

BALANCING VICTIMS' RIGHTS WITH THE RIGHTS OF THE ACCUSED: Encouraging
Participation in University Discipline by Improving Procedures Used to Adjudicate Sexual
Misconduct Claims

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Abstract

Institutions of higher education are scrambling to be seen as responsive to the problem of sexual violence on campus. Evidence-based guidance is needed to effectively reform the disciplinary process. The three studies in this dissertation test a model based upon procedural justice theory, which suggests that students' willingness to cooperate with university authorities and students' attitudes toward authorities may be influenced by the student's perspective in the disciplinary process and whether students' perceive the decision-making process to be fair. Each of the three studies used a between-subjects experimental design. Participants were current students or recent graduates of colleges or universities. Study 1 examined students' perceptions of real-world policies and procedures and found that students clearly view some disciplinary procedures as more fair than others. Study 2 examined whether exposure to fair or unfair disciplinary procedures and the student's perspective in the disciplinary process had an effect on students' judgments about the process and students' willingness to cooperate with university authorities. Study 2 found that willingness to cooperate with investigations into sexual misconduct was greater when students were exposed to fair policies and procedures. Study 3 examined outcome satisfaction and procedural justice judgments. Study 3 found that justice judgments had a greater effect on willingness to cooperate, but the strength of this effect varied according to outcome favorability and whether the student was the accused or the accuser of sexual misconduct. This dissertation provides support for the use of procedural justice theory as a guide for the reform of university disciplinary systems.

Keywords: procedural justice theory, university discipline, sexual misconduct, sexual assault, legitimacy, cooperation

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This has been a long journey filled with uncertainty. When I left my previous career, I had an excellent sense of how I didn't want to live my life, but not much insight into what I should do going forward. I knew I really liked the idea of asking questions and then figuring out how to answer them. I also knew that I wanted to work with someone that could meet me where I was and then help me move the ball forward. That's why I chose to work with Dick Reppucci. After arriving at UVa, I knew I was in the right place after I attended my first few lab meetings. Those meeting were the BEST! I can honestly say I was never bored. It was a pleasure to learn how to be a serious researcher in that environment. I am eternally grateful to the Reppucci Lab for the opportunity and experience.

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Contents

Abstract	2
Introduction	8
Background	10
Understanding the Scope of the Problem	10
Handling Sexual Assault on Campus	12
Rights Afforded Students Involved in University Discipline	13
Procedural Justice as a Framework for Decision-Making	15
The Present Studies	17
Study 1	18
Overview	18
Method	19
Design	19
Participants	19
Materials & Procedure	19
Procedure	19
Materials	20
Measures	21
Primary Dependent Variable: Fairness	21
Importance	21
Severity	21
Perspective-Taking Scale	21
Results	21
Discussion	23

BALANCING RIGHTS	6
Study 2	24
Overview	24
Method	25
Design	25
Participants	25
Materials & Procedures	26
Procedure	26
Materials	27
Measures	28
Primary Dependent Variable: Willingness to Cooperate	28
Mediating Variables	28
Results	29
Manipulation Checks	29
Mediation Analyses	30
Discussion	32
Study 3	34
Overview	34
Method	35
Design	35
Participants	35
Materials & Procedure	36
Procedure	36
Materials	37
Measures	38
Primary Dependent Variable: Willingness to Cooperate	38
Mediating Variables	38
Results	39

BALANCING RIGHTS	7
Manipulation Checks	39
Mediation Analyses	41
Discussion	43
Summary of Main Findings & Conclusions	45
Which policies and procedures do college students perceive to be fair?	45
Can Procedural Justice Theory be Applied as a Framework to Assist University Decision-Making?	46
Do procedures or outcomes matter more with respect to willingness to cooperate?	48
Limitations	49
Implications & Future Directions	49
References	51
Appendix	62
A.1 Survey Demographics	63
A.2 Survey Study 1	69
A.3 Analyses	77
B.1 Survey Study 2	83
B.2 Descriptive Analyses	99
B.3 ANOVAs	103
B.4 Mediation Models	105
C.1 Survey Study 3	107
C.2 Descriptive Analyses	119
C.3 ANOVAs	121
C.4 Mediation Models	128

BALANCING VICTIMS' RIGHTS WITH THE RIGHTS OF THE ACCUSED: Encouraging Participation in University Discipline by Improving Procedures Used to Adjudicate Sexual Misconduct Claims

Introduction

In the past few years, the public has been bombarded with news stories and allegations that have raised our consciousness with respect to the problem of sexual assault on university campuses. The most often quoted studies suggest that approximately 19% of young women and 6% of young men will experience sexual violence after entering college (Krebs et al., 2011; Krebs, Lindquist, & Warner, 2007). Official responses to reports of sexual offenses have generated outrage and resulted in calls for action. Frustration likely stems from the imposition of barriers to reporting sexual assault and a failure to impose adequate consequences. For example, Brigham Young's University's actions cause a national uproar when, in response to a young woman's report of rape by a fellow student, the school suspended her for violating the Honor Code due to her "illegal" drug use and because she engaged in "consensual sex" (Healy, 2016). Likewise, Baylor University found itself in the national spotlight for repeatedly ignoring complaints of sexual assault made against football players (Spicer, 2016; Tomaso, 2016). Numerous lawsuits have been filed and the president of Baylor was demoted for, among other things, failing to act on a female student's complaint of sexual assault by a football player who was later sent to prison for 20 years for the assault (Spicer, 2016). Notwithstanding the fact that few cases receive public attention, the problems associated with how colleges and universities handle sexual misconduct cases are pervasive. Consequently, closer attention has been paid to understanding more about the scope of the problem and directed at reducing the incidents of sexual violence on campus by enacting changes in policy and legislation.

Faced with seemingly insurmountable scrutiny, universities and federal and state governments are scrambling to be seen as being responsive to the problem of sexual misconduct on campus. Notably, the number of colleges and universities being investigated

by the United States Department of Education's Office for Civil Rights for violations based upon the handling of sexual assault cases on campus has gone from 55 in May 2014 to 159 as of December 2015 (Kingkade, 2016). In addition, far-reaching legislation calling for more strict scrutiny and systematic changes to the ways in which colleges and universities address sexual assaults has been introduced at a volume and pace that hasn't been seen in nearly 30 years, since the enactment of the *Clery Act*¹ (Bennett, 2015). Most significantly, in March 2013, President Obama signed The Campus Sexual Violence Elimination (SaVE) Act, which expanded college reporting requirements, codified guidelines for disciplinary proceedings, and mandated prevention and training programs².

Despite legal and political efforts, it would seem that we have lost confidence in the ability of universities to properly manage this epidemic. The debate about whether sexual assault on campus should be handled administratively by university officials or exclusively within the criminal justice system is ongoing (DeMatteo, Galloway, Arnold, & Patel, 2015). However, given that, when compared to the criminal justice system, campus discipline is faster, has a lower evidentiary standard, is often confidential, and can provide much needed remedies to students not afforded by the criminal justice system, it is not likely that by simply eliminating the ability of universities to adjudicated sexual misconduct that this problem will simply go away.

Ensuring the security of students on college and university campuses has reached a new level of significance. Efforts to reduce sexual violence on campus will not be successful without the ongoing support and cooperation of students, faculty, staff and the surrounding community (Murphy, Tyler, & Curtis, 2009). I argue that universities can create confidence in their ability to make decisions and encourage students to participate in efforts to address

¹Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). 20 USC §1092(f), accessed July 2016, <http://www.cleryact.info/clery-act.html>. Clery Act requires colleges and universities to disclose information and imposes requirements for handling sexual violence

²Understanding the Campus SaVE Act, accessed July 2016, <http://knowyourix.org/understanding-the-campus-save-act/>

sexual misconduct on campus by enacting policies and procedures that students perceive to be fair. The purpose of this dissertation is to test a model based upon procedural justice theory, which suggests that students' willingness to cooperate with university authorities and students' attitudes toward authorities may be influenced by the student's perspective in the disciplinary process and whether students perceive that the decision-making process is fair. This dissertation investigates the following in the context of the adjudication of sexual misconduct on campus: (1) whether perceived fairness influences willingness to cooperate with university authorities; (2) the extent to which the relationship between fairness and cooperation depends upon legitimacy; and (3) whether outcomes are more effective than procedures at predicting willingness to cooperate.

Background

Understanding the Scope of the Problem

The task of understanding the scope of the problem of sexual violence on campus is a difficult one. Rates of reporting for sexual assault are abysmal. Rape is the least often reported form of victimization, with an estimated 60% likely going unreported to police (Fisher, Daigle, Cullen, & Turner, 2003; Rennison, 2002). Reporting rates for non-student victims of rape and sexual assault ages 18 to 24 are low at an estimated 32%. However, at an estimated 20%, reporting rates for student victims are even lower (DeMatteo et al., 2015; Langton & Sinozich, 2014). Notably, experts do not agree upon a definition of the behavior that constitutes a sexual crime. State laws vary greatly and are also different from federal definitions of sexual crimes³. For instance, behavior that constitutes sexual misconduct in Alabama, could be considered sexual battery in Florida, sexual abuse in the District of Columbia, and sexual assault by the federal government⁴.

The scope of conduct that is impermissible or could be punishable by a college or university is broader and even more confusing. Many universities have adopted an

³www.bjs.gov

⁴Alabama: §13A-6-65, Florida: §794.011, DC: D.C. Code § 22-3006, Fed: www.bjs.gov

affirmative consent standard for sexual behavior. Consent is an “agreement” or permission to engage in sexual activity. Without consent, one who engages in sex could be subject to variable administrative and criminal consequences. The affirmative consent standard is a response to the well-known “no means no” slogan in that with this standard, only “yes means yes” (de Leon & Jackson, 2015). For example, in California, which has adopted legislation that applies to most colleges and universities in the state, affirmative consent is defined as “affirmative, conscious, and voluntary agreement to engage in sexual activity”⁵. Among the defining features of affirmative consent standards are: (1) that the lack of protest or silence does not constitute consent; and (2) consent must be ongoing throughout sexual activity and can be revoked at any time⁶.

Understanding what sort of behavior constitutes impermissible sexual behavior is important because definitional issues likely contribute to negative feelings towards university authorities. If students do not understand *why* certain behavior is wrong, then any sort of punishment imposed by authorities could seem inequitable and arbitrary. Similarly, citizens’ expectations shape their judgments about authorities. Meeting expectations over time generally leads to institutional loyalty (Gibson & Caldeira, 2012). Furthermore, problems cannot be addressed if they have not been identified. The decision to report immoral sexual behavior first requires victims and witnesses to recognize the activity as a problem (Liang, Goodman, Tummala-Narra, & Weintraub, 2005).

Additionally, reluctance to report sexual misconduct to university authorities may reflect a justifiable lack of confidence in the system. The perception is that students report sexual assault only “if they believe that campus judicial procedures will hold perpetrators accountable by providing adequate sanctions” (Amar, Strout, Simpson, Cardiello, & Beckford, 2014, p. 580). Reluctance to seek assistance is likely justified, given that at many colleges and universities complaints against perpetrators of sexual violence seem to go unnoticed. For instance, a recent study of 440 4-year colleges and universities conducted at

⁵California SB No. 967

⁶California SB No. 967

the request of U.S. Senator Claire McCaskill found that more than 40% have not conducted *even a single investigation* into sexual misconduct in the past five years (DeMatteo et al., 2015; McCaskill, 2014). Moreover, for 9% of schools in the national sample, including 21% of private schools, the number of sexual offenses reported to the Department of Education is higher than the number of investigations reported. This is an indication that proper steps may not be taken to address sexual violence, even when university authorities are aware of the problem.

Handling Sexual Assault on Campus

In a university setting, sexual assault is typically considered to be a violation of the student code of conduct. Codes of conduct are essentially agreements between the institution and its students regarding the behavior that is expected of students while they are affiliated with the university. Ideally these documents also describe the policies and procedures associated with violations of universities policies. However, campus disciplinary procedures differ greatly across institutions, and policies may vary within a particular institution depending on the type of behavior alleged. For example, at a number of universities, academic infractions are treated with less severity than other kinds of serious behavior.

In general, victims of sexual assault file complaints alleging violations of the code with an institution's office of student affairs (Karjane, Fisher, & Cullen, 2002; Triplett, 2012). Ideally, the accused student then receives notice of the complaint and is given an opportunity to respond. In some cases, the university investigates the allegations by interviewing the parties and any witnesses involved. Furthermore, hearings may be held where panels consisting of students, faculty, and/or staff evaluate credibility based upon the evidence presented. Additionally, regulations that were previously only guidelines put forth by the Office of Civil Rights, (Ali, 2011), have now been codified by the SaVE Act (Marshall, 2014). For instance, as of March 2014, institutions of higher education are required to annually train officials adjudicating disciplinary proceedings on issues related to dating violence, domestic violence, and sexual assault. Moreover, most schools follow the recommendation of

the Department of Education by using the preponderance of the evidence standard, which is the standard of proof used in most civil litigation cases (Karjane et al., 2002; Triplett, 2012). If it is determined that it is more likely than not that the accused student violated the code, then that student will be held *responsible*, and the university will issue some sort of punishment. Common penalties include expulsion, suspension, and mandating no-contact between the victim and the responsible student (Karjane et al., 2002).

Rights Afforded Students Involved in University Discipline

Conduct violations may constitute criminal behavior; however, when this behavior is reported to the university, it is handled in a way that is more analogous to a civil action. When addressing conduct violations, institutions must follow their own stated policies, state contract law, state and federal constitutional law, federal education laws, and the oversight and guidance of federal government agencies. Students involved in discipline at the university level are not entitled to the same protections that one familiar with the criminal system might expect. For example, courts have found that students at institutions of higher education have, when compared with the criminal system, comparably limited procedural due process rights (Gehring, 2001; Triplett, 2012). Due process is a critical concept associated with the American legal system because it describes individuals' protection against the deprivation of "life, liberty, or property" by government entities. In the landmark case *Dixon v. Alabama State Board of Education* (1961), the Supreme Court stated that public school disciplinary systems should, among other things: (1) provide notice that contains a statement of the specific charges; (2) hear both parties in detail; (3) provide the accused with the names of witnesses against him; and (4) provide an oral or written report on the facts to which the witnesses testify (Gehring, 2001, p. 472). Pursuant to the SaVE Act, now schools must also provide both the accused and the accuser with the opportunity to be accompanied by an advisor of their choice and the same opportunity as others to present witnesses ⁷.

⁷<http://knowyourix.org/the-clery-act-in-detail/>

Unlike those involved in criminal cases, students at public schools do not have the right to be represented by counsel, to cross-examine witnesses, or to confront their accusers physically (Gehring, 2001, p. 474). Students at private colleges have even fewer rights because, without state actors, they are not entitled to these same constitutional protections. Due process rights that private universities must provide are defined by contract and are only constitutionally protected when the procedures are *fundamentally unfair* (Grossi & Edwards, 1997; Henrick, 2013; Matloff, 2001; Triplett, 2012). In fact, this *fundamentally unfair* standard is so low that few courts have found that private colleges' actions have violated it (Henrick, 2013).

Despite legal mandates, some colleges and universities fail to meet even the most basic expectations under the law. For example, Title IX, 20 U.S.C. §§1681- 1688, has been interpreted to require institutions to address sexual violence in a prompt and equitable manner by providing “adequate, reliable, and impartial investigation of complaints, including the opportunity for both the complainant and alleged perpetrators to present witnesses and evidence” (Lhamon, 2014, p. 25). However, a 2002 study found that just 70% of schools reported having a *judicial system or grievance procedures* (Karjane et al., 2002). Similarly, less than half of 4-year public schools and less than one-fourth of 4-year private schools reported using an *information gathering or investigative process* (Karjane et al., 2002, p. 13). Likewise, fewer than 40% of schools that have disciplinary procedures guarantee due process for the accused (Karjane et al., 2002; Karjane, Fisher, & Cullen, 2005). For instance, nearly 40% of schools with disciplinary processes fail to notify the accused of the existence and the nature of a complaint against him or her (Karjane et al., 2002).

In the current environment, lax conformity with the law will no longer be tolerated. Failure to abide by the rules outlined by the SaVE Act, Title IX, due process mandates, and contracts governed by state law will trigger substantial financial liability. However, institutions of higher education may be justifiably confused with respect to the scope of what is required. Courts make determinations on a case-by-case basis, which can make it difficult

for college and university administrators to determine whether rulings are generalizable to their particular set of circumstances. These determinations may be even more difficult for private colleges and universities because of the lack of guidance from the courts regarding the *fundamentally unfair* standard and the fact that contract law, which governs their adjudicatory procedures, varies widely both across and within states.

It is in the best interest of colleges and universities to enact policies and procedures that both comply with the law and contribute to an environment where students are encouraged to act because they trust that university officials will make good decisions. The range of potential policy options is vast. Evidence-based guidance is needed to inform the decision-making process. By using procedural justice theory, the proposed research contributes to a new foundation upon which methods of education and training can be built in order to improve relationships between universities and their students.

Procedural Justice as a Framework for Decision-Making

It is imperative that universities develop a framework for decision-making that can balance a number of competing interests within the context of sexual misconduct. Without structure, decisions made by authorities may appear to be arbitrary and capricious. For example, the University of Virginia's governing board quickly adopted a *zero-tolerance* policy towards sexual assault in response to *Rolling Stone's* article on gang rape at a fraternity party. When this policy was announced, the governing board also acknowledged that the specific meaning of *zero-tolerance* would have to be determined at a later date (DeMatteo et al., 2015). I argue that procedural justice theory can serve as the basis for this framework because it addresses instrumental and relational concerns, both of which are relevant and necessary to improve relationships on campus.

What is Procedural Justice? Procedural justice theory is used to explain why people are willing to cooperate with authorities and respect authorities' decisions. As proposed by Tom Tyler, procedural justice connects perceptions of fairness with cooperation and respect through legitimacy or trust in an institution's authority (Sunshine & Tyler, 2003;

Tyler, 1988, 2000). According to the procedural justice perspective, citizens accept and cooperate with authorities when they trust those authorities because they perceive their process for setting disputes as fair (Hinds & Murphy, 2007; Tyler, 2000, 2008; Tyler & Blader, 2003). Procedural justice refers to the fairness with which authorities make decisions and the theory emphasizes the perceived fairness of the process for making decisions.

Work by Thibaut and Walker (1978) provided empirical evidence that supports the idea that when decisions are made, people care about more than just the outcome of that decision they also care about the process (Blader & Tyler, 2003b; Tyler, 2008). Procedural justice theorists do not ignore outcomes or suggest that they are unimportant; rather, the idea is that procedural justice is a distinct construct that has its own unique impact on behavior (Hollander-Blumoff, 2011; Skitka, Winkler, & Hutchinson, 2003). For example, in a study assessing whether outcomes or procedures matter most, Murphy and Barkworth (2014) found that outcome favorability had positive influence on the willingness to report crime. However, procedural justice exerted even more of an influence on whether victims of physical assault and domestic abuse were willing to report. Similarly, several studies of procedural justice suggest that the relationship between procedural justice and behavior may depend on outcome (Blader, 2007; Brockner, 2002; Doherty & Wolak, 2012). For instance, a positive procedural justice judgment may buffer an assessment of a negative outcome and vice versa (Laxminarayan & Pemberton, 2014; Lind & Tyler, 1988).

Evaluations of the process by which decisions are made have been shown to have considerable impact on the ways in which people think about and behave in responses to encounters with legal authorities (Lind & Tyler, 1988). For example, more positive procedural justice judgments have been associated with positive improvements in mental health Calton and Cattaneo (2014), increased willingness to cooperate with authorities De Cremer and Tyler (2007), and reduced rates of recidivism among juvenile and adult offenders Baker et al. (2015), Penner, Viljoen, Douglas, and Roesch (2014). Moreover, proponents of the fair process effect, used to describe the effect of fairness perceptions on subsequent

reactions, would argue that people will accept negative outcomes so long as the process used to decide the outcome was fair (Hegtvedt, Johnson, Ganem, Waldron, & Brody, 2009; Skitka et al., 2003; van den Bos, 2005; van den Bos, Wilke, & Lind, 1998).

The Present Studies

Research highlights the value of developing strategies to improve the procedural aspects of university disciplinary systems. In particular, this series of studies examines whether the implementation of fair policies and procedures influences students in ways that shape their attitudes and behavior towards university authority. Procedural justice theory suggests that students will be more likely to report sexual misconduct and participate in the disciplinary system if they trust the university's authority because they believe the process for making decisions to be fair.

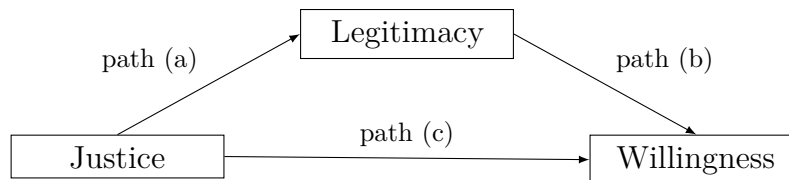


Figure 1. Theoretical model of procedural justice

Figure 1 presents a framework of the hypothesized relationships among procedural justice, legitimacy, and willingness to cooperate with university authorities. I investigate whether perceptions of procedural justice influence willingness to participate in university disciplinary systems in the context of sexual misconduct cases. Moreover, I assess the extent to which willingness to participate is shaped by trust in university authority, which theory suggests is influenced by students' perceptions of university decision-making and students' perspective within the disciplinary process. Specifically, this research aims to:

1. **Study 1:** Be the first to assess perceived fairness in the context of sexual misconduct cases with real university policies and procedures using a sample of college students and determine whether perceived fairness differs according to one's perspective within the disciplinary process.

2. **Study 2:** Be the first to provide evidence that students' voluntary participation in the investigation and adjudication of sexual misconduct cases is shaped by their trust in university authority, which is influenced by whether they perceived university decision-making to be fair and by their perspective within the disciplinary process.
3. **Study 3:** Be the first to provide evidence that procedures are just as, if not more important than outcomes with respect to student willingness to participate in universities' investigations into sexual misconduct.

