



| 2018-2019

The University of Tulsa Campus Climate Survey

Executive Summary: Campus Climate Survey

EXECUTIVE SUMMARY PREPARED BY THE UNIVERSITY OF TULSA
INSTITUTE OF TRAUMA, ADVERSITY, AND INJUSTICE [TITAN] AND
THE ADVOCACY ALLIANCE

The Executive Summaries from each year of the survey are available to view at:
<https://utulsa.edu/sexual-violence-prevention-education/campus-climate/>

Project Structure and Process

The survey instrument used in the present report was developed based in part on The First Report of the White House Task Force to Protect Students From Sexual Assault (Not Alone, 2014), and was a collaborative effort between the Advocacy Alliance and TITAN. All current students at The University of Tulsa were invited to participate via campus email over a four week period at the beginning of the fall 2018 semester. The emails contained a brief description of the study, the approximate time required to complete the survey, and information about the opportunity to receive a gift card incentive.

Description of the Sample

University community members submitted 1017 survey responses between the fall and the spring surveys. The final sample included 745 student responses (16.9% of the total student population). We did not include fall responses for students who also responded in the spring, we also excluded responses that were missing responses to a super-majority of the questions. Table 1 provides a summary of selected demographic characteristics of the survey participants as well as demographic information for the TU student body in spring 2019. The numbers and percentages of demographics for the total student body are presented to ascertain groups that may be underrepresented in the survey.

Table 1. TU Sample Demographics^a

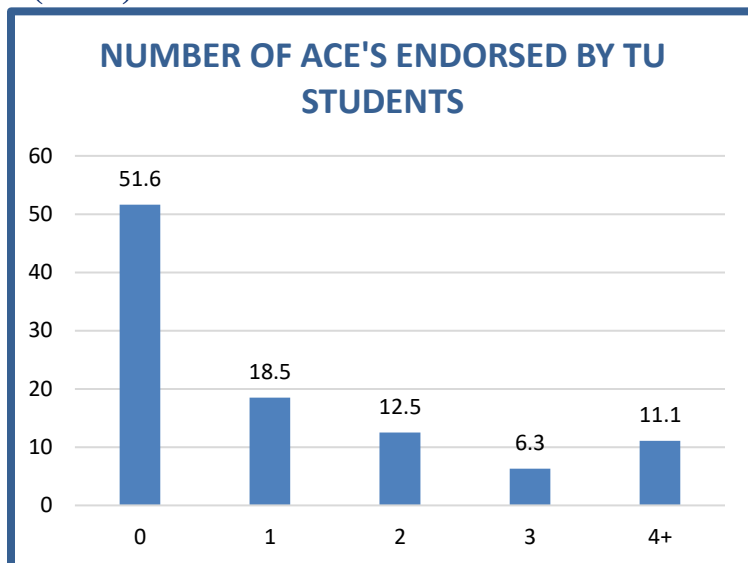
| Characteristics | Subgroup | Current Sample N (%) | Total Student Body N (%) | Response Rate |
|------------------------------|---|----------------------|--------------------------|---------------|
| Student Body | Total Student Count | 745 | 4413 | 16.9 |
| Gender Identity | Women | 444 (59.6) | 1960 (44.4) | 22.7 |
| | Men | 280 (37.6) | 2452 (55.6) | 11.4 |
| | Gender Queer/ Nonconforming | 8 (01.1) | N/A ^c (-) | N/A |
| | Other | 3 (00.4) | 1 ^b (00.0) | N/A |
| Ethnicity | Hispanic or Latinx | 255 (34.2) | 288 (06.5) | 88.5 |
| Racial Identity ^a | Caucasian or White | 581 (78.0) | 2419 (54.8) | 24.0 |
| | African American or Black | 52 (07.0) | 229 (05.9) | 22.7 |
| | Asian | 103 (13.8) | 203 (04.6) | 50.7 |
| | Native American or Alaska Native | 54 (07.2) | 157 (03.6) | 34.4 |
| | Native Hawaiian or Other Pacific Islander | 2 (00.3) | 3 (00.0) | 66.7 |
| | Two or More Races | 63 (8.5) | 232 (05.3) | 27.2 |
| | Unspecified Race and Ethnicity | - | 150 (03.4) | N/A |
| Position Status | First Year | 248 (33.3) | 811 (18.4) | 30.6 |
| | Sophomore | 138 (18.5) | 742 (16.8) | 18.6 |
| | Junior | 125 (16.8) | 707 (16.0) | 17.7 |
| | Senior | 99 (13.3) | 902 (20.4) | 10.9 |
| | 5 th Year Senior or Greater | 12 (01.6) | 224 (05.1) | 05.4 |
| | Graduate Students | 94 (12.6) | 770 (17.4) | 12.2 |
| | Law Student | 25 (03.4) | 346 (07.8) | 07.2 |
| International | International Students | 56 (07.5) | 732 (16.6) | 07.7 |
| Greek Life | Total | 190 (25.5) | 586 (13.3) | 32.4 |
| | Women | 100 (13.4) | 270 (6.1) | 37.0 |
| | Men | 90 (12.1) | 316 (7.2) | 28.5 |
| | Gender Queer/ Nonconforming | 7 (00.9) | N/A ^c (-) | N/A |
| | Other | 0 (N/A) | N/A ^c (-) | N/A |
| Student Athletes | Total | 40 (05.4) | 358 (8.1) | 11.2 |
| | Women | 28 (03.8) | 157 (3.6) | 17.8 |
| | Men | 11 (01.5) | 201 (4.6) | 05.5 |
| | Gender Queer/ Nonconforming | 0 (N/A) | N/A ^c (-) | N/A |
| | Other | 0 (N/A) | N/A ^c (-) | N/A |

^a Percentages do not equal 100 because participants were asked to check all that apply.^b Gender not reported^c Question not asked

Key Findings

Adverse Childhood Experiences (ACE)

Research has demonstrated that adverse childhood experiences (e.g., substance using parents, incarcerated parents, child abuse) are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States. Childhood is defined as prior to 18 years of age. Consequences include but are not limited to the increased risk for sexual victimization and intimate partner violence and poor physical and mental health. **48.4% of students indicated at least one ACE.**



Interpersonal Violence

Students were asked to respond to several types of interpersonal violence that occurred during their time at TU. It is important to note that the following estimates are based on the 16.9% survey response rate, and often survivors are reluctant to endorse victimization even on anonymous surveys. **Therefore, these estimates are likely an underestimation of the actual rates at the University of Tulsa.**

Rates of Physical Assault at TU

Physical assault was assessed via 16 items asking about incidents (e.g., biting, hitting with a fist, shoving) occurring within a relationship while a student at TU.

9.7% of female participants and 7.9% of male participants reported experiencing a least one incident of physical assault by a partner while enrolled at TU.

