

| 2019-2020

**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

## **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 in October 2019 and April 2020. 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 796 survey responses between the fall and the spring surveys. The final sample included 604 student responses (13.8% of the total student population). We did not include fall responses for students who also responded in the spring; we also excluded data from participants who responded to less than 25% of the survey 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 fall 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<sup>a</sup>**

Characteristics	Subgroup	Current Sample N (%)	Total Student Body N (%)	Response Rate
<b>Student Body</b>	Total Student Count	604	4380	13.8
Gender Identity	Women	386 (63.9)	2019 (46.1)	19.1
	Men	189 (33.3)	2360 (53.9)	8.0
	Gender Queer/Gender Minority	6 (1.0)	N/A <sup>c</sup> (-)	N/A
	Other	3 (0.5)	1 <sup>b</sup> (0.0)	N/A
	No Response	20 (3.3)		
Ethnicity	Hispanic or Latinx	96 (16.0)	319 (7.3)	30.1
Racial Identity <sup>a</sup>	Caucasian or White	505 (83.6)	2347 (53.6)	21.5
	African American or Black	28 (4.6)	266 (6.1)	10.5
	Asian	73 (12.1)	217 (5.0)	33.6
	Native American or Alaska Native	60 (9.9)	170 (3.9)	35.3
	Native Hawaiian or Other Pacific Islander	2 (0.3)	4 (0.1)	50.0
	Two or More Races	68 (11.3)	311 (7.1)	20.3
	Unspecified Race and Ethnicity	-	138 (3.2)	N/A
Position Status	First Year	183 (30.4)	922 (21.1)	19.8
	Sophomore	132 (21.9)	766 (17.5)	17.2
	Junior	101 (16.8)	698 (15.9)	14.5
	Senior	97 (16.1)	847 (19.3)	11.5
	5 <sup>th</sup> Year Senior or Greater	0 (N/A)	131 (3.0)	0.0
	Graduate Students	61 (10.1)	730 (16.7)	8.4
	Law Student	28 (4.6)	377 (8.6)	7.4
	No Response	2 (0.3)		
International	International Students	37 (6.1)	608 (13.9)	6.1
Greek Life	Total	144 (23.8)	716 (16.3)	20.1
	Women	94 (15.6)	335 (7.6)	28.1
	Men	45 (7.5)	381 (8.7)	11.8
	Gender Queer/Gender Minority	0 (-)	N/A <sup>c</sup> (-)	N/A
	Other	5 (0.8)	N/A <sup>c</sup> (-)	N/A
Student Athletes	Total	50 (8.3)	369 (8.4)	13.6
	Women	35 (5.8)	166 (3.8)	21.1
	Men	13 (2.2)	203 (4.6)	6.4
	Gender Queer/Gender Minority	0 (-)	N/A <sup>c</sup> (-)	N/A
	Other	2 (0.3)	N/A <sup>c</sup> (-)	N/A

<sup>a</sup> Percentages do not equal 100 because participants were asked to check all that apply.

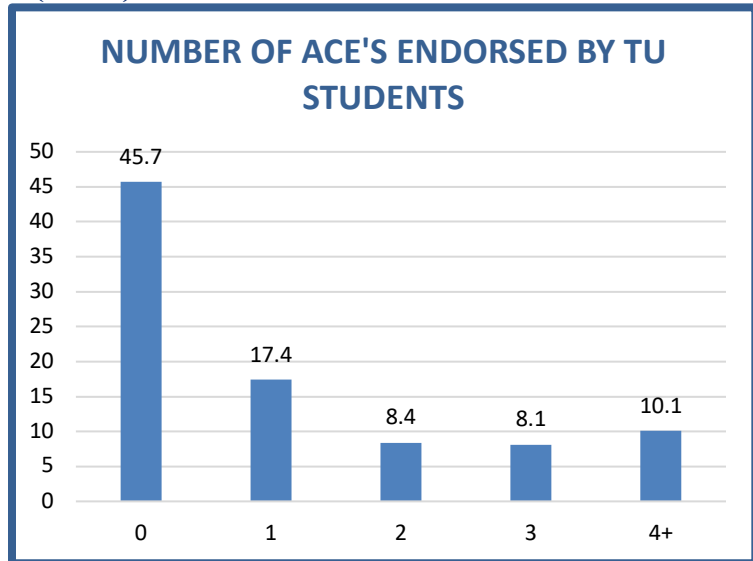
<sup>b</sup> Gender not reported

<sup>c</sup> 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. **Of those who responded, 44.0% 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 13.8% 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.

**6.6% 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.

Suspected Sexual Assault was also assessed. Information on suspected sexual assault is included in Table 2.1 and Table 2.2, but is not included in any other analyses of sexual violence.

