

Sexual Misconduct and Perceived Campus Response Survey

2017 FULL REPORT

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EXECUTIVE SUMMARY

In the spring of 2017, the University of Illinois Urbana-Champaign invited a group of students to participate in the Sexual Misconduct and Perceived Campus Response Climate survey. Originally based on the Administrator-Researcher Campus Climate Collaborative (ARC3), this survey was tailored for our community and was previously administered in fall 2015. This survey focused on students' experiences with sexual assault and sexual harassment as well as their perceptions about the University's climate and administration. 12,500 students were invited to take the survey, and 2,420 completed the survey (19.4%). Purposive sampling was used to help reflect the diversity of students on campus.

Student Experiences of Sexual Misconduct

Consistent with findings from studies examining sexual assault at universities, a sizable minority of students report sexual assault and sexual harassment experiences. Although sexual misconduct disproportionately affects women, men also report victimization.

Sexual Assault

Students were asked to identify sexual experiences that constitute sexual assault. They identified the physical act, the tactic used by the perpetrator, and the number of times a given experience occurred. About one in five women reported (19%) and one in 25 men indicated nonconsensual penetration through physical force. The first months of the fall semester were identified as having a higher number of reported sexual assaults.

Sexual Harassment: Sexist and Sexual Hostility

Students were asked about experiences where faculty and staff members made sexist or sexual remarks or treated students differently because of their gender. Three in ten women (31.1%) reported having at least one of these experiences as did two in ten men (20.3%; see pg. 11). Importantly, students who identified as LGBTQ and students living with a disability were more likely to report experiences of sexist and sexual hostility (see pp. 9, 11, 27).

Sexual Harassment: Unwanted Sexual Attention & Sexual Coercion

Unwanted sexual attention and sexual coercion involved more targeted experience where faculty or staff members engage in verbal harassment (e.g., repeated requests for dates) or physical harassment (e.g., unwanted touching). Two-point-one percent of men and 3.6% of women reported such experiences. Incidents in which someone used their position of authority to coerce sexual contact/access were even rarer with only 1.3% of men (9 students) and 1.3% of women (14 students) reporting such experiences.

Perceptions of Institutional Response and Campus Climate

Overall, students had very positive views toward how the University would respond following an assault.

- The vast majority (87.5%) thought the University would take the report seriously (84.5% of women, 92.1% of men).
- Nearly all students believed the University would maintain the survivor's privacy (95.9%; 96.4% of men, 95.6% of women).
- About 86% of students (88.4% of men, 83.9% of women) believed the University would handle the report fairly.
- 87.6% believed they would protect the safety of those reporting an assault (92.6% of men, 84.3% of women).

Reporting Sexual Misconduct

The majority of survivors of sexual assault had disclosed their incident to another person prior to completing the survey (57.1%). For survivors who told someone, they primarily disclosed to friends or roommates (93.6%) and romantic partners (36.7%). Male survivors were less likely to disclose to someone prior to the survey than female survivors (36.8%, 61.8%).

Among those who disclosed, only 16% (40 students) had told someone who was part of the University. No students who talked to members of the University reported they made things "much worse", and the majority reported it made things better (59.0%). The most common reason why students did not report it to the University was because they wanted to "deal with it on [their] own" (37.9%). Very few students withheld reporting to the University out of fear of being punished for infractions or violations (4.0%).

Education on Sexual Misconduct

The University's efforts to inform students about sexual misconduct appear to be successful. Students report confronting the issue of sexual misconduct through different avenues of engagement.

- Nearly all students (97.0%) reported seeing some form of communication from the school about sexual misconduct
- 3 in 5 students talked about sexual misconduct with their peers
- 2 in 5 students had attended an event or program that taught them what to do as a bystander to stop sexual misconduct
- 1 in 7 students had taken a class to learn more about sexual misconduct

Peer Support

About one in three students reported having a peer disclose a sexual assault, and women were more likely than men to receive a disclosure from a peer (43.4%, 26.9%).

Students were asked what they expected their peers to do if confronted with a sexual assault, and overall, students have a positive perception of their peers. The majority of students believed their peers would support the survivor (69.9%), and few students believed the survivor would be labeled a "troublemaker" (10.5%).

Consent & Willingness to Intervene

Students reported positive attitudes toward consent and interrupting sexual misconduct. Nearly all students agreed that partners could revoke consent while having sex. Many students reported still using nonverbal signals as a method of checking for consent, however.

- 6 in 7 students reported they would check in on a drunk friend at a party
- 3 in 4 students said they would report a friend who had committed a sexual assault

Well-being & Academic Disengagement

Overall, women reported higher levels of distress compared to men; almost one in three female students reported moderate to severe. Although there was no difference for men, female international students reported less psychological distress than female students who were US citizens. Students who reported any sexual harassment or sexual assault experiences reported higher amounts of psychological distress. Women who identified as LGBTQ reported higher levels of disengagement when compared to their heterosexual counterparts (see pp. 9, 21, 27).

When asked about their physical wellness, women reported poorer health than men. Survivors of sexual misconduct reported lower perceived health than those without victimization. Although Greek affiliation did not affect health ratings, international students generally rated their health higher than domestic students.

Even though most students reported low levels of academic disengagement, certain groups reported higher rates of disconnection from their work. Survivors of sexual misconduct reported higher rates of disengagement. Undergraduate students also reported substantially higher rates of academic disengagement. Although affiliation did not matter for men, women in Greek organizations reported lower rates of academic disengagement than non-Greek women counterparts. International status was associated with lower rates of academic disengagement for both male and female students (see pp. 5, 21).

Alcohol Use

Most students (54.2%) reported drinking less than once per week, but about a third reported drinking multiple times a week. Members of Greek organizations reported drinking more days out of the year, drinking more alcohol in a typical session, and engaging in more alcohol binges than their unaffiliated counterparts. Survivors of sexual assault on average reported higher rates of alcohol use than those who had not reported such an experience. This included the number of days spent drinking, the frequency of binge drinking, and the average number of days spent binge drinking in the past two weeks. The majority of survivors of sexual assaults (77.8%) said their attacker was under the influence of alcohol or other drugs (see pg. 25). These survey findings do not indicate a causal link between alcohol use and victimization experiences. These data do not suggest victimization is caused by a victim alcohol use. Alcohol creates a context that increases the risk of perpetration, and perpetrators are responsible for their behavior. In addition, alcohol is a common coping mechanism following a distressing experience, and differences in drinking behaviors may arise following a victimization experience.

Background & Demographics

During the 2017 Spring Semester, 12,500 graduate and undergraduate students were invited to take part in a survey to better understand the University's response to sexual misconduct. These students were randomly selected while controlling for sex, race, and college so that there would be a more representative sample. In order to get representative samples of students of color, an effort was made to increase their participation. The survey was active for five weeks starting in February 2017.

Of those invited, 2,420 students completed the survey (19.4%). The majority of the survey was completed by women (59.4%). One-point-six percent of students identified as transgender. With regard to race and ethnicity, a plurality of participants identified as White/Caucasian (41.1%); 21.0% were Asian, 17.5% identified as Hispanic or Latinx, 11.8% were Black/African American, and 6.5% identified as multiracial. A smaller portion of students identified as Native American/Alaskan Native (0.4%), Hawaiian/Pacific Islander (0.1%), or other (1.6%). Ethnic classifications are based on university standards.

Participants were asked about their sexual orientation, and 12.6% identified as LGBTQ.

Most students were undergraduates (76.2%).

Students were asked to identify whether they had a disability based on the World Health Organization definition. Similar to national numbers, 18.6% of student self-reported having a disability.

The current summary reports students' experiences of sexual misconduct. This summary also provides information about students' impressions of the campus climate regarding sexual misconduct, and for those who experienced victimization to whom (and if) they reported. Victimization questions assessed experiences of sexual assault and sexual harassment.

In each section of this report a brief overview of the methods used to assess each experience and major findings regarding that experience are provided.

