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The Consequences of Sexual Misconduct

Sarah Cohodes
Katherine Leu

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MIT Department of Economics
77 Massachusetts Avenue, Bldg. E53-390
Cambridge, MA 02139

National Bureau of Economic Research
1050 Massachusetts Avenue, 3rd Floor
Cambridge, MA 02138

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Sarah R. Cohodes*
University of Michigan and NBER

Katherine B. Leu
University of Michigan

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Abstract

Faculty sexual misconduct targeted at students is a widespread problem. The consequences of such incidents include direct harm to victims and may also entail a loss to science if students who encounter misconduct become discouraged from continuing their studies in their chosen field. We link publicly available information on degree completion by institution, academic field, and gender to a database of faculty sexual misconduct incidents verified in the media or court cases. Then, we employ a stacked event study approach to document the extent to which faculty sexual misconduct decreases in-field degree completion. Exposure to a field-specific faculty sexual misconduct incident decreases degree completion in that field by 3.4 percent four years after the incident. This decline is driven by incidents occurring after 2015, among which we observe a 7 percent decline in in-field degree completion. Students exit majors dominated by men, but this shift has little effect on predicted earnings because students shift away from both high- and low-earning majors.

*Cohodes: University of Michigan Gerald R. Ford School of Public Policy and NBER (email: scohodes@umich.edu); Leu: University of Michigan Department of Sociology (email: kleu@umich.edu). We extend special thanks to Elizabeth Armstrong, Anna Nuemann, and Aaron Pallas for feedback on this project. Basit Zafar, Louis-Pierre LePage, John Conzelmann, Samantha Eyler-Driscoll and seminar participants at Aarhus University provided helpful comments. Rochelle Ballantyne and Abigail Slovick provided excellent research assistance. Cohodes's contribution to the preparation of this manuscript was funded by a grant from the Research Council of Norway, Project Number 325245 and by a Fellowship at the Opportunity & Inclusive Growth Institute at the Minneapolis Federal Reserve Bank. Leu was supported by the Institute of Education Sciences, US Department of Education, through award number R305B200011 to the University of Michigan. The opinions expressed are those of the authors and do not represent the views of the Institute of Education Sciences, the US Department of Education, Federal Reserve Bank of Minneapolis, or the Federal Reserve System.

When a man gets #MeToo'd—which is to say, when a man experiences the consequences of his offenses against women—a predictable cry emerges from the predictable corners of the internet: What about his art? What about the jokes he'll never tell; what about the books he won't write; what about the films we'll never get to see?

These fans don't ask about the women who've been sidelined or silenced or who have abandoned their chosen fields. What about the jokes we'll never hear...? What about the documentaries we'll never see...? And what about the would-be comedians or actors or writers or journalists who were raped or assaulted as young women, and who were stopped before they got started, silenced before they could speak?

– Jennifer Weiner, *New York Times Book Review*, October 13, 2019[1]

1 Faculty Sexual Misconduct and Its Consequences

Faculty sexual misconduct targeted at students is a widespread problem. Several survey-based assessments of the incidence of sexual harassment in academia, including the fields of anthropology, social work, and archaeology, have found high levels of misconduct, primarily targeted at women and trainees (Clancy et al., 2014; Moylan and Wood, 2016; Meyers et al., 2018). Those working at training sites and field placements are especially vulnerable to misconduct. In a recent survey of 33 college campuses, 19 percent of students reported experiencing some form of sexual harassment, and faculty perpetrators accounted for 11 percent of these incidents (Cantor et al., 2019). The problem is particularly acute for women graduate students—among women graduate students in the sciences, rates of experiencing harassment by faculty range from 20 to 50 percent (National Academies of Sciences and Medicine, 2018). A broad, systematic review of evidence from across the globe finds that sexual misconduct in higher education is widespread, with women facing high rates of sexual harassment across time and locations (Bondestam and Lundqvist, 2020).

The consequences of such incidents include the mental anguish and, in some cases, physical harm, experienced by the victims. However, they also entail a loss to science if students who encounter misconduct become discouraged from continuing their studies in their chosen field. This effect can be both direct—when students subjected to harassment leave the field or institution—and indirect—when students leave or never enter a discipline to avoid the possibility of mistreatment, out of fear of reputational consequences,

[1]This quotation comes from Jennifer Weiner's review of Chanel Miller's memoir, *Know My Name*, about surviving sexual assault by a Stanford University student.

or because they are concerned that the faculty member's gender-based misconduct foreshadows a career trajectory filled with sexual harassment.

Measuring the direct effects of faculty sexual misconduct would require identifying victims and following them over time in a process similar to that in McLaughlin et al.'s (2017) survey-based investigation of workplace sexual harassment, which finds that experiencing workplace harassment increases financial instability and the likelihood of changing jobs. Using linked Finnish administrative data, Adams-Prassl et al. (2024) investigate a similar question but overcome the need for survey data by using criminal violence and comprehensive data typically available only for European countries. In the case of academic sexual harassment in the United States, an individual-level analysis poses several challenges. First, the appropriate data likely do not exist. Because many victimized students are anonymous in news reports, identifying the victims and matching them to individual-level data not only would raise serious privacy concerns but also would likely prove impossible. Anonymous surveys often ask about experiences of faculty sexual misconduct but do not include longitudinal information on college progress, major, occupation, or earnings. Second, identifying an appropriate comparison group is difficult. Finally, studying only the individuals who have directly experienced harassment may *underestimate* the impact of faculty gender-based misconduct by not showing the discouragement and spillover effects on others in the field.

To overcome these constraints, this paper broadens the definition of the consequences of faculty sexual misconduct by including not only direct harm to the victim but also discouragement of others in the field. Becoming aware of faculty gender-based misconduct in one's academic field can lead students to change fields for several reasons: Students may be concerned that they will be harassed by the offending faculty member or others in the future. Students may have few means to protest the situation other than leaving the department. Students may also view a publicly known incident of faculty sexual misconduct as representative of an academic field and careers associated with that field and thus choose to leave to avoid such conduct. Students may also wish to avoid an academic department with a bad reputation. Research shows that exposure to gender-biased teachers earlier in the educational career—in primary school—has long-term impacts on students' likelihood of enrolling in advanced math and science courses in high school (Lavy and Sand, 2018). Alternatively, exposure to sexual harassment may cause some students to redouble their efforts in their field to defy expectations. This paper measures the overall effects of faculty gender-based

misconduct on in-field degree completion.

The impact of changing majors can be substantial. Changing academic fields potentially increases time to degree and thus the costs of higher education and can decrease the likelihood of degree completion (Yue and Fu, 2017; Liu et al., 2021). Shifting majors may also change career outcomes, which could exacerbate gender differences in earnings. While gender segregation within majors has decreased over time, gender differences in chosen academic field continue to contribute to occupational segregation and earnings differentials (Shauman, 2016; Sloane et al., 2019; Zheng and Weeden, 2023). Faculty sexual misconduct may contribute to academic field-based gender segregation if, for example, a faculty gender-based misconduct incident in history shifted men toward economics majors (a field dominated by men) and women toward education (a field dominated by women). Thus, an academic field change, especially one that aligns with gendered norms, can exacerbate wage differentials between men and women. Students who change majors generally move to more gender-segregated fields (Astorne-Figari and Speer, 2019), and women's anticipation of workplace discrimination, including sexual harassment, influences their major choice (Lepage et al., 2025).

To our knowledge, no academic research has measured the consequences of faculty sexual misconduct for in-field degree completion. To do so, we use a stacked event study approach that exploits variation in the timing and location of misconduct incidents to understand to what extent faculty sexual misconduct affects in-field degree completion and whether the response differs by time and gender. Specifically, we analyze in-field degree completion using two linked data sets: publicly available information on degree completion by institution, academic field, and gender and a database of faculty sexual misconduct incidents verified in the media or court cases. The event study approach accounts for trends in degree completion by institution, academic field, and over time. Constructing a comparison group for each incident year by major and stacking the resultant datasets prevents bias from heterogeneity in exposure response over time. Additionally, by linking majors and institutions to information on field-specific earnings, we estimate how shifts in major have the potential to impact earnings.

We find that exposure to faculty sexual misconduct does little to change institution-level outcomes such as application or enrollment, consistent with the findings from Rooney and Smith (2019). However, this lack of an institution-level response disguises a *within*-institution response. Students exit the focal

major with a decline of 3.4 percent of field-specific degrees in that institution, though this difference is not statistically significant. The impact of misconduct exposure is more apparent when the sample is split between early incidents (those before 2015) and recent incidents (those occurring in 2015 and after), where 2015 approximately corresponds to the rise of the #MeToo movement (in 2017). Students in the latter subsample are 7 percent less likely to have completed a degree in the focal major. Both women and men respond to faculty misconduct, with the response of men being slightly larger than that of women–which we speculate may be because of role model effects or because of differences in prior knowledge or expectations of conditions within the major.

Enrollment in majors dominated by men declines after exposure. However, the shift in major has little impact on predicted earnings, as measured by major-specific lifetime earnings (Webber, 2018) or major$\times$institution-specific 5-year postgraduation earnings from the College Scorecard. This is because students shift out of both high-paying (STEM) and low-paying (arts) academic fields. The shift out of high-earning fields is consistent with students being willing to accept a compensating differential for lower pay in the form of anticipated safety. The shift out of arts implies that students are also willing to give up creative pursuits for anticipated safety.

This paper contributes to our understanding of how sexual misconduct affects higher education. Most related research focuses on either institution-related outcomes or the impact on faculty perpetrators. Campus "scandals" that include this type of misconduct and other incidents appear have a short-lived impact on institutional outcomes: Rooney and Smith (2019) show that at the top 100 institutions, highly publicized scandals, including sexual assaults, murders, cheating, and hazing, reduce the number of applications to that institution for two years, after which the impact disappears. Further, the authors find that these scandals have no impact on enrollment, yield, academic credentials of the incoming class, or donations. In their examination of the response to Title IX cases (most of which investigate student-to-student gender-based misconduct), which became more prominent between 2011 and 2017 because of a policy change at the US Department of Education, Lindo et al. (2019) find that application and enrollment *increase* after a scandal, an unexpected pattern that they attribute to the idea that "any press is good press." However, both of these papers focus on the *institutional* level, where we cannot observe one main margin along which individual students potentially react to faculty gender-based misconduct: namely, by shifting out of

academic fields with publicly known perpetrators and into other fields. Other related work uses the same academic misconduct data to understand the impacts on the faculty perpetrators and downstream effects on science, finding that senior scholars are less likely to suffer employment consequences than more junior faculty (Jogani and Ruiz Sanchez, 2023) and that perpetrators' work is less cited after the incident (Widmann et al., 2025). In this paper, we refocus the investigation of "scandal" responses by examining field-specific consequences for *students*, a shift that allows more thorough consideration of the potential for misconduct to negatively affect students in the long run.

More broadly, this paper also contributes to our understanding of sexual misconduct in society as a whole. Most of the relevant evidence comes from the workplace, and recent attention to the problem of sexual misconduct in the #MeToo era has both drawn attention to the problem and tendered potential solutions. Exposure to hostile work environments decreases women's wages in Europe (Zacchia and Zuazu, 2023). At the extreme end, workplace harassment can become violence between coworkers. Adams-Prassl et al. (2024) use Finnish data to find that such incidents have negative employment and earnings consequences for both victim and perpetrator, though victims are likelier to be unemployed, especially when the incident involves violence by a man against a woman. Even before harassment occurs, it can deter gender-minority individuals from entering workplaces dominated by the opposite gender (Folke and Rickne, 2022) or, in some settings, entering the workforce at all (Chakraborty and Lohawala, 2021). Beyond the impacts on individuals, firms with high levels of sexual harassment have lower stock value (Cici et al., 2021); this effect spills over to industry peers but can be mitigated if the affected firms respond to the misconduct (Abeysekera and Fernando, 2024). Overall, this evidence shows that sexual harassment is widespread in the workplace, pervading almost all aspects of work life. It worsens labor market outcomes for affected individuals and lowers the value of firms. As considered here in terms of the deterrent effect in academic field, it has the potential to contribute to occupational gender segregation.

However, there is hope that greater awareness and reporting can address these harms. Policy responses can increase reporting (Cheng and Hsiaw, 2022). Following the #MeToo movement, sex crime reporting increased in locations where the movement was particularly salient (Chen and Long, 2024). In turn, reducing the threat of sexual harassment increases productivity. Female mutual fund managers were more productive after the Harvey Weinstein scandal reduced the threat of sexual harassment (Cici et al., 2021). Our work

here highlights the urgency of addressing and condemning this type of misconduct.

Finally, we add to the literature on major choice in college.[2] Choice of major is consequential (Lovenheim and Smith, 2023), with regression discontinuity evidence from Chile and Norway, where students choose their major at college application, showing differences in earnings (Hastings et al., 2013; Kirkeboen et al., 2016). In the US, when spots in economics and business majors are allocated by grade cutoffs, there are also substantial earnings differences by field (Bleemer and Mehta, 2022; Andrews et al., 2024). Survey and experimental research finds that college major choice is shaped by expected earnings and self-perception of ability but that a large share is due to "tastes," such as enjoyment of coursework in college or expectations around job conditions (Arcidiacono, 2004; Zafar, 2011; Stinebrickner and Stinebrickner, 2014; Wiswall and Zafar, 2015). These tastes can be shaped by college experiences such as coursework (Stinebrickner and Stinebrickner, 2014; Fricke et al., 2018; Patterson et al., 2023), grades (Arcidiacono et al., 2012; Astorne-Figari and Speer, 2019; Kugler et al., 2021; Li and Xia, 2024), role models (Carrell et al., 2010; Abeysekera and Fernando, 2024; Patnaik et al., 2024), peer composition (Lyle, 2007; Ersoy and Speer, 2025; Anelli et al., 2023), price (Patnaik, 2021), and timing of major declaration (Li, 2025). Relevant qualitative research finds that the "culture" within academic departments shapes students' persistence in these majors (Seymour and Hewitt, 1997; Blair-Loy and Cech, 2022). Consistent with this research, our paper contributes to the literature on major choice by showing how experiences with sexual harassment within a department, whether direct or indirect, influence students' major choices. Closely related to the ideas in this paper is Lepage et al. (2025), which shows that women's anticipation of gender-based hostility influences their major choices.

The paper proceeds as follows. Section 2 describes the data, and Section 3 explains the stacked event study design. Results are reported in Section 4. Section 5 concludes.

2 Data

2.1 Institutions

The Integrated Postsecondary Education Data System (IPEDS) (US Department of Education) collects information from postsecondary institutions in the United States on degrees granted, admissions, enrollment,

[2] Two recent overviews on this topic are Patnaik et al. (2021) and Conzelmann et al. (2025).

and institutional characteristics. We use the Urban Institute's Education Data Portal to access the IPEDS data (Urban Institute, Urban Institute). IPEDS reports degrees awarded by institution, degree, gender, and academic field for 1983/84–2022/23. In addition, there are IPEDS data on number of applications, number of admitted students, and enrollment. Academic fields (majors) are coded by a Classification of Instructional Programs (CIP) code, which changes over time in the IPEDS data. The National Center of Education Science (NCES) provides CIP crosswalk files, which we use to categorize majors into groups. For example, a student can major in a specific field such as "European history" (CIP code: 54.0103). These majors are assigned to their "CIP family" (in this case, 54). There are 40 majors associated with our source of incidents and meet our sample criteria, discussed below.

2.2 Incidents

Any accounting of faculty sexual harassment and other offenses will underestimate the true incidence of misconduct. For every case that is publicly known, there are likely others settled quietly with no media attention and many more that are never reported. A formal catalog of such incidents will therefore represent only the "tip of the iceberg" (Cantalupo and Kidder, 2018) of gender-based misconduct. Further, our comparison group here will not comprise only sites with no incidents but will (most likely) also include sites with nonpublic and unreported incidents. However, the use of publicly known incidents is appropriate because students must be aware of the misconduct to respond by switching fields of study or institutions.[3]

The Academic Sexual Misconduct Database (ASMD) (Libarkin, 2025) catalogs publicly confirmed incidents of faculty sexual misconduct and has been used in legal research (Cantalupo and Kidder, 2018) and studies of the impact of faculty sexual misconduct on perpetrators (Jogani and Ruiz Sanchez, 2023; Widmann et al., 2025). Initially developed as an anecdotal repository of academic sexual misconduct, since 2016, the ASMD has evolved into a systematic catalog of publicly known, verified incidents generated via weekly web searches. Cases are identified by means of a standardized internet search protocol.[4] To be included, the incidents must be documented in news articles or legal materials and must involve college

[3]Additionally, inasmuch as the comparison group includes either cases in which the incidents were made known via whisper networks but never reported in the media or past cases missing from an internet archive of news reports of incidents, the estimates of the impact of faculty gender-based misconduct will be biased downward.

[4]Details of the protocol are documented at `https://academic-sexual-misconduct-database.org/node/744`.

or university faculty, administrators, researchers, or others in a supervisory position engaging in "sexual harassment, sexual assault, sexual misconduct, stalking, violations of dating policies, violations of campus pornography policies, and similar violations." Cases that involve accusations but not evidence are excluded. Qualifying evidence includes an institution's having found the perpetrator guilty of one of the above acts or fired him or her for such an act, the perpetrator's having admitted to the misconduct or resigned or died before the completion of an investigation, a legal settlement between an institution or perpetrator and an accuser, or a court finding or other documentation (such as electronic communication) showing that misconduct took place.

Research assistants for this project further verified and augmented the ASMD data. Specifically, they conducted Google and LexisNexis searches following the same criteria as ASMD, verifying and correcting the information in ASMD and collecting additional information: date of the article/court case; date of the incident, if known; gender of perpetrator and victim(s); student status of victim(s) (undergraduate or graduate); and amount of news coverage. This verification proved important both to double check the data and to obtain the year the first article about the incident was published. This is necessary as students must be aware of an incident to respond to it; thus, we use the year of the first article on the incident as the event year. To harmonize the ASMD information with the academic year, we assign articles from prior to July in a calendar year to the original calendar year and articles from July and after to the subsequent year.[5]

As of August 22, 2024, the ASMD included 1,225 academic sexual misconduct incidents from the 1970s to the present. We restrict the sample to faculty-perpetrator cases at four-year public or nonprofit institutions that can be matched to undergraduate fields of study in IPEDS. This results in a sample of 499 incidents (see Table 1 for details). Specifically, to include an ASMD incident (1,225) in this analysis, we include only cases that involve a faculty member as the perpetrator since these can be associated with an academic field, which reduces the sample to 850. Restricting to cases that happened in 1983 and after (college degree information is available for years from 1983/84) and 2022 and prior (the most recent year of college degree completion data is 2022/23) further reduces the sample to 785. We can successfully match to a federal college identifier and an academic field in 734 cases. Eliminating duplicates by year, institution, and academic field yields 703 incidents. Limiting to four-year institutions that are public or nonprofit schools (excluding for-profits)

[5]Since the Urban Institute version of IPEDS assigns the observation year according to the year of the fall term, the article will match the year of the fall term before the first opportunity to graduate the subsequent spring.

reduces the sample to 638 cases, and limiting these cases to the first incident by institution, year, and field results in 574 incidents. Of these, 499 match to undergraduate academic fields (excluding, for example, medicine and law when offered only at the graduate level). These 499 cases and 287 institutions are the source of the faculty misconduct incidents considered in this paper.

