

Sexual Misconduct Survey Report

Introduction

In 2011, the United States Department of Education issued a Dear Colleague Letter clarifying that sexual violence is a violation of Title IX, which prohibits discrimination on the basis of sex in education. Since then, sexual assault on campus has become the focus of media attention and legislation across the country. One best practice recommended by the White House Task Force to Protect Students from Sexual Assault (www.notalone.gov) is to conduct a climate survey to examine student perceptions of and experiences with sexual misconduct and sexual assault on campus.

Prior research does suggest that sexual assault on college campuses is widespread; approximately one in five college women are sexually assaulted during their college career (Fisher, Cullen, & Turner, 2000; Koss, Gidycz, & Wisniewski, 1987; Krebs, Lindquist, Warner, Fisher, & Martin, 2007). While students rarely report their victimization to the police or to university authorities, they do tell their peers and in some cases their professors (e.g., Branch, Hayes-Smith, & Richards, 2011; Fisher, Daigle, Cullen, & Turner, 2003; Orchowski & Gidycz 2012; Ullman, 2010).

During the spring of 2015 the University of Delaware sexual misconduct survey was developed by the UD Faculty Senate Commission on Sexual Harassment and Assault in collaboration with the Office of Equity and Inclusion in support of President Harker's initiative to address the national movement to make campuses safer. John Sawyer, Associate Provost in The Office of Institutional Research and Effectiveness facilitated the development, dissemination and analysis of the survey with the technical assistance of Dick Sacher, (retired, UD Research Data Management Service) and Shawna Vican, (Senior Analyst, IRE). The Data Collection Subcommittee of the Faculty Senate Commission (Ruth Fleury-Steiner, Helga Huntly, Robin Andreasen, and Ben Page-Gil) selected content, designed, and conducted the survey. The goals of the survey were to examine the extent of sexual misconduct, particularly sexual assault, and to explore student perceptions of resources and climate around these issues at the University of Delaware. The results of this survey will be used to inform university decision making about the policies, procedures, and communication efforts around sexual misconduct prevention and education.

Methodology

Questions for the study were adapted from numerous sources, including previously published research and climate surveys conducted at other universities. A full copy of the survey questions is available upon request from the Office of Institutional Research and Effectiveness. The survey was administered via Qualtrics during the period April 16 – May 20. An email link was sent to the entire undergraduate population (18,222 students), with three subsequent email reminders. 4,088 students started the survey, with 2,592 completing all sections of the survey (14.2% response rate).

While the survey was sent to the entire undergraduate population, there was likely selection bias in who chose to complete the survey. Given the relatively low response rate and concerns with selection bias, we do not interpret survey results as providing a valid measure of rates of sexual misconduct across the entire undergraduate population. For instance, victims of sexual misconduct may have been more likely to complete the survey than those who had never been victimized. However, survey respondents generally reflected the demographic makeup of the undergraduate population, with some exceptions (see Table 1). Respondents were more likely to be women (72.1%) than the overall undergraduate population (57.8%). International students were also underrepresented among respondents (2.5%) as compared to the undergraduate population (4.3%).

Table 1: Survey Respondents and UD Undergrad Population

	Survey Respondents	Undergrads, Newark Fall 2014
Gender*		
Female	72.1%	57.8%
Male	26.2%	42.2%
Race/Ethnicity		
White	77.5%	76.1%
Asian	5.2%	7.4%
Hispanic	3.5%	2.5%
African American/Black	4.0%	5.2%
Native American	1.0%	0.1%
Multi-ethnic	6.2%	7.5%
Other	2.8%	1.2%
TOTAL	100%	100%
US Citizenship Status		
US Citizen or Perm Resident	97.1%	95.7%
International	2.5%	4.3%

*The survey also includes students who identify as transgender, gender non-conforming, or other (0.6%) and students who preferred not to disclose gender (1.1%)

In the early stages of analyzing survey responses, we compared the experiences and attitudes of a number of groups of students: men and women, US citizens and international students, athletes and non-athletes, members of fraternities or sororities and those unaffiliated with greek life. For clarity and brevity, we only report on those comparisons where significant differences emerged, largely between male and female students, and in some cases between US citizens and international students. However, for very small populations of students, such as those that identify as transgender or gender nonconforming (0.6%), we do not include a separate analysis due to privacy concerns.

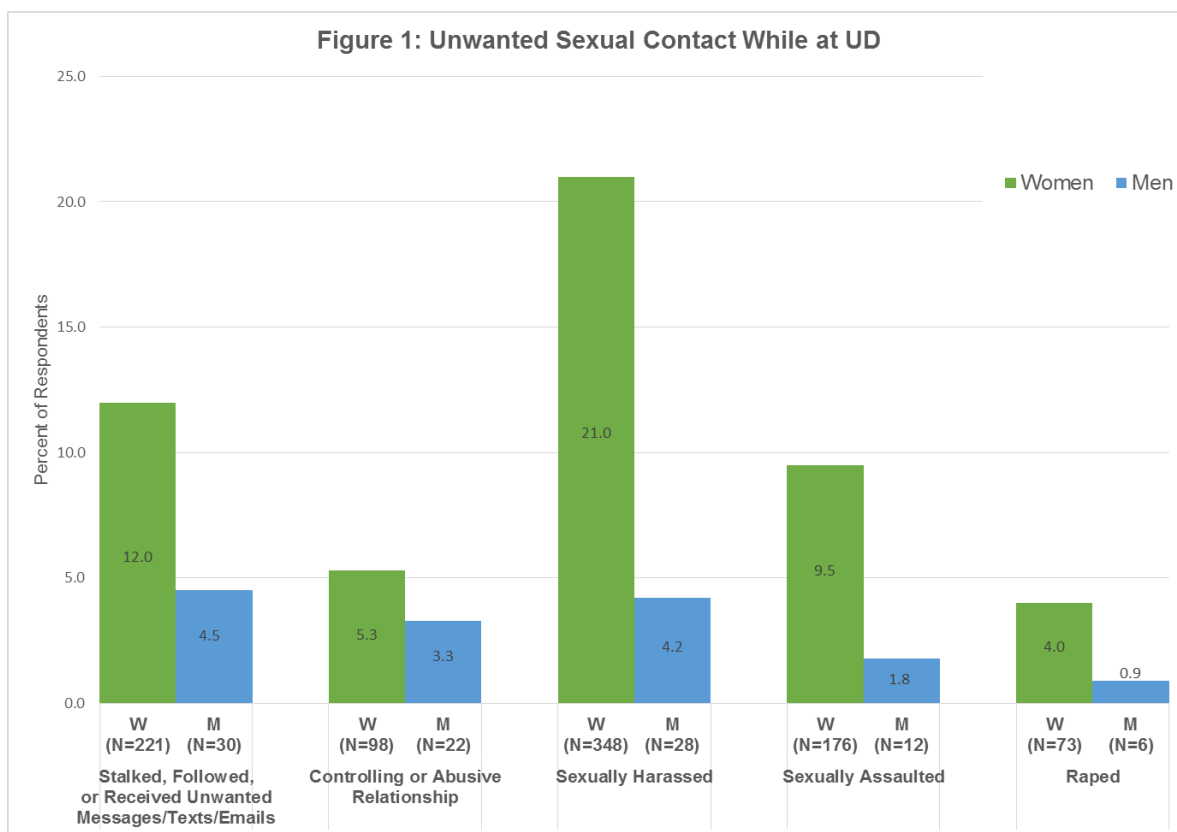
The majority of respondents (96.1%) indicated they spent the most time at the Newark campus. Given the small number of respondents who spent significant time at other campuses, and no pattern of differences between these groups of respondents, we do not run separate analyses for each campus.

This report is structured around four major content areas. Section I includes student experiences with unwanted sexual contact, sexual assault, and rape. Section II includes perceptions of the university response to incidents of sexual misconduct. Section III includes student knowledge and education about sexual misconduct. Section IV includes student perceptions about the campus climate as it relates to sexual misconduct.