	Campus Demographic Information-Spring 2017	Survey Responses – Spring 2017
African American	5.1% (2,262)	11.0% (267)
Asian	14.6% (6516)	10.2% (248)
Latinx	8.7% (3896)	16.0% (386)
Multi-Race	2.6% (1165)	6.2% (149)
Native American/Alaskan	0.1% (34)	0.3% (8)
Native Hawaiian/ Pacific Islander	0.1% (27)	0.1% (3)
White	45.1% (20,107)	39.0% (962)
Unknown/Abstained	1.1% (498)	3.3% (81)
International Students	22,5% (10037)	12.8% (310)
		Asian 78.4% (243)
		Latinx 7.4% (23)
		White 5.5% (17)
All Others	8.7% (27)	
Total	44,542	2,420

Section One: Sexual Misconduct

Sexual misconduct is an umbrella term that covers a wide range of experiences and behaviors. Students were given the following definition to help them understand the focus of the survey.

Sexual misconduct refers to physical contact or other nonphysical conduct of a sexual nature in the absence of clear, knowing, and voluntary consent. Examples include sexual violence, sexual or gender-based harassment, stalking, dating violence, and intimate partner violence.

At its core, sexual misconduct relates to misuse of power in a sexual or sexist manner. Misconduct can occur within the home, at school, or at work. Misconduct is not limited to physical forms of violence. Although sexual misconduct disproportionately affects women, victimization experiences are not limited to any one group; sexual misconduct occurs across genders, races, and ages.

Sexual Assault

Methods

The Sexual Experiences Survey (SES) is considered the gold standard for reporting incidents of sexual assault (Koss, et al., 2007). This instrument avoids issues with labeling incidents as assaults by carefully wording descriptions of assaults without using the words “rape” or “sexual assault.” The structure of the instrument asks participants to indicate the physical nature of the experience, the tactic used by the perpetrator, and the number of times the incident occurred.

The SES breaks down assaults by two tactics used by perpetrators: physical force and coercion. Sexual assault that involves the use or threat of physical assault and/or the use of alcohol and other drugs to incapacitate the victim are in the physical force category. Coercive tactics involve using social pressure and lies to force a victim to engage in a behavior. While these distinctions are important from a research perspective, both tactics can lead to major distress during and following an assault.

The SES asks about a variety of physical experiences including fondling, oral, anal, and vaginal penetration, as well as attempted sexual assault. Combining physical experiences with tactics allows for assessment of the following five categories of sexual assault:

Sexual Contact: Completed fondling of genitals, buttocks, or breasts by using any tactic

Attempted Coercion: Attempted oral, anal, or vaginal sexual assault using coercive tactics

Coercion: Completed oral, anal, or vaginal sexual assault using coercive tactics

Attempted Rape: Attempted oral, anal, or vaginal sexual assault using physical force tactics

Rape: Completed oral, anal, or vaginal sexual assault using physical force tactics

Koss et al., the creators of the measure, use the order above as a severity continuum in order to create mutually exclusive groups (2007). While all forms of sexual misconduct can be physically and psychologically distressing, using this continuum allows us to characterize how often different forms of assault were experienced in this sample.

Results

The majority of students did not report experiencing an assault during their time at the university (61.5% of women; 87.3% of men). However, some students reported a variety of unwanted sexual experience. Almost 19% of women (about one in five) and 4.2% of men (one in 25) reported an experience of completed rape. More commonly, students reported experiencing unwanted sexual contact through fondling (32.5% of women, 9.8% of men).

Of those who reported any sexual assault including fondling, 46.1% reported they had an experience in the past 12 months. Survivors were then asked to identify which month(s) their assault(s) took place. There appears to be a heightened period of risk during the first months of the school year.

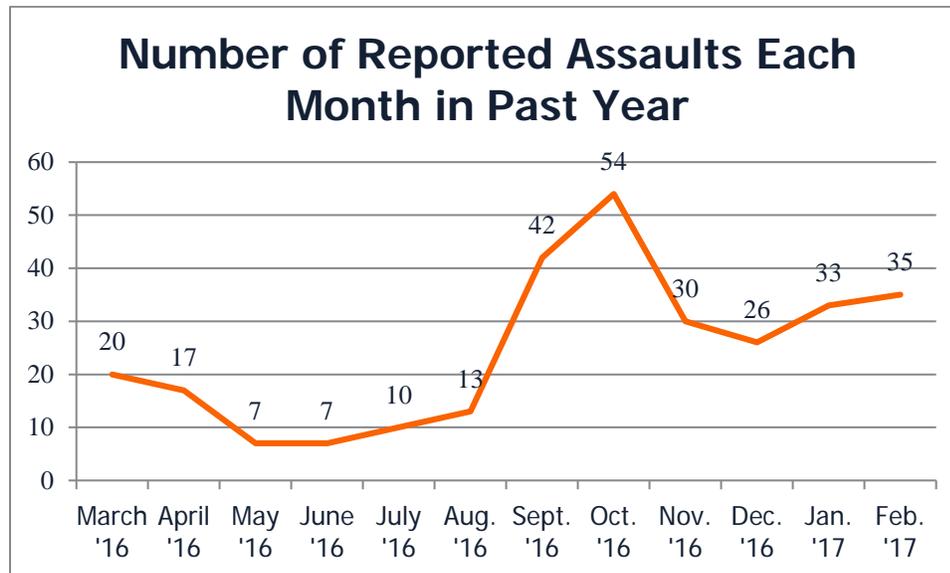


Table 1: Sexual Assault Experiences by Gender since Entering the University (Mutually Exclusive Categories)

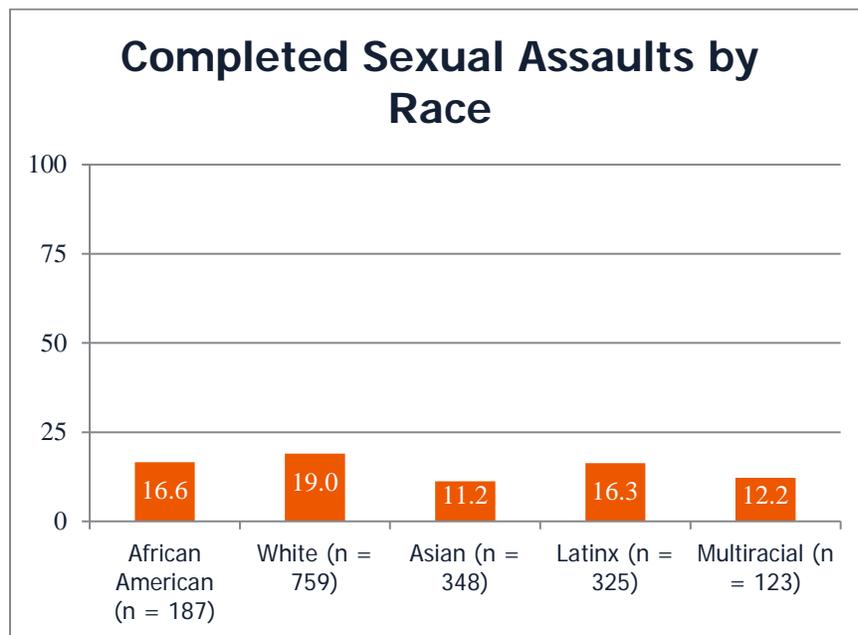
	Women (n = 1,079)	Men (n = 693)
No Victimization	61.5% (664)	87.3% (605)
Fondling	8.4% (91)	4.8% (91)
Attempted Coercion	2.7% (29)	1.2% (8)
Completed Coercion	3.0% (32)	1.0% (7)
Attempted Rape	5.5% (59)	1.6% (11)
Completed Rape	18.9% (204)	4.2% (29)

Table 2: Sexual Assault Experiences by Gender in the Past Year (Mutually Exclusive Categories)

	Women (n = 1,079)	Men (n = 693)
No Victimization	82.8% (893)	95.6% (662)
Fondling	3.9% (42)	1.7% (12)
Attempted Coercion	1.3% (14)	0.5% (4)
Completed Coercion	0.9% (10)	0.1% (1)
Attempted Rape	2.5% (27)	0.5% (4)
Completed Rape	8.6% (93)	1.4% (10)

Table 3: Sexual Assault Experiences by Gender in the Past Year by Year at University (No Fondling)

	First Year (n = 224)	Second Year (n = 124)	Third Year (n=99)	Fourth Year (n = 105)	Fifth & Beyond (n =135)
Women	64/224 28.6%	32/124 25.8%	21/99 21.2%	17/105 16.2%	10/135 7.4%
	First Year (n = 177)	Second Year (n = 109)	Third Year (n = 102)	Fourth Year (n =106)	Fifth & Beyond (n = 120)
Men	10/177 5.6%	4/109 3.7%	3/102 2.9%	0/106 0%	2/120 1.7%



Students were asked about their overall time at the University and also asked to indicate whether any of these experiences occurred in the past calendar year. Most students did not report their assault occurring in the past year (53.9%).

