



2022 Survey Executive Summary
Princeton University
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Institutional Research

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Under the University's Data Classification policy, this document is considered a public document. Data suppression techniques are used to help ensure that answers provided by individual students are kept strictly confidential.

It is important to note that some of the questions in this survey use explicit language, including anatomical names of body parts and specific behavior to ask about sexual situations. This survey also asks about sexual assault and other forms of sexual violence, which may be upsetting. The topics in this report can be hard to think about. They may remind you of experiences that you, a friend, or family members have gone through. If you would like to talk to someone about questions or concerns relating to sexual assault or intimate partner violence, please see the list of resources at: <http://share.princeton.edu/get-help>

Executive Summary

Princeton University does not tolerate sexual misconduct as such conduct is harmful to the well-being of our community members, our learning and working environments, and the collegial relationships among students, faculty, and staff that characterize the culture of Princeton. *We Speak: Attitudes on Sexual Misconduct at Princeton (We Speak Survey)*¹ is part of Princeton University's ongoing efforts to provide a campus environment that is safe and supportive to all students and in compliance with state and federal laws that address sexual misconduct. Princeton uses the survey findings to inform campus programming to address and prevent these issues, as well as take other proactive steps to improve our campus environment. The success of these efforts depends on the active involvement of our students and the engagement of the entire campus community. We greatly appreciate the willingness of students to participate in this survey. By participating, they have made an extremely valuable contribution to our understanding of issues related to sexual misconduct on campus. Their robust participation is critical to the success of the survey and the accuracy of the data collected.

The survey is part of a comprehensive program to prevent and address sexual misconduct. The findings of the survey data are assessed alongside confidential data from sources such as the Office of Gender Equity and Title IX administration and the Sexual Harassment /Assault Advising, Resources and Office as well as focus groups and community meetings. Survey data are used to create communication strategies, design trainings and professional development opportunities, and inform other campus climate initiatives². The CPUC Committee on Sexual Climate, Culture and Conduct provides an additional level of oversight for the survey administration and findings.

The survey provides comprehensive and reliable information from Princeton students about inappropriate sexual behavior they may have experienced while at Princeton, as well as insight into students' knowledge and awareness of University policies and support services. The survey has been previously administered three times during the spring term of 2015, 2016, and 2017. Following each survey administration, the questionnaire has been refined in response to community feedback and benefited from lessons learned from the previous administrations. The survey findings from prior administrations are available to the public³. The fourth administration of the We Speak Survey was planned for spring 2021, but delayed until spring 2022 due to the Covid-19 pandemic.

The findings reported here focus on data collected during the fourth administration of the *We Speak: Attitudes on Sexual Misconduct at Princeton* survey (We Speak 2022), and are contextualized with data from previous reports. The 2022 questionnaire, while largely comparable with the 2017 questionnaire, was

¹ The survey is compliant with Title IX and New Jersey P.L. 2020, Chapter 104. That states "an institution of higher education shall conduct a campus climate survey at intervals no longer than four years and submit the de-identified survey data to the Office of the Secretary of Higher Education."

² <https://sexualmisconduct.princeton.edu/>

³ sexualmisconduct.princeton.edu/reports

modified to improve clarity of questions and to explore additional aspects of sexual behavior that may reduce the risk of sexual misconduct and support and inform educational programming in detail.

The We Speak Survey was designed to collect information about the students' experiences related to inappropriate sexual behavior while attending the University that Princeton University considers to be sexual misconduct, including: sexual assault (non-consensual sexual contact); rape, sodomy, or sexual penetration with an object (non-consensual sexual penetration); intimate relationship violence; stalking; and sexual harassment. All students who participated in the survey were asked about their knowledge of these issues, their awareness of related University policies and procedures, their readiness to engage with the topic of sexual misconduct, and their ability to intervene as bystanders. The 2022 survey also explored students' knowledge and use of protective behavior strategies for sexual interactions.