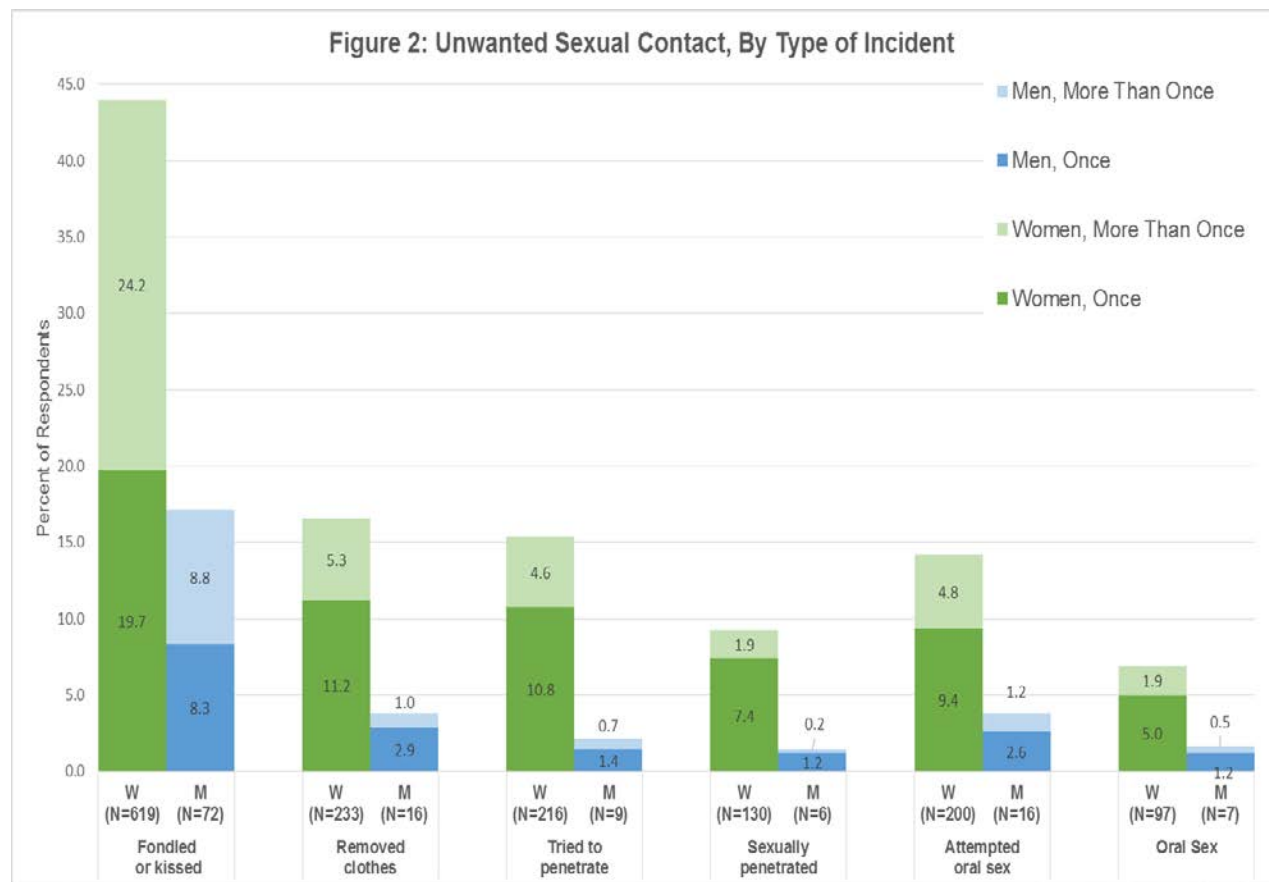
1. Experiences with Sexual Misconduct

1.1. Personal Experiences

The survey was designed to capture experiences of unwanted sexual contact in two distinct ways. In the first set of questions about personal experiences with sexual misconduct, students reported whether they had experienced one or more of five incidents while at UD: stalking, an abusive relationship, sexual harassment, sexual assault, and rape (see Figure 1). A second set of questions asked students whether they had experienced *specific acts* of unwanted sexual activity while attending UD: fondled or kissed, clothing removed, attempted penetration, sexual penetration, attempted oral sex, and oral sex (see Figure 2). This second set of questions was included in order to capture incidents of assault, attempted rape, and rape that might remain unreported in the previous set of questions due to victims not categorizing or labeling their experiences as “assault” or “rape.”



Based on responses to the first set of unwanted sexual contact questions, nearly a third of female respondents (30.6%) and a tenth of male respondents (9.5%) experienced one or more incident of unwanted sexual contact while at UD (see Figure 1). Among women the most common experience while attending UD is sexual harassment (21.0%; N=348), followed by stalking or unwanted messages/texts/emails (12.0%; N=221) and sexual assault (9.5%; N=176). A smaller number of women experience a controlling or abusive relationship (5.3%; N=98) or rape (4.0%; N=73) while attending UD. Men are less likely to experience all of categories of unwanted sexual contact, with stalking or unwanted messages/texts/emails (4.5%; N=30), sexual harassment (4.2%; N=28), and being in a controlling or abusive relationship (3.3%; N=22) reported as the most common types of incidents for men. A smaller number of men experience sexual assault (1.8%; N=12) and rape (0.9%; N=6).



The second set of survey questions about unwanted sexual contact asked students about specific acts that occurred “even though I didn’t want them to” (see Figure 2). When comparing these results to the previous “labeled” incidents, we find rates of specific acts of unwanted sexual contact higher than rates of “sexual assault” or “rape.” Nearly half of all female respondents report unwanted fondling or kissing (43.9%; N=619), while unwanted removal of clothing (16.5%; N=233), attempted penetration (15.3%; N=216), and attempted oral sex (14.3%; N=201) are also reported in rates greater than the self-reported rates of sexual assault (9.5%; N=176)

from earlier in the survey. Similarly, unwanted oral sex (6.9%; N=97) and unwanted penetration (9.2%; N=130) occurred more frequently than self-reported rates of rape (4.0%; N=73) from the earlier survey question. Overall, based on responses to this second set of questions, nearly half of female respondents (48.5%; N=683) and a fifth of male respondents (19.0%; N=80) experienced one or more incident of unwanted sexual contact. When considering only experiences that could be defined as attempted rape or rape (penetration or attempted penetration, oral sex or attempted oral sex), nearly a quarter of female respondents (23.5%) and 5 percent of male respondents reported one or more of these incidents at UD.

1.2. Context of Experiences

Survey respondents who self-reported experiencing acts of unwanted sexual contact while attending UD were then asked a series of follow-up questions about these incidents. Over half of these respondents (55.7%; N=437) had one experience of unwanted sexual contact, a quarter (26.8%; N=210) of respondents had two experiences, and the remaining respondents (17.6%; N=138) had three or more experiences.

Nearly three quarters of respondents (73.2%) who experienced unwanted sexual contact, sexual assault and rape reported that these incidents did not occur in their own home or room. Incidents occurred in a range of settings including off-campus student apartments or houses (51.0%), fraternity or sorority houses (30.3%), UD residence halls (26.3%), or elsewhere on UD's campus (11.3%). A smaller proportion of incidents occurred at another college or university (4.7%), a parent or relative's home (4.4%), or an unspecified off-campus location (10.8%).

A quarter of incidents (25.4%) of sexual misconduct occurred by force, while the majority of incidents occurred through other means (see Table 2). Respondents reported the people who did these behaviors did so by "catching me off guard, or ignoring non-verbal cues or looks" (71.9%), "taking advantage of me when I was too drunk, high, asleep or out of it" (54.6%), or "showing displeasure, criticizing my sexuality or attractiveness, or getting angry (25.8%). Additional means used include "telling lies, threatening to end the relationship, threatening to spread rumors, or verbally pressuring me (13.5%), "using another method" (8.2%), or "threatening to physically harm me or someone close to me" (3.1%). The large proportion of incidents that occurred not due to force, but through other means, suggests the need for greater education and outreach around issues of consent.

Table 2: Perpetrator Behaviors

Did the people who did one or more of these behaviors do them by...		
	Count	Percent
Catching you off guard, or ignoring non-verbal cues or looks	562	71.9%
Taking advantage of you when you were too drunk, high, asleep or out of it	427	54.6%
Showing displeasure, criticizing your sexuality or attractiveness, or getting angry	201	25.8%
Using force	198	25.4%
Telling lies, threatening to end the relationship, threatening to spread rumors, or verbally pressuring you	106	13.5%
Other method	29	8.2%
Threatening to physically harm you or someone close to you	24	3.1%

Over three quarters (77.8%) of respondents who were victimized reported that one or more of the perpetrators were UD students. After categorizing respondents by the most serious type of unwanted sexual incident they experienced while at UD, and limiting to cases where students experienced only one incident, there were notable differences in types of perpetrators (see Table 3)¹. In instances of sexual assault (excluding rape), the most common type of perpetrator was a stranger (37.1%), followed by an acquaintance (31.0%). In cases of rape or attempted rape, the most common type of perpetrator was an acquaintance (37.5%), followed by casual hookup (30.8%) and friend (27.8%). However, it is important to note that the UD affiliation of perpetrators is largely similar across both types of incidents, with about three quarters of perpetrators being reported as UD students in both cases of sexual assault (73.4%) and rape/attempted rape (77.7%).

