

SAFETY
INFORMATION

ILLINOIS

Sexual Misconduct and Perceived Campus Response Survey

FULL REPORT

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



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INTRODUCTION

The University of Illinois at Urbana-Champaign is charged by the state to enhance the lives of people in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development. We strive to provide the best possible Illinois Experience for the students we serve and are committed to the health, safety, and well-being of our students, staff, and faculty. To that end, the University administered a survey to better understand students' experiences of sexual misconduct, and students' knowledge of the resources available to them.

Sexual misconduct refers broadly to sexual assault, stalking/cyber harassment, sexual harassment, and dating violence. Sexual misconduct is not unique to college campuses. According to the National Sexual Violence Resource Center, in the United States one in five women and one in 71 men will be raped at some point in their lives.ⁱ Approximately one in three women (35.6%) and one in four men (28.5%) have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime.ⁱⁱ The Department of Justice's National Crime Victimization Survey data show that women ages 18-24 experience higher rates of rape and sexual assaults than women in other age brackets.

Data indicate that students on college campuses may be at lower risk for sexual assault victimization when compared with nonstudents. Highlights from a Bureau of Justice Statistics report, "Rape and Sexual Assault among College-Age Females, 1995-2013," show that the rate of rape and sexual assault was 1.2 times higher for nonstudents (7.6 per 1,000) than for students (6.1 per 1,000)ⁱⁱⁱ. However, campus climate reports on the prevalence of sexual assault clearly show that it is a serious problem on college campuses. In a survey of female college students by the Association of American Universities, about one in four (23%) said they experienced some form of unwanted sexual contact – ranging from kissing to touching to rape, carried out by force or threat of force, or while they were incapacitated because of alcohol and drugs. About one in 10 (11%) said the unwanted contact included penetration or oral sex^{iv}.

While there is an abundance of data on the prevalence and incidence of sexual misconduct on college campuses, differences in research methodology and instruments make comparisons across campuses difficult. To create a high-quality assessment across campuses, a consortium of sexual assault researchers and student affairs professionals came together to respond to the White House Task Force on Keeping Students Safe on Campus. They developed a campus climate survey referred to as the Administrator-Researcher Campus Climate Collaborative (ARC3). Use of the ARC3 on our campus was not aimed at establishing prevalence or incidence or indicating whether sexual misconduct reported meets legal definitions; the study is not designed to do so and does not have a sufficiently representative sample to draw definitive conclusions. Rather, our campus utilized the ARC3 to better understand students' sexual misconduct experiences, perceptions of the campus response to sexual misconduct, reporting behaviors, and knowledge of campus resources.

EXECUTIVE SUMMARY

In fall 2015, the University of Illinois at Urbana-Champaign distributed a Sexual Misconduct and Perceived Campus Response Climate survey based on the Administrator-Researcher Campus Climate Collaborative (ARC3). Sexual misconduct refers broadly to various forms of misconduct including sexual assault, stalking, sexual harassment, and dating violence. At the time the survey was conducted, there were 44,087 students on campus. Over 5,000 began the survey (11%), and 2,431 (6%) completed it. While respondents reflect the demographic diversity of the campus, findings should be interpreted with caution given that only a small portion of students responded.

Student Experiences of Sexual Misconduct

Consistent with findings from other campus studies, a sizable minority of students report sexual misconduct experiences including sexual assault, sexual harassment, stalking/cyber harassment, and dating violence. While sexual misconduct disproportionately affects women, men also report victimization.

Sexual Assault

Students were asked to identify sexual experiences that constitute sexual assault. They were asked to indicate the physical nature of the experience (e.g., touching, penetration), the tactic used by the perpetrator (e.g., coercion, force), and the number of times a given experience occurred. One in seven women (15%) and one in 42 men (2%) indicated nonconsensual penetration through physical force.

[\(See the data and methodology here\)](#)

Sexual Harassment

Students were asked about sexual harassment, including a wide range of experiences from sexist or sexual remarks to sexual coercion (e.g., bribery, threats, and rewards contingent on sexual contact) perpetrated by people in positions of authority (i.e., faculty, staff, and/or students employed by the University). Very few students report reported sexual coercion (one in 63 women and one in 63 men) and unwanted sexual attention (one in 19 women and one in 37 men). A larger number of students reported witnessing offensive sexist or sexual remarks or comments (one in three women and one in five men).

[\(See the data and methodology here\)](#)

Stalking Experiences and Cyber-Harassment

Students were asked how often they experienced unwanted attention typically associated with stalking. Stalking involves a person repeatedly surveilling, following, or otherwise interfering with an individual's life, resulting in the survivor feeling distressed and fearful for their safety; this survey is unable to identify such patterns of stalking. Yet, about one in four women (28%) and one in five men (20%) reported experiences associated with stalking. Students were also asked about cyber-harassment, which involves unwanted contact or harassment through electronic technology. About one in four men (25%) and almost one in three women (32%) reported an experience with cyber-harassment.

[\(See the data and methodology here\)](#)

Dating Violence

Students were asked to report experiences of violence within the context of an intimate relationship. About one in 10 students reported controlling behaviors including, for example, their partners insisting on knowing where they are (12%), partners scaring them without touching them (10.5%), and partners refusing to wear condoms (8.8%). About one in four women (26%) and one in seven men (15%) reported one or more experience of physical violence in their intimate relationships ([See the data and methodology here](#))

Perceptions of Institutional Response and Campus Climate

The vast majority of students had generally positive impressions of how the University would respond to sexual misconduct when it was reported.

- 72% (69% of women, 83% of men) believed that it was likely or very likely that the University would take a report of sexual misconduct seriously;
- 81% (81% of women, 85% of men) believed that it was likely or very likely that the University would maintain the privacy of someone making a report;
- 67% (62% of women, 75% of men) thought it was likely or very likely that the University would support the person making the report;
- Only 5% (4% of women, 5% of men) said they thought it was likely or very likely that the University would punish the student making the report.

([See the data and methodology here](#))

Reporting Sexual Misconduct

Many students did not report their experiences to anyone. Those who did share their sexual misconduct experiences told informal supporters such as friends or parents.

- Of those who experienced sexual assault, just over half of women (58%) and about half of men (47%) told someone. For those who experienced harassment, about one in three women (38%) and one in five men (20%) told someone.
- An overwhelming number of women who disclosed their sexual assault told a friend or roommate (99%). They were also likely to tell a romantic partner (42%) or a family member (25%). Men who disclosed their sexual assault most commonly told a friend (88%) followed by their romantic partner (23%) or a family member (20%)

([See the data and methodology here](#))

For the most part, students did not report concerns about backlash following a report of sexual misconduct, and viewed the issue as a private matter to be handled on their own.

- Only 12% of students believed their peers would consider someone making a report of sexual misconduct to be a “troublemaker.”
- Students who did not disclose their experiences with the University primarily believed it was a private matter and should be handled on their own (40%). Of the students who did not report to the University, very few (2.8%) were concerned with being punished by the University.
- Women who disclosed their experience reported more positive responses from peers than did men. Compared with students without any victimization experiences, individuals who did not disclose their victimization to peers assumed they would receive more negative responses and fewer positive responses.

([See the data and methodology here](#))

Knowledge of Campus Resources

Students had mixed knowledge of where to go to get help on campus and what occurs after a report is made.

- About half of students (54%) report knowing where to get help following an incident of sexual misconduct and about one in three (30%) report understanding the process that occurs following a report of misconduct.
- Students who had more knowledge of the University's policies and resources were more confident in the school's response to sexual misconduct.

[\(See the data and methodology here\)](#)

Possible Outcomes of Sexual Misconduct

Students who reported sexual misconduct experiences were more likely to experience academic disengagement and poorer mental and physical health. This survey does not establish causation, but these findings echo those in the broader literature regarding the potential consequences of sexual misconduct.

- Individuals reporting any form of victimization had significantly higher levels of academic disengagement.
- The individuals who reported any form of victimization reported significantly lower levels of life satisfaction, general mental health, overall health, and feelings of safety on campus.

[\(See the data and methodology here\)](#)

Peer Support for Assault

Students generally reported that their peers did not promote social norms and behaviors that condone sexual assault including, for example, having many sexual partners or getting someone drunk or high to have sex with them. The presence of peer norms supporting sexual assault vary by gender and affiliation with Greek life.

- The vast majority of students (92%) report “little” or “no” pressure from peers to have sex, though men who participate in Greek life report more pressure than their unaffiliated counterparts.
- Overall, men generally scored higher than women on the scale assessing peer norms condoning sexual assault, as did those involved in Greek life.

[\(See the data and methodology here\)](#)

Bystander Intervention

Students report engaging in a variety of bystander interventions to prevent sexual misconduct, including watching out for people who were drinking, and approaching those who appeared upset.

- Women reported intervening more in risky scenarios than men, and women who had a victimization experience reported engaging in more bystander behaviors than women without victimization. Students involved in Greek life reported more bystander intervention behaviors when compared with unaffiliated students.

- A little over half of students (51%) reported they most of the time or all of the time made sure that people who were intoxicated at parties were not left behind by their friends.
- Almost half of students (48%) reported they asked someone who looks very upset at a party if they needed help. Only 13% of students said they never did this.

[\(See the data and methodology here\)](#)

The full report provides a detailed description of the survey design and methodology, survey response rates, and survey responses, including the results to questions about peer responses, possible outcomes including well-being and engagement with academic work, affirmative consent, peer norms, and bystander intervention.

BACKGROUND & DEMOGRAPHICS

To better understand the nature of sexual misconduct and comply with new federal mandates, the University of Illinois at Urbana-Champaign conducted a survey of students. All students in all colleges were invited to participate. This inclusive approach was taken to ensure that every student could choose whether to express his or her opinion about the current campus climate regarding sexual misconduct, experiences of sexual misconduct, and the quality of the campus response. The survey was active for four weeks, starting in October 2015.

There were 44,087 students on campus at the time of the survey. Over 5,000 began the survey (11%), and 2,431 (6%) completed it. This is not surprising, given the length of the survey and the sensitive nature of the content (many questions about victimization and perpetration of sexual misconduct). Sixty-one-point-two percent of participants were women. Participants were from all colleges. Fifty-nine-point-five percent were white, 22.7% were Asian, 6.8% were multiracial¹, 5.7% were Latina(o), 3.3% were African-American, 0.1% were Native American, and 1.8% were of an unlisted race or unknown.¹ Twelve-point-seven percent identified as LGBQA and 98.6% were cisgender.^{2 3}

While students reflect the demographic diversity on campus, findings should be interpreted with caution given that only a small portion of students on campus responded. That is, survey findings highlight the experiences of a portion of students on campus, but do not necessarily represent the experience of all students. The results from the survey of our campus closely align with other national and campus surveys. ^v

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

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

¹ Students were given the option to identify as multiple races and write in additional information when necessary. Students who identified as multiple races are grouped together. The resulting category is quite heterogeneous.

² Demographic questions were asked at the end of the survey, thus they are available only for those who completed the survey.

³ Students were asked the option to identify as a woman, man, transwoman, transman, genderqueer/gender non-conforming, or to use a text box to indicate another gender identity.

SECTION I: SEXUAL MISCONDUCT

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

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

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

Forms of sexual misconduct examined in this survey include sexual assault (p. 10), sexual harassment (p. 16), experiences related to stalking (p. 20), and dating violence (p. 25).

A Note about Assessing Sexual Misconduct

The measures used to assess sexual misconduct were created independently of any federal, state, or University statutes. The incidents reported here may not necessarily meet the standards to constitute lawbreaking. Instead the university focused on a broad range of behaviors that give a more complete picture of sexual misconduct experiences.

SEXUAL ASSAULT

Methods

The Sexual Experiences Survey (SES) is considered the gold standard for reporting incidents of sexual assault (Koss, et al., 2007).^{vi} This instrument asks students to identify experiences they have without asking them to label those experiences as sexual assault. The structure of the instrument asks participants to indicate the physical nature of the experience, the tactic used by the perpetrator, and the number of times the incident occurred. (See Figures 1 and 2 for the measure's instructions and sample items).

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

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

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

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

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

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

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

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

Figure 1

Sexual Assault Prompt

The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information. Your information is completely confidential. We hope that this helps you to feel comfortable answering each question honestly. Fill the bubble showing the number of times each experience has happened to you since you enrolled at UIUC. If several experiences occurred on the same occasion—for example, if one night someone told you lies and had sex with you when you were drunk, you should indicate both.

We want to know about your experiences since you enrolled at UIUC. These experiences could occur on or off campus, when school is in session or when you are on a break.

Figure 2

One of the Sexual Assault Questions

Someone had oral sex with me or made me perform oral sex on them without my consent by:

	0 times	1 time	2 times	3+ times
Telling lies, threatening to end the relationship, threatening to spread rumors about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing displeasure, criticizing my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking advantage of me when I was too drunk or out of it to stop what was happening.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Threatening to physically harm me or someone close to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 2,721)

The majority of students reported no sexual assault (69.8% of women and 91.6% of men). However, some women and men on campus reported a variety of unwanted sexual experiences. When

considering mutually exclusive categories based on degree of severity from sexual contact to rape, almost 15% of women (about one in seven) and a little over 2% of men (about one in 42) report a completed rape. Just over 4% of women and 1.6% of men reported attempted rape. See Table 1 for a summary of mutually exclusive sexual assault experiences by gender.

Table 1

Sexual Assault Experiences by Gender (Mutually Exclusive Categories)

SEXUAL ASSAULT	No Experiences	Sexual Contact	Attempted Coercion	Coercion	Attempted Rape	Rape
Women (n = 1,499)	69.8% (1,047)	6.7% (101)	1.8% (27)	2.3% (35)	4.4% (67)	14.8% (222)
Men (n = 885)	91.2% (807)	3.1% (27)	0.5% (4)	0.9% (8)	1.8% (16)	2.6% (23)

Sexual assault experiences can also be examined using inclusive groups. This means experiences are not ranked in terms of severity (i.e., from sexual contact to rape), and a single person may appear in multiple categories. For example, a person who reported someone touching a private area of his/her body, (sexual contact) may also report someone attempting to sexually assault him/her through force (attempted rape), and would be counted in both categories. The sum of the categories' percentages would exceed 100%.