Rates of Sexual Violence at TU

Three types of sexual assault were assessed.

- **Forced Sexual Assault:** Sexual contact or behavior that involves force or threat of force.
- **Drug Facilitated Sexual Assault:** Drug-facilitated sexual assault occurs when alcohol or drugs are used to compromise an individual's ability to consent to sexual activity.
- **Attempted Sexual Assault:** An attempt at sexual contact or behavior that involves force or the threat of force.

Table 2.1 2018-2019 Sexual Violence While at TU

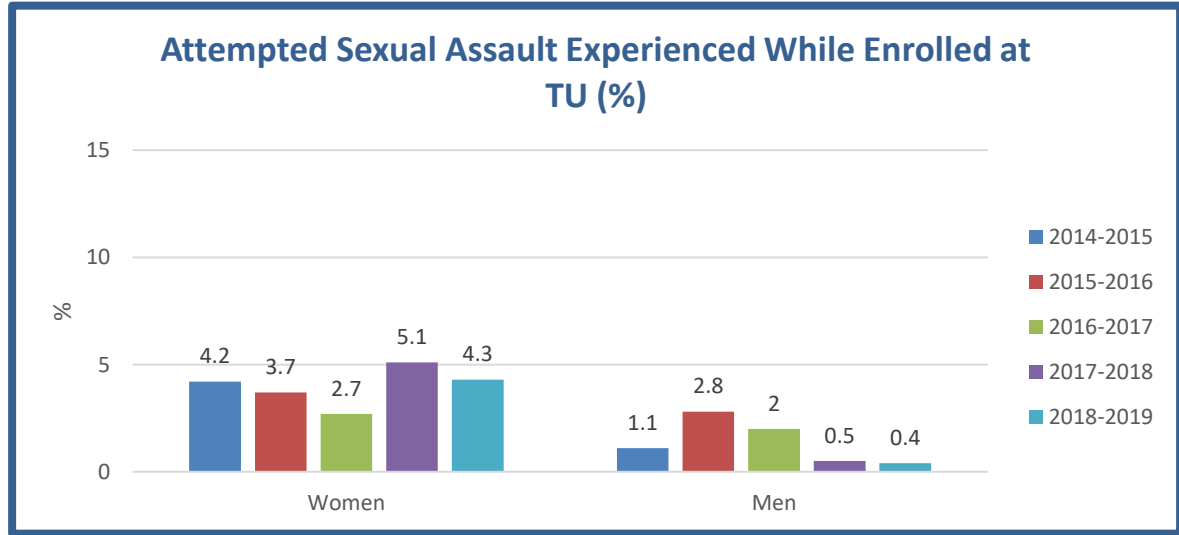
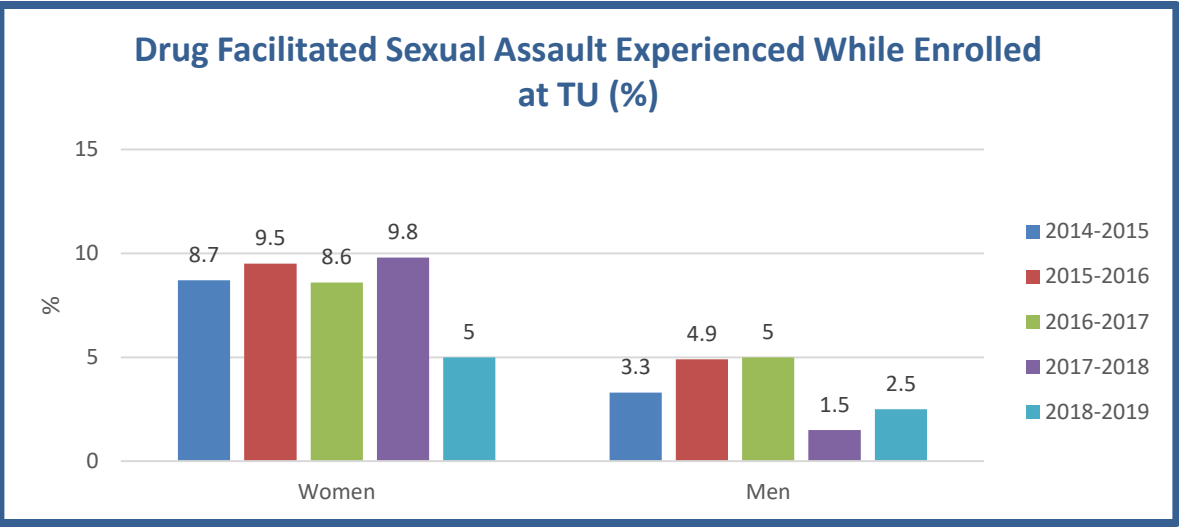
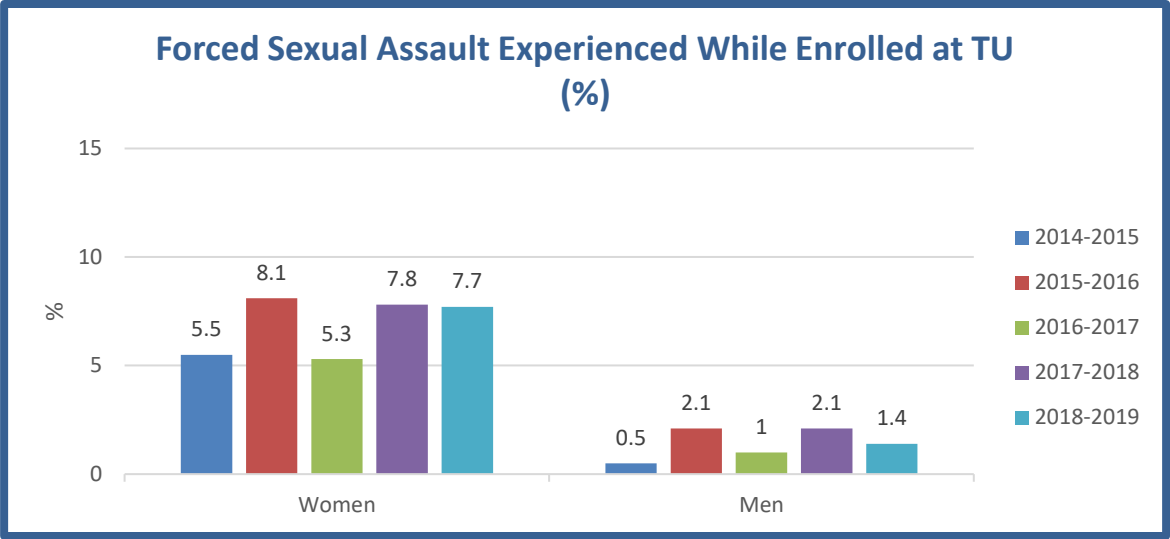
| Gender | N | Forced Sexual Assault (FSA) | | Drug Facilitated Sexual Assault (DFSA) | | Attempted Sexual Assault (ASA) | |
|-----------------------|-----|-----------------------------|------|--|------|--------------------------------|------|
| | | # | % | # | % | # | % |
| Women | 444 | 34 | 7.7 | 22 | 5.0 | 19 | 4.3 |
| Men | 280 | 4 | 1.4 | 7 | 2.5 | 1 | 0.4 |
| Gender Non-Conforming | 8 | 1 | 12.5 | 1 | 12.5 | 2 | 25.0 |
| Other | 3 | 0 | 0.0 | 1 | 33.3 | 0 | 0.0 |
| Total | 735 | 39 | 5.3 | 31 | 4.2 | 22 | 3.0 |

Note: The Total is lower than the Total Student Count in Table 1 due to missing data. Assault types are not mutually exclusive.