Victimization experiences were not equal across groups. LGBTQ students reported higher rates of victimization as did Greek affiliated students ($t = -3.811, p < .001$; $t = -7.312, p < .001$). Students with a disability also reported disproportionately high rates of victimization ($t = 5.108, p < .001$). International students reported lower rates of victimization ($t = 5.892, p < .001$).

When asked about their entire time at the University, a larger percentage of advanced students report experiencing a sexual assault. Considering the experiences of both men and women, almost one in 10 first year students (9%) in this sample report an attempted or completed rape. See Tables 2 and 3 for a summary of findings for women and men, respectively, by year in college.

Details of the Assault

Students who reported experiencing sexual assault were asked follow-up questions regarding the specifics of their victimization. The majority of survivors reported their experiences occurred on-campus (59.5%). Students who reported an experience off-campus primarily reported these experiences

happened at bars (12.7%) and Greek life events (21.5%). Students provided this information via an open-ended question. For example, if a student said “frat” or “sorority” or “frat party” it would be counted as a Greek life event. Yet, sixty-three percent of students who reported a sexual assault off campus, did not provide information about the off-campus location, noted an on-campus location (e.g., dorm), or provided information that did not occur with regularity across those reporting (e.g., apartment, outside, on the street). It is notable, that a plurality of those who reported where the assault occurred off-campus, indicated it was at a Greek life event.

Most survivors reported other Illinois students were the perpetrators of their assault (66.2%). A substantial percentage (31.1%) reported that their assaults were perpetrated by individuals unaffiliated with the University. Very few students (0.01%) reported an Illinois employee or professor was involved in their assault.

Students were also asked a series of questions about the experience that had the most impact on their life. In these situations, the majority of survivors reported having used alcohol or other drugs prior to the assault (77.8%). The majority of perpetrators were reportedly also engaged in substance use (65.4%). Very few assaults involved a weapon (2.5%), and 6.1% of survivors reported being physically injured as a consequence of the assault.

Sexual Harassment: Sexist & Sexual Hostility

Methods

This study asked a series of questions regarding students’ experiences of sexual harassment behaviors from faculty and staff members. In addition to nonstudent staff members, staff also included students who were in positions of authority, such as graduate students, resident advisors, and teaching assistants. The Department of Defense Sexual Experiences Questionnaire (SEQ-DoD) was used to measure sexual harassment and has four subscales that examine distinct forms of sexual harassment (Fitzgerald et al., 1998; 1995).

Sexist Hostility/Sexist Gender Harassment – four items: This subscale assesses experiences of a sexist environment, including offensive sexist remarks and treating people differently because of their sex.

Sample Item: Put you down or was condescending to you because of your sex?

Sexual Hostility/Crude Gender Harassment – four items: The subscale assesses experiences of inappropriate and unwelcome remarks or behaviors regarding sexual activity, including telling offensive sexual jokes and making comments about sexual activities.

Sample Item: Repeatedly told sexual stories or jokes that were offensive to you?

Students were asked for focus on experiences involving people who had some form of authority over them at the University. “In the next section you will be asked about experiences with faculty members, instructors, and staff members. Staff members include students who are in student staff roles, including, but not limited to, graduate students, resident advisors, and teaching assistants.”

Results

31.1% of women and 20.3% of men reported some form of sexist hostility/sexist gender harassment during their time at the University. Sexual hostility/crude gender harassment experiences were less frequently endorsed; 13.3% of women and 7.5% of men had reported having an experience involving sexual hostile remarks.

The majority of students reporting this experience indicated it happened “once or twice.” Being treated “differently because of [their] sex” was the most commonly endorsed experience for both men and women (11.8%, 23.6%).

		Women (n = 1,000)	Men (n = 668)
Sexist Hostility	Treated you “differently” because of your sex?	23.6% (236)	11.8% (79)
	Displayed, used, or distributed sexist or suggestive materials?	10.1% (101)	7.3% (50)
	Made offensive sexist remarks?	18.1% (181)	12.8% (85)
	Put you down or was condescending to you because of your sex?	14.5% (145)	4.2% (28)
Sexual Hostility	Repeatedly told sexual stories or jokes that were offensive to you?	9.3% (93)	5.2% (35)
	Made unwelcome attempts to draw you into a discussion of sexual matters?	4.2% (42)	3.7% (25)
	Made offensive remarks about your appearance, body, or sexual activities?	6.2% (62)	3.1% (21)
	Made gestures or used body language of a sexual nature which embarrassed or offended you?	4.8% (48)	3.3% (22)

The overwhelming majority of students reporting these experiences said they occurred on-campus (99.0%) with the majority of incidents occurring in the classroom (72.3%).

Students were asked to identify the role of the person involved in the experiences they reported. The majority of students indicated an instructor, advisor, or a supervisor engaged in the behavior (51.6%). Students also reported graduate TAs and RAs as often involved (20.9%). Male faculty/staff members were the most common perpetrator for both female and male students (93.9%, 62.3%).

Most students had little familiarity with the person involved with the experience; 75.7% of students reported knowing them only “slightly” or “not at all.”

Students’ responses to the hostility primarily centered on avoiding and ignoring the person (65.2%, 17.6%). Only a few students asked for help (6.1%) or reported the person (1.6%, 7 students).

LGBTQ students were more likely to have experiences with sexist or sexual hostility ($t = -3.072, p < .002$). Students living with a disability also reported higher rates of hostile sexist or sexual experiences ($t = 3.375, p < .001$). Greek affiliation was not associated with experiencing a hostile climate.

Perpetrator Gender

	Female Student	Male Student
Female Faculty	6.1% (18)	37.7 (43)
Male Faculty	93.9% (276)	62.3% (71)

Reaction (Check all that apply) n = 444

Ignored the person	65.2% (285)
Avoided the person	17.6% (78)
Treated it like a joke	26.1% (116)
Told them to stop	7.2% (32)
I reported the person	1.6% (7)
I asked for help	6.1% (27)

Sexual Harassment: Unwanted Sexual Attention & Sexual Coercion

Methods

This study also asked about more targeted sexual harassment that involved students and people in positions of authority. These questions also came from the Department of Defense Sexual Experiences Questionnaire (Fitzgerald et al., 1998; 1995). They focus on unwanted verbal and physical harassment used to engage with the student sexually.

Unwanted Sexual Attention – four items: This subscale assesses unwanted attempts to establish a sexual relationship by others. This includes both verbal harassment (e.g., repeated requests for dates) and physical harassment (e.g., unwanted touching).

Sample Item: Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?

Sexual Coercion – four items: This subscale assesses experiences in which someone used their position of authority to coerce sexual contact/access. These items involved bribery, threats and rewards contingent on sexual contact ('quid pro quo').

Sample item: Made you feel like you were being bribed with a reward to engage in sexual behavior?

Similar to the previous sexual harassment questions, students were asked focus on experiences that involved people in a position of power over them at the University.

Students were then asked "Since you enrolled at UIUC, have you ever been in a situation where a faculty member, instructor, or staff member:" followed by a series of scenarios. Students were asked to indicate if the situation happened to them never, once, or twice, sometimes, often, or many times.

Results

Generally, experiences of unwanted sexual attention and sexual coercion were far less frequently reported by students than were experiences of a hostile climate. 3.6% of women and 2.1% of men reported experiencing some form of unwanted sexual attention.

Even fewer students reported any form of sexual coercion. Only 1.3% of men (9 students) and 1.3% of women (14 students) reported any experience of sexual coercion from a person at the University.

