CAMPUS CLIMATE ON SEXUAL ASSAULT AT THE UNIVERSITY OF ARIZONA

By

JACQUELINE KHIET CHAU

A Thesis Submitted to The Honors College
In Partial Fulfillment of the Bachelors degree
With Honors in
Public Health
THE UNIVERSITY OF ARIZONA
MAY 2016

Approved by:

_______________________________
Dr. Sheila Parker
Department of Public Health
Table of Contents

Abstract.............................................................................................................................................. 1

Literature Review ................................................................................................................................2-23
  Attitudes on Sexual Assault ........................................................................................................... 2
  Sexual Assault Prevention Program ................................................................................................10
  Resources on Sexual Assault ..........................................................................................................18

AAU Survey and Prevention Program Plan ...................................................................................... 24-40
  Background on the AAU Campus Climate Survey on Sexual Assault and Misconduct ........... 24
  AAU Survey Content and Definitions .............................................................................................25
  Methodology of AAU Survey at the University of Arizona ..........................................................27
  Results from AAU Survey at the University of Arizona ...............................................................30
  Next Steps for Prevention Programming .....................................................................................38

Conclusion ........................................................................................................................................... 40

References .............................................................................................................................................42
Abstract

Sexual assault is an issue that is growing drastically and a particularly pertinent issue on the university campus level. Statistics indicate that approximately one in five women will suffer from sexual assault during their college career. It has always been an important issue but even more so currently due to numerous universities being placed under scrutiny for their lack of support or compliancy for dealing with sexual assault. The Association of American Universities (AAU) Survey was conducted to gauge the campus climate of sexual assault specifically at the University of Arizona. Results indicate that sexual assault is a significant issue on campus, and certain groups are more affected than others. Student awareness of resources at the University of Arizona for sexual assault varied depending on the resource, but overall the survey shows that there needs to be a vast improvement in the accessibility of on-campus resources. In order to combat sexual violence on campus, the University of Arizona needs to hold perpetrators accountable, implement comprehensive primary prevention programming, and provide a plethora of resources readily available and accessible for survivors of sexual assault.
Literature Review

The following literature review addresses factors like: attitudes on sexual assault, sexual assault prevention programs, and resources on sexual assault to analyze and evaluate all potential factors that could improve primary prevention programming on sexual assault on campus.

Attitudes on Sexual Assault

The article from Massachusetts Institute of Technology was based off of a survey that measured the community attitudes of sexual assault on campus at MIT. It was conducted in Spring 2014 with the intent of improving the understanding of how sexual assault affects MIT’s campus community. Both undergraduate and graduate students were administered the survey, which encompassed several different types of format. The main goal of the survey was to gauge the students’ perceptions and attitudes towards a variety of social behavior and their experiences regarding sexual assault. 35% (3,844) of MIT’s students completed the survey, with 46% of that being undergraduate females, 35% being undergraduate males, 37% being graduate females, and 30% being graduate males. There was a trigger warning prior to the survey to express that some of the content contained explicit language and asked about sexual assault or other forms of sexual violence that could be distressing (Massachusetts Institute of Technology, 2014).

MIT’s survey results led to an improved understanding of: student attitudes and views, experiences of sexual misconduct, and students’ understanding of the institute’s resources and bystander actions. Questions on the survey regarding students’ perceptions of MIT culture resulted in a response of more than 8 out of 10 students agreeing or strongly agreeing that MIT students respect each other’s personal space. Virtually all respondents agreed or strongly agreed that consent is important to get prior to engaging in any sexual activity. However, more than half
agreed or strongly agreed that “Rape and sexual assault can happen unintentionally, especially if alcohol is involved” (Massachusetts Institute of Technology, 2014). 25% and 20% of females and males, respectively agreed or strongly agreed that “When someone is raped or sexually assaulted, it’s often because the way they said ‘no’ was unclear or there was some miscommunication” (Massachusetts Institute of Technology, 2014). The survey also found out that a total of 539 students had experienced some form of unwanted sexual behavior, indicating a total of 8% having been sexually assaulted, sexually harassed, and/or raped. While 97% of those who took the survey expressed they would respect an individual who stepped up to prevent sexual assault, over half of the students who knew a perpetrator expressed they did not confront them or took any actions regarding their behavior (Massachusetts Institute of Technology, 2014). Last but not least, the survey discovered that the top resources students utilized or would utilize in regards to sexual assault include: MIT Medical, MIT Mental Health, and MIT Police (Massachusetts Institute of Technology, 2014).

The “Women’s Judgments of a Sexual Assault Scenario: The Role of Prejudicial Attitudes and Victim Weight” scholarly article explored how attitudes and prejudicial perceptions can serve as barriers towards sexual assault survivors. It was based off of a study that examined the connections between observer attitudinal characteristics and their judgment towards hypothetical sexual assault cases. Weiner’s attribution-affect-action theory was utilized as a guide for the study to help determine how certain attitudes or prejudicial perceptions can affect the amount of sympathy, support and help, or blame sexual assault survivors may receive. In the study, 173 female undergraduate students were presented with a sexual assault scenario followed by a series of self-report questionnaires to be completed afterwards. The participants requested to make their own judgments in regards to: attributions of fault towards the victim,
attributions of fault towards the perpetrator, affective reactions to the scenario, and willingness to offer the victim help (Clarke and Lawson, *Violence and Victims*, 2009).

Results from this study indicated that attributions of victim fault had a positive association with rape myths. These attributions were also higher for victims that were more overweight than towards thinner victims. The study also indicated that participants were more willing to help the victim if they had a more positive affect for the victim. Higher attribution for fault of victim was strongly associated with decreased feelings of sympathy and increased feelings of disgust or anger. Such negative affections were positively related to a lesser desire to help the victim. This was evident in towards the participants’ judgment of fault towards the victim and less sympathy if the victim was more over-weight. Findings from this study can be utilized immensely in prevention planning against sexual assault. There is a clear relation of how rape myths and prejudicial perceptions or attitudes can greatly impact support that survivors receive from others. Thus, the AAA model of Weiner’s can be a useful framework in studying sexual assault and planning prevention programs around it (Clarke and Lawson, *Violence and Victims*, 2009).

The scholarly publishing of “Gender Differences in Attitudes and Beliefs Associated With Bystander Behavior and Sexual Assault” focused on how attitudes of sexual assault may vary by gender, which also influences beliefs regarding bystander behavior. This study researched the potential difference in attitude towards date rape, bystander efficacy, and intent versus actual use of bystander behavior amongst males and females. A sample of 157 undergraduate students between the ages of 18-24 was surveyed to measure their attitudes towards sexual violence along with their desire to help. Participants were recruited through the offer of extra credit, and surveys were conducted electronically to better reach out to the targeted
population. In order to measure bystander efficacy, the study utilized the Bystander Efficacy Scale which measured the participants’ confidence in carrying out certain bystander behavior such as, “getting help or resources for a friend who has been raped” (Amar, A., Sutherland, M., and Laughon, K., 2014, *Journal of Forensic Nursing*). The College Date Rape Aptitudes Scale was used to measure date rape attitudes, measuring: entitlement, traditional roles, blame shifting, and overwhelming sexual arousal (Amar, A., Sutherland, M., and Laughon, K., 2014, *Journal of Forensic Nursing*).