Overall, 8.6% of students reported the experience of forced, drug facilitated, or attempted sexual assault while a student at TU.

Table 2.2 2018-2019 Sexual Violence Categories Combined

| Gender | N | Any Sexual Assault Experience (FSA, DFSA, ASA) | |
|-----------------------|-----|--|------|
| | | # | % |
| Women | 444 | 50 | 11.3 |
| Men | 280 | 10 | 3.6 |
| Gender Non-Conforming | 8 | 2 | 25.0 |
| Other | 3 | 1 | 33.3 |
| Total | 735 | 63 | 8.6 |



In the 2018-2019 Campus Climate Survey, *Suspected Sexual Assault* was assessed for the first time. Suspected sexual assault is an event that an individual thinks, but is uncertain, happened. 14 women, representing 3.2% of women respondents and 1.9% of the total sample, reported a suspected sexual assault. This category of assault is not included in any of the previous or following analyses.

Context of Sexual Assault

In order to prevent violence from occurring, it is important to understand the characteristics and context of the assault. The following section provides this information as it relates to students who experienced a forced, drug facilitated, or attempted sexual assault during their time at The University of Tulsa. For individuals who reported more than one type of assault, they responded for the most distressing incident. **All percentages are of those who provided a response to the question – missing data are not included.

Table 3.1 2018-2019 Survivor Characteristics

| | <i>n</i> | % |
|--|----------|------|
| Gender (N = 62) | | |
| Female | 50 | 80.6 |
| Male | 10 | 16.1 |
| Gender Non-Binary | 2 | 3.2 |
| Ethnicity (N=63) | | |
| Not Hispanic or Latino | 44 | 69.8 |
| Hispanic or Latino | 18 | 28.6 |
| Race (N=63) | | |
| White/ Caucasian | 53 | 84.1 |
| Asian | 6 | 9.5 |
| American Indian or Alaska Native | 5 | 7.9 |
| Black or African American | 3 | 4.8 |
| Native Hawaiian or Other Pacific Islander | 1 | 1.6 |
| Current Status (N=63) | | |
| Freshman | 8 | 12.7 |
| Sophomore | 15 | 23.8 |
| Junior | 13 | 20.6 |
| Senior | 16 | 25.4 |
| 5 th Year Senior | 3 | 4.8 |
| Graduate Student | 7 | 11.1 |
| Law Student | 1 | 1.6 |
| Transfer Student (N=63) | | |
| Yes | 6 | 9.5 |
| International Student (N=63) | | |
| Yes | 3 | 4.8 |
| Member of NCAA Athletic Team (N=63) | | |
| Yes | 5 | 7.9 |
| Scholarshipped Athlete (N=4) | | |
| Yes | 3 | 75 |
| Member of Sorority or Fraternity (N=60) | | |
| Yes | 26 | 43.3 |

Table 3.2 2018-2019 Survivor Characteristics

| | <i>n</i> | % |
|-------------------------------------|----------|------|
| Religious Affiliation (N=62) | | |
| Catholic | 33 | 53.2 |
| Other Christian | 14 | 22.6 |
| Protestant | 5 | 8.1 |
| Jewish | 3 | 4.8 |
| Agnostic | 2 | 3.2 |
| Religious Unaffiliated | 2 | 3.2 |
| Muslim | 1 | 1.6 |
| Atheist | 1 | 1.6 |
| Other | 1 | 1.6 |
| Sexual Orientation (N=61) | | |
| Heterosexual | 36 | 59.0 |
| Bisexual | 14 | 23.0 |
| Other | 5 | 8.2 |
| Questioning | 4 | 6.6 |
| Gay | 2 | 3.3 |
| Lesbian | 0 | 0.0 |

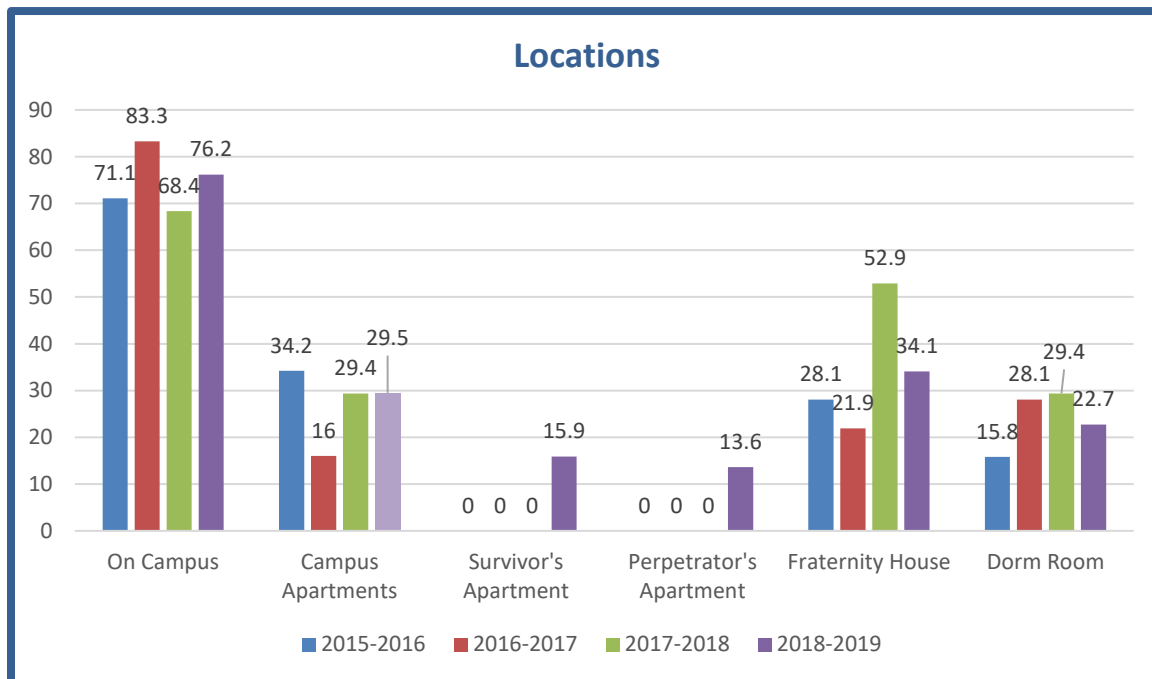
Table 4. 2018-2019 Perpetrator Characteristics