- **Suspected Sexual Assault:** An event that an individual thinks, but is uncertain, happened

**Table 2.1 2019-2020 Sexual Violence While at TU**

Gender	N	Forced Sexual Assault (FSA)		Drug Facilitated Sexual Assault (DFSA)		Attempted Sexual Assault (ASA)		Suspected Sexual Assault	
		#	%	#	%	#	%	#	%
Women	386	31	8.3	43	11.4	16	4.1	20	5.2
Men	189	3	1.6	4	2.1	4	2.1	1	0.5
Gender Queer/Gender Minority	6	0	0.0	0	0.0	1	16.7	0	0.0
Other	3	0	0.0	1	0.0	0	0.0	0	0.0
No Response	20	1	5.0	2	10.0	1	5.0	0	0.0
Total	604	35	5.8	50	5.8	22	3.6	21	3.5

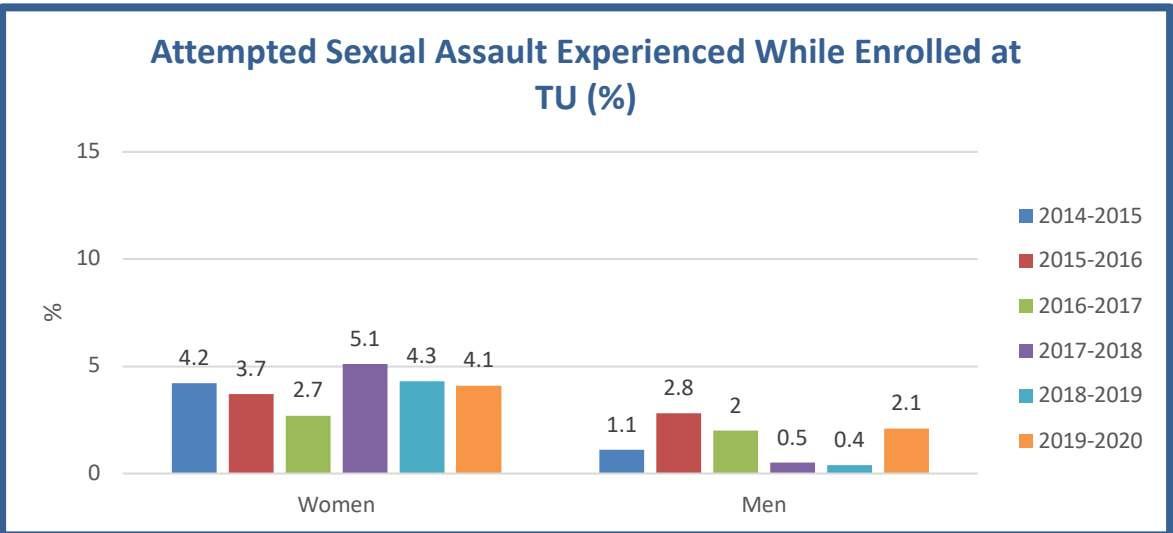
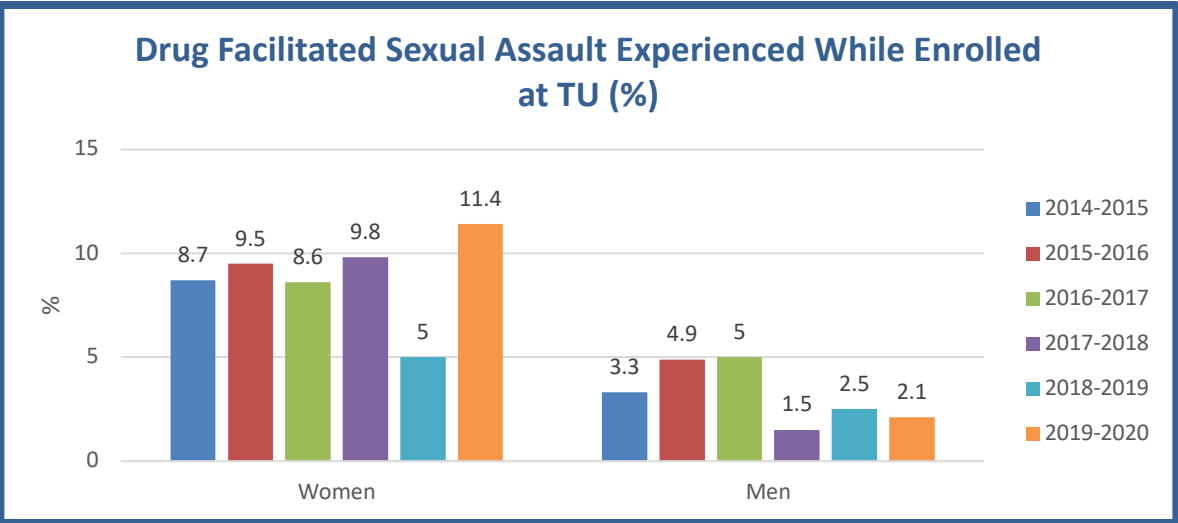
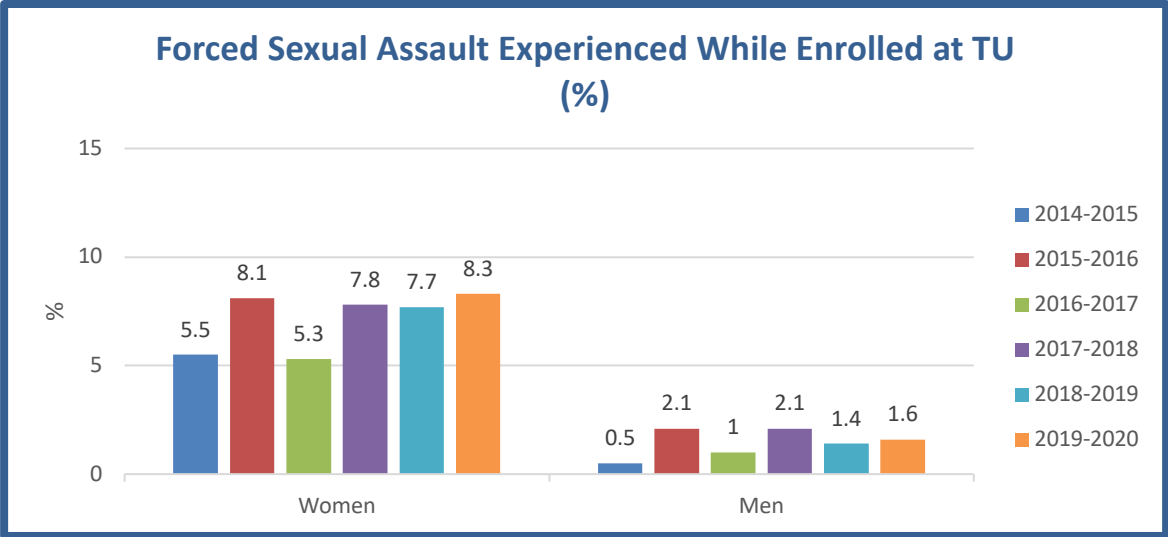
**Table 2.2 2019-2020 Sexual Violence While at TU in the Past 12 Months**