Findings from the survey indicate the difference in attitudes amongst men and women. Men had higher scores on rape myths in comparison to women as well as on intention to engage in bystander activity. However, women scored higher on bystander efficacy and behavior. The survey indicated that men possessed more rape-supportive attitudes than women, while women expressed greater efficacy as a bystander (Amar, A., Sutherland, M., and Laughon, K., 2014, *Journal of Forensic Nursing*). A significant strength of this study is that the results can serve as a guideline for tailoring bystander intervention programs for specific genders. These findings can be useful components to consider when creating and implementing sexual assault prevention and intervention programs. Some flaws of the study though would be that it only encompasses data from only one institution. There is also the potential bias in response because participants were recruited through extra credit so could be answering the way they think the researchers want them to respond. If additional data was used, this study could be heavily utilized for shaping bystander education programs, particularly for college campuses.

The “Police Interviews of Sexual Assault Reporters: Do Attitudes Matter?” article was based on a study that tested police officers’ rape myth acceptance as well as their interviewing skills towards a survivor. Approximately only 16-39% of rape cases in the United States are
actually reported, which makes rape the most underreported crime in the country (Rich and Seffrin, *Violence and Victims*, 2012). In the study, 429 police officers completed a written survey that was used to test not only their knowledge of interviewing a rape survivor but also gauge their acceptance towards rape myth. 313 of the participants were males, while 116 were females. Participants of the study were recruited through voluntary professional trainings of police work and were informed that participation was voluntary as well as confidential (Rich and Seffrin, *Violence and Victims*, 2012). Surveys were privately completed and submitted in collection box. Measures for this study include the Knowledge of Interview Techniques which was used to assess officers’ knowledge of how to interview an alleged survivor of sexual assault effectively and without stigma. Rape myth acceptance scores were obtained from modifications of preexisting rape myth acceptance scales. An example of how rape myth acceptance was measured includes asking the participant if “victims of sexual assault lie about being raped” (Rich and Seffrin, *Violence and Victims*, 2012).

Findings from the study indicate that there was a significant relationship between interviewing skills of a police officer towards survivors and their acceptance of rape myth. Female police officers scored higher for knowledge of interview techniques and lower for rape myth acceptance in comparison to male officers (Rich and Seffrin, *Violence and Victims*, 2012). Additionally, the data also depicts that female officers had higher levels of participation in sexual assault education. The study’s results support that rape myth acceptance highly correlates with how skilled an officer is in interviewing alleged survivors of sexual assault. Thus, this depicts that officers and perhaps other professionals may not actually be leaving their personal views behind at work and is therefore affecting their responsibilities to be non-biased (Rich and Seffrin, *Violence and Victims*, 2012). These findings can be significant reasoning for why survivors are
reluctant to report their cases, let alone seek officers for help. It can also be used to improve
training programs for police officers in how to better interact and interview with survivors that
come to them.

The study in “Labeling Acts of Sexual Violence: What Roles Do Assault Characteristics, Attitudes, and Life Experiences Play?” explored the relationship between acknowledging and labeling an act of sexual violence and an individual’s life experiences or personal characteristics and attitudes. It was an online study with a total of 379 participants from Amazon.com’s Mechanical Turk and advertised as a means of assessing perceptions of sexual violence (Sasson and Paul, *Behavior and social issues*, 2014). Participants were informed that the survey would take approximately 20-30 minutes to complete and asked for consent to be presented with a hypothetical rape vignette. After being exposed to the vignette, the respondent was asked to label the depicted act of sexual violence in addition to who they would place responsibility on for the rape. Furthermore, the study required the participants to complete measures of rape-related attitudes and their personal experiences with rape whether direct or indirect. Measures from the study include: assigned responsibility, rape myth acceptance, perpetrator empathy, prior direct and indirect experience with sexual assault and victimization identification (Sasson and Paul, *Behavior and social issues*, 2014).

Results from the study provide more information on the numerous factors that can influence how sexual violence is perceived or even labeled by individuals. The findings from the study depict that a participant’s personal attitudes or perceptions were associated with how they ended up labeling the sexual violence vignette. Those who labeled their vignette as a rape were found to report greater victim empathy and less perpetrator empathy (Sasson and Paul, *Behavior and social issues*, 2014). Thus, participants who labeled their vignette as rape were discovered to
have a more positive attitude towards the survivor and did not place any responsibility of the rape on them. Another finding of the study was that the strongest relation occurred between rape myth acceptance and vignette labeling (Sasson and Paul, *Behavior and social issues*, 2014). A benefit of this study was that the sample participants included a diverse and representative population. Another strength was that the study method was low in cost but quick in time for gathering the data. These findings can be utilized to better understand how attitudes and perceptions towards sexual violence can affect an individual’s interpretation of the case as well as the survivor.

The purpose of the study in the “College students' perceptions of slut-shaming discourse on campus” article was to better comprehend college students’ perceptions of slut-shaming discourse. “Slut-shaming” was defined in the study as criticizing women for any alleged sexual behavior (Almazan and Bain, *Research in Higher Education Journal*, 2015). This concept of slut-shaming discourse was studied in a South Texas university campus through a survey instrument. Around 307 surveys were administered to both undergraduate and graduate classes with the permission of the instructors. 50.3% of the respondents were females and 49.7% were males, with 95.4% of the age range amongst the participants being between 18-29 (Almazan and Bain, *Research in Higher Education Journal*, 2015). Questions in the survey ranged from asking if the participant: had ever used a derogatory term, judged a woman for her apparel, or should be able to have multiple partners. Additionally, the students were asked if culture and media had any effects on their perception of how women dress (Almazan and Bain, *Research in Higher Education Journal*, 2015).

Based on the research, students found themselves to be on crossfire in regards to slut-shaming discourse on their college campus. The study also revealed that participants associated
their judgment of a woman significantly based on the way she dresses. Specifically, 61% of the respondents answered “yes” to judging a woman by the way she dresses on a college campus in comparison to a 39% who responded “no” (Almazan and Bain, Research in Higher Education Journal, 2015). 55.2% in the study agreed that the way a woman dresses is associated with her social class. These findings depict that a plethora of factors influences why students slut-shame on campus, with reasons ranging from: religion, culture, media, to gender. The results in this study can be great for understanding how college culture perpetuates sexual assault and gender oppression, which in turn can be utilized to improve prevention programs and education. Improvements for this study could be to survey a wider sample of students to ensure diverse representation and to gauge the perceptions at different types of universities (public versus private).