| | <i>n</i> | % |
|--|----------|------|
| Who did the unwanted behavior involve (N=61) | | |
| Acquaintance | 17 | 27.9 |
| Non Romantic Friend | 13 | 21.3 |
| Stranger | 10 | 16.4 |
| Ex Romantic Partner | 8 | 13.1 |
| Causal or First Date | 7 | 11.5 |
| Other | 3 | 4.9 |
| Family Member | 1 | 1.6 |
| Coworker | 1 | 1.6 |
| Employer/ Supervisor | 1 | 1.6 |
| Was this person a student at TU (N=62) | | |
| Yes | 48 | 77.4 |
| No | 10 | 16.1 |
| I do not know | 4 | 6.5 |
| Was this person (N=42) | | |
| A Greek Student | 31 | 73.8 |
| A Student Athlete | 4 | 9.5 |
| A member of another TU Group | 7 | 16.7 |
| What was the gender of this individual (N=61) | | |
| Man | 52 | 82.5 |
| Woman | 9 | 14.3 |

Location of Sexual Assault

76.2% of sexual assaults reported occurred on campus

- 34.1%: fraternity house
- 15.9%: survivor's apartment
- 22.7%: dorm room
- 13.6%: perpetrator's apartment



Before the 2017-2018 school year specific locations were all write in responses. The light purple bar represents the combined values of the Survivor's and Perpetrators apartments – 2018 was the first year that apartment question was asked separately.

Alcohol Use

- 52.4% of students victimized reported using alcohol at the time
- 52.4% of students reported that the perpetrator was using alcohol at the time

Drug Use

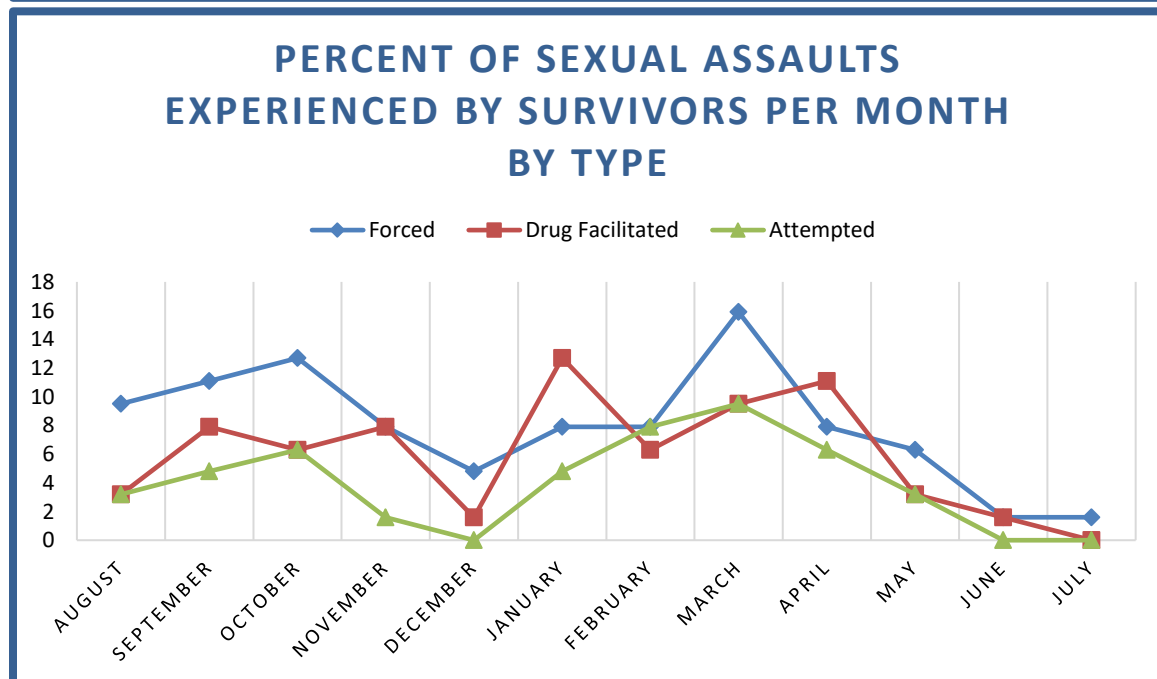
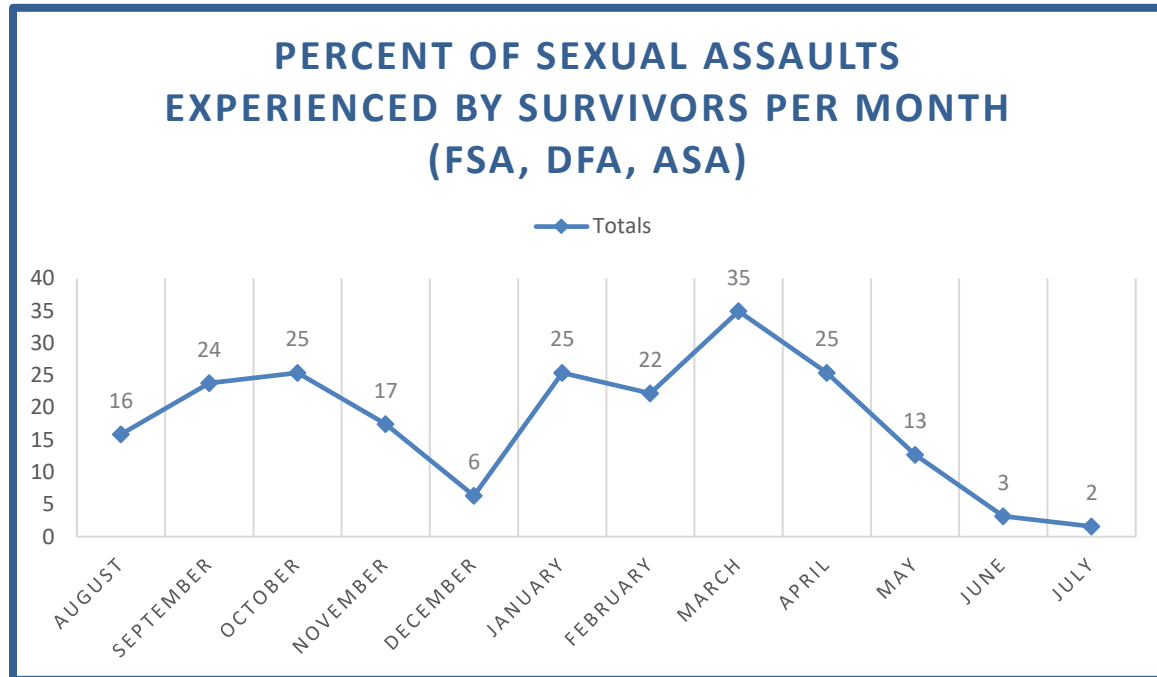
- 9.5% of students victimized reported using drugs at the time
- 9.5% of students reported that the perpetrator was using drugs at the time