		Women (n = 991)	Men (n = 669)
Unwanted Sexual Attn.	Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it?	1.1% (11)	1.4% (9)
	Continued to ask you for dates, drinks, dinner, etc., even though you said "No"?	1.7% (17)	1.3% (9)
	Touched you in a way that made you feel uncomfortable?	2.7% (27)	1.5 % (10)
	Made unwanted attempts to stroke, fondle, or kiss you?	1.1% (11)	1.0% (7)
Coercion	Made you feel like you were being bribed with a reward to engage in sexual behavior?	0.9% (9)	0.9% (6)
	Made you feel threatened with some sort of retaliation for not being sexually cooperative?	1.1% (11)	0.5% (5)
	Treated you badly for refusing to have sex?	0.6% (6)	0.7% (5)
	Implied better treatment if you were sexually cooperative?	0.8% (8)	0.7% (5)

These incidents occurred both on and off campus. 43.6% of students who had an experience said it occurred off-campus. Students generally reported they were not well acquainted with the person involved with 62.7% saying they knew them only "slightly" or "not at all." Most people identified as perpetrating these incidents were male (83.7%).

Students often ignored and avoided the offender (49.2%, 33.9%). Only 3.4% (2) of students reported their experience to another faculty member, and 6.8% (4) reached out to others for advice and support.

Being an international student was a protective factor, and both male and female students from abroad were less likely to report an experience of sexual coercion or unwanted sexual attention from faculty members.

Perpetrator Gender

	Female Student	Male Student
Female Faculty	5.3% (2)	45.5% (5)
Male Faculty	94.7% (36)	54.5% (6)

Reaction (Check all that apply) n = 58

Ignored the person	50.0% (29)
Avoided the person	34.5% (20)
Treated it like a joke	24.1% (14)
Told them to stop	20.7% (12)
I reported the person	3.4% (2)
I asked for help	6.9% (4)

Section Two: Campus Climate, Perceptions of Institutional Support & Outcomes

One of the greatest strengths of this survey is its ability to identify the perceived institutional response and gauge the campus' climate with regard to sexual misconduct. This was accomplished by assessing students' knowledge of resources, their experiences and expectations of the school and peers, and their behaviors associated with sexual misconduct (e.g., drinking, intervening in high-risk situations, engaging in effective consent behaviors). Gaining information about students' behaviors highlights the strengths of our community and where the University's attention can be focused for continued improvement.

Perceived Institutional Response/Campus Climate

Methods

Students were asked questions to identify their perception of the campus climate regarding sexual misconduct and their understanding of how the University would, or did, respond to an incident of sexual misconduct. The first set of questions was asked prior to the survey assessment of sexual misconduct experiences. These items are based on ones used by the Rutgers Campus Climate Survey and were endorsed by the Obama White House Task Force on sexual violence. The 11-item measure asks hypothetical questions regarding how the University might act in response to a survivor disclosing to them. These items included questions regarding student perception of the University tolerating cultures of sexual misconduct and substance use.

If a student told someone about their experience prior to taking the survey, they were asked follow-up questions. These questions were meant to broadly describe the student's experience with the resource in terms of perceived support (e.g., How supportive was the Title IX Coordinator in helping you deal with the incident?) and whether the support affected their ability to stay at the University.

Institutional response questions were also asked following sexual assault items. Students who reported experiencing a sexual assault were given questions about the school's response and role in the assault. These 26 items provide data on how students perceive the University's response to sexual misconduct. Survivors were able to opt out of questions that did not apply to them.

Results

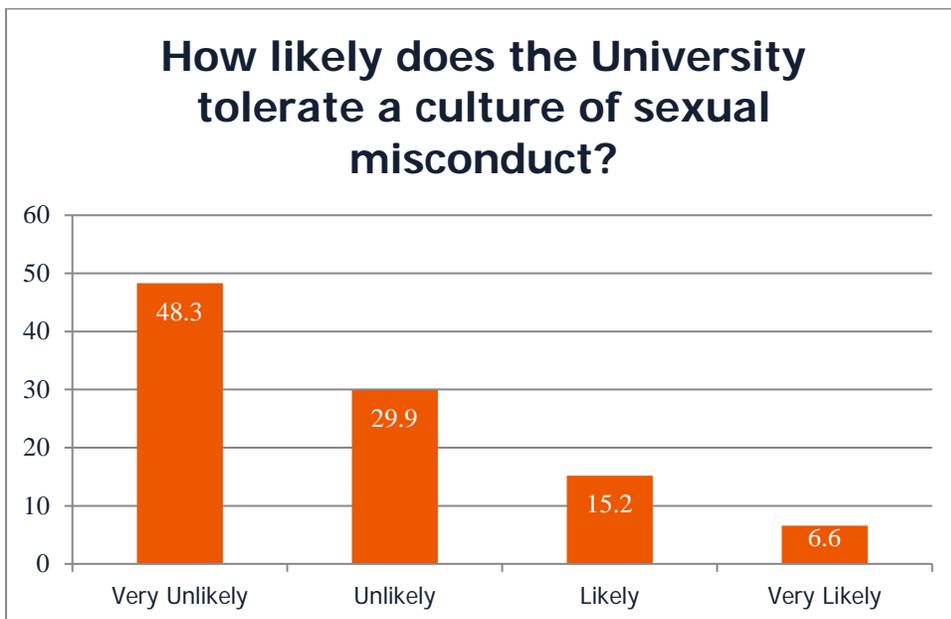
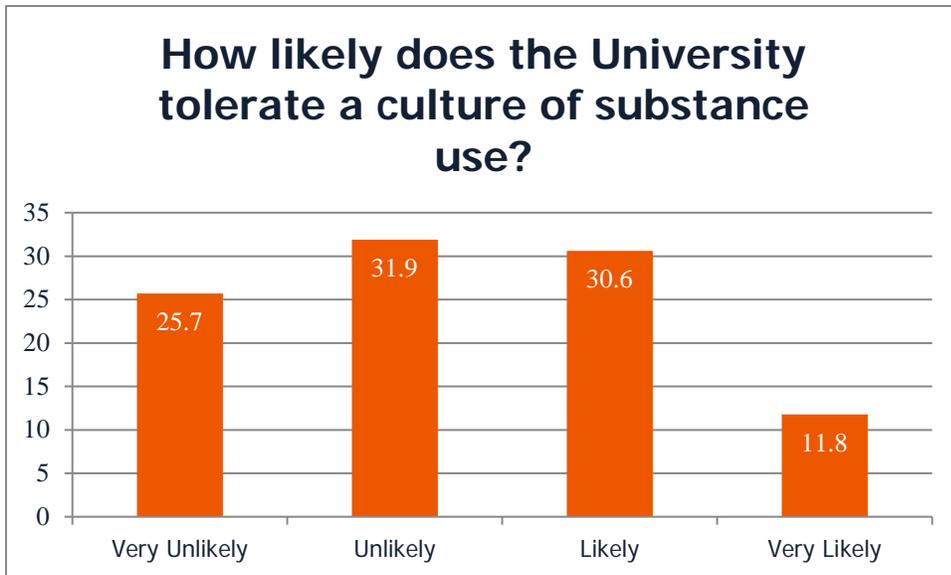
Expectations of the University

Participants were asked a series of questions in order to gauge students' perceptions of the University's response to sexual misconduct. Students were asked to predict how they thought the school would respond to sexual misconduct.

Overall, students had very positive views toward how the University would respond following an assault. The vast majority thought the school would take the report seriously (87.5%), and nearly all believed the University would maintain the survivor's privacy (95.9%). About 86% of students believed the University would handle the report fairly, and 87.6% believed they would protect the safety of those reporting an assault.

Students were asked whether they believed the University tolerated a culture of sexual misconduct or substance use. 77.9% of students reported they thought it was unlikely or very unlikely that the

University supported a culture of sexual misconduct. Students were more critical of the school's approach to substance use 42.6% of students reporting the University tolerates a culture of substance use. When asked whether they thought sexual violence not a problem at the University, the majority of students disagreed or strongly disagreed (68.6%).



Survivors of sexual assault were asked questions about the role the University played following their experience. The majority of survivors believed the University recognized sexual assault as a problem (70.8%), and 58.5% of survivors reported the school was doing enough to prevent violence. Despite this, about two in five survivors believe the University was creating an environment where sexual assault was more likely to happen.

Students who had disclosed to someone at the University had primarily positive experiences. Eighty percent reported they felt they had a say in how their report was handled, and 81.8% reported the

school met their needs for support and accommodations. It is important to note that those who chose to report assault to campus resources comprise a relatively small subgroup (n=30).