The “College Students’ Perceptions about Alcohol and Consensual Sexual Behavior: Alcohol Leads to Sex” scholarly article focused on the relations between alcohol and perceptions of consensual sex. Focus groups were conducted that comprised of 14 undergraduate males and 15 undergraduate females to explore the relations they perceived between alcohol and consensual sex. The focus groups contained a series of broad questions and were co-led by undergraduate research assistants (Lindgren, Pantalone, Lewis, and George, J Drug Educ, 2009). Participants were between ages 18-22, and 76% of them identified as first-year college students. These focus groups were conducted in the winter to ensure that the students were already in a college environment for several months now. Recruitment was done through the offering of extra credit for a course in exchange for participation (Lindgren, Pantalone, Lewis, and George, J Drug Educ, 2009).
Results from the study depicted relations between alcohol and the perception of consensual sex amongst college students. Both genders in the study reported that there was a strong link connecting alcohol consumption and engaging in sexual behavior. Discussions in the focus groups indicated that college students drink or attend situations with alcohol primarily to find a sex partner (Lindgren, Pantalone, Lewis, and George, *J Drug Educ*, 2009). Male and female participants also indicated individually in the focus groups that they thought alcohol to have an effect on communication both positively and negatively (depending on the context). These perceptions investigated in the focus groups can be utilized to better understand college students and how to best approach them in regards to sexual assault prevention. A flaw in this study though is that all participants were heterosexual, and the sample size was fairly small. Data would be more accurate if the sample respondents had diverse representation, and the probing questions in the focus groups were even more in-depth.

**Sexual Assault Prevention Programs**

The “An Evaluation of a Mixed-Gender Sexual Assault Prevention Program” article focused on the evaluation of how effective a mixed-gender sexual assault prevention program was in regards to short-term effectiveness for college students. A total of 177 program participants were compared to 132 non-participants prior to the program to measure their perceptions of: “rape myths, victim empathy, perceived negative consequences and estimated likelihood of committing rape, sexual communication, sexual assault awareness, and risky dating behavior” (Bradley, Yeater, and O’Donohue, *The Journal of Primary Prevention*, 2009). This measurement was also done during a two-week follow-up period after the sexual assault prevention program as well. The prevention program was 50 minutes and presented by women who followed a scripted manual to ensure correctness. Five segments encompassed the
program’s content, including: “rape myths and facts, risk factors and risk perception, response strategies, victim empathy, and outcome expectancies” (Bradley, Yeater, and O’Donohue, *The Journal of Primary Prevention*, 2009).

Results from this study indicate that the sexual assault prevention program was successful at increasing men’s empathy towards survivors as well as decreasing their devotion to rape myths. However, the findings also suggest ineffectiveness at changing women’s assault-related knowledge or engaging in risky dating behaviors. Participants rated the program to be fairly beneficial (especially amongst men), and they perceived it to be useful in the reduction of sexual assault on campus. A flaw of this study though could be the potential influence and bias of responses in having only female presenters. Additionally, having the study even reflect on the result of “participation in risky dating behaviors” (Bradley, Yeater, and O’Donohue, *The Journal of Primary Prevention*, 2009) amongst women can be victim-blaming. These findings can be useful for future sexual assault prevention programs though, especially when deciding if the participants should be separated by gender or not.

“The Men’s Project: A sexual assault prevention program targeting college men” revolves around a sexual assault prevention program that specifically targets college men. This study recruited male student leaders into an 11-week program that lasted two hours each week. During the beginning of the program, the male participants were introduced to male privilege, socialization of gender, and sexual violence. After a few weeks into the program, they then went in-depth of sexual violence and the significant impacts it has on survivors. Last but not least, the program addresses bystander intervention. There were a total of 36 undergraduate male students that participated in the program, with 36% being seniors, 33% being juniors, 17% being
sophomores, and 14% being freshmen. 28% of the males identified as being in a fraternity, and the age range was between 18-22 (Stewart, *Psychology of Men and Masculinity*, 2014).

Results from the study indicate that the male participants reported reductions in: “sexism, rape myth acceptance, and gender-biased language use” (Stewart, *Psychology of Men and Masculinity*, 2014). There was also an increase in feminist activism and bystander efficacy according to participants. Overall, the results dictate that “The Men’s Project” prevention program provided men with skills and confidence to challenge sexual violence. It should be noted of the many limitations in this study though. For one, the sample size was very low so data could be improved if there were more participants. Additionally, there should be more research that can better evaluate the effectiveness of this program and not just short-term. All of these findings can be utilized though to better sexual assault prevention programs, especially for a targeted population of males.

The “Experimental evaluation of a bystander prevention program for sexual assault and dating violence” article depicts evidence of how bystander prevention programs can be efficient methods for decreasing the prevalence of sexual and dating violence on college campuses. In this study, an exploratory experimental evaluation of a bystander intervention program was compared to a traditional psychoeducation program. 554 incoming freshmen at a small, liberal arts university in the Northeast were assigned to either the bystander intervention program or a traditional psychoeducation program. Participation in the programs fulfilled a mandatory requirement that the students needed to complete. The program was 90 minutes long and presented during new student orientation to groups of 30 same-sex students. A pre, post, and 6-month follow up assessment was given to participants to measure how effective the program was (Palm Reed, Hines, Armstrong, and Cameron, *Psychology of Violence*, 2015).
Results from the study indicate that both types of programs were successful in improving rape myth acceptance and knowledge scores. However, the bystander intervention program also depicted an increase in bystander efficacy over time in comparison to the psychoeducational group. It was evident that there was a decrease in attitudes that initially condoned sexual and dating violence after the educational programs (Palm Reed, Hines, Armstrong, and Cameron, *Psychology of Violence*, 2015). A strength of this study is that it had a control group, which allowed the results to be comparable between the two types of prevention programs. This finding is useful in carrying out sexual assault prevention programs because bystander intervention is a vital aspect. Limitations of the study however, include: assessment and follow-ups (many participants did not complete this) and a potential bias in those who did choose to complete the assessments.

The “Evaluation of a sexual assault prevention program” article evaluated the effectiveness of a sexual assault prevention program. There were 360 females in the study, with 181 in the treatment group and 165 in the control group. Recruitment of participants was done through extending bonus points for their introductory psychology courses. Objectives of the acquaintance rape prevention program included: increasing awareness on sexual assault, dispelling rape myths, and educating on effective sexual communication (Hanson and Gidycz, *Journal of Consulting and Clinical Psychology*, 1993). Assessment was taken before and after the sexual assault prevention program, which include gauging their responses to both open and close-ended questions. The length of the program itself was 10 weeks of an academic quarter, and the respondents completed an outcome measure after the completion of the program (Hanson and Gidycz, *Journal of Consulting and Clinical Psychology*, 1993).
The results of from this study indicated that the program was unsuccessful in decreasing the incidence rate of sexual assault for women who had already experienced sexual assault on the college campus. However, there was a decrease in sexual assault incidence for the females that had no history of sexual assault. This program also was found to decrease dating behaviors associated with acquaintance rape, with also an increase in sexual assault knowledge for the participants in the treatment group (Hanson and Gidycz, *Journal of Consulting and Clinical Psychology*, 1993). These findings still do not fully support the effectiveness of the prevention program in regards to sexual assault on campus. A flaw of the study is still assessing if dating behaviors decreased because this can be victim-blaming and does not place responsibility on perpetrators. Additional research needs to be done, and it would be interesting to compare the effectiveness of this study if done on male participants or a co-ed group.