Table 3: People Involved in Unwanted Sexual Incidents

Sexual Assault, One Incident Only (N=348)					
	Total	Percent	UD Student	Not UD Student	Don't Know
Stranger	129	37.1%	87	9	33
Acquaintance	108	31.0%	88	13	7
Friend	60	17.2%	44	15	1
Casual Hookup	71	20.4%	57	9	5
Ex-Romantic Partner	16	4.6%	9	7	0
Current Romantic Partner	8	2.3%	5	3	0
UD faculty or staff	1	0.3%	0	1	0
UD teaching assistant	0	0.0%	0	0	0
Employer, supervisor, or co-worker	3	0.9%	0	3	0
Other	10	2.9%	8	2	0
UD Affiliation of Perpetrator			73.4%	15.3%	11.3%
Rape or Attempted Rape, One Incident Only (N=299)					
	Count	Percent	UD Student	Not UD Student	Don't Know
Stranger	59	19.7%	37	5	17
Acquaintance	112	37.5%	93	13	6
Friend	83	27.8%	64	18	1
Casual Hookup	92	30.8%	80	10	2
Ex-Romantic Partner	21	7.0%	17	4	0
Current Romantic Partner	9	3.0%	4	5	0
UD faculty or staff	0	0.0%	0	0	0
UD teaching assistant	0	0.0%	0	0	0
Employer, supervisor, or co-worker	4	1.3%	1	3	0
Other	6	2.0%	4	2	0
UD Affiliation of Perpetrator			77.7%	15.5%	6.7%

¹ It is important to note that the survey did not ask students to report the type of perpetrator for each specific incident of sexual misconduct. Rather, students were asked a single question about who was involved in all incidents of unwanted sexual conduct and were prompted to “select all that apply” from a list.

1.3. Experiences of Others at UD

Respondents were also asked about whether someone they knew experienced incidents of unwanted sexual contact while at UD. Half of male respondents (50.0%) and nearly two thirds of female respondents (65.8%) reported someone they knew at UD had experienced an incident of sexual misconduct. Sexual harassment was the most common type of incident, with 40.1% of female respondents and 31.8% of male respondents reporting this had occurred to someone they knew at UD. Other relatively common incidents occurring to friends included stalking or unwanted messages/texts/emails (38.7% women; 34.4% men); controlling or abusive relationships (37.0% women; 27.2% men); and sexual assault (33.9% women; 23.6% men). One quarter of female respondents (25.5%) and nearly a fifth of male respondents (17.8%) reported someone they knew had been raped while at UD. It is important to note that these figures do not capture overall rates of victimization at UD, as survey responses may capture the same incident and victim multiple times (i.e. multiple respondents report the assault of the same friend). Additionally, as with the earlier survey questions capturing an individual's experience with sexual misconduct, students whose friends have experienced sexual misconduct may be more likely to respond to the survey.

1.4. Barriers to Reporting

While the majority of respondents who experienced unwanted sexual activity told someone else (69.7%; N=539), a much smaller number (4.9%; N=38) formally reported the incident (see Table 4). Most victims shared with someone else within 24-hours (66.1%). Nearly all victims shared their experience with a friend, classmate, or peer (95.6%), while some also confided in a romantic partner (20.6%) or family member (13.8%).

Table 4: Telling Others About Incidents of Sexual Misconduct

	Percent	Count
Have you told anyone about the incidents of unwanted sexual activity?		
Yes	69.7%	539
No	30.3%	234
Have you ever formally reported the incidents of unwanted sexual activity?		
Yes	4.9%	38
No	95.1%	734
With whom did you share information about the incident(s)?		
Friend, Classmate or Peer	95.6%	519
Romantic Partner	20.6%	112
Family Member	13.8%	75
Medical Professional	6.8%	37
Residence Life Staff	3.9%	21
Sexual Offense Services (S.O.S.)	2.9%	16
UD Faculty or Instructor	2.0%	11
Advisor, Supervisor Mentor or Boss	2.0%	11
Another UD Office	2.4%	13
Off-campus Rape Crisis Counselor	0.9%	5
Title IX Coordinator	1.5%	8
Religious Leader	0.6%	3
UD Police	0.6%	3
Newark Police	0.6%	3
Teaching Assistant	0.0%	0

In addition to whether respondents formally reported the incident of sexual misconduct, we asked which UD resources respondents used to deal with incidents of unwanted sexual conduct, sexual assault or rape (see Table 5). A large majority of respondents (89.8%; N=680) who had been victimized while attending UD reported they did not use any university resources. Among those that used a UD resource, the most commonly cited resources were the Center for Counseling and Student Development (40.3%), Sexual Offense Support (32.5%), Student Health Services (23.4%), Residence Life and Housing (18.2%), Student Wellness and Health Promotion (14.3%) the Office of the Dean of Students (13.0%), the Office of Student Conduct (10.4%), and the Office of Equity and Inclusion (9.1%).

Table 5: Using UD Resources After Incidents of Sexual Misconduct

	Percent	Count
Did you use UD resources?		
Yes, used one or more UD resources	10.2%	77
No, did not use any UD resources	89.8%	680
Which UD resource did you use?		
	Percent	Count
Center for Counseling and Student Development	40.3%	31
Sexual Offense Support (S.O.S.)	32.5%	25
Student Health Services	23.4%	18
Residence Life & Housing	18.2%	14
Student Wellness & Health Promotion	14.3%	11
Office of the Dean of Students	13.0%	10
Office of Student Conduct	10.4%	8
Office of Equity and Inclusion / Title IX Office	9.1%	7
Student Services for Athletes	3.9%	3
Other	3.9%	3
UD Police Victims Services	2.6%	2
Student Financial Services	0.0%	0
Office for International Students & Scholars	0.0%	0

Respondents who were victimized selected a variety of reasons for not reporting their experiences with sexual misconduct (see Table 6). The most commonly cited reasons include not feeling what happened was serious enough to talk about (68.3%), believing it was not clear that harm was intended (49.3%) and feeling they were partly at fault (34.4%). Respondents also cited wanting to forget about the incident (26.7%), feeling ashamed/embarrassed and not wanting others to know what happened (19.9%), not wanting others to worry (19.9%), and lack of proof of the incident (17.6%) as reasons they did not report. Additional reasons for not reporting include not thinking anyone would do anything (14.9%), not having the time to deal with it due to academics or work (13.6%), or not wanting anyone to know other things victims were doing at the time, such as underage drinking (11.8%). A relatively small number of victims said they did not report due to not knowing whom they should tell (7.7%).

Table 6: Student Rationale for Not Telling Others About Unwanted Sexual Contact

Why did you choose not to tell or not to report to anyone about the incidents? (N=221)	
Didn't think what happened was serious enough to talk about	68.3%
Not clear that harm was intended	49.3%
Felt that I was at least partly at fault or it wasn't totally the other person's fault	34.4%
Wanted to forget it happened	26.7%
Ashamed/embarrassed, didn't want anyone to know what happened	19.9%
Didn't want others to worry about me	19.9%
Lack of proof that the incident happened	17.6%
Didn't think anyone would do anything	14.9%
Didn't have the time to deal with it due to academics, work, etc.	13.6%
Didn't want the person(s) who did it to get in trouble	12.2%
Didn't want anyone to know the other things I was doing at the time (e.g., underage drinking)	11.8%
Fear of not being believed or of not being taken seriously	11.3%
Fear of being blamed for what happened	10.9%
Concern that others would find out	10.0%
Other	8.6%
Don't know whom I should tell	7.7%
Fear of retribution from the person who did it or others	3.6%
Feared that the person I told would take actions on his or her own without my permission	2.3%

