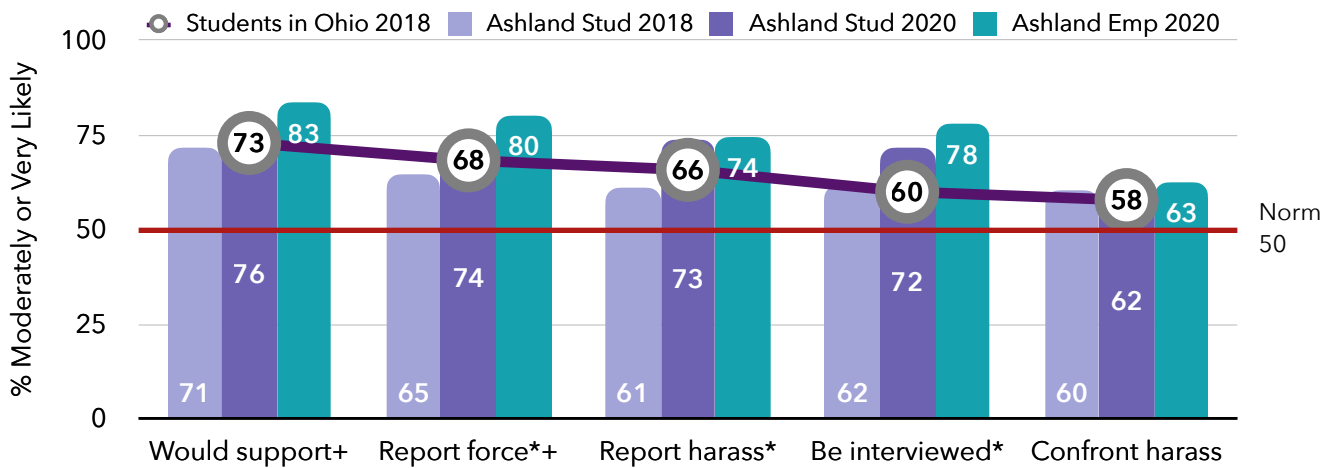
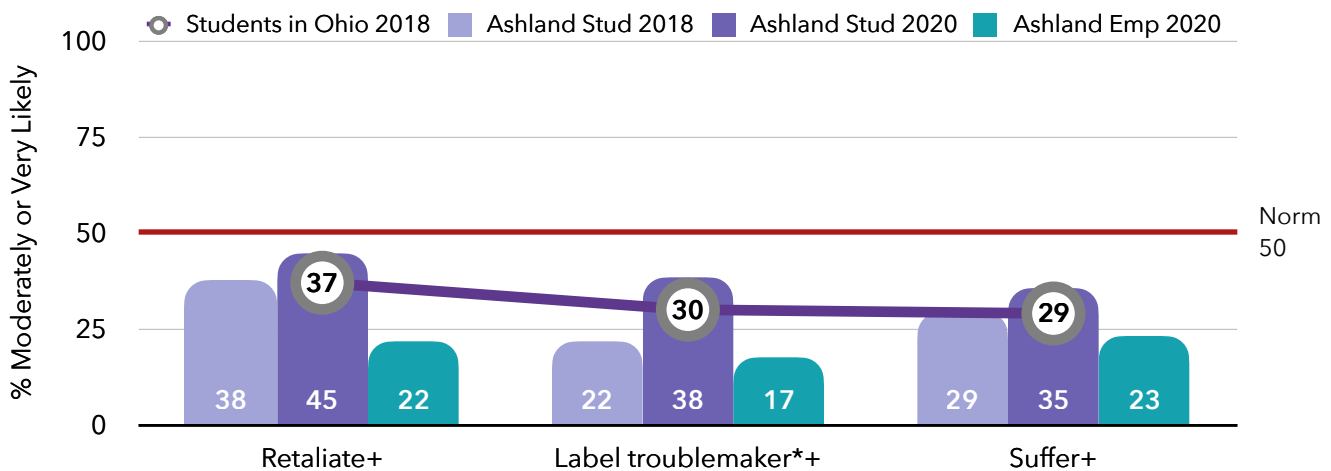


Figure 8. Chilling factors for taking action against sexual misconduct were not considered normative among students and employees at Ashland.



At Ashland, none of the chilling factors assessed in the survey were normative in either 2018 or 2020. There was one significant difference between students’ ratings in 2018 (light purple) and 2020 (dark purple): the likelihood that students would label the person making the report a troublemaker. The other observed differences did not reach statistical significance. There were significant differences between student (dark purple) and employee (dark teal) ratings on all three chilling factors. Taken together, the data in Figures 7 and 8 suggest that campus norms at Ashland support a campus wide response to sexual misconduct. One trend worth considering is the increase in perceptions that students who make reports would be labeled as troublemakers (see Figure 8) – a possible change in campus culture that may create a barrier to reporting sexual misconduct.