The academic article, “Clarifying Consent: Primary Prevention of Sexual Assault on a College Campus” focused on a sexual assault prevention program that taught students about consent. This study consisted of 222 undergraduate students that made up a control group, shorter treatment group, and longer treatment group. Pretest questionnaires were completed prior to the prevention program as well as two weeks after the program (Borges, Banyard, and Moynihan, *Journal of Prevention and Intervention in the Community*, 2008). Participants of one treatment group listened to the facilitator read information regarding basic components of consent. Another treatment group underwent the same process but also had an interactive discussion component on the relationship between consent and alcohol consumption. The information and examples presented in these programs were all taken from SHARPP Consent 101 materials (Borges, Banyard, and Moynihan, *Journal of Prevention and Intervention in the Community*, 2008).
Results from the study indicate that there was a largest knowledge gain for participants that were part of the treatment group that had a discussion of consent. This finding depicts that policies alone are insufficient for teaching students regarding consent. Instead, they are effective if people actually understand them; this is supported by the treatment group that had the most growth due to exposure to interactive discussions of the policies (Borges, Banyard, and Moynihan, *Journal of Prevention and Intervention in the Community*, 2008). The findings in this study are important for future prevention programs because it shows how vital promoting consent and discussing positive and healthy sexual communication is. This can potentially reduce sexual assault by increasing the use of open communication and actively seeking consent.

“College sexual assault defense program for women halved rape risk” discusses the results of a sexual assault training program for women on a college campus. Participants of the program were women who were in their first year of college. The program consisted of training in verbal and physical self-defense. There were a total of four training units, each three hours long and consisted of: games, mini lectures, facilitated discussions, and practice activities (McCarthy, *BMJ*, 2015). Each training unit focused on various components ranging from assessment of sexual assault risk by a male acquaintance, resistance options, to strategies for sexual communication. Measurement of the study was done through web-based surveys that had the participants complete after six and twelve months after the program’s completion (McCarthy, *BMJ*, 2015).

Results from the study indicated a lower incidence of attempted rape as well as a lower one year risk of a complete rape for participants in the resistance group. There was also found to be a reduction in attempted sexual coercion and non-consensual sexual contact after this sexual assault training program (McCarthy, *BMJ*, 2015). The biggest flaw of this study however, is that
it actually perpetuates rape culture and victim-blaming. By having female participants learn self-defense, it is placing the responsibility onto them to not get raped instead of on perpetrators to not rape. Programs like this again deflect responsibility from potential perpetrators so could be greatly improved if it focused more on community bystander interventions or change of negative perceptions on gender and consent.

The “Bystander Education Training for Campus Sexual Assault Prevention: An Initial Meta-Analysis” article analyzed and evaluated the effectiveness of bystander intervention programs on college campuses for preventing sexual assault. Data was taken from 12 studies of 2,926 college students from various universities. This was then utilized to calculate 32 effect sizes. The overall purpose of this study was to evaluate whether bystander education programs are helping with the prevalent issue of sexual assault on college campuses and if they are, for how long-term. Some programs evaluated include the MVP program and Step Up (Katz and Moore, Violence and Victims, 2013).

Results from this study depict that there were moderate effects of bystander educational programs on college students. There was an increase in bystander efficacy in addition to intention to help others if they are in a risky situation. Other smaller yet significant effects of bystander educational programs against sexual assault include: self-reported bystander behaviors that were helpful, lower rape-supportive attitudes, and lower rape proclivity (Katz and Moore, Violence and Victims, 2013). However, it should be noted that there was not the effect of lower perpetration due to the educational programs. A strength of this study is that the results can be utilized to better understand how effective bystander intervention programs are and if they are worth executing on college campuses in the fight against sexual assault. However, some improvements can be to also analyze and evaluate how the programs are being presented. It
CAMPUS CLIMATE ON SEXUAL ASSAULT

would be helpful to gauge how engaged the students are when learning this information and whether or not they retain in long-term. With that, a longitudinal study of bystander educational programs would be more useful in gathering data regarding the effectiveness.

“Effectiveness of a Social Change Approach to Sexual Assault Prevention” focuses on examining the usefulness of social change in regards to preventing sexual assault on a college campus. The social change approach involved an interactive multi-media program that provided definition of rape, identified and gave examples of rape culture, and empowered students to end such norms (Edwards, *College Student Affairs Journal*, 2009). Participants of the study included 117 new resident assistants at a mid-sized mid-Atlantic institution. 14 weeks after the program, there was a follow-up assessment to be completed by the resident assistants. Out of the 117 participants, 54 RAs were assigned to a traditional treatment group, while 63 were assigned to the experimental group. RAs in the traditional treatment group were given a 90 minute intervention presented by professional staff on how to support sexual assault survivors. On the other hand, the experimental group were presented with 90 minutes of “She Fears You: Ending Rape”, which addressed sexual violence as men’s issue and how everyone could collaborate to stop the perpetuation of rape culture (Edwards, *College Student Affairs Journal*, 2009).

Results from the study found that the social change program decreased the acceptance of rape myths but also increased knowledge of rape definitions for those who participated in it. This was evident in both the test immediately after completion of the program as well as the 14-week follow-up assessment. Such finding is significant and very beneficial because long-term impact results in more effective changing of behavior and attitude in preventing rape (Edwards, *College Student Affairs Journal*, 2009). This is a great strength of the study because the findings can be utilized to create prevention and educational programs regarding sexual assault that change rape
myth acceptance and attitude towards rape culture. A limitation or weakness of this study however is the potential bias that the participants may have. Many resident assistants already have the knowledge for these issues or at least do not exhibit rape accepting attitudes and behaviors. Therefore, one way that this study could be further improved is to present the program and evaluate it on incoming freshmen as well who may not have as much experience or knowledge with the topic of sexual assault.

**Resources on Sexual Assault**

The academic article of “Student Perceptions of Sexual Assault Resources and Prevalence of Rape Myth Attitudes” was based off the study that researched whether students at a public university received: information on sexual assault resources, if the information was informative, and if the information successfully dispelled rape myths. It examined if students were even aware of sexual assault resources on their campus and if they would recommend that information to their peers. Additionally, the study explored if knowledge on sexual assault resources on campus was associated to belief in rape myths. Participants of the study included 224 undergraduate criminology students at a large, public, southeastern University. 61% of the respondents were females, and 38% were males (Hayes-Smith and Levett, *Feminist Criminology*, 2010). Those who participated signed up through a participant pool and were given course credit. The survey itself consisted of open and close-ended questions, including asking students if they were given sexual assault resources available on campus prior to beginning their education there.

Results from the study indicate that students are not actually receiving information regarding sexual assault despite of its availability on campus. Only about 54% of students reported they received sexual assault information. For those respondents who did say yes to
receiving sexual assault information, their reported knowledge of the content was significantly low. 30% reported being informed of the number of sexual assault incidents, and 39% reported knowing where to seek information if they were sexually assaulted on campus (Hayes-Smith and Levett, *Feminist Criminology*, 2010). These findings help depict that universities are not distributing information and resources on sexual assault uniformly, or the students are not actively engaged during when they are being presented the information. A strength of this study is that it can also be used improve the dissemination of sexual assault resources amongst various universities. These findings clearly point out that most students are unaware of resources available to them, and that the presenting process of these resources need to be more engaging to better resonate with students.