Students were asked to indicate how much they agreed with statements regarding their safety from sexual misconduct and other forms of violence. Each statement was nearly identical except for the type of violence (e.g., on or around campus, I feel safe from stalking, from sexual violence, etc.). Students who reported experiences with sexual harassment and/or sexual assault reported feeling less safe on campus with regard to each form of violence. Students reported feeling safer from sexual misconduct and other forms of violent crime when they were on-campus.

N = 1,635	Disagree or Strongly Disagree	Agree or Strongly Agree
On or around this campus, I feel safe from sexual harassment.	20.0% (328)	60.4% (993)
On or around this campus, I feel safe from dating violence.	10.2% (167)	71.3% (1,071)
On or around this campus, I feel safe from sexual violence.	18.0% (295)	61.4% (1,009)
On or around this campus, I feel safe from stalking.	16.3% (267)	60.9% (999)
On or around campus, I feel safe from other forms of violent crime (battery, murder, etc.)	19.4% (319)	54.0% (887)
On or around campus, I feel safe from other crimes (e.g., theft, fraud)	28.8% (471)	41.9% (685)
I feel safe from sexual misconduct when I'm off campus.	20.5% (336)	54.7% (915)
I feel safe from other forms of violent crime (battery, murder, etc.) when I'm off campus	26.4% (434)	45.2% (742)

Sexual Assault Disclosures – Overall

Students with victimization experiences were asked with whom, if anyone, they had discussed their assault. The slight majority of survivors had disclosed their incident to another person prior to completing the survey (57.1%). Male survivors were less likely to disclose to someone prior to the survey than female survivors (36.8%, 61.8%). By far, friends were the most common person to whom survivors disclosed their experience (93.6%). Many survivors disclosed to romantic partners and family members as well (36.7%, 20.4%).

Survivors who disclosed were asked to indicate how supportive that resource was to them. Although all resources averaged between “Somewhat Supportive” to “Very Supportive,” off-campus therapists, family members, and faculty members were identified as the most supportive resources for survivors.

Table 4: Sexual Assault Disclosures Reported to the University Entities

Entity	Who Told
DRES	0.4% (1)
Faculty/Staff Member	4.8% (12)
Family	20.4% (51)
Friend	93.6% (234)
Local Police	4.0% (10)
McKinley	4.0% (10)
Off Campus Medical Staff	4.4% (11)
Off Campus Rape Crisis Center	2.8% (7)
Off Campus Therapist	6.0% (15)
Office of the Dean of Students	3.2% (8)
On Campus Therapist	8.4% (21)
OSCR	2.8% (7)
Religious Leader	2.0% (5)
Resident Advisor	3.2% (8)
Romantic Partner	37.6% (94)
Title IX Coordinator	2.4% (6)
University Police	1.6% (4)
Women’s Resources Center	6.4% (16)

Sexual Assault Disclosures – Reported to the University

Of those who disclosed, 16% (40 students) had told someone who was part of the University (e.g., Faculty member, Office of Student Conflict Resolution, Counseling Center). The three most frequently used resources were the counseling center (8.4%), the Women’s Resources Center (6.4%), and the Faculty/Staff members (4.8%). Please see Table 4 above for more information.

Students who disclosed their experience to someone at the University were asked a series of follow-up questions. When asked about how satisfied they were with the support they received, 82.1% of survivors reported being “somewhat” or “very” satisfied. No students who talked to members of the University reported they made things “much worse”, and the majority reported it made things better (59.0%). Most students reported they would disclose to the University again if they had another unwanted sexual experience (52.5%). Only 7.5% of students who told the University reported the support they received made them consider leaving.

Students who did not tell the University about their experience were asked about barriers to their reporting. The most common reason why students did not report it to the University was because they wanted to “deal with it on [their] own” (37.9%). Very few students indicated fear of punishment by the University stopped them from reporting (4.0%, 16 students). See Table 5 below for the most and least commonly reported barriers.

Table 5: Most and Least Commonly Reported Barriers

Most Common Barriers to Telling the University	% (n)
It is a private matter; I wanted to deal with it on my own	37.9% (151)
Wanted to move on with my life, didn't want to be seen as a victim	28.4% (113)
Didn't think what happened was serious enough to talk about	28.4% (113)
Wanted to forget it happened	23.1% (92)
Least Common Barriers to Telling the University	
Feared I or another would be punished for infractions or violations	4.0% (16)
Fear the person who did it would try to get back at me	6.7% (27)
I feared others would harass me or react negatively toward me	7.0% (28)
Thought people would try to tell me what to do	7.3% (29)

Sexual Misconduct Education & Knowledge of Resources

Methods

Educating students about sexual violence, consent, and options following an assault is a perennial issue for universities. The University puts forth a great deal of effort to inform students about available resources and how to support survivors. Questions around their knowledge of resources and experiences with peers help describe the campus’ climate and the strength of efforts made to inform students.

Students were asked questions tailored to campus and local resources. The survey contained four components used to understand students’ knowledge of and experiences with University resources. First, students were asked to report on their own understanding of the University’s process of handling sexual misconduct. Students then identified what educational experiences they had (both formal and informal), and reported what type of information was gained from the resources. Finally, students were asked about their awareness of local and University resources.

Results

Overall, students were well informed of the University’s available resources and procedures. 78.1% of students reported knowing where to get help on campus following an experience with sexual misconduct.

Although the majority of students (64.9%) reported knowing how to make a report to the University, roughly 2 out of 5 students were unsure what happens following their report.

Education on Sexual Misconduct

The University's efforts to inform students about sexual misconduct appear to be successful. 97.0% of students had reported seeing some form of communication from the school about sexual misconduct (crime alerts, posters, Illinois websites, messages from administrators, and last year's sexual misconduct report). Most had received information from multiple sources from the University.

Two out of five students had attended an event or program that taught them what to do as a bystander to stop sexual misconduct (40.2%). The majority of students reported taking FYCARE, a program that teaches strategies to reduce sexual violence on campus (70.0%).

Nearly half of students reported talking about sexual misconduct in class (48.5%), and 58% had talked about sexual misconduct with their friends. Far fewer students had talked about sexual misconduct with their family members (28.1%). The majority of students reported having received education about sexual misconduct prior to coming to the University (76.2%).

A substantial number of students reported engaging in advocacy work to reduce sexual misconduct. One in seven students had taken a class in order to learn more about sexual misconduct. Five-point-eight percent of students reported volunteering at an anti-sexual misconduct organization, and 10.2% reported attending a rally or event about reducing sexual misconduct.

Awareness of Services

Students were asked how aware they were of the services provided to them. Overall, the services provided by the University were the most well-known. The Counseling Center, Safe Rides, University Police, and Safe Walks were nearly universally recognized. Students were less aware of off-campus supports (Courage Connect, Rape Aggression Defense (RAD) program).

Peer Responses

Methods

How a person responds to a disclosure of sexual victimization can have major consequences on the survivor. Given the importance of this interaction, we asked survivors to report on how friends responded when they told them about their experiences. The Social Reactions Questionnaire Shortened version (SRQ-S) describes the valence and chronicity of a survivor's experiences disclosing assault (Ullman & Relyea, 2015). These questions describe possible responses to a disclosure (e.g., reassured you that you are a good person), and students indicated how frequently they received that kind of reaction. This measure has three subscales: Turning Against (negative reaction), Positive Reactions, and Unsupportive Acknowledgement. Unsupportive acknowledgement occurs when a peer demonstrates ambivalence toward the survivor.

The second measure comes from the Rutgers Campus Climate Survey, which adapted questions from the Defense Equal Opportunity Management Institute (DEOMI) survey (Rutgers University, 2014; DEOMI,

2014.) These three questions ask how other students would respond to a person reporting sexual misconduct. Respondents are asked to identify how strongly they agree or disagree with each statement.

We also included an item that asked whether a friend or peer told them they had a “nonconsensual sexual experience.” If students affirmed they had received a disclosure, they were asked how many times it happened and items about their confidence in supporting the survivor.