2.3 Descriptive Statistics

2.3.1 Institutions

Certain institutions are likelier to have incidents reported in the ASMD. This can be seen in Table 3, which reports mean institutional characteristics from the 2010 IPEDS for institutions with and without ASMD incidents. The institutions with incidents present in the ASMD are likelier to be the most selective institutions, those that offer graduate programs, those in urban areas, those that are members of the National Collegiate Athletic Association (NCAA), and those that offer residential housing. Institutions without ASMD incidents are likelier to be private or religiously affiliated. Higher tuition is associated with having no reported incidents, and high enrollment is associated with having reported incidents. Overall, it appears that factors that increase the likelihood of faculty–student interaction (graduate programs, residential housing, enrollment) also increase the likelihood of reported incidents. This is consistent with the idea that the prevalence of incidents seems to reflect the prevalence of degree completions, as underscored by Appendix Figure A.1, which shows that the states with the most (fewest) degree completions tend to have the most (fewest) incidents.

Appendix Table A.1, which uses institution characteristics to predict the likelihood of an institution having any incident (Column 1) and the year the incident was first documented (Column 2), shows that many of these institutional characteristics are predictive of an institution having an ASMD incident but not of the timing of the incident. Of course, these characteristics could be correlated with the likelihood of having an incident, the likelihood of its being reported, and the likelihood of substantiated allegations being reported in the press. Despite these associations with the likelihood of an incident being present in the ASMD, *none* of these characteristics are associated with incident timing.

2.3.2 Incidents

Table 2 provides key information on the ASMD incidents. The vast majority were committed by male perpetrators (97 percent), with only 3 percent of incident committed by female perpetrators. The overwhelming majority of victims were women (89 percent), though some of the incidents involved male victims (6 percent) and both male and female victims (5 percent). Documentation of the incidents (news reporting and/or court documents) mentioned multiple victims in 57 percent of the articles, with 43 percent of the incidents reporting a single victim. This could underestimate the likelihood that a single perpetrator had multiple victims if the perpetrators in reported incidents with a single victim had other victims whose experiences did not become public. The overwhelming prevalence of cases with a male perpetrator and female victim is consistent with workplace sexual harassment claims, with 78 percent of recent Equal Employment Opportunity Commission sexual harassment claims filed by women (U.S. Equal Employment Opportunity Commission, 2022).

Incident reporting has greatly increased over time, as shown in Figure 1. Panel A shows the prevalence of incidents over time for all incidents in the ASMD (light shading) and those specific to faculty (dark shading). Panels B and C reflect incidents in the analysis sample, which excludes some incidents as described above. For the period from the 1980s to about 2010, the ASMD includes approximately 5 to 10 incidents per year that meet the study criteria (Panel A). For the years after 2010, there are about 25 incidents a year, followed by an even sharper rise. The rise in the late 2010s likely reflects the #MeToo movement, which rose to great prominence after revelations of Harvey Weinstein's misconduct in October 2017. The drop-off in recent years reflects the fact the ASMD includes only "verified" incidents, so that recent cases yet to be resolved are not yet part of the data. It may also represent a return to a norm after the 2017 shock. We later split the sample between incidents from 2014 and prior and incidents from 2015 and later to capture the pre-/post-#MeToo periods. Panels B and C show that the incidents matched to the analysis samples broadly reflect the prevalence over time for the ASMD as a whole.

The incidents are concentrated among some majors, which may be driven by the size of the major, the likelihood of misconduct by major, and the likelihood of reporting by major. Figure 2 shows the prevalence of incidence by academic field in the analysis sample. Majors such as biology, English, and psychology are likely to have many incidents because of their large size. Majors such as music, theater, and anthropology

have relatively high numbers of incidents despite being small academic fields in most institutions. This may be due to the nature of instruction in each of these fields, with opportunities for one-on-one interaction and/or interactions outside of the classroom for performances or fieldwork.

3 Empirical Framework

We use variation in *when* and *where* an incident occurred to identify changes in in-field degree completion induced by a faculty gender-based misconduct incident using an event study framework. A well-known example of faculty sexual misconduct illustrates the value of this approach. In 2014, news reports exposed the widespread mistreatment of women students in the University of Colorado philosophy department.[6] The event study approach used in this analysis compares the rate of degree completion in philosophy at UC-Boulder in the years prior to the event (2013 and earlier) to the rate of degree completion in philosophy during and immediately after the incident. Comparing degree completion within the same field and institution across time accounts for the specific culture of the academic field and institution, while other controls account for temporal trends in degree completion in the field of philosophy. Comparing the UC-Boulder philosophy department to philosophy departments at other institutions that did not experience faculty gender-based misconduct in the philosophy field provides additional identifying variation. These institutions are limited to institutions with ASMD reports in other fields to account for selection into the ASMD. Again, additional controls account for institution-specific trends, such as the size of the philosophy department. The estimation strategy described below makes this type of comparison for every institution/field combination that has been the site of a publicly known faculty sexual misconduct incident, averaging the changes in degree completion across each case.

The key assumption in this example, and with each case used in this analysis, is that incident timing is as good as random. This seems plausible given the evidence from Appendix Table A.1 of no relationship between event timing and institution characteristics. The fact that the institutions with reported incidents are not random need not bias the estimate. Instead, other institutions need only serve as a plausible counterfactual of changes in academic fields over time; in other words, the pretreatment trends in outcomes

[6] See https://www.dailycamera.com/2014/01/31/cu-boulder-reports-pervasive-sexual-harassment-within-philosophy-department/.

in the treatment and comparison groups must be parallel. Nevertheless, we restrict the institution×major analysis sample to institutions with at least one report in the ASMD to account for selection into the ASMD. This approach still supplies "never-treated" comparisons, as the incident departments are compared to untreated departments in the treated institutions. For the institution-level sample, restricting to institutions with incidents would limit comparisons to only "not-yet-treated" institutions, limiting the ability to draw conclusions about more recent incidents for which there is little data. Thus, to the institution sample, we add additional comparison institutions to provide "never-treated" comparisons. These comparison institutions are those with an ASMD incident propensity score of 0.5 or higher based on the characteristics from Table 3 and state fixed effects. As can be seen in Table 3, they are not a perfect match to the institutions in the ASMD but are much more similar than the overall group of institutions that never appear in the ASMD.

Recent work has highlighted how analytic approaches that use variation in treatment timing may be biased by differences in the response to treatment over time (Borusyak et al., 2024; Callaway and Sant'Anna, 2020; De Chaisemartin and d'Haultfoeuille, 2020; Goodman-Bacon, 2021; Roth et al., 2023; Sun and Abraham, 2021). Given the long panel employed here, this is a serious concern in our context, as it seems reasonable that responses to faculty sexual misconduct may differ over time as social norms evolve. To avoid this source of bias, we trim the data for each incident to 5 years before and 8 years after the event, including the event year (i.e., years 0 through 7). More importantly, we estimate the event study and related summary estimates of the effect of misconduct via a stacked dataset approach (Deshpande and Li, 2019; Cengiz et al., 2019; Wing et al., 2024). Specifically, for each year×major, we generate a dataset made up of the focal incidents in that year and major and all never-treated or not-yet-treated comparison academic field× institutions restricted to the focal major, covering only the relevant (trimmed) years. This allows us to restrict the comparisons between the treated institution×academic fields to "clean" comparisons within the same academic field that will not introduce bias due to heterogeneity in the treatment response.[7] Additionally, we restrict the clean comparisons to institutions with an incident reported in the ASMD.[8] These year×major-specific datasets are then stacked, with estimation conducted on the resultant combined stack with fixed effects, including dataset fixed effects so that all comparisons occur within dataset. Incidents

[7]There are a number of other approaches to restricting event study analyses to only clean comparisons; however, the stacked approach is intuitive and easily adapted to the three dimensions here (institutions, majors, years).

[8]This is not equivalent to restricting to not-yet-treated comparisons, as the incident may be in any field, not the focal field, and we include administration incidents for the institution sample.

in the same institution by major are included only if they are at least 13 years apart. The stacked approach does not identify a specific parameter; thus, we weight the estimates by share of the treated cases in each year×major×dataset as suggested by Wing et al. (2024).[9]

Formally, for institution $c \times$ academic field a in year t and dataset d, we estimate the effect of faculty sexual misconduct occurring in field×year×dataset t^*_{acd} on degree completion with a nonparametric event study specification of the following form:

$$Y_{acdt} = \delta_{acd} + \lambda_{adt} + \sum_{\substack{\tau=-5 \\ \tau\neq-5,-1}}^{7} \beta_\tau \mathbb{1}(t - t^*_{acd} = \tau) + \epsilon_{acdt} \tag{1}$$

where the outcome, Y_{acdt}, is the log number of degrees completed by women, men, or all students in a given year (or another relevant outcome). The year relative to the incident is indicated by τ, and each $\mathbb{1}(t - t^*_{acd} = \tau)$ is an indicator variable equal to one for each of the years surrounding the calendar year of the incident. These indicator variables exist only for academic fields in institutions that experienced a misconduct incident. The data are trimmed so that each incident contributes 5 years of data prior to the incident and 7 years after. The excluded category is the year before the event, $\tau = -1$, and untreated units are included in this category, too. To avoid multicollinearity issues, we drop $\tau = -5$ indicator, as well (Borusyak et al., 2024). The β_{-4} to β_{-2} coefficients trace nonparametric pretrends and can be used to consider whether the identification strategy is valid. Treatment effects that occur in response to exposure and vary over time are indicated by β_0 to β_7. Standard errors are clustered at the institution×academic field level to reflect the unit of analysis exposed to the incident and account for duplication across datasets (Wing et al., 2024).

Academic field×calendar year×dataset fixed effects, λ_{adt},[10] control for changes over time (e.g., the growing popularity of computer science) within each dataset. Academic field×institution×dataset fixed effects, δ_{acd}, control for time-invariant institution×field characteristics, such as the size of an academic field at a given college, or the institution×field-specific likelihood that a sexual misconduct case becomes public,

[9]This approach essentially weights the estimates so that each incident contributes equally, except cases with an unbalanced panel.

[10]Since each dataset in the stack is restricted to the focal major, these fixed effects are functionally equivalent to year×dataset fixed effects. However, we leave the academic field in the notation to retain focus on the fact that these are major-specific impacts. This is also the case for the academic field×institution×dataset fixed effects discussed next, which are equivalent to institution×dataset fixed effects.

within dataset. The fixed effects are all estimated within dataset because of the different composition of each dataset. This set of controls ensures that if there are institution-, field-, or institution×field-specific behavioral norms that affect degree completion (by gender), such as discouraging women from particular fields, any response to a specific incident will be assessed on top of such preexisting responses.[11] Therefore, the estimates generated here likely delineate the lower bound on the impact of faculty gender-based misconduct on student academic field choice and degree completion.

The identifying variation comes from the interaction between within-college academic field and time. Thus, each β_τ is identified via two comparisons of the outcome variable: 1) a comparison to the year before the faculty sexual misconduct incident within a specific college×academic field, controlling for changes in that academic field with λ_{adt}, and 2) a comparison to institutions with and without incidents within the same academic field and calendar year, controlling for time-invariant college×academic field characteristics with δ_{acd}.

To summarize the event study and increase statistical precision, we also estimate a parametric model in the form of a comparative interrupted time series (CITS):

$$Y_{acdt} = \omega_{acd} + \phi_{adt} + \beta^{post}\mathbb{1}(t >= t^*_{acd}) + \beta^{postXtrend}\mathbb{1}(t >= t^*_{acd})(t - t^*_{acd}) + \beta^{trend}(t - t^*_{acd}) + \eta_{acdt}. \quad (2)$$

An indicator for $\tau >= t^*_{acd}$ accounts for the change in in-field degree completion that occurs after the incident, β^{post}. The change in outcomes after t^*_{acd} is indicated via $\beta^{postXtrend}$, which allows the event impact to accumulate over time. Any changes relative to comparison units are accounted for via β^{trend}, which measures any trend in in-field degree completion prior to the incident. This also serves as a falsification test, as $\beta^{trend} \neq 0$ would indicate the presence of nonparallel trends. This parametric specification uses the same stacking, controls, standard error clustering, weighting and identifying variations as discussed above for the stacked event study approach. We summarize the CITS model by reporting the coefficient for the total effect four years out ($\beta^{trend} \times 4 + \beta^{postXtrend} \times 4 + \beta^{post}$). A simpler difference-in-differences approach is also possible, but given the observable changes in treatment effects over time in the event study, the trend fits the data better.

[11] It is not possible to control for institution-specific time trends within each stack since these would be collinear with the existing fixed effects.

For all our models, identification rests on the same two assumptions. The first is that the timing of publicly known faculty gender-based misconduct incidents is not correlated with academic field×institution trends in degree completion, for example, a downward trend in field-specific degree completion before the event. This assumption would be violated if students responded to incidents before they are made public via news coverage—perhaps if the students had inside information from whisper networks. This first assumption is testable. Figure 3 and Table 4 both confirm the lack of pretrends. To further address this concern, in Section 4.4, we estimate the impact of faculty sexual misconduct with the timing of the incident marked as the reported year of the incident, rather than the year of publication of the incident.

The second assumption is that there are no coincident shocks to the college and field that affect degree completions. This assumption is not testable. However, the incidents span a long time period and many institutions, making it unlikely that another phenomenon occurred at the same time and location across many years and sites. In addition, the inclusion of academic field×year×dataset fixed effects accounts for any general trends in degree completion in an academic field over time, while the field×institution×dataset fixed effects account for differences in the likelihood of incidence of misconduct by institution×field.

Similar models estimated at the college level (rather than the academic field×college level) yield estimates of the impact of faculty sexual misconduct on degree completion at the institution to determine whether the response to an incident takes the form of transfers within an institution or dropouts/transfers to another institution. Because the institutions are not differentiated by academic field in these models, the institution-level estimates include calendar year×dataset fixed effects and institution×dataset fixed effect. These account for, respectively, changes over time in college completion within dataset, time-invariant institution-specific characteristics such as average size and assortment of majors offered within dataset, and trends in degree completion at the specific college. This is the approach used by Lindo et al. (2019) and is similar to the one in Rooney and Smith (2019), though we have a longer panel, address treatment heterogeneity via stacking, and use a different source and definition of incidents. To include never-treated comparisons in this setup, the sample includes 50 non-ASMD comparison institutions with high propensity scores for being present in the ASMD.

4 Results

4.1 Institution-Level Outcomes

We begin our presentation of the empirical results by showing that the presence of an incident of academic sexual misconduct has little impact on institution-level outcomes, consistent with the prior evidence from Rooney and Smith (2019) and Lindo et al. (2019). As shown in Appendix Figure B.1 and Appendix Table A.2, in the years following the first incident at an institution, there is overall little impact on student applications or enrollment among either women or men. There is a 2.6-percent decline in first-time first-year enrollment of men, four years after the incident. Regarding other institutional outcomes (revenue, expenditures, and staff), given that there are only small shifts in student population, it is not surprising that there is no change in these outcomes. These event study estimates of the impact of faculty sexual misconduct on institutional characteristics show little scope for change at the institutional level.

4.2 Institution×Academic Field

The potential for *within*-institution shifts underpins the motivation for this paper; we consider it next by turning to the focal outcome—degree completion (natural log)—in Figure 3. This figure shows percent change in degree completion for all students (Panel A, green), women (Panel B, pink), and men (Panel C, blue); the other figures follow the same form. The left hand of the exhibit displays results at the institution level and the right hand at the institution×major field level. All of the graphs display the nonparametric estimates from Equation 1, as indicated by the solid dots, with the bars denoting 95-percent confidence intervals. The parametric CITS estimate from Equation 2 is displayed via a dashed line with associated shaded 95-percent confidence interval, with the coefficients from this estimate available in Table 4.

Before discussing the results, we note a few important patterns. First, none of the estimates show meaningful pretrends as estimated via the parametric model. For in-field degree completion in the nonparametric model, some point estimates appear to reveal an upward trend prior to the incident. However, since these trends go in the *opposite* direction of the estimated impacts, they do not imply that response to the incident is the continuation of an existing trend. Second, the nonparametric coefficients are generally in line with the parametric estimates, revealing a similar pattern of results. Finally, as in the institution-level application

and enrollment outcomes in Section 4.1, there is not strong evidence of a change in degree completion at the *institutional* level.

However, in response to an incident in a specific academic field, there is indeed a decline in degree completion for all students, women, and men *in that field*. This can be seen in both the parametric and nonparametric estimates of degree completion in Figure 3, which trace out an increasing decline over time. The nonparametric estimate for the fourth year after the incident year reflects an especially large decline (see Appendix Table B.4 for the coefficients of the nonparametric estimate). This may be due to the fact that these students were first-year students or applying to college at the time the incident became well known, so they may be particularly responsive. The small initial response is unsurprising since it is difficult for upperclassmen to change major with so little time left until degree completion. In all cases, the response grows over time. However, the yearly point estimates in the nonparametric model are not statistically significant.

To summarize the impact and gain precision, Table 4 presents results from a parametric model. For in-field degrees, there is an increasing, downward trend in in-field degree completion (labeled "Post event$\times$years elapsed) of -1.0 percent per year (slightly larger for men than for women) (Column 6). There is not much of an immediate shock to degree completion (labeled "Post event'), which may be due to the difficulty of responding for students well into their academic careers, as discussed above. Table 4 also reports the total impact on in-field degree completion four years after the incident, as calculated from the parametric estimates. This estimate shows that a 3.4-percent decline in degree completions in the incident perpetrator's academic field for all students four years after the incident ($p = 0.137$). The impact is larger for men (a 5.1-percent decline) than for women (a 1.5-percent decline, not statistically significant).