The “A Website Content Analysis of Women’s Resources and Sexual Assault Literature on College Campuses” article examines how institutions provide resources to women on their campuses regarding issues that affect them disproportionately, particularly sexual assault. This includes assessing the presence of women’s resource centers and sexual assault literature on campus. In addition to gauging the availability of women’s resource centers on campuses, the study also assessed the usability of it. 4-year universities were pulled from the University of Texas website, and a total of 60 universities across the United State served as the sample for the study (Hayes-Smith, R. and Hayes-Smith, J., *Critical Criminology*, 2009). It was noted that universities with a population under 1,000 undergraduate students were excluded from the study because these schools were generally too small to have a women’s resource center available. Data collection to assess the resources at the universities from the sample involved typing in keywords like: “women’s resource centers, women’s center, sexual advocacy programs, crisis center, rape crisis center, sexual assault programming, sexual assault and rape” (Hayes-Smith, R.
and Hayes-Smith, J., *Critical Criminology*, 2009). Such method was utilized in this study to analyze the existence of a women’s resource center at the university in addition to assessing the quality of sexual-assaulted related information if present.

Amongst the 60 universities sampled in the study, only 20 (33%) had some form of a women’s resource center or facility. There was no underlying characteristic that the universities with women’s resource centers shared amongst each other, as they varied in size and in being public or private. Common services offered at these various women’s resource centers include: a resource library, the addressing of gender inequality issues on campus, discussion groups and workshops, or “Take Back the Night” event (Hayes-Smith, R. and Hayes-Smith, J., *Critical Criminology*, 2009). Overall, the purpose of these women’s resource facilities was to provide a safe space on campus for women and to educate about gendered issues and provide information and resources. Findings from this study reflect how vital of a resource women’s resource centers are on campuses, particularly with addressing the issues of sexual violence. Universities with these resource centers worked more towards improving their response and approach towards sexual assault on their campus.

“Administrators’ Perceptions of College Campus Protocols, Response, and Student Prevention Efforts for Sexual Assault” focuses on evaluation of responses and resources to sexual assault on campus from an institutional-level. Sexual assault on campus is extremely underreported, with there being little research on institutional-level factors that may influence a survivor’s decision to report. This study researched three areas regarding these issues, including: campus assault adjudication, campus resources and protocols to dealing with sexual assault, and provision of prevention education for students (Amar, Strout, Simpson, Cardiello, and Beckford, *Violence and Victims*, 2014). Participants of this study included a nationally representative
sample of 1,067 campus administrators. They completed a survey revolving around the sexual assault policies and procedures on their campus (Amar et al., *Violence and Victims*, 2014). The survey not only gathered research of what the protocols were at various institutions, but it also gauged the administrators’ perceptions regarding their policies and procedures.

Findings from this survey indicate that many institutions have adequate responses addressing the study’s objectives with sexual assault, but there are still a plethora of improvements that can be made. For a majority of the respondents, campus assault adjudication included a hearing board that consisted of: faculty, staff, administrators, and students (Amar et al., *Violence and Victims*, 2014). In regards to protocols for sexual assault on campus, many universities used a multidisciplinary team to address the issues, such as the Sexual Assault Response Team. Many of the surveyed administrators also provided some form of training for students to implement student prevention education, although most of which are voluntary. A strength of this study is that there were a variety of administrative roles that took the survey, ranging from: student affairs, residence life, campus health, women’s resource centers’ directors, campus police, to the University President (Amar et al., *Violence and Victims*, 2014). An improvement that can be made though is to gauge students’ perceptions and knowledge of these resources and protocols and compare them to the perceptions of the surveyed administrators.

The “Women’s Center Staff Perceptions of the Campus Climate on Sexual Violence” article focused on understanding the perceptions of women’s resource facilities and staff on university campuses. Participants were staff members of women’s resource centers on college campuses who were either: directors, coordinators, or administrators of the centers. They were asked to complete electronically six open-ended questions, specifically addressing campus responses to sexual assault (Strout, Amar, and Astwood, *Journal of Forensic Nursing*, 2014).
This was to understand the perspectives they had on the campus sexual assault responses and policies as well as to what the participants thought of how those affected the campus climate regarding sexual violence. A total of 44 women’s resource center staffers participated in the survey, ranging from across 26 states, and coming from both private and public institutions (Strout, Amar, and Astwood, *Journal of Forensic Nursing*, 2014).

Concepts explored in the findings of the survey involve: “respect, trust, confidentiality, trained professionals, and comprehensive and consistent response” (Strout, Amar, and Astwood, *Journal of Forensic Nursing*, 2014). A major common perspective of the respondents was that they believed a trusting relationship was vital in the role of a women’s resource center staffer responding to a survivor of sexual assault on campus. The participants also commonly expressed the concern of confidentiality being a barrier and major concern for sexual assault survivors.

This study can be utilized in better understanding campus climate of sexual assault resources as well as how to better these resources. For instance, a takeaway is that assistance and resources should be more accessible and conveniently in one place. This is a strength of the study as it leads to further actions that can be carried out on college campuses to be more supportive for sexual assault survivors.

The “Needs of sexual assault advocates in campus-based sexual assault centers” article focuses on a study that explores what needs to be improved in regards to services and resources for survivors of sexual assault on campuses. Participants involved in the study included 17 advocates that were working in sexual assault centers in the Commonwealth of Virginia. Method of research was a focus group that asked several questions interviewing the participants regarding their thoughts on campus response to sexual assault (Carmody, Ekhomu, and Payne, *College Student Journal*, 2009). Examples of focus group questions include: probing on their
center’s relationships with campus police, practices they found to be effective on campus for addressing sexual assault, and if there were certain student groups they thought were underserved regarding these issues (Carmody, Ekhomu, and Payne, *College Student Journal*, 2009).

Results from the study indicated that there needs to be vast improvements in campus resources for sexual assault survivors. Need expressed in the focus group include: more strategies to reach out to and better serve international students, increase in funding, increase in education and awareness regarding sexual assault, and more of a statewide coordination for sexual assault services (Carmody, Ekhomu, and Payne, *College Student Journal*, 2009). A common root issue that needs to be addressed discovered in the study was funding. Due to lack of funding, other services cannot be efficiently carried out such as more prevention programs or counseling programs. The results from this study can be utilized to better resources and services available on campuses for survivors. Another big takeaway is how helpful it is to have advocates in a sexual assault center on college campuses to begin with so they can assist with carrying out these needs and services for survivors.
AAU Survey and Prevention Program Plan

The Literature Review helped provide extensive information to gauge a better understanding of the prevalence of sexual assault on college campuses and prevention programs throughout the United States. Further investigation was done to identify and analyze the scope of the issues in addition to the campus climate of sexual assault specifically here at the University of Arizona. All data was retrieved from the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct carried out at the University of Arizona. Results from the survey are public and readily accessible on the University of Arizona website under the Dean of Students section.

Background on the AAU Campus Climate Survey on Sexual Assault and Misconduct

The AAU survey is one of the largest surveys on sexual assault and sexual misconduct, in regards to number of schools and students involved. The University of Arizona was one of 27 total institutions of higher education in the United States that collaborated with the American Association of Universities in helping produce and carry out the campus climate surveys. UA’s intent in administering this survey was to better understand students’ experiences as well as to assess the level of student awareness in regards to resources available to them for sexual assault and misconduct on campus. Additionally, the survey was intended to bring forth data of prevalence and incidence rates of sexual assault and misconduct, ranging from nonconsensual sexual contact, intimate partner violence, stalking, to harassment at the University of Arizona.