Issues related to inappropriate sexual behavior continue to be a significant challenge faced by colleges and universities across the country. Like other colleges and universities, Princeton has policies, resources, and programs designed to address inappropriate sexual behavior and to support individuals who have experienced inappropriate sexual behavior. Since the previous We Speak Survey in 2018, the University's sexual misconduct policies have been modified significantly in order to comply with new Title IX regulations that became effective in August 2020, including the addition of a hearing after the completion of the investigation with an opportunity for the parties' advisers to ask questions of the parties and witnesses. In 2020, the University also added the alternate resolution process, a voluntary process where the parties mutually agree to terms to resolve the allegations in lieu of a formal investigation/adjudication. The goal of the alternate resolution process is to allow both parties to co-exist on campus and pursue their academic and non-academic interests in a safe, respectful and productive educational environment. Which process best meets a student's needs is a personal decision, but many parties have chosen the alternate resolution process since its introduction.

However, the University's view of these issues remains largely limited to those students who have contacted the institution about sexual misconduct. Much less is known about incidents of sexual misconduct that are not reported to the institution or students' knowledge of sexual misconduct more generally. To help address concerns of underreporting, campus-wide surveys have become the primary mode of collecting information and are now mandated by the Violence Against Women Act and many states, including New Jersey. In our experience, the campus-wide We Speak Survey has yielded extremely valuable and robust data. However, it remains difficult to obtain comprehensive, accurate, and consistent data as survey participation has declined over time, which may reflect a decline in student engagement on the issue.

We Speak 2022 was a confidential web-based survey administered over 27 days beginning March 15, 2022. The 2022 survey was completed by 2,585 (31%) of the 8,279 enrolled undergraduate and graduate students. While the 2022 response rate was approximately 20% lower than in 2017, the response pool was fairly representative of the student body. The detailed findings in this report are presented by sexual orientation and gender identity, which uncovers meaningful differences that are obscured when data are reported by gender/sex in a binary manner as in previous reports.

Prevalence of Sexual Misconduct

At Princeton University, sexual misconduct is a collective term commonly used to describe inappropriate sexual behaviors that include:

1. Sexual assault, which includes: A) non-consensual sexual contact that occurred against the student (i.e., forced kissing, touching of private parts, grabbing, fondling, or rubbing up against in a sexual way) including when the student was unable to provide consent or stop because they were asleep, passed out, or incapacitated by drugs or alcohol; B) non-consensual sexual contact with penetration (i.e., non-consensual vaginal sex, anal sex, oral sex, and sexual penetration with a finger or object); and C) any non-consensual sexual contact that was attempted but did not succeed.
2. Stalking, which is defined as the fear for personal safety or emotional distress as a result of threats of harm; being pursued or followed; the receipt of non-consensual (unwanted) communication by any means; the receipt of unwanted gifts; being trespassed; being surveyed; or otherwise monitored.
3. An abusive intimate (coupled/partnered) relationship that was emotionally abusive, physically abusive, or sexually abusive.
4. Sexual harassment, which occurs when intimidating, offensive, or hostile conditions are established in one's living, working, or academic environment(s) as a result of unwelcome sexual advances; unwelcome requests for sexual favors or any other verbal, electronic, or physical conduct of an unwanted sexual nature.

Using these definitions, we estimate the prevalence of sexual misconduct during the current school year for all students (undergraduate and graduate students) and compare these 2022 estimates with our 2017 estimates (Figure 1). Our data indicate that prevalence of sexual misconduct, sexual assault, sexual penetration (rape/sodomy), stalking, abusive intimate relationship, and sexual harassment during the 2022 school year is approximate the same as the prevalence observed during 2017.

As previously observed, the prevalence of sexual misconduct among undergraduate students (21%) is about 2.6 times higher than the prevalence of sexual misconduct among graduate students (8%) (Figure 2). Sexual harassment (4%) was the most prevalent form of sexual misconduct among graduate students, while sexual assault (14%) was the most prevalent form of misconduct among undergraduate students.

Based on our 2022 survey data, we estimate that 37% of undergraduate and graduate students identify as a heterosexual/straight man, 32% as a heterosexual/straight woman, and 31% as a LGBTQIA+ person (Figure 3). Comparison of these groups suggests that the prevalence of sexual misconduct was the lowest among heterosexual/straight men (6%). The prevalence of sexual misconduct was significantly higher among heterosexual/straight women (18%) and LGBTQIA+ persons (28%).