Study 1

Overview

Study 1 was exploratory examination of students' perceptions of the manner in which colleges and universities adjudicate sexual misconduct cases. Research indicates that many colleges and universities are not in compliance with current law (Kingkade, 2016; McCaskill, 2014). Furthermore, school policies are not consistent with what the government suggests are best practices. While it is clear that the current state of university discipline cannot stand, the direction in which universities should go is much less clear. Moreover, there is no source of information regarding how those most affected by these policies and procedures, namely college students, feel about them. Accordingly, Study 1 sought to gain insight into how students feel about policies and procedures used to resolve disputes involving sexual misconduct.

Additionally, this study examined whether perceptions of fairness differed according to whether the person was accused of sexual misconduct, a victim of sexual misconduct, or a more *neutral* third-party. Debates regarding whether current policy tips the balance in favor of the alleged victims of sexual violence raise the question of whether parties' perspectives within the process influence their opinions about the policies and procedures used to resolve disputes. This notion is supported by those aspects of procedural justice theory that suggest that identify influences procedural justice judgments (Blader, 2007; Sunshine & Tyler, 2003).

Accordingly, Study 1 asks participants to put themselves in the position of a person intimately involved in the disciplinary process.

Method

Design. Study 1 manipulated one factor (*Perspective: Accused, Accuser or Committee*) using a between-subjects design. Participants were randomly assigned to one of the three conditions. The primary dependent variables included perceived fairness and perceived importance.

Participants. To be eligible for this study, participants were required to be currently enrolled college students. Two-hundred and twenty University of Virginia students (93 young women, 127 young men) completed the study in exchange for course credit. Participants ranged in age from 17 to 22 or older, with 40% reporting being aged 18. The majority of participants, 60%, identified as White, 9% as Black, 5% as Latino, 18% as Asian, 1% as Native-American, and 6% identified as multi-ethnic. Most participants reported living on-campus. Fifty-three percent of participants reported household incomes of \$100,000 or more. For additional demographic information please see Appendix A, TableA2.

Materials & Procedure

Procedure. Participants were directed to complete the study online. After providing consent, all participants read a prompt. The prompt described how a hypothetical university would handle allegations of sexual misconduct. In particular, the prompt described the roles university officials play in the decision-making process. Participants were told that university officials investigate, listen to evidence, decide whether university policy has been violated, and if so, determine the proper punishment. Additionally, it was explained that punishment ranged in severity from mandatory counseling to expulsion.

Participants were randomly assigned to one of three groups. The language of the prompt invited people to think of themselves as students involved in the hypothetical university's disciplinary process. Participants took the perspective of an accused student, a student accusing another of sexual misconduct, or a student member of a committee

reviewing the university's sexual misconduct policies. All participants were shown a list of policies and procedures and were then asked to report on the fairness and importance of the process under the given circumstances.

Materials. For a written copy of the survey instrument, please see Appendix A.

Selection of Sexual Misconduct Policies. Items included in the survey were chosen based upon relevance and practicality. The goal was to balance realism with experimental constraints. Policies tested included those currently in use by colleges and universities and those that schools must decide whether to implement. For example, I asked students' opinion on whether hearings to decide responsibility for sexual misconduct should be open or closed because approximately 6% of institutions of higher education, including 13% of the nation's largest public universities, hold hearings that are open to the public (Karjane et al., 2002; McCaskill, 2014). Additionally, this study assessed students' options of policies and procedures related to constitutional protections not currently afforded to students by colleges and universities. These protections included: (1) the opportunity to be represented by an attorney; (2) the right to an unbiased tribunal; and (3) the right to confront witnesses.

Manipulation of Perspective. Methods used to enhance perspective-taking were adapted from those designed to induce empathy (Davis, 1983; Galinsky, Ku, & Wang, 2005; Galinsky, Wang, & Ku, 2008; Ku, Wang, & Galinsky, 2010). Participants were asked to imagine themselves to be accused, an accuser, or a student committee member. Participants in the accused and accuser conditions were asked to list three things they would do if they found themselves in the imagined situation. Then, they were asked to report on the severity of the conduct they imagined. Participants were not specifically asked to describe the nature of the sexual misconduct they imagined. Those in the committee condition were asked to list three things that are important in balancing the rights of the accused with the rights of the accuser.

Measures

Primary Dependent Variable: Fairness. Fairness refers to the participants' perceptions of whether the process is just and appropriate given the circumstances. Twenty-three items assessed fairness. These items contained real-world procedures used by universities to adjudicate sexual misconduct claims. Furthermore, several items were based upon constitutional protections usually associated with due process rights. For each item, participants reported on whether they personally believed that the policy or procedure was fair. Responses ranged from 0: *Not at all Fair* to 10: *Extremely Fair*.

Importance. Participants were asked to ascribe some measure of significance or importance to the policies and procedures described in the study. Eight items assessed importance. For each item, participants reported on whether they personally believed the policy or procedure was fair. For each item, participants reported on the amount of importance, with responses ranging from 0: *Not at all Important* to 10: *Extremely Important*.

Severity. Participants in the Accused and Accuser conditions were asked to describe the severity of the conduct that they imagined. Responses ranged from 1: *Not at all Severe* to 7: *Extremely Severe*.

Perspective-Taking Scale. As a possible manipulation check, empathy was assessed using the 7-item perspective-taking scale (PTS) (Davis, 1983). Participants indicated whether each item described them well. Responses ranged from 1: *This does not describe me well* to 5: *This describes me well*. The 7-items were combined to create a mean score.

Results

The purpose of Study 1 was to examine students' perceptions of the policies and procedures colleges and universities use to adjudicate sexual misconduct cases. Table 1 presents the extent to which students perceived the policies presented to be fair. Only a selected few of the policies are presented in Table 1. Furthermore, only the results of the fairness questions are presented and described here. Additional descriptive statistics and a

summary of the results are presented in Appendix A. Results show that students do not view all policies and procedures as equally fair.

Table 1

Perceived policy fairness

Disciplinary Policy	Mean (SD)
<i>Policies Deemed Unfair</i>	
Having hearings open to the public	2.52 (2.38)
Requiring parties to be their own advocates	3.12 (2.93)
Allowing parties to appear at hearings via telephone	3.64 (2.59)
Allowing voluntary participation in university investigations	4.14 (2.63)
<i>Policies Deemed Fair</i>	
Having hearings closed to all but the parties involved	7.72 (2.09)
Allowing parties to be represented by attorneys	7.32 (2.39)
Requiring parties to appear at hearings in-person	7.54 (2.22)
Requiring participation in university investigations	5.88 (2.60)

Analyses revealed that severity and perspective-taking did not vary significantly depending on condition. However, students' perspectives within the disciplinary process did have an effect on the extent to which participants reported individual policies to be fair. See Appendix A, Tables A1 and A3 for a summary of those items where there were statistically significant differences in perceived fairness across gender and condition.

Of note are the results with respect to bias and direct communication. For instance, when asked whether it is fair to prevent members who know the parties from serving on the hearing committee, participants in the Committee condition reported levels that were statistically significantly lower than those in both the Accused and Accuser conditions. Students in the Committee condition considered this policy to be unfair, $M = 2.03$, and students in the accused and accuser conditions considered the same policy to be very fair, $M = 7.57$ and $M = 7.64$, respectively. Conversely, when asked whether it is fair to allow

members to know the parties from serving on the hearing committee, results revealed that participants in the Committee condition reported that it was very fair to allow hearing committee members who are familiar with the parties to make decisions, $M = 8.14$, and those in the Accused and Accuser conditions reported that to do so would be extremely unfair, $M = 2.51$ and $M = 2.75$, respectively. Additionally, those in the Accused condition were of the opinion that allowing the parties to address each other directly during the hearing was fair, $M = 6.00$, while those in the Committee and Accuser conditions were less convinced, $M = 4.65$ and $M = 5.07$, respectively.

Discussion

While these results are both informative and important, the extent to which inferences can be drawn from these data is limited. First the sample from which these data were drawn may be biased in a way that limits the generalizability of these results. Data collection took place in December 2015, when the University of Virginia (UVa) was still dealing with the aftermath of the scandal associated with the release and retraction of an article entitled “A Rape on Campus” published by *Rolling Stone* magazine. It may be that the nature of the conversation surrounding sexual assault in the wake of this scandal had a significant effect on UVa students’ opinions surrounding how universities handle sexual assault. Second, post-study power analyses suggest the need for replicating this survey with increased sample sizes before confidently relying upon these effects.

Importantly, these data suggest that policies and procedures used to adjudicate sexual misconduct cases vary with respect to fairness in a way that may be informative for university decision-makers. At the extremes, students very clearly favor some policies over others (see Appendix A, Figure A1). Moreover, the results suggest that students’ preferences may differ from policy-makers. All of the prompts used in this study are based upon real policies and procedures used by colleges and universities to adjudicate sexual misconduct. Accordingly, students’ expression of discontent with certain policies may be indicative of their dissatisfaction with the current state of the university disciplinary system.

Study 2

Overview

Study 1 examined students' perceptions of policies and procedures colleges and universities use to resolve disputes involving sexual misconduct. Study 2 built upon these findings by using the relative rankings of these policies and procedures as part of an investigation into whether fair policies influence students' willingness to report sexual misconduct and cooperate with university authorities in their efforts to reduce sexual violence on campus. The second study tested whether the theoretical model (1) could reliably be applied to understand university disciplinary systems by examining the relationships among procedural justice, legitimacy and willingness to cooperate with authorities. Specifically, this study asked whether willingness to participate in sexual misconduct cases is shaped by students' trust in university authority, which may be influenced by whether students perceive university decision-making to be fair by the students' perspective within the disciplinary process.

Participants in Study 2 were randomly assigned to one of 6 conditions, which correspond to two factors: (1) *Perspective* (Accused, Accuser, or Committee) and (2) *Fairness* (Fair or Not Fair). Study 2 replicated Study 1 by asking participants to take on the perspective of a student actively involved in the disciplinary process. Similarly, Study 2 presented participants with individual policies and procedures and then asked them to describe the extent to which they believed those policies to be fair. Additionally, participants reported on their treatment by university officials, their feelings about a university that has adopted these policies and procedures to adjudicate sexual misconduct, and how they might behave towards a university like the hypothetical one in the future.

The hypothesis was that students in the Fair condition, as opposed to those in the Not Fair condition would be more willing to cooperate with university authorities. Additionally, I expected that fair procedures would result in higher procedural justice judgments and more confidence in and respect for university authority. Furthermore, I hypothesized that

procedural justice could be subdivided into instrumental judgments (i.e., voice and an opportunity to be heard) and relational judgments (i.e., bias and neutrality). The expectation was that relational procedural justice judgments would differ according to the student's perspective and that instrumental procedural justice judgments would not. Moreover, I hypothesized that students' willingness to cooperate could be explained by their trust in university authority, which I expected to be associated with positive perceptions of university decision-making.

Method

Design. Study 2 was a 2 (*Fairness*: Fair or Not Fair) x 3 (*Perspective*: Accused, Accuser, or Committee) between-participants experimental design. Participants were randomly assigned to one of six conditions. The primary dependent variable was willingness to cooperate with university authorities. Procedural justice judgments and legitimacy were tested as possible mediators of the relationship between procedural fairness and willingness to cooperate with authorities.

Participants. Nine-hundred four participants were recruited from Amazon's Mechanical Turk (MTurk), which connects "requesters" with "workers" willing to complete tasks for a small sum (Paolacci & Chandler, 2014). Pre-study power analyses suggested that approximately 500 participants should be recruited in order to achieve 80% power, assuming a small effect size. In order to participate in this study, participants had to be college or university students, currently enrolled, or very recently graduated from an institution of higher education. Workers were eliminated from the study if they did not meet these criteria. Approximately 23% of the recruited workers were eliminated because they reported that they did not attend a college or university ($N = 24$) or they attended college online ($N = 176$). Of those that met the study criteria, approximately 14% ($N = 100$) did not complete the survey. Participants were offered \$0.75 in exchange for completing the study.

Five-hundred ninety-seven participants (314 young women, 280 young men, 3 other) were included in the final sample. Participants ranged in aged from 18 to 45, with a mean

age of 25.34 ($SD = 5.63$). Just over half the sample identified as female (52.6%). A majority of the sample reported being enrolled in school full-time (80.7%). Moreover, while a majority of the participants reported pursuing Bachelor's degrees (59.8%), nearly 20% reported seeking a Master's degree, 12% reported seeking an Associate's degree, and 8% were students in doctoral or professional degree programs. Additionally, a majority of the participants identified as Caucasian or White (69.2%), 11% were African-American or Black, and just over 7% reported being Asian or Pacific Islander. For additional descriptive statistics, see Appendix B, Section B.2.

Materials & Procedures

Procedure. After providing consent, participants were asked to read a scenario describing how a hypothetical university might handle a case involving sexual misconduct. The prompt described the roles university officials play as part of the decision-making process. Participants were told that after sexual misconduct is reported to the university, "Investigator" collect evidence and interview the parties and any witnesses. Additionally, the prompt explained that the "University Conduct Board" holds a hearing and then decides whether it was more likely than not that the accused student violated University policy. Possible punishments described in the prompt included mandatory counseling and expulsion, which places and permanent mark on the students' transcript and removes the student from the University permanently. Participants were then shown an infographic (Appendix B, Section B.1) that summarized the university's procedures.

Participants were randomly assigned and then asked to place themselves in the position of a student who had an interest in how the University handles sexual misconduct cases. Participants in the accused and accuser conditions were asked to describe conduct that could result in the scenario to which they were assigned. They then reported on the severity of the conduct they imagined and what they would do if they found themselves in that sort of situation. Students in the Committee condition listed the factors they considered to be important with respect to balancing the rights of the accused with the rights of the

accuser in sexual misconduct cases.

All participants were presented with a list of 14 policies and procedures used by the hypothetical university to make decisions in sexual misconduct cases. Then, participants were randomly assigned to either the Fair and Not Fair condition and shown a list of 7 policies that would apply when the university decided their case. Participants then described how they expected to be treated, how they might feel towards this hypothetical university, and how they might behave towards a university that adopted these same policies and procedures.

Materials. For a written copy of the survey instrument, see Appendix B.

Selection of Sexual Misconduct Policies. Study 2 like Study 1 asked participants to describe their perceptions of individual university disciplinary policies and procedures. However, Study 2 focused only on those policies that were found to be at the extreme with respect to fairness in Study 1. By asking participants to comment on policies individually, the extent to which the fairness manipulation was accurate could be confirmed. Furthermore, it was surmised that presenting participants with both fair and unfair options would give them a source for comparison when they were assigned to one of the two fairness groups.

Manipulation of Fairness. Participants were presented with a list of 7 policies, either fair or unfair, and told that these policies would apply when the Conduct Board makes its decision. Those in the Fair condition were exposed to items that correspond to items deemed to be most Fair in Study 1. Likewise, items found to be least fair in Study 1 contributed to the Not Fair manipulation. The policies for each condition are listed in Appendix B, Section B.1, pgs. 7-8.

Manipulation of Perspective. Perspective was manipulated by asking participants to imagine themselves to be an accused student, a student accusing another student of sexual misconduct, or a student member of a committee charged with examining the University's sexual misconduct policies. Furthermore, participants described conduct

that could result in the scenario that they were asked to imagine and listed three things they would do if they found themselves in the given situation. Additionally, participants rated the severity of the conduct they imagined and described three things that they would do if they found themselves to be in the described situation. The manipulation for perspective can be found in Appendix B, Section B.1, pgs. 4-5.

Measures

Primary Dependent Variable: Willingness to Cooperate. Willingness to Cooperate refers to the amenability to report dangerous and suspicious activities and assist campus investigators when asked. Five items assessed willingness to cooperate. Participants reported on a scale of 0: *Not at all Likely* to 10: *Extremely Likely*. Items were adapted measures described in Mazerolle, Bennett, Davis, Sargeant, and Manning (2013) and Murphy and Barkworth (2014). The five items were combined to form a mean score.

Mediating Variables.

Procedural Justice Judgments. Procedural justice judgment refers to participants' perceptions of the quality of university decision-making and how they expected to be treated as part of the disciplinary process. The items in this measure were adapted from those used by The items in this measure were adapted from those used by Blader (2007), Sunshine and Tyler (2003), and Buckler, Cullen, and Unnever (2007). Eleven items assessed procedural justice judgments (see Appendix B, Section B.1, pgs. 9-10). Participants were asked to think about the disciplinary process and how the policies and procedures mentioned would be used to decide sexual misconduct cases. Participants then reported on the extent to which the described treatment was likely. For example, participants were asked whether the accused and the accusers' perspectives would be accurately and credibly expressed to the decision-makers. Likewise, participants were asked whether University officials would make decisions based upon facts, not their personal opinions. Participants reported on a scale of 0: *Not at all Likely* to 10: *Extremely Likely*.

The eleven items were combined to create a mean score (PJ_JUSTICE). However,

exploratory factor analyses revealed that the measure could be further subdivided into two subscales, one representing the relational aspects of procedural justice (PJ_VOICE) and the other representing the more instrumental aspects of procedural justice (PJ_NEUTRAL).

PJ_VOICE refers to the extent to which participants felt that they had a voice and were heard by the decision-makers (Blader, 2007; Blader & Tyler, 2003a). PJ_NEUTRAL refers the extent to which participants felt that the decision-makers were consistent and interested in obtaining accurate information (Blader, 2007; Blader & Tyler, 2003a).

Legitimacy. Legitimacy refers to trust and confidence in the university's ability to make decisions. Participants were asked to describe how they might think or feel about a university that has adopted the policies and procedures mentioned under the given circumstances. Eight items assessed legitimacy. For example, participants were asked if they would trust that the University will take into account the needs and concerns of students involved in misconduct cases. Responses ranged from 0: *Strongly Disagree* to 10: *Strongly Agree*.

Seven items were adapted from studies conducted by Reisig, Bratton, and Gertz (2007) and Tankebe, Reisig, and Wang (2015). One item was added by the author. The 8th item added asked whether participants would respect the University's decision even if it wasn't in their favor. Exploratory factor analyses revealed that this eighth item was not sufficiently related to the others. Accordingly, a mean score was created using the first 7 items.

Results

Descriptive statistics are presented in B, Section B.2.

Manipulation Checks. A 2 x 3 between-participants analysis of variance (ANOVA) examined the main and interaction effects of *Fairness* (Fair, Not Fair) and *Perspective* (Accused, Accuser, Committee) on willingness to cooperate with authorities. The main effect of Perspective and the Fairness by Perspective interaction were not statistically significant, $F_s < 2.70$, $ps > .070$. This suggests that willingness to cooperate did not vary by perspective and that the effect of perspective on willingness did not vary within levels of

fairness. Notably, there was a significant effect of gender, $F(1, 587) = 11.86, p < .001, \eta_p^2 = .017, SE = .18, 95\% CI [-.95, -.26]$. The results suggest that young women were more willing to assist university authorities as compared with young men (women: $M = 7.75$, men: $M = 7.17$). Furthermore, as predicted, there was a significant main effect of fairness, $F(1, 591) = 28.88, p < .001, \eta_p^2 = .045, SE = .09, 95\% CI [.30, .65]$. When presented with fair policies and procedures, participants reported being more willing to cooperate with university authorities than those students presented with unfair policies. I also tested whether the experimental manipulations significantly effected the potential mediators, procedural justice and legitimacy. Notably, perspective had no significant effects on either procedural justice or legitimacy. Results of manipulation checks are presented in Appendix B, Section B.3.

Mediation Analyses. To assess the viability of the theoretical model (1), I investigated whether procedural justice judgments and legitimacy mediated the relationship between fairness and willingness to cooperate. A serial multiple mediation model was constructed in order to test the relationships among these variables. A distinguishing feature of a serial multiple mediation model is that one mediator has an effect on another (Hayes, 2013). In this instance, the hypotheses suggest that procedural justice judgments have an effect on legitimacy. These hypotheses were tested using structural equation modeling (SEM) with R package lavaan (Rosseel, 2012). Additionally, these analyses followed the bootstrapping procedures described by Hayes (Cheung & Lau, 2007; Hayes, 2009, 2013; Hayes & Preacher, 2014). Results of mediation analyses are presented in Appendix B, Section B.4.

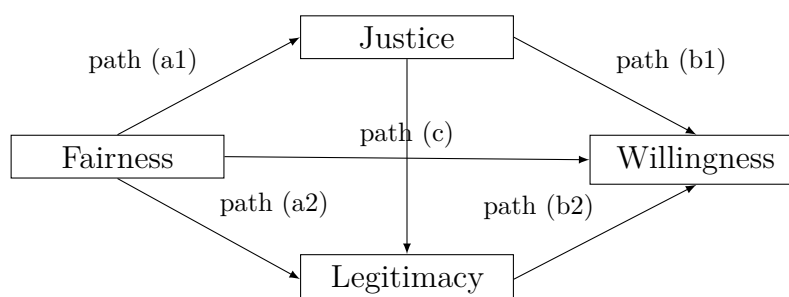


Figure 2. Serial multiple mediation model

To be consistent with our hypotheses, the following statistically significant associations would need to be present: (1) fairness and procedural justice judgments (path a1); (2) fairness and legitimacy (path a2); (3) procedural justice judgments and willingness to cooperate (path b1); and (4) legitimacy and willingness to cooperate (b2). Additionally, we would expect procedural justice judgments to be positively associated with legitimacy (path d21). Furthermore, if the path between fairness and willingness (path c) is fully mediated, then we would expect to find that fairness has no statistically significant effect on willingness to cooperate independent of the proposed mediators (Hayes, 2009, 2013).