This larger impact for men reflects, at least in part, the fact that women dominate higher education: The same decline in number of women in an academic field will indicate a smaller percentage change since there are more women than men in higher education. Nevertheless, it still appears that men react disproportionately strongly relative to their presence on campus. This pattern may be because of gendered differences in role models, reputational concerns, or prior knowledge or expectations of conditions within the major. Our data can not speak to a specific channel for greater response by men. However, there are several possibilities from the literature we mention here. As gender-specific role models can influence students'

interest in pursuing a major (Patnaik et al., 2024), the disciplining of predominately male perpetrators may represent the loss of a role model in the major for male students, which may contribute to male students leaving affected majors at higher rates. Alternatively, women's responses may be more muted than men's if women students have anticipated a hostile environment in the major (Lepage et al., 2025) or already knew about one through "whisper networks" (Johnson, 2023), and are thus less surprised by public revelations of sexual harassment incidents. A hostile environment to women has been well documented in economics (Wu, 2020; Dupas et al., 2021; Hengel, 2022; Eberhardt et al., 2023), for example. Further, consistent with gendered patterns of attrition from STEM fields (Astorne-Figari and Speer, 2019), women who are less tolerant of harassment may already have switched out of majors with negative reputations, leaving in the major those who are more committed to persisting.

The impacts on in-field degree completion are driven by recent incidents. This can be seen in Figure 4 and Table 5, which split the sample into "Early Incidents" (those from 1983 to 2014) and "Recent Incidents" (those from 2015 to 2022). These roughly reflect the pre- and post-#MeToo periods.[12] The left side of the figure and Panel A of the table show the results for the early incidents, with no change in degree completion reflected in either the coefficients of the estimates or the cumulative impact 4 years after the incident.

In the right side of the figure and Panel B of the table, the response to misconduct becomes apparent for the recent incidents. At the institution level, there remains little response. However, in terms of in-field degree completion in this subsample, 4 years after the incident, there is a 6.5-percent decline in women's BA completions (Column 4), an 8.6-percent decline in men's (Column 5), and an overall decline of 7.0 percent (Column 6). In all cases, this is due to a statistically significant estimate on the "Post$\times$years elapsed" term of approximately -2.0 percent. The response by degree field (STEM vs. non-STEM) is generally similar across the full time period, the early incidents, and the recent incidents (Appendix Table A.3), though the decline for the recent incidents is slightly (albeit not statistically significantly) larger in non-STEM than in STEM fields (8 percent vs. 5 percent). It is the case that students in this subsample of more recent incidents respond more sharply at more selective institutions (Appendix Table A.4), with in-field degree completions declining by 11 percent in the most selective institutions—those listed as "more selective" in the 2010

[12]Many trace the beginning of #MeToo to the 2017 Harvey Weinstein scandal; however, the term was coined in 2006 by Tarana Burke. This subsample split also reflects the periods before and after the 2016 US presidential election and allows us to observe a full post-treatment period for incidents occurring in the earlier time frame.

Carnegie Classification of Institutions of Higher Education—and by 4 percent at less selective institutions. However, the data here cannot offer much precision as this difference is not statistically significant ($p = 0.30$). Regardless of the time period, students respond more to incidents in departments subject to repeated misconduct (whether over time or by multiple perpetrators in a single year) than to departments with a single documented incident, as shown in Appendix Table A.5. Likely because of the smaller number (42) of such departments, however, these estimates are not statistically significant.

The present data cannot definitively speak to why there has been a greater response in recent years. The #MeToo era may have shaped public consciousness and behavior around sexual harassment in multiple ways. For example, it may have led to greater recognition of the harms of sexual harassment, leading to more severe consequences for perpetrators. It could also have led to greater news coverage of the topic. We consider both of these possibilities here. First, in Appendix Table A.6, we split the sample by the seriousness of the incident's consequences for the perpetrator. Incident outcomes are considered serious if the perpetrator is no longer employed (whether through retirement, resignation, firing, or nonrenewal of contract), if there is a criminal or civil court judgment, or if the perpetrator has died by suicide. Incident outcomes are classed as not serious if they involve a suspension, revocation of an honor, demotion, warning, or a required training or are not categorized. Approximately two-thirds of the incidents have outcomes we categorize as serious; this is a result of the ASMD including only incidents with verified evidence or a court case, which skews the incidents toward those with severer consequences. The outcomes of recent incidents are only slightly likelier to be categorized as serious (68 percent) than those of incidents occurring in the earlier period (65 percent). Students do respond more to incidents with severer consequences, but this is apparent only for incidents in the recent period (Column 9 of Appendix Table A.6. This implies that consequences do make a difference but do not drive the difference between the early and more recent incidents.

Next, we examine the possibility that greater news coverage explains the greater reaction to recent incidents in Appendix Table A.7, which divides the sample between high- and low-coverage incidents. We define high news coverage as 5 or more news articles on the incident. If the response in recent years is greater because of greater news coverage, we should see a news coverage effect in both sample periods. However, among both early and recent incidents, there is little difference in response by amount of news coverage. In the full sample, incidents with more news coverage do have a greater response, but this is because 26

percent of the early incidents have high news coverage whereas 53 percent of the recent incidents do. Thus, it appears that while the number of incidents with high news coverage did increase in recent years, students do not differentially respond to incidents with low and high news coverage, so the increase in highly covered incidents does not explain the greater response in recent years.

Another possibility is that students respond more strongly to incidents with multiple victims. Approximately 61 percent of the recent incidents have multiple reported victims, whereas 53 percent of the early incidents do. Of course, all incidents could have additional victims not mentioned in the news coverage. However, there are few differences in response by number of victims mentioned in the news coverage, as shown in Appendix Table A.8.

To summarize, for over 30 years prior to the #MeToo movement, there was little response to incidents of faculty sexual misconduct in terms of either degree completion or in-field degree completion. However, since the #MeToo era, the impacts are clear: a persistent decline in in-field degree completion. The response is greater at more selective institutions and in cases with multiple perpetrators or repeated incidents.

4.3 Implications of the Shift in In-Field Degree Completion

Switching majors or changing interests because of exposure to faculty abuse of power may be disruptive and frustrating at the individual level and may increase the time it takes a student to earn a degree. Students who are directly affected may be subject to great personal harm. However, many students switch majors and take more than four years to graduate. While encountering faculty sexual misconduct is disturbing, students may find another major that is just as rewarding even if they are deterred from their original choice. If, for example, students leave the field of business but enter economics, while their individual trajectories might be temporarily disturbed, the long-run impact on graduation and career opportunities may be small. However, if exposure to faculty sexual misconduct prompts a switch to a major with fewer career opportunities or greater gender segregation, it has the potential to impact students' longer-run career trajectories. Shauman (2016) and Sloane et al. (2019) show that major choice contributes to differences in income and drives gender differences in wages.

We test this in Table 6, which shows the institution-level impacts on degree completions in majors dominated by women and those dominated by men for the incidents occurring in the early and recent time

periods.[13] We define majors dominated by women as those at the 25th percentile or lower in terms of share of degrees granted to men in a year (approximately 30 percent or fewer men in a field×year) and majors dominated by men as those at the 75th percentile or higher in terms of share of degrees granted to men in a year (about 57 percent or more men in a field×year) for the full sample of four-year institutions in IPEDS.[14] Exposure to a misconduct incident decreases degree completions in majors dominated by men, with the shift concentrated among recent incidents. This occurs among men, women, and all students. The cumulative decline 4 years after the event is 3.8 percentage points for incidents in the recent time period, with a reduction of 3 percentage points for women and 4.2 for men.

To determine whether the shifts induced by faculty sexual misconduct affect students' long-term earnings potential, we associate each major with expected lifetime earnings from Webber (2014, 2018) and median earnings by major and institution 5 years after graduation from the College Scorecard. We consider these measures of "expected earnings," but note that they are based solely on major and institution, not personal characteristics. Table 7 shows whether the expected earnings of graduates change after exposure to faculty sexual misconduct, for both the early and recent time periods.[15] Perhaps surprisingly, given the shift away from majors dominated by men, there is *no* change in expected earnings.

However, this contradiction can be explained when we investigate the impact on completion of specific majors in Figure 6. This figure shows the percentage-point change on a campus for the share of majors by broad field, as calculated from the four-year cumulative impact from the CITS model, for the full sample of incidents and those occurring in the early and recent subperiods. We group majors into seven areas: STEM, business/economics, health, social science, education, humanities, and arts. Focusing on recent incidents, which show the largest change in majors, we do see a decline in degree completion in high-earning STEM fields. However, there is also a large decline in arts majors. These fields tend to be associated with low earnings for the majority of graduates (Webber, 2014). Increases come from the social sciences and humanities, which tend to be in the middle of the earnings distribution. Thus, it appears two phenomena are happening at once: Students shift away from male-dominated, high-earning STEM majors, showing their willingness to accept a compensating differential in terms of lower pay for less risk of exposure to hostility.

[13] Appendix Table A.9 shows the combined full sample.

[14] The ASMD incidents occur in majors throughout the range of the share of degrees granted to men, with the incidents occurring somewhat less frequently in the majors heavily dominated by men, as shown in Appendix Figure A.2.

[15] Appendix B has the corresponding event study figures.

Concurrently, students shift away from the arts—fields with disproportionately high reported incidents in the ASMD and with many opportunities for one-on-one or out-of-classroom interaction between faculty and students. Here, students are surrendering creative pursuits for the compensating differential of safety. While they may be "better off" in terms of earnings, it is not possible to measure the potential loss to creative output from dissuasion of students from pursuing their preferred field.

4.4 Robustness

As discussed in Section 3, the event study framework could be undermined if students responded to misconduct prior to its becoming publicly known via a news article or court document. This is typically called an anticipation effect in the difference-in-differences literature. In this case, anticipation would correspond not to students anticipating an incident occurring but to their becoming aware of it through whisper networks and rumors prior to its becoming public. For approximately 87 percent of the incidents, we are able to discern the timing of the misconduct via the documentation available. In only 8 percent of the cases did the incident occur in the same year it was made publicly known, with 21 percent of the incidents occurring in the year prior and 26 percent occurring either two or three years prior to the public reporting.

To determine whether anticipation effects occur in our context, we substitute the incident year rather than the article year for the event year in our event study. We report the estimates of Equation 2 for degree completions in Appendix Table A.11. For in-field degree completion, the response to exposure redefined on the basis of the incident year remains negative but is not of the same magnitude or statistical significance as the main exhibits presented here. It is not surprising that the results are directionally similar since for 66 percent of the sample, the incident occurs in the same year or within four years prior to that—the student shifts in response due to public awareness will be captured in the post-period regardless. However, the muted impacts imply that students respond to the incident's becoming known publicly, *not* the timing of the misconduct itself.[16] With the redefined exposure variable, the institution-level results do become statistically significant when we look at the cumulative effect four years after the incident, but neither the "Post" nor the "Post×Trend" coefficient is statistically significant. In this case, it appears that the statistically significant impact after four years is the continuation of a trend that started prior to exposure redefined on the basis of

[16]It is important to note that the muted response to incident timing should not be construed as a reason not to address misconduct publicly, because a covered up response might increase the direct harm to victims even if it reduces spillovers.

the incident year.

An additional check on the institution-level results is shown in Appendix C, which reestimates the institutional analysis with an additional 49 institutions in the comparison group. Recall that we add comparison institutions to the institution-level analysis to supply never-treated comparisons. In the main analysis, we identify these institutions as those with a propensity score greater than 0.5 from a logistic regression of the likelihood of having an incident on institutional characteristics. Augmenting the comparison group with all institutions with a propensity score of 0.4 or higher adds 49 additional comparators and does not alter the results. This shows that our choice of comparison group does not affect our conclusions.

5 Conclusion

Faculty gender-based misconduct causes immeasurable harm to the individuals directly affected by the unethical, and in some cases illegal, actions of those in power. While the full extent of the suffering caused by faculty sexual misconduct cannot be measured, discouragement and spillover effects can be. Faculty sexual misconduct has little impact on applications or enrollment at the affected institutions. However, we document a decline within institutions in degree completions in the field where the incident occurred, driven by a 7-percent decline driven by recent incidents (those occurring in and after 2015). The impacts are concentrated among more selective institutions and institutions with clusters of offenses. The decline in focal field majors shifts students out of majors dominated by men but results in no change in expected earnings, as measured by earnings associated with major and major$\times$institution. This is because students exit both high-earning, male-dominated STEM fields *and* arts fields, which tend to be low-earning but disproportionately represented in the ASMD. This implies that students are willing both to give up expected pecuniary returns and creative aspirations to improve their safety and reduce exposure to gender-based hostility.

Gender wage gaps persist in the US economy despite the gains for women over recent decades, and they are attributable, in part, to occupational and industry segregation (Blau and Kahn, 2017). This occupational segregation may be due to "preferences" for hours of work or flexibility, as well as being shaped by gender norms. However, this paper gives credence to the idea that part of these preferences are shaped by the desire to avoid sexual harassment and hostility, adding to LePage et al.'s (2025) evidence that anticipated discrimination shapes economic choices and can have long-lasting impacts on students' careers.

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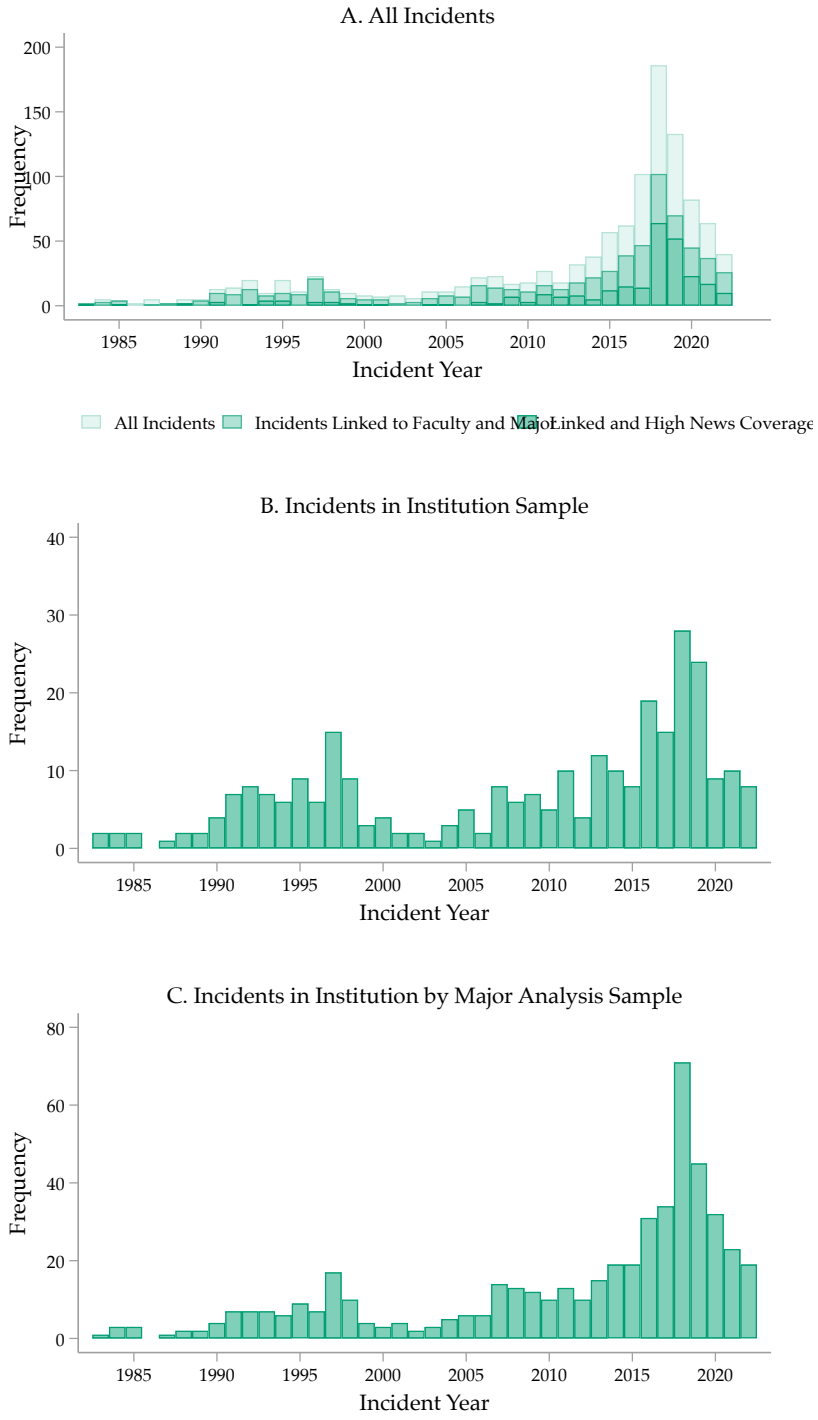
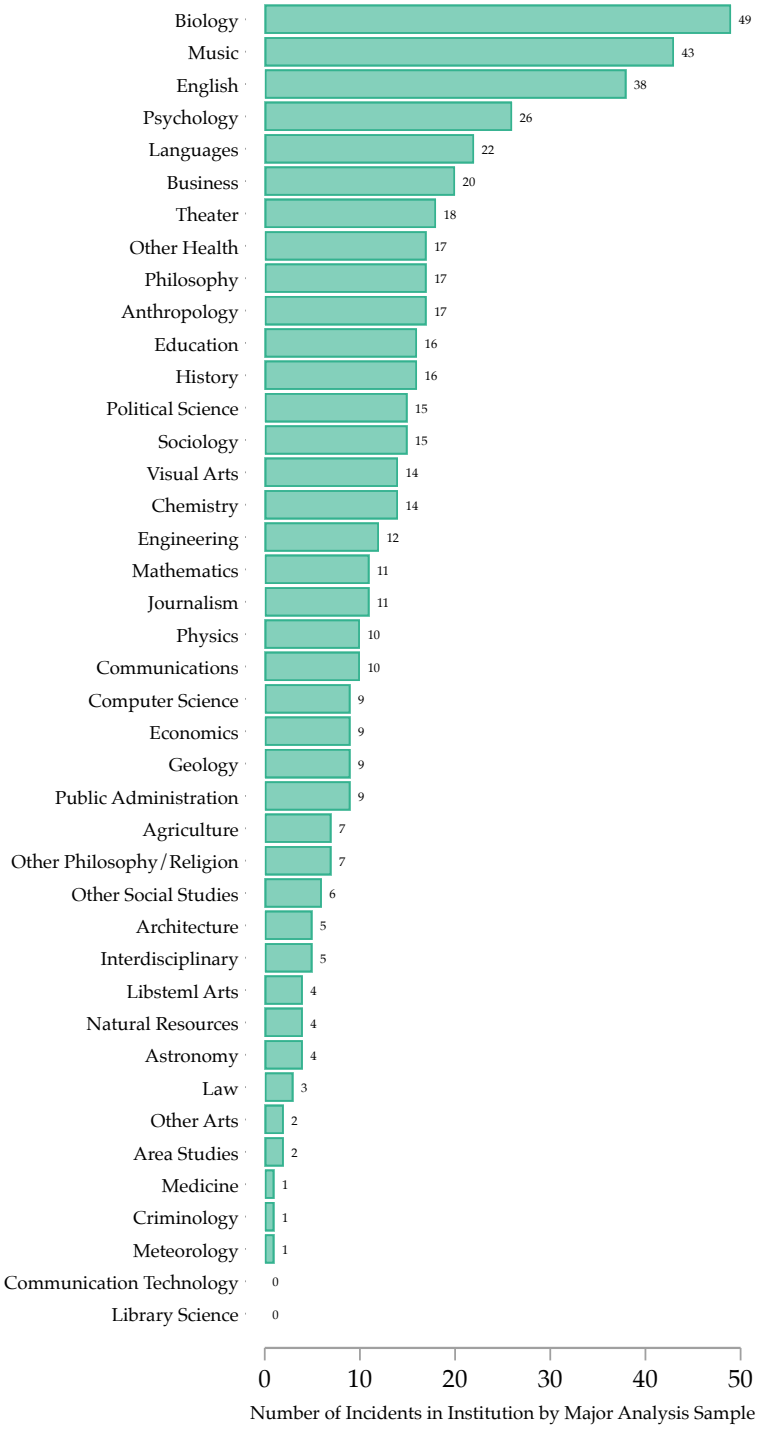
Figure 1: Incidents in the Academic Sexual Misconduct Database over Time



Notes: This figure shows the count of ASMD incidents by year.