When considering inclusive categories (that is, everyone who reported a given experience is counted in that group), 25.1% of women (one in four) and 6.9% of men (about one in 14) experience coerced or forced sexual contact (groping of genitals, buttocks, or breasts). See Table 2 for a summary.

Table 2

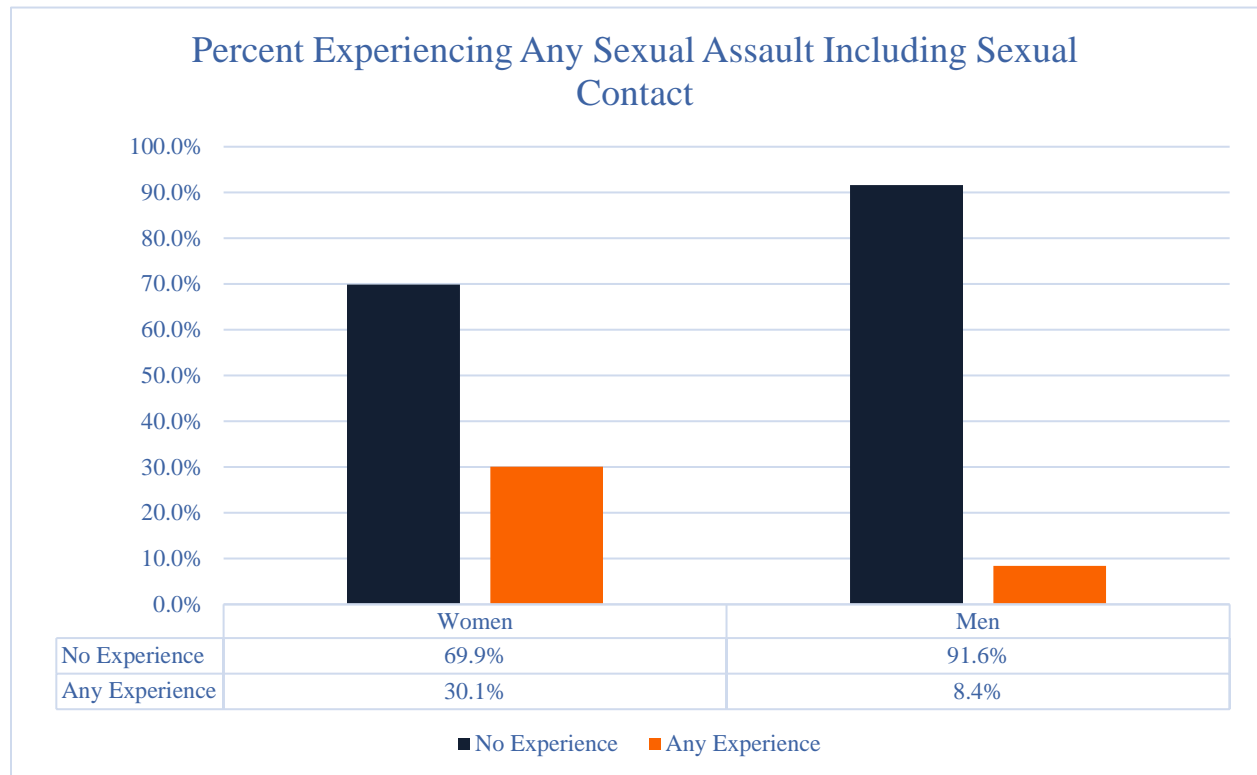
Sexual Experiences by Gender (Inclusive Categories)

SEXUAL ASSAULT	No Experiences	Sexual Contact	Attempted Coercion	Coercion	Attempted Rape	Rape
Women (n = 1,463)	69.9% (1,022)	25.0% (366)	7.4% (108)	7.6% (111)	11.7% (171)	14.8% (217)
Men (n = 861)	91.6% (789)	6.9% (59)	1.7% (15)	1.5% (13)	2.3% (20)	2.4% (21)

When all sexual assault experience is considered, from sexual contact to completed rape, almost one third of women (30.1%) and about one in eight men (8.4%) report at least one experience of victimization. See Figure 3.

Figure 3

Percent Experiencing Any Sexual Assault Including Sexual Contact



When considering sexual assault experiences but excluding sexual contact, almost one in four women (23.4%) and almost six in 100 men (5.8%) report a sexual assault (from attempted coercion to completed rape).

Of those who provided follow-up information regarding their assault experience (n = 297)⁴, 106 (35.7%) indicated their experiences happened on one day, while 161 (54.2%) indicated their experiences occurred on multiple occasions. About half indicated there was only one perpetrator (n = 158; 53.2%), while just less than half indicated there was more than one perpetrator (n = 139; 46.8%). (This does not necessarily mean that there was more than one perpetrator during the same incident; incidents may have occurred on different days, with different sole perpetrators).

⁴ Not everyone who reported victimization experiences completed follow-up questions so this provides partial information based on those who did provide this information.

The survey asked students to respond only about experiences since coming to the University, these data do not provide clear incidence estimates (i.e., those bound within a given period of time, for example, the last 12 months).

When looking at time at the University, a larger percentage of advanced students report experiencing a sexual assault. Considering the experiences of both men and women, almost one in 10 students in their first year (9%) in this sample report an attempted or completed rape. The survey was administered approximately three months into their first year. See Tables 3 and 4 for a summary of findings for women and men, respectively, by year in college.

Table 3

Mutually Exclusive Victimization Groups for Women by Length of Time at University

Women (n = 1,459)						
	First Year (n = 419)	Second Year (n = 230)	Third Year (n = 274)	Fourth Year (n = 250)	Fifth Year + Beyond (n = 286)	Overall (n = 1,459)
No Experience	82.3% (345)	67.0% (154)	58.8% (161)	61.6% (154)	71.3% (204)	69.8% (1,018)
Sexual Contact	5.5% (23)	7.0% (16)	8.0% (22)	8.0% (5)	7.7% (22)	6.9% (101)
Attempted Coercion	1.0% (4)	4.3% (10)	1.1% (3)	1.1% (3)	1.7% (5)	1.9% (27)
Coercion	1.9% (8)	3.5% (8)	2.6% (7)	2.6% (7)	2.7% (8)	2.3% (34)
Attempted Rape	3.6% (15)	4.8% (11)	5.1% (14)	5.1% (14)	2.8% (8)	4.2% (62)
Rape	5.7% (24)	13.5% (31)	24.5% (67)	22.4% (67)	13.6% (39)	14.9% (217)

*Mutually exclusive groups that experiences are presented in a hierarchy from having no sexual assault experiences to being raped. Thus, those who reported rape may have also experienced sexual contact and coercion, but that it not reflected here. In this hierarchy, only the experience furthest along the continuum from no sexual assault to rape would be counted for each participant.

Table 4

Mutually Exclusive Victimization Groups for Men by Length of Time at University

Men (n = 858)						
	First Year (n = 231)	Second Year (n = 139)	Third Year (n = 165)	Fourth Year (n = 135)	Fifth Year + Beyond (n = 188)	Overall (n = 858)
No Experience	94.0% (219)	93.5% (130)	89.7% (148)	85.9% (116)	92.0% (173)	91.6% (786)
Sexual Contact	1.7% (4)	1.4% (2)	3.0% (5)	5.9% (8)	4.3% (8)	3.1% (27)
Attempted Coercion	0.4% (1)	0% (0)	0% (0)	0% (0)	1.6% (3)	0.5% (4)
Coercion	1.3% (3)	0% (0)	0% (0)	1.5% (2)	0.5% (1)	0.7% (6)
Attempted Rape	0.4% (1)	1.4% (2)	3.0% (5)	3.0% (4)	1.1% (2)	1.6% (14)
Rape	1.3% (3)	3.6% (5)	4.2% (7)	3.7% (5)	0.5% (1)	2.4% (21)

*Mutually exclusive groups that experiences are presented in a hierarchy from having no sexual assault experiences to being raped. Thus, those who reported rape may have also experienced sexual contact and coercion, but that it not reflected here. In this hierarchy, only the experience furthest along the continuum from no sexual assault to rape would be counted for each participant.

When asked about the locations of their assaults, the majority of students (57%) reported their experiences occurred on campus. Roughly a third (32%) reported their experiences happened off campus only. Respondents said fellow students were the most frequent perpetrators (65%) followed by people unaffiliated with the University (28%). Consistent with the broader literature in sexual assault, stranger assault was rare. Only 7% of students said they did not know their perpetrator.

Overall, the majority of assaults involved a male perpetrator (88%). However, male survivors were primarily assaulted by a female perpetrator (76%). The most common responses from students about their relationship to their perpetrator were “Acquaintance” (32%) and “Friend” (22%). About a quarter of perpetrators were current or former romantic partners (24%).

SEXUAL HARASSMENT

Methods

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

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

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

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

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

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

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

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

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

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

Students were then asked "Since you enrolled at UIUC, have you ever been in a situation where a faculty member, instructor, or staff member?" followed by a series of scenarios. Students were asked to indicate if the situation happened to them never, once, or twice, sometimes, often, or many times. Sixteen scenarios were included with four questions from each of the sexual harassment subtypes. See Figure 4 for sample items.

Figure 4

Sexual Harassment Questions

In the next section you will be asked about experiences with faculty members, instructors, and staff members. Staff members include students who are in student staff roles, including, but not limited to, graduate students, resident advisors, and teaching assistants.

Since you enrolled at UIUC, have you been in a situation in which a faculty member, instructor or staff member:

	Never	Once or Twice	Sometimes	Often	Many Times
Treated you "differently" because of your sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displayed, used, or distributed sexist or suggestive materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made offensive sexist remarks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put you down or was condescending to you because of your sex?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 3,094)

Overall, over 40.1% of women and 23.0% of men reported some form of sexual harassment. Sexual harassment includes an assessment of students' experiences with those in authority positions (resident advisors, instructors, and faculty). There was a significant difference between students' reports of experiences related to hostile climate (sexist and sexual hostility) and their reports of unwanted sexual attention and sexual coercion. Hostile climate experiences were reported by 37.9% of women and 21.3% of men. Unwanted sexual attention and sexual coercion were far less common, with 5.3% of women and 2.9% of men reporting such an experience.

See Table 5 and Figure 5 for sexual harassment experiences by gender. Rates of experiences were similar for graduate and undergraduate students. See Figure XX for more information.

Students who reported some form of harassment primarily disclosed experiences related to a hostile climate (remarks or actions based in gender discrimination). Sexist hostility was experienced by 37.9% of women and 21.3% of men. Sexual hostility (crude sexual remarks) was experienced by 13.7% of women and 6.4% of men. Taken together, 39.3% of women and 22.4% of men reported an experience related to a hostile climate. See Table 5 and Figure 5 for more information.

Most students who reported experiencing hostile climate harassment said it occurred on campus (74%). An overwhelming majority of students (72%) said this form of harassment was perpetrated by someone they only knew "slightly" or "not at all." The largest number of students (43%) indicated a teacher/advisor/supervisor was behind this form of discrimination. Seventeen percent of students

identified graduate teaching assistants and/or research assistants as a person engaging in harassment behaviors. Women and men reported most of the perpetrators to be men (95.7% and 82.5%, respectively).

Unwanted sexual attention and sexual coercive demands both were less common. Five-point-two percent of women and 2.7% of men reported some form of unwanted sexual attention. Only 1.6% of men and women reported an experience of sexual coercion.

While most unwanted sexual attention and sexual coercion occurred on campus (52.3%), about a third of students (36.3%) reported some form of harassment off campus. Similar to hostile climate harassment, a plurality of students reported a teacher, advisor, or supervisor perpetrated the harassment (30.6%). Most students did not know their perpetrator well (64.6% said they knew them “slightly” or “not at all”). About two-thirds (60.0%) of male students who reported unwanted sexual attention or sexual coercion said their perpetrator was a man. For female students, the percentage reporting a male perpetrator was 97.4%.

Table 5

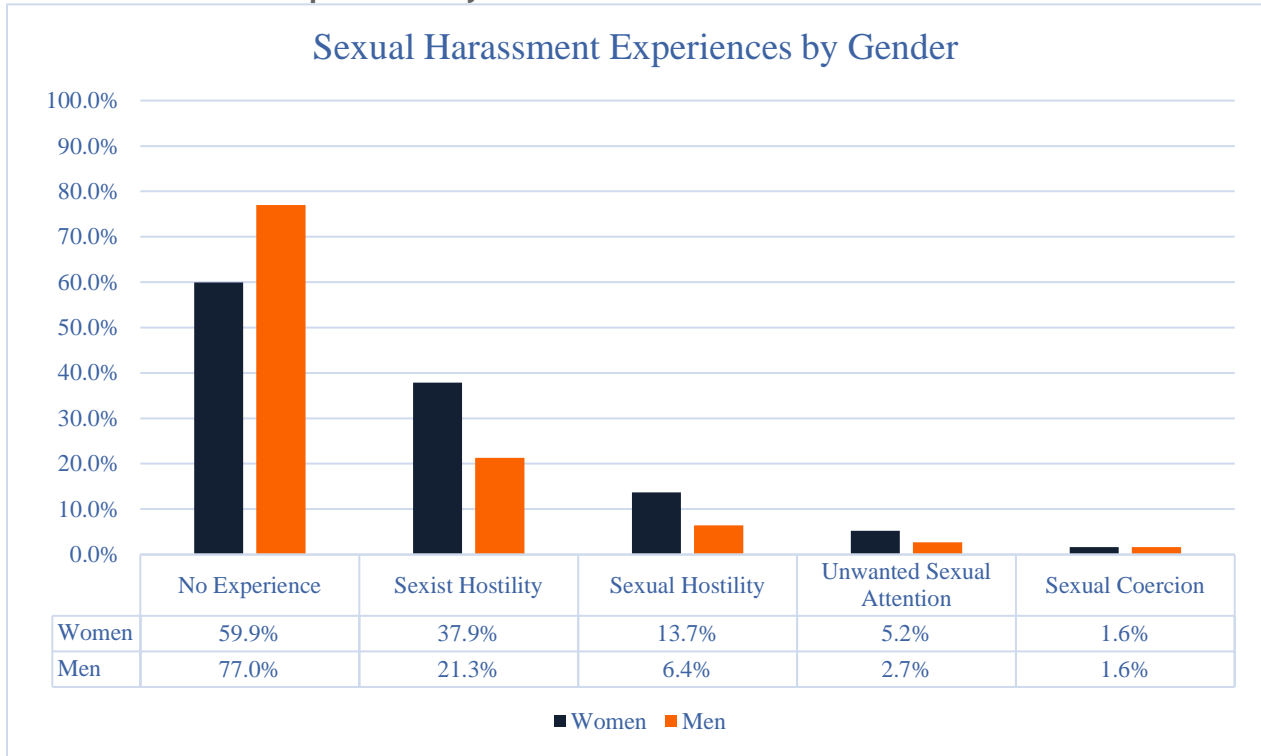
Sexual Harassment (Inclusive Groups)*

Sexual Harassment	No Experiences	Sexist Hostility	Sexual Hostility	Unwanted Sexual Attention	Sexual Coercion
Women (n = 1,475)	59.9% (884)	37.9% (558)	13.7% (202)	5.2% (76)	1.6% (24)
Men (n = 900)	77.0% (693)	21.3% (192)	6.4% (58)	2.7% (24)	1.6% (14)

*Percent in each cell include any students who identified sexual harassment experiences at least once.