According to the published report, Westat was the research firm that led the designing and carrying out of the campus climate AAU surveys. There was a designated AAU Survey Design Team that began the survey development process in around early November of 2014.
This team met once to twice a week to plan for what the questionnaire would look like and also for how to carry it out. During the entire planning process, the survey design team was open to comments and feedback from study coordinators, college students, and pilot administration groups. After careful contemplation and strategic planning, the survey design team completed the structure and content of the questionnaire.

**AAU Survey Content and Definitions**

The AAU survey is comprised of a total of ten sections with a question at the conclusion to debrief on the participant’s survey experience. It included a set of 53 questions that addressed the following topics: Background, Perceptions of Risks, Resources, Harassment, Stalking, Sexual Violence, Sexual Misconduct Prevention Training, Perceptions of Responses to Reporting, and Bystander Intervention (Cantor, et al., 2015). Participants that answered in the survey as being in a partnered relationship or had been in a partnered relationship were then asked questions regarding Intimate Partner Violence and Domestic Violence. There were follow-up questions for the questions that addressed Harassing, Stalking, and Intimate Partner Violence. When addressing sexual assault, the survey provided additional follow-up questions via a Detailed Incident Form where further questions on sexual assault, coercion, and lack of affirmative consent were addressed. For any section that received a response of victimization (such as intimate partner violence or domestic violence), further follow-up questions were administered to a gauge a better understanding of the experiences.

In order to avoid any confusion or misinterpretation of the survey questions and data, definitions of the terms were provided prior to analyzing the results. Since a large focus of the survey was to assess on nonconsensual sexual contact, the questions investigated both sexual
penetration and sexual touching, including kissing. Probes that focused on nonconsensual sexual acts in the survey involved asking about: physical force (or threat of), incapacitation (Ex: alcohol, drugs, being asleep, unconscious, or passed out), coercion, and the failure of obtaining affirmative consent. By having various types of nonconsensual sexual acts addressed in the questionnaire, the AAU survey ensured the covering of multiple different definitions that vary among higher education institutes. These definitions also make it consistent with studies done previously in the past on sexual assault and sexual misconduct on college campuses to compare findings. According to the AAU Survey, the definitions were as followed:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penetration</td>
<td>“When one person puts a penis, finger, or object inside someone else’s vagina or anus” or “When someone’s mouth or tongue makes contact with someone else’s genitals”</td>
</tr>
<tr>
<td>Sexual Touching or Kissing</td>
<td>“Kissing”, “Touching someone’s breast, chest, crotch, groin, or buttocks”, or “Grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other’s clothes”</td>
</tr>
<tr>
<td>Physical Force</td>
<td>“…. holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using or threatening to use a weapon against you.”</td>
</tr>
<tr>
<td>Incapacitation</td>
<td>“unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol”</td>
</tr>
<tr>
<td>Coercion</td>
<td>“Incidents involving threats of serious non-physical harm or promising rewards”</td>
</tr>
<tr>
<td>Absence of Affirmative Consent</td>
<td>“without your active, ongoing voluntary agreement”</td>
</tr>
<tr>
<td>Harassment</td>
<td>“a series of behaviors that interfered with academic or professional performances, limited ability to participate in an academic program, or created an intimidating, hostile or offensive social, academic or work environment”</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Partnered Relationship</td>
<td>“Casual relationship or hook-up”, “Steady or serious relationship”, or “Marriage, civil union, domestic partnership or cohabitation”</td>
</tr>
<tr>
<td>Stalking</td>
<td>“Unwanted phone calls, sent emails, voice, text or instant messages, or posted messages, pictures or videos on social networking sites”, “Showed up somewhere or waited for you when you did not want that person to be there”, or “Spied on, watched or followed you either in person or using devices or software” all of in ways that made individual afraid regarding their personal safety</td>
</tr>
<tr>
<td>TGQN</td>
<td>“Transgender, genderqueer, non-conforming, questioning, and as something not listed on the survey”</td>
</tr>
</tbody>
</table>

**Methodology of AAU Survey at the University of Arizona**

A total of 36,575 students enrolled at the University of Arizona were asked to participate in the AAU survey on campus climate on sexual assault and sexual misconduct. The survey was not mandated. However, participation was encouraged by entering students who clicked on the survey link into a drawing for one of ten $100 cash prizes. Students at the University of Arizona were contacted for participation in the AAU survey through email invitations that were sent to their university email addresses. The email included a link that led to the online AAU survey that was unique to each student with a messaged signed by Melissa Vito, the Senior Vice President for Student Affairs and Enrollment Management and Senior Vice Provost for Academic Initiatives and Student Success at the University of Arizona. All enrolled students at the
University of Arizona received this email on April 2, 2015, the official launch date of the AAU survey for the University of Arizona. The deadline for the survey was April 23, 2015, allowing students at the University of Arizona three weeks to complete the survey before it closed. Within these three weeks, to ensure optimal participation, reminder emails were sent (signed by Melissa Vito) on both April 9th and April 21st, 2015.

After the closure of the online survey by the AAU deadline (April 23, 2015), results indicated that the University of Arizona had a total of 7.8% response rate. This indicated that a total of 2,852 students at the University of Arizona completed the survey, with 696 being graduate or professional students, and 2,156 identifying as undergraduate students. Further breakdown of the response rates for the AAU survey at the University of Arizona is as follows:

(Cantor, et al., 2015, Westat, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct”)