ODHE Rec 5. Adopt a Survivor-Centered Response

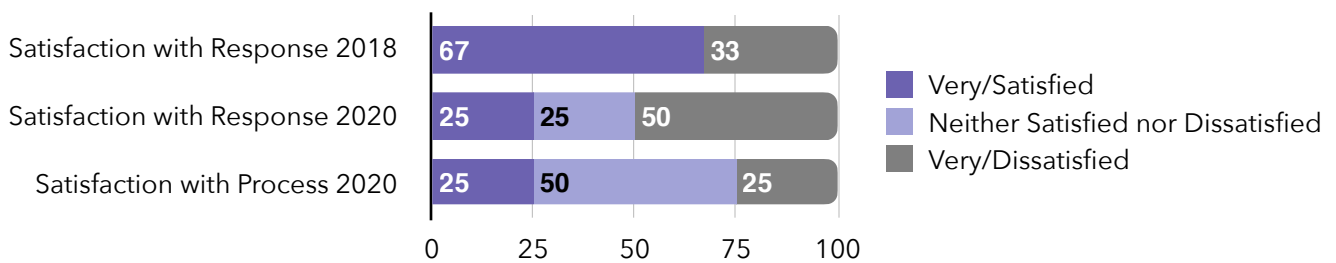
Survivors' Experiences with Reporting Procedures

Finally, the CCC initiative recommends that campuses develop “a response centered on survivors’ needs...[to] strengthen student trust in campus systems and processes.” A survivor-centered response would, over time, increase the resources available to support students while simultaneously reducing the silence and stigma associated with victimization. To gather data related to survivor needs, a series of follow-up questions were asked of the 21% of Ashland students who had experienced at least one form of sexual misconduct in 2020. Questions included whether they opted to use campus procedures to make a formal report of what happened to them; and if so, how satisfied they were with the campus process and response.

Table 17. The percentage of Ashland students who self-reported that they made formal reports of sexual misconduct almost doubled from 2018 to 2020.

Responses of students who reported after experiencing sexual misconduct on campus	Students		
	Ashland in 2018	Ashland in 2020	
% that used campus procedures for making a formal report	6 (n=3)	11 (n=4)	🟡
Mean satisfaction rating with process	NA	3.00	
Mean satisfaction rating with response	3.00	2.50	🟡

Figure 9. Fewer Ashland survivors were satisfied with the response to their report of sexual misconduct in 2020 than in 2018.



A smaller percentage of student survivors at Ashland were satisfied with the campus response to their formal report in 2020 (25%) compared to 2018 (67%). Similarly, only 25% of survivors were satisfied with the process in 2020. Because these findings are based on the reports of a very small number of students, caution should be used when interpreting the results. However, there is an opportunity to improve the reporting experience for students who come forward to say they experienced sexual misconduct while enrolled at Ashland University.

Resources for Survivors on Campus

Students may access a variety of resources besides the formal reporting procedures. Because disclosure is the first step to obtaining support, a critical indicator of progress is reducing the percentage of students who tell *no one* about sexual misconduct. At Ashland, the percentage of students who experienced sexual misconduct and then disclosed their experiences to no one *decreased* from 14% in 2018 to 26% in 2020.

Table 18. Although close friends remain the most frequently used support resource for students experiencing sexual misconduct, the percentage of Ashland survivors who disclosed sexual misconduct to RAs and Title IX Coordinators nearly quadrupled from 2018 to 2020.

Formal and informal support resources	Student Survivors	
	% 2018 (n=68)	% 2020 (n=38)
Close friend	65%	82%
Romantic partner	25%	32%
Roommate	28%	26%
RA or other peer advisor	4%	16%
Title IX Coordinator or Deputy Coordinator	3%	11%
Faculty, staff, or administrator from Ashland University	9%	8%
Parent or guardian	7%	8%
Private counselor	3%	8%
Told no one	19%	5%
Other family member	6%	5%
Campus counselor	4%	5%
Campus security/police	1%	5%
Campus pastor, minister, or other clergy	0%	5%
Campus sexual assault advocate	1%	3%
Local police	1%	0%

The pattern of results shown above, where more students are turning to informal support resources such as friends, roommates and romantic partners, underscores the importance of providing community education to all members of the Ashland campus community on how to respond to a friend or family member in a supportive way.

Barriers to Disclosing

At Ashland University, the students who disclosed to no one or did not use campus procedures to report the sexual misconduct they experienced in 2020 were asked why they did not do so.