Figure 5

Sexual Harassment Experiences by Gender



*Women n = 1,475; Men n = 900

Table 6

Percent Experiencing Sexual Harassment by Undergraduate and Graduate Students

	No Experience	Sexist Gender Harassment	Sexual Gender Harassment	Unwanted Sexual Attention	Sexual Coercion
Undergraduate (n = 1,420)	67.5% (958)	30.6% (434)	9.6% (136)	3.5% (50)	1.5% (22)
Graduate (n = 783)	64.0% (501)	34.2% (268)	13.4% (105)	5.0% (39)	1.0% (8)

*Note that the different forms of sexual harassment are not mutually exclusive. Students may have experienced multiple forms. For this reason, the sums of each row’s percentages will exceed 100%.

STALKING EXPERIENCES AND CYBERHARASSMENT

Methods

Stalking is generally understood to involve a person surveilling, following, or otherwise interfering with an individual's life, resulting in the survivor feeling distressed and fearful for their safety. Criminal statutes on stalking vary greatly across jurisdictions, which makes assessing incidents of criminal stalking very difficult. In addition, the University's policies differ from the criminal statutes and from those of the state of Illinois. As a result, this survey cannot determine whether experiences reported by students constitute legal stalking or stalking as defined by the University's policy.

To assess for stalking and cyberharassment experiences, the survey used a measure that originated from the Centers for Disease Control and Prevention. Ten questions about stalking were adapted from The National Intimate Partner and Sexual Violence Survey.^{ix} Incidents of stalking can range from being watched or followed to receiving unwanted notes or items. In addition to these 10 questions, participants were asked two additional questions about rumors and unwelcome comments through electronic means. These questions included cyberharassment (e.g., "made rude or mean comments to you online").

Students were asked to identify the number of times each experience happened to them since enrolling at the University. Their options were "None," "1-2," "3-5," "6-8," and "More than 8." Those who reported incidents of stalking or cyberharassment were asked follow-up questions to better understand these experiences.

Stalking Experiences

Stalking is typically understood to be a series of experiences perpetrated by the same individual or group of individuals. The measure used in this survey cannot establish a pattern of stalking behavior. Interpretation of the results should be done carefully and with this limitation in mind. Despite this restriction, the items are able to bring light to students' negative or unwanted attention experiences.

Cyberharassment Experiences

Six questions focused on electronic-based harassment. These items were very broad (e.g., "Made rude or mean comments to you online"). The results of the cyberharassment questions are separated to emphasize the distinction between these experiences and stalking.

Figure 6

Sample Stalking Experiences Questions

How many times have one or more people done the following things to you since you enrolled at UIUC?

	None	1-2	3-5	6-8	More than 8
Watched or followed you from a distance, or spied on you with a listening device, camera, or GPS [global positioning system]?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approached you or showed up in places, such as your home, workplace, or school when you didn't want them to be there?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Left strange or potentially threatening items for you to find?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sneaked into your home or car and did things to scare you by letting you know they had been there?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 7

Sample CyberHarassment Questions

	None	1-2	3-5	6-8	More than 8
Made rude or mean comments to you online?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spread rumors about you online, whether they were true or not?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, Facebook or other electronic means?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spread unwelcome sexual rumors about you by text, email, Facebook or other electronic means?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 2,971)

Stalking Experiences

The majority of students did not report any form of stalking experiences (78.0%). More women than men reported having an experience related to stalking (28.2%, 19.7%). Of those who reported any form of stalking experience, about half (50.4%) reported only one kind of experience. The most frequently reported experience was someone approaching the student “when [they] didn’t want them to be there” (12.4%). Less common experiences included having someone leave a “strange or threatening item” for the student (2.2%) and having someone sneak inside their “home or car to scare [them] by letting [them] know they had been there” (1.2%).

The majority of students reported these incidents occurred on campus (65.2%), and most (58.4%) said another University student was the perpetrator. While a portion of students reported a woman perpetrator (16.9%), most students reported a male perpetrator (73.2%).⁵

⁵ 6.3% of students said they were “not sure” who was behind the experience.

Cyberharassment Experiences

The majority of students (73.2%) did not report any form of cyberharassment. Men were less likely to experience cyberharassment than women (24.5%, 31.5%). Of those who reported any amount of cyberharassment, a plurality (43.2%) experienced only one form of it. The most frequently reported experience (15.9%) was students receiving “unwanted messages (including text or voice messages).” Only 3.8% of students reported having someone spread “unwelcome sexual rumors” through text or the internet.

Most respondents (59.6%) reported a fellow student was behind their experiences, and 63.4% of students said this occurred on campus. While majorities of male and female students reported a man was behind their harassment (73.8%, 66.9%), a significant portion of offenses were perpetrated by women (19.9%, 21.7%).

Figure 8

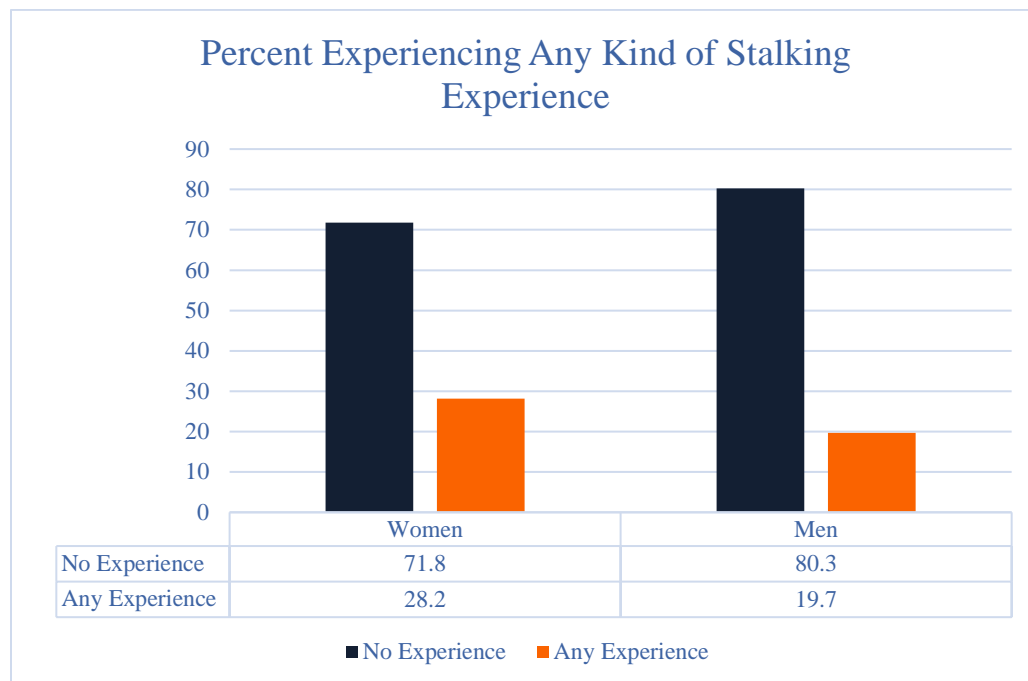


Figure 9

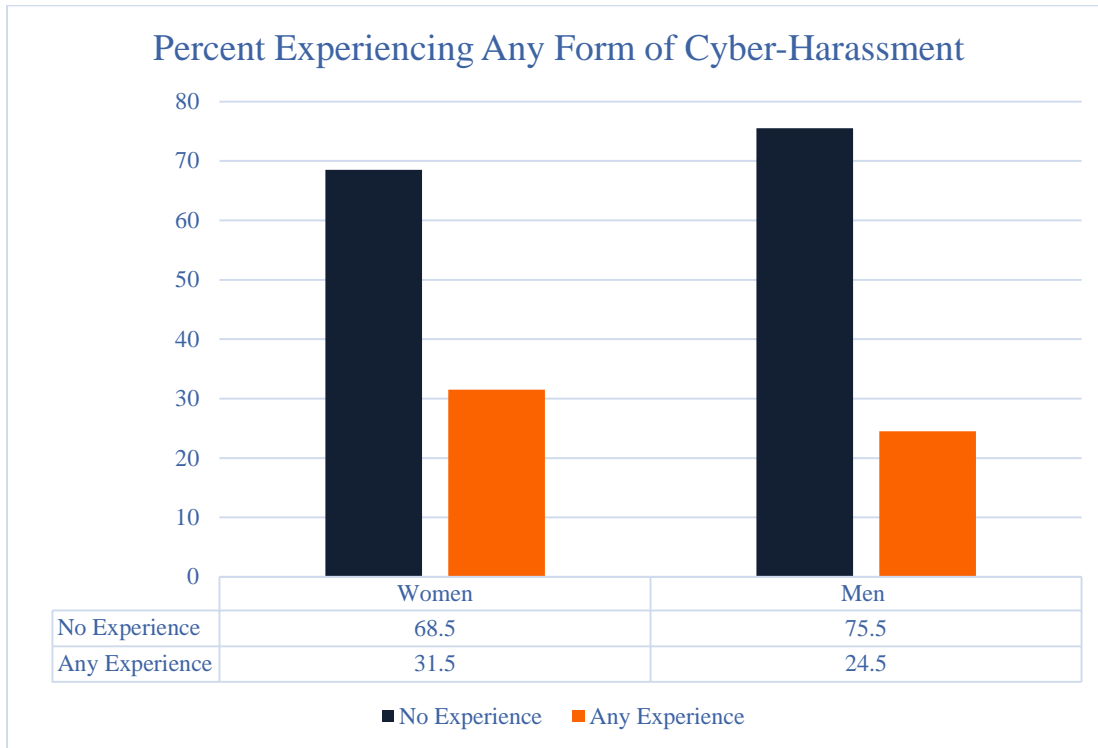


Table 7

Percentage of Students Endorsing Each Experience Related to Stalking

Stalking Experiences	All (n = 2,971)	Women (n = 1,478)	Men (n = 901)
Someone watched or followed them from a distance	8.2% (245)	9.9% (146)	3.6% (33)
Someone approached or showed up at unwanted places	12.4% (369)	13.7% (202)	7.7% (69)
Someone left strange or threatening items for them	2.2% (64)	1.4% (21)	1.7% (15)
Someone sneaked into their home or car to scare them	1.2% (37)	0.7% (11)	1.0% (9)
Someone made unwanted phone calls (includes hang up calls)	9.5% (283)	9.7% (143)	5.8% (53)
Someone left cards or presents when they knew it was unwanted	3.0% (90)	3.3% (49)	0.9% (8)

Table 8

Percentage of Students Endorsing Each Experience Related to Cyber-Harassment

Cyberharassment Experiences	All (n = 2,971)	Women (n = 1,478)	Men (n = 901)
Someone made rude or mean comments online	12.5% (371)	13.7% (203)	8.5% (77)
Someone spread rumors about them online	6.1% (181)	5.7% (84)	4.3% (39)
Someone sent unwanted sexual content electronically	6.7% (198)	7.7% (114)	2.4% (22)
Someone spread sexual rumors about them online	3.8% (113)	3.7% (54)	1.7% (15)
Someone left unwanted messages (includes text & voice)	15.9% (472)	18.7% (276)	8.3% (75)
Someone sent unwanted emails, IMs, or messages through social media	13.6% (405)	16.0% (237)	6.5% (59)

DATING VIOLENCE

Methods

Students were asked to report experiences of violence within the context of an intimate relationship. The items from this section came from three main sources: the Partner Victimization Scale (Hamby, 2014), the Women’s Experience with Battering Scale (Smith, Earp, & DeVellis, 1995), and the Juvenile Victimization Questionnaire (JVQ; Hamby, Finkelhor, Ormrod, & Turner).^{x xi xii}

Given the complexity of college relationships, the measure asks students to think about “any hook-up, boyfriend, girlfriend, husband, or wife you have had, including exes.” To avoid students reporting experiences that were playful and not abusive, the questions emphasize the nature of the behavior by including “not including horseplay or joking around.” The items asked about psychological abuse (e.g., “tried to keep me from seeing or talking to my family”) as well as physical abuse (e.g., my romantic/sexual partner tried to hurt me by pushing, grabbing, or shaking me). The scale included twelve items.

Figure 10

Dating Victimization Prompt

Answer the next questions about any hook-up, boyfriend, girlfriend, husband, or wife you have had, including exes, regardless of the length of the relationship since your enrollment at UIUC.

	Never	Once or Twice	Sometimes	Often	Many Times
Not including horseplay or joking around, my romantic/sexual partner tried to hurt me by pushing, grabbing or shaking me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not including horseplay or joking around, my romantic/sexual partner tried to hurt me by hitting me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not including horseplay or joking around, my romantic/sexual partner beat me up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not including horseplay or joking around, my romantic/sexual partner threatened to hurt me and I thought I might really get hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not including horseplay or joking around, my romantic/sexual partner stole or destroyed my property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 2,742)

Among all individuals who answered the dating violence questions, about one in four (23%) students reported an experience with dating violence (16% of men and 26% of women). Most individuals (87%) knew their abuser at least “moderately well.” When asked about their worst experience, 80% of students reported their perpetrator was their current or former romantic partner (52%, 28%, respectively).