Results

Participants were asked how they believed other students would respond if a student reported a case of sexual misconduct. Very few students believed their peers would label the person as a “troublemaker” (10.5%). Disconcertingly, a substantial number of students “agreed” or “strongly agreed” that they believed an offender would retaliate against the survivor (25.5%). The majority of students believed their peers would support the survivor (69.9%).

Survivors of sexual assault who disclosed their experience to others were asked questions about their peers’ reactions. Overall, students received more positive responses following disclosures. Female survivors received more positive responses than their male counterparts ($t(229) = 2.049, p < .042$).

Peers’ reactions did not differ based on the survivor having a disability, being a graduate student, or being a student of color. Experiences of peers turning against the survivor and unsupportive acknowledgement from peers were correlated with the survivor’s psychological distress ($r(230) = .228, p < .001$; $r(229) = .243, p < .001$).

Disclosures from Others

Having a peer disclose a nonconsensual sexual experience was common for many students (36.5%). Among those who had experienced a peer reporting to them, Most had one or two students report to them; a small group of students reported receiving three or more disclosures from other students (30.2%). Women were far more likely than men to receive a disclosure from a peer (43.4%, 26.9%). There was no difference between men and women’s perceived confidence regarding their ability to provide support to the survivor ($t(708) = -.067, p < .947$).

Possible Outcomes

Methods

This survey uses several measures to assess students’ well-being and engagement with their academic work. These measures were at the beginning of the survey and have the largest number of responses.

Academic Satisfaction & Disengagement

Two measures are used to assess participants’ general satisfaction with the University and the amount of disengagement behaviors they perform. The first is a two-item measure that asks about satisfaction and if they would recommend the University; these items come from the Scale of Academic Satisfaction (Lent, Singley, Sheu, Schmidtt, & Schmidtt, 2007). The other measure asks about eight behaviors related to academic disengagement (Hanisch & Hulin, 1990; Ramos, 2000). Students were asked to respond on a five-point scale from “Almost Never” to “Almost Always,” with five unlabeled options in-between. These questions asked about behaviors such as sleeping during class, attending class under the influence of drugs, and thinking about dropping out of school.

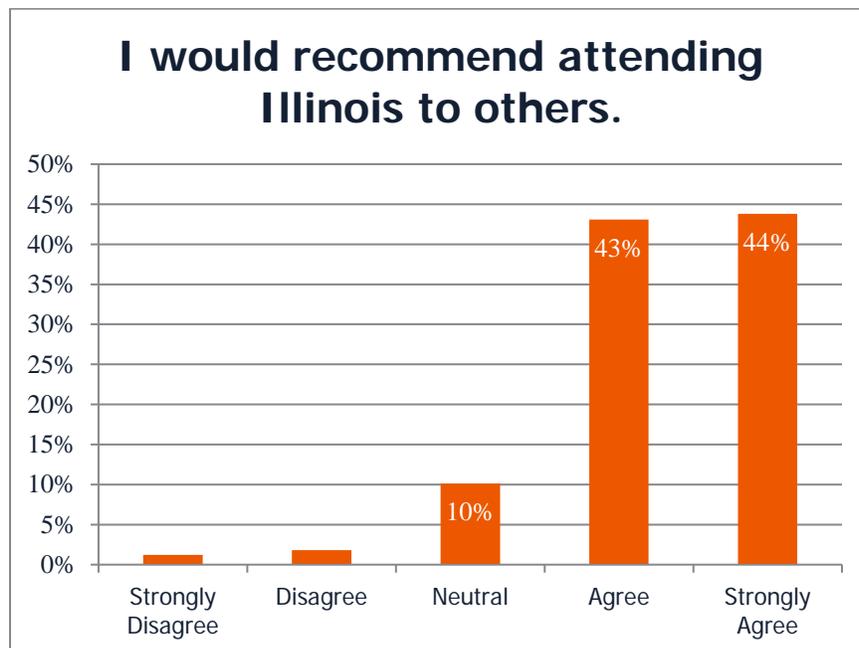
Psychological Distress & General Well-being

In order to gauge students' current anxiety and depression symptoms, the Kessler Psychological Distress Scale (K10) was used (Kessler & Mroczek, 1992). Scores ranged from 10-50 with higher scores indicating more distress. In addition, a single item on general health was used from the California School Climate and Safety Survey (CSCSS; Furlong, 1996).

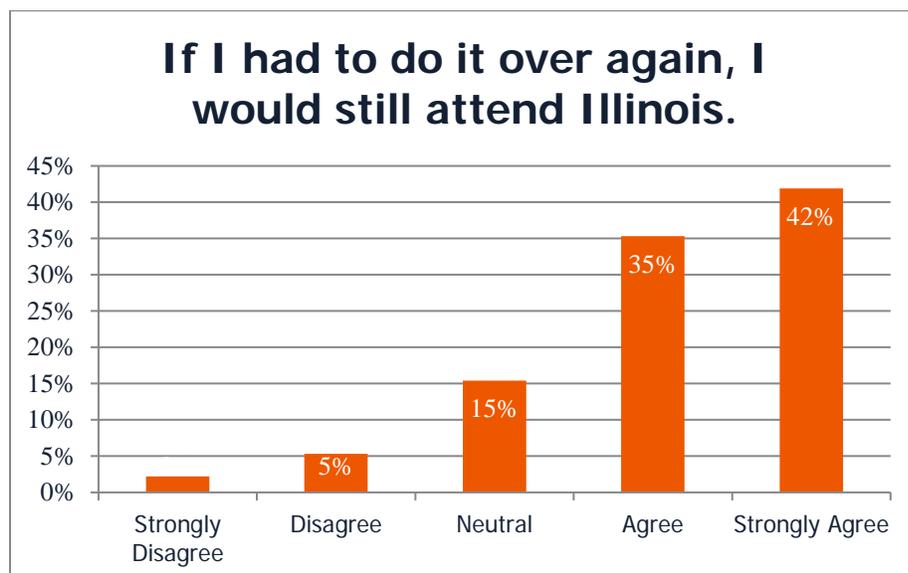
Results

Academic Satisfaction & Disengagement

Students overwhelmingly agreed that they would recommend the university to others. Only 3% of students reported that they would not recommend Illinois.



Similarly, only 7.5% of students disagreed that they would attend Illinois again if they had to do it all over.



Levels of academic disengagement varied. Although most students reported low levels of academic disengagement, male students reported significantly higher rates of academic disengagement ($t(2,234) = -3.007, p < .003$). Survivors of sexual assault reported higher levels of academic disengagement when compared to students whom did not report an assault ($t(1,786) = -5.619, p < .001$). Undergraduate students also reported substantially higher rates of academic disengagement ($t(1,382.965) = 15.574, p < .001$). Although it made no difference for men, women in Greek organizations reported lower levels of academic disengagement ($t(833.947) = 2.123, p < .034$). Women who identified as LGBTQ reported higher levels of disengagement when compared to their straight counterparts ($t(1,046) = -3.751, p < .001$).

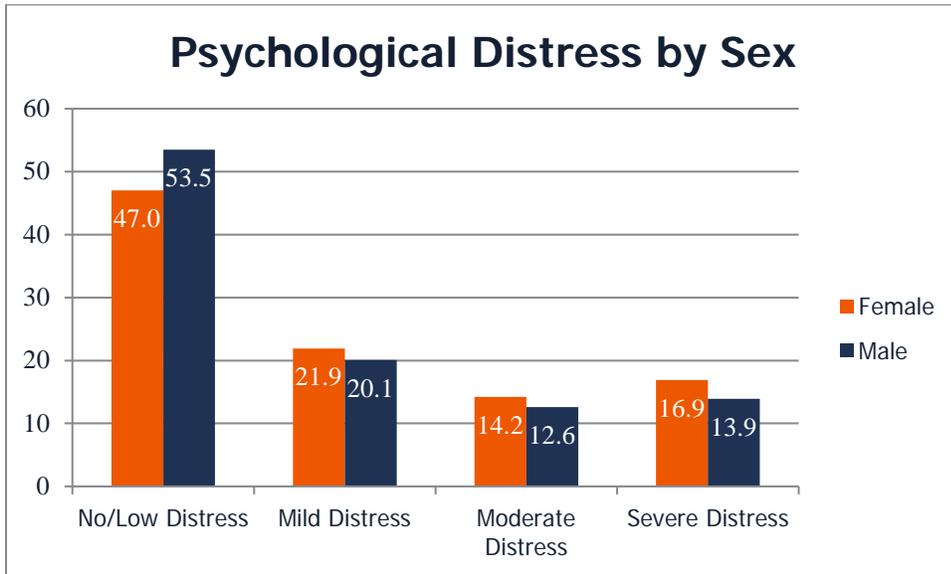
International status was associated with lower rates of academic disengagement for both male and female students ($t(227.841) = 4.297, p < .001$; $t(204.270) = 3.315, p < .001$).