The relative likelihood of experiencing sexual misconduct prior to or during the current school year was explored using multivariate logistic regression for all students (undergraduate and graduate combined) using a model that considered degree type, gender identity, sexual orientation, racial identity, U.S. temporary resident status, and age. The model indicates that Master's students (1.4 times) and doctoral students (1.5 times) are less likely to have experienced sexual misconduct than Bachelor's students, although the difference is not significant. Students who identified as a man (2.2 times) were significantly less likely to have

experienced sexual misconduct than other students. Conversely, students who identified as a woman (1.8 times) were significantly more likely to have experienced sexual misconduct than other students. Students who identified as a genderqueer/nonbinary/gender-nonconforming person were (1.9 times) significantly more likely to have experienced sexual misconduct than other students. Asexual students (1.7 times) were significantly less likely to have experienced sexual misconduct than other students. Bisexual (2.0 times), queer (1.7 time.), and same-gender loving (4.9 times) students were significantly more likely to have experienced sexual misconduct than other students. Students who were unsure about or questioning their sexual orientation (1.8 times) were significantly more likely to have experienced sexual misconduct than other students.

Using the same approach, we estimated the relative likelihood of experiencing sexual harassment prior to or during the current school year for all students (undergraduate and graduate combined) using a model that considered degree type, gender identity, sexual orientation, racial identity, U.S. temporary resident status, and age. The model indicates that Master's students (1.5 times) and doctoral students (1.2 times) are somewhat less likely to have experienced sexual harassment than Bachelor's students, although this difference is not significant. Students who identified as a man (3.8 times) were significantly less likely to have experienced sexual harassment than other students. Conversely, students who identified as a woman (1.3 times) were significantly more likely to have experienced sexual harassment than other students. Students who identified as a genderqueer/nonbinary/gender-nonconforming person (1.7 times) somewhat more likely to have experienced sexual misconduct than other students. Asexual students (1.9 times) and heterosexual/straight students (1.7 times) were significantly less likely to have experienced sexual harassment than other students.

Sexual Harassment

To learn more about the most serious incident of sexual harassment experienced prior to or during the current school year, 433 who students experienced sexual harassment were asked a series of follow-up questions about the incident that may or may not have occurred at Princeton. Approximately 93% (403) chose to answer these questions. Most of the students who experienced sexual harassment indicated that one person (73%) had been involved, while 19% of the students indicated that two or more people had been involved. The remaining 7% did not answer the question.

The large majority of graduate students (117 of 145 or 81%) who had experienced sexual harassment indicated that employees/staff members, postdocs, and faculty members of Princeton University had not been involved in the sexual harassment. However, 15% of the graduate students who had experienced sexual harassment indicated that employees/staff members (3%, 4 students), postdocs (4%, 6 students), or faculty members (8%, 12 students) of Princeton University had been involved in the sexual harassment. 22% of the graduate students who had experienced sexual harassment indicated that another Princeton graduate student had been involved in the sexual harassment, while 5% indicated that a Princeton undergraduate student had been involved.

The large majority of undergraduate students (245 of 288 or 85%) who had experienced sexual harassment indicated that employees/staff members, postdocs, and faculty members of Princeton University had not been involved in the sexual harassment. A small number of the undergraduate students who had

experienced sexual harassment (9 of 288 or 3%) indicated that employees/staff members (1%, 3 students) or faculty members (2%, 6 students) of Princeton University had been involved in the sexual harassment. About half of the undergraduate students (46%) who had experienced sexual harassment indicated that another Princeton undergraduate student had been involved in the sexual harassment, while 1% indicated that a Princeton graduate student has been involved.

The location or setting most frequently cited by both undergraduate students (35%) and graduate students (32%) where sexual harassment had occurred was a social setting such as parties, social events, social gatherings, and cultural/public talks. Undergraduate students cited the second most frequent location of sexual harassment as a living environment such as a home, apartment building, or dormitory (29%). In contrast, graduate students identified their working environments such as the workplace, research lab, department, and program (27%) as the second most frequent location. Approximately 12% of undergraduate students and 13% of graduate students indicated that they had experienced sexual harassment in academic environments such as classes, lectures, and seminars.