The majority of students (55%) reported their victimization experiences occurred off-campus. Thirty-five percent of students said their experiences occurred on-campus, and 9% said they occurred both on and off campus.

Fifty-one percent of respondents indicated that their abuser was not affiliated with the University. Forty-six percent of students reported their perpetrator was a University student, and only 1% reported their abuser was a staff member or employee.

Figure 11

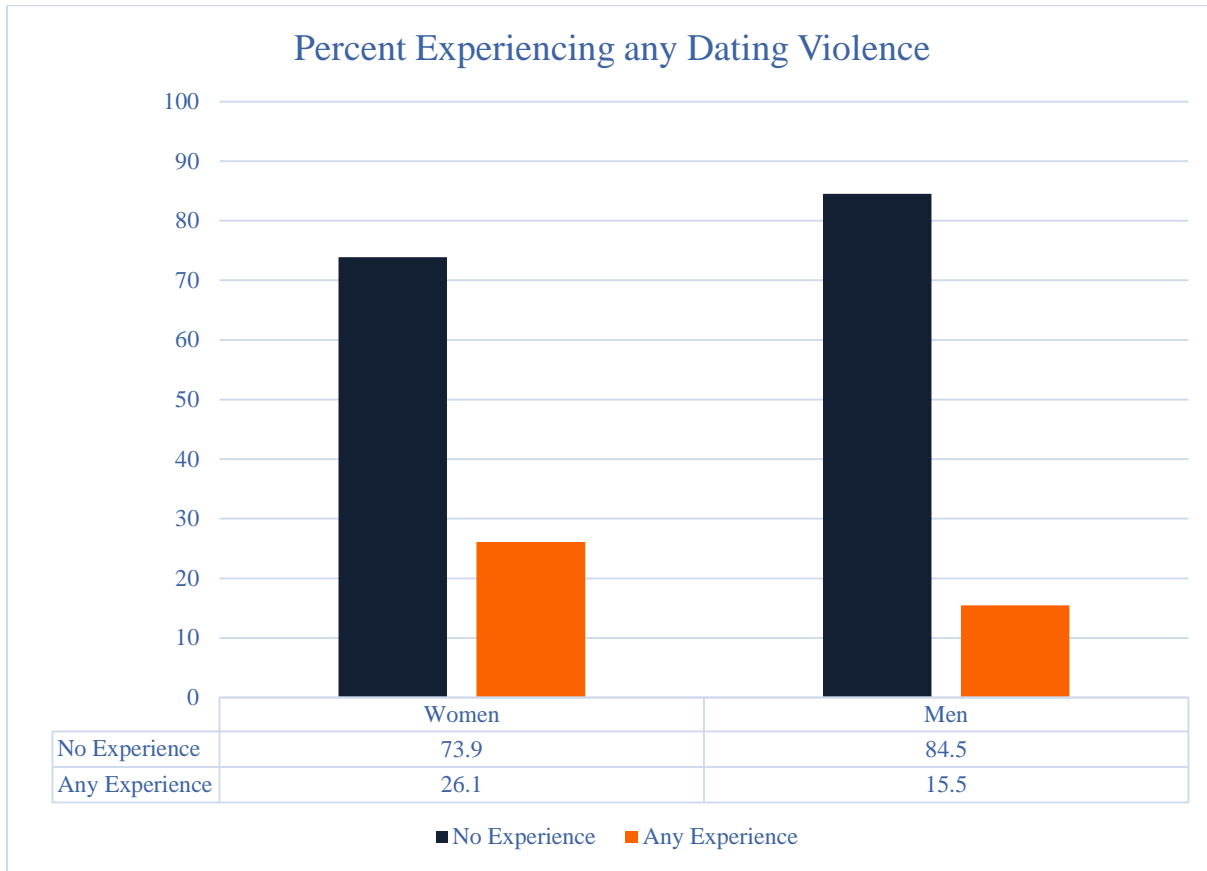


Table 10

Table of Victimization Experiences Related to Dating Violence

Dating Violence Experience	All (n = 2,742)	Women (n = 1,451)	Men (n = 888)
Partner tried to hurt them by pushing, grabbing or shaking them	7.0% (192)	9.4% (136)	2.3% (20)
Partner tried to hurt them by hitting them	4.3% (118)	4.0% (58)	4.1% (36)
Partner beat them up	1.0% (27)	1.2% (17)	0.2% (2)
Partner threatened them and they thought they would get hurt	3.6% (100)	4.3% (63)	1.7% (15)
Partner stole or destroyed property	3.3% (91)	3.4% (50)	1.9% (17)
Partner could scare them without laying a hand on them	10.0% (273)	13.0% (188)	3.6% (32)
Partner refused to use a condom when they wanted to	8.8% (240)	10.5% (153)	4.1% (36)
Partner tried to keep them from seeing or talking to friends & family	8.3% (227)	8.8% (128)	6.4% (57)
Partner insisted on knowing where they were at all times	11.9% (327)	12.3% (178)	9.5% (84)
Partner threatened to disclose their sexual orientation against their will	2.0% (55)	2.0% (29)	1.0% (9)

SECTION II: CAMPUS CLIMATE, PERCEPTIONS OF INSTITUTIONAL SUPPORT, AND STUDENT OUTCOMES

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

The subsections included: Perceived Institutional Response/Campus Climate (p. 29), Knowledge of Resources (p. 36), Peer Responses (p. 40), Possible Outcomes (p. 43), Alcohol Use (p. 46), Consent (p. 51), and Peer Norms & Bystander Intervention (p. 52).

PERCEIVED INSTITUTIONAL RESPONSE/CAMPUS CLIMATE

Methods

Students were asked questions to identify their perception of the campus climate regarding sexual misconduct and their understanding of how the University would, or did, respond to an incident of sexual misconduct. The first set of questions was asked prior to the survey assessment of sexual misconduct experiences. These items are based on ones used by the Rutgers Campus Climate Survey and are endorsed by the White House Task Force on sexual violence.^{xiii} The 11-item measure asks hypothetical questions regarding how the University might act in response to a survivor disclosing to them. These items included questions regarding student perception of the University tolerating cultures of sexual misconduct and substance use. See Figure 12.

Institutional response questions were also asked following sexual misconduct items. Students were given different questions depending on whether they reported sexual misconduct. Students who had experienced sexual misconduct were asked to report on their own experience, and those with no victimization experiences were to think hypothetically. These 26 items provide data on how students perceive the University's actual and hypothetical response to sexual misconduct. See Figures 13 and 14.

Figure 12

Campus Climate Prompt and Initial Questions

The following statements describe how UIUC might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement.

	Very Unlikely	Unlikely	Neutral	Likely	Very Likely
The University would take the report seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University would maintain the privacy of the person making the report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University would do its best to honor the request of the person about how to go forward with the case.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University would take steps to protect the safety of the person making the report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The University would support the person making the report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 13

Institutional Response – Actual

In thinking about the events related to sexual misconduct described on the last several pages, did UIUC play a role in your experiences by...

	Yes	No	N/A
Actively supporting you with either formal or informal resources (e.g., counseling, academic services, meetings or phone calls)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apologizing for what happened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believing your report?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing you to have a say in how your report was handled?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 14

Institutional Response – Hypothetical

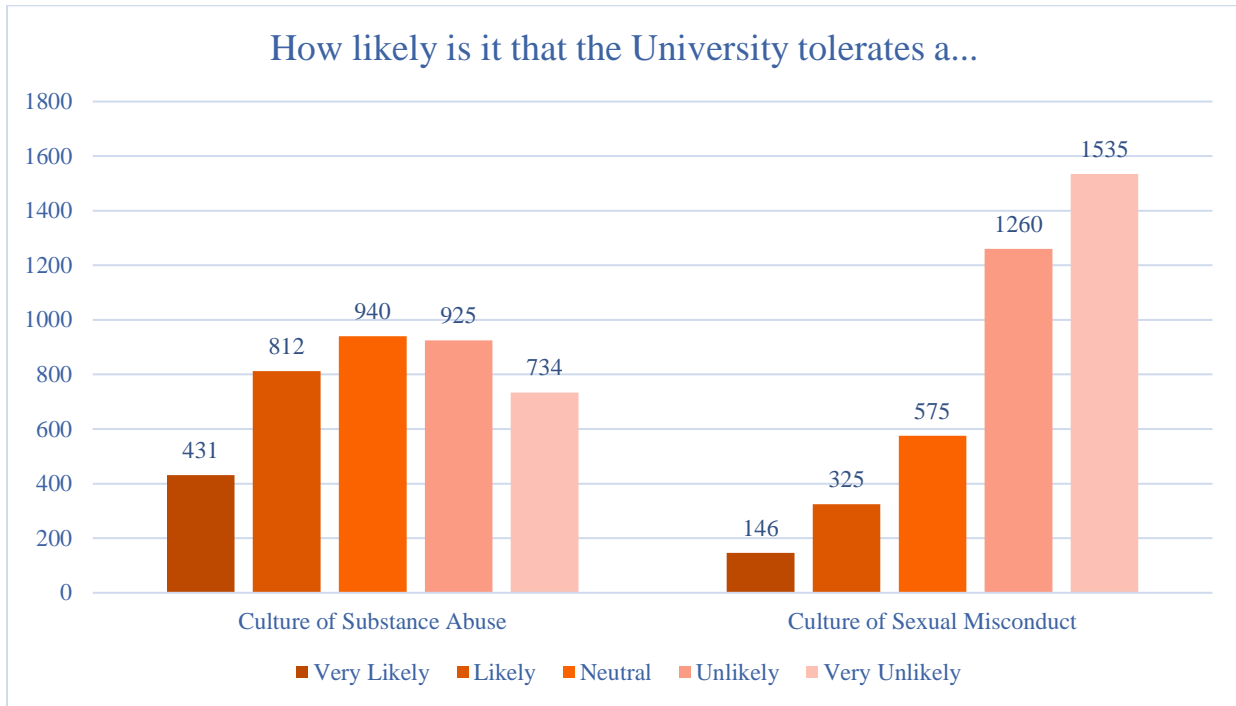
Some people who have experiences with sexual misconduct choose to report them to university officials or supports. If you imagine that you were making such a report, would UIUC play a role by...

	Yes	No	N/A
Actively supporting you with either formal or informal resources (e.g., counseling, academic services, meetings or phone calls)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apologizing for what happened to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believing your report?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing you to have a say in how your report was handled?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results

Approximately 3,850 students completed these questions regarding their perception of the University’s response to sexual misconduct. Students generally had positive perceptions of how the University would respond to sexual misconduct. For example, 72% of all students (69% of women, 83% of men) believed that it was likely or very likely that the University would take a report of sexual misconduct seriously (n=3,852); 81% of all students (80.5% of women, 85.0% of men) believed that it was likely or very likely that the University would maintain the privacy of someone making a report; 67% of all students (62% of women, 75% of men) thought it was likely or very likely that the University would support the person making the report. Students also did not fear repercussions. Only 5% of all students (4% of women, 5% of men) said they thought it was likely or very likely that the University would punish the student making the report. In general, students were more likely to perceive the University as tolerating a culture of substance use than sexual misconduct. Just under 14% of students believed it was likely or very likely that the University tolerates a culture of sexual misconduct. See Figure 14.

Figure 14



Reporting

Consistent with other studies of sexual harassment and sexual assault, many students did not tell anyone about their experiences. Just over one in three women and one in five men told anyone about their sexual harassment experience. Just over half of women and almost half of men told someone about their sexual assault experience. Not surprisingly, most shared this experience with an informal supporter. Sharing with formal resources outside and inside the university was relatively rare. See Table 11 for details.

Table 11

Reporting Behaviors

	Sexual Harassment		Sexual Assault	
	Women (n=573)	Men (n=198)	Women (n=435)	Men (n=71)
Told Anyone	38.2%	19.7	58.4	46.5
Told Friend/Roommate	34.9	15.9	45.8	41.7
Told Any Informal Support (e.g., family, religious leader)	36.4	16.9	57.1	43.1
Told Formal Support Outside of University	4.9	1.4	7.5	4.2
Told University Resource	10.3	1.9	14.1	5.6
	Stalking Victimization		Dating Violence	
	Women (n=559)	Men (n=193)	Women (n=376)	Men (n=132)
Told Anyone	44.5%	25.9	46.8	25.8
Told Friend/Roommate	41.0	22.8	43.1	21.3
Told Any Informal Support (e.g., family, religious leader)	43.6	24.4	46.3	24.2
Told Formal Support Outside of University	5.7	2.1	6.9	3.8
Told University Resource	10.7	3.1	12.0	3.0

Disclosed to University by Victimization Type

Participants were more likely to disclose rape to university resources than they were to disclose sexual contact or attempted rape. The numbers reporting are very small, and any cells in Table 11 with fewer than 5 participants have been excluded. See Tables 11 through 14 for reporting by victimization type.

Those who did not disclose their victimization to the University were asked why. The most frequently endorsed barrier to reporting to the University was that they believed it was a private matter that they should handle on their own (39.8%). Second to this was the belief that what happened was not serious enough to be talked about (32.7%). Only 2.8% of students who did not disclose to the University were afraid they would be punished by the administration for infractions (e.g., underage drinking). Similarly, only 4% reported a fear of others harassing or reacting negatively toward them.

Table 11

Percent of Women and Men Reporting to University Resources by Sexual Harassment Experience

	Women	Men	All
Sexist Hostility	10.7% (58)	*	8.5% (69)
Sexual Hostility	11.5% (23)	*	9.9% (28)
Unwanted Sexual Attention	17.1% (13)	*	14.7% (16)
Sexual Coercion	*	*	*

Note: The “all” category includes everyone who provided victimization and reporting information; some did not complete the demographic information; * fewer than 5 participants reported in this category.

Table 12

Percent of Women and Men Reporting to University Resources by Stalking Experience

	Women	Men	All
Stalking Victimization	10.7% (60)	3.1% (6)	9.0% (74)

Note: The “all” category includes everyone who provided victimization and reporting information; some did not complete the demographic information; * fewer than 5 participants reported in this category.