Gender	N	Forced Sexual Assault (FSA)		Drug Facilitated Sexual Assault (DFSA)		Attempted Sexual Assault (ASA)		Suspected Sexual Assault	
		#	%	#	%	#	%	#	%
Women	386	11	2.8	17	4.4	0	0.0	0	0.0
Men	189	2	1.1	3	1.6	0	0.0	0	0.0
Gender Queer/Gender Minority	6	0	0.0	0	0.0	0	0.0	0	0.0
Other	3	0	0.0	0	0.0	0	0.0	0	0.0
No Response	20	0	0.0	1	5.0	0	0.0	0	0.0
Total	604	13	2.2	21	3.4	0	0.0	0	0.0

**Overall, 4.5% of students reported the experience of forced, drug facilitated, and/or attempted sexual assault in the past 12 months, and 12.1% of students while a student at TU.**

**Table 2.3 2019-2020 Sexual Violence Categories Combined**

<b>Gender</b>	<i>N</i>	<b>Any Sexual Assault Experience While at TU (FSA, DFSA, ASA)</b>		<b>Any Sexual Assault Experience in the Past 12 Months</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Women	386	63	16.3	23	6.0
Men	189	7	3.7	3	1.6
Gender Queer/Gender Minority	6	1	16.7	0	0.0
Other	3	0	0.0	0	0.0
No Response	20	2	10.0	1	5.0
<b>Total</b>	<b>604</b>	<b>73</b>	<b>12.1</b>	<b>27</b>	<b>4.5</b>



## Context of Sexual Assault– Filtered by having experienced FSA, DFSA, or ASA

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. For Race, percentages do not equal 100 because participants were asked to check all that apply.

