



| 2014-2015

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

Introduction

Sexual violence continues to occur at colleges and universities nationwide at alarming rates. In 2007, the U.S. Department of Justice commissioned a web-based survey at a Midwestern and a Southern university for a sample of 5,446 undergraduate women and 1,375 men aged 18 to 25. Researchers found that 28.5% reported having experienced an attempted or completed sexual assault either before or since entering college. Nineteen percent of the women reported experiencing completed or attempted sexual assault since entering college. Of the 13.7% who experienced completed sexual assault in college, they found that 4.7% were physically forced and 11.1% of women were incapacitated by drugs or alcohol (types are not mutually exclusive).

The University of Tulsa's mission reflects, among other core values, a dedication to fostering a caring university community, integrity of character, a commitment to humanity, and welcomes the responsibility of citizenship, service, and leadership in a changing world. In an initiative to nurture this mission, TITAN and the Advocacy Alliance conducted a system wide "Campus Climate" Survey. **The purpose of the study was to investigate the prevalence rates, attitudes regarding interpersonal violence, knowledge of and access to resources, alcohol and drug consumption, mental health symptoms, and perception of preventative and response efforts by the University.** The data from this survey will inform programming to address and prevent such violence and enhance the safety and wellbeing of students.

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. 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. Students were recruited twice during the academic year starting in Fall of 2014. The protocol was approved by the University of Tulsa's Institutional Review Board.

Description of the Sample

University community members completed 638 surveys. Due to missing data the final sample included 479 students (a 10.4% response rate). Table 1 provides a summary of selected demographic characteristics of the survey respondents.

Table 1. TU Sample Demographics

Characteristics	Subgroup	<i>n</i>	% of sample
Gender Identity	Women	289	60.3
	Men	183	38.2
	Gender Queer/ Nonconforming	5	1.0
	Other	1	0.2
	Missing	1	0.2
Racial Identity ^a	Caucasian or White	370	77.2
	African American or Black	27	5.6
	Asian	65	13.6
	Latino/a	21	4.4
	Native American or Alaska Native	42	8.8
	Native Hawaiian or Other Pacific Islander	3	0.6
	Missing	8	1.6
	International Students	65	13.6
Position Status	Freshman	104	21.7
	Sophomore	104	21.7
	Junior	73	15.2
	Senior	97	20.3
	Graduate Students	98	20.3
	Missing	3	0.7
	International Students	65	13.6

^aPercentages do not equal 100 because participants were asked to check all that apply.

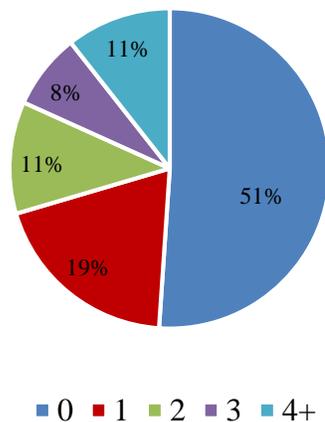
Key Findings

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.

Consequences include but are not limited to the increased risk for sexual victimization and intimate partner violence and poor physical and mental health. **49% of students indicated at least one ACE.**

Number of ACE's Endorsed by TU Students



Rates of Sexual Violence

Students were surveyed about several types of interpersonal violence both at TU and before coming to TU. **Findings reveal that rates of sexual victimization of TU students during their time in college is similar to national rates.**

Forced Sexual Assault

–While Enrolled at TU

- 5.5% of female respondents and 0.5% of male respondents reported being forcibly sexually assaulted during their tenure at the University of Tulsa

–Lifetime

- 15.2% of female respondents and 3.3% of male respondents reported being forcibly sexually assaulted during their lifetime

Drug Facilitated Sexual Assault

–While Enrolled at TU

- 8.7% of female respondents and 3.3% of male respondents reported experiencing drug facilitated sexual assault during their tenure at the University of Tulsa

–Lifetime

- 10.8% of female respondents and 4.9% of male respondents reported experiencing drug facilitated sexual assault during their lifetime

Table 2. Sexual Violence While Enrolled at the University of Tulsa

Gender	<i>n</i>	Forced Sexual Assault		Drug Facilitated Sexual Assault		Attempted Sexual Assault	
		#	%	#	%	#	%
Women	294	16	5.5	25	8.7	12	4.2
Men	185	1	0.5	6	3.3	2	1.1
Total	479	17	5.9	31	12	14	5.3

It is important to note that these estimates are based on the 10% survey response rate, and often survivors are reluctant to endorse victimization even on anonymous surveys. Therefore **the provided estimates are likely an underestimation of the actual rates** at the University of Tulsa

Context of Sexual Assault

In order to aid in the prevention of 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 were assaulted during their time at the University of Tulsa.

Perpetrator Characteristics

- 87.3% of perpetrators were male
- 64.9% of perpetrators were TU students

Drug and Alcohol Use

- 64% of students victimized reported using alcohol or drugs at the time of the assault
- 59% of students reported that the perpetrator was using alcohol or drugs at the time of the assault

Location

- 51% of sexual assaults occurred on campus;
 - Of students who disclosed the specific location there was an even distribution among fraternity houses, campus apartments, and dorm rooms

Disclosure/Reports

Students were asked to indicate if they had told anyone about their sexual assault, and if so – to whom they disclosed. Understanding disclosure post-assault is significant for a number of reasons including reactions and action(s) taken by those to whom the individual discloses, which has implications for survivor's mental and physical health. Those students who did not tell anyone were asked to indicate the reason why they chose not to disclose. It is vital for the university to ascertain the reasons why students do not disclose in order to increase disclosures and access to care in the event of assault or attempted assault.