Figure 2: Prevalence of Incidents by Major

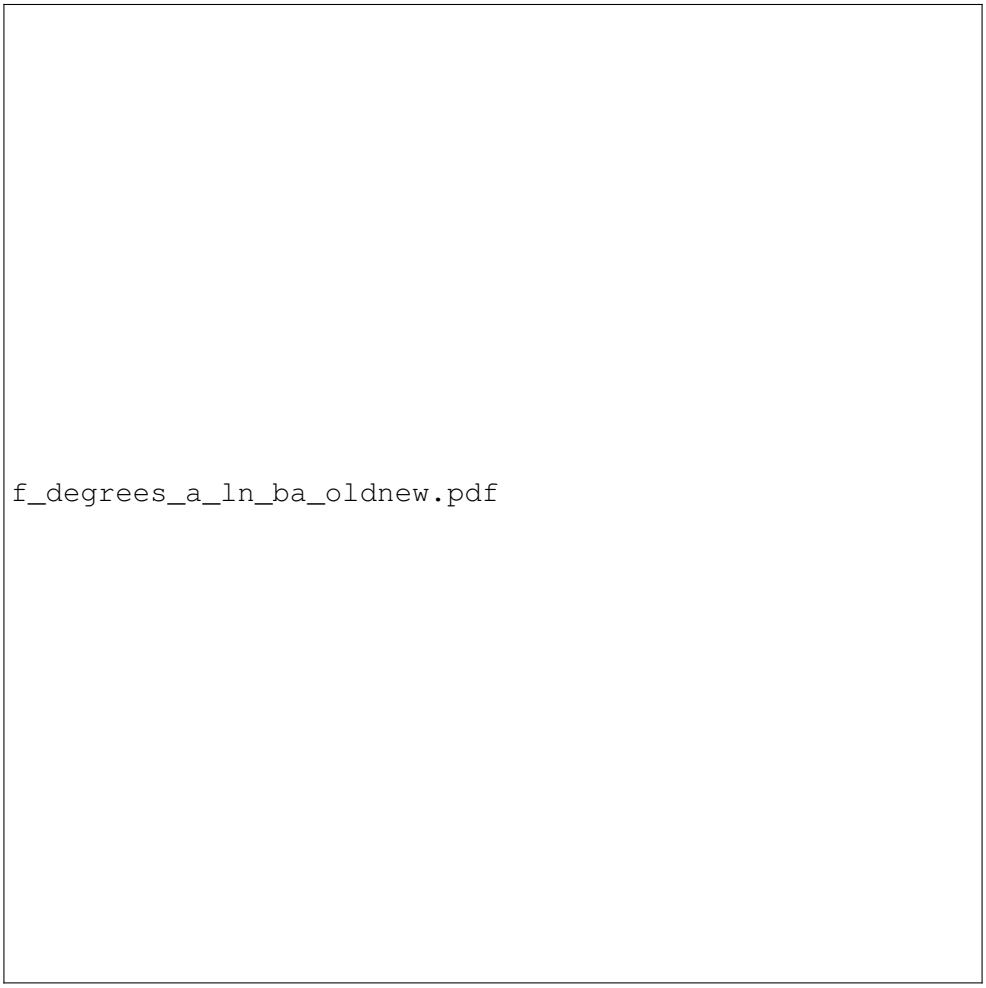


Notes: This figure shows the count of ASMD incidents by major in the institution×major analysis sample.

Figure 3: Event Study Estimates of Undergraduate Degree Completion by Gender

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$).

Figure 4: Event Study Estimates of Undergraduate Degree Completion by Gender in Different Time Periods

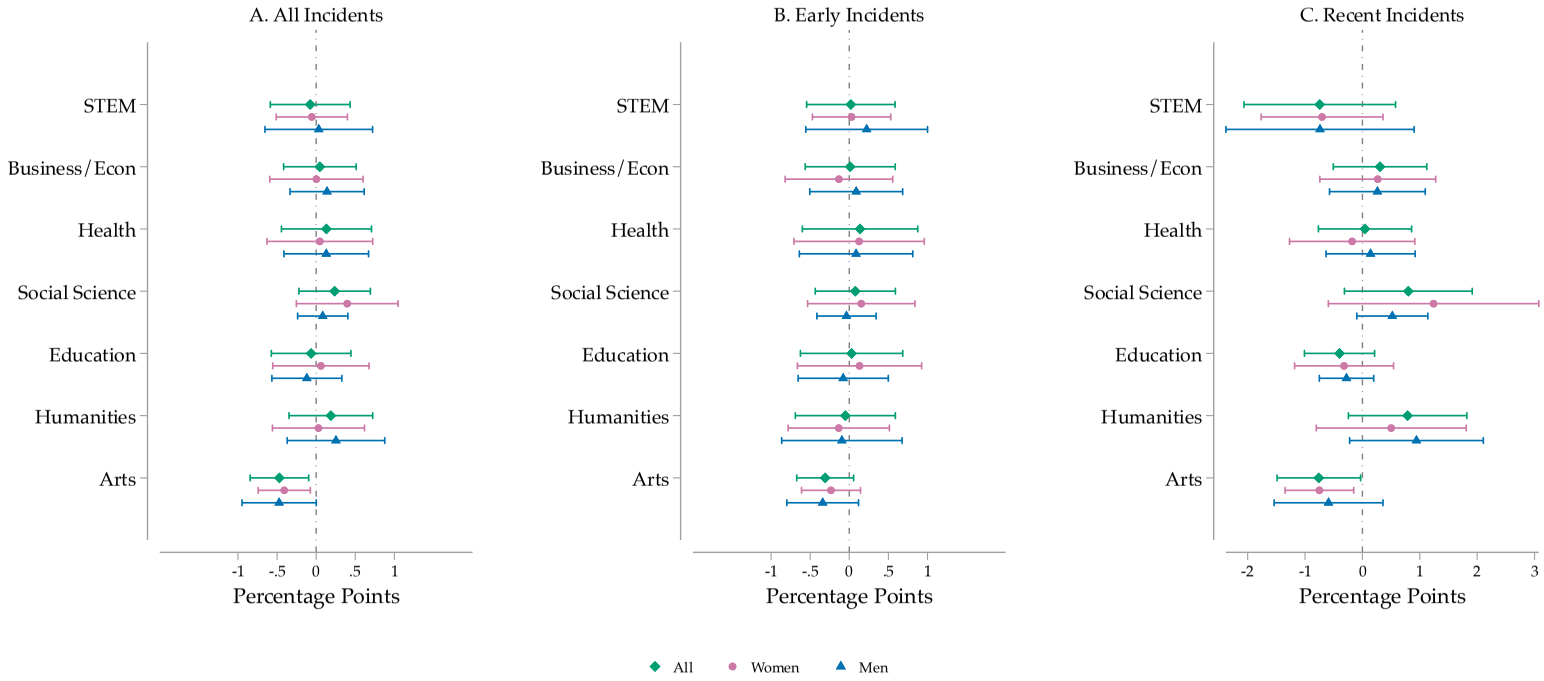


Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Figure 5: Event Study Estimates of Degrees by Share of Degrees Granted to Men, Recent Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions in majors dominated by women and men. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Figure 6: Shift in Majors (Impact 4 Years after Incident)



Notes: Each point and confidence interval in this figure reports stacked event study estimates of the impact of faculty sexual misconduct on the percentage of majors at an institution in an overarching category. The coefficients are the total impact on the percentage of degree completions in a broad major degree completion four years after the incident as calculated from the parametric estimates of Equation 2. Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Table 1: Incidents from the Academic Sexual Misconduct Database

	Observations
Incidents in the Academic Sexual Misconduct Database	1255
Matched to an IPEDS identifier	1229
Limited to faculty	850
Limited to incidents between 1983 and 2022	785
Matched to an academic field	734
Duplicates by institution, year, and field eliminated	703
Limited to 4-year public or nonprofit institutions	638
Reduced to the first incident or distant repeat	574
Matched to institution by major analysis file	499
Matched to institution analysis file	287

Notes: This table reports the sample restrictions we impose on the Academic Sexual Misconduct Database. The database reflects incidents reported as of August 22, 2024. Incidents that match to the analysis file must be four-year, not-for-profit institutions. The second-to-last row corresponds to the number of incidents used in the academic field–level analyses; the last row corresponds to the number of incidents used in the institution-level analyses.

Table 2: Academic Sexual Misconduct Database Incident Characteristics

Incident characteristic	Percentage
Perpetrator is male	97%
Perpetrator is female	3%
Female victim(s) only	89%
Male victim(s) only	6%
Both female and male victims	5%
Multiple victims	57%
Single victim	43%
More than 5 news articles	42%

Notes: This table reports basic information on misconduct incidents from 1983 to 2022.

Table 3: Institutional Characteristics by Academic Sexual Misconduct Database Status

	All (1)	Never ASMD (2)	Ever ASMD (3)	Comparison Institutions (4)
Private Institution	0.663	0.709	0.349	0.240
Most Selective	0.129	0.095	0.360	0.500
Selective	0.274	0.254	0.412	0.420
Offers Graduate Program(s)	0.728	0.704	0.889	0.980
Percent of Students Female	0.541	0.540	0.544	0.534
Religiously Affiliated	0.353	0.384	0.135	0.080
Urban	0.499	0.483	0.606	0.680
Member NCAA	0.420	0.356	0.858	0.980
Offers Residential Housing	0.712	0.683	0.917	0.980
Historically Black College or University	0.034	0.034	0.040	0.040
Tuition ($2010)	15,921	15,961	15,685	14,612
First-Year First-Time Enrollment	797	544	2,215	2,807
N	2,555	2,230	325	50

Notes: This table reports institutional characteristics from the 2010 IPEDS. The sample includes 4-year public or nonprofit postsecondary institutions. Selectivity comes from the Carnegie Classification of Institutions of Higher Education. Comparison institutions are those with a propensity score of 0.5 or higher from a regression of the likelihood of an ASMD incident on the characteristics from this table and state fixed effects.

Table 4: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log)

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	-0.001	-0.002	-0.001	-0.000	0.004	0.001
	(0.003)	(0.003)	(0.003)	(0.005)	(0.005)	(0.005)
Post event×years elapsed	-0.002	-0.001	-0.002	-0.007	-0.013*	-0.010+
	(0.004)	(0.004)	(0.003)	(0.007)	(0.006)	(0.006)
Post event	0.005	-0.003	-0.000	0.012	-0.018	0.001
	(0.008)	(0.009)	(0.007)	(0.020)	(0.017)	(0.017)
Impact 4 years after event	-0.009	-0.015	-0.013	-0.015	-0.051*	-0.034
	(0.013)	(0.014)	(0.012)	(0.023)	(0.020)	(0.021)
Mean at $t^* = -1$	6.735	6.467	7.342	3.449	3.213	4.079
N (observations)	99,829	99,829	99,829	877,147	877,147	877,147
N (institutions)	337	337	337	288	288	288
N (incidents)	287	287	287	499	499	499

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table 5: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log) in Different Time Periods

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	-0.003	-0.005	-0.004	-0.007	-0.001	-0.004
	(0.004)	(0.004)	(0.004)	(0.009)	(0.008)	(0.008)
Post event×years elapsed	-0.001	0.003	0.001	0.003	-0.007	-0.004
	(0.005)	(0.005)	(0.004)	(0.010)	(0.009)	(0.009)
Post event	-0.001	-0.003	-0.003	0.031	0.010	0.024
	(0.010)	(0.012)	(0.010)	(0.031)	(0.023)	(0.024)
Impact 4 years after event	-0.018	-0.014	-0.015	0.014	-0.022	-0.008
	(0.015)	(0.016)	(0.014)	(0.032)	(0.027)	(0.028)
Mean at $t^* = -1$	6.775	6.547	7.376	3.267	3.033	3.892
N (observations)	93,416	93,416	93,416	565,982	565,982	565,982
N (institutions)	337	337	337	288	288	288
N (incidents)	166	166	166	225	225	225
(B) Recent Incidents						
Trend	0.001	0.002	0.002	0.005	0.009	0.006
	(0.005)	(0.005)	(0.004)	(0.006)	(0.006)	(0.006)
Post event×years elapsed	0.005	-0.002	0.001	-0.024*	-0.021*	-0.021*
	(0.006)	(0.006)	(0.005)	(0.010)	(0.010)	(0.009)
Post event	0.003	-0.005	-0.005	0.011	-0.037	-0.011
	(0.012)	(0.011)	(0.009)	(0.025)	(0.024)	(0.024)
Impact 4 years after event	0.027	-0.007	0.009	-0.065+	-0.086**	-0.070*
	(0.025)	(0.023)	(0.022)	(0.035)	(0.032)	(0.034)
Mean at $t^* = -1$	6.682	6.359	7.296	3.597	3.360	4.232
N (observations)	6,413	6,413	6,413	311,165	311,165	311,165
N (institutions)	171	171	171	288	288	288
N (incidents)	121	121	121	274	274	274

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table 6: Impact of Faculty Sexual Misconduct on Share of Majors in Different Time Periods

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	0.000	-0.000	-0.000	0.000	0.001	0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Post event×years elapsed	-0.002	-0.001	-0.001	-0.001	0.000	-0.000
	(0.002)	(0.001)	(0.001)	(0.001)	(0.002)	(0.002)
Post event	0.003	0.000	0.002	-0.002	-0.004	-0.003
	(0.005)	(0.003)	(0.004)	(0.004)	(0.004)	(0.004)
Impact 4 years after event	-0.002	-0.004	-0.003	-0.002	-0.000	-0.001
	(0.006)	(0.004)	(0.004)	(0.004)	(0.006)	(0.005)
Mean at $t^* = -1$	0.404	0.175	0.303	0.098	0.271	0.178
N (observations)	93,003	92,612	93,402	93,003	92,612	93,402
N (institutions)	336	336	337	336	336	337
N (incidents)	166	166	166	166	166	166
(B) Recent Incidents						
Trend	0.000	-0.001	-0.001	-0.001	-0.001	-0.001
	(0.002)	(0.001)	(0.001)	(0.002)	(0.003)	(0.003)
Post event×years elapsed	-0.000	0.001	0.000	-0.003	-0.005	-0.005
	(0.003)	(0.002)	(0.002)	(0.004)	(0.006)	(0.005)
Post event	0.009*	0.007*	0.008**	-0.016*	-0.016	-0.015+
	(0.004)	(0.003)	(0.003)	(0.007)	(0.010)	(0.008)
Impact 4 years after event	0.009	0.007	0.008	-0.030*	-0.042+	-0.038*
	(0.009)	(0.005)	(0.006)	(0.013)	(0.022)	(0.016)
Mean at $t^* = -1$	0.368	0.140	0.271	0.132	0.327	0.218
N (observations)	6,392	6,351	6,413	6,392	6,351	6,413
N (institutions)	171	169	171	171	169	171
N (incidents)	121	119	121	121	119	121

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Majors dominated by women are those at the 25th percentile or lower in terms of share of degrees granted to men in an institution and year; majors dominated by men are those at the 75th percentile or higher in terms of share of degrees granted to men in an institution and year. Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$).

Table 7: Impact of Faculty Sexual Misconduct on Undergraduate Expected Earnings (Natural Log) in Different Time Periods

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	0.001	0.002	0.001	-0.001	0.001	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event×years elapsed	-0.002	-0.001	-0.002^{+}	-0.000	-0.002	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Post event	0.004	0.003	0.003	0.000	-0.001	-0.001
	(0.003)	(0.003)	(0.002)	(0.004)	(0.004)	(0.004)
Impact 4 years after event	0.003	0.003	0.002	-0.005	-0.006	-0.005
	(0.004)	(0.004)	(0.003)	(0.004)	(0.004)	(0.004)
Mean at $t^* = -1$	10.979	11.021	11.000	14.647	14.727	14.684
N (observations)	93,003	92,612	93,402	93,003	92,612	93,402
N (institutions)	336	336	337	336	336	337
N (incidents)	166	166	166	166	166	166
(B) Recent Incidents						
Trend	0.000	-0.000	0.001	-0.001	-0.000	-0.000
	(0.001)	(0.001)	(0.001)	(0.000)	(0.001)	(0.001)
Post event×years elapsed	-0.001	-0.001	-0.002	0.001	0.000	0.000
	(0.002)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event	-0.005	0.006	-0.003	0.003^{+}	0.003	0.003
	(0.005)	(0.005)	(0.003)	(0.001)	(0.003)	(0.002)
Impact 4 years after event	-0.009	0.000	-0.007	0.004	0.004	0.003
	(0.008)	(0.004)	(0.006)	(0.003)	(0.003)	(0.003)
Mean at $t^* = -1$	10.913	10.972	10.940	14.667	14.738	14.699
N (observations)	6,392	6,351	6,413	6,392	6,351	6,413
N (institutions)	171	169	171	171	169	171
N (incidents)	121	119	121	121	119	121

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The outcome is the 5-year median expected earnings (natural log) associated with the college degree×major×institution from the College Scorecard in Columns 1–3 and lifetime expected earnings (natural log) associated with the college degree×major from Webber (2018) in Columns 4–6. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$ * $p < .05$ ** $p < .01$ *** $p < .001$).