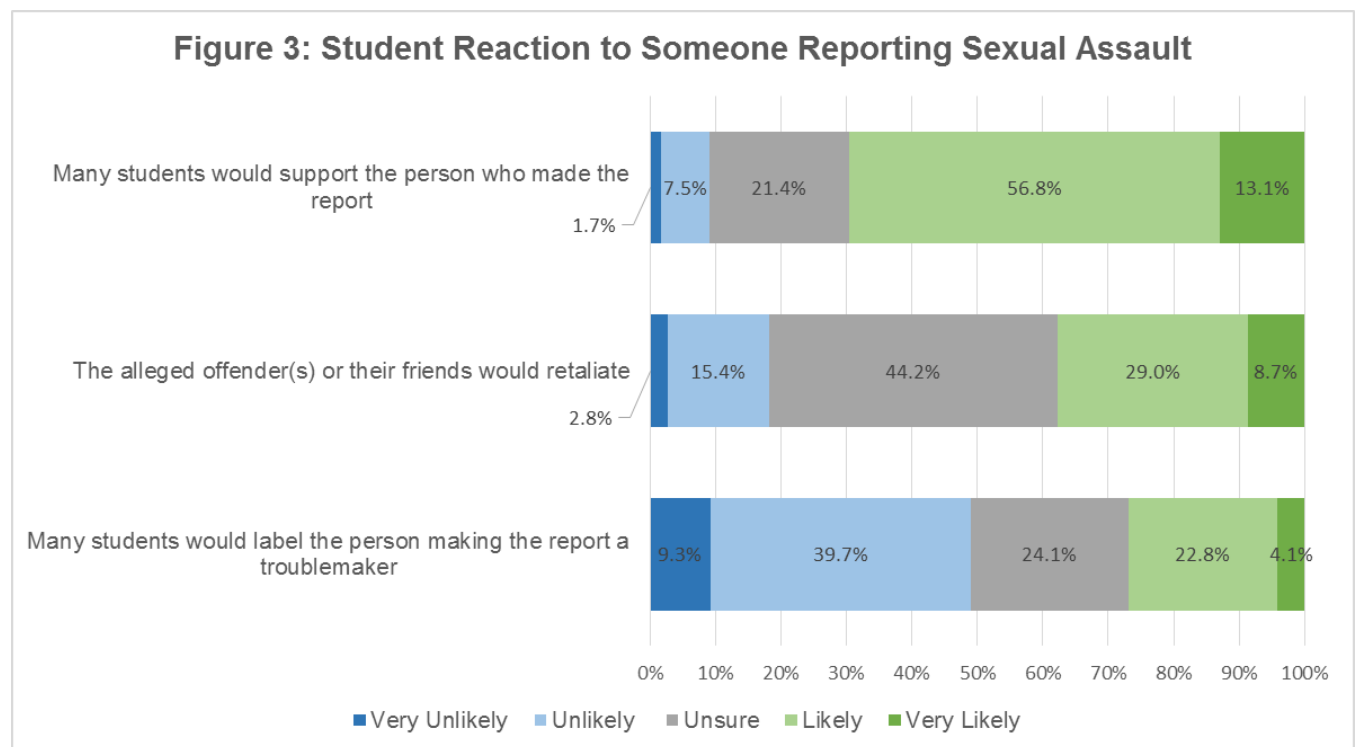
While some of the rationales for not reporting, such as feelings of embarrassment, may prove difficult to ameliorate without a broad shift in culture and attitudes around sexual assault, other rationales may be addressed through university action. In particular, not reporting due to “didn’t think anyone would do anything,” “didn’t want anyone to know the other things I was doing at the time,” “fear of not being believed or of not being taken seriously,” and “don’t know whom I should tell” may be ameliorated by the university providing additional education including: (1) clear policies and practices regarding how reports are investigated, (2) a list of resources available to victims of sexual assault, including actions/support available from each resource, and (3) clarification about policies regarding how activities such as underage drinking and drug use are handled during investigations of sexual misconduct.

While fear of retribution (3.6%), fear of not being believed (11.2%), and fear of being blamed (10.8%) were not the most common reasons why respondents who were victimized did not report unwanted sexual contact, it should be noted that this particular question captures those respondents who reported any type of incident, ranging in severity from fondling or unwanted touch to rape. The survey methodology does not allow us to differentiate between rationales for not reporting fondling versus rationales for not reporting rape or attempted rape.

Further evidence about barriers to reporting comes from analysis of open-ended survey questions regarding campus climate, experiences with sexual assault, and disclosure. In particular, these detailed responses allow us to clarify the relationship between several of the rationales linked to peer perceptions. A common theme across respondents, regardless of victim status, was concern about a hostile climate for victims of sexual assault at UD, including fear of harassment, retaliation, or stigma if they were to report an incident: “I think the best way of approaching this issue would be to combat the suspicious attitude that stigmatizes people who come forward with sexual assault; there definitely needs to be a welcoming, inviting environment in which they will

feel comfortable coming forward.” A link between belief in false accusations as well as retribution occurred across a number of write-in responses: “many students believe that rape or sexual assault victims put themselves in that situation or even consent then get scared and ‘cry rape’, this labels victims as troublemakers. Often times, victims are not supported by their peers and are in fear of telling their stories to the police or people of authority due to their peers’ retaliation/opinions.” These and other comments suggest respondents perceive a general climate on campus that may not support encourage reporting. As one respondent remarked: “I think making a report would be a big decision, with a good amount of risk involved.”

In a similar vein, a series of questions on the survey asked respondents how their peers would react to someone reporting sexual assault (see Figure 3). More than two thirds of respondents (69.9%) thought it was likely or very likely that “many students would support the person who made the report.” However, there was less certainty about possible backlash or negative perceptions of those reporting sexual assault. Over a third of respondents (37.7%) thought it was likely or very likely that “the alleged offender(s) or their friends would retaliate,” while an even greater proportion of respondents (44.2%) were unsure whether retaliation would occur. Fewer respondents (26.9%) thought it likely or very likely that “many students would label the person making the report a troublemaker.” However, another quarter (24.1%) of respondents were unsure whether this would occur. Thus while a large number of respondents may not directly identify fear of negative social consequences as a reason they did not report a specific incident of sexual misconduct, general perceptions of student reaction to reporting suggests students are at best unclear about the social repercussions of reporting sexual assault.

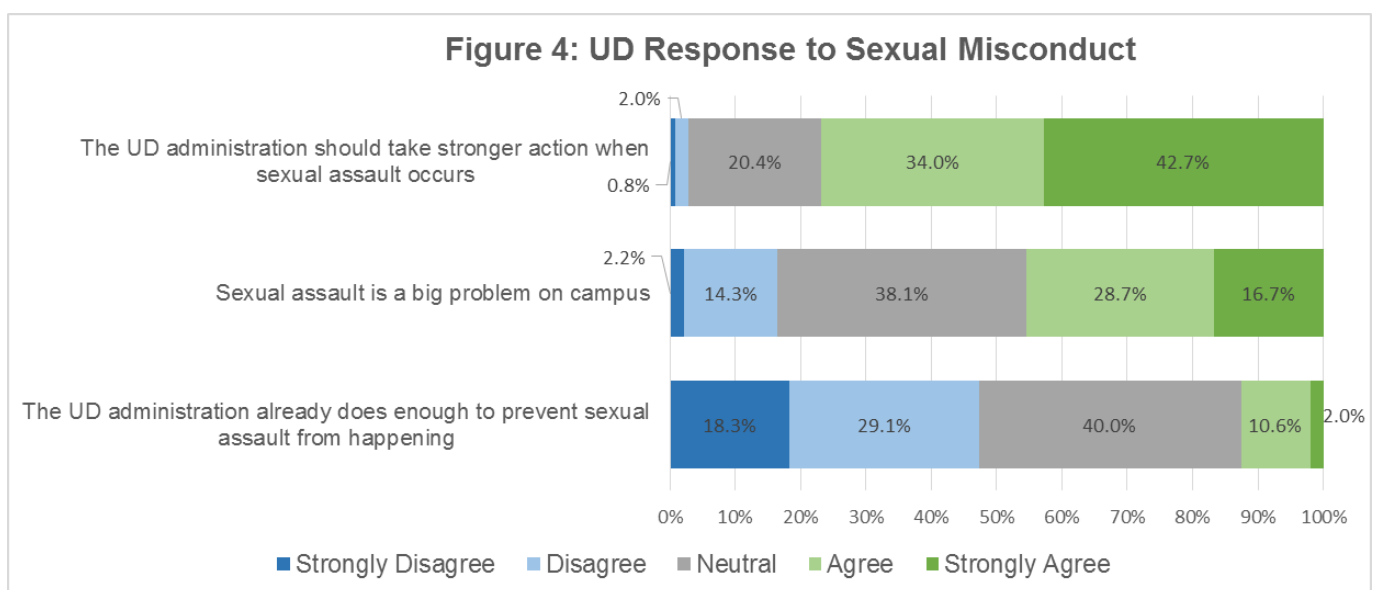


This fear of retaliation and stigma was also related to the myth that false accusations of rape are a common occurrence, a sentiment that was voiced frequently by respondents. Two separate survey questions measure student attitudes about false accusations of rape. When asked level of agreement with the statement “many women who claim they were raped agreed to have sex and then regretted it afterwards,” more than 40 percent of survey respondents either agree (10.6%) or are neutral/unsure (30.2%) about the statement. When asked if false accusations are a “big problem” specifically at UD, respondents are even less likely to voice disagreement, with six out of ten respondents either agreeing (13.3%) or taking a “neutral” (47.0%) stance. However, both of these attitudes differ by gender. Female respondents are less likely than male respondents to agree (W=7.2%; M=19.2%) or feel neutral/unsure (W=26.5%; M=40.8%) if women who claim they were raped initially agreed to sex and regretted their actions. Similarly, female respondents are less likely than male respondents to agree (W=8.8%; M=23.2%) or feel neutral/unsure (W=44.0%; M=51.2%) whether false accusations are a big problem on campus.