**Table 3.1 2019-2020 Survivor Characteristics** (N refers to how many people answered each item)

	<i>n</i>	%
<b>Gender (N = 71)</b>		
Female	63	88.7
Male	7	9.9
Gender Queer/Gender Minority	1	1.4
<b>Ethnicity (N=72)</b>		
Not Hispanic or Latino	63	87.5
Hispanic or Latino	9	12.5
<b>Race (N=73)</b>		
White/ Caucasian	66	90.4
Asian	2	2.7
American Indian or Alaska Native	5	6.8
Black or African American	3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0
<b>Current Status (N=72)</b>		
Freshman	9	12.5
Sophomore	17	23.6
Junior	17	23.6
Senior	23	31.9
5 <sup>th</sup> Year Senior	0	0.0
Graduate Student	5	6.9
Law Student	1	1.4
<b>Transfer Student (N=73)</b>		
Yes	4	5.5
<b>International Student (N=72)</b>		
Yes	4	5.6
<b>Member of NCAA Athletic Team (N=73)</b>		
Yes	8	11.0
<b>Member of Sorority or Fraternity (N=73)</b>		
Yes	30	41.1



**Table 3.2 2019-2020 Survivor Characteristics**

	<i>n</i>	%
<b>Religious Affiliation (N=73)</b>		
Catholic	12	16.4
Other Christian	18	24.7
Protestant	9	12.3
Jewish	1	1.4
Agnostic	7	9.6
Religious Unaffiliated	9	12.3
Secular Unaffiliated	2	2.7
Muslim	1	1.4
Atheist	12	16.4
Other	2	2.7
<b>Sexual Orientation (N=73)</b>		
Heterosexual	42	57.5
Bisexual	14	19.2
Other	4	5.5
Questioning	4	5.5
Gay	4	5.5
Lesbian	3	4.1
Asexual	2	2.7

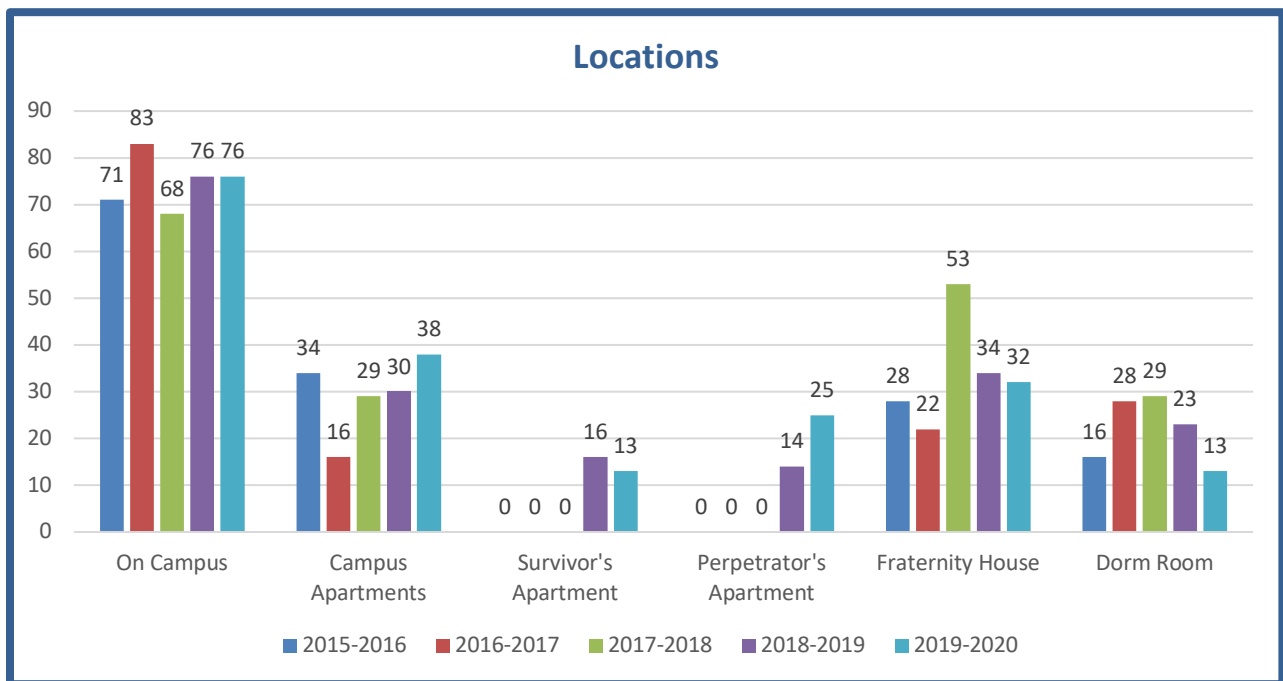
**Table 4. 2019-2020 Perpetrator Characteristics**