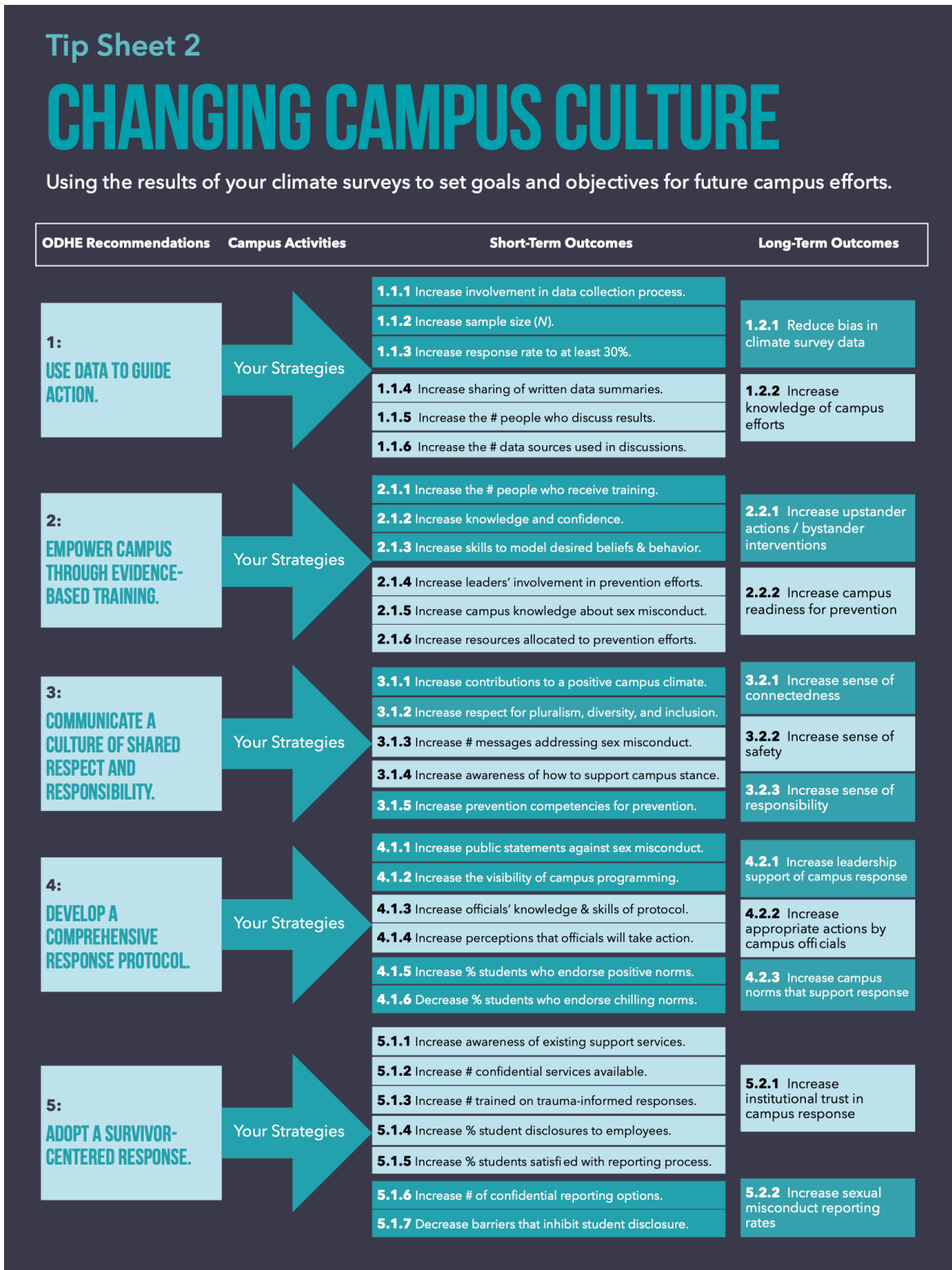
Table 19. There was a 10% decline in “not recognizing sexual misconduct” as a barrier to reporting from 2018 (43%) to 2020 (33%).

Barrier to reporting	% of Student Survivors		
	2018 (N=56)	2020 (N=33)	Diff
I wanted to deal with it on my own.	43%	42%	-1
I wanted to forget it happened.	27%	42%	15
I didn't want others to worry about me.	30%	39%	9
I did not recognize it as sexual misconduct at the time.	43%	33%	-10
I did not think others would think it was important.	20%	33%	13
I did not think others would think it was serious.	27%	30%	3
I thought nothing would be done.	14%	30%	16
I did not want the people who did it to get in trouble	18%	24%	6
I did not think campus officials would do anything about my report.	20%	24%	4
I thought I would be blamed for what happened.	20%	24%	4
I did not think others would understand.	21%	24%	3
I was ashamed or embarrassed.	20%	21%	1
I did not think I would be believed.	20%	18%	-2
I did not think campus officials could help.	14%	18%	4
I did not know the reporting procedures on campus	7%	15%	8
I was afraid of retaliation.	16%	15%	-1
I did not have time to deal with it due to academics, work, etc.	29%	15%	-14
I feared others would harass me or react negatively to me.	13%	12%	-1
I was concerned others would find out.	16%	12%	-4
I feared I would be punished for violations (e.g., underage drinking).	11%	9%	-2
I thought others would try to tell me what to do.	7%	9%	2
It would feel like I was admitting failure.	7%	9%	2

There was an increase in the percentage of students that experienced most of the barriers (14 of 22 included on the survey) from 2018 to 2020. However, the decrease in not recognizing it as sexual misconduct is consistent with the increase in Ashland students completing prevention training and reporting higher knowledge levels. Two areas that would be strategic to address include the perception that nothing would be done (30% of students reported this as a barrier in 2020) and lack of knowledge about reporting procedures on campus (15% of students reported this as a barrier in 2020).