Of the students reporting having been sexually assaulted:

- 46% disclosed to a close friend or roommate
- **30% told no one that they had been assaulted**
- 14% told a family member
- 10% told a counselor or mental health professional
- Only one student who participated in the survey disclosed to a campus sexual assault advocate

Of the students who told no one, reasons for non-disclosure include (students were asked to check all that apply):

- 52% felt as though it was a private matter, and would prefer to deal with it alone
- 35% felt as though they might be blamed for what happened
- 29% thought that others would not understand
- 18% were concerned that others would find out
- 17% were ashamed or embarrassed
- One student thought that the school would not do anything

Utilization of Formal Procedures

- Only 2 students identified using formal university procedures to report the incident

Rates of Physical Violence by a Partner

Physical Assault

- **(Past Year at TU)**

- 17.3% of female respondents and 23.0% of male respondents reported experiencing a least one incidence of physical assault by a partner during the past year while enrolled at the University of Tulsa

Student Point of View

Students were asked about their perceptions of leadership, policies, and reporting violence at the University of Tulsa.

Sexual Violence Policy

- Approximately half (52%) had not read the sexual violence policy;
- One-quarter (25%) did not know there was a sexual violence policy
- Of those who had read the sexual violence policy,
 - 65.4% indicated that the sexual violence policy was easy to locate;
 - 85.6% found it easy to understand.
- 72% of respondents believed that if they or a friend were sexually assaulted, they would know where to go to get help.
- 43.4% of students reported understanding the University's formal procedures to address complaints of violence.

Student Point of View- Training

- 36.6 % reported receiving training in policies and procedures regarding incidents of sexual assault.
- 32.5% reported having received training in sexual assault prevention.
- All but two respondents who completed training found the training to be “somewhat” to “very” useful.

University Response

- Overall, the majority of students responded that it would be “moderately likely” or “very likely” that the university would:
 - take a report of sexual assault seriously,
 - take steps to protect the person making the report,
 - support the person making the report,
 - take corrective action against the offender,
 - take corrective action to address factors that may have led to the sexual assault.
- 14% of students believe that officials are “not at all likely” to take corrective action against an offender; and nearly 10% of student believe that officials would not take corrective action to address factors that may have led to the sexual assault.

Table 3. Students Perception of University Policy, Leadership and Reporting Procedures

How likely is it the University would:	Very Likely	Moderately Likely	Slightly Likely	Not at all Likely
Take the report seriously.	50.60%	29%	16.70%	3.70%
Take steps to protect the safety of the person making the report.	48.10%	27%	17.60%	7.20%
Support the person making the report.	39.20%	31.70%	21.60%	7.50%
Take corrective action against the offender.	39.60%	24.70%	22.20%	13.60%
Take corrective action to address factors that may have led to the sexual assault.	38.20%	31.30%	21%	9.40%
Students would label the person making the report a troublemaker.	11.50%	17.90%	35.80%	34.80%
Students would support the person making the report.	36.30%	44.40%	16.10%	3.20%
The alleged offender(s) or their associates would retaliate against the person making the report.	17%	29.50%	44.60%	9%
The educational achievement/career of the person making the report would suffer.	18.70%	24.20%	32.60%	24.50%

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
- The absence of campus security, not enough patrolling (too many stationary officers); poor perimeter supervision; absence from campus parties; focus seems to be on ticketing and parking violations over student 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

Culture

- Greek life promotes a culture of female subordination and encourages excessive alcohol and drug use.
- Propensity for administration to treat cases of sexual assault as something to either ignore or make go away; burden on students to not get raped.

Programmatic and Prevention Efforts

- Lack of sexual violence prevention efforts

Next Steps for Developing Actions and Initiatives Based on Survey Findings

- Ensure that all students are familiar with where and how to report incidents of interpersonal violence.
- Ensure students know where to find the policy and that it is easy for them to understand.
- Clarify adjudication policies for all students.
- Build student confidence in how administrators handle procedures for interpersonal violence cases so that students feel safe making reports and feel that their report will be handled fairly
- Identify the characteristics of settings in which violence occurs, and address the climate, policy and processes within these settings.
- Create a safe space on campus separate from university administration in which students can feel comfortable making a report.
- Provide a structural entity that makes the statement to students that violence is not tolerated at the University of Tulsa.
- Implement evidence based sexual violence prevention training programs (e.g. Bringing in the Bystander) and support the continual evaluation of these efforts.

Training

Our primary hindrance from achieving best practices with regards to sexual violence prevention on TU's campus is the need to have information centralized and managed on a full time basis through positions dedicated to these efforts. We recommend that a full time, paid staff member fluent in developing programs and trained to utilize and access the body of research guiding these best practices is the most ideal answer to these issues. Furthermore, with the need for program evaluation, training, and program administration, we believe that graduate assistants supporting the full time staff member are needed.

Specific needs to comply with evidence based practice:

- Facility/Office dedicated as a central location for information and resources, GA offices, training facility, and 24 hour hotline;
- Personnel
 - Full-time Title IX Coordinator solely dedicated to help with a comprehensive plan for the university going forward.
 - Full-time Sexual Assault Response [or Support] Coordinator to coordinate efforts at the individual, peer, organization, and community levels; coordinate on-campus counseling and referral services; provide supervision and training of the Graduate Assistants and undergraduate peer trainers and advocates, and administer the website to provide information and resources
 - Graduate assistants to develop and administer programs [prevention, peer educator training]; provide on-campus counseling and referral services; evaluate program efforts at all levels; coordinate peer advocate training and services

- Volunteer personnel:
 - Peer Educators- Student peer educator program to train students about issues surrounding interpersonal violence. These students would act as peer advocates at The University of Tulsa to prevent violence and provide resources to students, and staff the 24-hour hotline