	<i>n</i>	%
<b>Who did the unwanted behavior involve (N=72)</b>		
Acquaintance	18	25.0
Non Romantic Friend	19	26.4
Stranger	14	19.4
Ex Romantic Partner	6	8.3
Causal or First Date	6	8.3
Current Romantic Partner	5	6.9
Other	2	2.8
Family Member	1	1.4
Coworker	1	1.4
<b>Was this person a student at TU (N=73)</b>		
Yes	57	78.1
No	15	20.5
I do not know	1	1.4
<b>Was this person (N=50)</b>		
A Greek Student	43	86.0
A Student Athlete	5	10.0
A member of another TU Group	2	4.0
<b>What was the gender of this individual (N=71)</b>		
Man	66	93.0

### Location of Sexual Assault

75.3% of sexual assaults reported occurred on campus

- 32.1%: Fraternity houses
- 24.5%: Perpetrator’s apartment
- 13.2%: Survivor’s apartments
- 13.2%: Dorm room



*Before the 2017-2018 school year specific locations were all write in responses. The 2018 and 2019 Campus Apartments bars represents the combined values of the Survivor’s and Perpetrators apartments – 2018 was the first year that apartment question was asked separately.*

### Alcohol Use

- 68.5% of students victimized reported using alcohol at the time
- 75.3% of students reported that the perpetrator was using alcohol at the time

### Drug Use

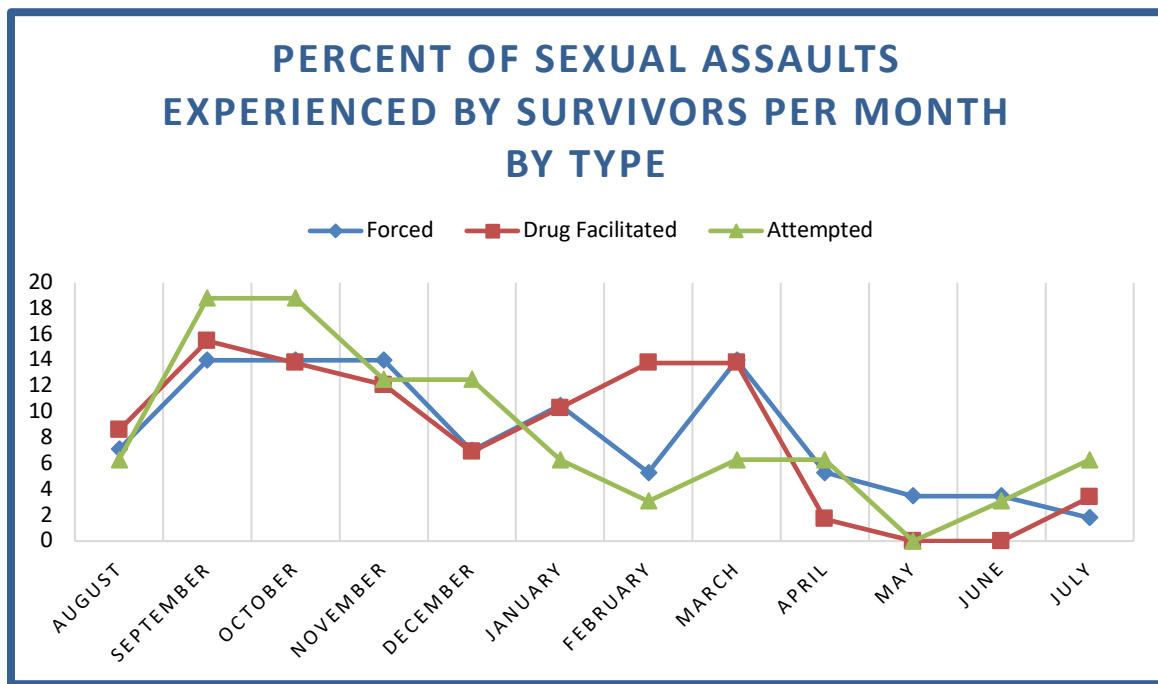
- 9.6% of students victimized reported using drugs at the time
- 12.3% of students reported that the perpetrator was using drugs at the time

**Table 5. 2019-2020 Timing of Sexual Assault, Percent Experienced by Survivors**

	% FSA	% DFSA	% ASA
<b>Freshman</b>	32.9	42.5	19.2
<b>Sophomore</b>	12.3	20.5	12.3
<b>Junior</b>	1.4	2.7	5.5
<b>Senior</b>	4.1	2.7	1.4
<b>5<sup>th</sup> Year Undergraduate</b>	1.4	2.7	1.4
<b>Graduate Or Law</b>	4.1	1.4	0.0