Among the students that had experienced sexual harassment, 61% of undergraduate students and 65% of graduate students indicated that they had told someone about it. A close friend, who was not a roommate, was told about the sexual harassment by 85% of undergraduates and 78% of graduate students. Fewer graduate students indicated that they had told a faculty member (16%), the Office of Gender Equity and Title IX Administration (14%), the SHARE Office (10%), or CPS (7%). Similarly, fewer undergraduate students indicated that they had told a faculty member (5%), the Office of Gender Equity and Title IX Administration (4%), the SHARE Office (17%), CPS (11%), or a residential college staff (7%).

Students who indicated they had told someone about the sexual harassment they had experienced were presented with a list of 31 factors that might have influenced, or been a barrier to, their decision to tell someone about the sexual harassment they had experienced. On average, students who had experienced sexual harassment identified 7 barriers that they had to overcome before they told someone about the harassment they had experienced. Among undergraduate students, 47% felt that it was a private matter that they wanted deal with on their own, 45% indicated that they didn't think what happened to them was serious enough to talk about, and 40% felt ashamed and/or embarrassed about the incident. Graduate students most frequently cited a different set of barriers. Among graduate students, 43% feared that telling someone about the sexual harassment would negatively impact their work relationship or damage their career, 38% feared that the perpetrator of the sexual harassment would retaliate, 40% thought nothing would be done, 38% didn't think others would think the sexual harassment was serious, and 37% indicated that they didn't think what happen was serious enough to talk about.

Students who indicated they had not told anyone about the sexual harassment they had experienced were presented with the same list of 31 factors presented as reasons why the student chose to tell no one about the sexual harassment they had experienced. On average, students who had experienced sexual harassment identified 6 reasons why they decided against telling anyone about the harassment they had experienced. Approximately half of the students (51%) who told no one indicated that they did not think what happened to them was serious enough to talk about. 50% of undergraduate students and 40% of graduate students felt that it was a private matter that they wanted deal with on their own.

Students were asked if they had experienced 18 behaviors or actions that are generally considered inappropriate in an academic or work setting; in social settings; or in other settings at Princeton. Both undergraduate and graduate students most frequently experienced inappropriate and unwelcome behaviors in social settings, but also indicate these behaviors were experienced in academic and work settings as well as in other campus and online settings. In social settings, 69% of undergraduate students and 58% of graduate students had experienced someone making sexist remarks in their presence. 62% of undergraduate students and 44% of graduate students had heard someone make inappropriate comments about the student's or another person's body, appearance, or attractiveness. In classes, labs, and other work settings, 58% of undergraduate students and 43% of graduate students indicated that someone had suggested or implied in the student's presence that some groups of people don't have to meet the same intellectual standards as others do in order to get into Princeton or succeed in their field. Fewer students (37% of undergraduate students and 38% of graduate students) had heard someone, in a work setting, suggest or imply that women do not have to meet the same intellectual standard as men do to gain admission into Princeton or succeed in their field. 41% of undergraduate students and 53% of graduate students had heard someone making sexist remarks in a class, lab, or other work setting.

Protective Behaviors: Knowledge, Skills and Strategies

Students were presented with 12 questions that were designed to explore students' knowledge of skills and strategies that help to ensure that sexual activity is mutually consensual. These questions were framed in two ways depending on the student's sexual activity. Students who indicated that they had sexual activity with someone during the last year were asked how frequently they had used the 12 skills and strategies. Students who indicated that they had not had sexual activity with someone during the last year were asked how important each of the 12 skills and strategies were to ensure that sexual activity was mutually consensual. The large majority, between 63% and 83%, of students who had not been sexually active described the 12 skills and strategies to be "essential" ways to ensure that sexually activity is and remains mutually consensual (Figure 9). Almost 90% of the students described the 12 items as being important, very important, or essential. Less than 5% of the students described the skills as being somewhat important or not important.

The frequency at which these skills and strategies were employed by sexually active students varied from 80% of sexually active students always valuing their partner's emotions and sexual interest as much as their own to 41% of sexually active student always making sexual decision based on their values and goals. 11% of sexually active students indicated that they seldom or never avoid sexual activity when their potential partner is too intoxicated to provide consent. An additional 14% of sexually active students indicated that they don't recall if they have or have not avoided sexual activity when their potential partner is too intoxicated to provide consent. These observations are consistent with previous findings on the relationship between alcohol use and sexual misconduct.

