AMNH-RGGS Climate Survey Summary

In accordance with New York State law, the Richard Gilder Graduate School (RGGS) at the American Museum of Natural History (AMNH or the ‘Museum’) undertook its first climate survey of students enrolled in the Comparative Biology Ph.D. and Master of Arts in Teaching Programs. AMNH-RGGS is providing this overview of the survey results in accordance with New York State law, and in the interest of sharing openly with the RGGS community.

The goal of the survey was to better understand graduate students’ general comprehension of AMNH-RGGS’ gender-based misconduct policies and procedures, and their experiences with sexual misconduct while enrolled at AMNH-RGGS. The Museum engaged an independent third-party organization, the Yasamin Miller Group (YMG), to design and execute the survey. YMG has helped other New York colleges and universities conduct similar surveys, and, critically, could ensure that the survey results would be confidentially and anonymously communicated to the Museum.

Survey Population and Confidentiality

All students enrolled in the AMNH-RGGS Comparative Biology Ph.D. and Master of Arts in Teaching programs as of May 2018 (a total of 34 students, 18 from the Comparative Biology Ph.D. and 16 from the Master of Arts in Teaching) were invited to participate in the survey. Of those, 22 students – 65% of the student population – answered some or all of the questions, demonstrating a strong response rate. However, given the very small sample size, YMG did not provide the Museum with results categorized by student year in their program, gender, or any other identifying characteristic which would otherwise potentially enable the identification of a particular student.

Survey Results

As prescribed by New York State law, the survey asked questions in the following categories:

- **Knowledge of resources and policies**, including:
  - the role of the Title IX Coordinators;
  - campus policies and procedures addressing sexual assault;
  - how and where to report domestic violence, dating violence, stalking or sexual assault as a victim, survivor, or witness;
  - the availability of resources on and off campus, such as counseling, health, and academic assistance;
  - the general awareness of the difference, if any, between the institution’s policies and the penal law; and
  - the general awareness of the definition of affirmative consent.

- **Experiences of Sexual and Gender-Based Harassment, Stalking, Domestic and Dating Violence, and Nonconsensual Sexual Contact**, including:
  - the prevalence of victimization and perpetration of domestic violence, dating violence, stalking, or sexual assault on and off campus during a set time period; and
  - whether reporting individuals disclosed to the institution and/or law enforcement, experiences with reporting and institution processes, and reasons why they did or did not report.

- **Bystander Experiences**, including bystander attitudes and behaviors.

Attached to this memo are charts illustrating the survey results.
Conclusion and Actions to be Taken

The survey results make clear that students have experienced some misconduct which has not been reported to AMNH-RGGS. AMNH-RGGS is committed to improving students’ experiences by broadly training students, faculty, and staff, to avoid incidents of misconduct and by implementing procedures and offering resources to students experiencing sexual misconduct. In the coming months, AMNH-RGGS will be examining ways it can continue its commitment to fostering an educational environment free of harassment and discrimination, including through policy changes and additional training, such as in how to avoid engaging in misconduct and report misconduct witnessed or experienced, and techniques for intervening as a bystander to prevent or stop misconduct.

AMNH-RGGS also will conduct annual training for faculty and staff about the student-focused Gender Based Misconduct Policy and their responsibilities in interacting with and supporting students, and annual training for students to improve their understanding of reporting procedures. During training, the AMNH-RGGS will continue to highlight the resources available to students who have experienced gender-based misconduct, both internally (such as the Title IX Coordinators) and externally (such as the New York Police Department and the Crime Victim Treatments Center).

Additionally, since the survey was conducted, AMNH-RGGS has undertaken the following:

1) Held Mental Health Awareness Day event for RGGS Comp Bio and affiliate students, which included the opportunity to meet the Museum’s confidential counselor.

2) Hung posters throughout the non-public areas of the Museum about stopping bullying and anti-harassment. The posters include contact information for the Deputy Title IX Coordinator.

3) Conducted anti-harassment training for all new students.

As always, AMNH-RGGS strongly encourages individuals to report their experiences to the Title IX Coordinators, a trusted faculty or staff member, or even anonymously through the Compliance Hotline, at 1-800-620-5571. In addition to investigating and resolving the matter, AMNH-RGGS can provide support and resources to students.

Contact Information

Daniel Scheiner, Title IX Coordinator, (212) 769-5109, dscheiner@amnh.org

Kala Harinarayanan, Deputy Title IX Coordinator, (212) 769-5226, kala@amnh.org
### Knowledge of Resources and Policies

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students aware of the Museum's Department of Human Resources?</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Are students aware of the Museum's outside counseling and psychological services?</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Are students aware of the Museum's Security and Safety Department?</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Are students aware of the Museum's Title IX Coordinators?</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Are students aware of the New York Police Department?</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>
How knowledgeable are students about what behaviors are included in AMNH-RGGS' definition of Sexual Assault and related misconduct?

How knowledgeable are students about AMNH-RGGS' definition of Affirmative Consent?