Table 2

Parameter Estimates: Full Serial Multiple Mediation Model

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS	~	Fairness	c	-0.002	0.168	-0.009	0.992	-0.328	0.328
2	WILLINGNESS	~	PRO_JUSTICE	b1	0.339	0.085	4.016	0.000	0.172	0.506
3	WILLINGNESS	~	LEGITIMACY	b2	0.221	0.072	3.075	0.002	0.082	0.365
4	PRO_JUSTICE	~	Fairness	a1	-1.484	0.158	-9.393	0.000	-1.796	-1.179
5	LEGITIMACY	~	Fairness	a2	-0.592	0.111	-5.338	0.000	-0.814	-0.383
6	LEGITIMACY	~	PRO_JUSTICE	d21	0.923	0.029	32.258	0.000	0.866	0.979
7	WILLINGNESS	--	WILLINGNESS		3.501	0.258	13.562	0.000	3.043	4.072
8	PRO_JUSTICE	--	PRO_JUSTICE		3.641	0.198	18.409	0.000	3.278	4.056
9	LEGITIMACY	--	LEGITIMACY		1.636	0.111	14.785	0.000	1.440	1.879
10	Fairness	--	Fairness		0.250	0.000			0.250	0.250
11	mv1ide	:=	a1*b1	mv1ide	-0.504	0.136	-3.693	0.000	-0.795	-0.257
12	mv2ide	:=	a2*b2	mv2ide	-0.131	0.049	-2.665	0.008	-0.250	-0.050
13	mvserial	:=	a1*d21*b2	mvserial	-0.303	0.104	-2.911	0.004	-0.524	-0.113
14	totalide	:=	(a1*b1)+(a2*b2)+(a1*d21*b2)	totalide	-0.938	0.118	-7.933	0.000	-1.187	-0.724
15	totaleffect	:=	c+(a1*b1)+(a2*b2)+(a1*d21*b2)	totaleffect	-0.940	0.177	-5.310	0.000	-1.286	-0.597

Effects were computed from unstandardized regression weights with 10,000 bootstrap resamples. As expected, mediation analyses found that procedural justice judgments and legitimacy fully mediate the relationship between fairness and willingness to cooperate. Similarly consistent with the hypotheses, procedural justice judgments were positively related to legitimacy, $B = .923$, $SE = .03$, BC 95 % CI [.869 .980]. Additionally, when the indirect pathways through procedural justice and legitimacy were included in the model, the direct effect of fairness on willingness to cooperate was not significant, $B = -.002$, $SE = .17$, BC 95 % CI [-.33, .32]. In addition, there was a significant indirect effect of procedural

justice judgments, $B = -.504$, $SE = .14$, BC 95 % CI [-.80, -.26]. Likewise, the indirect effect of legitimacy was significant, $B = -.131$, $SE = .05$, BC 95 % CI [-.24, -.05]. In sum, these results show that, on average, participants presented with unfair policies were significantly less willing to cooperate with authorities in sexual misconduct cases than those presented with fair policies ($M = 7.00$, $M = 7.94$, respectively). Mediation analyses indicate that nearly all of this difference (total indirect effect, $B = -.938$, $SE = .12$, BC 95 % CI [-1.84, -.72]) can be explained through the effect of fairness on procedural justice, which in turn influenced legitimacy.

In light of the significant effect of gender on willingness to cooperate, we also examined whether there were gender differences with respect to the theorized model (see Appendix B, Tables B12 and B11). Results show that for young men, the results are not consistent with our hypotheses. Legitimacy was not associated with willingness to cooperate, $p = .085$. However, when a model featuring procedural justice judgments as the sole mediator was tested, results show that procedural justice fully mediates the relationship between fairness and willingness to cooperate with university officials (indirect effect, $B = -.762$, $SE = .17$, BC 95% CI [-1.35, -.29] (see Appendix B, Table B13).

Discussion

Study 2 examined methods that might improve students' willingness to participate in efforts to eliminate sexual violence on campus. Results indicate that students would be more likely to report sexual crimes and participate in investigations into sexual misconduct if they believe that the system for handling disputes is fair. Furthermore, the outcomes suggest that willingness to cooperate with university authorities may be explained by students' responses to fair treatment and the extent to which they have confidence in and trust for authorities under certain circumstances.

Results demonstrating that the manipulation of fairness has an effect on procedural justice judgments are consistent with studies suggesting that whether citizens perceive authorities to be just depends upon how they were treated by those authorities and the

quality of the authorities' decision-making (Blader, 2007; Murphy et al., 2009; Sasaki & Hayashi, 2014; Smith, Olson, Agronick, & Tyler, 2009). Additionally, findings indicating that higher procedural justice judgments are associated with increased likelihood of participation in the university disciplinary system are in-line with studies showing that procedural justice has a positive effect on cooperation and respect for decision-making (Murphy & Tyler, 2008; Park, 2013).

Unexpectedly, there were circumstances in which legitimacy was not significantly associated with cooperation. Specifically, the relationship between legitimacy and willingness to cooperate was weaker for young men as compared with young women. As shown in Appendix B, for young men, legitimacy was not statistically significantly associated with willingness to cooperate. Likewise, legitimacy did not have a significant indirect effect on the relationship between fairness and cooperation. These results could be an indication that young men are less likely trust university officials or do not intend to respect their decisions.

Perhaps the issue is that, for young men, legitimacy has an effect on the strength of the relationship between fairness and cooperation, rather than accounting for it. For example, in a study examining the effect of procedural fairness on trust and cooperation with authorities, De Cremer and Tyler (2007) found that the influence of fairness on cooperation depends upon the level of trust. Specifically, fair procedures were much less influential when implemented by an authority that cannot be trusted as compared with the enactment of fair policies by a trustworthy authority. Accordingly, it may be that legitimacy did not have the anticipated effect on cooperation because students perceive that there is something inherently untrustworthy about university decision-making authorities. Likewise, the weak effect of legitimacy may reflect the opinion that universities are not equipped to handle sexual misconduct cases. The attitude that university decision-makers are not legitimate authorities in this context is possible given the ongoing debate about whether universities should handle sexual misconduct cases at all (DeMatteo et al., 2015).

On the other hand, the legitimacy of the policies themselves, as opposed to the

individuals implementing them, could be the deciding factor. For instance, Murphy et al. (2009) found that overall compliance is lower when people question the legitimacy of the law. Future studies should determine whether the influence of legitimacy on cooperation differs depending on whether it refers to the legitimacy of the authority or of the procedures. Additionally, studies should assess whether trust is important because of its direct effect on cooperation, or because of the effect that it has on the relationship between cooperation and other important influences.

Inferences that can be drawn from these results are limited by concerns related to statistical power. In particular, based upon the results of this study it cannot be said with certainty that legitimacy has no effect when the model includes only young men. The gender effect is small; accordingly, the study should be replicated before adopting the conclusion that men are different than women under the given circumstances. Nevertheless, the results of this study are a promising step in the right direction with respect to the viability of procedural justice theory as a model for university decision-making.

Study 3

Overview

Study 2 found that willingness to cooperate was shaped by perceptions of fairness, and to a lesser extent, the extent to which students had trust and confidence in university authority. Study 3 sought to provide additional evidence in support of the hypothesized model by addressing a common criticism of procedural justice theory. Specifically, Study 3 asked whether outcomes matter more than perceptions of procedural fairness when predicting the likelihood of reporting sexual misconduct or willingness to assist authorities investigating sexual misconduct cases.

Participants in Study 3 were randomly assigned to one of 8 conditions, which correspond to three factors: (1) *Fairness* (Fair or Not Fair); (2) *Perspective* (Accused or Accuser), and (3) *Outcome* (Favorable or Not Favorable). In contrast with Study 2, participants in Study 3 were asked to imagine themselves to be either the accused or the

accuser in a sexual misconduct case. Furthermore, Study 3 more explicitly manipulates fairness. Less was left up to the participants' imagination in that they were given explicit instructions regarding how university officials treated them and how they felt about the treatment. Then, participants were given information regarding the Conduct Board's decision. Importantly, when the decision was that the accused student was responsible for violating university policy, the participants were not given any information regarding the actual punishment. Participants were then asked to report on the extent to which they were satisfied with the outcome, with how they were treated by university officials, and whether they would cooperate with university officials if a similar situation arose.

I hypothesized that procedural justice judgments and outcome satisfaction would be positively associated with willingness to cooperate. Furthermore, I expected that procedural justice judgments would have greater influence on willingness to cooperate as compared with outcome satisfaction. Moreover, I anticipated that fair procedures would matter more when the outcome was not favorable.

Method

Design. Study 3 was a 2 (*Fairness*: Fair or Not Fair) x 2 (*Perspective*: Accused or Accuser) x 2 (*Outcome*: Favorable or Not Favorable) between-subjects experimental design. Participants were randomly assigned to one of the eight conditions. The primary dependent variable was willingness to cooperate with university authorities. Procedural justice judgments and outcome satisfaction were tested as possible mediators.

Participants. Nine hundred forty-six participants were recruited from Amazon's MTurk. Pre-study power analyses suggested that approximately 450 participants should be recruited in order to achieve 80% power, assuming a small effect size. Participation in this study required MTurk workers to be college or university students, currently enrolled, or very recently graduated from an institution of higher education. Workers were eliminated from the study if they did not meet these criteria. Approximately 3.62 % of the recruits were eliminated because they reported that they did not attend a college or university ($N = 34$)

or they attended college online ($N = 205$). Of those that met the study criteria, nearly 17 % ($N = 114$) did not complete the survey. Participants were offered \$0.65 in exchange for completing the survey.

Five-hundred seventy-two participants (294 women, 271 men, 7 other) were included in the final sample. Participants ranged in age from 18 to 45 ($M = 25.00$, $SD = 5.60$). A majority of the participants reported being enrolled in school full-time (79.7 %). Additionally, most participants reported being in pursuit of a Bachelor's degree (61.4 %). Furthermore, a majority of participants identified as Caucasian or White (72.2 %), 8.9 % identified as Hispanic or Latino/Latina, 8.4 % were African-American, and just under 7 % identified as Asian or Pacific Islander. For additional descriptive statistics, please see Appendix C, Section C.2.

Materials & Procedure

Procedure. After providing consent, participants were shown a prompt that described how a hypothetical university would handle sexual misconduct cases. This prompt explained that once sexual misconduct was reported, the university would investigate and then make a decision with respect to whether the student violated university policy. If it was determined that the accused student was responsible for sexual misconduct, then the school would issue a punishment. After the prompt, participants were shown an infographic that summarized the university's procedures (see Appendix C, Section C.1).

Next, participants were randomly assigned to one of 8 conditions. Participants were asked to put themselves in the position of either a student accused of sexual misconduct or a student accusing someone else of sexual misconduct. Then, they described the conduct that could result in the assigned scenario. Participants were presented with a series of policies, fair or unfair, that the university would apply in their case. Next, participants were presented with an outcome, either favorable or unfavorable, and then asked to report on how satisfied they were with that outcome. Additionally, this third study, like the first two, asked participants to report on the perceived fairness of the procedures used to decide their case

and whether they would be willing to cooperate with officials at a university that adopted similar policies and procedures.

Materials. For a written copy of the survey instrument, please see Appendix Appendix C, Section C.1.

Manipulation of Fairness. Study 3 manipulated fairness by varying the voice of the participants, the bias of the decision-makers, and accuracy of information (see Appendix C, Section C.1, pgs. 5-6). Tables 3 and 4 show the information presented to participants in each condition.

Table 3

Policies presented and associated concerns for whom the process was seemingly unfair

Not Fair Condition
You are not allowed to have an attorney. You must be your own advocate.
Anyone from the University community may attend the hearing.
You do not feel that you have said as much as you could have to express yourself.
You are concerned that . . . the Conduct Board is allowed to consider any information related to the case when making its decision.
You are concerned that at least one of the Conduct Board members will favor the other party.

Manipulation of Perspective. To manipulate perspective, Study 3 used largely the same methods as those employed in Study 2. Participants were asked to take on the role of either the accused or the accuser of sexual misconduct. Then, they were asked to describe conduct they imagined. Additionally, participants described the severity of the conduct imagined and listed three things they would do if they found themselves to be in the given situation.

Manipulation of Outcome. Favorability of the outcome was dependent upon the participants' perspective. For accused students, a finding of responsibility for committing sexual misconduct was not favorable, and a finding that they were not responsible for

Table 4

Policies presented and associated concerns for whom the process was seemingly fair

Fair Condition
You can have an attorney.
Hearings are closed; only those involved may attend.
You feel that you said as much as you could have to present your case.
You believe that the Conduct Board will make its decision based on the evidence presented.

violating university policy was favorable. For those in the accuser condition, a ruling stating that the accused student was found to be responsible for sexual misconduct was favorable, and a finding that the accused student was not responsible for violating policy was not favorable.

Measures

Primary Dependent Variable: Willingness to Cooperate. Willingness to Cooperate refers to the amenability to report dangerous and suspicious activities and assist campus investigators when asked. Five items assessed willingness to cooperate. Participants reported on a scale of 0: *Not at all Likely* to 10: *Extremely Likely*. Items were adapted measures described in Mazerolle, Bennett, et al. (2013) and Murphy and Barkworth (2014). The five Items were combined to form a mean score. Preliminary analyses revealed that the data had an unacceptable skew. Accordingly, this measure was transformed by squaring each of the scores.

Mediating Variables.

Procedural Justice Judgments. Procedural justice judgment refers to participants' perceptions of the university disciplinary process. Six items assessed the extent to which participants believed that the process will afford them an opportunity to fully express themselves, will be consistent, and unbiased. For example, participants were asked to describe whether *the Conduct Board made an unbiased and impartial decision*. Responses

ranged from 0: *Strongly Disagree* to 10: *Strongly Agree*.

Outcome Satisfaction. Outcome satisfaction refers to the extent to which the outcome was acceptable and fair. Four items assessed outcome satisfaction. For example, participants were asked to describe whether the outcome met [their] expectations.

Responses ranged from 0: *Strongly Disagree* to 10: *Strongly Agree*.

Results

Manipulation Checks.

Three-Way Factorial ANOVA. A 2 x 2 x 2 between-participants ANOVA examined the main and interaction effects of fairness (Fair, Not Fair), perspective (Accused, Accuser), outcome (Favorable, Not Favorable) on willingness to cooperate with university authorities. All analyses are presented in Appendix C, Section C.3. Notably, gender did not have a significant effect on willingness to cooperate, $F = 0.34$, $p = .561$. Furthermore, there was a significant three-way interaction, $F(1,556) = 13.61$, $p < .001$, $\eta_p^2 = .021$, $SE = 1.74$, 95% CI [-9.83, -3.00]. This three-way interaction was an indication that the level of willingness to cooperate likely varied between levels of outcome, perspective, and fairness.

Two-Way Factorial ANOVAs. In order to explore the nature of the three-way interaction, I conducted 2 x 2 between-participants ANOVAs examining the effects of fairness (Fair, Not Fair) and perspective (Accused, Accuser) for each level of outcome (Favorable, Not Favorable). Results are shown in Appendix C, Section C.3. There were significant two-way interactions between fairness and perspective when the outcome was both favorable and not favorable to the participant, $F(1,281) = 5.18$, $p = .017$, $\eta_p^2 = .019$, $SE = 2.32$, 95% CI [-10.14, -1.02], with 68% power to detect an effect and $F(1,283) = 7.81$, $p = .006$, $\eta_p^2 = .025$, $SE = 2.56$, 95% CI [2.11, 12.20], with 80% power to detect an effect, respectively.

One-Way ANOVAs. One-way ANOVAs were conducted in order to explore the two-way interactions discovered within both the favorable and not favorable outcomes. In particular, ANOVAs were run within each level of perspective (Accused, Accuser) within each level of outcome (Favorable, Not Favorable). Results are shown in Table 5. First, I

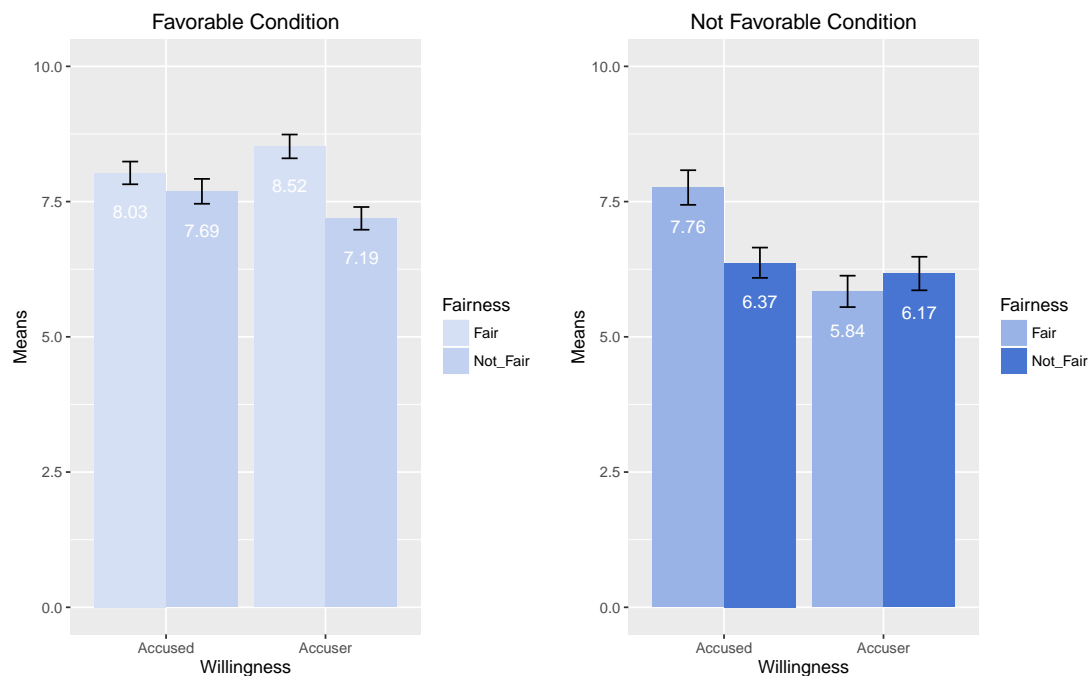
Table 5

ANOVA Table Perspective Conditions

	FAccused	FAccuser	NFAccused	NFAccuser
FairnessNot_Fair	-9.028 (6.495)	-31.365*** (6.593)	-28.730*** (7.126)	-0.096 (7.359)
R ²	0.014	0.136	0.103	0.000
Adj. R ²	0.007	0.130	0.096	-0.007
Num. obs.	139	146	144	143
RMSE	38.118	39.815	42.494	43.873

Coefficients with $p < 0.05$ in **bold**.

report the results of the analyses when the outcome was favorable to the participant.

Figure 3. Willingness By Perspective Within Each Level of Outcome

Favorable Outcome. When the outcome was favorable, fairness appeared to predict willingness to cooperate from the perspective of the accuser (FAccuser), but not the accused

(FAccused). These results show that fairness had a greater effect on willingness to cooperate for accusers of sexual misconduct as compared with those that were accused when the outcome was favorable.

Not Favorable Outcome. When the outcome was not favorable, fairness appeared to predict willingness to cooperate for accused students (NFAccused), but not accusers (NFAccuser). Accordingly, fairness had a greater effect on those in the accused condition as compared with those who were accusers of sexual misconduct with the outcome was not favorable.

Mediation Analyses. Mediation analyses were conducted in order to determine whether procedural justice or outcome satisfaction had greater influence on willingness to cooperate with university authorities. First, we conducted mediation analyses at each level of outcome (Favorable, Not Favorable) in order to determine whether process mattered more than outcome satisfaction when the desired outcome is not achieved. Then, I determined whether the mediation model fit the data within each level of perspective (Accused, Accuser), within the levels of outcome favorability (Favorable, Not Favorable).

At first glance, it appeared that mediation was not possible when the outcome was favorable and the perspective was that of the accused and when the outcome was not favorable and the student was the accuser. Under these conditions, there appears to be no relationship between fairness and willingness to cooperate. The most common methods for testing for mediation, as explained by Baron and Kenny (1986), require a significant relationship between the independent variable (here: fairness) and the dependent variable (here: willingness to cooperate). However, more recent literature suggests that when the direct effect and indirect effects of an independent variable on a dependent variable have opposite signs, there may be a suppression effect or what's called an inconsistent mediation (Hayes, 2009; MacKinnon, Krull, & Lockwood, 2000; Zhao, Lynch Jr., & Chen, 2010, p. 3). In these instances, an indirect effect may be present, but there is no significant direct effect. This may happen when, for example, there is a positive relationship between the

independent variable and the dependent variable, but there is a negative indirect effect. Consequently, mediation analyses within the levels of perspective is justified.

Mediation analyses were conducted using structural equation modeling (SEM) with R package *lavaan* (Rosseel, 2012). Additionally, these analyses followed the bootstrapping procedures described by Hayes (Cheung & Lau, 2007; Hayes, 2009, 2013; Hayes & Preacher, 2014). Effects were computed from unstandardized regression weights with 10,000 bootstrap resamples.

Mediation Analyses at each level of Outcome. Results are presented in Appendix C, Section C.4. When the outcome was favorable, mediation analyses indicated that the indirect effect of procedural justice on willingness to cooperate was statistically significant, $B = -17.16$, $SE = 5.73$, $p < .001$, BC 95 % CI [-29.10, -6.35]. Notably, the indirect effect of outcome satisfaction was only marginally significant, $B = -3.59$, $SE = 1.86$, $p = .054$, BC 95 % CI [-8.04, -0.62]. Moreover, the indirect effect of procedural justice on willingness to cooperate is statistically significantly larger than the indirect effect of outcome satisfaction, $B = -17.16$, $SE = 5.73$, $p = .003$, BC 95 % CI [-29.10, -6.35].

Taken together, the indirect effects of procedural justice judgments and outcome satisfaction fully mediated the relationship between procedural fairness and willingness to cooperate with university authorities. The mean difference in willingness to cooperate between levels of fairness (Fair = $M = 8.03$, Not Fair = $M = 7.69$) was largely explained by the effects of procedural justice judgments and, much less so, by outcome satisfaction.

When the outcome was not favorable, only procedural justice judgments had an indirect effect on willingness to cooperate, $B = -16.27$, $SE = 5.13$, $p = .002$, BC 95 % CI [-26.51, -6.59]. Moreover, the results demonstrated that procedural justice judgments fully explained the mean difference in willingness to cooperate between levels of fairness (Fair = $M = 6.71$, Not Fair = $M = 6.27$).

Mediation Analyses within Outcome at each level of Perspective. In a model where the outcome is favorable and the perspective is that of an accused student,

there was no significant indirect effect of outcome satisfaction on willingness to cooperate, $B = -1.72$, $SE = 2.14$, $p = .421$, BC 95 % CI [-7.92, 0.64]. Furthermore, the indirect effect of procedural justice was marginally significant, $B = -11.20$, $SE = 6.10$, $p = .062$, BC 95 % CI [-23.33, .17].

In a model where the outcome is favorable and the perspective is that of the accuser, only the indirect effect of procedural justice judgments was significant, $B = -32.19$, $SE = 7.21$, $p < .001$, BC 95 % CI [-47.48.33, -19.01].