Psychological Distress

Overall, women reported higher levels of distress compared to their male counterparts ($t(2,134) = 3.871, p < .001$). Graduate students reported lower levels of distress when compared to undergraduate students ($t(937.425) = 5.873, p < .001$). Men and women in Greek organizations did not report significantly different levels of distress when compared to their unaffiliated counterparts ($t(851) = .978, p < .328$; $t(1,281) = .898, p < .369$). Although there was no difference for men, female international students reported less psychological distress than domestic students ($t(192.367) = 2.953, p < .004$).

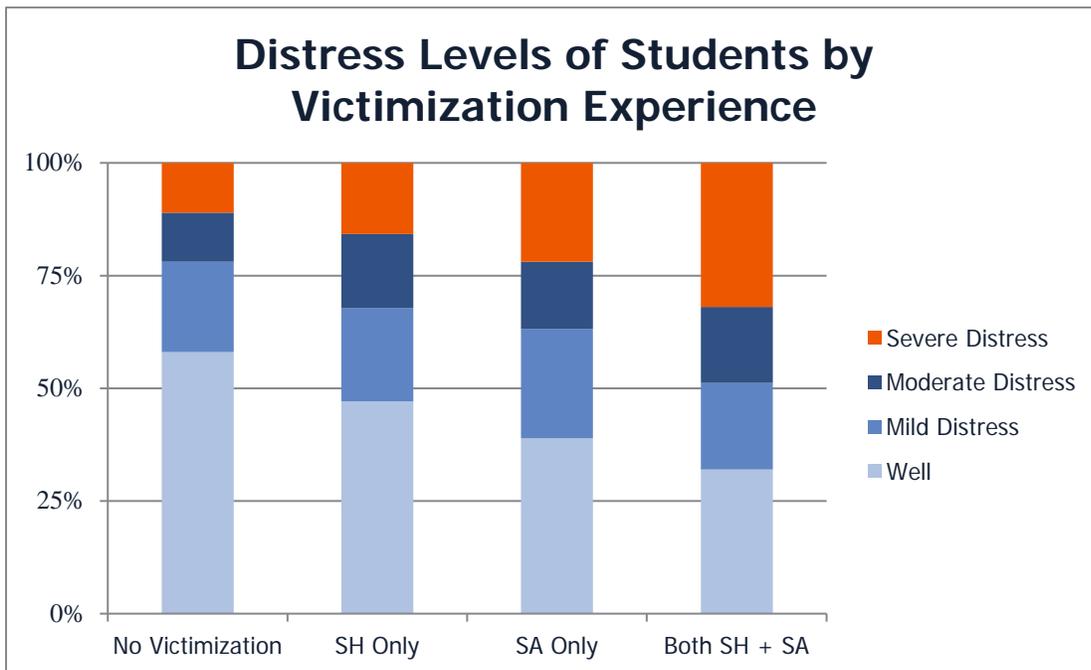
Physical Health

When asked about their physical wellness, women reported poorer health than men ($t(2,134) = -6.079, p < .001$). Survivors of sexual assault and sexual harassment reported lower perceived health than those without victimization experiences ($t(1,789) = 6.035, p < .001$). LGBTQ students also reported lower health ratings, and Greek affiliation did not affect health ratings ($t(353.373) = 6.740, p < .001$; $t(2,152) = -1.654, p < .098$). International students generally rated their health higher than domestic students ($t(2,150) = -1.984, p < .047$).



Female: N = 1,281 Male: N = 851

Students who reported any sexual harassment or sexual assault experiences reported higher amounts of psychological distress ($t(1,685.511) = -9.076, p < .001$).



No Victimization: N = 975

Sexual Harassment Experiences Only: N = 349

Sexual Assault Experiences Only: N = 342

Both Sexual Assault and Harassment Experiences: N = 172

Alcohol Use

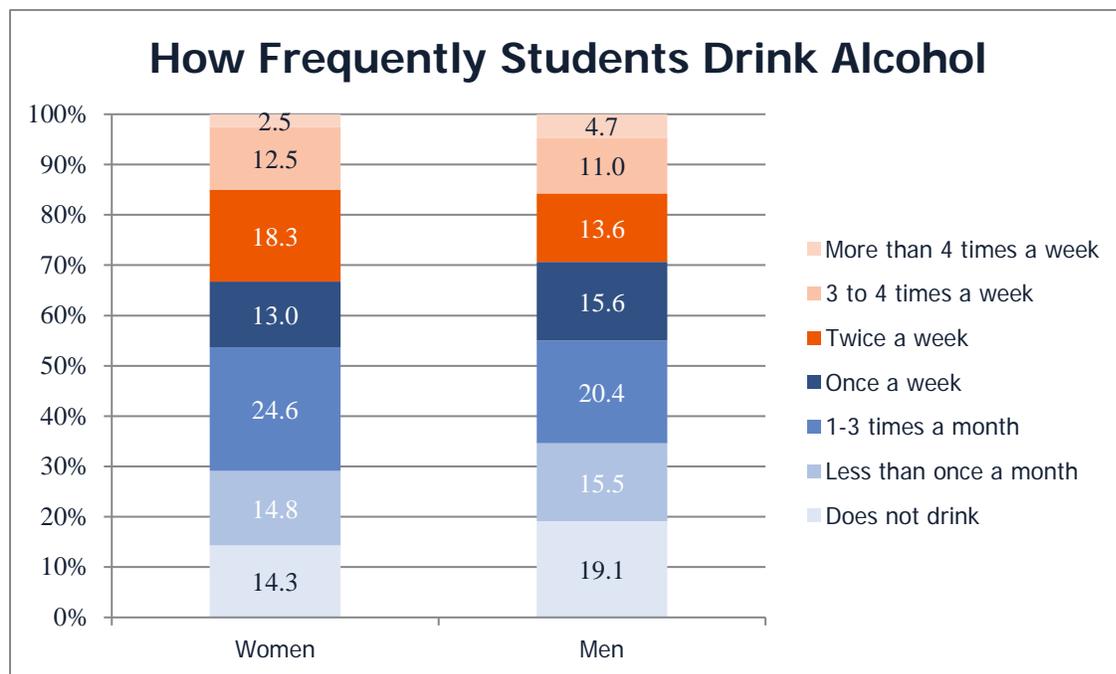
Methods

Given that alcohol use is also a common coping strategy, it is also important to examine if individuals with victimization experiences have significantly different drinking behaviors.

The survey uses six questions to understand participants' relationship with alcohol. These items are recommendations from the National Institute on Alcohol Abuse and Alcoholism Task Force. Students are asked how often they drink, how much alcohol they typically consume when they drink, how often they binge drink, and the maximum number of drinks they ever had in a day. Students were asked to identify how many days in the past two weeks they had engaged in binge drinking.

Results

Students' answers indicated a range of drinking behaviors. Sixteen-point-three percent of students reported not drinking while at the University, and most students (54.2%) reported drinking less than once a week. Nearly a third (31.6%) indicated that they drank multiple times a week. For women, the median number of drinks per session was 3.5; for men, it was 5.5 drinks.



N (women) = 1,274; N (men) = 852

The Number of Drinks in a Typical Session



N (women) = 1,079; N (men) = 684

Binge drinking was defined as having 5 or more drinks for men or 4 or more drinks for women within a two hour period. Among the female students who reported drinking alcohol while at the University, 50.1% reported binge drinking at least once a month. A surprising 29.5% of female students reported binge drinking every week with 5.9% reporting binge drinking 3 or more times a week. Male students reported similar rates of binge drinking with 47.3% reporting binge drinking at least once a month. Twenty-six-point-six percent of men binged at least once a week, and 6.9% reported bingeing three or more days a week.