Table 13

Percent of Women and Men Reporting to University Resources by Dating Violence Experience

	Women	Men	All
Dating Violence Victimization	12.0% (45)	*	9.9% (55)

Note: The “all” category includes everyone who provided victimization and reporting information; some did not complete the demographic information; * fewer than 5 participants reported in this category.

Table 14

Percent of Women and Men Reporting to University Resources by Sexual Assault Experience (Mutually Exclusive Categories)

	Women	Men	All
Sexual Contact	5.2% (5)	*	4.5% (6)
Attempted Coercion	*	*	17.1% (6)
Coercion	15.2% (5)	*	17.5% (7)
Attempted Rape	*	*	5.0% (7)
Rape	21.2% (46)	*	19.8% (50)

Note: The “all” category includes everyone who provided victimization and reporting information; some did not complete the demographic information; * fewer than 5 participants reported in this category.

Generally speaking, students reported campus resources were somewhat to moderately useful (mean across resources was 2.41 on a 4-point scale from not at all useful [0] to very useful [4]). Some resources were viewed more positively than others. Given the small number of individuals reporting on each resource, average ratings are not provided. See Table 15 for a summary of the percent that disclosed their sexual assault to each type of resource.

Table 15

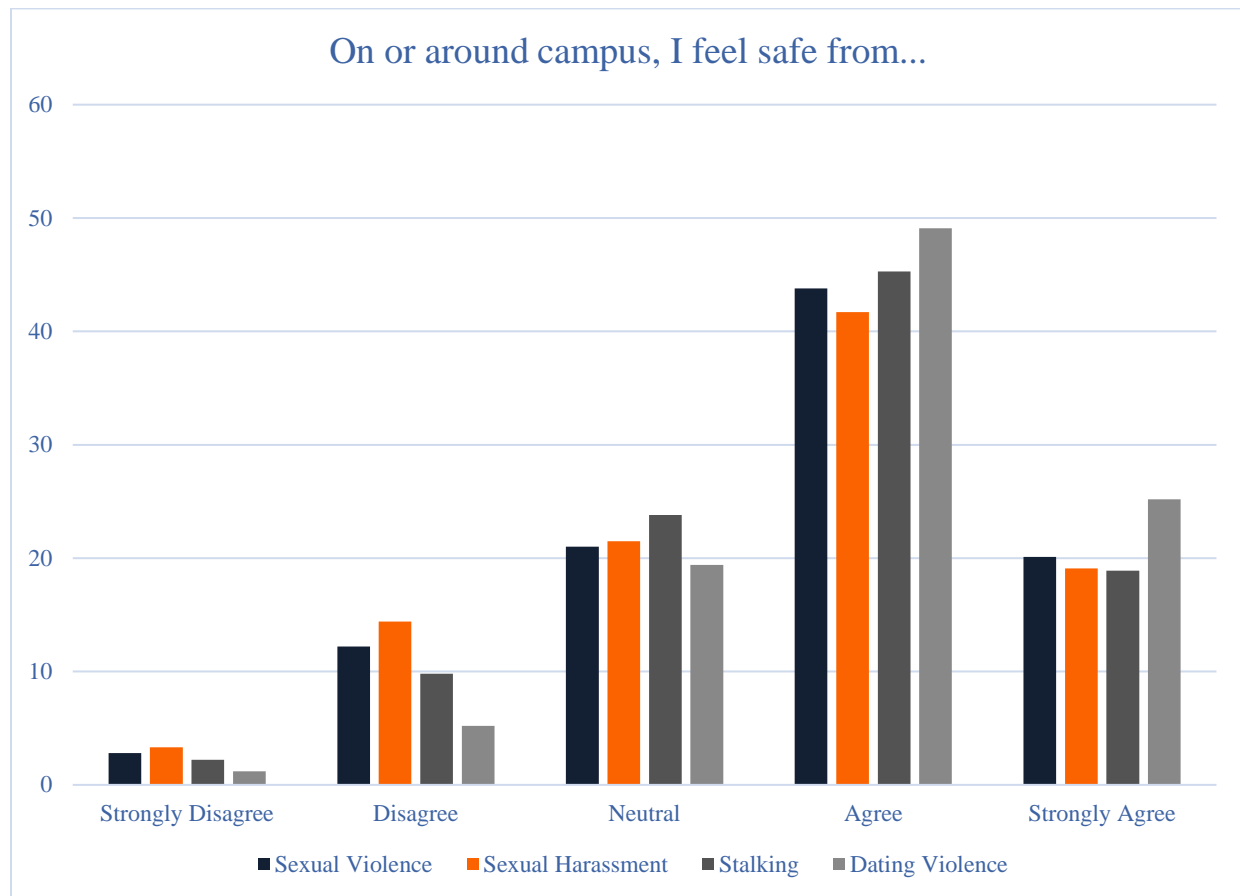
Breakdown of Sources Used By People Who Disclosed Their Sexual Assault (Not Mutually Exclusive)

	% and n Who Disclosed to Each Group (can report to more than one group)		
	Women (n=374)	Men (n=89)	All (n=507)
Friend or Roommate	98.8% (346)	87.6% (78)	91.9% (466)
Romantic Partner	42.0% (154)	22.5% (20)	39.9% (193)
Religious Figure	1.9% (7)	2.2% (2)	3.8% (9)
Family Member	24.6% (92)	19.7% (17)	23.4% (117)
Off Campus Counselor	8.0% (30)	6.7% (6)	8.1% (41)
Non University Police	2.7% (10)	2.2% (2)	3.2% (16)
Off Campus Rape Crisis Center	2.4% (9)	0% (0)	2.0% (10)
Off Campus Medical Professional	1.9% (7)	0% (0)	1.8% (9)
University Police	3.2% (12)	0% (2)	3.2% (16)
Office of Student Conflict	1.9% (7)	1.1% (1)	4.6% (8)
Title IX Coordinator	1.3% (5)	0% (0)	1.0% (5)
University Faculty + Staff	9.9% (37)	4.5% (4)	8.7% (44)
McKinley Health Center	5.3% (20)	1.1% (1)	4.5% (23)
Campus Counselor	11.8% (44)	4.5% (4)	10.7% (54)
Office of Dean of Students	3.2% (12)	1.1% (1)	2.8% (14)
Women's Resource Center	8.3% (31)	0% (0)	6.3% (32)
Residence Life Staff	3.7% (14)	0% (0)	3.4% (17)

Perception of Safety on Campus

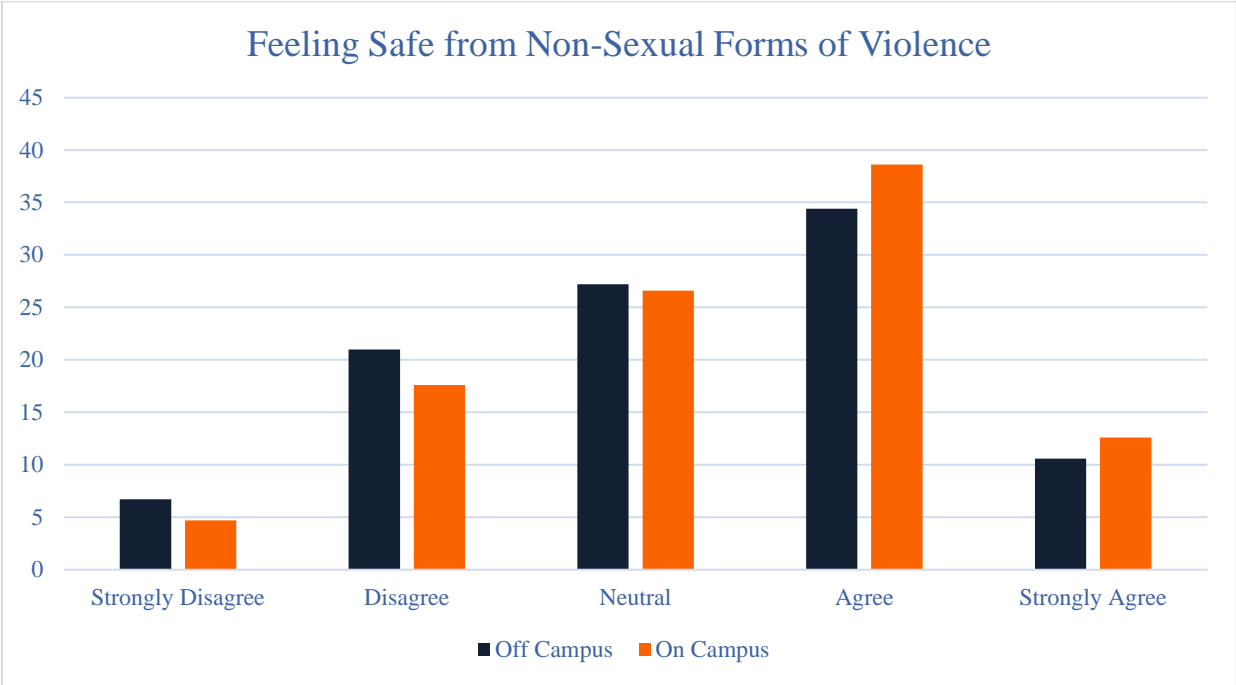
Students were asked to indicate how much they agreed with a statement regarding their safety from different forms of sexual misconduct. Each statement was nearly identical except for the type of misconduct (e.g., On or around campus, I feel safe from Sexual Assault). Students who reported any form of victimization experience reported feeling less safe on campus with regard to each form of sexual misconduct.

Figure 15



Students were also asked about other forms of violent crime (battery, murder, etc.) both on and off campus. Students reported feeling safer on campus than off campus ($t(2,382) = 7.958, p < .001$).

Figure 16



KNOWLEDGE OF RESOURCES

Method

An important goal of this survey was to understand students' current knowledge of sexual misconduct resources available to them. They were asked questions tailored to campus and local resources.

The survey contained four components used to understand students' knowledge of and experiences with University resources. First, students were asked to report on their own understanding of the University's process of handling sexual misconduct. Students then identified what educational experiences they had (both formal and informal), and reported what type of information was gained from the resources. Finally, students were asked about their awareness of local and University resources and their limits in regards to confidentiality. The latter was important given that some university resources may be compelled to report sexual misconduct while others can keep such disclosures confidential.

Figure 17

Education experiences

Since you came to UIUC, which of the following have you done? Please check all that apply.

Discussed sexual misconduct/rape in class	Visited a UIUC website with information on sexual misconduct
Discussed the topic of sexual misconduct with friends	Volunteered or interned at an organization that addresses sexual misconduct
Discussed sexual misconduct with a family member	Seen or heard about sexual misconduct in a student publication or media outlet
Attended an event or program about what you can do as a bystander to stop sexual misconduct	Taken a class to learn more about sexual misconduct
Attended a rally or other campus event about sexual misconduct or sexual assault	Learned about sexual misconduct at student orientation
Seen posters about sexual misconduct (e.g., raising awareness, preventing rape, defining sexual misconduct)	Taken a self-defense class
Seen or heard campus administrators or staff address sexual misconduct	Joined an anti-violence organization (i.e., Movement Against Sexual Violence)
Seen crime alerts about sexual misconduct	Participated in FYCARE in my freshman year
Read a report about sexual violence rates at UIUC	Participated in ICARE (the bystander intervention program)

Figure 18

Awareness of resources and their confidentiality limits

Please use the following scale to indicate how aware you are of the function of the campus and community resources specifically related to sexual misconduct response at UIUC listed below.

Some people who you might talk to about sexual misconduct are confidential responders. This means you can talk to them about an experience without them making a formal report to anyone else.

	Awareness			Would you expect this person to be a confidential responder?	
	Not at all aware	Somewhat aware	Aware	Yes	No
Office of Student Conflict Resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of the Dean of Students/Emergency Dean Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McKinley Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 3,756)

Only about one in three (32.5%) students reported not knowing where to get help following an incidence of sexual misconduct. However, a slight majority of students (51.0%) did not understand the process that occurs following a report of sexual misconduct. In general, men were more confident than women with regard to their knowledge of campus sexual misconduct resources. See Table 16 for more information.

Most students (77.5%) reported learning information about sexual misconduct before coming to the University. Those who had received information about sexual misconduct before coming to campus were more knowledgeable of campus resources ($t(3,684) = -3.286, p < .001$). Students who had more knowledge of the University's policies and resources were more confident in the school's response to sexual misconduct, $r(3,779) = .329, p < .001$.

Crime alerts and posters were the most frequent ways that students got information about sexual misconduct (72%, 65.1%, respectively). Students were more likely to discuss sexual misconduct among friends than in the classroom (59.1%, 42.3%, respectively). Only two-thirds of students reported taking FYCARE, a mandatory course related to sexual assault; theoretically, this would include nearly 100% of participants. It is unlikely that students avoided taking the course but rather just did not remember its name. See Table 17 for more information on sources of information.

Most students (63%) reported getting information (verbal or written) about the student code of conduct. Students were least likely to report getting information about the Title IX protections against sexual assault (25%). Table 18 has more information on students' perceptions of the university's written communication.

Students had a range of awareness of how different resources functioned regarding sexual misconduct. Students were generally more aware of the functions of resources that have multiple or universal functions (e.g., McKinley Health Center). See Table 19 for more information.