Hook Up – Filtered by having experienced FSA, DFSA, or ASA

- 24.2% occurred during a hook up

Table 5. 2018-2019 Timing of Sexual Assault, Percent Experienced by Survivors

| | % FSA | % DFSA | % ASA |
|--|-------|--------|-------|
| Freshman | 36.5 | 15.9 | 31.7 |
| Sophomore | 22.2 | 7.9 | 14.3 |
| Junior | 6.3 | 4.8 | 9.5 |
| Senior | 6.3 | 4.8 | 3.2 |
| 5th Year Undergraduate | 1.6 | 0.0 | 0.0 |
| Graduate Or Law | 3.2 | 3.2 | 1.6 |



Disclosure

Students were asked to indicate if and to whom they told about their sexual assault [students could check all that applied]:

- 68.3% close friend
- 42.9% roommate
- 20.6% romantic partner
- 19.0% parent or guardian
- 15.9% TU Office of Violence Education and Prevention [Kelsey Hancock]
- 14.3% other family member
- **12.7% no one**
- 11.1% Campus Security
- 9.5% Dean of Students [Mike Mills]
- 9.5% counselor or mental health professional at TU
- 7.9% TU survivor advocate [Emory Lazenby]
- 7.9% TU Faculty member
- 6.3% Assistant Dean of Students [Larry Putman]
- 4.8% TU Staff member
- 3.2% Tulsa Police Department
- 1.6% TU Title IX Coordinator [Matt Warren]

Individuals who did not disclose the sexual assault listed the following reasons for not disclosing (≥4.8%):

- Felt it was a private matter and wanted to deal with it on their own
- Felt that it was not serious enough to talk about
- Wanted to forget it happened

Filing a Report

- 15 (23.8%) students filed a report with the University of Tulsa
- 5 (7.9%) students filed a report with the Tulsa Police Department

Factors for Not Reporting to School Officials

- 31.7% did not think the incident was serious enough to report
- 22.2% did not need any assistance
- 20.6% did not want any action to be taken
- 15.9% felt that other people might think that what happened was at least partly the survivor's fault or that they might get in trouble for some reason
- 14.3% worried that either the person who did this to them or other people might find out
- 9.5% were concerned that they would be treated poorly or that no action would be taken
- 6.3% worried that the person who did this to them would try something to get back at the survivor

- 6.3% were concerned that their situation would not be kept confidential

Factors for Not Reporting to the Tulsa Police Department

- 42.9% thought that the incident was not serious enough to report
- 36.5% did not want any action to be taken
- 25.4% did not need any assistance
- 22.2% felt that other people might think what happened was at least partly the survivor's fault or that they might get in trouble for some reason
- 20.6% were worried that either the person who did this to them or other people might find out
- 19.0% were concerned they would be treated poorly or that no action would be taken
- 17.5% were worried that the person who did this to them would try something to get back at the survivor
- 11.1% were concerned that the Tulsa Police would not keep their situation confidential
- 3.2% did not know how to contact the Tulsa Police

Survivors Utilization of Accommodations & Resources

- 15.9% Counseling Services at TU
- 14.3% Counseling Services not at TU
- 11.1% No Contact Order at TU
- 6.3% Change in housing
- 6.3% Academic accommodations
- 6.3% Other medical services
- 4.8% Protective Order
- 3.2% Change in their class section
- 1.6% Working accommodations
- No survivors reported using transportation accommodations or obtaining a forensic exam

Survivors Negative Effects of Sexual Assault

- 50.9% experienced difficulty keeping up with classwork
- 50.0% had problems with friends, roommates, or peers, such as getting into more arguments or fights, or not feeling that they could trust others
- 41.1% increased their use of alcohol or drugs to cope with the incident
- 34.5% had problems with family members such as getting into more arguments or fights, or not feeling that they could trust them
- 33.3% experienced lower grades
- 29.3% considered transferring to another school
- 19.6% considered dropping out of school
- 12.3% had problems with their job or boss or coworkers
- 5.3% dropped one or more classes

Student Point of View

Table 6. Student Point of View of the Interpersonal Violence Policy 2014-2019

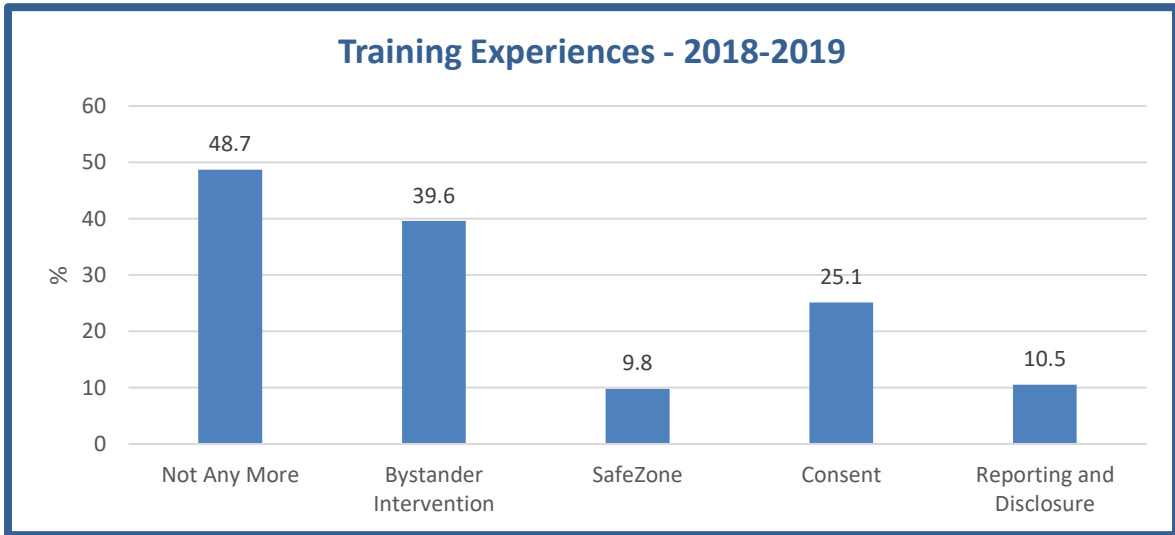
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------|-----------|-----------|-----------|-----------|
| I have read the Interpersonal Violence Policy | 37 | 48 | 54 | 20 | 54.0 |
| Percentage of Individuals who believed at the “Strongly agree” to “Agree” level that: | | | | | |
| If a friend or I were a victim of interpersonal violence, I know where to go to get help. | 72 | 81 | 83 | 81 | 88.2 |
| I understand TU’s formal procedures to address complaints of interpersonal violence. | 43 | 62 | 64 | 65 | 65.8 |
| Has confidence that TU administers the formal procedures to address complaints of interpersonal violence fairly. | 56 | 73 | 75 | 76 | 74.2 |