APPENDICES

Appendix A. Outcomes of Interest



Appendix B. Qualitative Data from 2020 Campus Climate Surveys

Comments from Students on Connectedness and Sense of Belonging.

- Sometimes I have a hard time connecting with my classmates or professors, but I have had great experiences at Ashland. Many teachers have helped me.
- While the professors very much value the learning of myself and my peers, it often feels as if the university is less concerned with our education. This is because of the lack of attention that, i feel, the program I am in receives from the university.
- I have my people
- with the nursing campus being in mansfield, I do not feel part of Ashland University at all. They try ti get ways for us to be involved but they don't correspond with out schedules
- Unfortunately due to the virus shutting campus down it is harder to feel that I'm a part of AU normally my answers are what I selected, I want to use these to give a better measure of how the university is doing when not facing these tough circumstances.
- Not on campus & the professors are doing a horrible job communicating our grades & information
- Some professors I feel more strongly valued and others not so much but over all yes agree
- Reslife has done an awful job with my situation
- all pertaining to online learning
- Other students and faculty don't really interact with each other unless they have a prior established relationship.
- We are all currently online students. I no longer really feel like I am a part of the Ashland community because of this. Online class has been okay for the most part but we're paying tuition to a school that is now completely online and can no longer can benefit from the campus in any way. Tuition should be adjusted as we pay to attend the real Ashland University. Not virtual Ashland University.
- Some of my classes it seems like the girls don't speak up as much for fear of being made fun of, myself included
- On Mansfield, it is very isolated from main campus so yes I feel part of mansfield but not as a cohesive unit
- I am a commuter, so sometimes struggle with being able to interact in campus activities.
- I am usually the only person of color in my classes and learning environments. Other athletes and students of color sometimes make the learning environments a place where I feel valued, but I do not often feel it from certain staff and students.
- When saying the learning environment, I am referring to the relation between professor and student. In that area I feel very under valued.
- I think my department in particular, with the exception of one unnamed professor, does a good job in both the inclusion of and the reception of its student body and the new ideas brought to discussions.
- I feel signalled out sometimes cause I'm a minority going to a predominantly Caucasian college.

Comments from Employees on Connectedness and Sense of Belonging.

- The University does not care about me.
- alcohol is not necessarily 'big' but a problem
- I do not feel my building (downtown education center 26 w main st) is secure. There are no security cameras. I have had concerns in the past that the doors are not locked when no one is at the front counter to watch it.
- My boss helps me feel valued.
- last two questions don't pertain to me since i don't work on campus
- Feel valued at a college and dept. level but not at a university level.
- I really do not know anything about alcohol use on campus.
- I feel valued by those I work with, but not by those on the Ashland campus.
- I do not interact with people in classes.
- I am not sure if these questions are pertaining to me as an employee or a student. The only one that really applies as an employee is the first one. The fourth one could be relevant also.
- I'm a staff employee. Not sure these questions directly fit with what I do here. But, I feel safe on campus, for certain.
- And sex!
- The question on alcohol abuse is out of place, and has never been a serious issue on campus. [REDACTED TITLE LAST NAME], is that you?!?
- It is made clear through internal hiring (or lack thereof) as well as the treatment of hourly employees that their time and skills are not valued. Internal candidates should be highly considered before bringing in outside people who do not know the school. Some of your hourly employees have a high level of experience but are passed off as incompetent and/or unqualified simply because they have the title

of "administrative assistant" or "building services/facilities".

- My workplace is not on campus.
- I am not sure where the last question originated, but it seems fairly far off from the other four questions.
- Off campus parties might be a concern.
- I teach inmates in correctional facilities remotely. I have not visited any campus recently.
- I am not on campus; therefore, I cannot answer question #5
- I'm not sure that my position as an adjunct instructor really gives me much insight on the problem of alcohol abuse on campus.
- classes dont apply to me
- It isn't always clear how much alcohol use is happening on campus or off campus, but students are likely to use off campus then come back to campus. Students likely are using but are not always being caught.
- Not on campus enough to observe
- none
- We are not part of the university, our needs are addressed last, if at all. Several times I have been approached going from my car to the building. It is not safe.