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

- 30.6% occurred during a hook up



## Disclosure

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

- 63.0% Close friend
- 32.9% Roommate
- 23.3% Parent or guardian
- 19.2% Romantic partner
- **16.4% No one**
- 11.0% Counselor or mental health professional at TU
- 8.2% TU survivor advocate [Emory Lazenby or Pauli Young]
- 6.8% TU Office of Violence Prevention [Kelsey Hancock]
- 6.8% Other family member
- 5.5% Campus security
- 5.5% TU Title IX Coordinator [Matt Warren]
- 5.5% Dean of Students [Mike Mills]
- 5.5% TU other staff member
- 4.1% Assistant Dean of Students [Larry Putman]
- 4.1% Other
- 2.7% TU faculty member
- 1.4% TU residence hall staff member
- 1.4% Tulsa Police Department

## Individuals who did not disclose the sexual assault listed the following reasons for not disclosing:

- 9.6% Did not have time to deal with it due to academics, work, etc.
- 9.6% Wanted to forget it happened
- 6.8% Did not want the person who did it to get in trouble
- 6.8% Did not want others to worry
- 4.1% Felt ashamed/embarrassed
- 5.5% Felt it was a private matter and wanted to deal with it on their own
- 4.1% Felt Concerned others would find out
- 4.1% Feared retribution
- 4.1% Feared they would not be believed
- 4.1% Thought they would be blamed for what happened
- 4.1% Felt that it was not serious enough to talk about
- 4.1% Feared she/he or another would be punished for infractions for violations
- 4.1% Thought nothing would be done
- 4.1% Has other things they needed to focus on and was concerned about
- 2.7% Did not think others would think it was important

- 2.7% Did not think others would understand
- 2.7% Feared others would harass them or react negatively
- 1.4% Thought people would try to tell them what to do
- 1.4% Did not feel the campus leadership would solve the problem

### **Filing a Report**

- 8 (11.3%) Students filed a report with the University of Tulsa
- 1 (1.5%) Students filed a report with the Tulsa Police Department

### **Factors for Not Reporting to School Officials**

- 42.5% Did not think the incident was serious enough to report
- 38.4% Did not want any action to be taken
- 27.4% 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
- 24.7% Did not need any assistance
- 21.9% Worried that either the person who did this to them or other people might find out
- 19.2% Were concerned that they would be treated poorly or that no action would be taken
- 16.4% Worried that the person who did this to them would try something to get back at the survivor
- 16.4% Were concerned that their situation would not be kept confidential
- 5.5% Did not know how to contact them

### **Factors for Not Reporting to the Tulsa Police Department**

- 46.6% Did not want any action to be taken
- 45.2% Thought that the incident was not serious enough to report
- 28.8% Did not need any assistance
- 17.8% Were worried that either the person who did this to them or other people might find out
- 16.4% 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
- 15.1% Were worried that the person who did this to them would try something to get back at the survivor
- 15.1% Were concerned that the Tulsa Police would not keep their situation confidential
- 13.7% Were concerned they would be treated poorly or that no action would be taken
- 4.1% Did not know how to contact the Tulsa Police

### **Survivors Utilization of Accommodations & Resources**

- 20.5% Counseling services at TU
- 12.3% Counseling services not at TU
- 9.6% Academic accommodations
- 5.5% No Contact Order at TU

- 4.1% Change in housing
- 2.7% Other medical services
- 1.4% Working accommodations
- No survivors reported using change in class section, transportation accommodations, protective orders, or obtaining a forensic exam

### **Survivors Negative Effects of Sexual Assault**

- 46.3% Experienced difficulty keeping up with classwork
- 46.3% Had problems with friends, roommates, or peers, such as getting into more arguments or fights, or not feeling that they could trust others
- 42.4% Began or increased their use of alcohol or drugs to cope with the incident
- 36.4% Had problems with family members such as getting into more arguments or fights, not feeling that they could trust them, or not feeling as close to them as before
- 37.3% Experienced lower grades
- 26.9% Considered transferring to another school
- 17.9% Dropped one or more classes
- 17.9% Considered dropping out of school
- 7.6% Had problems with their job or boss or coworkers