Table 16

Confidence of Knowledge

Percent who agree or strongly agree	All (N = 3,755)	Women (N =1,479)	Men (N =905)
If a friend or I experienced sexual misconduct, I know where to get help on campus	53.6%	54.1%	53.9%
I understand what happens when a student reports a claim of sexual misconduct at UIUC	30.3%	26.2%	34.4%
I would know where to go to make a report of sexual misconduct	41.3%	39.2%	45.0%

Table 17

Sources of Education

Percent who have done this since coming to UIUC	All (N = 3,755)	Women (N =1,479)	Men (N =905)
Discussed sexual misconduct/rape in class	42.3	42.5%	38.6%
Discussed sexual misconduct with friends	59.1	63.8	53.4
Discussed sexual misconduct with a family member	25.7	30.6	20.5
Attended a bystander intervention event/program	27.7	28.2	26.5
Attended rally or campus event related to sexual misconduct	9.3	10.5	7.3
Seen posters about sexual misconduct	65.3	69.9	63.9
Seen or heard campus administrators or staff address sexual misconduct	24.6	25.2	25.7
Seen crime alerts about sexual misconduct	71.7	77.1	77.3
Read a report about sexual violence rates at UIUC	30.1	31.9	30.4
Visited a UIUC website with information about sexual misconduct	22.5	23.5	23.7
Volunteered at an organization that address sexual misconduct	5.5	7.2	2.9
Seen or heard about sexual misconduct in a student publication or media outlet	53.0	56.5	51.9

Taken a class to learn about sexual misconduct	12.7	12.6	12.3
Learned about sexual misconduct at student orientation	37.4	38.5	38.8
Taken a self-defense class	8.8	9.8	5.3
Joined an anti-violence organization	2.1	2.6	1.1
Participated in FYCARE	65.9	67.7	60.5
Participated in ICARE	14.9	14.1	13.4

Table 18

Type of Information Received from UIUC (written or verbal)

	Percent who have gotten that information (N = 3,356)
Information about the sexual misconduct policy	40.6
How to report an incident of sexual misconduct	40.2
Where to go to get help if someone you know experiences sexual misconduct	48.0
Title IX protections against sexual misconduct	25.1
How to prevent sexual misconduct	47.7
Student Code of Conduct	63.5

Table 19

Resource Awareness and Confidentiality

Resource	“Aware” or at least “somewhat aware” of the resource’s function with regards to sexual misconduct	Believe it is a confidential responder
Office of Student Conflict Resolution	54.3%	72.4%
Office of the Dean of Students/Emergency Deans	79.1	68.9
McKinley Health Center*	95.6	84.5
Counseling Center*	90.0	92.0
Women’s Resource Center*	81.8	91.2
Title IX Coordinator	64.0	63.8
University of Illinois Police	93.7	40.1
Safe Walks	87.2	49.4
Safe Rides	87.5	49.3
Safe Place	39.7	57.5
Courage Connection*	27.6	68.7
RACES*	49.7	87.3
RAD Program	38.3	80.4
Faculty	84.5	50.7
Resident Advisors	83.4	50.8
Peers (other students)	89.5	41.3

****Denotes actual confidential responders on the UIUC campus.***

PEER RESPONSES

Methods

How a person responds to a disclosure of sexual victimization can have major consequences on the survivor. Given the importance of this interaction, we asked survivors to report on how friends responded when they told them about their experiences. Additionally, those without a victimization experience and survivors who had not disclosed to friends were asked to predict how others would respond to their disclosure.

Two measures were used to identify these experiences. The first is the short form of the Social Reactions Questionnaire which comes from researchers from UIC (Ullman & Relyea, 2015).^{xiv} These questions describe possible responses to a disclosure (e.g., Reassure you that you are a good person); students indicated how frequently they received that kind of reaction. This measure has two subscales: Turning Against (negative reaction) and Positive Reactions.

The second measure comes from the Rutgers Campus Climate Survey, which adapted questions from the Defense Equal Opportunity Management Institute (DEOMI) survey (Rutgers University, 2014; DEOMI, 2014.)^{xv xvi} These three questions ask how other students would respond to a person reporting sexual misconduct. Respondents are asked to identify how strongly they agree or disagree with each statement.

We also included an item that asked whether a friend or peer told them they had a “nonconsensual sexual experience.” If students affirmed they had received a disclosure, they were asked how many times it happened.

Figure 19

Prompt for those who had disclosed to friend

The following is a list of reactions that people sometimes have when responding to a person who has experienced sexual misconduct. You answered earlier that you told a friend or a peer about an experience with sexual assault. Please indicate how often you experienced each of the following reactions from friends/peers that heard about your sexual assault.

	Never	Rarely	Sometimes	Frequently	Always
Tell you that you were irresponsible or not cautious enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reassure you that you are a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat you differently in some way than before you told them that made you uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 20

Prompt for those who had not disclosed to friend or had no victimization experiences

The following is a list of reactions that people sometimes have when responding to a person who has a sexual misconduct experience. If you were to tell your friends/peers about sexual misconduct you experienced, how likely would they be to give following responses?

	Never	Rarely	Sometimes	Frequently	Always
Tell you that you were irresponsible or not cautious enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reassure you that you are a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat you differently in some way than before you told them that made you uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results

Hypothetical and Actual Reactions to Disclosure (N = 2,433)

While male and female victims received statistically similar amounts of negative reactions, women reported more positive responses from peers ($t(436) = 2.736, p < .006$). The majority of students (68%) reported being frequently or always reassured that they are a good person following their unwanted experience. Only 12% of survivors were frequently or always told that they should have done more to prevent their victimization.

Individuals who did not disclose their victimization to peers assumed they would receive more negative responses and fewer positive responses than those without any victimization experiences. Those who chose not to disclose to friends were more likely to see friends as less likely to have a positive reaction ($t(1,974) = 6.664, p < .001$). Both groups, however, expected the same amount of negative responses from peers.

It is important to note that students who experienced reactions reported fewer actual positive responses and more negative responses than those who were reporting based on hypothetical responses ($t(627.814) = 18.233, p < .001$; $t(2,429) = 6.124, p < .001$).

Only 12% of students believed their peers would consider someone making a report of sexual misconduct to be a “troublemaker.” The majority of students (65%) disagreed that other students would have a hard time supporting someone who had been victimized. About one third of students (32%) believed that the friends of the alleged offender would retaliate against the victim.

Peer Disclosure (N = 3,765)

One in three students had at least one friend tell them about a nonconsensual sexual experience. Of those who received a disclosure, most (72%) received between one and two disclosures, and 10% received five or more disclosures. Women were more likely to receive a disclosure than men (42%, 27%, respectively).

Students who had been at the university longer were more likely to have someone disclose a sexual assault to them (25% at first year, 47% at fourth year).

POSSIBLE OUTCOMES

Methods

This survey uses several measures to assess students' well-being and engagement with their academic work. These measures match the ARC3's approach to identifying possible outcomes related to victimization. These items were at the beginning of the survey and thus have the largest number of responses.

Academic Satisfaction & Disengagement

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

Mental Health & General Well-being

These questions were pulled from three different sources. The first is from The Satisfaction with Life Scale (SWLS; Diener, Emmons, Larson, & Griffin, 1985)^{xx}, which asks participants to agree or disagree with statements related to how content they are. Six questions come from the MOS 36-Item Short-Form Health Survey (SF-36; Ware & Sherbourne, 1992); these items ask about the student's overall mental and physical health.^{xxi} In addition, a single item on general safety was used from the California School Climate and Safety Survey (CSCSS; Furlong, 1996).^{xxii}

Results (N = 4,619)

Academic Satisfaction & Disengagement

Students were asked whether they would recommend attending the University to others and if they would attend the University if they had to do it all over again. Students overwhelmingly were satisfied with the University. See Figures 21 and 22.

Academic disengagement questions showed a range of students' behaviors. The most commonly reported behavior was thinking about dropping a class (61.0%) followed by being late for class (53.6%). More disruptive behaviors were less frequently endorsed by students. Only 0.4% of students reported "almost always" attending class intoxicated or high. The structure of the disengagement behavior items allows for individuals to receive an average disengagement score. Individuals reporting any form of victimization had significantly higher levels of disengagement ($t(3,111) = -8.53$, $p < .001$). Significantly elevated levels of disengagement were present when men and women were examined separately.

Mental Health & General Wellbeing

Individuals who reported any form of victimization reported significantly lower levels of life satisfaction and general mental health ($t(3,109) = 3.965$, $p < .001$; $t(3,109) = 10.368$, $p < .001$). Individuals with any form of victimization reported significantly lower overall health ($t(3,110) = 7.295$, $p < .001$) and feeling less safe on campus ($t(2,918.874) = 8.845$, $p < .001$). This difference was

consistent when examined by sex. The full results from the questions on physical health and sense of safety on campus can be seen in Figure 23 and 24.