Campus Climate

The We Speak survey begins with five general questions that address the University's response to crises and difficult situations. These were generally considered to be hypothetical questions in prior survey administrations. However, these questions were no longer hypothetical in our 2022 administration and instead may have been interpreted as an assessment of the University's response to the Covid-19 pandemic.

Comparing graduate student responses collected in 2017 with those collected in 2022, we observe a modest decline in the level of agreement with each statement. For example, 61% of graduate students agreed that if a crisis happened at Princeton, the University would handle the crisis well in 2017 compared to 54% in 2022. Comparing the responses provided by undergraduates in 2017 with those collected in 2022, we observe a large reduction in the level of agreement with these statements. For example, 61% of undergraduate students agreed that if a crisis happened at Princeton, the University would handle the crisis well in 2017 compared to 35% in 2022 (a 26% decline). These declines may in part be explained by the on-going pandemic and associated residential and campus restrictions that were in place at the time of the 2022 survey.

Students were also asked about the University's response to sexual misconduct. Similar to what was observed in 2017, a large fraction of graduate students, over 50% on 6 of 8 items, indicated that they did not know how Princeton responds to sexual misconduct. In contrast, we observed a marked change in the response of undergraduate students between 2017 and 2022. For example, 62% of undergraduates agreed in 2017 that Princeton is taking steps to address factors that may contribute to sexual misconduct, while 7% disagreed. In 2022, 41% of undergraduates agreed that Princeton is taking steps to address factors that may contribute to sexual misconduct, while 22% disagreed.

We also observed a large change in students' level of agreement with the statement that at Princeton the stress associated with making a report of sexual misconduct generally causes the person's academic performance to suffer. 29% of graduate students disagreed with the statement in 2017 compared to 9% in 2022, while the percentage of graduate students who "did not know" increased from 48% in 2017 to 57% in 2022. Nearly two-third of the undergraduate students (64%) disagreed that the stress associated with making a report of sexual misconduct generally causes the person's academic performance to suffer in 2017 compared to 2% in 2022. As was observed with the graduate students, in the percentage of undergraduate students who indicated that they "did not know" nearly doubled from 27% in 2017 to 43% in 2022. 43% of the undergraduate students agreed that at Princeton the stress associated with making a report of sexual misconduct generally causes the person's academic performance to suffer, suggesting that overall students' perceptions and understanding of University policies and procedures were strikingly different in 2022 than they were in 2017. This may be a reflection of the updated Title IX regulations that took effect in the interim which made the investigation process lengthier and required a hearing with cross-examination after the completion of the investigative process.

Awareness and Knowledge of Campus Resources

The change in students' views of the University's response to sexual misconduct is consistent with an overall decrease in the students' understanding of what happens when a student reports a claim of sexual misconduct at Princeton. 31% of undergraduate students and 33% of graduate students indicated that they did not understand what happens when a student reports a claim of sexual misconduct in 2017 compared to 50% and 43% in 2022. We also observed modest decreases in students' understanding of where to go for help on campus if a sexual assault occurred and where to go to make a report of sexual assault.

Compared to 2017, a somewhat smaller fraction of students in 2022 indicated that they had received written (i.e. brochures, emails) or verbal (presentations, trainings) information about where to go get help if you or

someone you know is sexually assaulted and about how to report a sexual assault. In contrast, a larger fraction of students in 2022 indicated that they had received written or verbal information about Title IX protections and about how to intervene as a bystander.

Students were asked about their level of awareness with the function of the campus resources specifically related to sexual assault response at Princeton University. Nearly all undergraduate students were at least somewhat aware that Counseling and Psychological Services (90%), SHARE Office (89%), and University Health Services (87%) were campus resources for students who experienced sexual assault. Most undergraduates were at least somewhat aware that Public Safety/University Police (84%) and SHARE Peers (83%) were campus resources for students who experienced sexual assault. The large majority of graduate students were at least somewhat aware that University Health Services (88%), Public Safety/University Police (83%), and Counseling and Psychological Services (82%) were campus resources for students who experienced sexual assault. Approximately two-thirds of graduate students were at least somewhat aware that the SHARE Office (67%) and the Office of Gender Equity & Title IX Administration (65%) were campus resources for students who experienced sexual assault. A similar fraction of undergraduate students (62%) were at least somewhat aware that the Office of Gender Equity & Title IX Administration was a campus resource for students who experienced sexual assault, while 57% of undergraduates were at least somewhat aware that the U_Matter program was a campus resource for students who experienced sexual assault.