## Student Point of View

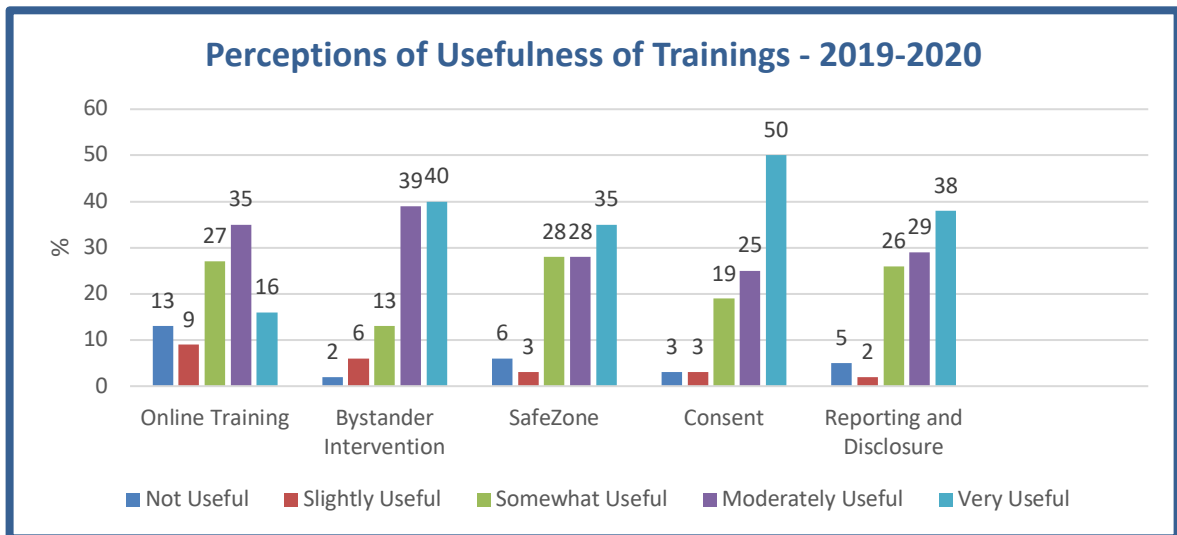
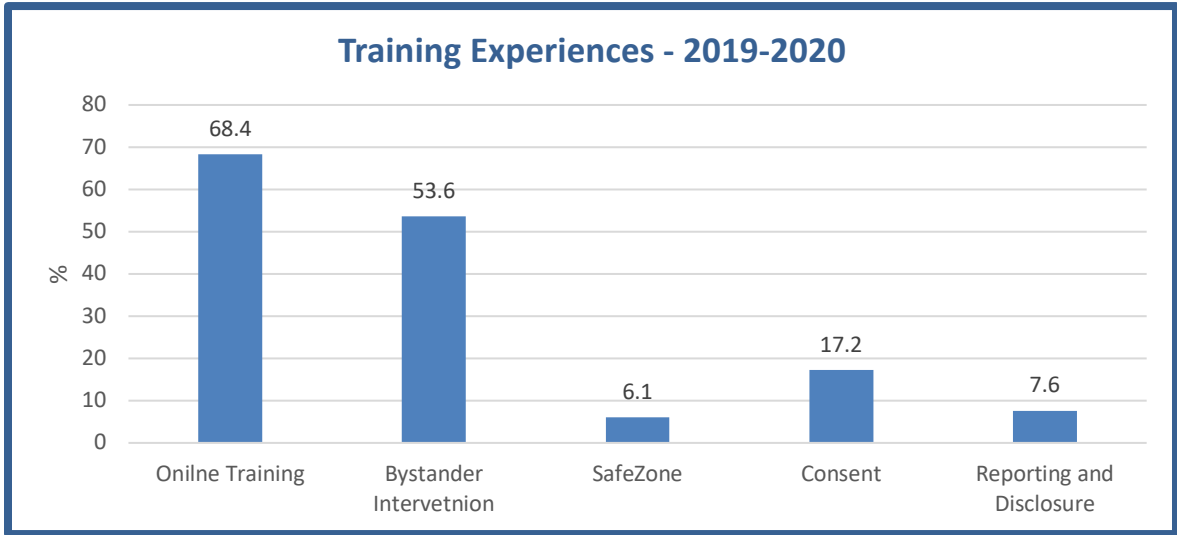
**Table 6. Student Point of View of the Interpersonal Violence Policy 2014-2020**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
I have read the Interpersonal Violence Policy	37	48	54	20	54.0	57.5
<b>Percentage of Individuals who believed at the “Strongly agree” to “Agree” level that:</b>						
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	86.1
I understand TU’s formal procedures to address complaints of interpersonal violence.	43	62	64	65	65.8	60.3
Has confidence that TU administers the formal procedures to address complaints of interpersonal violence fairly.	56	73	75	76	74.2	71.3

**Table 7. Student Perception of University Policy, Leadership and Reporting Procedures 2014-2020**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Take the report seriously.	80	86	86	89	91.2	91.1
Keep knowledge of the report limited to those who need to know.	84	85	90	89	90.7	91.1
Take steps to protect the safety of the person making the report.	75	84	81	86	89.3	89.4
Support the person making the report.	71	82	79	85	87.4	84.9
Take corrective action to address factors that may have led to the interpersonal violence.	70	79	74	77	83.7	77.5
Take corrective action against the offender.	63	76	73	77	80.7	77.3
Take steps to protect the person making the report from retaliation.	68	80	75	81	82.0	81.4