Online Appendix

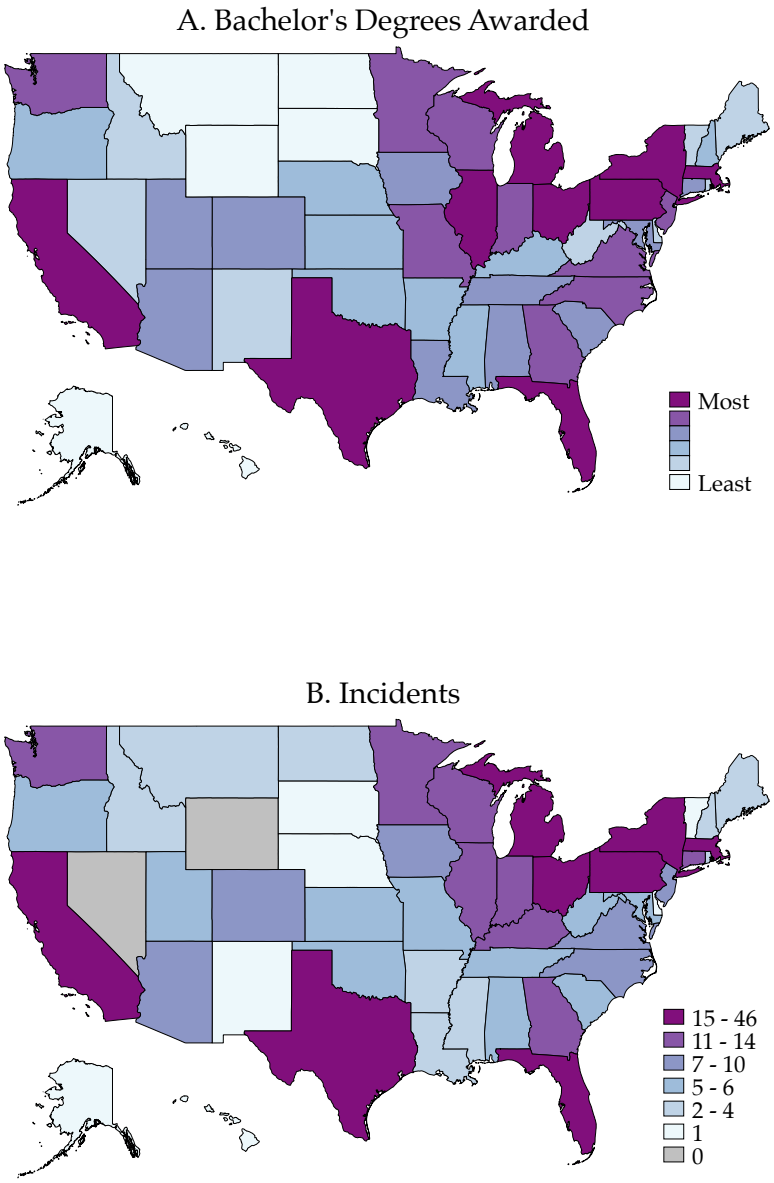
The Consequences of Faculty Sexual Misconduct

Sarah R. Cohodes and Katherine B. Leu

October 2025

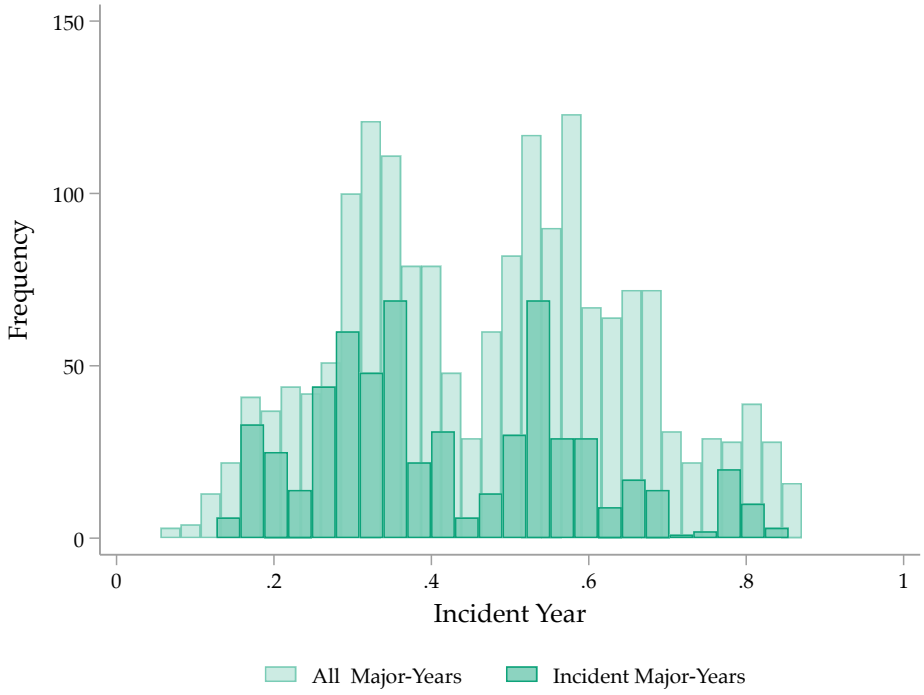
Appendix A: Additional Tables and Figures

Figure A.1: College Degrees and Incidents



Notes: This figure shows the prevalence of college degree awards and reported and verified sexual misconduct incidents across states.

Figure A.2: Share of Men in Major×Years and Academic Sexual Misconduct Database Major×Years



Notes: This figure shows the proportion of men in each major×year in IPEDS (light shading) and the proportion of men in major×years with incidents (dark shading, with repeats).

Table A.1: Institutional Characteristics and Academic Sexual Misconduct Database Incidents

	Ever ASMD (1)	Timing of Incident (2)
Private Institution	-0.048^{+}	-0.882
	(0.029)	(3.014)
Most Selective	0.172***	-0.599
	(0.029)	(2.832)
Selective	0.029	3.364
	(0.019)	(2.342)
Offers Graduate Program(s)	0.058***	-1.265
	(0.013)	(2.703)
Percent of Students Female	-0.040	7.821
	(0.030)	(7.835)
Religiously Affiliated	-0.055***	2.081
	(0.016)	(2.115)
Urban	0.073***	0.302
	(0.014)	(1.366)
Member NCAA	0.065***	-2.077
	(0.016)	(2.933)
Offers Residential Housing	0.019	1.096
	(0.018)	(3.678)
Historically Black College or University	-0.017	0.693
	(0.040)	(3.480)
Log Tuition	-0.030^{+}	0.378
	(0.016)	(1.629)
Log Enrollment	0.050***	-0.778
	(0.006)	(0.971)
N	2081	316

Notes: This table reports the predictors of whether an institution has any misconduct incidents (Column 1) or when an institution has an incident if it has one. The sample includes 4-year public or nonprofit postsecondary institutions. Institutional characteristics come from the 2010 IPEDS. Selectivity comes from Carnegie Classification of Institutions of Higher Education. Robust standard errors (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.2: Impact of Faculty Sexual Misconduct on Institutional Outcomes (Natural Log)

	Applications			1st-Year 1st-Time Enrollment			Total	Total	Instructional
	Women	Men	All	Women	Men	All	Revenue	Expenditures	Staff
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.002	0.006	0.004	0.002	0.003	0.003	-0.004	-0.000	-0.001
	(0.006)	(0.006)	(0.006)	(0.004)	(0.004)	(0.003)	(0.004)	(0.002)	(0.002)
Post event×years elapsed	-0.005	-0.005	-0.005	-0.005	-0.006	-0.005	0.003	-0.004	0.002
	(0.007)	(0.007)	(0.007)	(0.004)	(0.004)	(0.004)	(0.005)	(0.003)	(0.003)
Post event	-0.011	-0.014	-0.012	-0.005	-0.015	-0.010	0.007	0.004	-0.004
	(0.018)	(0.016)	(0.017)	(0.013)	(0.012)	(0.012)	(0.012)	(0.007)	(0.008)
Impact 4 years after event	-0.022	-0.008	-0.016	-0.015	-0.026+	-0.019	0.002	-0.012	-0.001
	(0.029)	(0.028)	(0.028)	(0.015)	(0.014)	(0.014)	(0.016)	(0.013)	(0.011)
Mean at $t^* = -1$	8.516	8.238	9.081	6.688	6.506	7.297	19.710	19.661	6.771
N (observations)	41,441	41,197	41,798	92,964	92,540	93,354	95,280	89,634	88,789
N (institutions)	291	289	291	336	335	337	337	336	337
N (incidents)	241	239	241	284	283	285	277	277	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.3: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log) in STEM and Non-STEM Fields

	All Incidents			Early Incidents			Recent Incidents		
	All	Not STEM	Most STEM	All	Not STEM	STEM	All	Not STEM	STEM
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.001	0.002	-0.001	-0.004	-0.008	0.006	0.006	0.010	-0.007
	(0.005)	(0.006)	(0.008)	(0.008)	(0.010)	(0.012)	(0.006)	(0.006)	(0.011)
Post event×years elapsed	-0.010^{+}	-0.015^{+}	0.001	-0.004	-0.003	-0.008	-0.021*	-0.030**	0.004
	(0.006)	(0.007)	(0.011)	(0.009)	(0.012)	(0.014)	(0.009)	(0.011)	(0.016)
Post event	0.001	0.014	-0.031	0.024	0.044	-0.020	-0.011	-0.001	-0.038
	(0.017)	(0.021)	(0.030)	(0.024)	(0.029)	(0.045)	(0.024)	(0.029)	(0.040)
Impact 4 years after event	-0.034	-0.035	-0.030	-0.008	0.001	-0.026	-0.070*	-0.079+	-0.049
	(0.021)	(0.027)	(0.035)	(0.028)	(0.035)	(0.048)	(0.034)	(0.042)	(0.052)
Mean at $t^* = -1$	4.079	3.978	4.333	3.892	3.882	3.915	4.232	4.053	4.710
N (observations)	877,147	642,580	234,567	565,982	408,025	157,957	311,165	234,555	76,610
N (institutions)	288	288	281	288	288	281	288	287	281
N (incidents)	499	360	139	225	160	65	274	200	74

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." STEM fields include astronomy, biology, chemistry, computer science, engineering, geology, mathematics, medicine, meteorology, natural resources, other health, other physical sciences, physics, and science technologies. All other majors are marked as non-STEM. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.4: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log), by Selectivity of the Institution

	All Incidents			Early Incidents			Recent Incidents		
	All (1)	Not Selective (2)	Most Selective (3)	All (4)	Not Selective (5)	Most Selective (6)	All (7)	Not Selective (8)	Most Selective (9)
Trend	0.001	0.004	0.002	-0.004	-0.003	-0.003	0.006	0.009	0.006
	(0.005)	(0.008)	(0.005)	(0.008)	(0.013)	(0.008)	(0.006)	(0.008)	(0.007)
Post event×years elapsed	-0.010^{+}	-0.019*	-0.003	-0.004	-0.012	0.005	-0.021*	-0.022^{+}	-0.026^{+}
	(0.006)	(0.009)	(0.008)	(0.009)	(0.015)	(0.011)	(0.009)	(0.013)	(0.014)
Post event	0.001	0.026	-0.033	0.024	0.046	-0.004	-0.011	0.007	-0.035
	(0.017)	(0.027)	(0.022)	(0.024)	(0.035)	(0.033)	(0.024)	(0.036)	(0.030)
Impact 4 years after event	-0.034	-0.033	-0.037	-0.008	-0.015	0.002	-0.070*	-0.043	-0.114*
	(0.021)	(0.030)	(0.030)	(0.028)	(0.039)	(0.041)	(0.034)	(0.048)	(0.048)
Mean at $t^* = -1$	4.079	3.812	4.355	3.892	3.684	4.109	4.232	3.918	4.551
N (observations)	877,147	532,144	345,000	565,982	343,484	222,495	311,165	188,660	122,505
N (institutions)	288	178	110	288	178	110	288	178	110
N (incidents)	499	251	248	225	114	111	274	137	137

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private non-rofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Institutions are considered as selective if they are categorized as such by Carnegie Classification of Institutions of Higher Education. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.5: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log) for Departments with and without Repeated Incidents

	All Incidents			Early Incidents			Recent Incidents		
	All	No Repeats	Repeats	All	No Repeats	Repeats	All	No Repeats	Repeats
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.001	0.001	0.007	-0.004	-0.004	0.003	0.006	0.005	0.015
	(0.005)	(0.005)	(0.014)	(0.008)	(0.008)	(0.021)	(0.006)	(0.006)	(0.017)
Post event×years elapsed	-0.010^{+}	-0.010	-0.018	-0.004	-0.004	-0.011	-0.021*	-0.020*	-0.061
	(0.006)	(0.006)	(0.017)	(0.009)	(0.010)	(0.024)	(0.009)	(0.010)	(0.040)
Post event	0.001	0.003	-0.036	0.024	0.027	-0.011	-0.011	-0.009	-0.042
	(0.017)	(0.018)	(0.037)	(0.024)	(0.026)	(0.049)	(0.024)	(0.025)	(0.058)
Impact 4 years after event	-0.034	-0.031	-0.078+	-0.008	-0.005	-0.045	-0.070*	-0.066+	-0.227
	(0.021)	(0.022)	(0.045)	(0.028)	(0.030)	(0.052)	(0.034)	(0.035)	(0.147)
Mean at $t^* = -1$	4.079	4.046	4.640	3.892	3.826	4.653	4.232	4.217	4.618
N (observations)	877,147	813,885	104,383	565,982	514,976	71,615	311,165	298,909	32,768
N (institutions)	288	288	287	288	288	287	288	288	285
N (incidents)	499	457	42	225	202	23	274	255	19

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Departments labeled "Repeats" either have multiple incidents in one year or multiple incidents across years. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.6: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), by Incident Outcome

	All Incidents			Early Incidents			Recent Incidents		
	All	Not Serious	Serious	All	Not Serious	Serious	All	Not Serious	Serious
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.001	-0.001	0.003	-0.004	-0.017	0.004	0.006	0.014	0.002
	(0.005)	(0.009)	(0.005)	(0.008)	(0.016)	(0.009)	(0.006)	(0.010)	(0.007)
Post event×years elapsed	-0.010^{+}	-0.012	-0.009	-0.004	0.006	-0.010	-0.021*	-0.025	-0.018
	(0.006)	(0.012)	(0.007)	(0.009)	(0.018)	(0.010)	(0.009)	(0.016)	(0.011)
Post event	0.001	0.024	-0.011	0.024	0.043	0.014	-0.011	0.003	-0.018
	(0.017)	(0.028)	(0.022)	(0.024)	(0.039)	(0.031)	(0.024)	(0.038)	(0.030)
Impact 4 years after event	-0.034	-0.030	-0.035	-0.008	-0.004	-0.009	-0.070*	-0.041	-0.083+
	(0.021)	(0.036)	(0.026)	(0.028)	(0.046)	(0.036)	(0.034)	(0.052)	(0.043)
Mean at $t^* = -1$	4.079	4.043	4.098	3.892	3.756	3.969	4.232	4.318	4.194
N (observations)	877,147	362,612	649,306	565,982	226,396	395,112	311,165	136,216	254,194
N (institutions)	288	288	288	288	288	288	288	288	288
N (incidents)	499	162	337	225	80	145	274	82	192

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Incident outcomes are considered serious if the perpetrator is no longer employed (through retirement, resignation, firing, or contract nonrenewal), if there is a criminal or civil court judgment, or if the perpetrator has died by suicide. Incident outcomes are not serious if they are a suspension, revocation of an honor, demotion, warning, or a required training or are not categorized. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.7: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), by Intensity of News Coverage

	All Incidents			Early Incidents			Recent Incidents		
	All	Low News	High News	All	Low News	High News	All	Low News	High News
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.001	-0.000	0.004	-0.004	-0.004	-0.004	0.006	0.005	0.006
	(0.005)	(0.006)	(0.007)	(0.008)	(0.009)	(0.016)	(0.006)	(0.008)	(0.008)
Post event×years elapsed	-0.010^{+}	-0.009	-0.013	-0.004	-0.004	-0.006	-0.021*	-0.022^{+}	-0.019
	(0.006)	(0.008)	(0.011)	(0.009)	(0.011)	(0.018)	(0.009)	(0.012)	(0.014)
Post event	0.001	0.008	-0.008	0.024	0.021	0.035	-0.011	0.000	-0.020
	(0.017)	(0.024)	(0.024)	(0.024)	(0.028)	(0.047)	(0.024)	(0.041)	(0.029)
Impact 4 years after event	-0.034	-0.026	-0.045	-0.008	-0.010	-0.002	-0.070*	-0.068	-0.072
	(0.021)	(0.026)	(0.038)	(0.028)	(0.031)	(0.063)	(0.034)	(0.049)	(0.048)
Mean at $t^* = -1$	4.079	4.047	4.123	3.892	3.927	3.787	4.232	4.216	4.244
N (observations)	877,147	627,769	362,535	565,982	435,954	166,309	311,165	191,815	196,226
N (institutions)	288	288	288	288	288	288	288	288	288
N (incidents)	499	287	212	225	167	58	274	120	154

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." High news coverage is defined as 5 or more articles covering an incident. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.8: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log), by Number of Victims