Recognizing that students are often confused by the distinction between confidential resources and mandated reporters, a follow up question asked the student to identify each of the listed campus resources as either a confidential resource, mandated reporter, or indicate that they did not know. These data suggest that a sizable fraction of undergraduate students (27% to 84%) and graduate students (32% to 73%) did not know whether the listed resources were confidential resources or mandated reporters. While 8% to 29% of undergraduate students and 10% to 21% of graduate students misidentified the listed confidential resources as mandated reporters. Conversely, approximately 5% of undergraduate students and 5% graduate students misidentified mandated reporters as confidential resources. A larger fraction of students, about 15%, misidentified the Office of Gender Equity & Title IX Administrations a confidential resource.

Readiness to Help

Students' readiness to engage with issues related to sexual misconduct was explored with a panel of questions that were grouped into three overlapping readiness categories. The first category represents those students who were actively involved in an effort to address sexual misconduct or had attended programs about sexual misconduct. 20% of the students (undergraduate and graduate combined) indicated that they had recently attended a program about sexual violence, and 5% to 10% indicated active participation in projects and programs related to sexual violence. The second category represents those students who did not think that sexual was violence was an issue at Princeton (11%), or those that felt there was not much they could do about sexual violence at Princeton (24%). The third category represents those students who are ready to engage on issues related to sexual violence. This category includes students who think they can do something about sexual violence (50%), students who sometimes think they should learn more about sexual violence (54%), and students who indicated that they were planning to learn more about the problem of sexual violence on campus (32%).

While students' readiness to engage on issues related to sexual violence was varied, nearly all students indicated that they were very likely or likely to confront a friend who was hooking-up and not able to provide consent (90%), confront a friend who was hooking-up with someone who was not able to provide consent (90%), or go to Public Safety with a friend who said that they had been sexually assaulted (89%). Likewise, nearly all students indicated that it was very unlikely (78%) or unlikely (13%) that they would hook up with someone who is very drunk. Students were likely to get involved in situations where they were not directly involved such as, confronting a friend about a hook-up that occurred without consent (68% very likely or likely) or tell a campus administrator about sexual misconduct that involved others (58% very likely or likely).

Bystander Attitudes and Behavior

An important component of the University's efforts to address sexual misconduct on campus is programming to prepare students to be effective bystanders in situations where they might observe unwanted behavior. To assess bystander readiness, students were presented with six situations and asked if they had seen or been in each of the six situations. The fraction of graduate students who had seen or been the six situations since coming to Princeton was less than 5%, with the most common experience identified as hearing rumors that a friend had sexual contact with someone who could not consent (30 of 943 or 3%). As with graduate students, the most common situation experienced by undergraduate students (279 of 1,651 or 16%) was hearing rumors that a friend had sexual contact with someone who could not consent was also identified. Undergraduate students also indicated that they had seen an individual taking someone (who they thought was not able to give consent) back to their room planning to engage in sexual activity (192 of 1,651 or 12%).

Students who had indicated that they had seen or been in one or more of the six situations since coming to Princeton were asked if and what actions they had taken. The data suggest that most students, between 64% and 88%, had taken steps to address the situation. This included 23% to 50% of students who confronted the situation directly. Yet, 16% to 20% of students indicated that they had done nothing because they were not sure what to do in that situation. A small fraction of students (less than 6%) indicated that they had done nothing because it was not their business to act. 11% of the students who had heard rumors that a friend had sexual contact with someone who could not consent indicated that they had done nothing because it wasn't their business to act in this situation. We take this to mean that students were not sure if they should intervene in a situation where they had not been directly involved.

Next Steps

The University intends to use the data collected in the We Speak Survey to strengthen its communications and programming regarding: (1) resources and supportive measures available to students who have experienced sexual misconduct (including the distinction between confidential resources and mandatory reporters); and (2) protective measures that are effective in ensuring that sexually activity is and remains mutually consensual. The University also intends to strengthen its communications and programming to reach demographics that are particularly vulnerable to experiencing sexual misconduct, including but not limited to the LGBTQIA+ community. Finally, the University intends to increase communications and transparency regarding the University's response to reports of sexual misconduct to build trust with students.