Likewise, when the outcome was not favorable and the participant was either an accused student or an accuser of sexual misconduct, the results showed that procedural justice had a significant indirect effect on willingness to cooperate, but outcome satisfaction did not, see Appendix C, Section C.4.

Discussion

Study 3, like Study2, provides causal support for the notion that fair policies and procedures have an effect on reporting and cooperation with officials involved in resolving sexual misconduct cases. These findings are consistent with studies that are often cited as support for procedural justice theory and suggest that people only participate in decision-making systems when they believe that system to be fair (Blader, 2007; Blader & Tyler, 2003a; Tyler, 1988). In particular, Study 3 found that the relationship between fairness and willingness to cooperate was largely explained by procedural justice judgments. The results of Study 3 suggest that positive procedural justice judgments will lead to increased cooperation with university authorities. This conclusion is in-line with studies that show that positive reactions to authorities are a result of positive judgments of the process used by those authorities to make decisions (Hegtvedt et al., 2009; Meares, 2014; van den Bos, 2005).

Furthermore, the results of Study 3 suggest that judgments about policies and procedures have more influence on cooperation than satisfaction with the outcome. These findings add support to those studies demonstrating that victims of crimes are less concerned

with outcome favorability and more concerned with procedural justice and police effectiveness when making decisions about whether to report crimes in the future (Elliott, Thomas, & Ogloff, 2011; Hickman & Simpson, 2003; Murphy & Barkworth, 2014, p. 194). Importantly, the results of Study 3, which used a hypothetical scenario, are consistent with studies that asked real victims of personal and property crimes, (Elliott et al., 2011; Murphy & Barkworth, 2014), and crimes involving domestic violence, (Hickman & Simpson, 2003), to describe whether they would be willing to report other crimes to police in the future.

Moreover, there was an interaction between perspective and outcome favorability that we did not expect. Fairness mattered most to accusers when the outcome was favorable to them. On the other hand, when the outcome was not favorable, fairness mattered most to students that were accused of sexual misconduct. It may be that uncertainty can explain these differences. Considerable evidence exists to support the idea that the rules become more salient when there is uncertainty (De Cremer, Brebels, & Sedikides, 2008; van den Bos, 2005; van den Bos et al., 1998, p. 1521). Perhaps the difference between fair and unfair processes creates a space that leaves accusers vulnerable to accusations that they are somehow responsible for outcomes that are adverse to the accused. When there is harm, people seek to hold someone accountable for it (Nicklin, 2013). When the procedures are unfair, accusers may blame themselves or worry that others will make them share the responsibility for others' negative outcomes with the decision-makers. On the other hand, when the procedures are fair, accusers can point towards external reasons for the outcome.

Likewise, it may be that unfavorable outcomes make fairness more salient to accused students because it makes the next steps within the process more uncertain. Being treated fairly reduces uncertainty about the environment (Desai, Sondak, & Diekmann, 2011). Conversely, it may be that being treated unfairly increases uncertainty. When the outcome is favorable, then accused students receive the expected outcome. However, when the outcome is not favorable and is counter to expectations, then perhaps accused students feel less able to predict how the decision-maker will behave in the future (De Cremer et al., 2008;

Laxminarayan & Pemberton, 2014). Accordingly, unfavorable outcomes could make procedural perceptions take on a new level of importance for those who are accused.

Summary of Main Findings & Conclusions

This research sought to take the first steps toward developing a decision-making framework for universities as they attempt to balance victims' rights with the rights of the accused in sexual misconduct cases. Universities have failed to meet even the most basic standards, which has resulted in increased government oversight and public scrutiny. Current guidelines promulgated by government agencies may be effective, but suffer from a lack of empirical validation. Indeed, empirical research regarding decision-making in the context of campus discipline is scarce. This project was the first to use college students to experimentally examine the relationship between perceived fairness and willingness to assist university officials as they attempt to reduce the incidence of sexual violence on campus.

Which policies and procedures do college students perceive to be fair?

This work began by asking students to report on the fairness of real-world policies and procedures. All 220 participants read a prompt that described how a hypothetical university would handle allegations of sexual misconduct. They were then randomly assigned to one of three groups. Participants were asked to imagine that they were: (1) a student accused of sexual misconduct; (2) a student accusing another student of sexual misconduct; or (3) a student member of a committee charged with analyzing and reviewing the hypothetical university's sexual misconduct policies. Finally, participants were shown a list of policies and procedures and then they were asked to report on the fairness and importance of these processes under the given circumstances.

As expected, perceptions of fairness did differ significantly depending on the nature of the policy. The opportunity to have an attorney, requiring in-person participation and requiring participation in the investigation were among those policies deemed to be most fair. Those policies considered to be most unfair included requiring students to be their own advocates, allowing the conduct hearing to be open to the public, and allowing parties to

appear at the hearing via telephone. Furthermore, bias and direct communication varied according to perspective. Based upon these results it was surmised that the instrumental aspects of procedural justice (i.e., voice and opportunity to be heard) would differ depending on whether the participant was asked to be an accused student, an accuser or committee member. On the other hand, it was theorized that those relational aspects of procedural justice (i.e., bias and neutrality) would differ according to participant perspective.

Can Procedural Justice Theory be Applied as a Framework to Assist University Decision-Making?

The results of Study 2 provide insight that could be helpful to colleges and universities as they make decisions about how to adapt their policies and procedures in order to meet current disciplinary guidelines and standards. The purpose of Study 2 was to determine whether procedural justice theory, as explained by Tyler (1988), could be used to understand the relationships between policies and procedures used to address sexual misconduct and students' willingness to report crime and participate in efforts to reduce sexual violence on-campus. Building upon the results of Study 1, Study 2 first sought to determine whether Fairness (Fair, Not Fair) and Perspective (Accused, Accuser, and Committee) influenced willingness to cooperate with university authorities. Then, Study 2 examined whether judgments about the process and impressions of university legitimacy could explain the relationship between fairness and cooperation.

Study 2's findings support the notion that procedural justice theory can be applied to understand the influence of process on cooperation in the context of the adjudication of sexual misconduct by university authorities. Results showed that while fairness had a significant impact on cooperation, perspective did not. Additionally, Study 2 found that the influence of a fair process on impressions of the procedures could explain why students were willing to assist university officials. Specifically, when presented with a fair process, participants were more likely to report anticipating that university officials would be fair, accurate, consistent, and unbiased in their decision-making. Consequently, the procedural

justice judgments of those in the fair condition were associated with greater willingness to cooperate with officials, as compared with those participants in the not fair condition.

Moreover, procedural justice judgments contributed to a sense that university authority was legitimate; however, the strength of the effect of legitimacy on willingness to cooperate was weaker than expected. Importantly, for young men, legitimacy was not significantly associated with cooperation and did not account any part of the relationship between fairness and willingness to cooperate. Studies cited in support of procedural justice theory suggest that it is legitimacy that shapes cooperation with authorities (Bottoms & Tankebe, 2012; Hough, Jackson, Bradford, Myhill, & Quinton, 2010; Tankebe, 2013; Tyler & Fagan, 2008). As Bottoms and Tankebe (2012) explains, citizens' acceptance that the governing entity has a moral right to exercise authority and that the decisions made by this entity are right and ought to be followed are what lead citizens to be willing to cooperate with such an authority (Bottoms & Tankebe, 2012, p. 124). The results of Study 2 may be an indication that it is this relationship between acceptance of authority and subsequent attitudes and behavior that is tenuous for young men. However, even if at this point in time legitimacy has less of an effect on willingness to cooperate, that fact does not preclude the possibility that legitimacy could be built up over time.

Legitimacy is valuable because it can be created and maintained by implementing policies citizens perceive to be fair (Hinds & Murphy, 2007; Hough et al., 2010; Tyler, 2008). For example, using randomized traffic stops by police, Mazerolle, Antrobus, Bennett, and Tyler (2013) experimentally examined the influence of procedural justice (i.e., perceptions of the fairness of procedures) on police legitimacy and the extent to which these views affected satisfaction and the willingness to cooperate with police. Results demonstrated that in the experimental condition, which asked officers to engage with citizens in a procedurally just manner, perceptions of police legitimacy were higher and citizens reported better attitudes towards the police. Consequently, people care about fair treatment and when fair treatment exists, it is associated with greater satisfaction with the authority, trust and legitimacy

(Bradford, 2011; Hough et al., 2010). Accordingly, developing and implementing a fair process matters because perceptions of fair procedures effect perceptions of legitimacy, which in turn can serve as a basis for cooperation.

Do procedures or outcomes matter more with respect to willingness to cooperate?

Study 3 assessed whether the theoretical model tested in Study 2 would hold even in the face of unfavorable results. In particular, Study 3 investigated whether procedural justice perceptions or outcome satisfaction had a greater impact on the relationship between process and willingness to cooperate. Building upon Study 2, Study 3 first examined the influence of fairness, perspective and outcome favorability on willingness to cooperate with university officials. Then, Study 3 assessed whether procedural justice judgments or outcome satisfaction had a larger impact on the relationship between process and cooperation. Finally, Study 3 examined whether the strength of the association between process and cooperation differed depending on perspective and outcome favorability.

Results demonstrated that all three factors significantly affected willingness to cooperate. Specifically, cooperation differed between levels of fairness with those participants presented with a fair process reporting greater willingness to cooperate as compared with those presented with an unfair process. Additionally, willingness to cooperate differed depending on the favorability of the outcome and the perspective of the participant. Overall, willingness to participate was greater when the outcome was favorable. Additionally, when the outcome was favorable, the strength of the relationship between fairness and willingness to cooperate was stronger for students that were accusers, as opposed to those that were accused. On the other hand, when the outcome was not favorable, the relationship between process and cooperation was stronger for accused students as opposed to students that were asked to be accusers.

Importantly, findings showed that while procedural justice judgments largely explained the relationship between fairness and willingness to cooperate, outcome satisfaction, for the

most part, did not. The one possible exception was when the outcome was favorable and the perspective was that of the accused student. Under those circumstances, the indirect effect of procedural justice on the relationship between process and cooperation was only marginally significant. Nevertheless, the results of Study 3 indicate that even when the outcome was not favorable, being presented with a fair process had a positive impact on willingness to cooperate with university officials. In addition, these results were consistent with other studies finding that process was more strongly associated with willingness to report and cooperate with authorities than the outcome (Bianchi et al., 2015; Laxminarayan & Pemberton, 2014; Murphy & Barkworth, 2014; Tyler, 2000). Consequently, Study 3 provides additional evidence in support of procedural justice theory as a viable framework to guide university decision-making.

Limitations

One limitation of the study may be that the perspective manipulation may not adequately represent the perspective of someone with actual experience with accusations of sexual misconduct. Participants in all three studies were subjected to variations of the same manipulation. However, only participants in Studies 2 and 3 assigned to the accused and accuser conditions were asked to describe the conduct in the scenario that they imagined. The manipulation was intended to induce empathy, so that participants, given a position that they may not have previously considered, might provide opinions. Data regarding imagined sexual misconduct was collected from nearly 900 participants. Preliminary analyses indicated that participants were adequately induced to put themselves in the position of another person. Nevertheless, given the serious nature of this scenario, it may be that people would behave very differently if they found themselves in this sort of situation in real life.

Implications & Future Directions

This research can significantly contribute to the ways in which we understand and address the adjudication of sexual misconduct on campus. Notably, by being the first series of studies to apply procedural justice theory to how universities handle sexual misconduct

claims, this work supports a new foundation upon which methods of education and training can be built in order to improve relationships between universities and students. Likewise, by using an experimental design, the current project adds to the existing literature and sheds light on the current state of policy in this area because causal inferences can be drawn from the results the experiments can be replicated or adapted by universities in order to fit their needs.

Future work should delve further into the extent to which students perceive policies and procedures used to adjudicate sexual misconduct cases to be fair. Significantly, the results of this research suggest that administrators' judgments about what is fair are insufficient substitutes for what students believe to be fair. Consequently, decisions regarding changes to university disciplinary systems must include student input. This isn't to say that schools must cater to student whims. However, studies have shown that perceptions of policies can impact likelihood of cooperation even more than the policies as they actually exist or the effectiveness of those policies (Hough et al., 2010; Meares, 2014). Therefore, if the goal is to change student behavior, then it is students' perceptions of the policies that matter.

In addition, future studies should further explore the views and opinions of the various stakeholders involved in the decision-making system. The results of this study suggest that there are circumstances under which the strength of the relationship between fairness and cooperation differs according to perspective. It is important to understand more about the mechanisms that may be responsible for these differences. Studies suggest that people care about the fairness of procedures because of what it says about their status in the group (Blader & Tyler, 2003b; De Cremer & Blader, 2006). In a sense, the ways in which authorities treat citizens communicates information about respect and value within the group (Tyler & Jackson, 2014). When people feel valued, they are more likely to behave in ways that benefit the group. Consequently, it may be that reactions that differ according to perspective are a reflection of the differences of value or status within the group. Thus, it may be that the key to understanding how to balance victims' rights with the rights of the

accused lies in understanding more about stakeholders' status in the group and the extent to which this status effects their perceptions of the process.

Importantly, this work shows that fairness matters. Fair processes increase the likelihood that students will voluntarily report dangerous and suspicious activity and cooperate with university authorities when asked. Furthermore, results of this research suggest that fair procedures have a positive impact cooperation even when the outcome of the decision-making process is unfavorable. Additionally, these studies suggest that perceptions that the procedures are fair can generate a sense that the institution and its decisions are legitimate. It is this sense of legitimacy that procedural justice theory argues is the basis for citizen cooperation; and accordingly, important for creating better relationships between citizens and authorities.

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Appendix

Appendix A

A.1 Survey Demographics

Demographics

Q19.2 Have you ever been involved in the student discipline process (academic or conduct related) at a college or university?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To Have you ever been the subject of a c...

Q19.3 If so, were you (choose all that apply):

- The person accused of wrongdoing (i.e., the accused student) (1)
- The person who made a complaint against a student because of something he or she did to you (2)
- The person who made a complaint against a student because of something he or she did to someone else (3)
- A witness (includes those who reported someone for an academic violation) (4)
- A decision-maker (i.e., judge, panel member, etc.) (6)
- Other (5) _____

Q19.4 Have you ever been the subject of a criminal investigation (even if you were not convicted)?

- Yes (23)
- No (24)

Q19.5 Have you ever been the victim of a crime (even if it was not reported)?

- Yes (28)
- No (29)

Q19.6 Which type of degree are you currently seeking?

- I do not plan to receive a degree (i.e. not enrolled in a degree-granting course, or taking courses that you will not use towards a degree) (1)
- A certificate or associate's degree (i.e. from a community or junior college, technical or vocational school) (2)
- A bachelor's degree (from a 4-year college or university) (3)
- A master's degree (usually requires an additional 40-60 hours (2 years) of coursework beyond the bachelor's degree) (4)

- A doctorate or professional degree (usually requires an additional 64 or more hours (3+years) behind the bachelor's degree) (5)

Q19.7 Which best describes your current status as a college student?

- Full-time student (1)
- Part-time student (2)
- Other (3) _____

Q19.8 While attending classes, do you live on campus or off-campus?

- On Campus (1)
- Off Campus (2)
- Fraternity or Sorority House (3)
- Other (4) _____

Q19.9 How many four-year colleges or universities have you attended (including the one you currently attend)?

- None (1)
- One (1) (2)
- Two (2) (3)
- Three (3) (4)
- Four or More (4+) (5)

Q19.10 How many two-year colleges (i.e. community or junior colleges) have you attended?

- None (1)
- One (1) (2)
- Two (2) (3)
- Three (3) (4)
- Four or More (4+) (5)

Q19.11 Since high school, how many years have you spent taking (undergraduate or graduate) courses on a college or university campus (i.e. not on-line courses)?

- Less than one year (1)
- 1-2 years (2)
- 3-4 years (3)
- 5-6 years (4)
- 7-8 years (5)
- 9 or more years (6)

Q19.12 Please mark the racial or ethnic category with which you most identify:

- Caucasian or White (1)
- African-American or Black (2)
- Hispanic or Latino/Latina (3)
- Asian/Pacific Islander (4)
- Native American (5)
- Bi-racial/Multiethnic (6)

Q19.13 Are you (please choose one):

- Female (1)
- Male (2)
- Other (3)

Q19.14 In what state do you currently reside?

- Alabama (1)
- Arizona (2)
- Arkansas (3)
- California (4)
- Colorado (5)
- Connecticut (6)
- Delaware (7)
- District of Columbia (8)
- Florida (9)
- Georgia (10)
- Idaho (11)
- Illinois (12)
- Indiana (13)
- Iowa (14)
- Kansas (15)
- Kentucky (16)
- Louisiana (17)
- Maine (18)
- Maryland (19)
- Massachusetts (20)
- Michigan (21)
- Minnesota (22)
- Mississippi (23)
- Missouri (24)

- Montana (25)
- Nebraska (26)
- Nevada (27)
- New Hampshire (28)
- New Jersey (29)
- New Mexico (30)
- New York (31)
- North Carolina (32)
- North Dakota (33)
- Ohio (34)
- Oklahoma (35)
- Oregon (36)
- Pennsylvania (37)
- Rhode Island (38)
- South Carolina (39)
- South Dakota (40)
- Tennessee (41)
- Texas (42)
- Utah (43)
- Vermont (44)
- Virginia (45)
- Washington (46)
- West Virginia (47)
- Wisconsin (48)
- Wyoming (49)
- Puerto Rico (50)
- Alaska (51)
- Hawaii (52)
- I do not reside in the United States (53)

Q19.15 What is your age?

_____ Age in Years (1)

Q19.16 How would you best describe yourself? (please choose one)

- Heterosexual (1)
- Lesbian (2)
- Gay (3)
- Bisexual (4)
- Asexual (6)
- I don't know/I prefer not to say (5)

Q19.17 What is your annual household income (if you are still technically financially dependent on your parents/guardians, please estimate that household's income)?

- less than \$10,000 (1)
- \$10,000 to \$20,000 (2)
- \$20,001 to \$30,000 (3)
- \$30,001 to \$40,000 (4)
- \$40,001 to \$50,000 (5)
- \$50,001 to \$60,000 (6)
- \$60,001 to \$70,000 (7)
- \$70,001 to \$80,000 (8)
- \$80,001 to \$90,000 (9)
- \$90,001 to \$100,000 (10)
- \$100,001 or more (11)

Q19.18 Open comment: Is there anything else you would like for us to know or that you think we should change?

A.2 Survey Study 1

APPENDIX A: Study 1

In a university setting, sexual misconduct involving students is considered to be a violation of university policy. Authorities currently disagree about the appropriateness of some methods of dealing with sexual misconduct cases. Policy makers often look to what members of the public think about these methods in order to guide decisions about policy implementation.

In the present study, you will be asked to read a scenario about how a hypothetical university might handle a violation of its policy. Then, you will be asked to answer questions that follow from what you have read.

Please carefully read the following.

BACKGROUND: HOW THIS UNIVERSITY HANDLES DISPUTES The University has adopted a Student Conduct Code (the “Code”), which describes the University’s expectations of students and the procedures it must follow when a student has potentially violated the Code. When the University finds out that the Code may have been violated, a campus official (e.g., university administrator or staff member) is chosen to look into the matter further. This campus official, called the “Investigator,” can interview witnesses and collect evidence in order to investigate the potential violation. Once this process is complete, all of the information gathered is handed over to the Hearing Committee. The Dean of Student Affairs chooses at least three people to serve on the Hearing Committee. The Hearing Committee holds a hearing to listen to the evidence, decides whether the Code has been violated and if so, carries out a punishment. The Hearing Committee will find a student guilty if a majority of the panel believes that the evidence shows that it is more likely than not that the student violated the Code. Possible punishments range from mandatory counseling to expulsion, which removes the guilty party from the University permanently.

PERSPECTIVE OF THE ACCUSED Assume you have recently been accused of unwanted sexual contact by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please list three things you would do if you found yourself in this situation.

Please rate the severity of the sexual misconduct you have imagined.

** Range from 1 to 7 ** N = 148, M = 4.35

Imagine you are contacted by an Investigator (i.e., a campus official) and told that a complaint with the University has been filed against you for sexual misconduct. The police are not currently involved and no criminal charges have been filed. You do not know whether criminal charges will be filed in the future. You will see a list of potential policies/procedures that the University may use when deciding your case. Please carefully read each option. Then, for each one describe whether you, as a person accused of sexual misconduct, personally believe that it is fair (i.e. just and appropriate given the circumstances) or unfair.

For each item, describe whether you, as the person accused of sexual misconduct, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

PERSPECTIVE OF THE ACCUSER Assume you have recently experienced unwanted sexual contact by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please list three things you would do if you found yourself in this situation.

Please rate the severity of the sexual misconduct you have imagined.

Imagine you have decided to file a complaint with the University against the fellow student for sexual misconduct. You have not yet involved the police and no criminal charges have been filed. You are not sure of whether criminal charges will be filed in the future. You will see a list of potential policies/procedures that the University may use when deciding your case. Please carefully read each option. Then, for each one describe whether you, as a person accusing someone of sexual misconduct, personally believe that it is fair (i.e. just and appropriate given the circumstances) or unfair.

For each item, describe whether you, as a person accusing someone of sexual misconduct, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

PERSPECTIVE OF THE POLICY REVIEW COMMITTEE Imagine you have been chosen to serve on a committee that will analyze and review the University's policies with respect to how sexual misconduct is handled on campus. The Policy Review Committee has a total of 5 members (3 Faculty/Professors and 2 Students). As a group, your goal is to balance the

rights of the accused with the rights of the victim. Assume that the Policy Review Committee has a significant amount of power on campus and that it is likely that any changes you recommend will be adopted.

Please list three things that you believe are important in balancing the rights of the accused with the rights of the accuser.

You will see a list of potential policies/procedures that the University may use when deciding your case. Please carefully read each option. Then, for each one describe whether you, as a member of the Policy Review Committee, personally believe that it is fair (i.e. just and appropriate given the circumstances) or unfair.