2. Perceptions of University Response to Sexual Assault

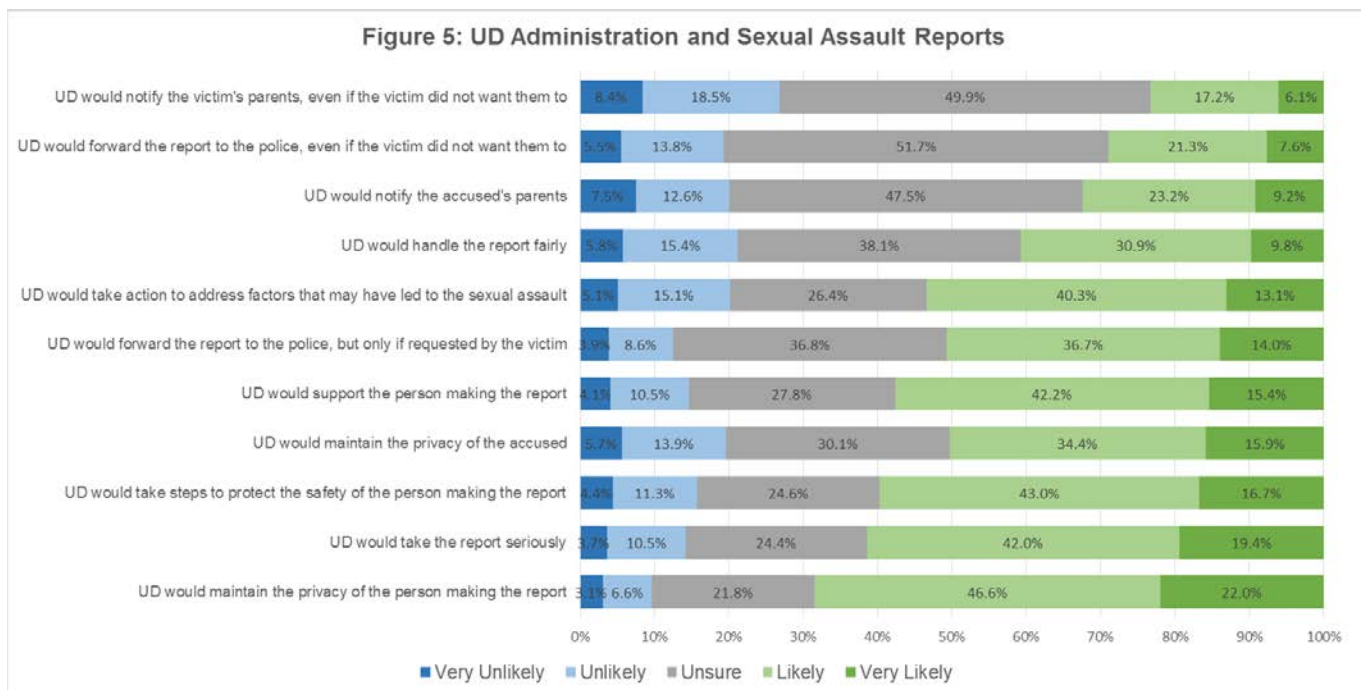
2.1. Overall Assessment of UD Response

Respondents were asked a series of questions about general perceptions of how the university administration handles sexual assault and sexual misconduct (see Figure 4). Nearly half of respondents (45.4%) agree or strongly agree that “sexual assault is a big problem on campus.” Relatively few respondents (12.6%) agree or strongly agree that “the UD administration already does enough to prevent sexual assault from happening,” while over three quarters of respondents (76.7%) agree or strongly agree that “the UD administration should take stronger action when sexual assault occurs.” Thus respondents generally support the idea that the university should both increase efforts to prevent sexual assault on campus and also take action when sexual assault occurs.



2.2. Sexual Assault Reporting, Investigation, and Resolution

Respondents were asked a series of questions about perceptions of how the UD administration handles sexual assault reports (see Figure 5). These questions allow us to assess survey respondents' perceptions about the university response to incidents of sexual assault as well as knowledge of university policies and procedures. The results suggest a high level of uncertainty with regard to how the university administration will respond to formal reports of sexual assault. In particular, respondents lack clarity about who is notified when a sexual assault report is made. Half of respondents (49.9%) were unsure whether UD would notify the victim's parents, even if the victim did not want them to. Similarly, nearly half (47.5%) of respondents were unsure whether UD would notify the accused's parents. More than half (51.7%) of respondents were unsure whether UD would forward the report to the police, even if the victim did not want them to. This level of uncertainty about the rules governing the disclosure of sexual misconduct is noteworthy, as the university has formal guidelines about reporting. The university has confidential resources on campus for those who wish to disclose incidents of sexual misconduct without those offices having to report. Parents are not notified about incidents of sexual misconduct that are reported to the university, as it would be in violation of FERPA laws. Law enforcement is notified of the incident as required by the Clery Act (i.e. sexual assault in a dorm) but identifying information is not included in that report.



Lack of consensus also appeared around how UD would support victims of sexual assault. More than half (57.6%) of respondents thought it likely or very likely that UD would support the person making the report of sexual assault, but more than a quarter (27.8%) were unsure. A similar number of respondents (59.7%) thought it likely or very likely that UD would take steps

to protect safety of the person making the report, but nearly a quarter (24.6%) were unsure. Respondents were more convinced that UD would maintain the privacy of the person making the report, with two thirds of respondents (68.6%) believing this was likely or very likely.

Finally, respondents expressed mixed views as to how sexual assault reports would be investigated and resolved. When asked if UD would handle the report of sexual assault fairly, less than half (40.7%) thought it likely or very likely, while more than a third were unsure (38.1%). Any attempt to increase the reporting of sexual assault should address this lack of trust in due process for sexual assault investigations. Respondents were more positive in their assessment of whether the UD administration would take a report of sexual assault seriously, with more than half (61.4%) of respondents suggesting this was likely or very likely. When asked if the UD administration would take actions to address factors that may have led to the sexual assault, about half (53.4%) of respondents thought this likely or very likely, while a quarter (26.4%) were unsure.

Open-ended questions about campus climate suggest a widespread perception that the university does not devote sufficient attention to sexual misconduct. Among the most common themes was a lack of transparency. As one student argued, “the University of Delaware needs to take a more active and transparent role in addressing sexual assault on campus.” This lack of transparency feeds student perceptions that the university might not “pursue justice,” or keep the best interests of the students in mind. In particular, respondents worried that high status members of the student body might receive special treatment: “the degree to which the University takes action in cases of sexual assault depends on the individual being accused.” Among those groups perceived to benefit from special treatment were athletes, fraternity and sorority members, and university staff.

Another related concern among respondents was that the university might pay greater attention to protecting its reputation than aiding victims. This skepticism about the university administration’s commitment to protecting victims and ensuring fair resolutions to investigations of misconduct was linked to a recent highly publicized incident of alleged sexual misconduct by a university employee, which occurred prior to the administration of the survey. This particular case remained salient for students, and thus is reflected in the comments of a number of survey respondents. In the words of one student: “maybe this survey should have addressed faculty being accused of sexual harassment and the kind of treatment they get - like paid sabbaticals, complete cover ups, and aggressive defense by the university administration.” This perceived misstep on the part of the university administration appears to have strongly influenced student opinion, at least among a subset of students: “I believe UD would only act in certain situations if it was beneficial to their image. I think that actions would only be taken if there was backlash from the public or student populations.”

In addition to feeling that investigations may not be fair, respondents were more generally unclear about how the university administration addresses cases of sexual misconduct, particularly with regard to the investigative process and possible outcomes. A number of respondents shared negative perceptions linked to their own experience or a friend’s experience with reporting sexual misconduct. Areas of concern include lack of clarity in the timeline for resolution, which students may perceive as a lack of attention: “sometimes I think the school would rather keep its reputation than address the problem. I had a stalking incident and it

legitimately took months for it to be addressed.” In order to further analyze student experience with the reporting of incidents of sexual misconduct, we asked whether those respondents who used particular university resources received timely and useful status reports on the handling of their cases (see Table 7). Across nearly all university resources, more than half of respondents reported receiving status reports.