Figure 1. Prevalence of sexual misconduct in 2017 and 2022 among all students
(weighted percentages rounded to nearest whole percent)

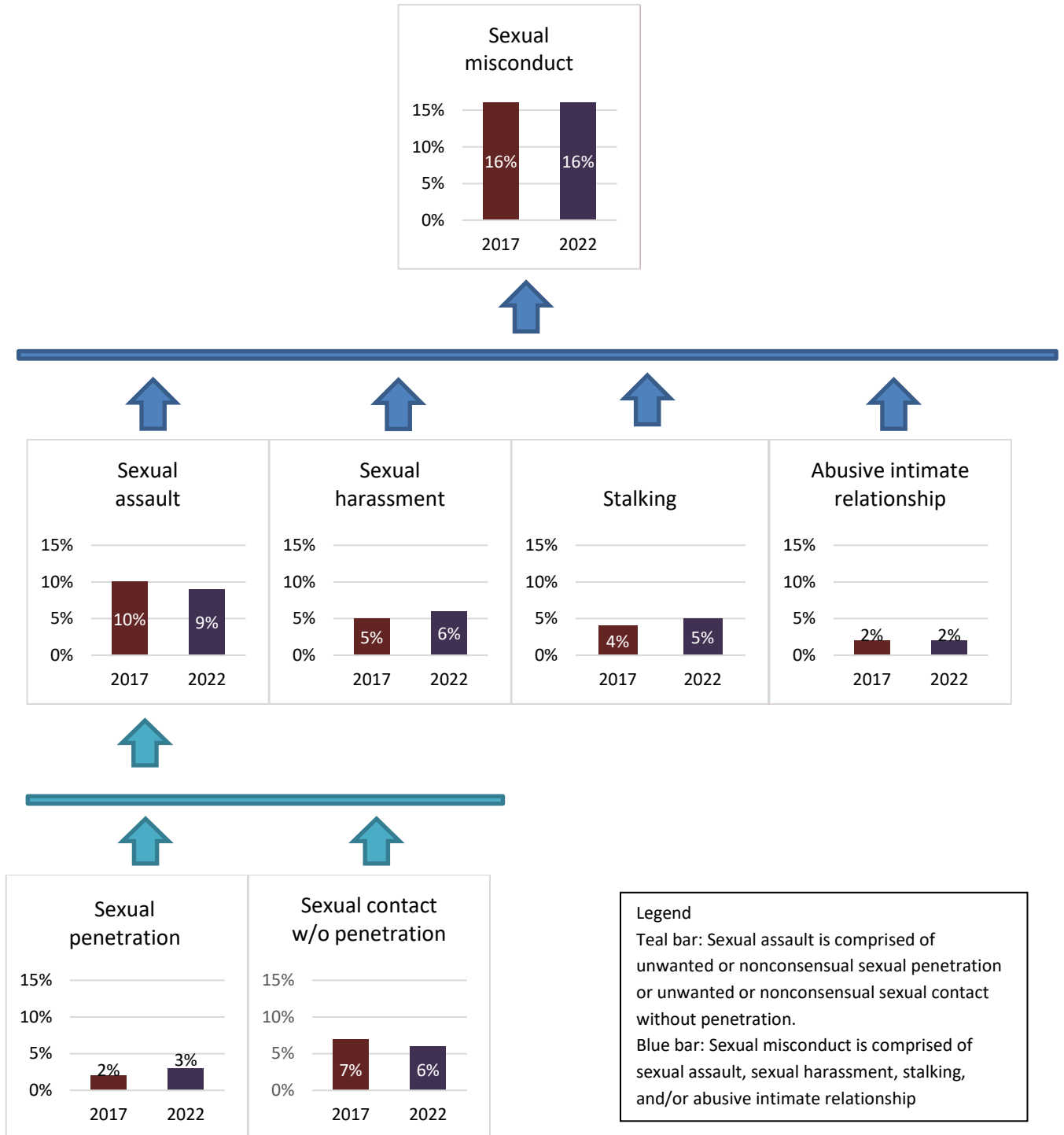


Figure 2. Prevalence of sexual misconduct 2022 by academic career (rounded to nearest whole percent)