	All Incidents			Early Incidents			Recent Incidents		
	All (1)	Single (2)	Multiple (3)	All (4)	Single (5)	Multiple (6)	All (7)	Single (8)	Multiple (9)
Trend	0.001	0.001	0.000	-0.004	-0.001	-0.007	0.006	0.003	0.006
	(0.005)	(0.006)	(0.007)	(0.008)	(0.009)	(0.012)	(0.006)	(0.009)	(0.007)
Post event×years elapsed	-0.010^{+}	-0.014	-0.006	-0.004	-0.011	0.002	-0.021*	-0.018	-0.021^{+}
	(0.006)	(0.010)	(0.007)	(0.009)	(0.014)	(0.012)	(0.009)	(0.014)	(0.012)
Post event	0.001	0.005	-0.002	0.024	0.018	0.029	-0.011	-0.004	-0.016
	(0.017)	(0.026)	(0.023)	(0.024)	(0.036)	(0.033)	(0.024)	(0.035)	(0.032)
Impact 4 years after event	-0.034	-0.044	-0.026	-0.008	-0.032	0.010	-0.070*	-0.061	-0.074
	(0.021)	(0.035)	(0.026)	(0.028)	(0.047)	(0.034)	(0.034)	(0.046)	(0.047)
Mean at $t^* = -1$	4.079	4.007	4.124	3.892	3.776	3.953	4.232	4.211	4.253
N (observations)	877,147	464,983	530,944	565,982	280,111	317,368	311,165	184,872	213,576
N (institutions)	288	288	288	288	288	288	288	288	288
N (incidents)	499	215	284	225	100	123	274	115	161

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the natural log of degrees completed by both men and women from a separate regression of specification 2, which includes academic field×institution×dataset and academic field×year×dataset fixed effects. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Incidents are considered to have multiple victims if the associated news reports mention multiple victims. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.9: Impact of Faculty Sexual Misconduct on Share of Majors

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	0.000	-0.001	-0.000	-0.000	-0.000	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Post event×years elapsed	-0.002	-0.001	-0.001	0.000	0.001	0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.002)
Post event	0.006*	0.004+	0.006*	-0.010*	-0.013*	-0.011**
	(0.003)	(0.002)	(0.002)	(0.004)	(0.005)	(0.004)
Impact 4 years after event	0.001	-0.001	0.001	-0.009*	-0.009	-0.009+
	(0.004)	(0.003)	(0.003)	(0.004)	(0.007)	(0.005)
Mean at $t^*aI = -1$	0.388	0.160	0.289	0.113	0.295	0.195
N (observations)	99,395	98,963	99,815	99,395	98,963	99,815
N (institutions)	337	336	337	337	336	337
N (incidents)	287	285	287	287	285	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Majors dominated by women are those at the 25th percentile or lower in terms of share of degrees granted to men in an institution and year; majors dominated by men are those at the 75th percentile or higher in terms of share of degrees granted to men in an institution and year. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.10: Impact of Faculty Sexual Misconduct on Undergraduate Expected Earnings (Natural Log)

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	0.001	0.001	0.001	-0.001	0.001	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event×years elapsed	-0.001	-0.001	-0.001	-0.000	-0.002	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event	-0.000	0.003	-0.000	0.002	0.001	0.001
	(0.003)	(0.003)	(0.002)	(0.002)	(0.003)	(0.003)
Impact 4 years after event	0.000	0.003	-0.000	-0.003	-0.003	-0.003
	(0.003)	(0.004)	(0.002)	(0.003)	(0.003)	(0.003)
Mean at $t^* = -1$	10.951	11.000	10.974	14.656	14.731	14.691
N (observations)	99,395	98,963	99,815	99,395	98,963	99,815
N (institutions)	337	336	337	337	336	337
N (incidents)	287	285	287	287	285	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The outcome is the 5-year median expected earnings (natural log) associated with the college degree×major×institution from the College Scorecard in Columns 1–3 and lifetime expected earnings (natural log) associated with the college degree×major from Webber (2018) in Columns 4–6. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.11: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), Exposure Redefined on Basis of Incident Year

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	-0.005	-0.002	-0.004	0.008	0.011^{+}	0.007
	(0.004)	(0.004)	(0.004)	(0.007)	(0.006)	(0.006)
Post event×years elapsed	0.000	-0.004	-0.002	-0.010	-0.012	-0.009
	(0.004)	(0.004)	(0.004)	(0.008)	(0.007)	(0.007)
Post event	-0.008	-0.010	-0.009	-0.019	-0.025	-0.010
	(0.008)	(0.009)	(0.007)	(0.023)	(0.021)	(0.021)
Impact 4 years after event	-0.027*	-0.034*	-0.032*	-0.027	-0.031	-0.018
	(0.013)	(0.015)	(0.013)	(0.026)	(0.024)	(0.026)
Mean at $t^* = -1$	6.671	6.441	7.299	3.395	3.185	4.024
N (observations)	83,411	83,411	83,411	933,634	933,634	933,634
N (institutions)	320	320	320	273	273	273
N (incidents)	270	270	270	435	435	435

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table A.12: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log) in Different Time Periods, Exposure Redefined on Basis of Incident Year

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	-0.004	-0.002	-0.003	0.008	0.008	0.006
	(0.004)	(0.004)	(0.004)	(0.009)	(0.007)	(0.008)
Post event×years elapsed	-0.002	-0.004	-0.004	-0.011	-0.011	-0.009
	(0.004)	(0.005)	(0.004)	(0.009)	(0.009)	(0.009)
Post event	-0.014	-0.013	-0.016^{+}	-0.022	-0.014	-0.009
	(0.010)	(0.010)	(0.009)	(0.028)	(0.025)	(0.026)
Impact 4 years after event	-0.036*	-0.039*	-0.040**	-0.035	-0.025	-0.022
	(0.015)	(0.017)	(0.015)	(0.031)	(0.029)	(0.031)
Mean at $t^* = -1$	6.692	6.502	7.316	3.308	3.117	3.936
N (observations)	79,046	79,046	79,046	753,622	753,622	753,622
N (institutions)	320	320	320	273	273	273
N (incidents)	219	219	219	328	328	328
(B) Recent Incidents						
Trend	-0.011^{+}	-0.004	-0.008	0.007	0.018^{+}	0.009
	(0.007)	(0.007)	(0.007)	(0.010)	(0.010)	(0.009)
Post event×years elapsed	0.020*	0.005	0.014	0.006	-0.008	0.004
	(0.008)	(0.009)	(0.008)	(0.012)	(0.013)	(0.012)
Post event	0.001	-0.006	0.003	-0.028	-0.071*	-0.032
	(0.015)	(0.019)	(0.013)	(0.039)	(0.035)	(0.034)
Impact 4 years after event	0.035	-0.001	0.023	0.021	-0.034	0.020
	(0.028)	(0.026)	(0.025)	(0.044)	(0.039)	(0.044)
Mean at $t^* = -1$	6.584	6.179	7.228	3.662	3.395	4.294
N (observations)	4,365	4,365	4,365	180,012	180,012	180,012
N (institutions)	101	101	101	273	273	273
N (incidents)	51	51	51	107	107	107

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, each incident-dataset is restricted to the focal major, and the sample includes only institutions with at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Appendix B: Nonparametric Event Study Estimates

Table B.1: Impact of Faculty Sexual Misconduct on Applications and Enrollment (Natural Log), Nonparametric Estimates

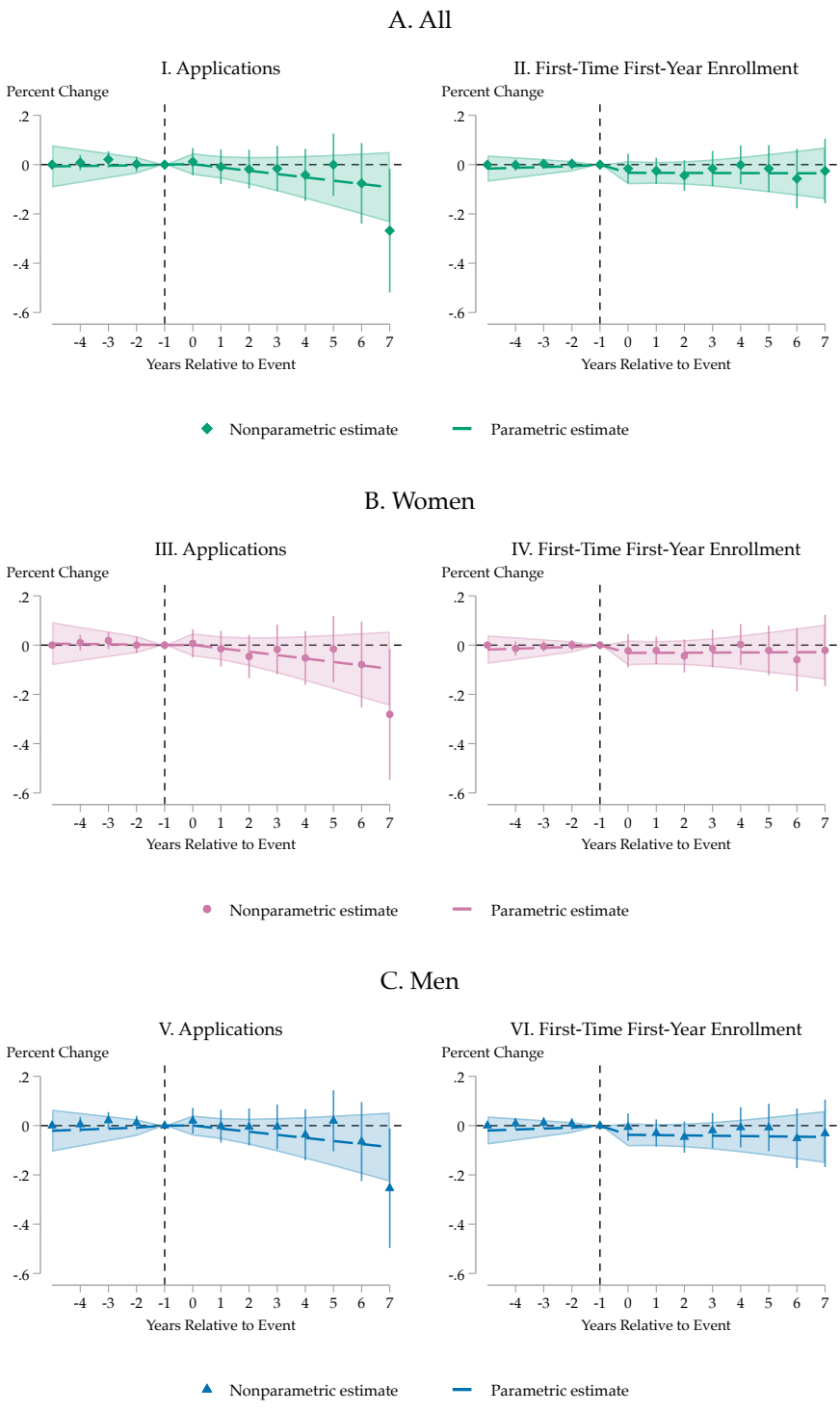
	Applications			1st-Year 1st-Time Enrollment		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.006	-0.012	-0.002	0.010	0.010	0.010
	(0.021)	(0.020)	(0.020)	(0.012)	(0.010)	(0.010)
3 years pre event	0.021	0.010	0.017	0.002	0.006	0.004
	(0.018)	(0.019)	(0.018)	(0.010)	(0.010)	(0.009)
2 years pre event	0.010	0.006	0.007	0.014^{+}	0.011	0.012
	(0.015)	(0.014)	(0.014)	(0.008)	(0.008)	(0.008)
Event year	0.012	0.013	0.013	0.002	0.008	0.004
	(0.018)	(0.016)	(0.017)	(0.016)	(0.013)	(0.014)
1 year post event	-0.002	-0.002	-0.002	0.009	-0.007	0.002
	(0.021)	(0.019)	(0.020)	(0.013)	(0.013)	(0.012)
2 years post event	-0.015	0.005	-0.001	-0.011	-0.018	-0.013
	(0.024)	(0.022)	(0.022)	(0.015)	(0.014)	(0.014)
3 years post event	0.003	0.004	0.001	0.002	-0.009	-0.002
	(0.027)	(0.025)	(0.025)	(0.016)	(0.015)	(0.015)
4 years post event	-0.019	-0.015	-0.016	0.006	-0.008	-0.000
	(0.029)	(0.028)	(0.029)	(0.017)	(0.017)	(0.016)
5 years post event	-0.009	0.010	-0.001	-0.007	-0.007	-0.007
	(0.031)	(0.031)	(0.031)	(0.019)	(0.019)	(0.018)
6 years post event	-0.010	0.006	-0.004	-0.021	-0.017	-0.020
	(0.035)	(0.035)	(0.035)	(0.021)	(0.020)	(0.020)
7 years post event	-0.029	-0.005	-0.021	-0.036	-0.036	-0.036
	(0.035)	(0.034)	(0.034)	(0.027)	(0.030)	(0.027)
Mean at $t^* = -1$	2,498.008	2,507.449	2,507.449	2,422.155	2,422.155	2,422.155
N (observations)	41,441	41,197	41,367	89,556	89,556	89,556
N (institutions)	291	289	289	288	288	288
N (incidents)	241	239	239	239	239	239

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Figure B.1: Event Study Estimates of Application and Enrollment, All Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on applications and enrollment (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$).

Figure B.2: Event Study Estimates of Application and Enrollment, Recent Incidents

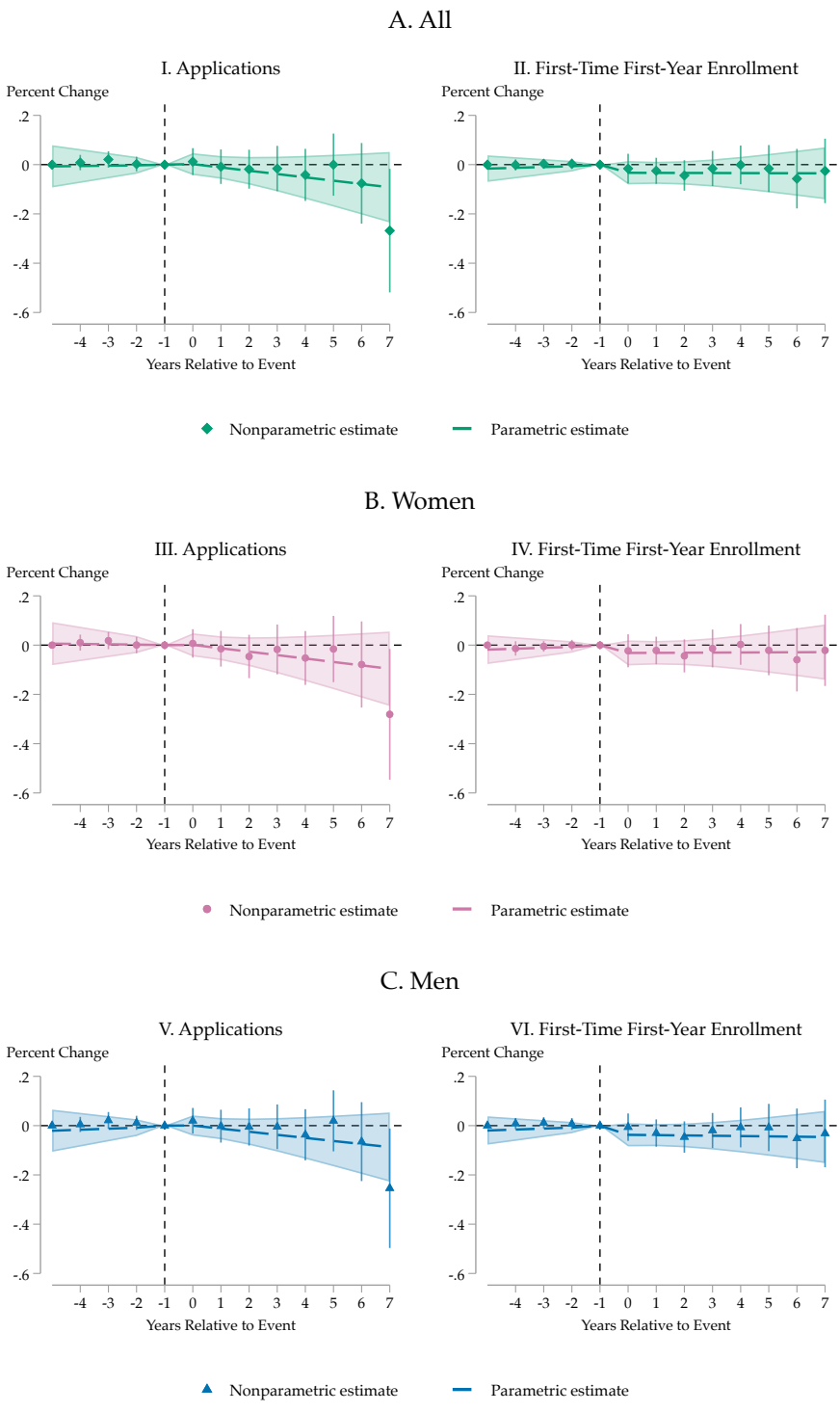


Notes: This figure shows event study estimates of the impact of an ASMD incident on applications and enrollment (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1985–2014; recent incidents are those in 2015–2022.

Figure B.3: Event Study Estimates of Application and Enrollment, Early Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on applications and enrollment (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1985–2014; recent incidents are those in 2015–2022.

Figure B.4: Event Study Estimates of Application and Enrollment, Recent Incidents



Notes: This figure shows event study estimates of the impact of an ASMD incident on applications and enrollment (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1985–2014; recent incidents are those in 2015–2022.

Figure B.5: Event Study Estimates of Undergraduate Degree Completion by Gender, All Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$).

Figure B.6: Event Study Estimates of Undergraduate Degree Completion by Gender, Early Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions (natural log). Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Figure B.7: Event Study Estimates of Degrees by Share of Degrees Granted to Men, All Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions in majors dominated by women and men. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$).

Figure B.8: Event Study Estimates of Degrees by Share of Degrees Granted to Men, Early Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on degree completions in majors dominated by women and men. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Figure B.9: Event Study Estimates of Median Earnings by Major, All Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on median earnings by major. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$).

Figure B.10: Event Study Estimates of Median Earnings by Major, Early Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on median earnings by major. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Figure B.11: Event Study Estimates of Median Earnings by Major, Recent Incidents

Notes: This figure shows event study estimates of the impact of an ASMD incident on median earnings by major. Impacts are estimated with a stacked estimator relative to the year before the incident ($t = -1$). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022.