		Extremely Fair	Neither Fair nor Unfair	Extremely Unfair
		0	5	10
	In misconduct cases, the accused and the accuser are allowed to have an ATTORNEY. Attorneys may participate in every stage of the process (e.g., talk things over with you during disciplinary proceedings, ask or answer questions on your behalf, and question witnesses during the hearing).			
	In misconduct cases, the accused and the accuser are allowed to have an ADVISOR. An Advisor may help you prepare for interviews and hearings, consult with you during interviews and hearings, and suggest questions for you to ask, but s/he may not speak on your behalf or question witnesses. An Advisor is NOT an attorney; you are not allowed to have an attorney at any stage in the disciplinary process.			
	In misconduct cases, neither the accused nor the accuser may be represented by an attorney or accompanied by anyone to advise him or her during the process. Students are expected to be their OWN ADVOCATES.			

Given a choice between being able to hire a private attorney (someone to speak on your behalf), having a non-legal advocate (someone to help prepare you to speak for yourself), or speaking on your own without representation, which would you choose?	Attorney (1)	Advisor (2)	Speaking on My Own (3)
Individuals involved in misconduct cases are required to appear at hearings in-person.			
Individuals involved in misconduct cases are allowed to appear at hearings via telephone.			
Given a choice between having to appear in-person or via telephone, which would you choose under these circumstances?	In-Person (1)		Via Telephone (2)
Students help decide the outcomes of sexual misconduct cases by serving as members of the Hearing Committee.			
Faculty members (i.e., professors) help decide the outcomes of sexual misconduct cases by serving as members of the Hearing Committee			
Given a choice between a three-member Hearing Committee with all faculty/staff members, all students, or a combination of faculty and students, which would you choose	All Faculty/Staff Members (1)	All Students (2)	Combination of Faculty/Students (3)
Individuals involved in misconduct cases are allowed to address each other during hearings. This means that the accused and the accuser can ask each other questions during the hearing.			
Individuals involved in misconduct cases are not allowed to address each other during hearings. This means that the accused and the accuser cannot talk to each other directly during the hearing.			

Individuals involved in misconduct cases are required to participate in the school's investigation. This means that the school may choose to punish students who do not cooperate with officials investigating sexual misconduct cases.			
Individuals involved in misconduct cases are not required to participate in the school's investigation. This means that the school may not punish students who do not cooperate with officials investigating sexual misconduct cases.			
Members of the Hearing Committee who know, have met, or are familiar with one or more of the persons involved in sexual misconduct cases may not make decisions or be present during the proceedings.			
Members of the Hearing Committee who know, have met, or are familiar with one or more of the persons involved in sexual misconduct cases may make decisions or be present during the proceedings.			
If either the accused or the accuser does not participate in the investigation, then the Hearing Committee will make its decision based upon all the other evidence collected.			
No decision will be made by the Hearing Committee (i.e., the case will be dismissed) if either the accused or the accuser does not participate in the investigation.			
The Hearing Committee must make decisions based only on the evidence presented. This means that any information obtained via prior knowledge or outside the bounds of the investigation (i.e., hearsay, strong suspicion, news reports, etc.) cannot be considered.			
The Hearing Committee may consider any information obtained via prior knowledge or outside the bounds of the investigation (i.e., hearsay, strong suspicion, news reports, etc.) when making decisions.			

<p>If the alleged victim wishes to remain anonymous, information that identifies the alleged victim will not be provided to the accused student or his or her representatives.</p>			
<p>Information regarding the identity of the alleged victim must be given to the accused student and his or her representatives</p>			
<p>Hearings to decide sexual misconduct cases are open to the public (i.e. anyone from the university community may attend the hearing).</p>			
<p>Hearings to decide sexual misconduct cases are open only to those involved in the case (i.e. the accused, the accuser, witnesses, etc.).</p>			
<p>In misconduct cases, no negative conclusions can be drawn in the event that the accused does not participate in the disciplinary process. This means that the accused is not required to answer any questions and if he or she does not attend the hearing, the university cannot view that person negatively because they did not participate.</p>			
<p>In misconduct cases, the Hearing Committee may consider the fact that the accused did not participate in the disciplinary process as evidence when deciding whether he or she has violated the Code.</p>			

Please describe the level of importance you would attach to the following policies/procedures.

_____ How important is it to you that the accused and the accuser have the opportunity to be represented by an attorney?

(1)

_____ How important is it to you that the accused and the accuser are required to attend in the hearing in-person? (2)

_____ How important is it to you that the accused and the accuser are required to participate in the investigation into misconduct? (3)

_____ How important is it to you that the decision makers (i.e., Hearing Committee members) do not know or are not familiar with either the accused or the accuser in misconduct cases? (4)

_____ How important is it to you that the accused and the accuser are allowed to talk to each other directly during the hearing? (5)

_____ How important is it to you that the hearing is open to the public? (6)

_____ How important is it to you that the accuser is allowed to remain anonymous (i.e., no identifying information would be distributed) during the investigation and at the hearing? (7)

_____ How important is it to you that decisions in misconduct cases be based solely on the information gathered during the investigation and presented at the hearing? (8)

A.3 Analyses

Table A1

Study 1: Summary of Findings

Variable	Gender Effects	Sufficient Power >79%	Condition Effects	Sufficient Power >79%
Fair Atty	0		1	No
Fair Advisor	1	Yes	0	
Fair Own	0		0	
Fair Students HC	0		1	No
Fair Faculty HC	0		1	No
Fair InPerson	1	No	0	
Fair Telephone	0		0	
Fair Direct Communication	1	Yes	1	Yes
Fair Indirect Communication	1	Yes	1	No
Fair Requiring Participation	1	Yes	1	No
Fair NOT Requiring Participation	1	Yes	1	No
Fair Bias	0		1	Yes
Fair NO Bias	0		1	Yes
Fair Decision On Other Evid	0		0	
Fair No Decision	0		0	
Fair Evidence Presented	0		1	Yes
Fair All Evidence	0		1	Yes
Fair Anonymity	0		1	Yes
Fair NO Anon	1	Yes	1	Yes
Fair Open	0		0	
Fair Closed	0		1	No
Fair No Neg Con	0		1	Yes
Fair Neg Con Ok	0		1	No

Figure A1. Study 1: Relative Rankings Fairness Questions

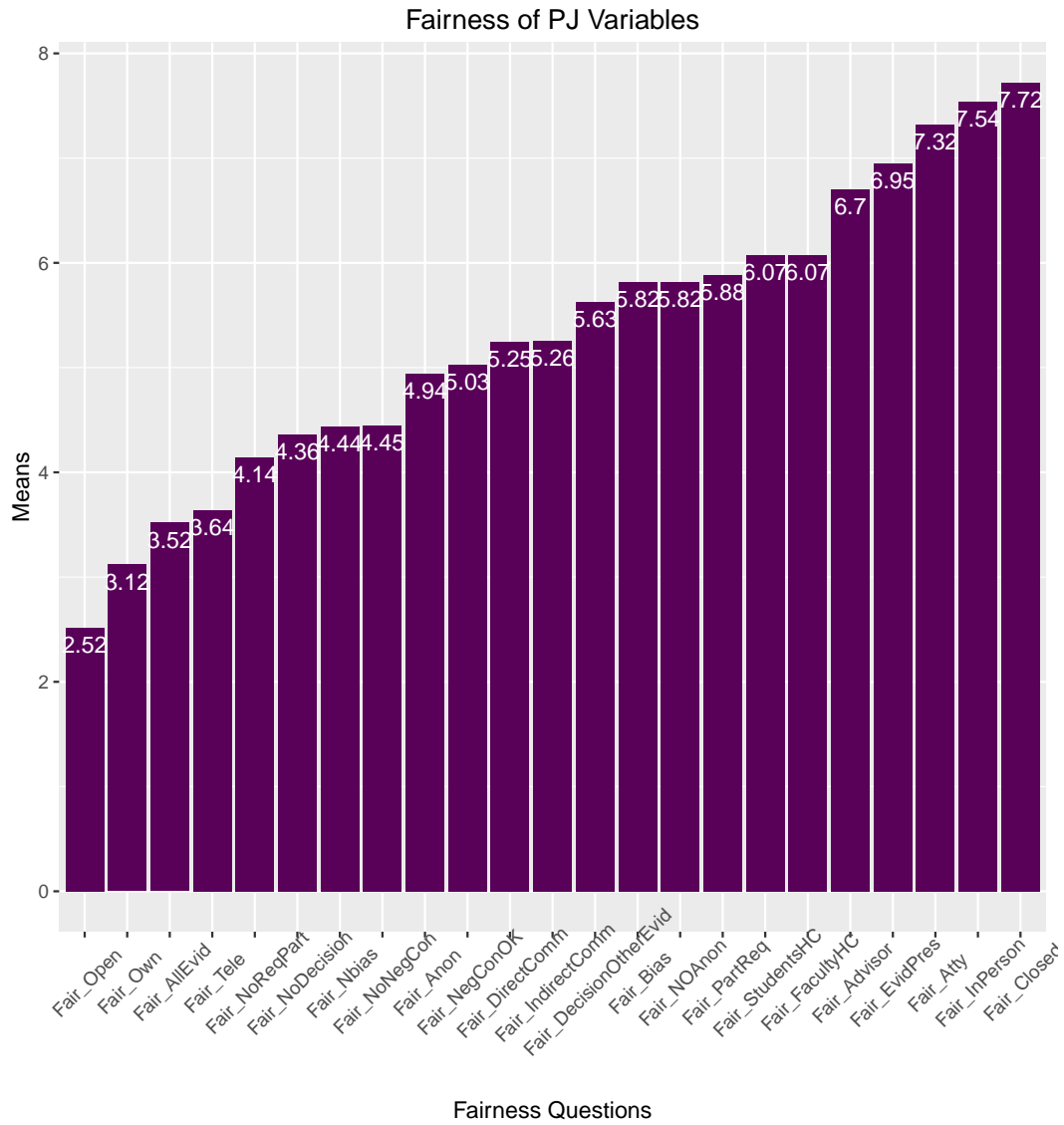


Table A2

Study1: Factor Variables

	Level	N	%
Condition	Accused	75	34.1
	Accuser	73	33.2
	Committee	72	32.7
Gender	Female	93	42.3
	Male	127	57.7
Age	Under 18	4	1.8
	18 years	88	40.0
	19 years	72	32.7
	20 years	34	15.5
	21 years	14	6.4
	22 or Older	8	3.6
Ethnicity	White	133	60.5
	Black	20	9.1
	Latino/a	11	5.0
	Asian	40	18.2
	Native American	2	0.9
	Multiethnic	14	6.4
Living	On Grounds	159	72.3
	Off Grounds	55	25.0
	Frat/Sorority	6	2.7
	Other	0	0.0
Religion	No at all religious	70	31.8
	Slightly religious	67	30.5
	Somewhat religious	55	25.0
	Very religious	24	10.9
	Extremely religious	4	1.8
Politics	Very conservative	3	1.4
	Conservative	35	15.9
	Moderate	74	33.6
	Liberal	70	31.8
	Very Liberal	22	10.0
	Other or Independent	13	5.9
	<Missing>	3	1.4
Sexuality	Heterosexual	207	94.1
	Lesbian	0	0.0
	Gay	3	1.4
	Bisexual	6	2.7
	Asexual	2	0.9
	Don't Know	2	0.9
Relationship	Single	174	79.1
	Engaged	1	0.5
	Married	0	0.0
	In a committed relationship	44	20.0
	Divorced/Widowed	0	0.0
	<Missing>	1	0.5

Table A3

Fairness Question Descriptives by Gender

	Gender	N	Missing	Mean	SD	p.value
Severity	Female	60	33	4.57	1.50	0.144
	Male	88	39	4.20	1.42	
Fair_Atty	Female	93	0	7.44	2.15	0.509
	Male	126	1	7.23	2.55	
Fair_Advisor	Female	93	0	7.26	2.25	0.005
	Male	127	0	6.30	2.76	
Fair_Own	Female	91	2	2.97	2.88	0.502
	Male	127	0	3.24	2.97	
Fair_StudentsHC	Female	93	0	6.00	2.92	0.744
	Male	126	1	6.13	2.75	
Fair_FacultyHC	Female	93	0	6.18	2.49	0.558
	Male	127	0	5.98	2.47	
Fair_InPerson	Female	93	0	7.88	2.04	0.048
	Male	126	1	7.29	2.32	
Fair_Tele	Female	93	0	3.57	2.66	0.747
	Male	127	0	3.69	2.55	
Fair_DirectComm	Female	93	0	4.33	2.87	<0.001
	Male	127	0	5.92	2.50	
Fair_IndirectComm	Female	93	0	6.18	2.83	<0.001
	Male	127	0	4.58	2.56	
Fair_PartReq	Female	93	0	6.48	2.51	0.003
	Male	127	0	5.44	2.57	
Fair_NoReqPart	Female	92	1	3.32	2.39	<0.001
	Male	127	0	4.74	2.63	
Fair_Bias	Female	91	2	5.91	3.68	0.741
	Male	127	0	5.75	3.52	
Fair_Nbias	Female	93	0	4.30	3.63	0.627
	Male	126	1	4.54	3.53	
Fair_DecisionOtherEvid	Female	93	0	5.66	2.76	0.906
	Male	126	1	5.61	2.79	
Fair_NoDecision	Female	92	1	3.99	2.62	0.109
	Male	127	0	4.62	3.19	
Fair_EvidPres	Female	93	0	6.71	2.51	0.242
	Male	127	0	7.12	2.60	
Fair_AllEvid	Female	92	1	3.70	2.67	0.399
	Male	127	0	3.39	2.52	
Fair_Anon	Female	93	0	5.18	3.00	0.331
	Male	126	1	4.76	3.37	
Fair_NOAnon	Female	93	0	5.35	2.85	0.039
	Male	127	0	6.17	2.88	
Fair_Open	Female	92	1	2.38	2.44	0.478
	Male	127	0	2.61	2.34	
Fair_Closed	Female	92	1	7.87	2.14	0.376
	Male	127	0	7.61	2.05	
Fair_NoNegCon	Female	93	0	4.15	2.71	0.176
	Male	126	1	4.67	2.88	
Fair_NegConOK	Female	91	2	5.13	2.60	0.629
	Male	126	1	4.96	2.55	
PTS_M	Female	93	0	3.88	0.64	0.122
	Male	127	0	3.74	0.63	

Table A4

Numerical Variables By Condition

	item	group1	vars	n	mean	sd	skew	kurtosis	se
Condition*1	1	Accused	1.00	75.00	1.00	0.00			0.00
Condition*2	2	Accuser	1.00	73.00	2.00	0.00			0.00
Condition*3	3	Committee	1.00	72.00	3.00	0.00			0.00
Severity1	4	Accused	2.00	75.00	4.12	1.51	-0.41	-0.39	0.17
Severity2	5	Accuser	2.00	73.00	4.59	1.38	-0.59	0.25	0.16
Severity3	6	Committee	2.00	0.00					
PTS_M1	7	Accused	3.00	75.00	3.73	0.64	-0.05	-0.45	0.07
PTS_M2	8	Accuser	3.00	73.00	3.82	0.64	-0.49	-0.21	0.07
PTS_M3	9	Committee	3.00	72.00	3.85	0.64	-0.37	-0.43	0.08
Age_num1	10	Accused	4.00	75.00	2.95	0.91	0.42	-0.59	0.11
Age_num2	11	Accuser	4.00	73.00	2.82	1.02	1.05	0.52	0.12
Age_num3	12	Committee	4.00	72.00	3.10	1.33	0.88	-0.20	0.16
Ethnicity_num1	13	Accused	5.00	75.00	2.07	1.59	1.19	0.07	0.18
Ethnicity_num2	14	Accuser	5.00	73.00	2.27	1.69	1.01	-0.32	0.20
Ethnicity_num3	15	Committee	5.00	72.00	1.93	1.44	1.19	0.04	0.17
Religion_num1	16	Accused	6.00	75.00	2.23	1.03	0.56	-0.57	0.12
Religion_num2	17	Accuser	6.00	73.00	2.21	1.08	0.51	-0.55	0.13
Religion_num3	18	Committee	6.00	72.00	2.18	1.09	0.41	-0.94	0.13
Politics_num1	19	Accused	7.00	72.00	3.68	1.06	0.37	-0.02	0.12
Politics_num2	20	Accuser	7.00	73.00	3.36	1.08	0.37	-0.23	0.13
Politics_num3	21	Committee	7.00	72.00	3.51	1.16	0.31	-0.41	0.14
Wealth_num1	22	Accused	8.00	70.00	9.21	2.67	-1.47	1.29	0.32
Wealth_num2	23	Accuser	8.00	73.00	9.29	2.62	-1.58	1.66	0.31
Wealth_num3	24	Committee	8.00	72.00	8.99	2.70	-1.21	0.25	0.32

Table A5

Tukey Table Fairness of Direct Communication By Condition

	diff	lwr	upr	p.adj
Accuser-Accused	-0.9315068	-1.9886867	0.1256730	0.0965086
Committee-Accused	-1.3472222	-2.4081159	-0.2863285	0.0085247
Committee-Accuser	-0.4157154	-1.4837034	0.6522727	0.6291368

Table A6

Tukey Table Fairness of Prohibiting Familiarity with Parties By Condition

	diff	lwr	upr	p.adj
Accuser-Accused	0.0705023	-0.8847539	1.0257584	0.9834142
Committee-Accused	-5.5447619	-6.5103355	-4.5791883	0.0000000
Committee-Accuser	-5.6152642	-6.5872023	-4.6433261	0.0000000

Table A7

Tukey Table Fairness of Permitting Familiarity with Parties By Condition

	diff	lwr	upr	p.adj
Accuser-Accused	0.2433333	-0.7122289	1.1988956	0.8197267
Committee-Accused	5.6322222	4.6766600	6.5877845	0.0000000
Committee-Accuser	5.3888889	4.4236252	6.3541525	0.0000000

Appendix B

B.1 Survey Study 2

STUDY 2

	ACCUSED (B1)	ACCUSER (B2)	COMMITTEE (B3)
NOT AT ALL FAIR (A1)	A1B1	A1B2	A1B3
FAIR (A2)	A2B1	A2B2	A2B3

Are you a student at a college or university? If you just graduated this month, then answer yes. Also answer yes, if you just finished the semester and intend to enroll again in the fall.

- No, I do not attend a college or university (2)
 - Yes, I attend an online college or university (3)
 - Yes, I attend a brick & mortar college or university (i.e., a school with a physical location) (4)
 - Other (6) _____
-

In a university setting, sexual misconduct involving students is considered to be a violation of university policy. University disciplinary systems are not the same as criminal legal systems. These two systems have different goals and penalties. In the criminal system:

- the goal is to determine whether the accused has committed a criminal act; and possible punishments include incarceration (i.e. imprisonment), probation and fines.

University disciplinary systems:

- seek to determine whether students have violated university policy; and the most severe punishment that the university can give is expulsion, which removes a student from the university permanently.

Furthermore, filing a complaint with the university does not prevent one from filing the same complaint with the police.

In the present study, you will be asked to read a scenario describing how a hypothetical university might handle a case involving sexual misconduct. Then, you will be asked to answer questions that follow from what you have read. Please carefully read each question as you will not be allowed to go back.

BACKGROUND

The University has adopted a Student Code of Conduct (the "Code"), which describes the University's expectations of students and procedures it must follow when a student has potentially violated the Code. According to the Code: When the University receives a report of a potential violation, a campus official (e.g., university administrator or staff member) to look into the matter further. The Investigator can interview witnesses and collect evidence in order to investigate the potential violation. Once the investigative process is complete, all of the information gathered is handed over to the Conduct Board. The Conduct Board consists of three people (1 student, 1 faculty member, & 1 staff member) who are selected by the Dean of Student Affairs to hear cases referred to them by the Investigator.

All of the evidence collected by the Investigator is presented to the Conduct Board at a hearing. The hearing is a formal process in which witnesses (e.g., the accused and the accuser) are called, evidence is heard, and the Conduct Board determines whether the accused student is in violation of the Student Code of Conduct. The Conduct Board will find a student 'guilty' if a majority of the panel believes that the evidence shows that it is more likely than not that the student violated the Code. Possible punishments range from mandatory counseling to expulsion, which removes the guilty party from the University permanently and places a mark on the student's transcript noting the reason for the expulsion.

UNIVERSITY DISCIPLINARY PROCEDURES

1 REPORT

Alleged student misconduct is reported to the University

2 NOTIFY

University informs the accused student of the complaint

3 INVESTIGATE

University investigator collects evidence and asks to interview students and any witnesses

4 HOLD HEARING

University Conduct Board reviews the evidence collected by the investigator, listens to testimony, and makes a decision regarding whether the accused student violated University policy

5 DISCIPLINE

Students found to be responsible for violating University policy are subject to a range of punishments that range from mandatory counseling to expulsion, which removes the student from the University permanently

Accused Conditions: A1B1 & A2B1

PERSPECTIVE OF THE ACCUSED

Imagine you are contacted by the University appointed Investigator and told that a sexual misconduct complaint has been filed with the University against you. The Investigator informs you that the police are not currently involved and no criminal charges have been filed. However, you cannot be sure of whether criminal charges will be filed in the future.

As explained above, you have been accused of sexual misconduct by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please briefly describe in a few words the conduct (e.g., incident) in the scenario you have imagined.

Please adjust the slider to rate the severity of the conduct you have imagined.

1 -----7

Please list three things you would do, after the incident, if you found yourself accused of sexual misconduct.

You will see a list of policies and procedures that the University may follow when deciding whether you are in violation of the Student Code of Conduct. Please read each option carefully. Then, for each question describe whether you, as a person accused of sexual misconduct, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

Accuser Conditions: A1B2 & A2B2

PERSPECTIVE OF THE ACCUSER

Imagine you have decided to file a complaint with the University against the fellow student for sexual misconduct. You have not yet involved the police and no criminal charges have been filed. Additionally, you are not sure of whether criminal charges will be filed in the future.

You have recently experienced unwanted sexual contact by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please briefly describe in a few words the conduct in the scenario you have imagined.

Please adjust the slider to rate the severity of the conduct you have imagined.

1----7

Please list three things you would do, after the incident, if you found yourself accusing someone of sexual misconduct.