Additionally, the following table depicts the characteristics of the students that finished the AAU survey at the University of Arizona:
<table>
<thead>
<tr>
<th>Characteristic Category</th>
<th>Weighted</th>
<th></th>
<th></th>
<th>Un-weighted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 years old</td>
<td>3,439</td>
<td>9.4</td>
<td>230</td>
<td>8.1</td>
<td></td>
</tr>
<tr>
<td>19 years old</td>
<td>6,263</td>
<td>17.1</td>
<td>446</td>
<td>15.6</td>
<td></td>
</tr>
<tr>
<td>20 years old</td>
<td>5,530</td>
<td>15.1</td>
<td>430</td>
<td>15.1</td>
<td></td>
</tr>
<tr>
<td>21 years old</td>
<td>5,797</td>
<td>15.8</td>
<td>421</td>
<td>14.8</td>
<td></td>
</tr>
<tr>
<td>22 years old</td>
<td>4,443</td>
<td>12.1</td>
<td>298</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>23 years old</td>
<td>1,764</td>
<td>4.8</td>
<td>128</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>24 years old</td>
<td>1,287</td>
<td>3.5</td>
<td>110</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>25 years or older</td>
<td>8,052</td>
<td>22.0</td>
<td>789</td>
<td>27.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Affiliation</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>29,915</td>
<td>81.8</td>
<td>2,156</td>
<td>75.6</td>
</tr>
<tr>
<td>Graduate or Professional</td>
<td>6,660</td>
<td>18.2</td>
<td>696</td>
<td>24.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Year in school/program</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>6,450</td>
<td>17.6</td>
<td>413</td>
<td>14.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6,348</td>
<td>17.4</td>
<td>440</td>
<td>15.4</td>
</tr>
<tr>
<td>Junior</td>
<td>6,945</td>
<td>19.0</td>
<td>600</td>
<td>21.0</td>
</tr>
<tr>
<td>Senior</td>
<td>10,172</td>
<td>27.8</td>
<td>703</td>
<td>24.6</td>
</tr>
<tr>
<td>Graduate or Prof 1st year</td>
<td>2,563</td>
<td>7.0</td>
<td>263</td>
<td>9.2</td>
</tr>
<tr>
<td>Graduate or Prof 2nd year</td>
<td>1,489</td>
<td>4.1</td>
<td>163</td>
<td>5.7</td>
</tr>
<tr>
<td>Graduate or Prof 3rd year</td>
<td>894</td>
<td>2.4</td>
<td>98</td>
<td>3.4</td>
</tr>
<tr>
<td>Graduate or Prof 4th year or higher</td>
<td>1,714</td>
<td>4.7</td>
<td>172</td>
<td>6.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Year first enrolled in the college or university</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 or earlier</td>
<td>4,245</td>
<td>11.6</td>
<td>401</td>
<td>14.1</td>
</tr>
<tr>
<td>2011</td>
<td>5,923</td>
<td>16.2</td>
<td>429</td>
<td>15.0</td>
</tr>
<tr>
<td>2012</td>
<td>6,374</td>
<td>17.4</td>
<td>508</td>
<td>17.8</td>
</tr>
<tr>
<td>2013</td>
<td>7,970</td>
<td>21.8</td>
<td>627</td>
<td>22.0</td>
</tr>
<tr>
<td>2014 or 2015</td>
<td>12,062</td>
<td>33.0</td>
<td>887</td>
<td>31.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hispanic or Latino?</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8,435</td>
<td>23.1</td>
<td>601</td>
<td>21.1</td>
</tr>
<tr>
<td>No</td>
<td>28,140</td>
<td>76.9</td>
<td>2,251</td>
<td>78.9</td>
</tr>
</tbody>
</table>
CAMPUS CLIMATE ON SEXUAL ASSAULT

(Cantor, et al., 2015, Westat, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct”)

Results from AAU Survey at the University of Arizona

One of the biggest reasons for carrying out this AAU survey was to determine and have a gauge for the campus climate at The University of Arizona in regards to sexual assault and sexual misconduct. Questions in the survey probed about what students expected the response to be from their institution and peers when dealing with sexual assault or sexual misconduct, in addition to if they had ever witnessed an incident dealing with those issues and whether or not they intervened. Furthermore, the survey asked certain questions that would help assess the perceptions the college students held, specifically with whether they perceived sexual assault and sexual misconduct to be a problem at the University of Arizona. Results from the AAU survey
indicated that almost half (48.9%) of the respondents believed that it is “very” or “extremely” likely that survivors who choose to report a sexual assault or sexual misconduct to a UA official would be supported by other students. Around 55.5% of the survey’s undergrad male participants answered that it would be “very” or “extremely” likely that survivors would be supported in making a report, while 43.8% of the female undergraduate participants shared the same perception. In regards to perception about retaliation, 25.4% of the respondents of the AAU survey believed that it is “very” or “extremely” likely that retaliation would take place if a survivor reported their sexual assault or sexual misconduct experience. 27.7% of female undergraduates answered in the survey that retaliation was “very” or “extremely” likely to happen as a response to reporting of sexual assault or sexual misconduct, compared to a lower 23% in male undergraduates. When asked if the student thought if The University of Arizona officials would take the report of sexual assault or sexual misconduct seriously, a total of 61.9% of those that took the survey believed this to be “very” or “extremely” likely. 55.4% of the respondents held the perception of it being “very” or “extremely” likely that their campus officials would protect the safety for the survivors reporting, and 48.8% believed that it would be “very” or “extremely” likely that campus officials would conduct a fair investigation. Results from the AAU survey also further dictate that 38.5% of participants perceived it to be “very” or “extremely” likely that the University of Arizona officials would take measures to address factors that may have caused or led to the sexual assault or sexual misconduct taking place on campus.
In regards to bystander intervention, the AAU survey found that 19.4% of the participants suspected that a friend of theirs may have experienced sexual assault. Out of those who held this belief, results show that 71.1% of those took some type of action to help the survivor. When asked if they had ever witnessed a drunk person heading toward sexual encounter, 77.4% of respondents answered as doing nothing about it. When asked if they have ever witnessed any act that was harassing or sexually violent, 21.9% answered with yes. 57.6% of those respondents
answered as having done nothing in that situation and 28.5% answered with not knowing what to do. Responses from the survey indicate that 42.4% of bystanders did take some type of action regarding the incident they witnessed, ranging from direct intervention to finding someone else to seek help.

(Cantor, et al., 2015, *Westat, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct”*)

The AAU survey tried to assess students’ perceptions of how problematic they believed the issues of sexual assault or sexual misconduct was specifically at the University of Arizona. The survey reported that 16.7% of students found sexual assault or sexual misconduct to be “very much” or “extremely” problematic, with more female-identified undergraduate students
sharing this view at 21.8% compared to 12.1% for male undergraduate students. Furthermore, the AAU survey found that only 5.4% of students believed that they were “very” or “extremely” likely to experience sexual assault or sexual misconduct on the University of Arizona campus. The results were almost the same in regards to off campus with the percentage only slightly increasing to 5.9% of students.

(Cantor, et al., 2015, Westat, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct”)

Another factor the AAU survey wanted to gauge was students’ knowledge of resources available at the University of Arizona for anyone affected by sexual assault and sexual misconduct. The survey provided a list of resources that were available and provided by specifically the University of Arizona in regards to sexual assault and sexual misconduct. These
services include: the Oasis Program, Counseling and Psych Services, Campus Health, Dean of Students Office, Residence Life, University of Arizona Police Department, and the Office of Institutional Equity. Results indicate that students’ awareness of these university services varied and ranged from 6% to 86%, with Campus Health being the most known service and Office of Institutional Equity being the least known. Undergraduate-identified students were shown to generally be more aware of the resources listed in comparison to graduate students. Additionally, the AAU survey found that 21.3% of students stated being “very” or “extremely” knowledgeable about the university’s definition of sexual assault and sexual misconduct. 26.6% reported knowing where to seek help at the University of Arizona, 23.6% knew where to make a report, but only 8.3% knew what actually happens after a student makes a report. When asked about orientation at the University of Arizona, 28.1% of the participants said they attended it and remembered that sexual assault and sexual misconduct information was covered during the session. However, the survey did indicate that 42.9% of students actually did not recall whether sexual assault and sexual misconduct information was provided during orientation or not, and 18.5% reported that such information was not provided. Only around a quarter of those that attended orientation (25.8%) responded in the AAU survey that they found the information provided during orientation to be “very” or “extremely” useful.
One of the last major findings the AAU survey wanted to establish was prevalence and frequency of gender-based violence. Results indicate that 22.1% of female undergraduate students had experienced a type of assault since enrolling at the University of Arizona. 11.2% of the female undergraduate students reported having experienced nonconsensual penetration that involved force or incapacitation, 7.1% were with force but no incapacitation, and 4.4% were under incapacitation but did not involve force. When asked about sexual touching, 16.7% of female undergraduates responded to having experienced this since enrolling at the University of Arizona. 12.6% of these cases involved physical force, 6% involved incapacitation, and a low 0.9% involved both physical force and incapacitation. For female graduate students, the AAU survey found that 11% were victims of sexual assault, including penetration or sexual touching. 4.4% of these cases reported nonconsensual penetration. Physical force only played a role in assaults involving penetration for 2.9% of the female graduate students. Incapacitation only for nonconsensual penetration was reported in 2.1% of female graduate students. The AAU survey
found that a total of 8.4% of graduate female students’ nonconsensual sexual touching incident involved physical force or incapacitation. 5.7% was reported for only physical force and 4.4% for incapacitation only.