Table B.2: Impact of Faculty Sexual Misconduct on Applications and Enrollment (Natural Log), Nonparametric Estimates, Early Incidents

	Applications			1st-Year 1st-Time Enrollment		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	-0.013	-0.043	-0.026	0.027^{+}	0.010	0.018
	(0.035)	(0.035)	(0.035)	(0.015)	(0.014)	(0.013)
3 years pre event	0.016	-0.011	0.004	0.004	-0.000	0.001
	(0.031)	(0.032)	(0.031)	(0.014)	(0.014)	(0.013)
2 years pre event	0.016	-0.006	0.007	0.021^{+}	0.013	0.016
	(0.027)	(0.028)	(0.027)	(0.012)	(0.012)	(0.011)
Event year	0.013	0.001	0.008	0.020	0.018	0.018
	(0.029)	(0.027)	(0.028)	(0.014)	(0.012)	(0.012)
1 year post event	0.008	-0.005	0.002	0.030*	0.011	0.022^{+}
	(0.028)	(0.027)	(0.027)	(0.014)	(0.012)	(0.012)
2 years post event	0.017	0.016	0.015	0.012	0.002	0.009
	(0.028)	(0.028)	(0.027)	(0.014)	(0.013)	(0.013)
3 years post event	0.019	0.010	0.014	0.012	-0.003	0.006
	(0.028)	(0.027)	(0.027)	(0.014)	(0.014)	(0.013)
4 years post event	0.004	-0.003	0.001	0.009	-0.008	0.001
	(0.030)	(0.030)	(0.029)	(0.016)	(0.015)	(0.015)
5 years post event	-0.002	0.006	0.001	0.002	-0.004	-0.001
	(0.029)	(0.029)	(0.029)	(0.016)	(0.016)	(0.015)
6 years post event	0.012	0.022	0.015	-0.007	-0.008	-0.007
	(0.032)	(0.032)	(0.032)	(0.017)	(0.017)	(0.016)
7 years post event	-0.003	0.013	0.001	-0.029	-0.032	-0.031
	(0.029)	(0.028)	(0.028)	(0.025)	(0.029)	(0.026)
Mean at $t^* = -1$	2,441.097	2,441.097	2,441.097	2,302.520	2,302.520	2,302.520
N (observations)	35,266	35,063	35,233	83,392	83,392	83,392
N (institutions)	288	287	287	288	288	288
N (incidents)	125	125	125	125	125	125

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.3: Impact of Faculty Sexual Misconduct on Applications and Enrollment (Natural Log), Nonparametric Estimates, Recent Incidents

	Applications			1st-Year 1st-Time Enrollment		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.010	0.005	0.008	-0.013	0.008	-0.001
	(0.016)	(0.016)	(0.016)	(0.015)	(0.012)	(0.011)
3 years pre event	0.018	0.021	0.021	-0.005	0.011	0.004
	(0.018)	(0.017)	(0.017)	(0.011)	(0.011)	(0.010)
2 years pre event	0.001	0.011	0.002	0.001	0.007	0.003
	(0.017)	(0.014)	(0.015)	(0.011)	(0.012)	(0.010)
Event year	0.007	0.020	0.012	-0.023	-0.006	-0.016
	(0.029)	(0.026)	(0.028)	(0.034)	(0.028)	(0.030)
1 year post event	-0.015	-0.002	-0.008	-0.022	-0.030	-0.025
	(0.037)	(0.034)	(0.035)	(0.028)	(0.028)	(0.027)
2 years post event	-0.046	-0.005	-0.019	-0.044	-0.046	-0.044
	(0.045)	(0.038)	(0.040)	(0.034)	(0.032)	(0.031)
3 years post event	-0.017	-0.005	-0.016	-0.014	-0.020	-0.016
	(0.051)	(0.046)	(0.047)	(0.039)	(0.036)	(0.036)
4 years post event	-0.052	-0.037	-0.042	0.003	-0.007	-0.001
	(0.055)	(0.053)	(0.053)	(0.042)	(0.041)	(0.040)
5 years post event	-0.016	0.019	0.000	-0.021	-0.008	-0.016
	(0.068)	(0.063)	(0.064)	(0.051)	(0.049)	(0.048)
6 years post event	-0.079	-0.065	-0.076	-0.059	-0.052	-0.057
	(0.089)	(0.081)	(0.083)	(0.065)	(0.061)	(0.061)
7 years post event	-0.281*	-0.254*	-0.268*	-0.021	-0.031	-0.025
	(0.134)	(0.123)	(0.127)	(0.073)	(0.069)	(0.066)
Mean at $t^* = -1$	2,533.639	2,549.355	2,549.355	2,552.285	2,552.285	2,552.285
N (observations)	6,175	6,134	6,134	6,164	6,164	6,164
N (institutions)	166	164	164	163	163	163
N (incidents)	116	114	114	114	114	114

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ + $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.4: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), Nonparametric Estimates

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.008	0.011	0.009	0.013	0.021	0.017
	(0.010)	(0.010)	(0.009)	(0.018)	(0.018)	(0.015)
3 years pre event	0.006	0.012	0.009	0.041*	0.048**	0.046**
	(0.008)	(0.010)	(0.008)	(0.016)	(0.017)	(0.014)
2 years pre event	0.001	0.008	0.004	0.030*	0.063***	0.043***
	(0.008)	(0.007)	(0.006)	(0.015)	(0.014)	(0.012)
Event year	-0.001	0.002	-0.002	0.018	0.015	0.019
	(0.007)	(0.008)	(0.006)	(0.018)	(0.017)	(0.014)
1 year post event	0.004	-0.010	-0.004	0.029	0.028	0.029+
	(0.009)	(0.013)	(0.010)	(0.018)	(0.017)	(0.016)
2 years post event	0.001	-0.009	-0.002	0.036+	0.021	0.027
	(0.010)	(0.010)	(0.009)	(0.019)	(0.018)	(0.017)
3 years post event	0.003	-0.003	0.001	0.009	0.000	0.011
	(0.011)	(0.012)	(0.010)	(0.025)	(0.023)	(0.024)
4 years post event	0.003	0.001	0.002	-0.024	-0.025	-0.033
	(0.013)	(0.013)	(0.012)	(0.028)	(0.026)	(0.027)
5 years post event	-0.019	-0.013	-0.017	0.027	-0.016	0.005
	(0.014)	(0.015)	(0.013)	(0.028)	(0.026)	(0.027)
6 years post event	-0.016	-0.018	-0.017	-0.025	0.001	-0.018
	(0.017)	(0.018)	(0.016)	(0.027)	(0.026)	(0.026)
7 years post event	-0.026	-0.022	-0.024	-0.022	-0.030	-0.030
	(0.019)	(0.020)	(0.018)	(0.029)	(0.030)	(0.028)
Mean at $t^* = -1$	2,376.587	2,376.587	2,376.587	3.449	3.213	4.079
N (observations)	99,829	99,829	99,829	877,147	877,147	877,147
N (institutions)	337	337	337	288	288	288
N (incidents)	287	287	287	499	499	499

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, the each incident-dataset is restricted to the focal major, and the sample includes only institutions that have at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.5: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), Nonparametric Estimates, Early Incidents

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.013	0.026^{+}	0.019	0.001	0.035	0.019
	(0.014)	(0.015)	(0.013)	(0.030)	(0.030)	(0.026)
3 years pre event	0.013	0.020	0.017	0.050^{+}	0.053^{+}	0.056*
	(0.012)	(0.015)	(0.012)	(0.028)	(0.030)	(0.026)
2 years pre event	0.007	0.012	0.009	0.017	0.081***	0.042*
	(0.011)	(0.011)	(0.010)	(0.025)	(0.022)	(0.019)
Event year	0.002	0.008	0.003	0.001	0.029	0.022
	(0.009)	(0.011)	(0.009)	(0.028)	(0.025)	(0.021)
1 year post event	-0.003	-0.017	-0.010	0.020	0.044^{+}	0.038
	(0.011)	(0.019)	(0.014)	(0.027)	(0.025)	(0.023)
2 years post event	-0.008	-0.015	-0.010	0.036	0.048^{+}	0.038
	(0.011)	(0.012)	(0.010)	(0.028)	(0.026)	(0.025)
3 years post event	-0.005	-0.009	-0.007	0.040	0.031	0.043
	(0.011)	(0.012)	(0.010)	(0.031)	(0.030)	(0.027)
4 years post event	-0.012	0.001	-0.006	-0.002	0.007	-0.007
	(0.012)	(0.012)	(0.011)	(0.032)	(0.032)	(0.029)
5 years post event	-0.030*	-0.017	-0.023^{+}	0.029	-0.005	0.008
	(0.013)	(0.014)	(0.013)	(0.034)	(0.032)	(0.033)
6 years post event	-0.026	-0.017	-0.022	-0.011	0.018	-0.003
	(0.016)	(0.016)	(0.015)	(0.031)	(0.029)	(0.029)
7 years post event	-0.030^{+}	-0.019	-0.024	-0.009	-0.009	-0.013
	(0.017)	(0.019)	(0.017)	(0.031)	(0.032)	(0.029)
Mean at $t^{*} = -1$	2,316.065	2,316.065	2,316.065	3.267	3.033	3.892
N (observations)	93,416	93,416	93,416	565,982	565,982	565,982
N (institutions)	337	337	337	288	288	288
N (incidents)	166	166	166	225	225	225

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, the each incident-dataset is restricted to the focal major, and the sample includes only institutions that have at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.6: Impact of Faculty Sexual Misconduct on Degree Completion (Natural Log), Nonparametric Estimates, Recent Incidents

	All Degrees			In-Field Degrees		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.003	-0.010	-0.004	0.020	0.003	0.011
	(0.009)	(0.009)	(0.007)	(0.021)	(0.021)	(0.017)
3 years pre event	-0.000	0.001	-0.001	0.032^{+}	0.038*	0.035*
	(0.011)	(0.010)	(0.008)	(0.019)	(0.019)	(0.015)
2 years pre event	-0.006	0.003	-0.001	0.040*	0.044*	0.041**
	(0.011)	(0.008)	(0.008)	(0.019)	(0.017)	(0.015)
Event year	-0.004	-0.008	-0.008	0.030	-0.002	0.012
	(0.015)	(0.014)	(0.013)	(0.023)	(0.022)	(0.020)
1 year post event	0.017	0.001	0.006	0.035	0.008	0.017
	(0.019)	(0.016)	(0.015)	(0.025)	(0.024)	(0.023)
2 years post event	0.020	0.001	0.012	0.033	-0.009	0.013
	(0.022)	(0.020)	(0.019)	(0.026)	(0.025)	(0.024)
3 years post event	0.020	0.006	0.015	-0.028	-0.038	-0.027
	(0.027)	(0.025)	(0.024)	(0.040)	(0.036)	(0.040)
4 years post event	0.042	0.004	0.023	-0.060	-0.072	-0.072
	(0.032)	(0.028)	(0.028)	(0.050)	(0.045)	(0.051)
5 years post event	0.024	0.002	0.010	0.022	-0.025	0.006
	(0.035)	(0.037)	(0.033)	(0.051)	(0.041)	(0.042)
6 years post event	0.044	-0.018	0.012	-0.086	-0.032	-0.063
	(0.045)	(0.047)	(0.044)	(0.056)	(0.055)	(0.049)
7 years post event	-0.011	-0.066	-0.036	-0.162**	-0.131^{+}	-0.148*
	(0.061)	(0.058)	(0.057)	(0.061)	(0.074)	(0.059)
Mean at $t^* = -1$	2,457.616	2,457.616	2,457.616	3.597	3.360	4.232
N (observations)	6,413	6,413	6,413	311,165	311,165	311,165
N (institutions)	171	171	171	288	288	288
N (incidents)	121	121	121	274	274	274

Notes: The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022. Singletons are dropped (Correia 2015). Columns 1 through 3 also include comparison institutions. In Columns 4 through 6, the each incident-dataset is restricted to the focal major, and the sample includes only institutions that have at least one incident reported in the ASMD. This sample also excludes institutions with only one academic major and incidents for which the associated major was classified as "other." Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.7: Impact of Faculty Sexual Misconduct on Share of Majors, Nonparametric Estimates

	Female-Dominated Majors			Male-Dominated Majors		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.001	0.003	0.002	0.005	0.004	0.004
	(0.003)	(0.002)	(0.003)	(0.003)	(0.005)	(0.004)
3 years pre event	-0.003	-0.001	-0.002	0.005	0.007	0.006^{+}
	(0.003)	(0.002)	(0.002)	(0.003)	(0.005)	(0.004)
2 years pre event	0.002	0.001	0.001	0.007*	0.006	0.006*
	(0.003)	(0.002)	(0.002)	(0.003)	(0.004)	(0.003)
Event year	0.007**	0.000	0.004^{+}	-0.008*	-0.011**	-0.010**
	(0.003)	(0.002)	(0.002)	(0.004)	(0.004)	(0.004)
1 year post event	0.007*	0.002	0.005^{+}	-0.009^{+}	-0.011*	-0.010*
	(0.003)	(0.003)	(0.003)	(0.005)	(0.005)	(0.005)
2 years post event	0.005	0.002	0.004	-0.007	-0.013^{+}	-0.010^{+}
	(0.004)	(0.003)	(0.003)	(0.006)	(0.007)	(0.006)
3 years post event	0.003	-0.002	0.001	-0.012^{+}	-0.019*	-0.015*
	(0.004)	(0.003)	(0.003)	(0.006)	(0.009)	(0.007)
4 years post event	0.004	-0.004	-0.000	-0.012*	-0.013	-0.013^{+}
	(0.005)	(0.003)	(0.004)	(0.005)	(0.009)	(0.007)
5 years post event	0.005	-0.005	-0.000	-0.006	0.000	-0.003
	(0.006)	(0.004)	(0.004)	(0.006)	(0.009)	(0.007)
6 years post event	0.001	-0.007^{+}	-0.003	-0.006	-0.006	-0.007
	(0.006)	(0.004)	(0.005)	(0.006)	(0.010)	(0.008)
7 years post event	0.001	-0.004	-0.002	-0.010	-0.005	-0.007
	(0.006)	(0.004)	(0.005)	(0.006)	(0.009)	(0.007)
Mean at $t^* = -1$	2,422.155	2,422.155	2,422.155	2,422.155	2,422.155	2,422.155
N (observations)	94,906	94,919	94,920	94,906	94,919	94,920
N (institutions)	288	288	288	288	288	288
N (incidents)	239	239	239	239	239	239

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.8: Impact of Faculty Sexual Misconduct on Share of Majors, Nonparametric Estimates, Early Incidents

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.002	0.004	0.003	0.002	0.005	0.003
	(0.005)	(0.004)	(0.004)	(0.004)	(0.006)	(0.004)
3 years pre event	0.004	0.000	0.003	-0.000	-0.001	-0.000
	(0.005)	(0.003)	(0.004)	(0.004)	(0.005)	(0.004)
2 years pre event	0.003	0.004	0.004	0.002	0.001	0.001
	(0.005)	(0.003)	(0.004)	(0.004)	(0.005)	(0.004)
Event year	0.004	-0.002	0.002	-0.003	-0.006	-0.005
	(0.004)	(0.003)	(0.003)	(0.003)	(0.005)	(0.004)
1 year post event	0.007	0.002	0.005	-0.001	-0.008^{+}	-0.003
	(0.005)	(0.004)	(0.004)	(0.006)	(0.005)	(0.005)
2 years post event	0.003	-0.002	0.001	0.003	0.002	0.002
	(0.004)	(0.004)	(0.004)	(0.006)	(0.007)	(0.006)
3 years post event	0.002	-0.005	-0.001	-0.000	-0.002	-0.000
	(0.004)	(0.004)	(0.004)	(0.007)	(0.007)	(0.006)
4 years post event	0.002	-0.007^{+}	-0.002	-0.003	0.001	-0.001
	(0.005)	(0.004)	(0.004)	(0.005)	(0.007)	(0.005)
5 years post event	0.005	-0.007^{+}	-0.000	0.003	0.014*	0.009^{+}
	(0.005)	(0.004)	(0.004)	(0.005)	(0.007)	(0.005)
6 years post event	-0.001	-0.008*	-0.004	0.000	0.006	0.003
	(0.006)	(0.004)	(0.005)	(0.005)	(0.007)	(0.006)
7 years post event	0.000	-0.006	-0.003	-0.005	0.003	0.000
	(0.006)	(0.004)	(0.005)	(0.005)	(0.008)	(0.006)
Mean at $t^* = -1$	2,302.520	2,302.520	2,302.520	2,302.520	2,302.520	2,302.520
N (observations)	88,723	88,736	88,737	88,723	88,736	88,737
N (institutions)	288	288	288	288	288	288
N (incidents)	125	125	125	125	125	125

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.9: Impact of Faculty Sexual Misconduct on Share of Majors, Nonparametric Estimates, Recent Incidents

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	0.000	0.003	0.001	0.007	-0.000	0.003
	(0.004)	(0.003)	(0.003)	(0.005)	(0.007)	(0.005)
3 years pre event	-0.011**	-0.003	-0.006*	0.009	0.012	0.010+
	(0.004)	(0.003)	(0.003)	(0.006)	(0.007)	(0.006)
2 years pre event	0.000	-0.001	-0.002	0.010+	0.008	0.010+
	(0.004)	(0.002)	(0.002)	(0.006)	(0.007)	(0.006)
Event year	0.010*	0.002	0.006+	-0.016*	-0.020*	-0.017*
	(0.004)	(0.003)	(0.003)	(0.007)	(0.009)	(0.008)
1 year post event	0.007	0.002	0.005	-0.020*	-0.019+	-0.020*
	(0.005)	(0.004)	(0.004)	(0.008)	(0.011)	(0.009)
2 years post event	0.008	0.008+	0.007	-0.022*	-0.036*	-0.029*
	(0.007)	(0.004)	(0.005)	(0.010)	(0.015)	(0.012)
3 years post event	0.004	0.004	0.003	-0.031*	-0.048*	-0.039*
	(0.008)	(0.005)	(0.006)	(0.013)	(0.020)	(0.015)
4 years post event	0.008	0.002	0.004	-0.029*	-0.042+	-0.037*
	(0.009)	(0.006)	(0.007)	(0.013)	(0.023)	(0.017)
5 years post event	0.005	0.001	0.000	-0.034*	-0.040	-0.040+
	(0.015)	(0.007)	(0.010)	(0.016)	(0.030)	(0.022)
6 years post event	0.010	-0.003	0.003	-0.031	-0.052	-0.046
	(0.019)	(0.008)	(0.012)	(0.020)	(0.040)	(0.029)
7 years post event	0.015	0.013	0.015	-0.045	-0.068	-0.058
	(0.016)	(0.011)	(0.013)	(0.030)	(0.058)	(0.041)
Mean at $t^* = -1$	2,552.285	2,552.285	2,552.285	2,552.285	2,552.285	2,552.285
N (observations)	6,183	6,183	6,183	6,183	6,183	6,183
N (institutions)	163	163	163	163	163	163
N (incidents)	114	114	114	114	114	114