Figure 21

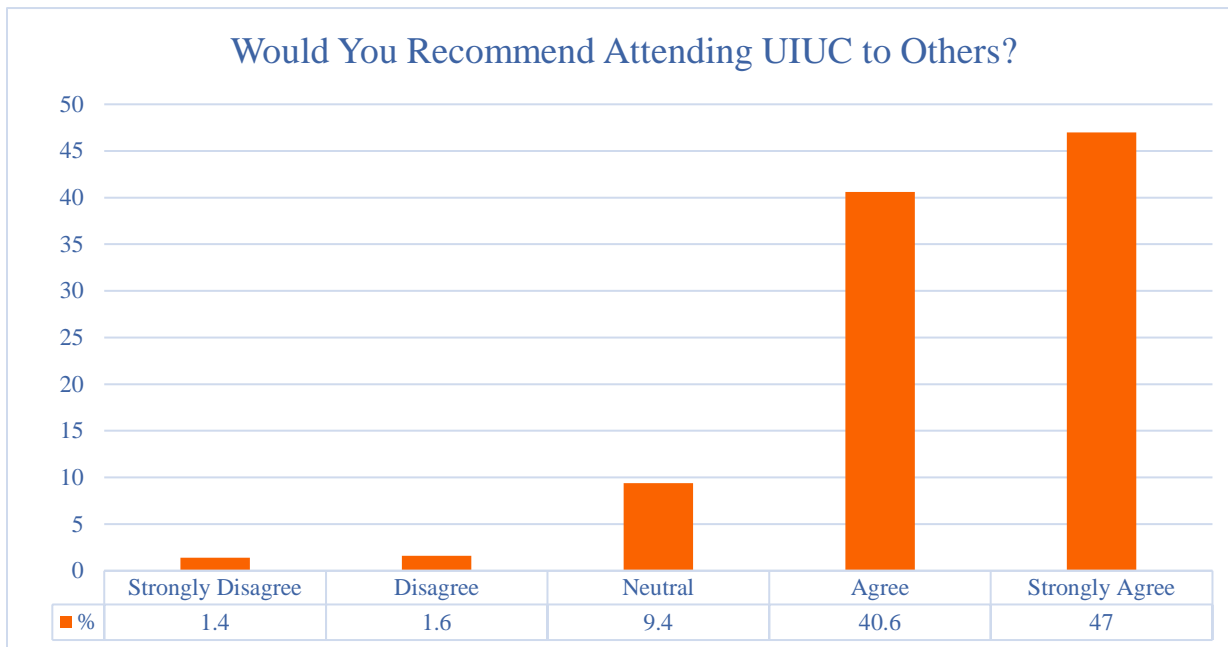


Figure 22

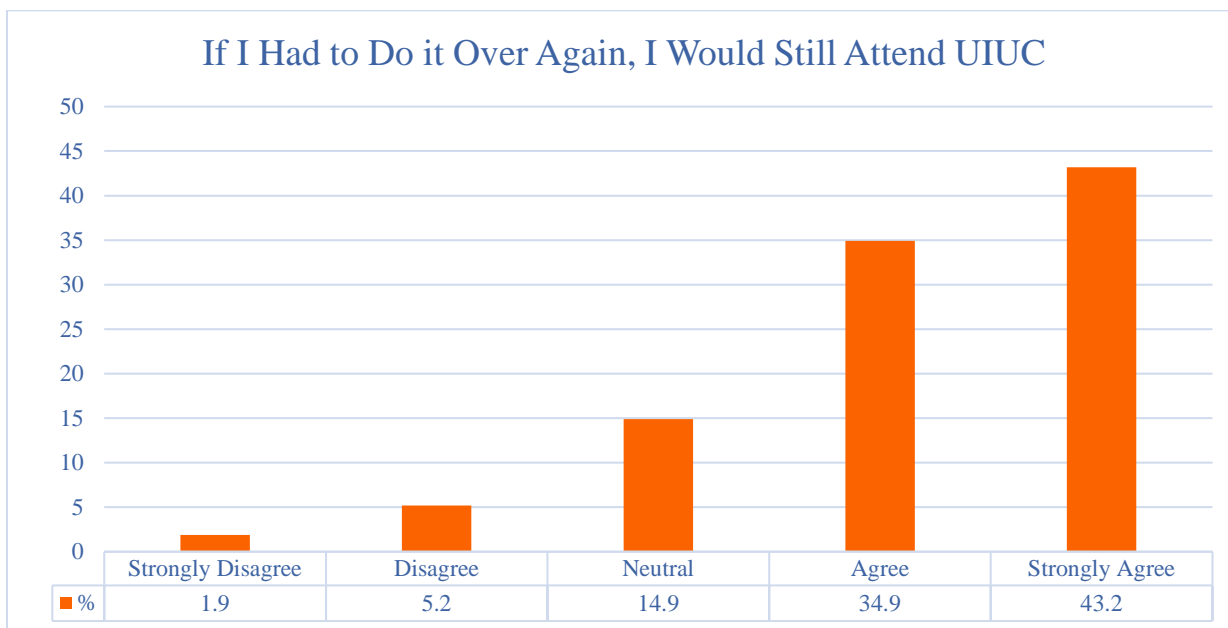


Figure 23

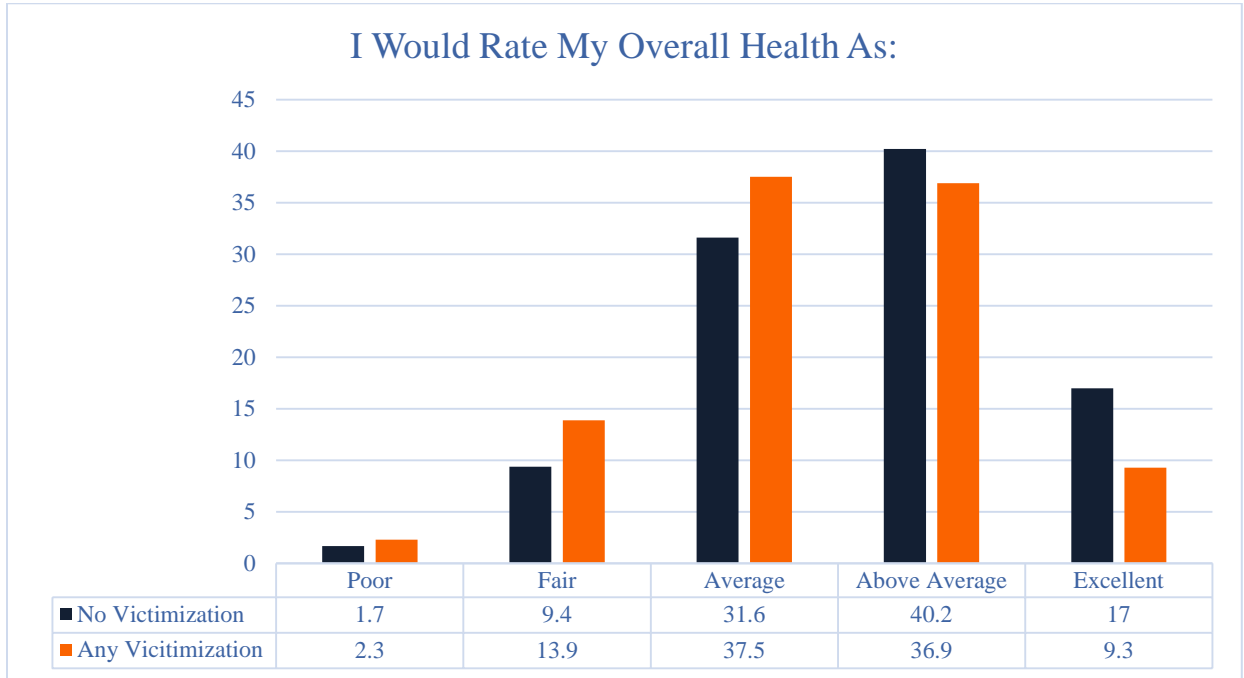
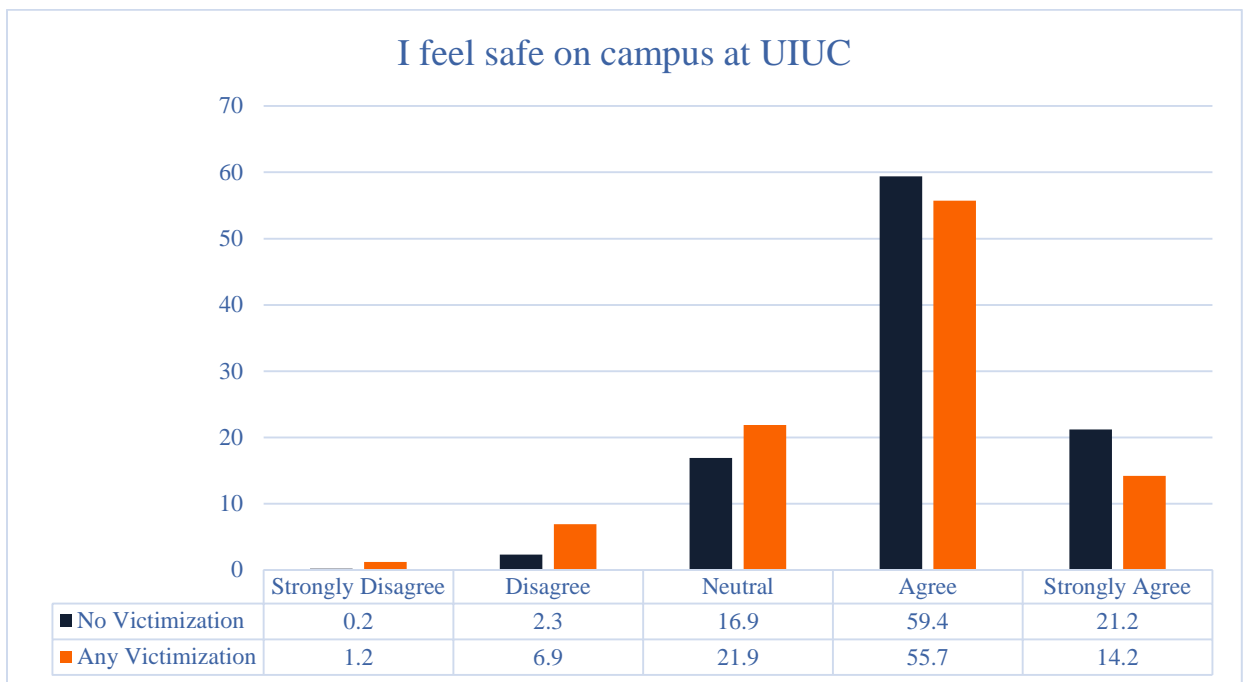


Figure 24



ALCOHOL USE

Methods

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

The survey uses five questions to understand participants' relationship with alcohol. These items are recommendations from the National Institute on Alcohol Abuse and Alcoholism Task Force.^{xxiii} Students are asked how often they drink, how much alcohol they typically consume when they drink, how often they binge drink, and the maximum number of drinks they ever had in a day. This section defines a single drink for students, and students are prompted to confirm their choice when they report abstinence from alcohol.

Figure 25

Sample Item: How Often They Drink

People drink alcohol in bars, with meals, in restaurants, at sporting events, at home while watching TV, and in many other places. Since you enrolled at UIUC, how often did you usually have any kind of drink containing alcohol? By a drink we mean half an ounce of alcohol, which would be a 12-ounce can or glass of beer or cooler, a 5-ounce glass of wine, or a drink containing 1 shot of liquor.

Every day
5 to 6 times a week
3 to 4 times a week
Twice a week
Once a week
2 to 3 times a month
Once a month
3 to 11 times per year
1 or 2 times per year
I did not drink since enrolling at UIUC, but I did drink in the past
I never drank any alcohol in my life

Results (N= 4,347)

The majority of students (88%) reported some form of alcohol use during their lifetime, and 81% of students reported using alcohol since enrolling at the University. The median frequency of students drinking was two to three times a month, or roughly 30 days a year. Seventeen percent of respondents reported drinking half the days of the week or more. See Figure 24 for the full results.

Students reported having an average of four to five drinks during a typical day that they drank alcohol. The majority of students (61%) reported having four or fewer drinks in a typical drinking session, whereas one in 10 students reported having an average of nine or more drinks during that same period. See Figure 25 for additional information.

Binge drinking was defined as having four or more drinks for women and five or more drinks for men in a single session. About one in four students (27%) reported never binge drinking. Of those who did engage in binge drinking, the median frequency of days spent binge drinking was three to 11 days in the past year. With regard to the maximum number of drinks consumed within 24 hours, the average

was nine. Twenty-six percent of students reported having 12 or more drinks within a single day. See Figures 26 and 27 for more information.

Undergraduates' average response for each item is broken down by their year on Table 20.

On average, students reporting any kind of victimization reported drinking an average of 30 more days a year when compared with those without a victimization history. In addition, students with victimization experiences on average reported binge drinking 10 more days a year. Victims consumed a significantly larger amount of alcohol during a typical session, and their maximum number of drinks in a single day was also significantly larger ($t(2,525) = -5.54, p < .001$; $t(1,966.83) = -8.30, p < .001$).

These survey findings do not indicate a causal link between alcohol use and victimization experiences. These data do not suggest victimization is caused by a survivor's alcohol use. Alcohol creates a context that increases the risk of perpetration, and perpetrators are responsible for their behavior. In fact, the majority of survivors of sexual assaults (74.4%) said their attacker was under the influence of alcohol or other drugs. In addition, alcohol is a common coping mechanism following a distressing experience, and differences in drinking behaviors may arise following a victimization experience.