Table 7: UD Resources & Status Reports of Incident Handling

Which UD resource provided timely and useful status reports on their handling of incidents?			
	Used Resource	Status Updates	Percent
Center for Counseling and Student Development	31	11	35.5%
Sexual Offense Support (S.O.S.)	25	15	60.0%
Student Health Services	18	11	61.1%
Residence Life & Housing	14	8	57.1%
Student Wellness & Health Promotion	11	6	54.5%
Office of the Dean of Students	10	6	60.0%
Office of Student Conduct	8	4	50.0%
Office of Equity and Inclusion / Title IX Office	7	4	57.1%
Student Services for Athletes	3	2	66.7%
Other	3	1	33.3%
UD Police Victims Services	2	1	50.0%
Student Financial Services	0	0	NA
Office for International Students & Scholars	0	0	NA

Perhaps in part due to lack of education about the process of sexual assault investigation and resolution, respondent attitudes are influenced by hearsay and stories: “one of the reasons why I have not reported either of my 2 rapes was because I heard this story about a girl at UD who got raped and then went through the school to bring the attacker to justice and then the girl got expelled because she did it through the school.” Given these viewpoints, the university may need to focus particular attention on articulating a clear, fair process for the investigation and resolution of reports of sexual misconduct.

A final theme repeated across the write-in comments about the university response to sexual misconduct was the viewpoint that a strong message needed to be conveyed from the very upper level of university administration: “until the president, title IX coordinator, or someone outside of advocates and in a position of power acknowledges these issues they will continue to be ignored by the majority of the population at UD.”

3. Knowledge and Education About Sexual Misconduct

3.1. Mandatory Reporting

Much like the respondent uncertainty surrounding who is notified when a sexual assault report is made, there appears to be a lack of understanding of who is required to report information about sexual assault to the University of Delaware. Among those groups that respondents are most likely to agree must report sexual assault to the university are UD police (84.0%), UD Resident

Assistants (77.2%), and Newark Police (71.0%). More than half of respondents also believe UD Student Health Services (68.2%), UD faculty and instructors (67.0%), UD Sexual Offense Support (64.0%), the UD Center for Counseling and Student Development (59.5%), UD advisors (59.4%) and UD teaching assistants (51.6%) must report information about sexual assault to the university. A small percentage of respondents (5.2%) believe that none of the previous groups are mandatory reporters. This variation in knowledge of reporting guidelines is noteworthy, as all university employees, except those who have a legal privilege as a confidential resource (i.e. Student Counseling Center), are required to report incidents of sexual misconduct to the university Title IX coordinator.

3.2. Knowledge of Resources

Respondents are not aware of many of the offices that provide sexual assault services on campus (see Table 8). Those resources with the highest awareness among respondents are Student Health Services (51.9%), the Center for Counseling and Student Development (45.6%), Sexual Offense Support (45.1%), and Students Wellness & Health Promotion (44.3%).

Table 8: Awareness of Sexual-Assault Services

	Aware OR very familiar with services	Not aware of office OR not aware of services
UD RESOURCES		
Student Health Services	51.9%	48.1%
Center for Counseling and Student Development	45.6%	54.4%
Sexual Offense Support (S.O.S.)	45.1%	54.9%
Student Wellness & Health Promotion	44.3%	55.7%
Office of Student Conduct	37.1%	62.9%
Residence Life & Housing	35.4%	64.7%
Office of Equity and Inclusion/Title IX Office	27.5%	72.6%
UD Police Victim Services	25.5%	74.5%
Office of the Dean of Students	15.4%	84.7%
Student Services for Athletes	6.9%	93.1%
Office of International Students & Scholars	5.5%	94.5%
Student Financial Services	4.9%	95.1%
OTHER RESOURCES		
Newark Police Victim Services	26.4%	73.6%
Delaware Victim Assistance Program	14.9%	85.1%
Christiana Care Forensic Nurse Examiners	14.1%	85.9%
ContactLifeline	11.0%	89.0%

Respondents were asked about knowledge of where and how to seek help for sexual harassment and sexual assault. Just over a third of respondents (36.2%) reported they knew where to seek

help for sexual harassment incidents, while a somewhat larger proportion (44.1%) reported they knew where to seek help for sexual assault incidents. However, a much smaller proportion of respondents (14.3%) knew how to make a sexual assault report. The most commonly cited resources to use in order to get help after a sexual assault include: police or public safety (41%), SOS (30%), student wellness and counseling (24%), student health (18%), and Title IX office (17%). Among those respondents that reported they did not know how to make a sexual assault report, the most commonly cited methods of finding out how to make a report include: search website or conduct other research (54%), ask RA (23%), and contact police or public safety (9%).

3.3. Sexual Assault Education

When respondents were asked how they had learned about sexual assault since being admitted to UD (see Table 9), the most common responses were conversations with friends (61.2%), posters on campus (44.7%), discussions in an FYE or FYS class (43.2%), and letters or emails from UD administrators or staff (39.2%). There were a few notable differences across populations of respondents with regard to how they have learned about sexual assault at UD. Female respondents were more likely than male respondents to have conversations with friends about sexual assault (63.7% vs. 54.9%), while men were more likely than women to report learning about sexual assault on the UD website (26.0% vs. 15.5%). There were also differences among US citizens or permanent residents and international students. Respondents who were US citizens were more likely than respondents who were international students to have conversations with friends about sexual assault (62.2% vs. 28.6%). International students were more likely than US citizens to report learning about sexual assault on the UD website (46.0% vs. 17.5%).

Table 9: Sexual Assault Awareness & Education at UD

How have you learned about sexual assault since being admitted to UD?					
	All Students	Men	Women	US Citizen OR Permanent Resident	Non US-Citizen OR Resident
Conversation with friends	61.2%	54.9%	63.7%	62.2%	28.6%
Posters on campus	44.7%	47.8%	43.8%	45.1%	33.3%
Discussion in an FYE or FYS	43.2%	43.3%	43.3%	43.2%	44.4%
Letters or emails from campus administrators or staff	39.2%	41.2%	38.5%	39.5%	34.9%
Rally or other campus event about sexual assault	30.0%	25.9%	31.5%	30.4%	17.5%
Conversation with family member	29.5%	26.8%	30.4%	29.8%	19.0%
Discussion in a class other than FYE or FYS	29.4%	27.1%	30.2%	29.6%	23.8%
Student publication or media outlet	29.1%	24.9%	30.5%	29.7%	12.7%
University publication or media outlet	21.0%	21.7%	20.7%	21.1%	15.9%
UD website	18.4%	26.0%	15.5%	17.5%	46.0%
Discussion with fraternity or sorority	16.3%	14.7%	16.8%	16.7%	0.0%
Conversation with resident assistant	15.6%	18.7%	14.4%	15.7%	6.3%
Discussion with your coach	0.9%	1.4%	0.8%	0.9%	1.6%

Respondents were asked if they had received either written or verbal sexual assault education addressing specific topics while at UD (see Table 10). Nearly two thirds of respondents reported learning about the definition of sexual assault (66.5%), how to help prevent sexual assault (65.4%), and where to get help if someone is sexually assaulted (64.0%). Slightly fewer respondents reported receiving information about how to report sexual assault (55.9%) and Title IX protections against sexual assault (49.5%). None of the survey respondents reported not receiving information on any of these topics. Thus while not all sexual assault education efforts appear to be reaching all students, students are aware of at least some of this important information.