Table 7. Students Perception of University Policy, Leadership and Reporting Procedures 2014-2019

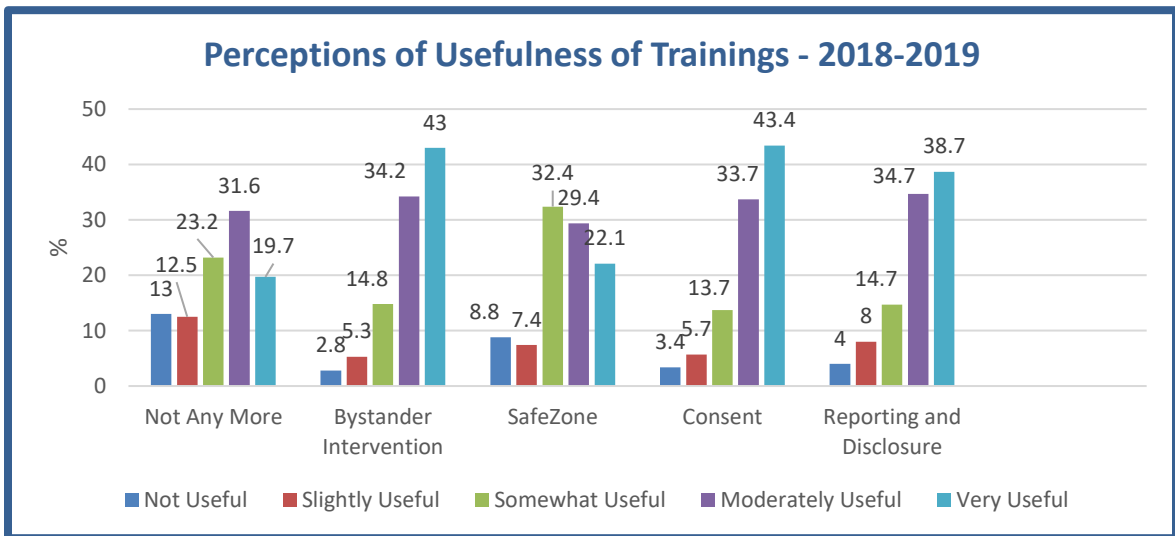
| Percentage of Individuals who believed the University is “Very Likely” to “Moderately Likely” to: | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------|-----------|-----------|-----------|-----------|
| Take the report seriously. | 80 | 86 | 86 | 89 | 91.2 |
| Keep knowledge of the reported limited to those who need to know. | 84 | 85 | 90 | 89 | 90.7 |
| Take steps to protect the safety of the person making the report. | 75 | 84 | 81 | 86 | 89.3 |
| Support the person making the report. | 71 | 82 | 79 | 85 | 87.4 |
| Take corrective action to address factors that may have led to the interpersonal violence. | 70 | 79 | 74 | 77 | 83.7 |
| Take corrective action against the offender. | 63 | 76 | 73 | 77 | 80.7 |
| Take steps to protect the person making the report from retaliation. | 68 | 80 | 75 | 81 | 82.0 |

- 19.3% of students believe that officials are “not at all” or “slightly likely” to take corrective action against an offender;
- 16.3% of students believe that officials are “not at all” or “slightly likely” to take corrective action to address factors that may have led to the interpersonal violence.
- 69.1% of students felt college administrators should do more to protect students from harm

Interpersonal Violence Training Experiences



*Due to an error, the online training, UGotThis! was not asked about in the 2018-2019 CCS



Safety on Campus

Students were asked to indicate aspects of campus life that led to feeling unsafe. These questions were asked in an open-ended format; responses were examined for patterns; to ensure confidentiality no direct quotes are included. The following are themes noted across responses.

Environment

- Poor walkability; especially with regards to lighting (especially the areas around frat and sorority row, the apartments, and the outer boundaries of campus)
- Limited visibility of campus security [numerous students also noted that the presence of campus security is a factor that makes them feel safer, multiple students also wanted to seem more officers on foot walking around campus]
- Concern that the blue emergency phones on campus do not work and are not well-maintained [numerous students noted that the blue lights add to their sense of safety]
- Lack of safely located parking lots; students have to park in neighborhoods when shuttle lots are full (see above lighting comment)
- Public accessibility of campus; easy for anyone to walk on and off of campus
- Concerns about the neighborhoods surrounding campus

Culture

- Fraternity parties do not follow alcohol policies, increasing risk of assaults occurring
- Lack of sanctions against fraternities who continuously have problems
- Concern that Campus Security does not have the authority to address issues at the fraternities
- Lack of transparency regarding cases of interpersonal violence [concern about timeliness of emails about assaults on campus, little information provided about what happens to alleged perpetrators]
- Culture of underage drinking does not seem to be addressed

Programmatic and Prevention Efforts

- Desires for additional training opportunities on interpersonal violence prevention, healthy relationships
 - Some suggestions that trainings be mandatory or incentivized for first years
 - Systematized training as an actual class or series of seminars
- More information about campus statistics
 - Several students wanted the Campus Climate Survey results published [*The Executive Summary from each year are published on the TU website; a link to the Executive Summaries is now included in the email inviting students to participate*]
- Enhance marketing for interpersonal violence prevention trainings.
- More information and trainings on reporting procedures
- More information about formal punishments and consequences of committing an assault in addition to information for survivors.

Progress on Previous Recommendations

Funding: Personnel and Resources

The current grant ends on September 30th, 2019. The Program Coordinator submitted a continuation grant for an additional three years of funding. A determination on this funding will occur in October of 2019. The Program Coordinator also submitted a no-cost extension that would allow us to continue providing programming and advocacy services through the end of the fall semester. A determination on this funding will occur in October of 2019. An additional grant was submitted through a partnership with Domestic Violence Intervention Services to fund a full-time crime advocate to be housed at TU.

At this time, TU has not assumed funding of any positions. Thus, if the no-cost extension grant and continuation grant are not approved for funding, TU will no longer have a Program Coordinator or Survivor Advocate. These losses will essentially halt all programming efforts mid to late fall 2019. Further, to date, TU has not provided any funding of programs since the OVW grant was received. The only source of funding for programming has been, and continues to be, the Student Association.