Figure 26

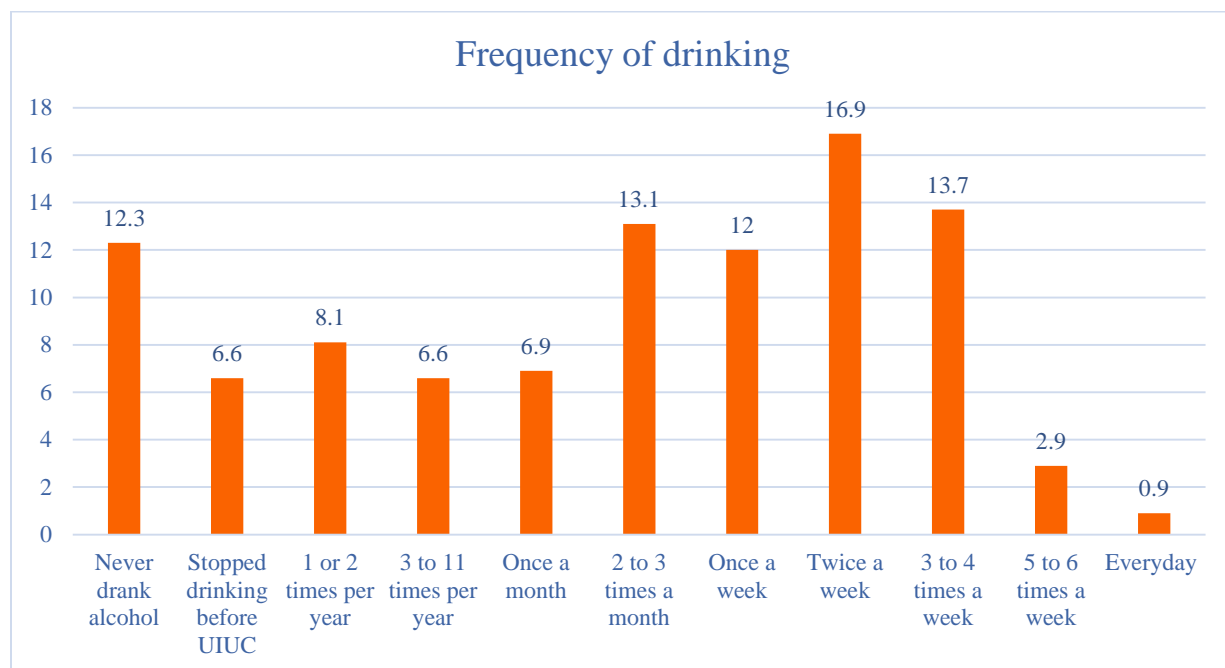


Figure 27

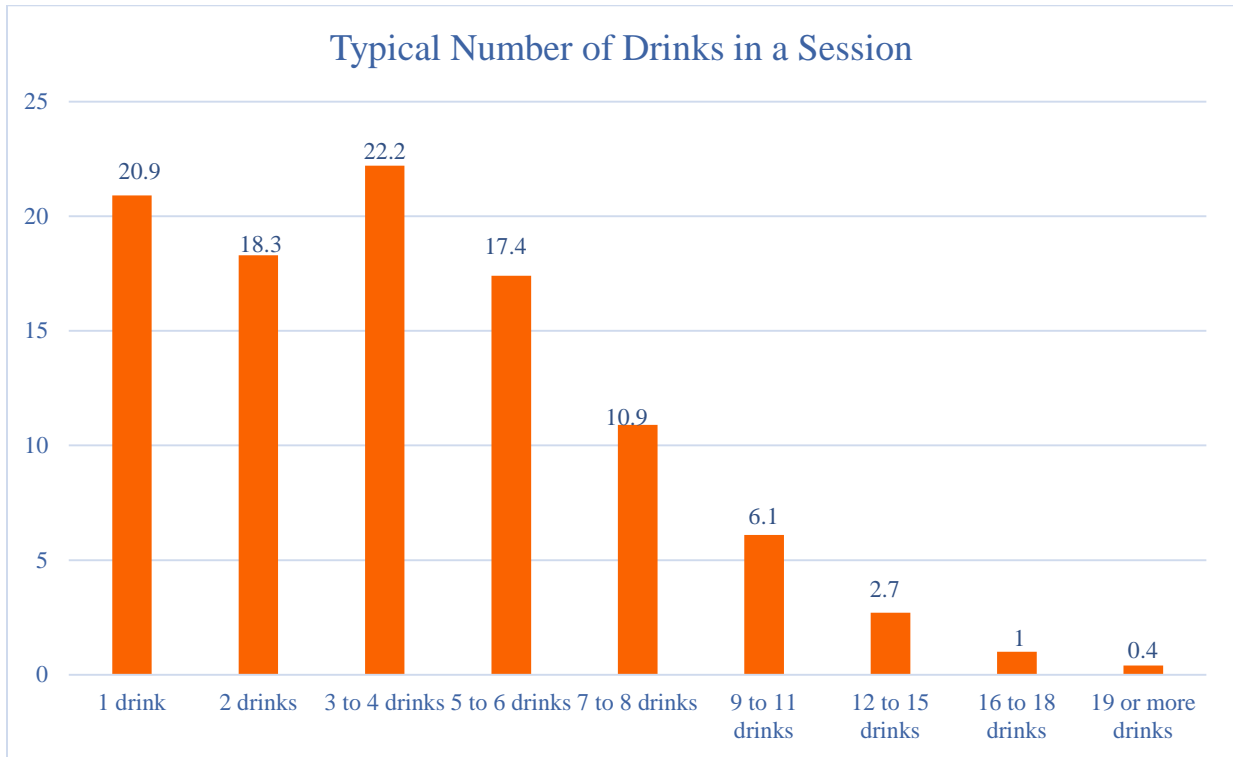


Figure 28

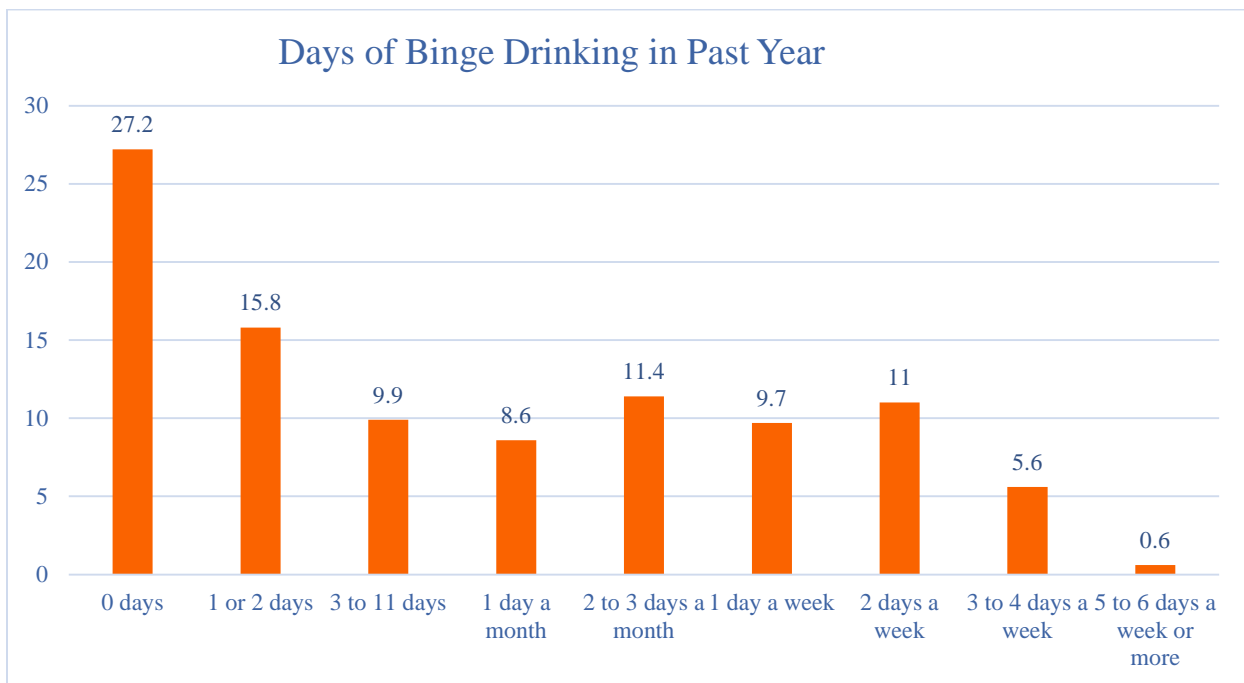


Figure 29

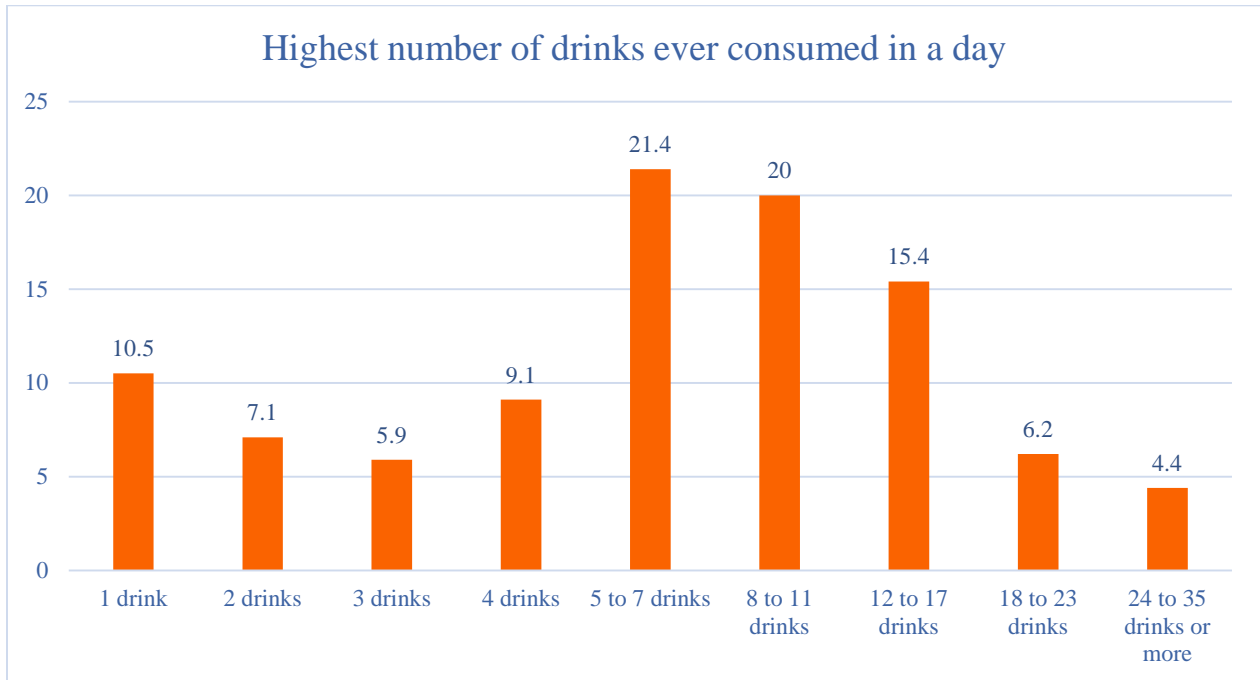


Table 20

Alcohol Consumption Behaviors of Undergraduate Students

Undergraduate Averages (SD)	First Year	Second Year	Third Year	Fourth Year	Fifth & Beyond
1. Days they drink a year	39.03 (64.69)	46.05 (65.69)	61.44 (70.91)	92.93 (85.78)	80.62 (83.56)
2. Typical number of drinks	4.66 (2.44)	4.62 (3.11)	4.81 (3.36)	4.75 (3.54)	4.62 (3.54)
3. Days binge drinking	40.07 (58.94)	36.10 (52.46)	35.10 (53.88)	37.46 (51.21)	30.83 (59.65)
4. Maximum drinks in single day	7.58 (6.12)	9.09 (7.45)	9.47 (7.31)	11.25 (8.69)	10.66 (6.68)

CONSENT

Methods

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

Figure 30

Sample Items

Using the scale provided, please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Typically, I communicate sexual consent to my partner using nonverbal signals and body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicate Neutral for this item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to accurately read my current partner's nonverbal signals as indicating consent or non-consent to sexual activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Typically, I ask for consent by making a sexual advance and waiting for a reaction, so I know whether or not to continue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have to ask or give my partner sexual consent because my partner knows me well enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results (N = 2,394)

Students' responses to the consent were calculated as an individual average. Women were more likely than men to endorse effective consent strategies ($t(2,332) = 5.123, p < .001$). Individuals with victimization experiences were more likely to endorse using effective consent strategies ($t(2,392) = -4.847, p < .001$).

For example, fewer than 5% of respondents believed a person could not change their mind after previously consenting to a sexual encounter. However, a slight majority of students (52.5%) reported using a person's reaction to a sexual advance to gauge their consent rather than asking for effective consent strategies.

PEER NORMS & BYSTANDER INTERVENTION

Methods

Given the social context of sexual misconduct, this survey attempted to gauge students' perceptions and experiences with their peers. Two modules of the survey were dedicated to this goal. This first was peer norms, which are how a person perceives the expectations of their peers and what is "normal." The second module examined the willingness of students to intervene in situations with an elevated risk of sexual misconduct occurring.

Peer Norms

Two different measures were used to understand how each student understands their peer norms around sex and sexual misconduct. The first asks about their perception of peer norms around sex, whereas the second measure asks how much encouragement they receive from peers to engage in sexual misconduct. Both came from DeKeseredy and Kelly (1995)^{xxv}. In addition, a single item was added to understand how much pressure they felt their friends put on them to have sex.

Bystander Intervention

To gauge bystander intervention behaviors, the survey used the short version of the Bystander Attitudes Scale by Banyard, Plante, and Moynihan (2002). The measure describes strategies students could take to reduce the risk of sexual violence. Students are then asked to rate how often they would intervene using that approach.

Figure 31

Prompt for the First Set of Peer Norms Questions

Indicate how much you agree with each statement below: My friends would approve of...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
having many sexual partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
telling stories about sexual experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
getting someone drunk or high to have sex with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 32

Prompt for the Second Set of Peer Norms Questions

My friends tell me that:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is alright for someone to hit a date in certain situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone you are dating should have sex with you when you want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you spend money on a date, the person should have sex with you in return.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 33

Prompt for the Bystander Intervention Questions

When the following situations arose at UIUC, how often did you do any of the following?	Never	Rarely	Sometimes	Most of the time	Always	N/A
Walked a friend who has had too much to drink home from a party, bar, or other social event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked to the friends of a drunk person to make sure they don't leave him/her behind at a party, bar, or other social event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke up against sexist jokes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results

Peer Norms (N = 4,146)

The seven items measuring students' norms around sexual violence are compiled into an individual average; the higher the score, the more a person believes they are supported by their peers to engage in sexual misconduct.

Men generally scored higher than women, indicating elevated levels of peer support. Students in Greek organizations reported peer norms more supportive of sexual violence than unaffiliated students ($t(2,408) = -9.812, p < .001$); this difference remained significant when examined by sex.

Table 21

Percentages That of Those Who “Agreed” or “Strongly” Agreed That Their Friends Would Approve of Each Behavior

My friends would approve of...	Women (N = 1,482)	Men (N = 904)
Percentages are those who Agree or Strongly Agree with each statement		
Having many sexual partners	19.4% (287)	28.1% (254)
Telling stories about sexual experiences	47.6% (706)	38.5% (348)
Getting someone drunk or high to have sex with them	1.1% (17)	1.9% (17)
Lying to someone in order to have sex with them	0.3% (4)	2.9% (26)
Forcing someone to have sex	0.0% (0)	0.2% (2)
Using physical force, such as hitting or beating, to resolve conflicts the dates	0.0% (0)	0.3% (3)
Insulting or swearing at dates	0.3% (3)	0.7% (7)

Informational peer support, or the direct advice received from peers that supports sexual violence, was reported less frequently. Nearly two-thirds of students (63.1) reported never hearing any support from peers about sexual violence. There were no significant differences between the sexes or Greek affiliation ($t(2,407) = -.942, p < .763$).

Most students reported only “little” or “no pressure” to have sex from peers (92%). Ninety-five-point-eight percent of women reported feeling little or no pressure from friends to have sex, whereas 89.0% of men felt the same. Men were significantly more likely to report more pressure from peer to have sex ($t(2,382) = -8.207, p < .001$). Individuals involved in Greek life reported more pressure from peers to have sex than their unaffiliated counterparts ($t(2,407) = -6.380, p < .001$).

Peer Norms

Bystander Intervention (N = 2,062)

Women reported intervening more in risky scenarios than men ($t(2,018) = 8.268, p < .001$). While women who had a victimization experience reported engaging in more bystander behaviors than women without victimization, there was no difference between the men with and without victimization experiences. Membership in a Greek organization was associated with higher reported bystander behaviors; this held true for both men and women in Greek organizations ($t(259,570) = -4.443, p < .001$; $t(742,882) = -5.680, p < .001$).

Participants were asked to report if they “Never,” “Rarely,” “Sometimes,” “Most of the time,” or “Always” engaged in the bystander behaviors described. Students were able to select “N/A” if they had never had been in a situation described. The following table reports the percentage of students who engaged in each bystander behavior “Always” or “Most of the Time” when given the opportunity. Students were able to select “N/A” if they had never had been in a situation described. The N in each cell excludes those who selected “N/A.”

Table 22

Percentages of Those Who “Always” or “Most of the Time” Engage in Each Bystander Behavior When Given the Chance

Bystander Behaviors	Overall	Women	Men
Walked a friend who had too much to drink home	46.0% N = 1,949	51.0% N = 1,201	38.1% N = 712
Talked to the friends of a drunk person to make sure they didn’t leave him/her behind at a social event	50.7% N = 1,941	55.9% N = 1,198	41.9% N = 706
Tried to distract someone who was trying to get a drunk person to do something sexual	31.1% N = 1,460	34.2% N = 880	26.2% N = 553
Ask someone who looks very upset at a party if they need help	48.1% N = 1,912	54.7% N = 1,174	37.5% N = 699
Intervene with a friend who was being physically abusive to another person	44.8% N = 1,434	48.3% N = 853	39.8% N = 555
Intervene with a friend who was being verbally abusive to another person	44.5% N = 1,598	49.8% N = 952	36.6% N = 617
Spoke up against sexist jokes	30.7% N = 2,055	37.3% N = 1,274	18.5% N = 736

Conclusions & Limitations

The first administration of the ARC3 to assess sexual misconduct experiences and perceived campus response to sexual misconduct suggests that some students indeed experience sexual assault, sexual harassment, stalking/cyberharassment and dating violence. Generally speaking, students view the campus response favorably and many (but not all) have knowledge of key resources. The following summarizes major findings from this preliminary study:

- Consistent with findings from other campus studies, a sizable number of students report sexual misconduct experiences including sexual assault, sexual harassment, stalking/cyberharassment, and dating violence. While sexual misconduct disproportionately affects women, men also reported victimization.
- Consistent with studies of sexual harassment and sexual assault at other universities, many students did not report their experiences to anyone. Those who did share their sexual misconduct experiences told informal supporters such as friends or parents.
- Students generally reported that their peers did not promote social norms and behaviors that condone sexual assault including, for example, having many sexual partners or getting someone drunk or high to have sex with them. The presence of peer norms supporting sexual assault vary by gender and affiliation with Greek life.
- For the most part, students did not report concerns about backlash following a report of sexual assault.
- Students had mixed knowledge of where to go to get help on campus and what occurs after a report is made.
- Students who reported sexual misconduct experiences were more likely to report academic disengagement, poorer mental and physical health. This survey does not establish causation, but these findings echo those in the broader literature regarding the potential consequences of sexual misconduct.
- Students report engaging in a variety of bystander interventions to prevent sexual misconduct, including watching out for people who were drinking and approaching those who appeared upset.

While these preliminary survey findings provide a good first step in understanding students' experiences of sexual misconduct and their perceptions of the campus response, it is not without important limitations. First is the small sample size. Future research will aim to achieve more representation. The current study may not reflect views of the student body as a whole. Second, survey research can present associations, but not make causal assertions. Third, the survey is based on self-reporting. Thus, responses are subject to social desirability bias. Students may under- or over-report experiences based on what they think is socially appropriate and accepted. This can be especially true with sensitive topics like sexual misconduct.

Plans are underway to create a survey based on lessons learned in the first administration of the ARC3. The survey will be more targeted to the information that would be most helpful to formal responders on this campus, and will continue to assess students' experiences of sexual misconduct and the quality of the campus response. Given that so many students who disclose sexual misconduct do so with peers, a special emphasis will be placed on better understanding student bystander behavior and how it can continue to be fostered. Fortunately, survey findings suggest that the University of Illinois at Urbana-Champaign has considerable strengths in its current response. While there is always room for growth, the University is operating from a first foundation of support for continued improvement.

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