You will see a list of policies and procedures that the University may follow when deciding whether you are in violation of the Student Code of Conduct. Please read each option carefully. Then, for each question describe whether you, as a person accusing someone of sexual misconduct, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

Committee Conditions: A1B3 & A2B3

PERSPECTIVE OF THE POLICY REVIEW COMMITTEE

Imagine you have been chosen to serve on a committee that will analyze and review the University's policies with respect to how sexual misconduct is handled on campus. The Policy Review Committee has a total of 5 members (3 Faculty/Professors and 2 Students). As a group, your goal is to balance the rights of the victim with the rights of the accused. Assume that the Policy Review Committee has a significant amount of power on campus and that it is likely that any changes you recommend will be adopted.

Please list three things that you believe are important in balancing the rights of the accused with the rights of the accuser.

Next, you will see a list of policies and procedures that the University may follow when deciding whether you are in violation of the Student Code of Conduct. Please read each option carefully. Then, for each question describe whether you, as a member of the Policy Review Committee, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

All Conditions

These are policies and procedures that the University may apply in order to make its decision. Please read each option carefully. Then, for each question please adjust the slider to describe whether you, $\{e://Field/Text_FB\}$, personally believe that it is fair (i.e., just and appropriate given the circumstances) or unfair.

PROCEDURAL JUSTICE QUESTIONS I		
Not at all Fair (0)	Neither Fair Nor Unfair (5)	Extremely Fair (10)

<p>In university misconduct cases, neither the accused nor the accuser may be represented by an attorney or accompanied by anyone to advise him or her during the process. Students are expected to be their OWN ADVOCATES.</p>
<p>In university misconduct cases, the accused and the accuser are allowed to have an ATTORNEY. Attorneys may participate in every stage of the process (e.g., talk things over with you during disciplinary proceedings, ask or answer questions on your behalf, and question witnesses during the hearing).</p>
<p>Individuals involved in misconduct cases ARE REQUIRED to participate in the school's investigation. This means that the school may choose to punish students who do not cooperate with officials investigating sexual misconduct cases. Possible punishments include the inability to participate in University activities.</p>
<p>Individuals involved in university misconduct cases ARE NOT REQUIRED to participate in the school's investigation. This means that the school may not punish students who do not cooperate with officials investigating sexual misconduct cases.</p>
<p>Hearings to decide sexual misconduct cases are OPEN to the public (i.e., anyone from the university community may attend the hearing).</p>
<p>Hearings to decide sexual misconduct cases are CLOSED to all except those involved in the case (i.e., the accused, the accuser, witnesses, etc.)</p>
<p>Individuals involved in misconduct cases are required to appear at hearings IN-PERSON.</p>
<p>Individuals involved in misconduct cases may appear before the university Conduct Board VIA TELEPHONE rather than in person.</p>
<p>Members of the University Conduct Board who know, have met, or are familiar with one or more of the persons involved in sexual misconduct cases MAY make decisions or be present during the proceedings</p>
<p>Members of the University Conduct Board who know, have met, or are familiar with one or more of the persons involved in sexual misconduct cases MAY NOT make decisions or be present during the proceedings.</p>

No decision will be made by the University Conduct Board (i.e., the case will be dismissed) if either the accused or the accuser does not participate in the investigation.

If either the accused or the accuser does not participate in the investigation, then the Hearing Committee will make its decision based upon all the other evidence collected

The Conduct Board must make decisions based only on the evidence presented. This means that only information obtained from the Investigator or presented during the hearing can be considered.

The Conduct Board may consider any information related to the case when making decisions. This includes information not provided to them by the Investigator or presented during the hearing (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.).

Not Fair Conditions:

Now imagine the following 7 policies will apply when the Conduct Board decides your case. Please read each one carefully as you will be asked to answer questions based on what you have read.

YOU ARE YOUR OWN ADVOCATE You are not allowed to have an attorney. You must be your own advocate.

PARTICIPATION IS NOT MANDATORY Students can refuse to participate in the investigation and subsequent hearing without any penalty.

YOU CAN PARTICIPATE VIA TELEPHONE Students that do not wish to appear at the hearing in-person may participate via telephone

CASE DISMISSED If either the accused or the accuser does not participate in the hearing, then the case will be dismissed.

BOARD MAY KNOW STUDENTS Conduct Board members are allowed to have knowledge of or be familiar with the students involved in misconduct cases.

HEARINGS ARE OPEN TO THE PUBLIC Anyone from the University community may attend.

ANY INFORMATION CONSIDERED The Conduct Board is allowed to consider any information related to the case when making its decision. This includes information not provided to them by the Investigator or presented during the hearing (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.).

Fair Conditions:

Now imagine the following 7 policies will apply when the Conduct Board decides your case. Please read each one carefully as you will be asked to answer questions based on what you have read.

YOU CAN HAVE AN ATTORNEY In university misconduct cases, the accused and the accuser are allowed to have an ATTORNEY. Attorneys may participate in every stage of the process (e.g., talk things over with you during disciplinary proceedings, ask or answer questions on your behalf, and question witnesses during the hearing).

PARTICIPATION IS MANDATORY You are required to participate in the investigation and subsequent hearing and may be punished if you do not comply. Possible punishments include the inability to participate in University activities.

DECISIONS MADE IN YOUR ABSENCE If either the accused or the accuser does not participate in the investigation or the hearing, then the Conduct Board will make its decision based upon all the other evidence collected.

IN-PERSON PARTICIPATION You must attend the hearing in-person.

HEARINGS ARE CLOSED Only those involved in the case (i.e., the accused, the accuser, and their representatives) are allowed to attend.

BOARD MAY NOT KNOW STUDENTS Conduct Board members are not allowed to have knowledge of or be familiar with the students involved in misconduct cases.

DECISIONS BASED ON EVIDENCE PRESENTED Conduct Board must make decisions based only on the evidence presented to them by the Investigator or at the hearing. This means that any information obtained via prior knowledge or outside the bounds of the investigation (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.) cannot be considered.

In the next section, you will be asked to describe how you expect to be TREATED by University officials (i.e. the Conduct Board, the Investigator, etc.) and evaluate the ABILITY of University officials to decide your case.

PROCEDURAL JUSTICE QUESTIONS II		
Not at all Likely (0)	Neither Likely or Not Likely(5)	Extremely Likely (10)
Your perspective will be accurately and credibly expressed to the decision-makers		
Your accuser's perspective will be accurately and credibly expressed to the decision-makers		
Your accuser will be given a chance to express views before a decision is made		
You will be given a chance to express your views before a decision is made		
University officials will accurately and understand and fairly apply the rules		
University officials will make decisions based upon facts, not their personal opinions		
University officials will apply the rules consistently to everyone involved		
University officials will try to get the facts in this situation before making a decision		
University officials will fairly reach a decision		
University officials will take the time to listen to me		
University officials will take the time to listen to my accuser		

Accuser Conditions: A1B2 & A2B2

In the next section, you will be asked to: (1) describe how you, as a person accusing someone of sexual misconduct, expect to be treated by University officials (i.e., the Conduct Board, the Investigator, etc.) and (2) evaluate the ability of University officials to decide your case.

Think about the disciplinary process and how the policies and procedures mentioned will be used to decide your case. How likely is it that:

PROCEDURAL JUSTICE QUESTIONS II		
Not at all Likely (0)	Neither Likely or Not Likely(5)	Extremely Likely (10)

Your perspective will be accurately and credibly expressed to the decision-makers
The accused's perspective will be accurately and credibly expressed to the decision-makers
The accused will be given a chance to express views before a decision is made
You will be given a chance to express your views before a decision is made
University officials will accurately understand and fairly apply the rules
University officials will make decisions based upon facts, not their personal opinions
University officials will apply the rules consistently to everyone involved
University officials will try to get the facts in this situation before making a decision
University officials will fairly reach a decision
University officials will take the time to listen to me
University officials will take the time to listen to the person I have accused

Committee Conditions: A1B3 & A2B3

In the next section, you will be asked to: (1) describe how you, as a member of the Policy Review Committee, expect for students to be treated by University officials (i.e., the Conduct Board, the Investigator, etc.) and (2) evaluate the ability of University officials to decide sexual misconduct cases.

Think about the disciplinary process and how the policies and procedures mentioned will be used to decide sexual misconduct cases. How likely is it that:

PROCEDURAL JUSTICE QUESTIONS II		
Not at all Likely (0)	Neither Likely or Not Likely(5)	Extremely Likely (10)
The accuser's perspective will be accurately and credibly expressed to the decision-makers		

The accused's perspective will be accurately and credibly expressed to the decision-makers
The accused will be given a chance to express views before a decision is made
The accuser will be given a chance to express your views before a decision is made
University officials will accurately and understand and fairly apply the rules
University officials will make decisions based upon facts, not their personal opinions
University officials will apply the rules consistently to everyone involved
University officials will try to get the facts in this situation before making a decision
University officials will fairly reach a decision
University officials will take the time to listen to the accuser
University officials will take the time to listen to the accused

Accused Conditions: A1B1 & A2B1

In this next section, you will be asked to describe how you, as a person accused of sexual misconduct, might think or feel about a University that has adopted the policies and procedures mentioned.

Think about the disciplinary process and how the policies and procedures mentioned will be used to decide your case. You will see a number of statements. Please carefully read each one. Then, for each one describe whether you, as a person accused of sexual misconduct, personally agree or disagree with the statement.

LEGITIMACY		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)

The way the University acts (or intends to act) is reasonable, appropriate, and fair given the circumstances
I (will) respect and comply with the decisions the University makes regarding violations of University
I (will) respect the decisions the University makes, even if I disagree with them
I trust the University to make good decisions
These procedures protect my accuser from unfair treatment
These procedures protect me, as a person accused of misconduct, from unfair treatment
I trust that the University will take into account the needs and concerns of students involved in misconduct cases
I probably will not appeal the Conduct Board's decision, even if it isn't in my favor

Accuser Conditions: A1B2 & A2B2

In this next section, you will be asked to describe how you, as a person accusing someone of sexual misconduct, might think or feel about a University that has adopted the policies and procedures mentioned.

Think about the disciplinary process and how the policies and procedures mentioned will be used to decide your case. You will see a number of statements. Please carefully read each one. Then, for each one describe whether you, as a person accusing someone of sexual misconduct, personally agree or disagree with the statement.

LEGITIMACY		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
The way the University acts (or intends to act) is valid, reasonable, and justifiable (i.e., logical, appropriate, and fair given the circumstances).		

I (will) respect and comply with the decisions the University makes regarding violations of University
I (will) respect the decisions the University makes, even if I disagree with them
I trust the University to make good decisions
These procedures protect the student I have accused from unfair treatment
These procedures protect me, as a person accusing someone of sexual misconduct, from unfair treatment
I trust that the University will take into account the needs and concerns of students involved in misconduct cases
I probably will not appeal the Conduct Board's decision, even if it isn't in my favor

Committee Conditions: A1B3 & A2B3

In this next section, you will be asked to describe how you, as a member of the Policy Review Committee, might think or feel about a University that has adopted the policies and procedures mentioned.

Think about the disciplinary process and how the policies and procedures mentioned will be used to decide sexual misconduct cases. You will see a number of statements. Please carefully read each one. Then, for each one describe whether you, as a member of the Policy Review Committee, personally agree or disagree with the statement.

LEGITIMACY		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
The way the University acts (or intends to act) is reasonable, appropriate, and fair given the circumstances		
I (will) respect and comply with the decisions the University makes regarding violations of University Policy		
I (will) respect the decisions the University makes, even if I disagree with them		

I trust the University to make good decisions
These procedures protect students accused of sexual misconduct from unfair treatment
These procedures protect students accusing others of sexual misconduct from unfair treatment
I trust that the University will take into account the needs and concerns of students involved in misconduct cases
I probably would not appeal the Conduct Board's decision, even if it wasn't in my

All Conditions

In this next section, you will be asked to describe how you personally might behave towards a University that has adopted the policies and procedures mentioned.

If you found yourself with knowledge of sexual misconduct and at a University that used the same/similar policies and procedures, how likely would it be for you to:

WILLINGNESS TO PARTICIPATE		
Not at all Likely (0)	Neither Likely or Not Likely(5)	Extremely Likely (10)
Willingly assist the University investigators if asked		
Help the University to find someone suspected of committing a crime by providing them with information		
Contact the University in order to report a crime		
Report dangerous or suspicious activities to the University		
Encourage a friend to file a report with the University against another student for sexual misconduct		

All Conditions

In this next section you will be asked to describe your personal beliefs about rules, laws, regulations, etc.

LEGITIMACY: OBLIGATION TO OBEY		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
You should obey the rules, even if it goes against what you think is right		
Rules should be accepted and respected		
You should do what the rules say, even if you disagree		
Ignoring the rules can make you a danger to others		
Following rules ultimately benefits everyone		
Some rules are made to be broken		
Sometimes doing the right thing means breaking the		

B.2 Descriptive Analyses

Table B1

Study 2: Factor Variables

	Level	N	%
Factor_A	Fair	299	50.1
	Not_Fair	298	49.9
Factor_B	Accused	197	33.0
	Accuser	197	33.0
	Committee	203	34.0
CONDITION	A1B1	95	15.9
	A1B2	101	16.9
	A1B3	102	17.1
	A2B1	102	17.1
	A2B2	96	16.1
	A2B3	101	16.9
STUDENT_TYPE	Brick	591	99.0
	Online	5	0.8
	Other	1	0.2
GENDER2	Female	314	52.6
	Male	280	46.9
	<Missing>	3	0.5
INVOLVED_SD	No	512	85.8
	Yes	85	14.2
CRIMINAL	No	557	93.3
	Yes	40	6.7
VICTIM	No	389	65.2
	Yes	208	34.8
DEGREE	Associate's	71	11.9
	Bachelor's	357	59.8
	Doctorate	47	7.9
	Master's	117	19.6
	No_Degree	3	0.5
	<Missing>	2	0.3
COLLEGE_STATUS	Full-time student	482	80.7
	Other	4	0.7
	Part-time student	110	18.4
	<Missing>	1	0.2
LIVING	Fraternity or Sorority House	7	1.2
	Off Campus	384	64.3
	On Campus	205	34.3
	Other	1	0.2
ETHNICITY	African-American or Black	65	10.9
	Asian/Pacific Islander	43	7.2
	Bi-racial/Multiethnic	27	4.5
	Caucasian or White	413	69.2
	Hispanic or Latino/Latina	46	7.7
	Native American	3	0.5

Table B2

Study2: Descriptive Statistics

	vars	n	mean	sd	skew	kurtosis	se
WILLINGNESS	1	597	7.48	2.21	-0.98	0.77	0.09
PRO_JUSTICE	2	597	6.84	2.05	-0.45	-0.25	0.08
PJ_VOICE	3	597	7.16	1.92	-0.57	0.19	0.08
PJ_NEUTRAL	4	597	6.46	2.53	-0.53	-0.50	0.10
LEGITIMACY	5	597	6.14	2.39	-0.51	-0.22	0.10

Table B3

Study2: Variable Means by Condition

	item	group1	group2	vars	n	mean	sd	skew	kurtosis	se
ID*1	1	Fair	Accused	1	102	460.304	81.970	5.562	34.025	8.116
ID*2	2	Not_Fair	Accused	1	95	147.000	27.568	0.000	-1.238	2.828
ID*3	3	Fair	Accuser	1	96	547.500	27.857	0.000	-1.238	2.843
ID*4	4	Not_Fair	Accuser	1	101	254.950	61.917	6.696	56.547	6.161
ID*5	5	Fair	Committee	1	101	650.000	29.300	0.000	-1.236	2.915
ID*6	6	Not_Fair	Committee	1	102	360.304	81.970	5.562	34.025	8.116
Fairness*1	7	Fair	Accused	2	102	1.000	0.000			0.000
Fairness*2	8	Not_Fair	Accused	2	95	2.000	0.000			0.000
Fairness*3	9	Fair	Accuser	2	96	1.000	0.000			0.000
Fairness*4	10	Not_Fair	Accuser	2	101	2.000	0.000			0.000
Fairness*5	11	Fair	Committee	2	101	1.000	0.000			0.000
Fairness*6	12	Not_Fair	Committee	2	102	2.000	0.000			0.000
Perspective*1	13	Fair	Accused	3	102	1.000	0.000			0.000
Perspective*2	14	Not_Fair	Accused	3	95	1.000	0.000			0.000
Perspective*3	15	Fair	Accuser	3	96	2.000	0.000			0.000
Perspective*4	16	Not_Fair	Accuser	3	101	2.000	0.000			0.000
Perspective*5	17	Fair	Committee	3	101	3.000	0.000			0.000
Perspective*6	18	Not_Fair	Committee	3	102	3.000	0.000			0.000
Gender*1	19	Fair	Accused	4	102	1.471	0.502	0.116	-2.006	0.050
Gender*2	20	Not_Fair	Accused	4	95	1.474	0.502	0.104	-2.010	0.051
Gender*3	21	Fair	Accuser	4	96	1.500	0.503	0.000	-2.021	0.051
Gender*4	22	Not_Fair	Accuser	4	100	1.480	0.502	0.079	-2.014	0.050
Gender*5	23	Fair	Committee	4	99	1.485	0.502	0.060	-2.016	0.050
Gender*6	24	Not_Fair	Committee	4	102	1.422	0.496	0.313	-1.921	0.049
WILLINGNESS1	25	Fair	Accused	5	102	7.880	1.858	-1.156	2.019	0.184
WILLINGNESS2	26	Not_Fair	Accused	5	95	6.964	2.317	-0.359	-0.717	0.238
WILLINGNESS3	27	Fair	Accuser	5	96	8.392	1.505	-0.900	0.290	0.154
WILLINGNESS4	28	Not_Fair	Accuser	5	101	6.927	2.576	-1.093	0.751	0.256
WILLINGNESS5	29	Fair	Committee	5	101	7.584	2.504	-1.030	0.251	0.249
WILLINGNESS6	30	Not_Fair	Committee	5	102	7.120	1.957	-0.433	-0.409	0.194
PRO_JUSTICE1	31	Fair	Accused	6	102	7.307	1.688	-0.588	0.221	0.167
PRO_JUSTICE2	32	Not_Fair	Accused	6	95	6.226	1.911	0.189	-0.811	0.196
PRO_JUSTICE3	33	Fair	Accuser	6	96	7.884	1.475	-0.422	-0.635	0.151
PRO_JUSTICE4	34	Not_Fair	Accuser	6	101	6.002	2.228	-0.273	-0.273	0.222
PRO_JUSTICE5	35	Fair	Committee	6	101	7.565	1.810	-0.355	-0.933	0.180
PRO_JUSTICE6	36	Not_Fair	Committee	6	102	6.066	2.209	-0.274	-0.605	0.219
PJ_VOICE1	37	Fair	Accused	7	102	7.541	1.569	-0.239	-0.614	0.155
PJ_VOICE2	38	Not_Fair	Accused	7	95	6.756	1.798	-0.007	-0.596	0.184
PJ_VOICE3	39	Fair	Accuser	7	96	7.924	1.446	-0.292	-0.800	0.148
PJ_VOICE4	40	Not_Fair	Accuser	7	101	6.345	2.184	-0.478	-0.144	0.217
PJ_VOICE5	41	Fair	Committee	7	101	7.804	1.676	-0.321	-1.067	0.167
PJ_VOICE6	42	Not_Fair	Committee	7	102	6.587	2.133	-0.539	-0.110	0.211
PJ_NEUTRAL1	43	Fair	Accused	8	102	7.027	2.126	-0.800	0.540	0.210
PJ_NEUTRAL2	44	Not_Fair	Accused	8	95	5.589	2.524	-0.127	-0.801	0.259
PJ_NEUTRAL3	45	Fair	Accuser	8	96	7.835	1.686	-0.587	-0.333	0.172
PJ_NEUTRAL4	46	Not_Fair	Accuser	8	101	5.590	2.691	-0.246	-0.858	0.268
PJ_NEUTRAL5	47	Fair	Committee	8	101	7.279	2.263	-0.763	-0.035	0.225
PJ_NEUTRAL6	48	Not_Fair	Committee	8	102	5.441	2.640	-0.077	-0.981	0.261
LEGITIMACY1	49	Fair	Accused	9	102	6.884	1.773	-0.209	-0.247	0.176
LEGITIMACY2	50	Not_Fair	Accused	9	95	5.313	2.257	-0.048	-0.505	0.232
LEGITIMACY3	51	Fair	Accuser	9	96	7.274	1.577	-0.025	-0.528	0.161
LEGITIMACY4	52	Not_Fair	Accuser	9	101	5.107	2.450	-0.104	-0.754	0.244
LEGITIMACY5	53	Fair	Committee	9	101	7.201	2.149	-0.761	0.368	0.214
LEGITIMACY6	54	Not_Fair	Committee	9	102	5.050	2.674	-0.328	-0.917	0.265

Table B4

Study2: Variable Means by Gender

	item	group1	vars	n	mean	sd	skew	kurtosis	se
Gender*1	1	Female	1	314	1.000	0.000			0.000
Gender*2	2	Male	1	280	2.000	0.000			0.000
WILLINGNESS1	3	Female	2	314	7.746	2.089	-0.915	0.375	0.118
WILLINGNESS2	4	Male	2	280	7.167	2.313	-0.995	0.829	0.138
PRO_JUSTICE1	5	Female	3	314	6.915	2.045	-0.444	-0.361	0.115
PRO_JUSTICE2	6	Male	3	280	6.754	2.059	-0.469	-0.155	0.123
PJ_VOICE1	7	Female	4	314	7.237	1.940	-0.616	0.143	0.109
PJ_VOICE2	8	Male	4	280	7.065	1.903	-0.515	0.224	0.114
PJ_NEUTRAL1	9	Female	5	314	6.529	2.545	-0.489	-0.652	0.144
PJ_NEUTRAL2	10	Male	5	280	6.381	2.509	-0.583	-0.330	0.150
LEGITIMACY1	11	Female	6	314	6.178	2.486	-0.424	-0.425	0.140
LEGITIMACY2	12	Male	6	280	6.088	2.282	-0.630	0.034	0.136

B.3 ANOVAs

Table B5

ANOVA (III) Table Willingness By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	18868.5061	1	4124.3917	0.0000
Gender	54.2454	1	11.8573	0.0006
Fairness	139.9691	1	30.5953	0.0000
Perspective	10.8837	2	1.1895	0.3051
Fairness:Perspective	24.5675	2	2.6851	0.0691
Residuals	2685.4416	587		