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.10: Impact of Faculty Sexual Misconduct on Expected Earnings (Natural Log), Nonparametric Estimates

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	-0.004	-0.002	-0.004^{+}	0.001	0.000	0.001
	(0.003)	(0.002)	(0.002)	(0.002)	(0.003)	(0.002)
3 years pre event	-0.001	0.001	-0.001	-0.001	-0.000	-0.001
	(0.002)	(0.002)	(0.001)	(0.002)	(0.002)	(0.002)
2 years pre event	0.002	-0.001	0.002	-0.001	0.000	-0.000
	(0.002)	(0.003)	(0.001)	(0.002)	(0.002)	(0.002)
Event year	0.003	0.004	0.003^{+}	-0.000	0.001	0.000
	(0.002)	(0.003)	(0.002)	(0.002)	(0.002)	(0.002)
1 year post event	0.002	0.008	0.003*	0.002	0.003	0.002
	(0.003)	(0.005)	(0.002)	(0.003)	(0.003)	(0.003)
2 years post event	0.001	0.007	0.002	-0.001	0.001	0.000
	(0.002)	(0.007)	(0.002)	(0.002)	(0.002)	(0.002)
3 years post event	0.002	0.004	0.002	-0.000	0.002	0.001
	(0.003)	(0.004)	(0.002)	(0.002)	(0.002)	(0.002)
4 years post event	0.002	0.003	0.002	-0.001	0.001	0.000
	(0.003)	(0.004)	(0.003)	(0.002)	(0.003)	(0.002)
5 years post event	0.000	0.000	-0.000	-0.005	-0.001	-0.003
	(0.004)	(0.004)	(0.003)	(0.004)	(0.004)	(0.004)
6 years post event	-0.000	0.003	0.001	-0.005	-0.002	-0.004
	(0.004)	(0.003)	(0.003)	(0.004)	(0.004)	(0.004)
7 years post event	0.001	-0.001	0.000	-0.007^{+}	-0.004	-0.005
	(0.004)	(0.003)	(0.003)	(0.004)	(0.004)	(0.004)
Mean at $t^* = -1$	10.946	11.000	10.972	14.663	14.735	14.696
N (observations)	94,906	94,919	94,920	94,906	94,919	94,920
N (institutions)	288	288	288	288	288	288
N (incidents)	239	239	239	239	239	239

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.11: Impact of Faculty Sexual Misconduct on Expected Earnings (Natural Log), Nonparametric Estimates, Early Incidents

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	-0.005	-0.003	-0.005	0.004	0.002	0.003
	(0.004)	(0.003)	(0.003)	(0.005)	(0.005)	(0.004)
3 years pre event	-0.002	-0.002	-0.002	-0.001	-0.001	-0.001
	(0.003)	(0.003)	(0.003)	(0.003)	(0.004)	(0.003)
2 years pre event	0.002	0.002	0.002	0.001	0.001	0.001
	(0.003)	(0.002)	(0.002)	(0.003)	(0.003)	(0.003)
Event year	0.008**	0.003	0.006*	-0.000	0.001	-0.000
	(0.003)	(0.004)	(0.002)	(0.004)	(0.004)	(0.004)
1 year post event	0.009*	0.007	0.007*	0.003	0.003	0.002
	(0.003)	(0.005)	(0.003)	(0.006)	(0.006)	(0.006)
2 years post event	0.008*	0.008	0.006	-0.002	0.000	-0.001
	(0.004)	(0.008)	(0.004)	(0.003)	(0.003)	(0.003)
3 years post event	0.008+	0.006	0.006	-0.001	0.002	-0.000
	(0.004)	(0.006)	(0.004)	(0.003)	(0.003)	(0.003)
4 years post event	0.009*	0.008	0.007+	-0.003	-0.001	-0.002
	(0.004)	(0.007)	(0.004)	(0.003)	(0.003)	(0.003)
5 years post event	0.005	0.001	0.003	-0.007	-0.002	-0.005
	(0.004)	(0.005)	(0.004)	(0.005)	(0.005)	(0.005)
6 years post event	0.003	0.003	0.003	-0.006	-0.003	-0.005
	(0.004)	(0.004)	(0.004)	(0.005)	(0.004)	(0.004)
7 years post event	0.003	-0.001	0.002	-0.007+	-0.004	-0.005
	(0.004)	(0.003)	(0.004)	(0.004)	(0.004)	(0.004)
Mean at $t^* = -1$	11.0	11.0	11.0	14.7	14.7	14.7
N (observations)	88,723	88,736	88,737	88,723	88,736	88,737
N (institutions)	288	288	288	288	288	288
N (incidents)	125	125	125	125	125	125

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table B.12: Impact of Faculty Sexual Misconduct on Expected Earnings (Natural Log), Nonparametric Estimates, Recent Incidents

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
4 years pre event	-0.005	-0.000	-0.003^{+}	-0.001	-0.001	-0.001
	(0.003)	(0.004)	(0.002)	(0.001)	(0.001)	(0.001)
3 years pre event	-0.001	0.003	0.000	-0.001	-0.000	-0.000
	(0.003)	(0.004)	(0.002)	(0.001)	(0.001)	(0.001)
2 years pre event	0.001	-0.005	0.001	-0.003*	-0.001	-0.002^{+}
	(0.003)	(0.005)	(0.002)	(0.001)	(0.001)	(0.001)
Event year	-0.003	0.004	0.000	-0.000	0.001	0.000
	(0.004)	(0.003)	(0.003)	(0.002)	(0.002)	(0.002)
1 year post event	-0.006	0.008	-0.002	0.000	0.002	0.001
	(0.007)	(0.005)	(0.004)	(0.002)	(0.003)	(0.002)
2 years post event	-0.008	0.006	-0.004	0.001	0.002	0.002
	(0.008)	(0.006)	(0.005)	(0.002)	(0.003)	(0.002)
3 years post event	-0.008	0.002	-0.004	0.001	0.003	0.002
	(0.008)	(0.004)	(0.006)	(0.003)	(0.004)	(0.003)
4 years post event	-0.010	-0.005	-0.007	0.004	0.005	0.005
	(0.009)	(0.006)	(0.008)	(0.003)	(0.004)	(0.004)
5 years post event	-0.013	-0.002	-0.007	0.001	0.003	0.002
	(0.008)	(0.005)	(0.006)	(0.004)	(0.004)	(0.003)
6 years post event	-0.009	0.002	-0.004	0.001	0.001	0.000
	(0.011)	(0.006)	(0.007)	(0.004)	(0.004)	(0.004)
7 years post event	-0.001	0.005	-0.000	-0.004	-0.007	-0.005
	(0.019)	(0.013)	(0.016)	(0.004)	(0.005)	(0.004)
Mean at $t^* = -1$	10.916	10.974	10.943	14.666	14.737	14.698
N (observations)	6,183	6,183	6,183	6,183	6,183	6,183
N (institutions)	163	163	163	163	163	163
N (incidents)	114	114	114	114	114	114

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 1, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Appendix C: Additional Comparison Institutions

Table C.1: Impact of Faculty Sexual Misconduct on Institutional Outcomes (Natural Log)

	Applications			1st-Year 1st-Time Enrollment			Total	Total	Instructional
	Women	Men	All	Women	Men	All	Revenue	Expenditures	Staff
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Trend	0.004	0.007	0.005	0.003	0.003	0.003	-0.005	-0.000	-0.001
	(0.006)	(0.006)	(0.006)	(0.003)	(0.003)	(0.003)	(0.004)	(0.002)	(0.002)
Post event×years elapsed	-0.005	-0.005	-0.005	-0.005	-0.006	-0.005	0.003	-0.004	0.002
	(0.007)	(0.007)	(0.007)	(0.004)	(0.004)	(0.004)	(0.005)	(0.003)	(0.003)
Post event	-0.004	-0.009	-0.006	-0.002	-0.011	-0.006	0.007	0.005	-0.003
	(0.017)	(0.015)	(0.016)	(0.013)	(0.012)	(0.012)	(0.012)	(0.007)	(0.008)
Impact 4 years after event	-0.008	-0.003	-0.007	-0.010	-0.022+	-0.016	0.001	-0.012	-0.000
	(0.026)	(0.025)	(0.025)	(0.014)	(0.013)	(0.013)	(0.015)	(0.012)	(0.011)
Mean at $t^* = -1$	8.516	8.238	9.081	6.688	6.506	7.297	19.710	19.661	6.771
N (observations)	54,997	54,753	55,382	115,851	115,427	116,241	116,325	109,833	110,776
N (institutions)	338	336	338	385	384	386	386	385	386
N (incidents)	241	239	241	284	283	285	277	277	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The comparison group has been augmented with 49 additional comparison institutions. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table C.2: Impact of Faculty Sexual Misconduct on Undergraduate Degree Completion (Natural Log)

	All			Early Incidents			Recent Incidents		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)	(7)	(8)	(9)
Trend	-0.002	-0.003	-0.002	-0.004	-0.006	-0.005	0.000	0.001	0.001
	(0.003)	(0.003)	(0.003)	(0.004)	(0.004)	(0.004)	(0.004)	(0.004)	(0.004)
Post event×years elapsed	-0.001	-0.000	-0.001	-0.000	0.003	0.002	0.005	-0.001	0.002
	(0.004)	(0.004)	(0.003)	(0.004)	(0.005)	(0.004)	(0.006)	(0.006)	(0.005)
Post event	0.004	-0.003	-0.001	-0.000	-0.003	-0.002	-0.000	-0.007	-0.007
	(0.007)	(0.009)	(0.007)	(0.010)	(0.012)	(0.010)	(0.011)	(0.010)	(0.009)
Impact 4 years after event	-0.010	-0.015	-0.014	-0.016	-0.014	-0.015	0.022	-0.008	0.004
	(0.013)	(0.013)	(0.012)	(0.015)	(0.016)	(0.014)	(0.021)	(0.019)	(0.019)
Mean at $t^* = -1$	6.735	6.467	7.342	6.775	6.547	7.376	6.682	6.359	7.296
N (observations)	123,562	123,562	123,562	113,492	113,492	113,492	10,070	10,070	10,070
N (institutions)	386	386	386	386	386	386	220	220	220
N (incidents)	287	287	287	166	166	166	121	121	121

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The comparison group has been augmented with 49 additional comparison institutions. Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset or year×major×dataset. Robust standard errors are clustered at the institution level (Columns 1 through 3) or the institution×academic field level (Columns 4 through 6) (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table C.3: Impact of Faculty Sexual Misconduct on Share of Majors

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	-0.001	-0.001	-0.000	0.000	-0.000	0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event×years elapsed	-0.001	-0.000	-0.001	-0.000	0.001	0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Post event	0.008*	0.005+	0.007**	-0.010**	-0.014**	-0.012**
	(0.003)	(0.003)	(0.003)	(0.004)	(0.005)	(0.004)
Impact 4 years after event	0.003	0.002	0.003	-0.010*	-0.011+	-0.010*
	(0.004)	(0.003)	(0.003)	(0.004)	(0.006)	(0.005)
Mean at $t^*aI = -1$	0.421	0.182	0.317	0.113	0.295	0.195
N (observations)	123,100	122,668	123,520	123,100	122,668	123,520
N (institutions)	386	385	386	386	385	386
N (incidents)	287	285	287	287	285	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Majors dominated by women are those in at the 25th percentile or lower in terms of share of degrees granted to men in an institution and year; majors dominated by men are those at the 75th percentile or higher in terms of share of degrees granted to men in an institution and year. The comparison group has been augmented with 49 additional comparison institutions. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table C.4: Impact of Faculty Sexual Misconduct on Share of Majors in Different Time Periods

	Majors Dominated by Women			Majors Dominated by Men		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	-0.000	-0.000	-0.000	0.001	0.001	0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.002)	(0.001)
Post event×years elapsed	-0.001	-0.001	-0.001	-0.001	0.000	-0.000
	(0.002)	(0.001)	(0.001)	(0.001)	(0.002)	(0.002)
Post event	0.007	0.004	0.007^{+}	-0.002	-0.005	-0.003
	(0.004)	(0.004)	(0.004)	(0.004)	(0.004)	(0.004)
Impact 4 years after event	0.001	0.000	0.001	-0.002	-0.001	-0.001
	(0.005)	(0.004)	(0.004)	(0.004)	(0.005)	(0.004)
Mean at $t^* = -1$	0.435	0.196	0.329	0.098	0.271	0.178
N (observations)	113,051	112,660	113,450	113,051	112,660	113,450
N (institutions)	385	385	386	385	385	386
N (incidents)	166	166	166	166	166	166
(B) Recent Incidents						
Trend	-0.001	-0.001	-0.001	-0.000	-0.002	-0.001
	(0.002)	(0.001)	(0.001)	(0.002)	(0.003)	(0.002)
Post event×years elapsed	0.001	0.001	0.001	-0.004	-0.006	-0.005
	(0.002)	(0.002)	(0.002)	(0.004)	(0.006)	(0.004)
Post event	0.008^{+}	0.005	0.006^{+}	-0.017*	-0.017^{+}	-0.016*
	(0.004)	(0.003)	(0.003)	(0.007)	(0.010)	(0.008)
Impact 4 years after event	0.009	0.007	0.007	-0.034**	-0.047*	-0.042**
	(0.008)	(0.005)	(0.006)	(0.012)	(0.020)	(0.015)
Mean at $t^* = -1$	0.402	0.163	0.301	0.132	0.327	0.218
N (observations)	10,049	10,008	10,070	10,049	10,008	10,070
N (institutions)	220	218	220	220	218	220
N (incidents)	121	119	121	121	119	121

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Majors dominated by women are those in at the 25th percentile or lower in terms of share of degrees granted to men in an institution and year; majors dominated by men are those at the 75th percentile or higher in terms of share of degrees granted to men in an institution and year. The comparison group has been augmented with 49 additional comparison institutions. Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table C.5: Impact of Faculty Sexual Misconduct on Undergraduate Expected Earnings (Natural Log)

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
Trend	0.001	0.001	0.001	-0.001	0.001	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event×years elapsed	-0.001	-0.001	-0.001	-0.000	-0.001	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event	-0.000	0.003	0.000	0.002	0.001	0.001
	(0.003)	(0.003)	(0.002)	(0.002)	(0.003)	(0.002)
Impact 4 years after event	-0.001	0.002	-0.001	-0.003	-0.003	-0.003
	(0.003)	(0.004)	(0.002)	(0.003)	(0.003)	(0.003)
Mean at $t^* = -1$	10.951	11.000	10.974	14.656	14.731	14.691
N (observations)	123,100	122,668	123,520	123,100	122,668	123,520
N (institutions)	386	385	386	386	385	386
N (incidents)	287	285	287	287	285	287

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The outcome is the 5-year median expected earnings (natural log) associated with college degree×major×institution from the College Scorecard in Columns 1–3 and lifetime expected earnings (natural log) associated with college degree×major from Webber (2018) in Columns 4–6. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). The comparison group has been augmented with 49 additional comparison institutions. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).

Table C.6: Impact of Faculty Sexual Misconduct on Undergraduate Expected Earnings (Natural Log) in Different Time Periods

	Median 5-year earnings			Median lifetime earnings		
	Women (1)	Men (2)	All (3)	Women (4)	Men (5)	All (6)
(A) Early Incidents						
Trend	0.001	0.001	0.001^{+}	-0.001	0.001	-0.000
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event×years elapsed	-0.002^{+}	-0.002^{+}	-0.002^{+}	-0.000	-0.002	-0.001
	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event	0.004	0.002	0.003	-0.000	-0.002	-0.001
	(0.003)	(0.003)	(0.002)	(0.003)	(0.004)	(0.004)
Impact 4 years after event	0.002	0.002	0.001	-0.004	-0.005	-0.005
	(0.004)	(0.004)	(0.003)	(0.004)	(0.004)	(0.004)
Mean at $t^* = -1$	10.979	11.021	11.000	14.647	14.727	14.684
N (observations)	113,051	112,660	113,450	113,051	112,660	113,450
N (institutions)	385	385	386	385	385	386
N (incidents)	166	166	166	166	166	166
(B) Recent Incidents						
Trend	0.000	-0.000	0.000	-0.000	-0.000	-0.000
	(0.001)	(0.001)	(0.001)	(0.000)	(0.001)	(0.000)
Post event×years elapsed	-0.001	-0.001	-0.001	0.001	0.001	0.000
	(0.002)	(0.001)	(0.001)	(0.001)	(0.001)	(0.001)
Post event	-0.004	0.006	-0.003	0.002	0.003	0.002
	(0.005)	(0.005)	(0.003)	(0.001)	(0.003)	(0.002)
Impact 4 years after event	-0.009	0.001	-0.006	0.003	0.004	0.003
	(0.008)	(0.004)	(0.006)	(0.003)	(0.003)	(0.003)
Mean at $t^* = -1$	10.913	10.972	10.940	14.667	14.738	14.699
N (observations)	10,049	10,008	10,070	10,049	10,008	10,070
N (institutions)	220	218	220	220	218	220
N (incidents)	121	119	121	121	119	121

Notes: Each column in this table reports stacked event study estimates of the impact of faculty sexual misconduct on the outcome for the group listed in the column heading from a separate regression of specification 2, which includes institution×dataset and year×dataset fixed effects and an institution-specific trend. The outcome is the 5-year median expected earnings (natural log) associated with college degree×major×institution from the College Scorecard in Columns 1–3 and lifetime expected earnings (natural log) associated with college degree×major from Webber (2018) in Columns 4–6. The sample includes college information for four-year public and private nonprofit institutions from 1983/84 to 2022/23, with misconduct incidents from 1983 to 2022 and for comparison institutions. Singletons are dropped (Correia 2015). Early incidents are those in 1983–2014; recent incidents are those in 2015–2022. The comparison group has been augmented with 49 additional comparison institutions. The estimates are weighted by the share of treated observations in each year×dataset. Robust standard errors are clustered at the institution level (+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$).