- I am not taking classes and I have no idea if alcohol is a problem.
- I chose Neither Agree nor Disagree because I don't have a basis for judgement.
- Not on campus
- I do not attend classes
- Upper management does not value lower paid employees. They do not even know our names and we rarely see them.
- I am not in classes...employee
- Why are most of these questions seem like they are for students and not employees?
- I am not in classes.
- As an employee, I don't have classes.
- I feel safe overall. Had a confrontation with a coworker so now it's uncomfortable at work. I am not in classes so I did neither. I hear more about drugs problem than I do alcohol problems.
- I would like to add that I feel VERY valued within my office, by my team and supervisor, and by most staff. I often do not feel valued by faculty.
- I believe that even though it's a "dry" campus, students continue to drink alcohol among other things. It's the nature of the on campus college environment.

Comments from Students on Sense of Safety/Locations that Feel Unsafe.

- I feel that the parking lot on the nursing campus is a little shady at night and is worrisome that you can not hear tornado warnings on that campus. The campus has done a wonderful job handling COVID-19, but usually, communication feels interrupted and messy.
- N/A
- Unlit parking lots and outside spaces with no camera coverage
- I feel that the student center should be locked after dark for anyone who doesn't live on campus.
- I don't feel unsafe but I'm people that do
- The pathway between Jacobs and Redwood.
- Always feel like they are waiting for me to get in trouble
- Walking from any of the buildings to either of the commuter lots.
- The senior apartments at night still seem too dark despite some lighting from parking lot M
- The parking lots. Especially parking lot B.
- I've had several friends tell me incidents where they felt unsafe, or saw an unknown individual, and safety services did not respond appropriately to the situation.
- Seriously? [REDACTED FIRST NAME LAST NAME] was arrested on campus and it was kept a secret. Everyone was displaced due to COVID and you shut down counseling. Emails aren't being effectively communicated to students while we're all off campus.
- I've been told by students suffering from mental health issues that the on-campus therapist is unreachable or booked. These resources need to be expanded and attainable.
- Lot B at night can be pretty sketchy and it's a little darker than desirable.
- There are literally no lights or emergency poles from the library to the commuter lot across the street. At night that walk is TERRIFYING
- I have heard consistent reports of students feeling unsafe at the baseball house, as well as the Kappa Sigma house.
- Outsides of buildings at night. Lobbies have cameras but it would be helpful if say, the bridge had cameras, outside of convo, etc.
- I don't feel any location is unsafe but do not expect the university to be able to handle a situation if one arose.
- I am a student of color and I don't think I'd be the first to say going anywhere on campus alone, especially at night, feels immensely unsafe. In general though, I don't think it's so much of physical spaces that feel unsafe, I think it is more of the uneasy feeling about the people and the surrounding community. If

something happened to a student of color, I don't know many white allies that would stand up for them and a huge chunk of our campus is white.

- The parking lot B behind Clayton hall. I feel uncomfortable walking to my car as there is no cross walk and there are random people that drive through the lot sometimes.
- When I talked to Safety Services about having a serious stalker, they said that they wouldn't do anything unless there was proof of him being a threat to me. They did not take me seriously and has left a bad taste in my mouth.
- 1. The car the Safety uses should have a label stating they are an Ashland university vehicle. 2. more lighting for students who have to walk back to their dorm or car after night class because they are dark areas on either routes. 3. the student center should have a swipe in that allows all students to get in after 9 but not, non-students. I have had personal experiences where I've seen non-Ashland students using the building. 4. we need more emergency lights that are brighter and more common through

campus. 5. more cameras in common spaces in the dorms to prevent damage or suspicious activity.

- Parking lots! Specifically, commuter areas lacking sufficient lighting.
- Dorms
- Anywhere with little to no lighting for night time. There should be lights at every crosswalk and everywhere one campus where students walk.
- At night I do not think our campus is that well lit it's honestly very dark and I think we need better lights around our walkways
- The walk from Clark to the student center
- I just worry that if I called safety saying something bad was happening, it would take awhile for them to get to me.
- The parking lots for nursing students traveling when dark. It hasn't felt safe for me once. Safety is not around during those hours patrolling either.
- you guys lied about the girl who "fell" out the window and there was a serial killer in ashland just three years ago that i know isn't a good selling point but still.
- Parking lots B, the one by Arby's. They need more light they're way too dark

Comments from Employees on Sense of Safety/Locations that Feel Unsafe.