Table B6

Willingness by Condition Effects and Power

	Df	Sum Sq	R2	Power
Gender	1	49.572	0.017	0.911
Fairness	1	138.218	0.048	1.000
Perspective	2	10.350	0.004	0.252
Fairness:Perspective	2	24.568	0.008	0.537
Residuals	587	2685.442	0.923	1.000

Table B7

ANOVA (III) Table Procedural Justice By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	15096.2169	1	4155.7950	0.0000
Gender	6.4301	1	1.7701	0.1839
Fairness	340.2961	1	93.6792	0.0000
Perspective	2.7547	2	0.3792	0.6846
Fairness:Perspective	17.0904	2	2.3524	0.0960
Residuals	2132.3187	587		

Table B8

ANOVA (III) Table Procedural Justice: Voice By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	15096.2169	1	4155.7950	0.0000
Gender	6.4301	1	1.7701	0.1839
Fairness	340.2961	1	93.6792	0.0000
Perspective	2.7547	2	0.3792	0.6846
Fairness:Perspective	17.0904	2	2.3524	0.0960
Residuals	2132.3187	587		

Table B9

ANOVA (III) Table Procedural Justice: Neutrality By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	13495.3171	1	2451.7630	0.0000
Gender	6.5494	1	1.1899	0.2758
Fairness	520.4531	1	94.5534	0.0000
Perspective	17.1416	2	1.5571	0.2116
Fairness:Perspective	17.4796	2	1.5878	0.2053
Residuals	3231.0428	587		

Table B10

ANOVA (III) Table Legitimacy By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	12082.1707	1	2545.7689	0.0000
Gender	3.3454	1	0.7049	0.4015
Fairness	588.3899	1	123.9764	0.0000
Perspective	0.5990	2	0.0631	0.9388
Fairness:Perspective	13.1387	2	1.3842	0.2513
Residuals	2785.8908	587		

B.4 Mediation Models

Table B11

Parameter Estimates: Female Serial Multiple Mediation Model

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS	~	Fairness	c	-0.098	0.233	-0.422	0.673	-0.562	0.347
2	WILLINGNESS	~	PRO_JUSTICE	b1	0.222	0.108	2.053	0.040	0.006	0.431
3	WILLINGNESS	~	LEGITIMACY	b2	0.258	0.089	2.900	0.004	0.089	0.440
4	PRO_JUSTICE	~	Fairness	a1	-1.746	0.207	-8.422	0.000	-2.158	-1.341
5	LEGITIMACY	~	Fairness	a2	-0.677	0.165	-4.109	0.000	-1.013	-0.359
6	LEGITIMACY	~	PRO_JUSTICE	d21	0.947	0.042	22.686	0.000	0.863	1.027
7	WILLINGNESS	--	WILLINGNESS		3.198	0.300	10.648	0.000	2.673	3.864
8	PRO_JUSTICE	--	PRO_JUSTICE		3.407	0.256	13.315	0.000	2.942	3.949
9	LEGITIMACY	--	LEGITIMACY		1.750	0.172	10.178	0.000	1.455	2.143
10	Fairness	--	Fairness		0.250	0.000			0.250	0.250
11	mv1ide	:=	a1*b1	mv1ide	-0.388	0.192	-2.020	0.043	-0.783	-0.020
12	mv2ide	:=	a2*b2	mv2ide	-0.175	0.071	-2.446	0.014	-0.351	-0.061
13	mvserial	:=	a1*d21*b2	mvserial	-0.426	0.160	-2.669	0.008	-0.790	-0.152
14	totalide	:=	(a1*b1)+(a2*b2)+(a1*d21*b2)	totalide	-0.989	0.159	-6.235	0.000	-1.337	-0.707
15	totaleffect	:=	c+(a1*b1)+(a2*b2)+(a1*d21*b2)	totaleffect	-1.087	0.230	-4.718	0.000	-1.561	-0.630

Table B12

Parameter Estimates: Male Serial Multiple Mediation Model

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS	~	Fairness	c	0.035	0.245	0.145	0.885	-0.454	0.518
2	WILLINGNESS	~	PRO_JUSTICE	b1	0.428	0.128	3.339	0.001	0.170	0.677
3	WILLINGNESS	~	LEGITIMACY	b2	0.204	0.119	1.722	0.085	-0.022	0.441
4	PRO_JUSTICE	~	Fairness	a1	-1.249	0.239	-5.233	0.000	-1.717	-0.778
5	LEGITIMACY	~	Fairness	a2	-0.498	0.155	-3.209	0.001	-0.815	-0.204
6	LEGITIMACY	~	PRO_JUSTICE	d21	0.891	0.040	22.081	0.000	0.811	0.970
7	WILLINGNESS	--	WILLINGNESS		3.669	0.414	8.856	0.000	2.974	4.651
8	PRO_JUSTICE	--	PRO_JUSTICE		3.833	0.303	12.657	0.000	3.284	4.477
9	LEGITIMACY	--	LEGITIMACY		1.495	0.139	10.734	0.000	1.248	1.803
10	Fairness	--	Fairness		0.250	0.000			0.250	0.250
11	mv1ide	:=	a1*b1	mv1ide	-0.535	0.199	-2.692	0.007	-0.993	-0.205
12	mv2ide	:=	a2*b2	mv2ide	-0.102	0.070	-1.445	0.149	-0.288	0.001
13	mvserial	:=	a1*d21*b2	mvserial	-0.227	0.139	-1.630	0.103	-0.536	0.016
14	totalide	:=	(a1*b1)+(a2*b2)+(a1*d21*b2)	totalide	-0.864	0.183	-4.713	0.000	-1.265	-0.543
15	totaleffect	:=	c+(a1*b1)+(a2*b2)+(a1*d21*b2)	totaleffect	-0.828	0.276	-3.006	0.003	-1.357	-0.278

Table B13

Parameter Estimates: Male Simple Mediation Model

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS	~	Fairness	c	-0.066	0.246	-0.269	0.788	-0.534	0.430
2	PRO_JUSTICE	~	Fairness	a	-1.249	0.236	-5.302	0.000	-1.700	-0.779
3	WILLINGNESS	~	PRO_JUSTICE	b	0.610	0.067	9.083	0.000	0.475	0.737
4	WILLINGNESS	~~	WILLINGNESS		3.731	0.419	8.903	0.000	3.008	4.665
5	PRO_JUSTICE	~~	PRO_JUSTICE		3.833	0.306	12.508	0.000	3.283	4.501
6	Fairness	~~	Fairness		0.250	0.000			0.250	0.250
7	mvide	:=	a*b	mvide	-0.762	0.171	-4.458	0.000	-1.141	-0.466
8	total	:=	c+(a*b)	total	-0.828	0.273	-3.032	0.002	-1.352	-0.291

Appendix C

C.1 Survey Study 3

Study 3

Study 3 is a 2 (Fair/Not Fair) x 2 (Accused/Accuser) x 2 (Favorable Outcome/Unfavorable Outcome) between-subjects design.

Favorable (C1)

	Accused	Accuser
Not_Fair	A1B1C1	A1B2C1
Fair	A2B1C1	A2B2C1

Not Favorable (C2)

	Accused	Accuser
Not_Fair	A1B1C2	A1B2C2
Fair	A2B1C2	A2B2C2

Are you a student at a college or university? If you just graduated this month, then answer yes. Also answer yes, if you just finished the semester and intend to enroll again in the fall.

- No, I do not attend a college or university (2)
- Yes, I attend an online college or university (3)
- Yes, I attend a brick & mortar college or university (i.e., a school with a physical location) (4)
- Other (6) _____

In the present study, you will be asked to read a scenario describing how a hypothetical university might handle a case involving sexual misconduct. Then, you will be asked to answer questions that follow from what you have read. Please carefully read each question as you will not be allowed to go back.

BACKGROUND The University has adopted a Student Code of Conduct (the "Code"), which describes the University's expectations of students and the procedures it must follow when a student has potentially violated the Code. According to the Code: When the University receives a report of a potential violation, a campus official (e.g., university

administrator or staff member) to look into the matter further. The Investigator can interview witnesses and collect evidence in order to investigate the potential violation. Once the investigative process is complete, all of the information gathered is handed over to the Conduct Board. The Conduct Board consists of three people (1 student, 1 faculty member, & 1 staff member) who are selected by the Dean of Student Affairs to hear cases referred to them by the Investigator.

All of the evidence collected by the Investigator is presented to the Conduct Board at a hearing. The hearing is a formal process in which witnesses (e.g., the accused and the accuser) are called, evidence is heard, and the Conduct Board determines whether the accused student is in violation of the Student Code of Conduct. The Conduct Board will find a student 'guilty' if a majority of the panel believes that the evidence shows that it is more likely than not that the student violated the Code. Possible punishments range from mandatory counseling to expulsion, which removes the guilty party from the University permanently and places a mark on the student's transcript noting the reason for the expulsion.

UNIVERSITY DISCIPLINARY PROCEDURES

1 REPORT

Alleged student misconduct is reported to the University

2 NOTIFY

University informs the accused student of the complaint

3 INVESTIGATE

University investigator collects evidence and asks to interview students and any witnesses

4 HOLD HEARING

University Conduct Board reviews the evidence collected by the investigator, listens to testimony, and makes a decision regarding whether the accused student violated University policy

5 DISCIPLINE

Students found to be responsible for violating University policy are subject to a range of punishments that range from mandatory counseling to expulsion, which removes the student from the University permanently

ACCUSED CONDITIONS

In the next section, you will be asked to place yourself in the position of another person. Please think carefully and answer honestly.

Imagine you are contacted by the University appointed Investigator and told that a sexual misconduct complaint has been filed with the University against you. The Investigator informs you that the police are not currently involved and no criminal charges have been filed. However, you cannot be sure of whether criminal charges will be filed in the future.

As explained above, you have have been accused of sexual misconduct by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please briefly describe in a few words the conduct (e.g., incident) in the scenario you have imagined.

Please adjust the slider to rate the severity of the conduct you have imagined.

1 -----7

Please list three things you would do, after the incident, if you found yourself accused of sexual misconduct.

ACCUSER CONDITIONS

Imagine you have decided to file a complaint with the University against a fellow student for sexual misconduct. You have not yet involved the police and no criminal charges have been filed. Additionally, you are not sure of whether criminal charges will be filed in the future.

You have recently experienced unwanted sexual contact by a fellow student. Take a moment to imagine a scenario in which this situation may have occurred.

Please briefly describe in a few words the conduct in the scenario you have imagined.

Please adjust the slider to rate the severity of the conduct you have imagined.

1-----7

Please list three things you would do, after the incident, if you found yourself accusing someone of sexual misconduct.

NOT FAIR CONDITIONS

Recall that you have $\{e://Field/Text_FB1\}$. Now imagine that the following 4 policies will apply when the Conduct Board decides your case. Please read each one carefully as you will be asked to answer questions based on what you have read.

YOU ARE YOUR OWN ADVOCATE You are not allowed to have an attorney. You must be your own advocate.

HEARINGS ARE OPEN TO THE PUBLIC Anyone from the University community may attend.

BOARD MAY KNOW STUDENTS Conduct Board members are allowed to have knowledge of or be familiar with the students involved in misconduct cases.

ANY INFORMATION CONSIDERED The Conduct Board is allowed to consider any information related to the case when making its decision. This includes information not provided to them by the Investigator or presented during the hearing (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.).

FAIR CONDITIONS

Now imagine that the following 4 policies will apply when the Conduct Board decides your case. Please read each one carefully as you will be asked to answer questions based on what you have read.

YOU CAN HAVE AN ATTORNEY In university misconduct cases, the accused and the accuser are allowed to have an ATTORNEY. Attorneys may participate in every stage of the process (e.g., talk things over with you during disciplinary proceedings, ask or answer questions on your behalf, and question witnesses during the hearing).

HEARINGS ARE CLOSED Only those involved in the case (i.e., the accused, the accuser, and their representatives) are allowed to attend.

BOARD MAY NOT KNOW STUDENTS Conduct Board members are not allowed to have knowledge of or be familiar with the students involved in misconduct cases.

DECISIONS BASED ON EVIDENCE PRESENTED Conduct Board must make decisions based only on the evidence presented to them by the Investigator or at the hearing. This means that any information obtained via prior knowledge or outside the bounds of the investigation (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.) cannot be considered.

In this next section, you will read a short scenario. Please read it as if you are personally experiencing it.

Answer If Factor_B Is Equal to Accused

Recall that you have been contacted by the University appointed Investigator and told that a sexual misconduct complaint has been filed with the University against you.

Answer If Factor_B Is Equal to Accuser

Recall that you have decided to file a complaint with the University against a fellow student for sexual misconduct.

You meet with an Investigator who advises you that there is enough evidence to proceed to a hearing. The three members of the Conduct Board are assigned. One of the members assigned is a Professor. You know that the Professor and $\{e://Field/Text_FB3\}$ are in the same academic department and that this student has taken one of the Professor's classes. You are concerned that the Professor may favor $\{e://Field/Text_FB3\}$.

Answer If Factor_A Is Equal to Fair

You raise this concern with Student Affairs. They listen to your concerns. They decide to REPLACE the Professor with another faculty member that is not familiar with either you or $\{e://Field/Text_FB3\}$.

Answer If Factor_A Is Equal to Not_Fair

Q8.6 You raise this concern with Student Affairs. They listen to your concerns. However, they explain that the Professor can and will PARTICIPATE in the hearing.

Describe whether you, $\{e://Field/Text_FB2\}$, personally agree or disagree with each statement.

Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
-----------------------	--------------------------------	---------------------

SA_FAIRLYMADE	Student Affairs fairly made the decision to [REPLACE/NOT REPLACE] the Professor
SA_OUTCOMEFAIR	I consider this outcome to be fair

NOT FAIR CONDITIONS

Answer If Factor_B Is Equal to Accuser

The day of your hearing arrives. The hearing is open to the public. YOU present your case to the Conduct Board. Then, the person you have accused has the opportunity to speak. Afterwards, you DO NOT feel that you have said as much as you could have to express yourself.

Answer If Factor_B Is Equal to Accused

The day of your hearing arrives. The hearing is open to the public. Your accuser has the opportunity to speak to the Conduct Board. Then, YOU present your case to them. Afterwards, you DO NOT feel that you have said as much as you could have to express yourself.

You are concerned about the information the Conduct Board will consider. The Conduct Board is allowed to consider ANY INFORMATION related to the case when making its decision. You are concerned that they will consider information not provided to them by the Investigator or presented during the hearing (i.e., hearsay, strong suspicion, news reports, personal interactions, etc.)

FAIR CONDITIONS

Answer If Factor_B Is Equal to Accuser

The day of your hearing arrives. The Hearing is closed to the public. Only the students involved and their attorneys attend. You and your attorney have an opportunity to speak to the Conduct Board. Then the person you have accused, along with an attorney, has the opportunity to speak. Afterwards, you feel that you said as much as you could have to present your case.

Answer If Factor_B Is Equal to Accused

The day of your hearing arrives. The Hearing is closed to the public. Only the students involved and their attorneys attend. Your accuser, along with an attorney,

speaks to the Conduct Board. Then, you and your attorney have an opportunity to speak. Afterwards, you feel that you said as much as you could have to defend yourself.

You believe that the Conduct Board will make its decision based on the evidence presented. The Conduct Board must make decisions based only on the evidence presented. This means they cannot consider things like hearsay, strong suspicion, news reports, etc. You believe that the Conduct Board will make decisions based solely upon the EVIDENCE PRESENTED to them by the Investigator or during the hearing.

OUTCOME FAVORABILITY

The Conduct Board returns to the hearing with its decision. They decide that it is likely that $\{e://Field/Text_FB4\}$ $\{e://Field/Text_FC1\}$ violate university policy by committing sexual misconduct.

Answer If Text_FC1 Is Equal to DID

The Conduct Board will decide on a punishment in the near future. Possible punishments range from mandatory counseling to expulsion, which would remove you from the University permanently and place a mark on your transcript noting the reason for the expulsion.

Answer If Text_FC1 Is Equal to DID NOT

The Conduct Board closes the case against $\{e://Field/Text_FB4\}$.

OUTCOME SATISFACTION

THINK about the hearing as if YOU personally experienced it. You will be presented with a list of statements. Please carefully read each question. Then, describe the extent to which you, $\{e://Field/Text_FB5\}$, agree with each statement. If you need to refresh your memory with respect to the policies and procedures used to decide your case, then please click the buttons at the bottom of the page.

Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
OUTCOME_MET	This outcome met my expectations	
OUTCOME_FAIR	I consider this outcome to be fair	
OUTCOME_FAV	This outcome was favorable to me	
OUTCOME_ACCEPT	I accept the Conduct Board's decision	

In the next section, you will be asked to describe how you were TREATED by University officials (i.e. the Conduct Board, the Investigator, etc.) and evaluate the ABILITY of University officials to decide your case. Recall that the Conduct Board found that $\{e://Field/Text_FB4\}$ $\{e://Field/Text_FC2\}$ University Policy. If you need to refresh your memory regarding the policies and procedures applied, then please click the buttons at the bottom of the page.

Procedural Justice II		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
PJII_1	The CONDUCT BOARD applied the rules fairly in order to make a decision	
PJII_2	The METHODS and PROCEDURES used to resolve this dispute were fair	
PJII_3	The CONDUCT BOARD made an unbiased and impartial decision	
PJII_4	My perspective was expressed fully before a decision was made	
PJII_5	I was given a fair chance to express my views before a decision was made	
PJII_6	The Conduct Board made decisions based upon facts, not their personal opinions	

If you found yourself with knowledge of sexual misconduct and at a University that used the same policies and procedures to make decisions, how likely would it be for you to:

Willingness to Participate		
Not at all Likely (0)	Neither Likely or Not Likely(5)	Extremely Likely (10)
WILL_1	Willingly assist the University in its investigation of sexual misconduct if asked	
WILL_2	Help the University to find someone suspected of committing sexual misconduct by providing information	
WILL_3	Contact the University in order to report sexual misconduct	
WILL_4	Report dangerous or suspicious activities to the University	
WILL_5	Encourage a friend to file a report with the University against another student for sexual misconduct	

Legitimacy		
Strongly Disagree (0)	Neither Agree nor Disagree (5)	Strongly Agree (10)
LGT_1	The University acted in a way that was reasonable, appropriate, and fair given the circumstances	
LGT_2	I respect the decisions the University made, even if I disagree with them	
LGT_3	The University can be trusted to make good decisions in misconduct cases	
LGT_4	The policies & procedures protected [my accuser/the person I accused] from unfair treatment	
LGT_5	The policies & procedures protected me, [as the accused/a person accusing someone of misconduct] from unfair treatment	
LGT_6	The University did a good job when handling my case	
LGT_7	I would trust these methods and procedures in a future dispute	

Have you ever been the subject of a criminal investigation (even if you were not convicted)?

- Yes (23)
- No (24)

Have you ever been the victim of a crime (even if it was not reported)?

- Yes (28)
- No (29)

C.2 Descriptive Analyses

Table C1

Study 3: Factor Variables

	Level	N	%
Fairness	Fair	288	50.3
	Not_Fair	284	49.7
Perspective	Accused	283	49.5
	Accuser	289	50.5
Favorability	Favorable	285	49.8
	Not_Favorable	287	50.2
GENDER	Female	294	51.4
	Male	271	47.4
	<Missing>	7	1.2
In_StudentDisc	No	488	85.3
	Yes	84	14.7
CRIMINAL	No	528	92.3
	Yes	43	7.5
	<Missing>	1	0.2
VICTIM	No	376	65.7
	Yes	196	34.3
DEGREE	Associate's	65	11.4
	Bachelor's	351	61.4
	Doctorate	49	8.6
	Master's	102	17.8
	NO_DEGREE	5	0.9
COLLEGE_STATUS	Full-time student	456	79.7
	Other	1	0.2
	Part-time student	115	20.1
SEXUALITY	Asexual	13	2.3
	Bisexual	43	7.5
	Gay	11	1.9
	Heterosexual	476	83.2
	I don't know/I prefer not to say	17	3.0
	Lesbian	12	2.1

Table C2

Study 3: Variable Means

	N	Mean	SD	Min	Q1	Median	Q3	Max
AGE	572	25.00	5.60	18	21.00	23.00	28.00	45.00
SATISFACTION	572	5.68	3.44	0	2.67	6.33	8.83	10.00
PRO_JUSTICE	572	5.78	2.73	0	4.00	5.83	8.00	10.00
WILLINGNESS	572	7.17	2.37	0	5.90	7.60	9.00	10.00
WILLINGNESS_trans	572	81.55	44.49	0	47.09	81.54	117.68	147.91

Table C3

Correlations

	AGE	SATISFACTION	PRO_JUSTICE	WILLINGNESS
AGE				
SATISFACTION	0.02			
PRO_JUSTICE	0.04	0.70****		
WILLINGNESS	0.06	0.41****	0.46****	
WILLINGNESS_trans	0.07	0.40****	0.46****	0.96****

C.3 ANOVAs

Table C4

Three-Way ANOVA (III) Table Willingness By Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	2005798.2129	1	1184.4512	0.0000
GENDER	574.1876	1	0.3391	0.5606
Fairness	39714.6281	1	23.4520	0.0000
Perspective	10463.7122	1	6.1790	0.0132
Favorability	75742.6208	1	44.7271	0.0000
Fairness:Perspective	328.4025	1	0.1939	0.6598
Fairness:Favorability	1505.7341	1	0.8892	0.3461
Perspective:Favorability	13660.9686	1	8.0670	0.0047
Fairness:Perspective:Favorability	23040.7636	1	13.6059	0.0002
Residuals	941553.1694	556		

Table C5

Three-Way ANOVA: Effects and Power

	Df	Sum Sq	R2	Power
GENDER	1	391.70	0.00	0.08
Fairness	1	39470.92	0.04	1.00
Perspective	1	9460.52	0.01	0.66
Favorability	1	80589.83	0.07	1.00
Fairness:Perspective	1	201.96	0.00	0.06
Fairness:Favorability	1	1902.84	0.00	0.19
Perspective:Favorability	1	14219.58	0.01	0.83
Fairness:Perspective:Favorability	1	23040.76	0.02	0.96
Residuals	556	941553.17	0.85	1.00