Programming

While the following steps forward have been made, the implementation and impact of these steps need to be understood in light of the current state of funding. *Given that funding ends at the end of September, no programs can or will be planned after that time period.*

- Previous recommendations for programming included changing the structure of the First Year Experience to allow early, continuous, and consistent programming to combat assault that occurs during the Red Zone [i.e., first few months of first year]. Incorporation of violence prevention and education programming is an option for all colleges, but occurs at the initiation of individual professors. For the 2019-2020 academic year, a structured First Year Experience course that *may* incorporate one session of violence prevention and education programming will be initiated in ENS.
- Beginning in 2019, SA will require its paid student leaders to attend a bystander intervention training each academic year.
- The University of Tulsa's Alcohol and Drug Policy was changed in 2018. Part of that change involved required violence education and prevention programming. Specifically, the new policy requires any sponsoring organization that intends to conduct events where alcoholic beverages will be consumed will be required to register the event (following University procedures) in advance and:
 - All executive officers of any/each organization must attend an alcohol awareness training and Bringing in the Bystander training prior to registering an event.

University Response

Standard language regarding Title IX and resources for people who are affected by interpersonal violence was approved through the Dean's Council and made available to all faculty. The

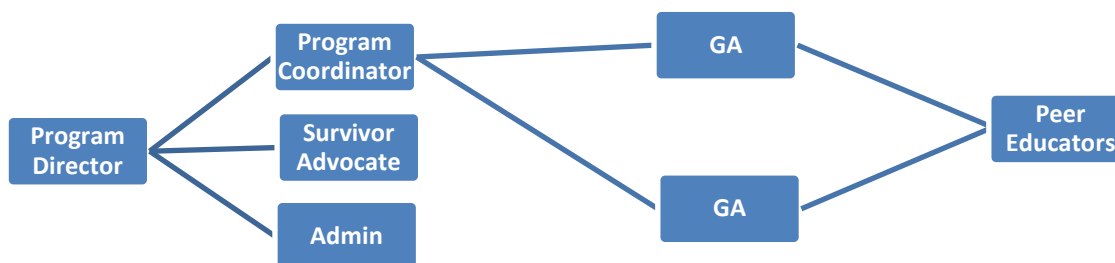
Provost has encouraged faculty to include this language in their syllabi. At this time, it is unclear what proportion of faculty have included the language.

Conclusions and Next Steps for Developing Actions and Initiatives Based on Survey Findings

All recommendations from the 2017-2018 Executive Summary that have not been acted on are included below, with minimal changes.

The University of Tulsa is poised to become a national leader in the effort to reduce interpersonal violence and improve the health and safety of its students, faculty, and staff. We continue to face challenges in these efforts, however. The following recommendations are made as part of our continued quest to achieve excellence in this most important endeavor.

Personnel



- **Institutionalize the Office of Violence Education and Prevention.** As these efforts grow and expand it will be important to consider the placement of the OVP in the larger University structure [e.g., should the OVP be housed within Student Affairs? Since the OVP serves the university at large, moving it into a more generalized university resource area should be considered].
- **Establish the position of Director for the Office of Violence Education and Prevention.** To continue to move forward, expand our reach, and create the model of nationwide leadership that extends into the community, we need a Director to provide vision and guidance in these efforts in addition to the Program Coordinator to carry out and oversee the administration of the trainings, as well as coordinate the train the trainer efforts.
- **Increase the salary of the Program Coordinator for Violence Education and Prevention** to be competitive for the qualifications required of this position. The Program Coordinator would answer to the Director and would be tasked to carry out trainings to faculty and staff and oversee the administration of the trainings to students and the train the trainer efforts. They also should have the qualifications to help create and curate programming in conjunction with the Director. This would require education in a related field of study.
- **Hire two Graduate Student Assistants** to work under the supervision of the Program Coordinator for Violence Education and Prevention with current and future programming efforts. These individuals would be tasked with:
 - Administration of programs to students
 - Organization of the scheduling and marketing of these programs

- Adapt or change current programming efforts to meet the needs of various groups on campus (e.g., international students)
- Organization of a peer education training program, provision of ongoing training and supervision of peer educators
- Eventual expansion of peer educator program to work with area high schools and middle schools, businesses, agencies, and the broader Tulsa community
- Evaluation of current prevention efforts. Evaluation of efforts is required under the OVW grant; however, our current resources are not adequate to conduct a comprehensive evaluation effort.
- **Hire an Administrative Assistant** to support the efforts of the OVP.
- **Hire a Survivor Advocate** or work with DVIS to continue their support of the current position. The Survivor Advocate assists the TU community with confidential advocacy, answers questions about the process of reporting and adjudication through the University, provides clients information and access to sexual assault forensic exams, assistance with obtaining protective orders, and accessing community partner services.
- **Fund the Office of Violence Education and Prevention's training, prevention, and education efforts.** The Office of Violence Education and Prevention and the Advocacy Alliance [AA] work together on training, prevention, and education efforts related to issues of interpersonal violence and require consistent funding. **Currently, the OVP receives no funding for programming, marketing, operations.** The AA has received some funds from the Student Association in the past three years, however, the presence and amount of this funding varies yearly at the discretion of SA leadership. While this commitment to the issue of interpersonal violence from students is important, it should not be the only source of funding available (a budget is proposed below).

Programming

Interpersonal violence remains a significant problem at The University of Tulsa, with **8.6%** of survey participants indicating an experience of forced, drug facilitated, or attempted sexual violence and **9.7%** of female participants and **7.9%** of male participants reporting experiences of physical violence. Data also show that nearly half of the students report at least one adverse childhood experience, suggesting the importance of enhancing mental health services broadly. Programming recommendations include enhancing current interpersonal violence programming in the following ways:

- **Provide funding to bring in Greendot [<https://alteristic.org/services/green-dot/>] to provide train the trainer evidence based programs for TU personnel, and/or to consult with the Program Director on creating more tailored programming for the University.**
 - **Over 50% of sexual assaults at TU involve substance use.** Currently, few programs are available to TU students that address the intersection of substance use and violence. Evidence based programs are available and resources are needed to bring them to TU to train staff to administer them.
 - **Additional programs are needed to keep the messaging novel, interesting, and helpful to students.** In addition to bystander training, there is a need for more education devoted to forms of violence other than sexual assault, i.e. stalking, dating violence, domestic violence, and the rape culture. We are reaching over 70% of survey participants with programming on violence education and prevention and the majority of participants

find these efforts moderately or very helpful. We must continue to provide the TU community with a varied menu of trainings as the field of interpersonal violence research grows.