- Academic buildings.
- see comments above
- Depends on type of crisis. Current COVID-19 crisis and budget crisis haven't gone well for a lot of employees.
- You need to have non applicable or does not apply as an option.
- I am newly hired adjunct so I have little experience on campus.
- Founders Hall
- I cannot say whether or not the leaders handle things well; we are still waiting to see who is laid off / who will receive pay cuts. There are wise and financially sound ways to make these decisions. I hope that decisions are made with wisdom.
- workplace is not on campus. Unable to assess fully.
- NA
- very responsive to covid-19
- Doesn't seem to be much concern for individuals at remote sites. Most of the campus communications and town halls focus on the main campus, which is understandable, but with so many remote sites and students at these sites, it would also make sense to focus attention on what is going on there.
- Daugh classes that end at 9:10 p.m. Sometimes I am last person in building. I feel security should be the last. Sometimes, they make their rounds earlier than 9:10.
- The whole campus is a gun-free zone. That only takes guns away from law-abiding, trained CCW permit holders. That doesn't add to campus safety at all.
- Columbus Center
- none
- Personally, I have had to scurry into the building when I saw Police surrounding the area due to burglary and robbery.
- If not on main campus and at another AU location there is not immediate security available. This is troubling, especially when things occur that can potentially place faculty and other students at risk e.g. an angry student.
- The Columbus Center is not a safe place to teach at night.
- Not on campus
- We have never had any training on what to do in case of an intruder. Our office has come up with our own plan. AU does not care about our safety. Only certain buildings got door stoppers in case of an intruder. Ours got none..
- Employee Emergency Assistance Fund, Response to COVID-19 was very strong and among the quickest in the nation to implement critical CDC safety guidance, decisions
- Have heard of things on campus that have not been reported to police that should have been.
- My Dean rates a Strongly Agree for each of the above.

Comments from Students on Additional Training Topics.

- none
- I don't have any memory of learning about bystander education and have never really understood the Its on Us.
- N/A
- I think there needs to be more discussion on how to cope with people that are friends with sexual assault survivors. There really needs to be more talk about how to be a good listener and make sure one is not being singled out if they have been sexually assaulted.
- How to get yourself out of a peer sressure situation.
- No
- I think you are doing a great job with this subject.
- LGBTQ sensitivity
- We need more training available. I never had any training my first year of college.
- that no means no
- Na
- N/A
- No
- nope
- There is very poor communication on campus, especially for transfers and commuters.
- NA
- Maybe it's because I'm a transfer (thankfully my last school did a lot revolving around this type of education) but AU didn't provide ANY information to me
- I do not know if this is currently in place or not. But i know of three cases that have happened in my time at AU and all three times the girls did not know where they could go to safely talk about the situation or even if they could report such a case.
- I think the support programs need to be emphasized more.
- Trainings on disabilities and how to support those individuals specifically regarding sexual misconduct as they may not be able to speak up for themselves
- I don't think there's anything else the University should do. We are adults and the information and tools are given to us at the beginning of the year. There's nothing more the university can do.
- I think entities like Safe Haven should have more presence on campus, because not all students are going to feel comfortable reporting to conservative staff and faculty. I think the reports of confirmed or alleged sexual misconduct should be available to students. I think knowing the location that these events happened could keep students aware. I think there should be more active bystander training, because too many people feel like it's someone else's responsibility to report and no one ever does.
- N/A
- Training on addiction (How to handle it), topics on mental health
- There needs to be a better health center and more serious resources for people who are victims of sexual misconduct/harassment.
- None that I can think of
- More counselors. I hear of many people who need them, but a lot of people feel like the staff is too busy.
- I think that in order to combat sexual misconduct and the disrespect that it takes to complete such vulgar acts, Ashland needs to hire counselors with a strong knowledge of such topics, and take more serious action against those accused of sexual misconduct, like expulsion or pressing charges.
- when students hear "sexual misconduct prevention" they get confused. You can not prevent people's actions.
- Falsely reporting sexual misconduct and the consequences that are associated with it.
- n/a
- I think that only athletes were in a session bout sexual misconduct. What about students who aren't involved in sports? Is there a required session that they go to?
- N/A
- Reasons to not eat edibles and fall out of the window
- you guys just do what the state tells you its all basic training nothing personal. no one is going to feel safe when its a big group and youre just going though the slides.

Comments from Employees on Additional Training Topics.

- N/A
- N/A
- We need better relationships with counseling services available off campus. We need leadership to lead by example in behaving responsibly and showing real concern for the health and safety of our students and treating all individuals with respect.
- For question 20. What do you mean by "Individuals who were accused of perpetrating sexual misconduct would be treated fairly.?" That they would be believed over the victim? That they would go through the appropriate steps via the justice system? This is a poorly worded item.
- By on campus, it seems you are referring to the Ashland campus. That, in and of itself, is a problem.

- Better distinction on what cohesion for both responsible employees and students on campus Resources that help saying "no" easier, how to deal with the mental and social fallout, etc.
- Discussions of microaggressions and off color jokes. Things that aren't serious enough to warrant a report but could still be in poor taste.
- More information
- N/a
- None.
- NA
- We need to get more resources out there about helping students with anxiety and depression.
- None
- na
- Late night building security presence for classes that end 9:10 p.m.
- none
- none
- N/A
- Active Shooter
- Cultural Bias and Sensitivity Training
- ALICE Training
- n/a
- Facilities employees are pretty much left out of training in most areas. We watch some small video and that's it. Safety training is done the same way.
- Diversity
- more pushing materials and less that depend on employees needing to pull from the portal
- hostile environment training
- Signage is needed! Especially in the bathrooms where we all go. This info should be in a place that everyone knows where it is. Put all this info in the bathrooms!!
- I think it needs to be very clear to students that reporting an incident does not mean it has to lead to trial, conviction, etc. That is needs to be reported for reporting purposes and for victims/survivors to get the support they need. I think many students are worried about their report spreading around campus.
- NA
- none that i can think of

Comments from Employees on Benchmarks.