# Interpersonal Violence Training Experiences





## **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, the outer boundaries of campus, crosswalks at Oxley, near Lorton Village, Maybee Gym, Mayo Village)
- Concern that campus security does not respond fast enough, or will not respond fast enough in response to blue emergency phones on campus
- Concern for safety around frat row at night
- 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
- Larceny and theft on campus, vehicle break-ins
- Difficulty attaining/utilizing accommodations following sexual assault

### **Culture**

- Lack of sanctions against fraternities who continuously have problems
- Lack of concern for sexual assault survivors; belief that University response to sexual assault is to protect TU's reputation
- Lack of concern for students' experience
- Culture of underage drinking and drug use does not seem to be addressed

### **Programmatic and Prevention Efforts**

- Provide campus violence statistics from other Universities for comparison
- Enhance marketing for interpersonal violence prevention trainings.
- More information and trainings on reporting procedures
- More lighting and fences around campus
- Additional parking on or near campus
- Guest lectures from scholars and professors studying violence and violence prevention
- Present campus violence statistics in chalk on campus sidewalks to increase awareness

## Progress on Previous Recommendations

A number of important changes related to the work of the Office of Violence Prevention occurred in AY 2019-2020.

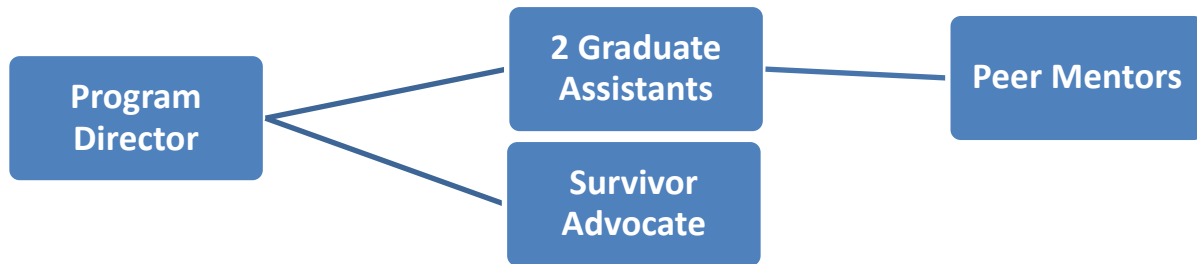
### **Funding: Personnel and Resources**

The Office of Violence Prevention applied for and was granted a three-year extension of the Office on Violence Against Women grant. The current grant is funded through September 30<sup>th</sup>, 2022. In 2019, TU assumed funding of the Program Coordinator salary, freeing up grant funds for two graduate assistants and training opportunities. The current grant also provides funding for travel to required trainings and a half-time Survivor Advocate.

In summer of 2020, the Program Coordinator's title was changed to Violence Prevention Program Director.

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. This grant was not funded.

### **Current Personnel**



### **Programming**

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 incorporated one session of violence prevention and education programming was initiated in ENS. A total of 44 Bringing in the Bystander programs were administered through the First Year Experience course in AY2019-2020.

Beginning in 2019, SA required its paid student leaders to attend a bystander intervention training each academic year.

26 additional/related programs offered: including Safe Zone training, Title IX, reporting and disclosure, consent workshops, resource talks.

Additional events: Vagina Monologues 2020, guest speaker Zerlina Maxwell, activity and health fairs, orientation events, the Clothesline Project.

A number of programs were planned for spring 2020, but were cancelled due to Covid-19.

The online training that students used to receive in October is now made available to students the week prior to orientation to be taken as students arrive on campus.

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

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.

### **Programming**

Interpersonal violence remains a significant problem at The University of Tulsa, with 12.1% of survey participants indicating an experience of forced, drug facilitated, or attempted sexual violence and 6.6% 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:

- The mandatory one session of programming through the First Year Experience course will be rolled out to all colleges in AY 2020-2021. Peer mentors to be trained to present these under the guidance of the GAs. \*This year this programming will be provided online due to COVID-19.
- The grant will 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 a majority 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.
- **41% 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 continue to recommend mandatory training in the first year for all Greek Life students to include alcohol, consent, and healthy relationships.
- **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]. First Year Experience courses [beginning fall 2020] incorporate a session of violence prevention and education programming. We are still not providing the spectrum of programming that will help to change the culture at TU in a systematic way. As noted in 2017-2018 recommendations, in addition to consent training during orientation, the online training, and prevention education instituting several different types of programs focused on bystander intervention, additional programming about the spectrum of interpersonal violence, 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 Prevention needs 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. This funding is not allowed through the grant, so must be provided by another entity.
  - 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.

## University Response

Survey data reflects an overall 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 Director, 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

- **75% 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 an annual risk

assessment to identify potential geographical and interpersonal risks that could be addressed.

- 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

- **44% 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.