In regards to prevalence of sexual assault and sexual misconduct amongst males at the University of Arizona, the AAU survey found that 6.2% of male undergraduate students had experienced nonconsensual penetration or sexual touching since attending the University of Arizona. Of this percentage, 4% involved force or incapacitation, 2.6% involved only physical force, and 1.6% involved only incapacitation. For male graduate students, the results indicate that 3% were survivors of nonconsensual penetration or sexual touching involving force or incapacitation.

For cases dealing with coercion or absence of affirmative consent, the AAU survey results show that 0.6% of students at the University of Arizona experienced nonconsensual contact due to coercion. On the other hand, the absence of affirmative consent was higher at 6.4% for sexual touching and penetration.

Results from the AAU survey also covered prevalence of sexual harassment, intimate partner violence, and stalking. A total of 52.7% of University of Arizona students reported having experienced sexual harassment. Certain behaviors included inappropriate comments regarding appearance or sexual behavior, sexual remarks, or offensive or insulting jokes or stories. Out of the percentage of participants that identified as being in or had been in a partnered relationship, 13.6% experienced intimate partner violence at the University of Arizona. The AAU survey results show that this was most common for female undergraduate students and least common for male graduate students. In regards to stalking, results dictate that 5.5% of students identified as victims of stalking at the University of Arizona. Again, female
undergraduate students reported the highest rates of this, and male graduate students reported the lowest.

Next Steps for Prevention Programming

The results from the AAU survey provided a better understanding of the campus climate at the University of Arizona in regards to gender-based violence such as sexual assault. Statistics at the University of Arizona were found to be mainly consistent with national data. Results from the survey confirmed that sexual assault is an extremely significant issue at the university and that there needs to be more accessible resources for students when affected by these issues. Different genders experienced prevalence rates of sexual assault differently, with the AAU survey confirming that females are more likely to report victimization of sexual assault than males. Thus, prevalence rates for sexual assault are much higher for females at the University of Arizona, a statistic parallel to national data. It should also be noted that the survey results support the claim that TGQN students also experience sexual assault at higher prevalence. The results from the AAU survey also depict that a majority of the sexual assault cases were perpetrated by an acquaintance or friend to the survivor. This dispels the myth that sexual assault is a crime that happens from a “stranger in the bush” or any other concept that it is done by strangers. In fact, national data also parallels this finding at the University of Arizona with approximately of 78% of sexual assault cases being done by someone the survivor knew. Overall, the AAU findings showed that sexual assault is an extremely significant problem at the University of Arizona, and certain groups are affected more than others. There not only needs to be an increase in resources for those affected by sexual assault at the University of Arizona but also an increase in
accessibility and awareness of resources as well. Proactive steps need to be taken in not just addressing sexual assault but also in preventing it as well.

There are a plethora of factors that go into effectively combating sexual violence on college campuses like the University of Arizona, but two primary factors include: holding perpetrators accountable and carrying out comprehensive primary prevention programming. This can take the form of educational workshops that are mandatory for incoming freshmen and transfer students at universities. These workshops can take place during freshmen/transfer student orientation or spread throughout the semesters in various sessions and time slots that students can pick based on their schedule (mandatory still, nonetheless). Since education is key, the proposed workshops would educate not just on sexual assault but also address various topics relevant to the issues. Students attending the workshops would have deep, critical conversations on identities and how identities intersect in forming experiences. Some examples of identities to be discussed include: race, gender, age, ethnicity, disability, religion, sexuality, and class. This education will help students be more cognizant of the large role that identities play and also provide them a space to engage in such needed dialogue. The workshops will also educate on sexual assault providing statistics in addition to definitions. Terms like: sexual assault, coercion, consent, and relationship violence will be defined. A large focus of the workshops will be to discuss consent as it is vital that students understand this, considering that any sex without consent is rape. The University of Arizona operates under the “Yes Means Yes” policy where affirmative consent is required from all parties before engaging in sexual activity. This policy dictates that the absence of no does not constitute a yes. Students in the workshops will be informed of this policy in addition to definitions the University of Arizona utilizes in the Student Code of Conduct. Another topic the workshops will cover as a means of comprehensive primary
prevention programming is rape culture. This allows students to be informed of rape culture and how it plays a large role in the trivializing and perpetuation of rape. The goal of these workshops are to not just primarily educate students but to have them engaged and actively thinking about the intersectionality of these issues pertaining to sexual assault.

Last but not least, these workshops will also increase the awareness of resources on campus regarding sexual violence. Students will be informed of: their rights under Title IX, know what the reporting process looks like and who is involved, confidential reporting options, CAPS, the Oasis Program, UAPD, Dean of Students, and any additional resources available to them. In addition to providing resources at these workshops, it is imperative to make them more accessible throughout campus too. This means more marketing materials like posters and an accessible, easy-to-navigate webpage with all information for campus resources on sexual assault. Resources need to also be promoted accurately in diverse settings, ranging from orientation sessions to Residence Life to Greek life. Since the issue of sexual assault at the University of Arizona is a prevalent one, it is imperative that resources be more accessible so students can know their options and know what to do if they or a friend are ever affected.

**Conclusion**

Sexual assault is a huge problem at the University of Arizona just as it is nation and even worldwide. Results from the AAU survey indicate the high prevalence rates of these issues and how certain groups are more impacted by it based on their identities. The survey helped explore the campus climate at the University of Arizona in regards to sexual assault. A large flaw of the AAU survey that should be noted though is the extremely low amount of participants. With such a low percentage of the entire student population taking the survey, it should be noted that it does
not accurately reflect the realistic campus culture. If anything, the numbers from the survey are probably lower than in reality and thus sexual assault needs to be treated as an even more significant and prevalent issue on college campuses. In order to prevent sexual violence, it is imperative that perpetrators are held accountable while also implementing comprehensive primary prevention programming. By mandating these comprehensive programs such as the workshops mentioned, further dialogue around the topics of sexual assault can take place. Such education and awareness is imperative to win the fight against sexual violence. Institutions also need to make it a priority to provide resources for survivors of sexual assault, as well as ensure that these resources are constantly accessible and well-informed to the student population.

Sexual assault is a significant issue on college campuses that deserve administration’s attention and efforts in actively fighting against it, and this needs to be done by: holding perpetrators accountable, providing comprehensive primary prevention programming, and supporting survivors.
References


   http://www.bmj.com.ezproxy1.library.arizona.edu/content/350/bmj.h3242 Accessed on November 17, 2015