Table 10: Sexual Assault Educational Content

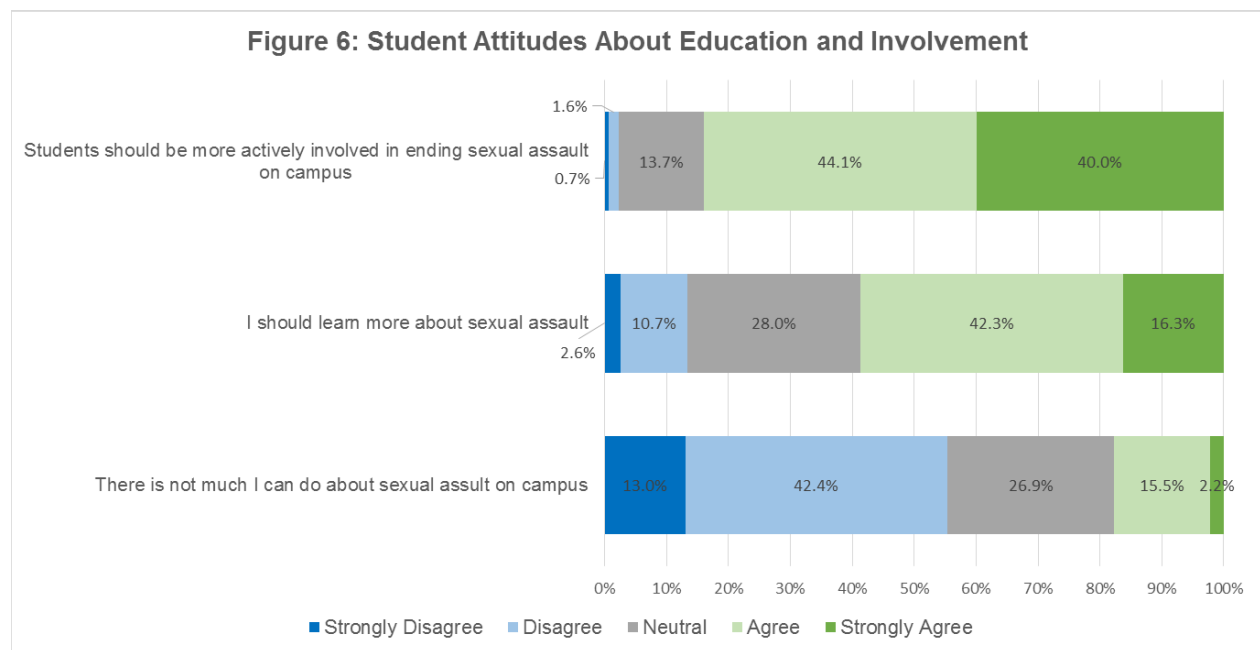
Have you received written (e.g., brochures, emails, webinar) or verbal information (e.g., presentations, training) from anyone at UD about the following, since being admitted to UD?	
The definition of sexual assault	66.5%
How to help prevent sexual assault	65.4%
Where to get help if someone you know is sexually assaulted	64.0%
How to report sexual assault	55.9%
Title IX protections against sexual assault	49.5%
None of the above	0.0%

The fact that only two thirds of respondents reported education about the definition of sexual assault may, in part, explain the apparent lack of understanding about consent voiced by a number of students in write-in survey comments. The issue of how to define consent seemed particularly difficult when alcohol was involved: if “both parties in the sexual encounter are inebriated and not fit to give consent...is this considered sexual assault or rape?” There was also a general hesitation to equate lack of consent with rape/assault, or to perhaps not label oneself as a victim: “there are so many girls on campus who are essentially date raped and when they describe what happened, it totally qualifies under rape. However, they are unwilling to speak up for themselves and will deny that they have been raped, but will say ‘I was coerced’ or ‘I didn't really want to’ or ‘he kept asking me’.” Finally, there were questions and concerns about what should be overlooked as simply “normal” or part of the college experience, particularly with regard to sexual harassment: “I think many people see actions defined as assault/harassment as ‘part of college life,’ or acceptable due to the clothes they're wearing, the level of intoxication of the person who assaulted them, etc.” These and similar sentiments suggest that sexual misconduct education should include greater attention to how students understand consent, particularly when applied to social situations where one or both parties may be impaired.

In addition to survey questions about general perceptions of sexual assault education, respondents were prompted to provide additional write-in comments. Analysis of this data finds that respondents perceive a need to institutionalize efforts to educate students about sexual misconduct, as well as clearly identify resources available to victims. Respondents suggested a number of changes to the way sexual assault education is implemented on campus. First, sexual assault education should be offered to freshman: “I think a more comprehensive program detailing sexual education/sexual assault and the resources offered by UD should be mandatory for all incoming freshmen.” There is also an understanding that educating incoming students

may not be enough: “it should be integrated with student life and readdressed every year.” Finally, sexual assault education may need to be presented in a manner that captures all students, versus targeting a subset of undergraduates: “UD needs to provide sexual assault education IN CLASSES, not just on websites or emails. People ignore these. Not everyone takes FYE. Not everyone lives in an on-campus residence hall. Every single student needs to be exposed to this information.”

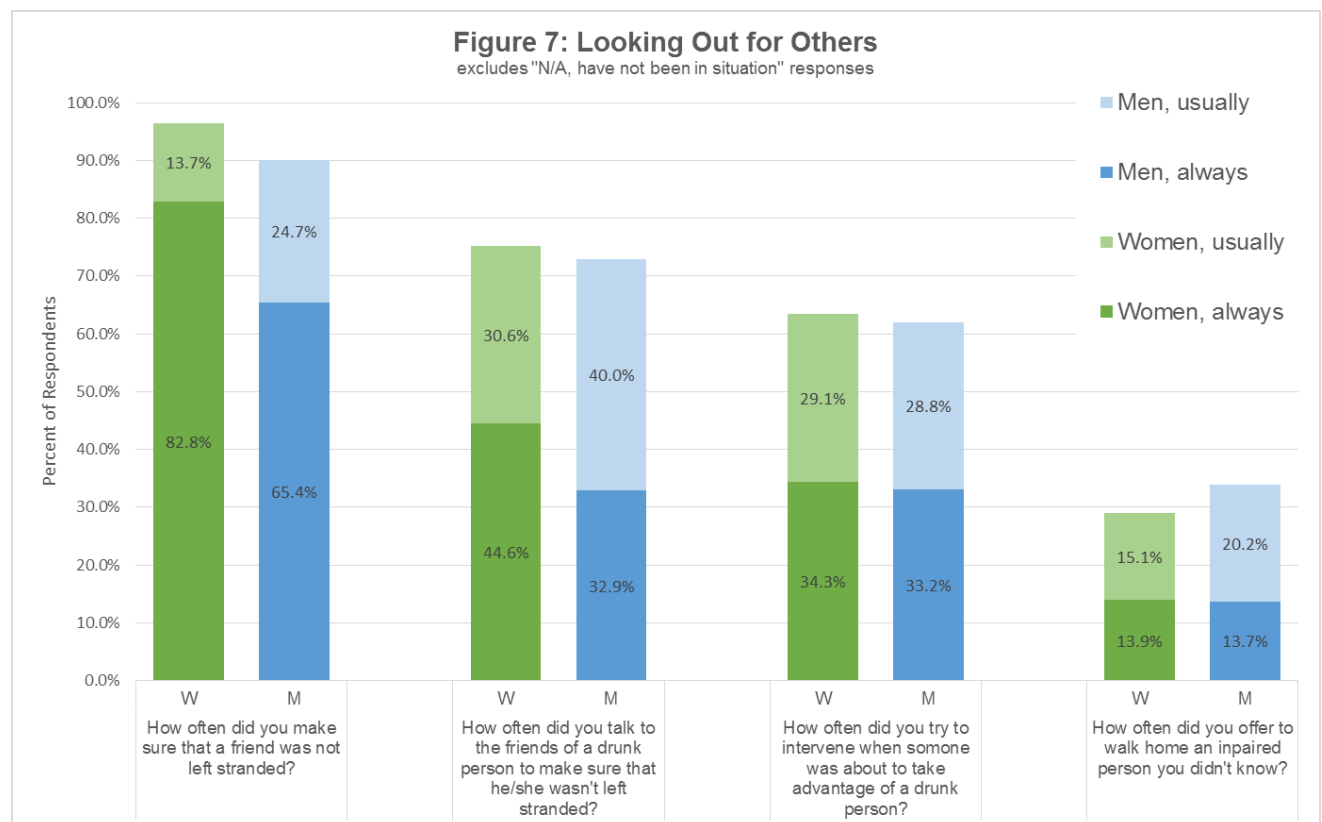
Respondent attitudes about sexual assault education, as well as the role of students in reducing sexual assault on campus, suggest the student population is generally willing to be more actively involved (see Figure 6). Over three quarters (84.1%) of respondents agree or strongly agree that students should be more actively involved in ending sexual assault on campus. Only a small proportion (17%.7) of respondents agree or strongly agree that there is not much they can do about sexual assault on campus. More than half (58.6%) of respondents agree or strongly agree that they should learn more about sexual assault, suggesting that additional educational efforts may be well received.



4. Campus Climate

4.1. Bystander Attitudes and Behavior

Student responses about bystander intervention behaviors were mixed (see Figure 7). Nearly all female respondents (96.3%) and most male respondents (90.1%) reported they always or usually made sure that a friend was not left stranded, while about three quarters of women (75.2%) and men (72.9%) said they always or usually talked to the friends of a drunk person to make sure he/she wasn't left behind. A smaller proportion of women (63.4%) and men (62.0%) tried to intervene when someone was about to take advantage of a drunk person. Far fewer women (29.0%) and men (33.9%) reported always or usually offering to walk home an impaired person they did not know.