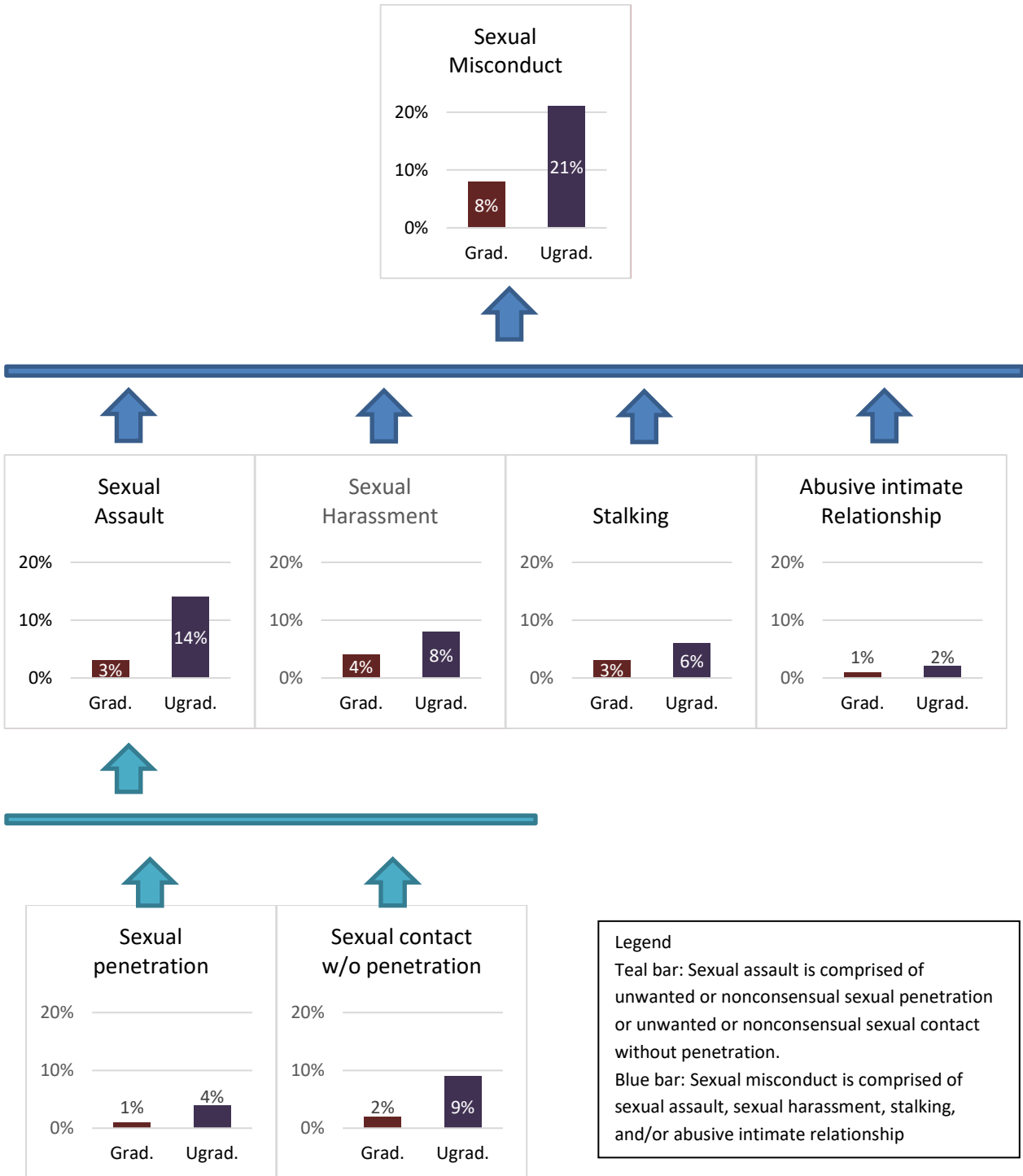


Figure 3. Prevalence of sexual misconduct 2022 by gender identity and sexual orientation (rounded to nearest whole percent)