Members of Greek organizations had different patterns of alcohol use. When compared to unaffiliated students of the same sex, members of Greek organizations reported drinking more days out of the year, drinking more alcohol in a typical session, and engaging in more alcohol binges. When asked about the two weeks prior to taking the survey, fraternity members binge drank on average 4.1 days, and sorority members binge drank 3.1 days. Their unaffiliated counterparts averaged 2.0 and 1.9 respectively.

Survivors of sexual assault on average reported higher rates of alcohol use than those who had not reported such an experience. This included the number of days spent drinking, the frequency of binge drinking, and the average number of days spent binge drinking in the past two weeks. These results were the same for both male and female survivors. These survey findings do not indicate a causal link between alcohol use and victimization experiences. These data do not suggest victimization is caused by a survivor's alcohol use. Alcohol creates a context that increases the risk of perpetration, and perpetrators are responsible for their behavior. In fact, the majority of survivors of sexual assaults (77.8%) said their attacker was under the influence of alcohol or other drugs. In addition, alcohol is a common coping mechanism following a distressing experience, and differences in drinking behaviors may arise following a victimization experience.

Consent & Willingness to Intervene

Methods

Positive sexual experiences require partners to have a strong conceptualization of consent and the way it is successfully communicated. The survey uses seven items from the Sexual Consent Attitudes Scale to understand students' knowledge of effective consent. Students are asked to indicate how strongly they agree or disagree with statements about consent and its use. Effective consent strategies are active strategies that seek affirmative consent.

To understand students' attitudes toward engaging in bystander intervention behaviors, the survey used the short version of the Bystander Attitude Scale, Revised (BAS-R). The measure describes strategies students could engage in to disrupt sexual violence. In addition, they include behaviors that would interrupt climate related issues within a community (e.g., using derogatory language to describe women). Students report how likely would intervene in such a scenario. Higher scores indicate more positive attitude toward being willing to intervene.

Results

Eighty-six-point-five percent of students reported they would likely check in on a drunk friend who went to a private room with someone else at a party. Most students (74.4%) said they would report a friend that committed a rape. Nearly all (97.4%) reported that they would stop sexual activity if asked even if it started as consensual. Students were less likely to report positive attitudes toward intervening in climate related scenarios. For example, less than half (48.9%) reported they would challenge a friend who uses slurs to describe women.

Women reported significantly more positive attitudes toward engaging in bystander behaviors ($t = 9.24, p < .001$). International students reported more hesitancy toward intervening ($t = -6.78, p < .001$). Both men and women in Greek organizations reported less positive attitudes toward acting as a bystander ($t = 2.90, p < .004$; $t = 5.99, p < .001$).

With regard to consent, 73.9% of students agree or strongly agree that they always verbally asking for consent before initialing a sexual encounter. Nearly all (91.9%) agreed or strongly agreed that partners could revoke consent while having sex. Students still endorsed using some less effective strategies with regard to consent. Most (73.6%) rely on nonverbal signals to communicate their consent to their partners, and about two thirds (67.2%) ask for consent by making a sexual advance and waiting for a reaction.

There was no difference with regard to men's and women's knowledge of effective consent strategies ($t = -.52, p < .601$). Members of Greek organizations had attitudes toward consent similar to unaffiliated students ($t = .715, p < .476$).

Conclusions and Recommendations

As part of the University's commitment to student safety, one goal of this study was to learn more about students' experiences with sexual misconduct. Consistent with national rates and our 2015 data collection, a sizable minority of students reported experiencing sexual misconduct while at the University. Importantly, a second goal of this study was to produce information specific to the University that could

inform its policies and practices to reduce sexual misconduct and enhance the support victims receive. The following weaves together the data collected into suggestions for the University's next steps.

Increase Efforts During the Start of the Academic Year

This survey indicates that first year students, particularly during the first months of school, are at an elevated risk of experiencing sexual assault. This finding is consistent with studies on other campuses and suggests that the University should focus more attention and resources on new students during the first weeks of the academic year. Although the survey was completed in March, over a third of students did not know how to make a report to the university, and one in five did not know where to get help on campus. There are great time demands on first year students already, and the University may want to examine the orientation process given the urgency of reducing violence during these initial weeks. Information about consent, sexual assault prevention, risk of assault, and how to seek assistance if an assault occurs may even need to be disseminated prior to arrive on campus or as part of early orientation efforts. Those working with first year students, including professionals and students, should be trained regarding how to encourage safe drinking, accountability among peers, and the importance of consent. Rather than wait for participation in campus sexual assault prevention education (which should still occur), resident assistants and others responsible for students upon arrival, should engage in at least some sexual assault prevention education.

Support to Students' Training in Preventing and Responding to Violence

The power of peers with regard to preventing and responding to sexual violence cannot be underestimated. Consistent with previous research, this study found that survivors who report their experience are most likely to tell a friend, partner, or family member. Given this reality, there is a responsibility to prepare students with strategies to respond to survivors. The University currently has the FYCARE and ICARE programs, but this report demonstrates that they are far from universally attended. Providing these programs' with additional institutional resources would allow them to potentially expand attendance and evaluate their effects on students. This study reaffirms that most sexual violence occurs within peer groups; given this, the University may want to provide incentives (or requirements) for groups (e.g., sports teams, Greek organizations, clubs) to engage in bystander response training. Equipping students with the knowledge and tools to reduce violence and support survivors may encourage a shift in the culture and prevent assaults.

Support Populations at an Elevated Risk for Victimization

Research across the nation has indicated that individuals within the LGBTQ, Greek, and disability communities are at an elevated risk for experiencing sexual violence. Data from this survey suggests these national trends are present here at the University. It is recommended that the University spend additional efforts supporting these populations in order to reduce this disproportionate risk. Ensuring these populations receive resource education, bystander training, and peer support preparation may reduce the disproportionate amount of violence these groups experience.

Support Efforts to Shift Norms around Alcohol

Alcohol use and sexual violence are linked in many ways, and given the substantial amount of drinking reported by students, the University may benefit from addressing both simultaneously. It has been established in the literature that alcohol can fuel a climate that is hostile to women and increase the potential for sexual misconduct. Perpetrators often use alcohol to enable their assaults, and a large number of sexual assaults reported in this survey occurred during a drinking session. An effort to end

drinking on campus with the goal of reducing sexual misconduct would be a Sisyphean, or seemingly impossible, task. Yet, addressing issues of consent in the context of alcohol use and establishing the critical role of bystanders to prevent assault may contribute to shifting norms.

Faculty and Student Focused Prevention Efforts

Although only a small group of students reported quid-pro-quo sexual harassment, a large fraction of students reported experiencing harassment related to a sexist and sexual climate. These experiences typically occur in the classroom and involve male instructors. With this information, attention must be paid to the training of faculty members with regard to appropriate behaviors with students. Further, efforts must be made to give students the opportunity to safely convey this feedback to professors and departments making specific feedback to faculty engaged in these behaviors more likely. Reducing a hostile climate allows for the expression of different perspectives and enhances the learning process for all students. While campus-wide training in sexual misconduct is important, those who need this training the most may not participate and the training itself which deals more directly with sexual assault and quid pro quo sexual harassment may miss education opportunities regarding hostile climate (e.g., sexist remarks).

Continue the Conversation about Sexual Misconduct

While a great deal of information is gathered via a survey method, the University may want to supplement this approach to obtain a richer understanding of sexual misconduct on campus. A longitudinal survey examining students' experiences over time would provide valuable evidence of change within the University, and qualitative methods could provide richer description of students' experiences as they engage formal (e.g., Office of Student Conflict Resolution) and informal (peers) resources on campus. The University may also want to develop avenues for student groups, survivors, and other stakeholders to provide private and public feedback to the University. Continuing the discussion about sexual misconduct will be key for a shift the norms at the University and the use of a variety of methods may be more informative than reliance on the survey alone.

Largely Positive Impressions and Trust in the University

Fortunately, the vast majority of students on campus trust the university to respond effectively to sexual misconduct. Further, the University has a variety of programs in place on campus that can be expanded upon. Students' positive expectations and the presence of programming and staff committed to sexual assault prevention efforts provide a critical foundation on which the University can continue to enhance its response to sexual misconduct.