- I address sexual misconduct and actively work to prevent it in my program but I am not involved in any campus-wide prevention activities.
- I am not aware first hand of any sexual misconduct accusations, etc. so I am not the best expert on how well we deal with it.
- I believe the first instinct of upper administration to a sexual misconduct problem would be to cover it up and deny it the way they do any other problems.
- There are several people in administration that have engaged in sexual misconduct and have had no actions taken against them. I know for a fact that several women have filed a complaint against one particular administrator, with nothing ever being done other him receiving promotions. And I would bet money that no record of the complaints exist in HR. There is a big problem with male administration degrading and belittling female staff.
- Sexual misconduct is a problem on campus for students but not faculty and staff.
- I think sexual misconduct is a problem on campus because while there appears to be communication on how to report, when and where and who, I don't see a lot of communication on what's being done to address the act of sexual misconduct, other than the "It's on Us" campaign, there may be more that can be done in trainings which seem pretty heavy on the - reacting to sexual violence. What can we do that is proactive.
- I am in a position where I am less likely to be made aware of sexual misconduct. I do not have any information of the prevalence on campus, but an answer was required.
- I'm not sure how to answer the last question - I think there is a perception that it is, but I haven't personally known any student, staff or faculty member who has experienced sexual misconduct. For that reason, I chose disagree.
- In my time at AU, the cases of sexual misconduct I know about only ended poorly for the victim and the offenders are still employed.
- Sexism should be addressed among the higher administration as much as sexual misconduct.
- Teaching online -- I assume campus officials follow policies.
- NA
- Most of these questions 10-21 seem to apply to full time employees. I am not full time and rarely on campus so I have no basis to answer these questions. Since the survey FORCES me to answer rather than say "no response" I'll choose the positive responses in each case.
- No. 4 I am not involved in activities to address sexual misconduct at this time.
- None
- I think that if you witness sexual misconduct and don't do anything about it, you become a part of the problem. While it is the university's responsibility to

take action, I also believe any witnesses are also responsible.

- ...is a problem on campus... From what I've seen no but I don't know about in dorms, so I can't answer this 100%
- It is a big step that there is a rep from Safe Haven on campus now and I know that it stays busy.
- 2 previous presidents were terminated for sexual misconduct though they continued to have their contract paid out
- none
- I'm not sure of how much of a problem sexual misconduct is on campus.
- I don't really know if sexual misconduct is a problem on campus.
- Most of this depends on who you are talking about, the president's son was involved in many things and was covered up for the most part.
- Not on campus
- Officials would take action if the investigation showed the allegations had merit.
- there was no option for unaware of these actions.
- Reported cases seem to be low compared to our residential size
- I think sexual misconduct is an issue on most, if not all campuses. If there is one instance, it is a problem (why I said it is a problem on campus). Without

having data to support my assumption, I think it is consistent with what other campuses of our demographic experience.

- I do not know of ANY sexual misconduct cases and since they are highly confidential-I do not expect that I would unless I was a witness to such an event or someone reported an event to me.
- I think that the Title IX coordinator would make every effort to address any sexual misconduct situation seriously and would follow the university procedures. However, I believe that a number of other university officials would want to sweep everything under the rug. I also think that it makes a difference on who the accused perpetrator is, for example, a star athlete versus a student not involved in sports. I think that many people on campus would simply want to pray the problem away.
- I know of multiple student workers who feel unsafe with their boss but each student who seemed to complain got nowhere. I feel it is unfair of the university to take side of an employee over a student worker no matter what boss over that employee says
- Based on past actions, there's not a lot of confidence in how the administration (even when not the problem themselves) will deal with the situation correctly.

Suggestions from Students on How to Improve Formal Reporting Procedures.

- Because of Corona, my case was suspended and I have not heard anything about it so far. Additionally, the other party continuously held up the process making this drag on for much longer than originally thought 60 days
- there is no reason it should take 6 months
- I was being stalked by a student at the beginning of the year. When I reported it they said they would

write a no contact order that would be sent to him but they would first send it to me to make sure it had my approval. They never sent me the no contact order to approve, nor did anyone from the title nine office follow up with me to make sure the stalking had stopped

Fill-in Comments from Students on Why They Did Not Report.