- **Target trainings to specific groups.** The prevention programs we currently offer are largely generic, evidence-based programs. We need additional program options to address the unique experiences of various student groups. We have begun to do this with individual organizations (e.g., fraternities and sororities, athletics, some faculty and staff groups), but much work remains.
- **43% of survivors identified as being associated with Greek Life.** Programming efforts for students involved in Greek Life should be enhanced. Further, additional efforts should be made to determine the reasons for this increased risk. Specifically, we recommend mandatory training in the first year for all Greek Life students to include alcohol, consent, healthy relationships, and bystander intervention.
- Move the online training that students receive in October to be taken before students arrive on campus, or have this due by mid-September so that the training is fresh in our students' minds for post-orientation social activities. At the time of this report, the launch date and due date for the on-line training has not been determined.
- **Systematizing multiple types of training under the umbrella of increasing student success over the first year** is considered a best practice model [e.g., Project Speak at UCO]. Although First Year Experience courses have the option of having a session of violence prevention and education programming and all ENS First Year Experience courses may incorporate one session of violence prevention and education programming, we are still not capturing all students or providing the spectrum of programming that will help to change the culture at TU. As noted in last year's recommendations, in addition to consent training during orientation and the online training, prevention education instituting several different types of programs focused on bystander intervention, the spectrum of interpersonal violence, consent, substance use, SafeZone, and healthy relationships should be presented early in our students' careers at TU, otherwise, the opportunity to educate our students and create a culture of respect beginning in the first year could be missed.
 - One possibility is to develop a training program continuum for students that results in a resume-building certificate.
- **Provide funding to incentivize students to attend programming.** Students desire more programming, but it is challenging to incentivize students to attend programming that is offered. The Office of Violence Education and Prevention needs personnel, resources, and incentives to increase attendance.
 - The Office on Violence Against Women has informed our grant team that one other benefit of having incentives is that you can promote programming efforts through branding. They argue that this branding creates community expectations and can be helpful in increasing accountability.
 - SA will work towards changing policy and guidelines, through the senate body, to require 1 leader from each chartered organization to attend bystander intervention training prior to receiving funding for the spring semester
- **Provide structured opportunities for training faculty, staff, and administrators.** In order to create an atmosphere that fosters reporting and participating in the Title IX process, the

training opportunities for faculty, staff, and administrators must be reviewed, enhanced, encouraged, and strongly supported by the top levels of administration.

- Designate specific meetings for faculty, staff, and administrators for various trainings related to violence prevention, Title IX, and the Clery Act. *At minimum, all employees should be trained in Reporting and Disclosure, beyond that provided in the online harassment training.*
 - Programs provided to students are open to faculty and staff, however, very few take advantage of these. An evaluation of efforts to communicate the availability of these programs to faculty and staff is needed.

Proposed Budget for the Office of Violence Prevention

| | |
|--------------------------|--------------------|
| Director | *\$67,600 |
| Program Coordinator | * \$47,500 |
| Survivor Advocate | *\$45,500 |
| GA Positions [2] | *\$90,000 |
| Administrative Associate | *\$40,000 |
| Materials Cost | \$8,000 |
| Training Refresher Costs | \$10,000 |
| New Trainings | \$15,000 |
| Operation/Event Costs | \$10,000 |
| Total | \$333,600 |
| | *includes benefits |

University Response

Survey data reflects an increased positive perception of TU's responsiveness to the issue of interpersonal violence however, areas to improve in this respect still exist.

- Increase communication from the administration to faculty, staff, and students about safety issues on campus. Further exploration into developing a relationship among departments and organizations like The Collegian, Strategic Marketing and Communication, and Campus Security could help with any issues of transparency.
- The Title IX Coordinator should continue to work with the Program Coordinator, Principle Investigator, and our OVW Grant technical assistance providers to assess our policies and procedures for compliance with Title IX and the Clery Act.
- Student responses specifically reflected a desire for more information regarding the adjudication process.
 - The policies are currently being revised. Once completed, a plan for dissemination should be developed and implemented.
 - Education and training related to these changes should be made widely available.
 - Future efforts from the university should continue to work to build student confidence in how administrators handle procedures for interpersonal violence cases so that students

feel safe making reports and believe that their reports will be handled fairly through increased transparency and student involvement in current efforts. For example, the Title IX programming that we currently utilize answers questions that illuminates the process for students who come in to report and also about the process of adjudication.

Unfortunately many students do not attend this programming, we need ways that these discussions can be had where the student audience is much larger.

- **Continue to improve TU communication with students, faculty, and staff regarding interpersonal violence policies and reporting procedures.** Attention should be focused on ensuring that all students, faculty, and staff are familiar with TU's policy regarding interpersonal violence and where and how to report incidents of interpersonal violence.
 - This effort could be incorporated in classes through discussions and a standard statement in all syllabi, inviting OVP staff into the classroom for discussions and presentations, through mass communication avenues available to students, faculty, and staff, in residence halls and campus housing through active communication and various mediums (e.g., flyers), as part of security emails related to events on campus, in all departmental offices, and as a part of our ongoing prevention and education efforts.
- **Provide funding to enhance marketing and incentives for completion of the Campus Climate Survey.** The most recent CCS was completed by 15.6% of students. A higher response rate will provide more representative and comprehensive data to inform our education and prevention efforts.

Safety on Campus

- **76% of assaults occurred on campus.**
 - Fraternity houses continue to be identified as places of increased risk for incidents of interpersonal violence. We recommend that each house conduct a risk assessment to identify potential geographical and interpersonal risks that could be addressed.
 - We recommend that Student Association meet with the Office of Violence Prevention and the Title IX Coordinator to explore the possibility of systematizing Bystander Intervention Training for officers of student groups who will be hosting university sanctioned parties.
 - The campus climate survey could be modified to better identify the characteristics of settings associated with interpersonal violence to assist the University in addressing the climate, policies, and processes within these settings.
 - **Inadequate lighting on campus, making students feel unsafe walking, has been noted repeatedly over the past several years.**
- **Increase Campus Security involvement in some programming efforts.**
 - Campus security has numerous avenues in which they are involved in protecting the health and safety of our students. However, this does not appear to be a perception universally shared by students. Increased presence at certain OVP programming; identification of challenges, barriers, and opportunities to change this perception should be identified.

Community

- **48% of students enter TU report at least one Adverse Childhood Experience.** These numbers indicate that as TU moves to becoming a national leader in prevention education, the surrounding middle schools and high schools could be targets for prevention programming to help foster health and success in potential community members as well. This could be through a number of different groups, i.e.; TU student leadership initiatives, presidential scholars, and service learning through True Blue Neighbors.
- Another conclusion to be drawn from this data is that our students, upon arrival need inclusive, wrap around services and possibly more structured first year experience in order to ensure student success.