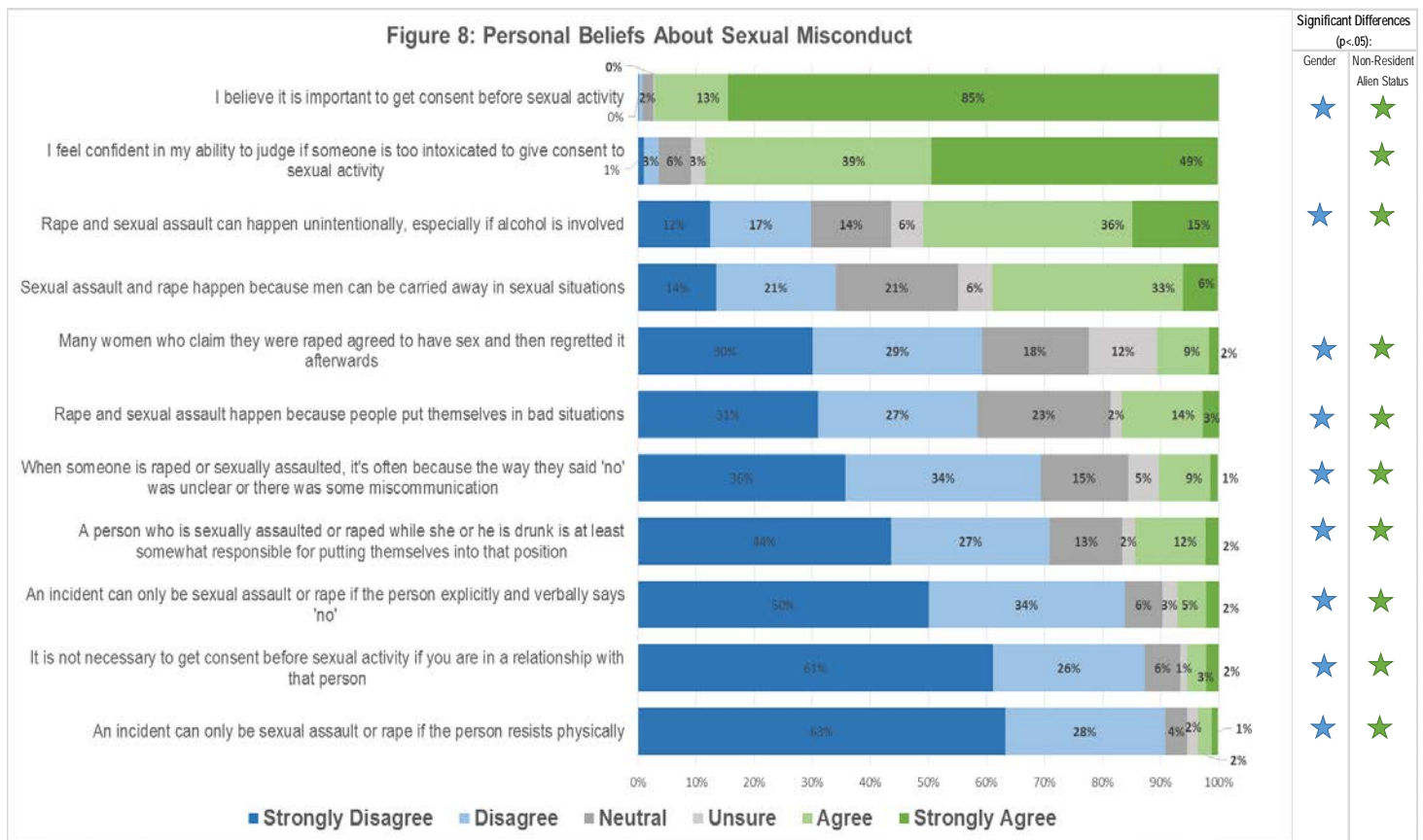
When asked about expected future behavior, respondents were generally more positive about their own response than that of other students (see Table 11). For instance, more than half of respondents (64.4%) reported they were likely or very likely to speak up if someone makes a joke about a woman's body, while less than half of respondents (40.6%) thought other students would be likely or very likely to question others who make inappropriate or negative sexual comments. Similarly, nearly three quarters of respondents (73.4%) reported they would be likely or very likely to tell a campus authority information about a sexual assault case even if pressured by my peers to stay silent, while about half of respondents (55.9%) thought other students would be likely or very likely to allow personal loyalties to affect reporting of sexual assault.

Table 11: Expected Future Behavior

	Very Likely OR Likely
EXPECTED FUTURE BEHAVIOR: SELF	
Get help for a friend who tells me they have been raped	95.3%
Ask a friend if they need to be walked home from a party	95.0%
Talk to a friend who I suspect is in an abusive relationship	92.5%
Criticize a friend who tells me that they had sex with someone who was passed out	91.5%
Speak up if someone says that rape victims are to blame for being raped	87.0%
Do something if I see someone who looks very uncomfortable surrounded by a group	77.9%
Tell an RA or other campus authority information about a sexual assault case even if pressured by my peers to stay silent	73.4%
Speak up if someone makes a joke about a woman's body	64.4%
EXPECTED FUTURE BEHAVIOR: OTHER STUDENTS	
Report others who use force to pressure on engage in sexual contact	62.5%
Allow personal loyalties to affect reporting of sexual assault	55.9%
Report other who continue to engage in sexually harassing or unwanted sexual behaviors after having been previously confronted	55.1%
Choose not to report sexual assault out of concern they or other will be punished for infractions, such as underage drinking	51.0%
Question others who make inappropriate or negative sexual comments or gestures	40.6%

4.2. Student Attitudes and Beliefs

Respondents were asked how strongly they agree or disagree to a range of questions designed to capture attitudes and beliefs about sexual misconduct (see Figure 8). Responses to these questions were coded 1 to 5 to represent (1) strongly agree, (2) agree, (3) neutral or unsure, (4) disagree, (5) strongly disagree. Several “rape myths” or common misconceptions about sexual misconduct were generally rejected by respondents, including “an incident can only be sexual assault or rape if the person resists physically,” and “it is not necessary to get consent before sexual activity if you are in a relationship with that person.” However, for other statements, respondent attitudes were more mixed. Nearly 60 percent of respondents strongly disagree or disagree with the statement “many women who claim they were raped agreed to have sex and then regretted it afterwards.” Thus more than 40 percent of respondents either agree or are unsure whether many accusations or rape can be categorized as false accusations.



Respondent beliefs about sexual misconduct were also compared across several demographic groups (see Figure 8). First, men and women had significantly different mean responses to nearly all the questions, with women generally more strongly disagreeing with rape myths than men. Additionally, there were significant differences in the responses of US citizens or permanent residents as compared to international students. For instance, for the statement “a person who is sexually assaulted or rapes while she or he is drunk is at least somewhat responsible for putting themselves in that position,” US citizens had a mean response of disagree (M=4.01) while international students had a response in the neutral or unsure range (M=3.03).

Conclusion

The purpose of this survey was to examine the extent of sexual misconduct on our campus and to explore student perceptions of resources, response to incident reports, and education around these issues. The results from this survey will be used to inform the university decision making about its policies, procedures, and communication efforts around sexual misconduct prevention and education.

Students reported not being aware of how to report sexual misconduct, procedures used to follow-up on a report, available resources for sexual misconduct, and how the university responds to reports of sexual misconduct.

The most common way our students learned about university resources were from friends, posters, discussions in FYE/FYS classes and emails from UD administrators. The university is working to develop a campus-wide “branding and messaging” for not only sexual misconduct but all health and safety messaging. The Title IX Prevention/Education/Training for Students committee is charged with developing a comprehensive program for students, to raise awareness in these areas, which is described in more detail below.

1. Review and recommend an on-line training program for all students (undergraduate, graduate, non-traditional, international);
2. Formalize the Sexual Assault Prevention and Education committee (SAPE) from its grass-roots history to give it sustainable structure and prominence;
3. Develop learning outcomes for New Student Orientation and 1743 Welcome Days to implement in the 2016-2017 programming; and
4. Recommend a bystander intervention program and begin to train staff to train others on our campus.

The university has implemented a new policy and process as to how it will respond to reports of sexual misconduct. The Office of Equity & Inclusion continues to work on disseminating this information by meeting with departments, student leaders, and staff; releasing UDaily articles and updates; holding open forums for students; and meetings with The Review.

Prevention through education continues to be an important area of focus for UD. During fall 2015, the university administered an on-line training module to educate as well as bring awareness to our employees about our policies, federal and state laws pertaining to sexual misconduct. This was administered to the entire workforce, both full-time and part-time employees, which collectively is just under 15,000 people.

In closing, the university has made significant strides in the past year but knows there is more work to do in this area. For a detailed list of goals the Office of Equity and Inclusion is working on in 2015 – 2016, pertaining to Title IX, please go to the sexual misconduct site at <http://sites.udel.edu/sexualmisconduct/>.