How knowledgeable are students about how AMNH-RGGS' policies concerning Sexual Assault and related misconduct differ from local, state, and federal laws?

How knowledgeable are students about where to get help at AMNH-RGGS if they or a friend has experienced Sexual Assault or related misconduct?

How knowledgeable are students about how to file a formal complaint about Sexual Assault or related misconduct to initiate a disciplinary procedure at AMNH-RGGS?

How knowledgeable are students about how to make an anonymous report of Sexual Assault or related misconduct at AMNH-RGGS?
Students experienced someone making sexual remarks or telling jokes or stories that were insulting or offensive.

To whom was this behavior attributed?

Of the 9 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 9 students who answered 'Yes', students felt this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 9 students who answered 'Yes', students reported that two or more people behaved in this way.

Of the 9 students who answered 'Yes', students reported it occurred six times or more.

Of the 9 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Students experienced or witnessed inappropriate or offensive communications regarding their own or someone else’s body, appearance, or sexual activities.

To whom was this behavior attributed?

Of the 8 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 8 students who answered 'Yes', students reported this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 8 students who answered 'Yes', students reported that two or more people behaved in this way.

Of the 8 students who answered 'Yes', students reported it occurred six times or more.

Of the 8 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Students experienced or witnessed inappropriate or offensive communications regarding their gender, sex, sexual orientation, gender identity or gender expression.

To whom was this behavior attributed?

Of the 5 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 5 students who answered 'Yes', students reported this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 5 students who answered 'Yes', students reported that two or more people behaved in this way.

Of the 5 students who answered 'Yes', students reported it occurred six times or more.

Of the 5 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Students experienced or witnessed crude or gross sexual things or were asked to talk about sexual matters they didn't want to.

To whom was this behavior attributed?

Of the 5 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 5 students who answered 'Yes', students reported this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 5 students who answered 'Yes', students reported that two or more people behaved in this way.

Of the 5 students who answered 'Yes', students reported it occurred six times or more.

Of the 5 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Students responded someone emailed, texted, tweeted, phoned, or instant messaged offensive sexual remarks, jokes, stories, pictures or videos to they that they didn't want.

To whom was this behavior attributed?

Of the 3 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 3 students who answered 'Yes', Students responded that this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 3 students who answered 'Yes', students responded that two or more people behaved in this way.

Of the 3 students who answered 'Yes', Students responded that it occurred six times or more.

Of the 3 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Students responded that they continued to be asked to go out, get dinner, have drinks or engage in sexual activities even though they said "no".

To whom was this behavior attributed?

- Faculty: 1
- Students: 2
- Staff/Administrator: 2
- Some other affiliation with AMNH-RGGS: 0
- Not affiliated with AMNH-RGGS: 0

Of the 2 students who answered 'Yes', students felt that they had to tolerate this behavior or risk jeopardizing their academic standing, employment, or participation in AMNH-RGGS programs or activities.

Of the 2 students who answered 'Yes', students responded that this behavior was so severe or persistent that it interfered with or affected their participation in AMNH-RGGS programs or activities.

Of the 2 students who answered 'Yes', students responded that two or more people behaved in this way.

Of the 2 students who answered 'Yes', students responded that it occurred three to five times.

Of the 2 students who answered 'Yes', students reported this behavior to AMNH-RGGS.
Stalking, domestic violence and dating violence

Students responded that they experienced a form of stalking.

To whom was this behavior attributed?

Of the 3 students who answered 'Yes', students received unwanted phone calls or electronic messages/pictures/videos that made them fear for their own personal safety or caused them emotional distress.

Of the 3 students who answered 'Yes', students responded that someone showed up somewhere or waited for them in a way that made them fear for their own personal safety or caused them emotional distress.

Of the 3 students who answered 'Yes', students reported the behavior to AMNH-RGGS.

Nonconsensual sexual contact
Students responded about experiencing nonconsensual sexual contact.

To whom was this behavior attributed?

Of the 4 students who answered 'Yes', students experienced physical force or threat of physical force and were subjected to Sexual Assault.

Of the 4 students who answered 'Yes', students experienced physical force or threat of physical force in an unsuccessful attempt of Sexual Assault.

Of the 4 students who answered 'Yes', students experienced physical force or threat of physical force and were subjected to unwanted touching or physical contact of a sexual nature.

Of the 4 students who answered 'Yes', students experienced Sexual Assault while passed out or asleep because of drugs or alcohol.

Of the 4 students who answered 'Yes', students experienced unwanted touching or physical contact of a sexual nature while passed out or asleep because of drugs or alcohol.

Of the 4 students who answered 'Yes', students experienced nonconsensual sexual contact because of threatening non-physical harm or promises of rewards for compliance.

Of the 4 students who answered 'Yes', students experienced sexual contact without them knowing or voluntarily participating.

Of the 4 students who answered 'Yes', students experienced unwanted touching or physical contact of a sexual nature without them knowing or voluntarily participating.
Students responded seeing other students being sexually harassed.
Of the 7 students who answered 'Yes', students intervened in the situation in some way.