Table C6

Study 3: Means for Each Condition

	GENDER	Fairness	Perspective	Favorability	adjusted mean	std. error
1	Female	Fair	Accused	Favorable	8.03	0.27
2	Male	Fair	Accused	Favorable	7.98	0.27
3	Female	Not_Fair	Accused	Favorable	7.71	0.29
4	Male	Not_Fair	Accused	Favorable	7.66	0.31
5	Female	Fair	Accuser	Favorable	8.54	0.28
6	Male	Fair	Accuser	Favorable	8.49	0.28
7	Female	Not_Fair	Accuser	Favorable	7.22	0.27
8	Male	Not_Fair	Accuser	Favorable	7.17	0.28
9	Female	Fair	Accused	Not_Favorable	7.75	0.30
10	Male	Fair	Accused	Not_Favorable	7.70	0.29
11	Female	Not_Fair	Accused	Not_Favorable	6.39	0.26
12	Male	Not_Fair	Accused	Not_Favorable	6.34	0.26
13	Female	Fair	Accuser	Not_Favorable	5.87	0.27
14	Male	Fair	Accuser	Not_Favorable	5.82	0.27
15	Female	Not_Fair	Accuser	Not_Favorable	6.24	0.29
16	Male	Not_Fair	Accuser	Not_Favorable	6.19	0.29

Table C7

Two-Way ANOVA (III) Table Favorable Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	2491901.0018	1	1638.5798	0.0000
Fairness	28904.0831	1	19.0062	0.0000
Perspective	44.6602	1	0.0294	0.8641
Fairness:Perspective	8839.4721	1	5.8125	0.0166
Residuals	427336.0262	281		

Table C8

Two-Way ANOVA Effects and Power: Favorable Condition

	Df	Sum Sq	R2	Power
Fairness	1	29750.2422	0.0638	0.9934
Perspective	1	99.2000	0.0002	0.0576
Fairness:Perspective	1	8839.4721	0.0190	0.6772
Residuals	281	427336.0262	0.9170	1.0000

Table C9

Means by Condition: Favorable Outcome

	Fairness	Perspective	adjusted mean	std. error
1 Fair		Accused	8.03	0.21
2 Not_Fair		Accused	7.69	0.23
3 Fair		Accuser	8.52	0.22
4 Not_Fair		Accuser	7.19	0.21

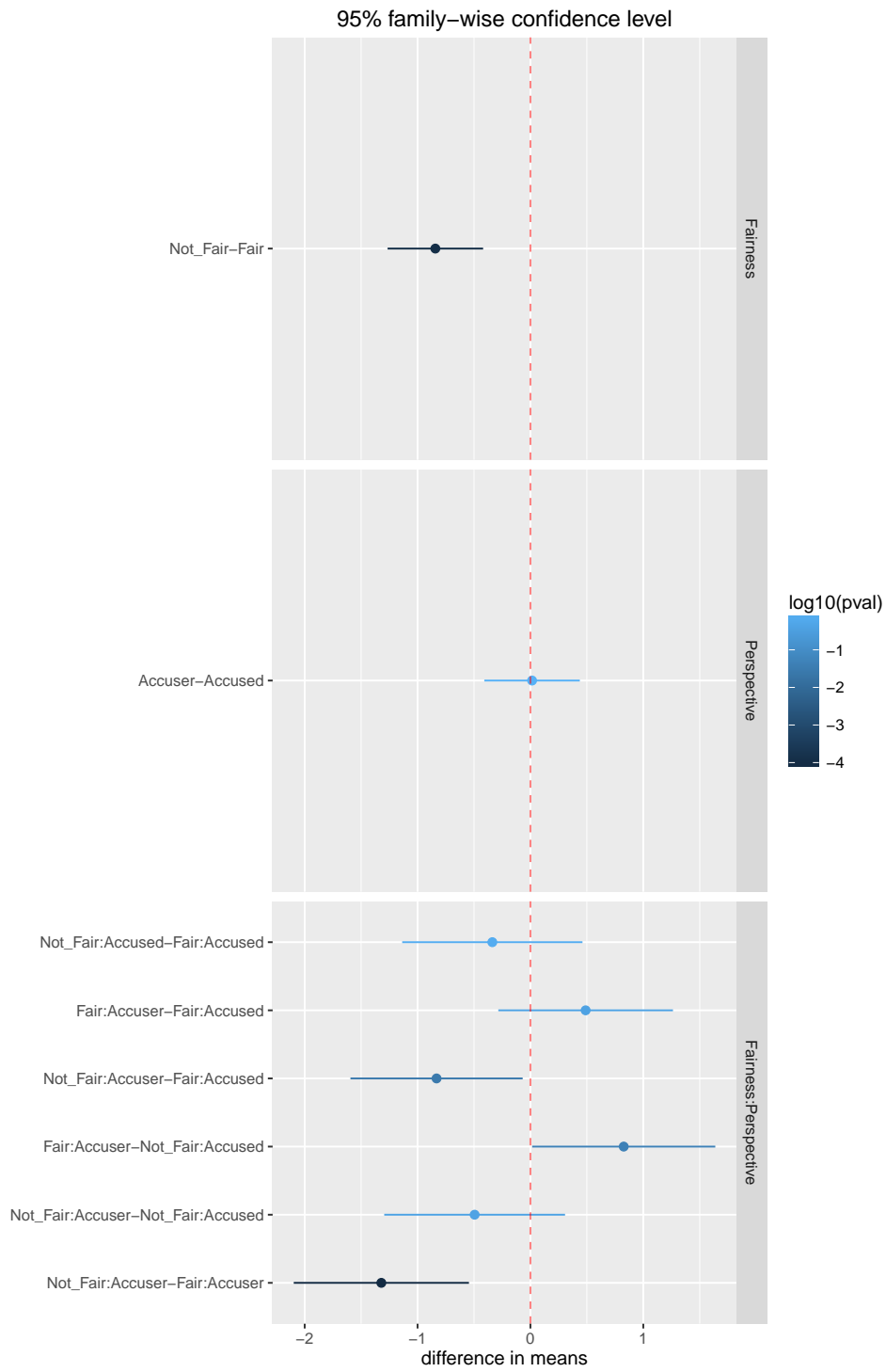


Figure C1. Tukey Favorite Condition

Table C10

Two-Way ANOVA (III) Table Not Favorable Condition

	Sum Sq	Df	F value	Pr(>F)
(Intercept)	1401332.3854	1	751.3581	0.0000
Fairness	14768.0344	1	7.9182	0.0052
Perspective	26513.7259	1	14.2160	0.0002
Fairness:Perspective	14572.5113	1	7.8134	0.0055
Residuals	527813.6240	283		

Table C11

Two-Way ANOVA Effects and Power: Not Favorable Condition

	Df	Sum Sq	R2	Power
Fairness	1	11429.1093	0.0197	0.7000
Perspective	1	25854.3848	0.0446	0.9622
Fairness:Perspective	1	14572.5113	0.0251	0.8011
Residuals	283	527813.6240	0.9105	1.0000

Table C12

Means by Condition: Not Favorable Outcome

	Fairness	Perspective	adjusted mean	std. error
1 Fair		Accused	7.76	0.32
2 Not_Fair		Accused	6.37	0.28
3 Fair		Accuser	5.84	0.29
4 Not_Fair		Accuser	6.17	0.31

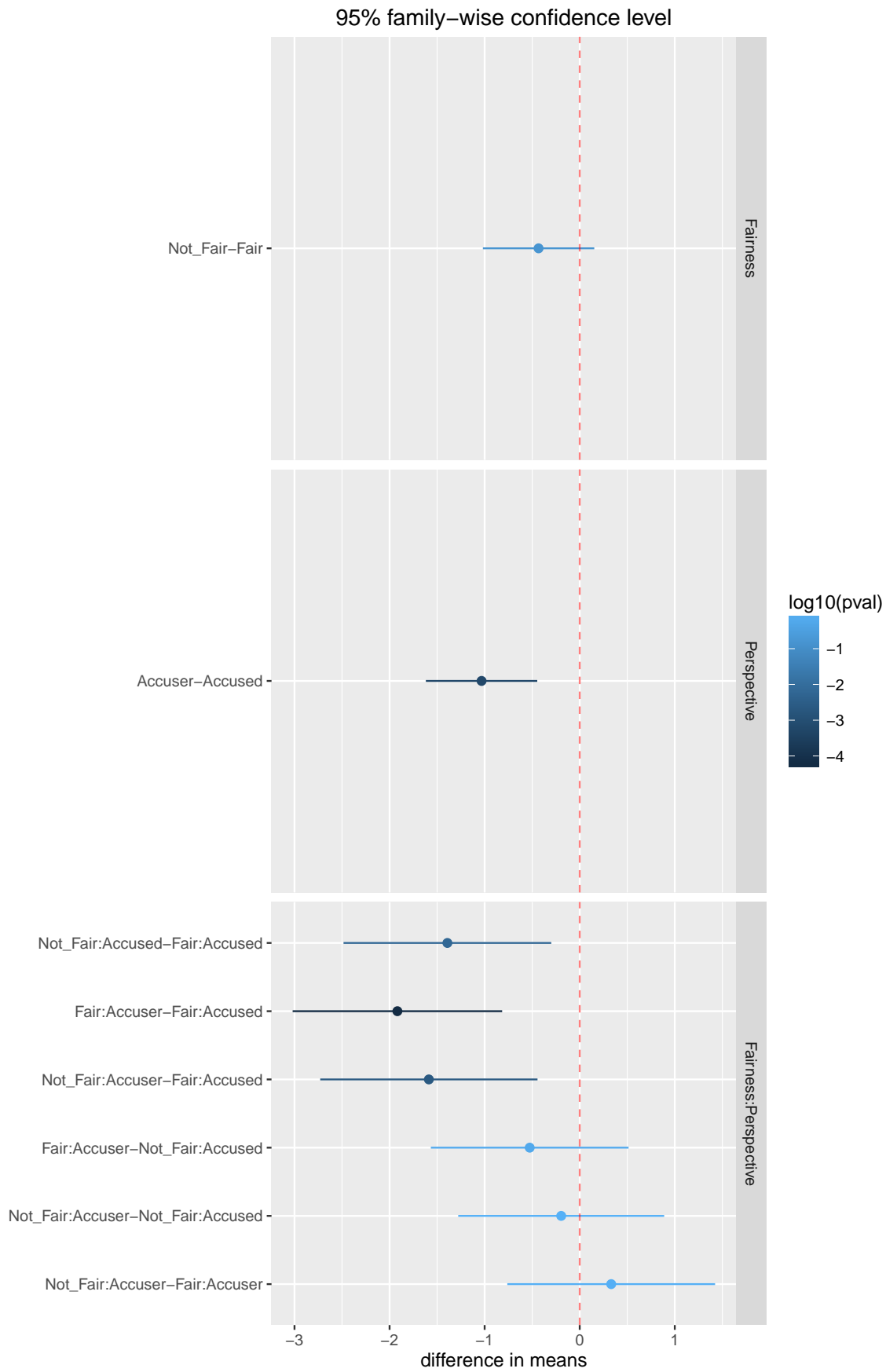


Figure C2. Tukey Not Favorable

Table C13

One-Way ANOVAs Table Perspective Conditions

	FAccused	FAccuser	NFAccused	NFAccuser
FairnessNot_Fair	-9.028 (6.495)	-31.365*** (6.593)	-28.730*** (7.126)	-0.096 (7.359)
R ²	0.014	0.136	0.103	0.000
Adj. R ²	0.007	0.130	0.096	-0.007
Num. obs.	139	146	144	143
RMSE	38.118	39.815	42.494	43.873

Coefficients with $p < 0.05$ in **bold**.

Table C14

Study 3: One-Way ANOVAs Effects and Power

	R2	Power
Favorable Accused	.014	.285
Favorable Accuser	.136	.997
Not Favorable Accused	.103	.981
Not Favorable Accuser	0	.050

C.4 Mediation Models

Table C15

Parameter Estimates: Favorable Condition

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	3.883	5.680	0.684	0.494	-7.683	14.510
2	WILLINGNESS_trans	~	SATISFACTION	b1	3.538	1.602	2.209	0.027	0.275	6.631
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	7.353	1.612	4.561	0.000	4.142	10.458
4	SATISFACTION	~	Fairness	a1	-1.013	0.238	-4.265	0.000	-1.466	-0.521
5	PRO_JUSTICE	~	Fairness	a2	-2.821	0.216	-13.076	0.000	-3.248	-2.399
6	SATISFACTION	~~	PRO_JUSTICE		2.064	0.334	6.172	0.000	1.481	2.817
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		1190.056	102.774	11.579	0.000	1016.316	1425.850
8	SATISFACTION	~~	SATISFACTION		4.056	0.523	7.759	0.000	3.142	5.214
9	PRO_JUSTICE	~~	PRO_JUSTICE		3.377	0.294	11.478	0.000	2.866	4.033
10	Fairness	~~	Fairness		0.250	0.000			0.250	0.250
11	mvlide	:=	a1*b1	mvlide	-3.585	1.879	-1.908	0.056	-8.137	-0.513
12	mv2ide	:=	a2*b2	mv2ide	-20.742	4.851	-4.276	0.000	-30.770	-11.669
13	summide	:=	(a1*b1)+(a2*b2)	summide	-24.327	4.612	-5.274	0.000	-33.478	-15.633
14	total	:=	c+(a1*b1)+(a2*b2)	total	-20.444	4.700	-4.350	0.000	-29.937	-11.339
15	diff	:=	mv2ide-mvlide	diff	-17.157	5.732	-2.993	0.003	-29.096	-6.348

Table C16

Parameter Estimates: Not Favorable Condition

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	4.000	6.276	0.637	0.524	-8.811	15.984
2	WILLINGNESS_trans	~	SATISFACTION	b1	0.350	1.283	0.273	0.785	-2.218	2.807
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	5.659	1.727	3.277	0.001	2.242	8.927
4	SATISFACTION	~	Fairness	a1	-1.005	0.322	-3.119	0.002	-1.636	-0.377
5	PRO_JUSTICE	~	Fairness	a2	-2.875	0.253	-11.377	0.000	-3.353	-2.361
6	SATISFACTION	~~	PRO_JUSTICE		3.873	0.408	9.491	0.000	3.141	4.748
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		1815.154	131.037	13.852	0.000	1587.764	2104.483
8	SATISFACTION	~~	SATISFACTION		7.537	0.523	14.403	0.000	6.606	8.700
9	PRO_JUSTICE	~~	PRO_JUSTICE		4.637	0.386	12.002	0.000	3.951	5.489
10	Fairness	~~	Fairness		0.250	0.000			0.250	0.250
11	mvlide	:=	a1*b1	mvlide	-0.352	1.372	-0.256	0.798	-3.295	2.302
12	mv2ide	:=	a2*b2	mv2ide	-16.271	5.130	-3.172	0.002	-26.509	-6.587
13	summide	:=	(a1*b1)+(a2*b2)	summide	-16.623	4.480	-3.711	0.000	-25.352	-7.850
14	total	:=	c+(a1*b1)+(a2*b2)	total	-12.623	5.362	-2.354	0.019	-23.290	-2.235
15	diff	:=	mv2ide-mvlide	diff	-15.919	6.027	-2.641	0.008	-27.933	-4.490

Table C17

Parameter Estimates: Favorable Condition, Accused Student

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	3.894	7.751	0.502	0.615	-11.687	18.486
2	WILLINGNESS_trans	~	SATISFACTION	b1	2.749	2.403	1.144	0.253	-1.886	7.461
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	4.264	2.253	1.892	0.058	-0.193	8.598
4	SATISFACTION	~	Fairness	a1	-0.626	0.313	-1.998	0.046	-1.223	-0.003
5	PRO_JUSTICE	~	Fairness	a2	-2.627	0.325	-8.091	0.000	-3.248	-1.972
6	SATISFACTION	~~	PRO_JUSTICE		1.902	0.478	3.977	0.000	1.117	3.039
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		1297.224	146.958	8.827	0.000	1063.945	1641.997
8	SATISFACTION	~~	SATISFACTION		3.579	0.738	4.850	0.000	2.336	5.340
9	PRO_JUSTICE	~~	PRO_JUSTICE		3.478	0.421	8.268	0.000	2.776	4.472
10	Fairness	~~	Fairness		0.248	0.000			0.248	0.248
11	mv1ide	:=	a1*b1	mv1ide	-1.721	2.136	-0.805	0.421	-7.923	0.642
12	mv2ide	:=	a2*b2	mv2ide	-11.201	6.013	-1.863	0.062	-23.330	0.173
13	summide	:=	(a1*b1)+(a2*b2)	summide	-12.922	6.037	-2.140	0.032	-25.209	-1.642
14	total	:=	c+(a1*b1)+(a2*b2)	total	-9.028	6.368	-1.418	0.156	-21.493	3.704
15	diff	:=	mv2ide-mv1ide	diff	-9.480	6.708	-1.413	0.158	-22.816	3.572

Table C18

Parameter Estimates: Favorable Condition, Student Accuser

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	5.529	7.293	0.758	0.448	-9.085	19.897
2	WILLINGNESS_trans	~	SATISFACTION	b1	3.501	2.058	1.701	0.089	-0.547	7.501
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	10.752	2.064	5.210	0.000	6.608	14.663
4	SATISFACTION	~	Fairness	a1	-1.343	0.355	-3.781	0.000	-2.024	-0.636
5	PRO_JUSTICE	~	Fairness	a2	-2.994	0.299	-10.009	0.000	-3.581	-2.408
6	SATISFACTION	~~	PRO_JUSTICE		2.174	0.453	4.799	0.000	1.390	3.190
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		968.862	102.850	9.420	0.000	803.234	1216.645
8	SATISFACTION	~~	SATISFACTION		4.401	0.708	6.217	0.000	3.212	6.000
9	PRO_JUSTICE	~~	PRO_JUSTICE		3.262	0.403	8.100	0.000	2.550	4.131
10	Fairness	~~	Fairness		0.250	0.000			0.250	0.250
11	mv1ide	:=	a1*b1	mv1ide	-4.701	2.964	-1.586	0.113	-11.953	0.128
12	mv2ide	:=	a2*b2	mv2ide	-32.194	7.207	-4.467	0.000	-47.479	-19.009
13	summide	:=	(a1*b1)+(a2*b2)	summide	-36.895	5.914	-6.239	0.000	-49.288	-25.875
14	total	:=	c+(a1*b1)+(a2*b2)	total	-31.365	6.644	-4.721	0.000	-44.236	-18.287
15	diff	:=	mv2ide-mv1ide	diff	-27.493	9.299	-2.957	0.003	-46.469	-9.960

Table C19

Parameter Estimates: Not Favorable Condition, Accused Student

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	-10.643	9.196	-1.157	0.247	-28.802	7.478
2	WILLINGNESS_trans	~	SATISFACTION	b1	-1.401	1.703	-0.822	0.411	-4.491	2.125
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	6.699	2.386	2.807	0.005	1.879	11.286
4	SATISFACTION	~	Fairness	a1	-1.647	0.479	-3.439	0.001	-2.584	-0.687
5	PRO_JUSTICE	~	Fairness	a2	-3.044	0.382	-7.969	0.000	-3.784	-2.284
6	SATISFACTION	~~	PRO_JUSTICE		4.476	0.618	7.248	0.000	3.408	5.846
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		1626.967	166.351	9.780	0.000	1347.218	1990.771
8	SATISFACTION	~~	SATISFACTION		7.551	0.725	10.409	0.000	6.278	9.114
9	PRO_JUSTICE	~~	PRO_JUSTICE		4.966	0.545	9.111	0.000	4.061	6.212
10	Fairness	~~	Fairness		0.247	0.000			0.247	0.247
11	mv1ide	:=	a1*b1	mv1ide	2.307	3.013	0.765	0.444	-3.053	9.100
12	mv2ide	:=	a2*b2	mv2ide	-20.393	7.725	-2.640	0.008	-36.570	-5.908
13	summide	:=	(a1*b1)+(a2*b2)	summide	-18.086	6.291	-2.875	0.004	-31.611	-6.762
14	total	:=	c+(a1*b1)+(a2*b2)	total	-28.730	7.166	-4.009	0.000	-42.484	-14.143
15	diff	:=	mv2ide-mv1ide	diff	-22.700	9.896	-2.294	0.022	-43.418	-4.368

Table C20

Parameter Estimates: Not Favorable Condition, Student Accuser

	lhs	op	rhs	label	est	se	z	pvalue	ci.lower	ci.upper
1	WILLINGNESS_trans	~	Fairness	c	15.372	7.520	2.044	0.041	-0.214	29.587
2	WILLINGNESS_trans	~	SATISFACTION	b1	-0.436	1.725	-0.253	0.800	-3.894	2.905
3	WILLINGNESS_trans	~	PRO_JUSTICE	b2	5.588	2.108	2.651	0.008	1.316	9.501
4	SATISFACTION	~	Fairness	a1	-0.621	0.426	-1.458	0.145	-1.444	0.228
5	PRO_JUSTICE	~	Fairness	a2	-2.816	0.339	-8.315	0.000	-3.465	-2.145
6	SATISFACTION	~~	PRO_JUSTICE		2.836	0.488	5.811	0.000	1.941	3.858
7	WILLINGNESS_trans	~~	WILLINGNESS_trans		1781.596	188.208	9.466	0.000	1466.451	2206.422
8	SATISFACTION	~~	SATISFACTION		6.449	0.742	8.691	0.000	5.099	8.055
9	PRO_JUSTICE	~~	PRO_JUSTICE		4.128	0.521	7.929	0.000	3.236	5.313
10	Fairness	~~	Fairness		0.249	0.000			0.249	0.249
11	mv1ide	:=	a1*b1	mv1ide	0.271	1.331	0.204	0.839	-1.721	4.150
12	mv2ide	:=	a2*b2	mv2ide	-15.738	6.136	-2.565	0.010	-28.245	-4.363
13	summide	:=	(a1*b1)+(a2*b2)	summide	-15.468	5.636	-2.744	0.006	-26.674	-4.672
14	total	:=	c+(a1*b1)+(a2*b2)	total	-0.096	7.205	-0.013	0.989	-14.191	13.785
15	diff	:=	mv2ide-mv1ide	diff	-16.009	6.862	-2.333	0.020	-30.736	-3.533