- Didn't seem like a big deal. Wasn't that worried about it, and the act felt like an honest mistake.
- It was not my place to say

- It did not seem very important at the time. Seemed like a very small issue that I could handle on my own.
- It was my friend and not me and she filed the report
- It's not that big of a deal. Men are gross

Fill-in Comments from Employees on Bystander Interventions.

- Stalking situation. The alleged stalker was some distance away and left as I approached.

- A co-worker and myself listened to the person feeling victimized, then a co-worker told someone in a position of authority.

End-of-Survey Comments from Students.

- na.
- N/A

- Fall of 2019 there was only one counselor for students and appointments were often canceled.

This is a great resource for many students but with limited counselors I felt I could not even start attending because of the lack of personnel.

- Students at this university generally do not care for one another, nor do they believe any of the stories of sexual misconduct. Many times they believe that they aren't at fault if something happens.
- Football Team... I also know of several different people who made reports or have had reports made in their name about a certain individual of a certain club, but nothing was ever done, and nothing happened at all.
- If you have a name, as an athlete, frat member, sorority member, etc., you will be safe from any reports. The person reporting against these individuals would suffer.
- This is tricky. For any serious claims I have never witnessed, nor expect to witness someone being treated differently because they reported someone for sexual harassment. However, if someone makes a false claim under false pretenses they will be treated differently. There is someone I know who was angry at her ex so she reported him for sexual harassment. The claim was investigated and found to be invalid. I do not trust her judgement any more. Maybe it's wrong, but it's the truth. She is like the boy who cried wolf. Sexual harassment is a serious issue but people often report others for personal gain and that is just as bad as sexual harassment in my opinion. You are still violating someone's rights and their life. Sexual harassment is a serious issue. Truly. But people often abuse the right to report someone for sexual harassment just for personal gain and that is also not right and people who abuse that right should also be penalized for their attempts to violate someone else's life.

End-of-Survey Comments from Employees.

- I don't feel I can respond for others in #28. #29, I don't know why anyone would know about an allegation to even respond to it.
- From consistent behavior that I have observed I believe it is much more likely that university officials would work very hard to cover up a sexual misconduct case to avoid public knowledge of it rather than investigate with the goal of bringing truth to light, holding individuals responsible for incorrect behavior, and preventing sexual misconduct in the future.
- Again, online adjunct faculty, not on campus. My assumed responses are based on what I know about colleagues in my academic department.
- Nothing

- As mentioned earlier in the survey, I know of at least three cases that have occurred at AU. I have not personally experienced any of this however have seen it first hand what it can do to someone having to deal with it. A lot goes on behind closed doors here at school that no one finds out about or it gets swept under the rug. One girl's case went to the police however nothing came of it. Another one of the cases i know about has not been reported due to the girl feeling as if nothing will come of it (similar to so many other cases) and the fear that when the perpetrator finds out of the report she will not be safe.
- I know there have been cases where several complaints have been made regarding an individual who was being sexually inappropriate and nothing was done about it. Also, look into the football team
- I think all of this data should be shared with [REDACTED FIRST NAME LAST NAME], as she is the biggest advocate on campus for students of color.
- I think that overall, campus lacks a lot in the aspect of sexual misconduct. I continuously hear about girls being sexually assault or sexual misconduct happening, and they continue to say that nothing ever happens. Students on campus who partake in sexual misconduct are not punished in any way for what they do, especially to student athletes. The environment for sexual misconduct is not good on campus overall. We do not help students who have gone through it, but more so make it their faults.
- n/a
- I only know what I do about the policies because of RA training
- n/a

- NA
- Again, as a part time employee who is rarely on campus I don't think my responses are at all indicative of what the campus atmosphere is really like and there is no way I am allowed to leave a question blank.
- A choice of "not sure" would be helpful above.
- None
- na
- Our president and board of trustees has given me no reason to trust that none of the above will happen.
- I think that someone who has been in any way a victim of sexual assault will need ongoing support and therapy by a counselor and/or advocate

specialized in this; the university should be able to train the employees (or at least some volunteer employees) to be able to work with these students during crisis in order to help the students have the support he/she needs after this type of trauma.

- none
- Depending on who and what department. Again each department seems to be held at different levels of accountability. Faculty and staff have a different set of rules than facilities.
- There is a climate of treating female employees differently than male employees. Especially among the upper leaders. Females are seen as ones who's opinions are less valuable than a male's opinion.
- The reporting environment here is not completely open yet. But, much progress is being made, especially in new employee (and all employee) training.
- I think staff are very supportive and understanding of these situations.
- I believe that the university community has good overall intentions, but many are sheltered and vulnerable - particularly many students. I think that many employees believe that sexual harassment does not happen at AU because everyone is "Christian." This is not the case. This attitude can lead the university community down some difficult roads. Instead of hiding information about sexual harassment, the Title IX coordinator has made considerable effort to bring it to the forefront. It's up to the rest of the leadership to take it seriously, and be supportive. You can't pray this away!
- I feel that certain supervisors may make their student workers feel scared to approach them